



CareerSource Escarosa

**Workforce Innovation and Opportunity Act
Local Workforce Plan
Two-Year Modification
January 1, 2023 – December 31, 2024**

Local Workforce Development Area 1

**Tel 850.471.4401
Fax 850.473.0935**

**6913 North 9th Avenue
Pensacola, FL 32504**

**Careersourceescarosa.com
Region1@careersourceescarosa.com**

Date Submitted: Oct. 13, 2022
Plan Contact: Bill Barron, COO

¹ Local workforce development boards may submit plans with a cover page of their design. The cover page must have all the elements included in this cover page example.

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INTRODUCTION

These instructions provide direction for local workforce plans (local plans) submitted under [Public Law 113-128, the Workforce Innovation and Opportunity Act \(WIOA\)](#). WIOA requires each local workforce development board (LWDB), in partnership with the appropriate chief local elected official(s), to develop and submit a comprehensive four-year local plan to the state. Additionally, local plans must be modified at the end of the first two-year period of the four-year local plan to reflect changes in labor market and economic conditions and other factors affecting the implementation of the local plan. Federal regulations require states and LWDBs to regularly revisit and recalibrate state plan strategies in response to changing economic conditions and workforce needs of the state (20 Code of Federal Regulations (CFR) 676.135).

WIOA emphasizes the importance of collaboration and transparency in the development and submission of local plans. LWDBs provide leadership, and should seek broad stakeholder involvement, in the development of their local plan. Chief local elected officials, LWDB members, core program partners, mandatory one-stop career center partners, and local economic development entities are an integral part of the planning process. WIOA encourages an enhanced, integrated system by including core programs in its planning and performance requirements. Affected entities and the public must have an opportunity to provide input in the development of the plan. LWDBs must make the plan available electronically and in open meetings to ensure transparency to the public.

In addition to the specific requirements outlined in these instructions, local plans must:

- A. Identify and describe policies, procedures, and local activities that are carried out in the local workforce development area (local area), consistent with the strategic and operational elements of the state plan as well as [CareerSource Florida Strategic Policy 2021.12.09.A.1 – Comprehensive Employment Education and Training Strategy](#).
- B. Align with the CareerSource Florida Board of Director's business and market-driven principles to be the global leader for talent. These principles include:
 - Increasing the prosperity of workers and employers.
 - Reducing welfare dependency.
 - Meeting employer needs.
 - Enhancing productivity and competitiveness.
- C. Address how the LWDB coordinates service delivery with core programs of the Florida Department of Education's Division of Vocational Rehabilitation, Division of Blind Services and Division of Career and Adult Education, as well as other required and optional partners.
- D. Be based on current and projected needs of the local workforce investment system, with an increased emphasis on coordination and collaboration at all levels to ensure a seamless system for employers and job seekers, including veterans, Supplemental Nutrition Assistance Program (SNAP) and Temporary Assistance for Needy Families (TANF) benefit recipients, individuals with disabilities, and individuals residing in rural areas.
- E. Set forth a strategy to utilize all allowable resources to:

- Assist Floridians with securing employment that leads to economic self-sufficiency and reduces the need for public assistance.
 - Provide opportunities for Floridians to develop skills intended to meet the present and future needs of employers.
 - Ensure that workforce-related programs are responsive to present and future needs of business and industry and complement the initiatives of state and local economic development partners, including Enterprise Florida, Inc. in relation to:
 - Job training;
 - The attainment of a credential of value identified pursuant to Section 445.004(4)(h)4.c., Florida Statutes;
 - The attainment of a postsecondary degree or credential of value; and
 - Any other program that has, at least in part, the goal of securing employment or better employment for an individual and receives federal funds or a state appropriation.
 - Prioritize evidence-based, results-driven solutions to improve outcomes for Floridians and Florida businesses.
 - Develop collaborative partnerships that leverage multiple sources of funding to provide services to all customers seeking assistance, especially Florida's vulnerable populations.
 - Identify barriers to coordinating and aligning workforce-related programs and develop solutions to remove such barriers.
- F. Identify the education and skill needs of the workforce and the employment needs of the local area and include an analysis of the strengths and weaknesses of services provided to address identified needs. Assessments include the best available information, evidence of effectiveness, performance information for specific service models and a plan to improve program effectiveness by adopting proven or promising practices as a part of the local vision.
- G. Provide a comprehensive view of the systemwide needs of the local area.
- H. Address how LWDBs foster strategic alignment, improve service integration, and ensure the workforce system is industry-relevant, responding to the economic needs of the local workforce development area and matching employers with skilled workers.
- I. Lead to greater efficiencies, reduce duplication, and maximize financial and human resources.
- J. Address current and future strategies and efficiencies to address the continuous improvement of Florida's workforce investment system and its focus on customer service excellence.

KEY DATES

ON OR BEFORE

Florida Unified Plan Public Comment.....	February-March 2022
Florida Unified Plan Reviewed by Federal Agencies.....	March-June
2022 Key Dates Sent to Local Boards	March 25, 2022
Local Plan Guidelines Issued.....	May 25, 2022
Final Revisions and Approval of Florida Unified Plan.....	July-August
2022 Local Plans Due	October 3, 2022
Local Plans Approved by State Board	December, 2022
Local Plans Effective	January 1, 2023

PUBLIC COMMENT PROCESS

Prior to the date on which the LWDB submits the local plan, the LWDB must provide an opportunity for public comment on the development of the local plan. To provide adequate opportunity for public comment, the LWDB must:

- (1) Make copies of the proposed local plan available to the public through electronic and other means, such as public hearings and local news media (WIOA § 108(d)(1)).
 - A draft of the plan was made available to our CEOs, Escarosa Board of Directors, and the public August 17, 2022.
- (2) Include an opportunity for comment by members of the public, including representatives of business, labor organizations, and education (WIOA § 108(d)(2)).
- (3) Provide no less than a 14-day period and no more than a 30-day period for comment on the plan before its submission to DEO, beginning on the date on which the proposed plan is made available (WIOA § 108(d)(2)).
 - **The 14-day public comment period began on August 17, 2022 and closed/ended on August 31, 2022.** All comments are included as Attachments.

PLAN SUBMISSION

ONLINE FORM

Each LWDB must submit its local plan, required attachments and contact information for primary and secondary points of contact for each local plan via the state's online form established for WIOA local plan submissions. Hard copies of local plans or attachments are not required. **All local plans must be submitted no later than 5:00 p.m. (EDT) on Monday, October 3, 2022. Please note, the local plan and all attachments must be submitted in a searchable PDF format that is Americans with Disabilities Act compliant.**²

² A searchable PDF file is a PDF file that includes text that can be searched upon using the standard Adobe Reader “search” functionality [CTRL+F]. In Microsoft Word Click **File > Save As** and choose where you want the file to be saved. In the **Save As** dialog box, choose **PDF** in the Save as type list. Click **Options**, make sure the **Document structure tags for accessibility** check box is selected, and then click **OK**.

The web address for the state’s online form for submitting local plans, required attachments and links to requested documents is <https://careersourceflorida.com/wioa-form/>.

Please carefully review these instructions and those posted online prior to submitting plans.

Prior to local plan submission, please ensure:

- The LWDB members reviewed the plan.
- The LWDB chair and the chief local elected official signed the appropriate documents.
- The name and number of the LWDB are on the plan cover page.
- The plan submitted date and point of contact is on the cover page.
- The structure and numbering follow the plan instructions format.
- A table of contents with page numbers is included and each page of the plan is numbered.
- Text is typed, preferably in the fonts Arial or Calibri, with a font size of 11 or greater.
- Responses to all questions are informative and concise.
- The name of the LWDB, the page number and plan submission date are listed in the footer of the document.

ATTACHMENTS

Please provide a link to the local board’s website showing the attachments described below or upload attachments in a searchable PDF file with the local plan:

- Attachments can be found on the CareerSource Escarosa website at the following link: <https://careersourceescarosa.com/local-workforce-plan>
- A. Executed interlocal agreement that defines how parties carry out roles and responsibilities of the chief local elected official** (if the local area includes more than one unit of general local government in accordance with WIOA § 107(c)(1)(B) .
- B. Executed agreement between the chief local elected official(s) and the local workforce development board.**
- C. Evidence of designation of the fiscal agent** by the chief local elected official(s), if other than the chief local elected official.
- D. Current bylaws** established by the chief local elected official to address criteria contained in 20 CFR 679.310(g) and [CareerSource Florida Administrative Policy 110 – Local Workforce Development Area and Board Governance](#).

- E. Current board member roster, meeting minutes for the local plan agenda item, discussions about the plan, and the board’s vote on the local plan.**

- F. Agreements describing how any single entity selected to operate in more than one of the following roles:** local fiscal agent, local board staff, one-stop operator, or direct provider of career services, will carry out its multiple responsibilities, including how it develops appropriate firewalls to guard against conflicts of interest. Also attach copies of any processes and procedures that clearly detail a) how functions are sufficiently separated; b) descriptions of the steps the local area has taken to mitigate risks that could lead to impropriety; c) firewalls (physical, technological, policies, etc.) created to ensure such risks are mitigated; and d) oversight and monitoring procedures.

- G. Executed Memoranda of Understanding for all one-stop partners** (Section III(b)(2) of the State of Florida WIOA Unified Plan).

- H. Executed Infrastructure Funding Agreements with all applicable WIOA required partners** (Section III(b)(2) and Section IV(a)(1)(d) of the State of Florida WIOA Unified Plan).

- I. Executed cooperative agreements** which define how all local service providers, including additional providers, will carry out the requirements for integration of and access to all services available in the local one-stop delivery system. This includes cooperative agreements (as defined in WIOA section 107(d)(11)(B) between the LWDB or other local entities described in WIOA section 107(d)(11)(C) of the Rehabilitation Act of 1973 (29 U.S.C 721(a)(11)(B)) and the local office of a designated state agency or designated state unit administering programs carried out under Title I of such Act (29 U.S.C. 721(a)(11) with respect to efforts that enhance the provision of services to individuals with disabilities and to other individuals, such as cross-training staff, technical assistance, use and sharing of information, cooperative efforts with employers and other efforts of cooperation, collaboration, and coordination.

- J. A description of the process used by the LWDB to obtain input and comment by representatives of business and labor organizations for the development of the plan.** This attachment must include any comments submitted during the public comment period that represent disagreement with the local plan (WIOA § 108(d)).

PLAN APPROVAL

DEO will review each local plan for the requirements outlined in these guidelines using a local plan review checklist that aligns with requirements outlined in these guidelines. If there are questions or concerns, DEO will notify the contact(s) included in the local plan.

DEO will recommend approval of the local plan to the CareerSource Florida Board of Directors (state board), unless DEO notifies the LWDB in writing that:

- There are deficiencies in workforce investment activities that have been identified through audits, and the local area has not made acceptable progress in implementing plans to address the deficiencies;

- The local plan does not comply with applicable provisions of WIOA and the WIOA regulations, including the required consultations and public comment provisions, and the nondiscrimination requirements of 20 CFR Part 38; or
- The local plan does not align with the state plan, including with regard to the alignment of the core programs to support the strategy identified in the state plan in accordance with WIOA § 102(b)(1)(E) and 20 CFR 676.105.

The local plan, including plan modifications, will be considered to be approved upon written notice by DEO advising of state board approval or at the end of the 90-day period beginning the day DEO receives the local plan, or plan modification, unless, in accordance with 20 CFR 679.570, any deficiencies referenced above were identified by DEO in writing and remain unresolved.

Any questions regarding the submission, review and/or approval of local plans should be submitted to DEO at: WIOA-LocalPlans@DEO.MyFlorida.com.

A. ORGANIZATIONAL STRUCTURE

The local plan must describe the organizational structure in place in the local area, including:

(1) Chief Elected Official(s)

(a) Identify the chief local elected official(s) by name, title, mailing address, phone number and email address.

- Escambia Board of County Commissioners
Jeff Bergosh, (District 1) – Chair
221 Palafox Place, Suite 400
Pensacola, FL 32502
850.595.4910
District1@myscambia.com
- Santa Rosa Board of County Commissioners
Robert A. “Bob” Cole, (District 2) – Chair
6495 Caroline Street, Suite M
Milton, FL 32570
850.983.1877
district2@santarosa.fl.gov

(b) Describe how the chief local elected official(s) was involved in the development, review, and approval of the local plan.

- The Chief Elected Officials and their representatives were notified of the plan process and provided updates along with the Board members.
- A notice was sent to interested parties, partners, CLEOs, and Board

members for review and input on August 8, 2022 and a draft of the plan was posted to Escarosa's website on August 17, 2022.

- The period for public comments began on August 17, 2022 and ended on August 31, 2022. Any comments received from the draft were reviewed and incorporated as appropriate. All public comments received are included as [Attachment J](#).

(2) Local Workforce Development Board

(a) Identify the chairperson of the LWDB by name, title, mailing address, phone number and email address. Identify the business that the chairperson represents.

- Kathaleen Cole, Chair
4081 East Olive Road
Pensacola, FL 32514
850-476-7607
kcole@edaff.com
Fortis Institute

(b) If applicable, identify the vice-chairperson of the LWDB by name, title, mailing address, phone number and email address. Identify the business or organization the vice-chairperson represents.

- Scott Luth, Vice Chair
3 West Garden Street, Suite 618
Pensacola, FL 32502
850-375-1060
sluth@floridawesteda.com
Florida West

(c) Describe how the LWDB members were involved in the development, review, and approval of the local plan.

- The LWDB was notified of the Plan instructions and timelines on March 25, 2022. The Local Plan Guidelines were issued on May 25, 2022. The LWDB members were notified in a meeting on June 29, 2022, of the draft plan. The members were asked to review the draft and to participate by offering suggestions/comments to the Chief Operating Officer, so they could be included in Attachment J, Public Comments. On September 18, 2022, the plan was approved by the Board of Directors in a regular general meeting.

(d) Describe how the LWDB convened local workforce development system stakeholders to assist in the development of the local plan.

- Local workforce development stakeholders were notified of a public meeting on August 5, 2022. The public meeting was held virtually on August 17, 2022. While the public meeting was in session, all attendees were asked to carefully read over the draft plan they received and submit their comments via a special

[eform](#) for review and consideration by the CSE senior leadership. All comments received can be viewed in [Attachment J](#), Public Comments.

(3) Local Grant Subrecipient (local fiscal agent or administrative entity)

- (a) Provide the name of the entity selected to receive and disburse grant funds (local fiscal agent) if other than the chief local elected official (WIOA § 107(d)(12)(B)(i)(III) and 20 CFR 679.420).
- Please see Attachment A, Interlocal Agreement, Section III, D. CareerSource Escarosa is designated by both Boards of County Commissioners (Escambia and Santa Rosa) as the administrative and fiscal entity for LWDB 1.
- (b) Provide the name of the entity selected to staff the LWDB (commonly referred to as the administrative entity) and assist the LWDB in carrying out its responsibilities as a board organized under WIOA (20 CFR 679.430). (May be the same as the fiscal agent).
- Please see [Attachment A](#), Interlocal Agreement, Section III, D.

(4) One-Stop Operator and One-Stop Career Centers

- (a) Provide the name of the entity or entities selected through a competitive process to serve as the one-stop operator and the effective date of the current agreement in place between the LWDB and the one-stop operator.
- Universal and program-specific career services are provided by CSE staff leased through Landrum HR Professionals and state-merit employees of DEO except for WIOA Youth Program services, which are provided by contracts with local school districts (Escambia County Public Schools and Santa Rosa County School District) and a community-based organization (Children's Home Society).
- (b) Describe the steps taken to ensure a competitive process for selecting the one-stop operator(s) (WIOA § 121(d)(2)(A)).
- The competitive process for selecting the one-stop operator(s) is located in the [TRAINING AND EMPLOYMENT GUIDANCE LETTER WIOA NO. 15-16](#).
 - All procurement for contracts shall be in conjunction with programs and related activities designed to meet the needs of the area served through Region #1.
 - Items/services to be purchased shall be included in the fiscal year budget approved by the Escarosa Board of Directors.
 - Items/services to be purchased shall be approved by the Program Manager and the Chief Financial Officer. If items/services exceed \$25,000 they shall be approved by the Chief Executive Officer, the

Chief Financial Officer and a Board Member (unless special authorization is given to Chief Executive Officer in lieu of a Board Member).

- **Timeliness:** Notice of the RFP shall be published in at least one newspaper distributed in Escambia and Santa Rosa Counties at least five (5) working days prior to the date set for receipt of letters of intent to bid and/or the date of the bidders' meeting.
- The RFP shall be due no sooner than seven (7) days past the date set for receipt of letters of intent to bid and/or the date of the bidders' meeting.
- The bidders' meeting is strictly an information exchange session where technical assistance will be provided, and attendance is not mandatory to qualify for submission of proposal(s). Bidders, however, must either submit a letter of intent to bid or attend the bidders' meeting to qualify for submission of proposals.
- **Deadline:** Each RFP will contain a deadline date and time for submissions of proposals. The Escarosa staff will carefully log in the receipt of each proposal, ensuring that proposals are date stamped prior to the proposal deadline. Any proposal received after the deadline date and time will be rejected and will not be considered further.
- **Format:** Proposals must be presented with the same topic headings and in the same order as set forth in the RFP. Each heading must be addressed with a response or not applicable (n/a) noted, when appropriate. All proposals shall be typed on 8-1/2 x 11" paper and all pages shall be numbered consecutively.

Competition/Solicitations

Bid Requirements

- All services/items where the cost estimate exceeds \$250,000 shall be obtained using a competitive bid system (Request for Proposals). RFPs shall be rated and reviewed by staff, knowledgeable community members, and/or experts in various fields. The ratings and rankings shall be submitted to a standing committee of the Escarosa Board (designated by the nature of the contract) for review and approval. The Committee will then present a recommendation to the Board for final approval.
- All services/items where the cost estimate is under \$250,000, but at or above \$10,000, will require at least three written quotes. Quotes will be submitted to the Chief Financial Officer and Chief Executive Officer for approval. All service provider contracts will be submitted to a standing committee of the Escarosa Board (designated by the nature of the contract) and then presented to the final Board for approval.
- All services/items where the cost estimate is \$10,000 or below will follow the Micro-Purchase policy.

Sole Source

- The competitive bid system shall be utilized as the primary vehicle for soliciting proposals in items 1 and 2 above; however, sole source may be utilized if conditions exist, as listed below:
 - The service is only available from a single source.
 - Emergency conditions exist for the service that will not permit a delay resulting from competitive solicitation.
 - After solicitation of a number of sources, competition is determined inadequate.
 - The awarding agency authorizes noncompetitive proposals.
 - All sole source awards shall be reviewed and approved by the Chief Executive Officer and the Chief Financial Officer. Depending upon the amount of the bids, it may be submitted to the Board for final approval.
- (c) If the LWDB serves as the one-stop operator, provide the last date the state board granted approval to the LWDB to serve in this capacity and the approved duration.
- CareerSource Escarosa is the One Stop Operator for LWDA 1, having been approved for this status by CSF in a regular meeting of the CSF Board on August 9, 2017.
- (d) Describe the roles and responsibilities the LWDB has identified and assigned to the one- stop operator.
- CSE's roles and responsibilities as one-stop operator requires us to coordinate service delivery of one-stop partners and providers at our 3-career centers.
 - The LWDB defines the roles and responsibilities, and these may vary between centers in our local area. Additional responsibilities we assume are:
 - Provide career services (except training).
 - Provide some of the services within the center.
 - Coordinate service providers within the center and across the one-stop system.
 - Coordinate service delivery in a multi-center area, which may include affiliated sites.
 - The LWDB as the one-stop operator may serve in multiple roles within the one-stop delivery system, as long as sufficient firewalls and conflict of interest policies and procedures exist and are followed.
- (e) Provide the location (address) and type of each access point, indicating whether it is a

comprehensive center³, affiliate site or specialized center, as described in [CareerSource Florida Administrative Policy 093 – One-Stop Delivery System and One-Stop Career Center Certification Requirements](#).

- The comprehensive full-service center is in the highest populated area of Escambia County in Pensacola.
 - The center is located at 6913 North 9th Avenue Pensacola, FL 32504. Santa Rosa County also has a center that provides core services such as WIOA, Welfare Transition, Wagner Peyser, SNAP, RESEA and JVSG Veterans services and is located at 5370 Highway 90 Milton, FL 32583.
 - CSE also operates a very small satellite center in Century which is in the northern part of Escambia County, FL and collocated in the Town's City Hall at 7995 North Century BLVD Century, FL 32535.
 - Information on the full array of services offered by CSE is provided via print materials and posted on CSE's website www.careersourceescarosa.com
- (f) Identify the days and times when each access point is open to customers. Comprehensive career centers must be open to the general public for walk-in service a minimum of eight hours per day during regular business days, Monday through Friday.
- The Pensacola and Milton Centers are open Monday – Friday, 8:00 a.m. to 4:00 p.m. The Century Center is open Monday – Wednesday, 8:00 a.m. to 3:30 p.m.
- (g) For each access point, identify how each local area provides customers with access to each required (and any approved optional) one-stop career center partners' programs, services, and activities (physical co-location, electronic methods, and/or referrals).
- One-Stop customers are greeted by CSE Staff at each site of entry and given a brief overview of the services provided, giving all Veterans priority of service first and foremost.
 - Once the customer's need is identified and if that need is something a partnering agency facilitates, a referral to that agency and information is then given to the customer and the agency is notified of the referral.
 - The customer is then instructed as to where they must go to discuss their need, so the partnering agency can assist them in the most efficient manner possible.
- (h) Pursuant to the [CareerSource Florida Administrative Policy 093 – One-Stop Delivery System and One-Stop Career Center Certification Requirements](#), provide the required attestation that at least one comprehensive one-stop center in the local area meets the certification requirements contained therein.

- The Pensacola One Stop Career Center is the comprehensive center for LWDA 1. The Pensacola One Stop meets the requirements of the CareerSource Florida's draft policy on One Stop Career Center Certification – Comprehensive One-Stop Center Requirements.
 - All centers are reviewed annually for physical and programmatic accessibility by our EEO Officers and our internal monitors. The Pensacola center is equipped with wheelchair accessible computer desks, and monitors designed for use by the visually impaired. Information is posted on our website and all outreach materials, including the notice regarding the availability of auxiliary aids and services is provided.
 - All staff meet the Tier I and Tier II certification requirements. In addition, staff are provided the opportunity to attend the Florida Workforce Professional Development Summit.
 - The centers close once per quarter for a 1/2 day so that cross-training and staff training can be conducted. This supports continuous improvement within the CSE career centers.
- (i) Describe any additional criteria (or higher levels of service coordination than required in [CareerSource Florida Administrative Policy 093 – One-Stop Delivery System and One- Stop Career Center Certification Requirements](#)) relating to service coordination achieved by the one-stop delivery system, to respond to education/training needs, labor market, economic, and demographic conditions and trends in the local area (WIOA § 121(g)(3)).
- CareerSource Escarosa strives to exemplify the key characteristics of a high-quality career center as outlined in TEGL 04-15 and CSF Administrative Policy 093. CSE accomplishes this by working with all clients, mandatory partners, and intensive business engagement within the Northwest Florida region.

³A comprehensive center is one in which all core and required partner services are available either physically at the location or by direct linkage through technology to a program staff member who can provide meaningful information or services. See Training and Employment Guidance Letter No. 16-16 ([TEGL 16-16](#)) and Training and Employment Guidance Letter No. 16-16, Change 1 ([TEGL 16-16, Change 1](#)).

(5) Provider of Workforce Services

- (a) Provide the name of the entity or entities selected to provide workforce services (except training services) within the local one-stop delivery system.
- CareerSource Escarosa is the direct provider of workforce services within the local one-stop delivery system.
- (b) Identify and describe what workforce services (except training services) are provided by the selected one-stop operator, if any.

- All workforce services (except training services) are directly provided by CareerSource Escarosa. Services include Wagner Peyser, Veterans Services under Jobs for Veterans Grant, Workforce Innovation and Opportunity Act (WIOA), Business Services, Welfare Transition and SNAP E&T.

(c) Identify and describe what career services are provided by the designated provider of workforce services (except training services).

- CareerSource Escarosa provides comprehensive one-stop centers at physical locations in Pensacola and Milton, and a satellite office in Century, FL.
- Career services offered include determinations of WIOA adult, dislocated worker and youth program eligibility, outreach, intake, and orientation to information and other services available through the one-stop delivery system. Welfare Transition assistance is given to clients by providing links to the application website; initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs.
- Labor exchange services, including – Job search and placement assistance, and career counseling, including – providing information on in-demand industry sectors and occupations and providing information on nontraditional employment.
- Recruitment and other business services on behalf of employers, including programs and services within the one-stop delivery system and, when appropriate, other workforce development programs; provisions of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including – job vacancy listings in labor market areas; information on job skills necessary to obtain the vacant jobs listed; and information relating to local occupations in demand and the earnings, skills requirements, and opportunities for advancement for those jobs; Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of providers; Provision of information, in usable and understandable formats and languages, about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area's one-stop delivery system; Provision of information, in usable and understandable formats and languages, relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including: Child care; child support; medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program; benefits under SNAP; assistance through the earned income tax credit; and assistance under a State program for TANF, and other supportive services and transportation provided through that program; Provision of information and meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation.

(d) If the LWDB serves as the direct provider of workforce services (except training services), provide the last date the CareerSource Florida Board of Directors granted approval to the LWDB to serve in this capacity and the approved duration.

- October 1, 2020 – Effective July 1, 2020 and continue through June 30, 2023

(6) Youth Service Provider

(a) Provide the name of the entity or entities selected to provide youth workforce investment activities (youth program services) and, if the entity was competitively procured, the term through which the entity is contracted to provide these services.

- Escambia County Public Schools, Santa Rosa School District and Children's Home Society. All three entities were competitively procured, approved by the Local WDB for a period of 1 year – July 1, 2022, to June 30, 2023.

(b) Describe the steps taken to ensure a competitive process for the selection of the youth service provider(s) in the local area, if the LWDB does not provide these services.

- CareerSource Escarosa issues a Request for Proposals (RFP) for WIOA youth services.
- Once responses are received, a committee made up of board members and board leadership rates each applicant organization according to the prerequisites contained in the RFP and then averaged and ranked them.
- Then the rating committee met once again to review the cumulative scores and how the proposals ranked.
- The CareerSource Escarosa Executive Committee then reviewed the ratings and ranking summary.
- And finally, at a CareerSource Board of Director meeting, the selected youth providers are approved by the board.

(c) Describe any additional criteria⁴ the LWDB has established to ensure providers best positioned to deliver required youth program elements resulting in strong outcomes for youth participants are used, if applicable.

- No additional criteria noted at this time.

(d) Identify and describe the youth program element(s) provided by each provider.

- 1 - Tutoring, study skills training, instruction, and dropout prevention strategies that lead to completion of a high school diploma includes services such as providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, or providing tools and resources to develop learning strategies. Dropout prevention strategies intended to lead to a high school diploma includes activities that keep a young person in-school and engaged in a formal learning and/or training setting.
- 2 - Alternative secondary school services assist youth who have struggled in traditional secondary education. Dropout recovery services are those that assist youth who have dropped out of school. Both types of services help youth to re-engage in education that leads to the completion of a recognized high school equivalent. Examples of activities under this program element include: • Basic education skills training • Individualized academic instruction • English as a Second Language training • Credit recovery • Counseling and educational plan development
- 3 - Paid and unpaid work experience is a planned, structured learning experience that takes place in a workplace and provides youth with opportunities for career exploration and skill development. A work experience may take place in the private for-profit section, the non-profit sector, or the public sector. Work experience for youth: summer employment and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships, and job shadowing, and on-the-job training.
- 4 - Occupational skills training is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Occupational skills training: • is outcome-oriented and focused on an occupational goal specified in the individual service strategy for the youth, • is of sufficient duration to impart the skills needed to meet the occupational goal; and • leads to the attainment of a recognized postsecondary credential.
- 5 - Education offered concurrently with workforce preparation and training for a specific occupation element reflects an integrated education and training model and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training is to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.
- 6 - Leadership development opportunities encourage responsibility, confidence, employability, self-determination, and other positive social behaviors. Leadership development includes: • Exposure to postsecondary educational possibilities • Community and service-learning projects • Peer-centered activities, including peer mentoring and tutoring • Organizational and teamwork training, including team leadership training • Training in decision-making, including determining priorities and problem solving • Citizenship training, including life skills training such as parenting and work behavior training • Civic engagement activities which promote the quality of life in a community • Other leadership activities that place youth in a leadership role, such as serving on youth leadership committees.

- 7 - Supportive services enable an individual to participate in WIOA activities. These services enable an individual to participate in WIOA activities (such as, but not limited to, assistance with transportation, childcare, housing, health care, educational testing, and work-related tools).
- 8 - Adult mentoring is a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee. Mentors should be someone other than a case manager.
- 9 - Follow-up services are critical services provided following a youth's exit from the program. The goal of follow-up services is to help ensure that youth are successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise.
- 10 - Comprehensive guidance and counseling provide individualized counseling to participants. This program element also includes substance and alcohol abuse counseling, mental health counseling, and referral to partner programs.
- 11 - Financial literacy education provides youth with the knowledge and skills that they need to achieve long-term financial stability. Financial literacy education encompasses information and activities on a range of topics, such as creating budgets; setting up checking and saving accounts; managing spending, credit, and debt; understanding credit reports and credit scores; and protecting against identify theft.
- 12 - Entrepreneurial skills training provides the basics of starting and operating a small business. This training helps youth develop the skills associated with entrepreneurship, such as the ability to take initiative, creatively seek out and identify business opportunities, develop budgets, and forecast resource needs, understand various options for acquiring capital and the trade-offs associated with each option, and communicate effectively and market oneself and one's ideas. Examples of approaches to teaching youth entrepreneurial skills include:
 - Entrepreneurship education introducing to the values and basics of starting and running a business, such as developing a business plan and simulations of business start-up and operation.
 - Enterprise development, which provides supports, and services that incubate and help youth develop their own businesses, such as helping youth access small loans or grants and providing more individualized attention to the development of viable business ideas.
 - Experiential programs that provide youth with experience in the day-to-day operation of a business.
- 13 - Services that provide labor market and employment information about in demand industry sectors or occupations available in the local area and includes career awareness, career counseling, and career exploration services. Labor market information also identifies employment opportunities, and provides knowledge of job market expectations, including education and skill requirements and potential earnings. Numerous tools and applications are available that are user-friendly and can be used to provide labor market and career information to youth. These tools can be used to help youth make appropriate decisions about education and careers.

- 14. Postsecondary preparation and transition activities help youth prepare for and transition to postsecondary education and training. These services include helping youth explore postsecondary education options, including technical training schools, community colleges, 4-year colleges and universities, and Registered Apprenticeship programs. Examples of other postsecondary preparation and transition activities include:
 - Assisting youth to prepare for SAT/ACT testing
 - Assisting with college admission applications
 - Searching and applying for scholarships and grants
 - Filling out the proper Financial Aid applications and adhering to changing guidelines
 - Connecting youth to postsecondary education programs.

B. ANALYSIS OF NEED AND AVAILABLE RESOURCES

The local workforce plan must describe strategic planning elements, including:

(1) A regional analysis of:

- (a) Economic conditions including existing and emerging in-demand industry sectors and occupations (20 CFR 679.560(a)(1)(i)); and
- (b) The employment needs of employers in existing and emerging in-demand industry sectors and occupations⁵ (20 CFR 679.560(a)(1)(ii)).

- The following data is a result of collaboration with area experts from the [Haas Center](#) at the University of West Florida, [Florida's Great Northwest](#), and the [Department of Economic Opportunity](#).

Economy Overview

520,982

Population (2021)

Population grew by 38,783 over the last 5 years and is projected to grow by 41,260 over the next 5 years.

214,750

Total Regional Employment

Jobs grew by 10,819 over the last 5 years and are projected to grow by 15,151 over the next 5 years.

\$59.3K

Avg. Earnings Per Job (2021)

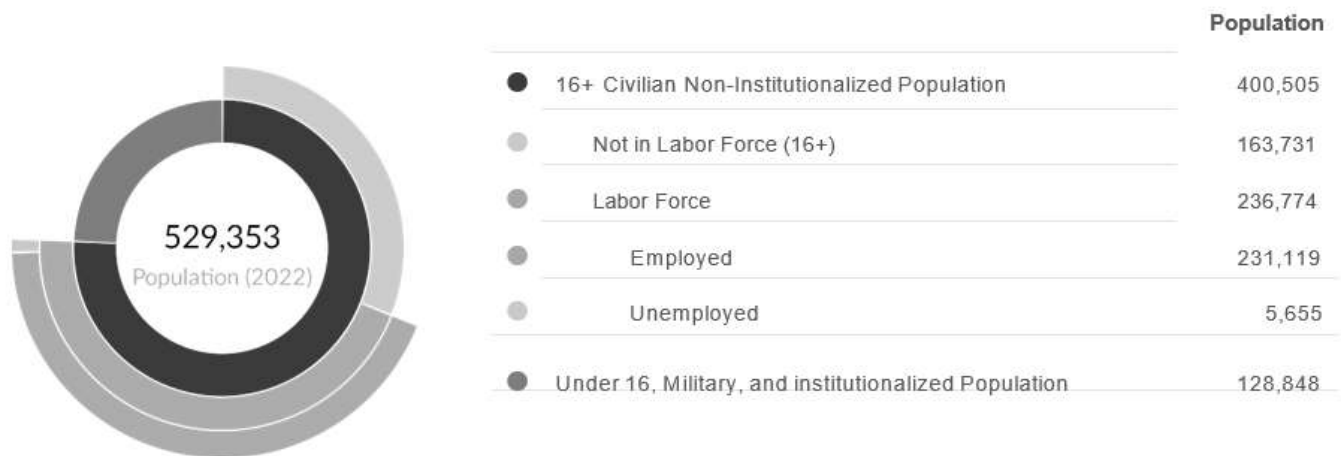
Regional average earnings per job are \$18.5K below the national average earnings of \$77.8K per job.

Takeaways

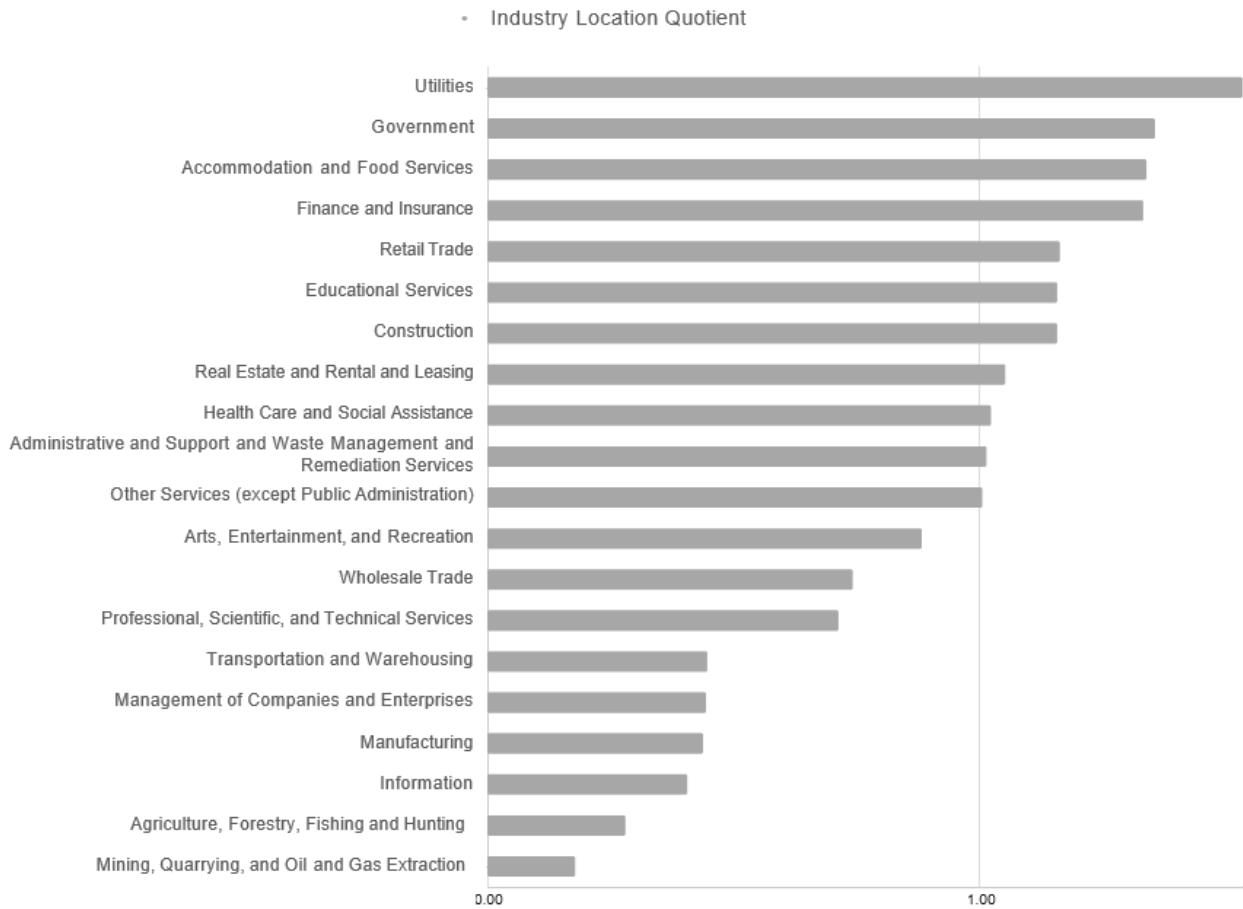
- As of 2021 the region's population increased by 8.0% since 2016, growing by 38,783. Population is expected to increase by 7.9% between 2021 and 2026, adding 41,260.
- From 2016 to 2021, jobs increased by 5.3% in 2 Florida Counties from 203,931 to 214,750. This change outpaced the national growth rate of 1.8% by 3.5%. As the number of jobs increased, the labor force participation rate increased from 58.5% to 58.9% between 2016 and 2021.
- Concerning educational attainment, 17.6% of the selected regions' residents possess a Bachelor's Degree (2.7% below the national average), and 12.9% hold an Associate's Degree (4.2% above the national average).
- The top three industries in 2021 are Restaurants and Other Eating Places, Federal Government, Military, and Depository Credit Intermediation.

	Population (2022)	Labor Force (May 2022)	Jobs (2021)	Cost of Living	GRP	Imports	Exports
Region	529,353	236,774	214,750	100.1	\$25.82B	\$29.67B	\$34.59B
State	22,265,382	10,626,660	10,083,387	101.1	\$1.25T	\$893.26B	\$870.43B

May 2022 Labor Force Breakdown

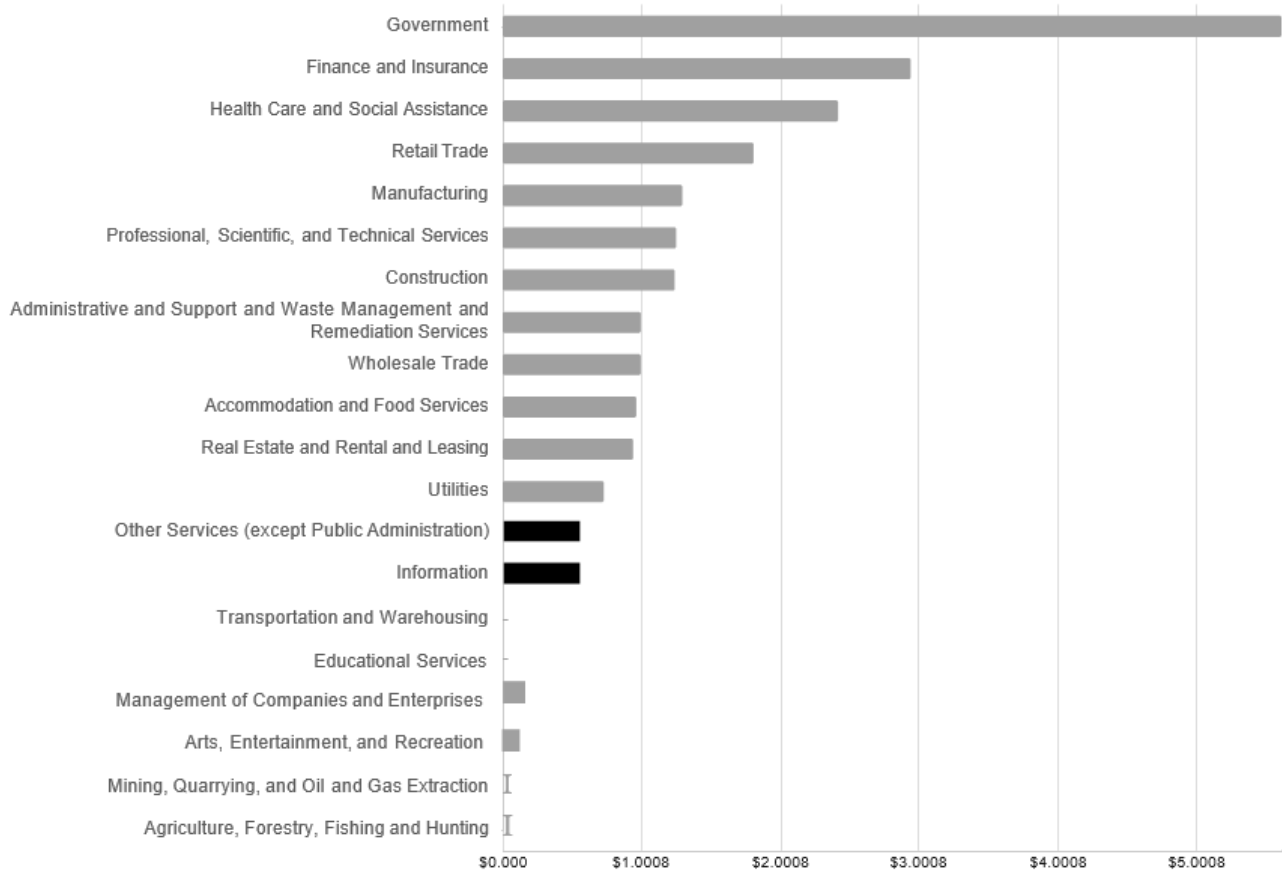


Top Industry Location Quotient



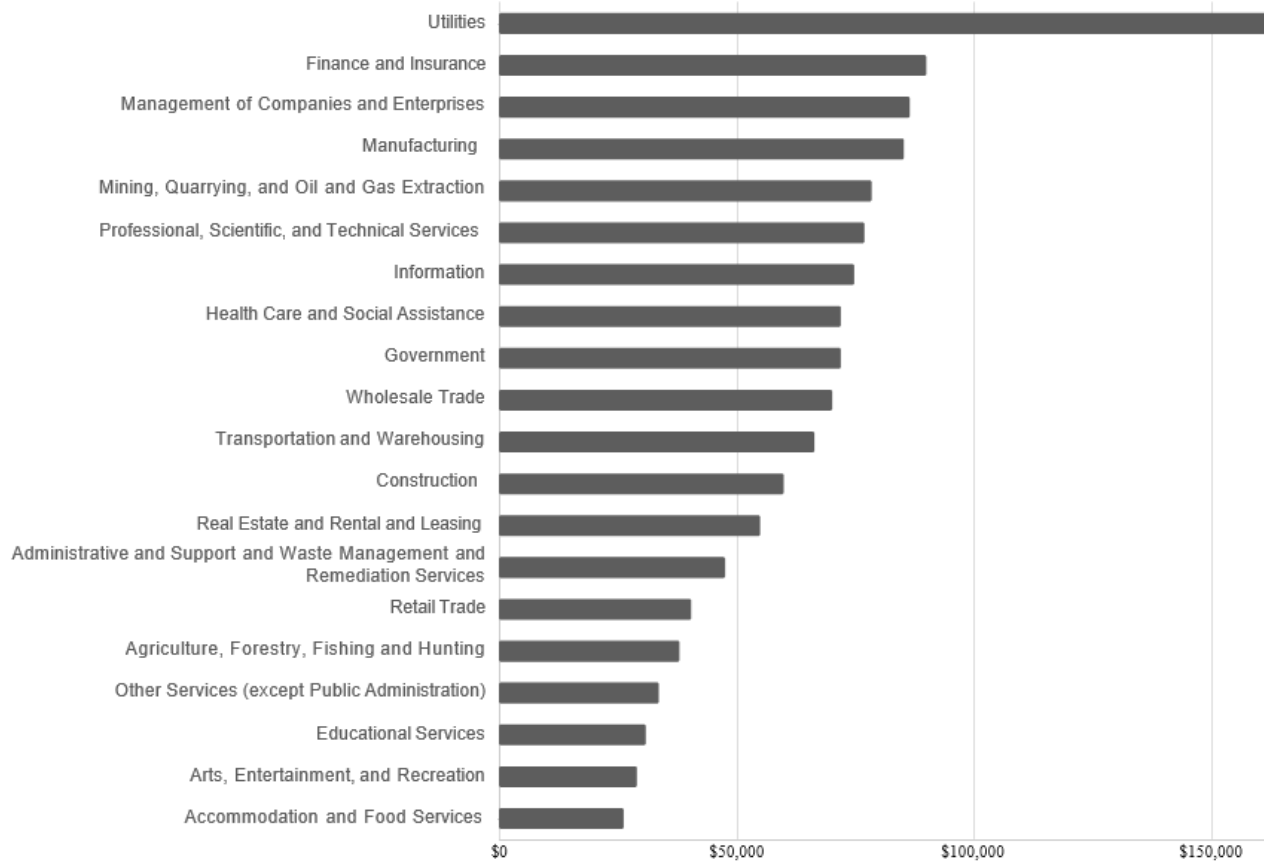
Top Industry GRP

- Gross Regional Product



Top Industry Earnings


• Earnings Per Worker



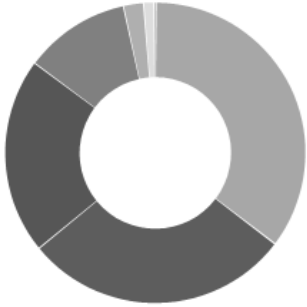
Business Characteristics

26,887 Companies Employ Your Workers

Online profiles for your workers mention 26,887 companies as employers, with the top 10 appearing below. In the last 12 months, 2,687 companies in Pensacola-Ferry Pass-Brent, FL posted job postings, with the top 10 appearing below.

Top Companies	Profiles	Top Companies Posting	Unique Postings
Navy Federal Credit Union	4,083 	Ascension	1,980 
United States Navy	3,888 	Baptist Health	1,087 
United States Air Force	2,635 	HCA Healthcare	699 
University Of West Florida	2,208 	West Florida Hospital	415 
Escambia County Schools	1,828 	Navy Federal Credit Union	411 
Baptist Hospital	1,173 	State of Florida	401 
Sacred Heart Health System	1,063 	Santa Rosa Medical Center	312 
Walmart	1,035 	Navy Federal	308 
Santa Rosa County Public Schools	1,020 	Walmart	281 
Pensacola Christian College	872 	Cox Communications	273 

Business Size

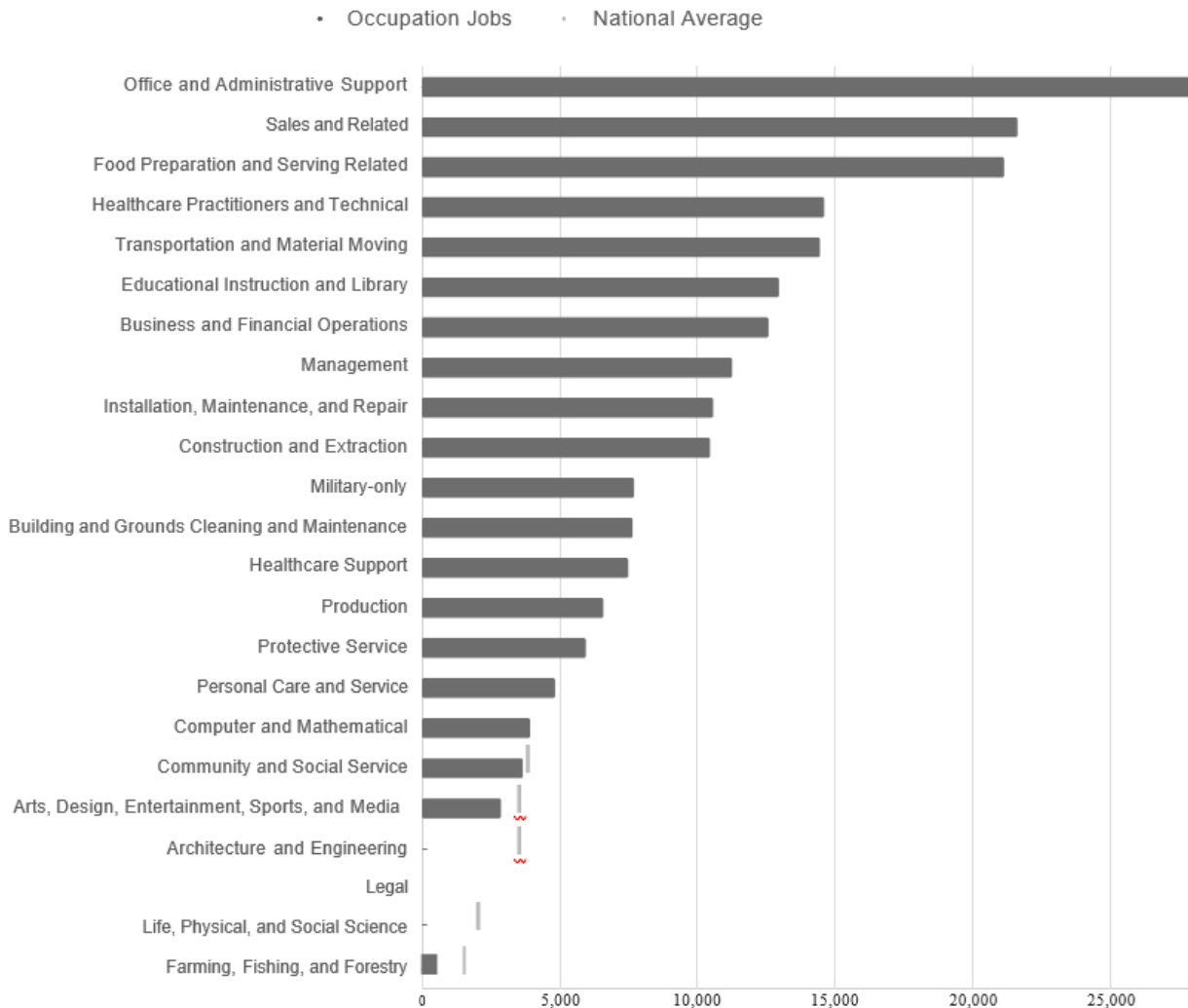


	Percentage	Business Count
● 1 to 4 employees	35.3%	5,986
● 5 to 9 employees	28.7%	4,879
● 10 to 19 employees	21.1%	3,580
● 20 to 49 employees	11.4%	1,933
● 50 to 99 employees	2.2%	369
● 100 to 249 employees	1.1%	186
● 250 to 499 employees	0.2%	28
● 500+ employees	0.1%	11

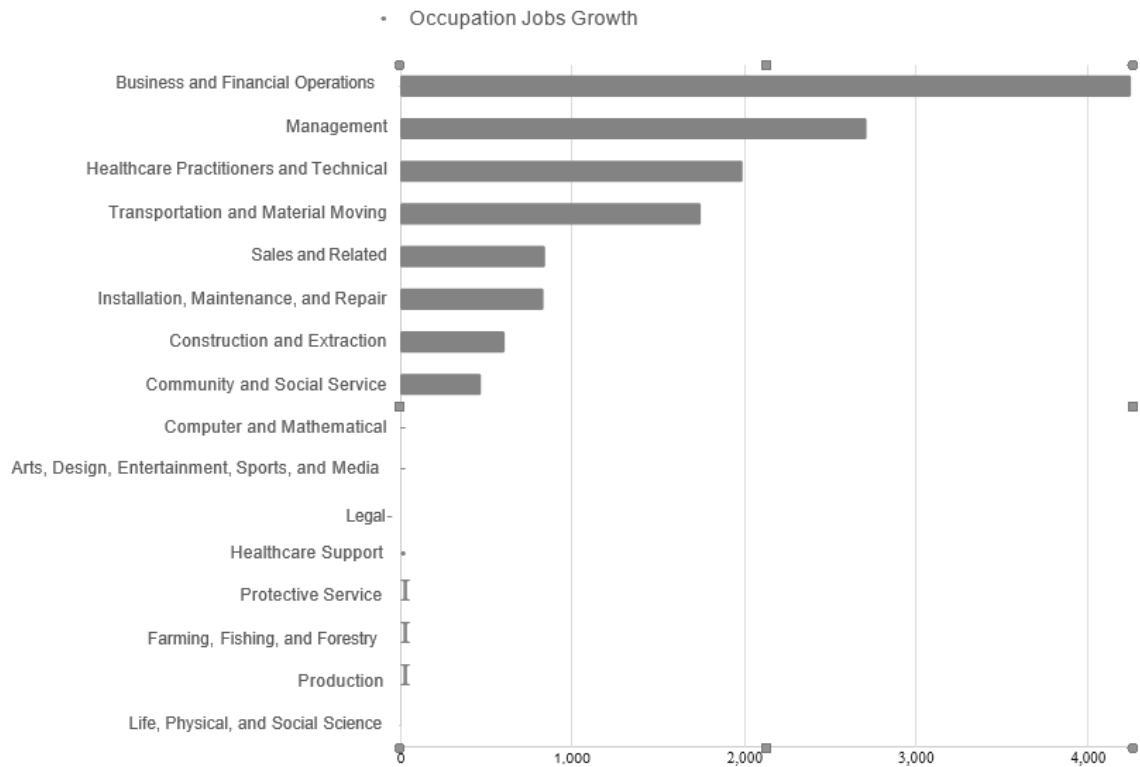
**Business Data by DatabaseUSA.com is third-party data provided by Lightcast to its customers as a convenience, and Lightcast does not endorse or warrant its accuracy or consistency with other published Lightcast data. In most cases, the Business Count will not match total companies with profiles on the summary tab.*

Workforce Characteristics

Largest Occupations



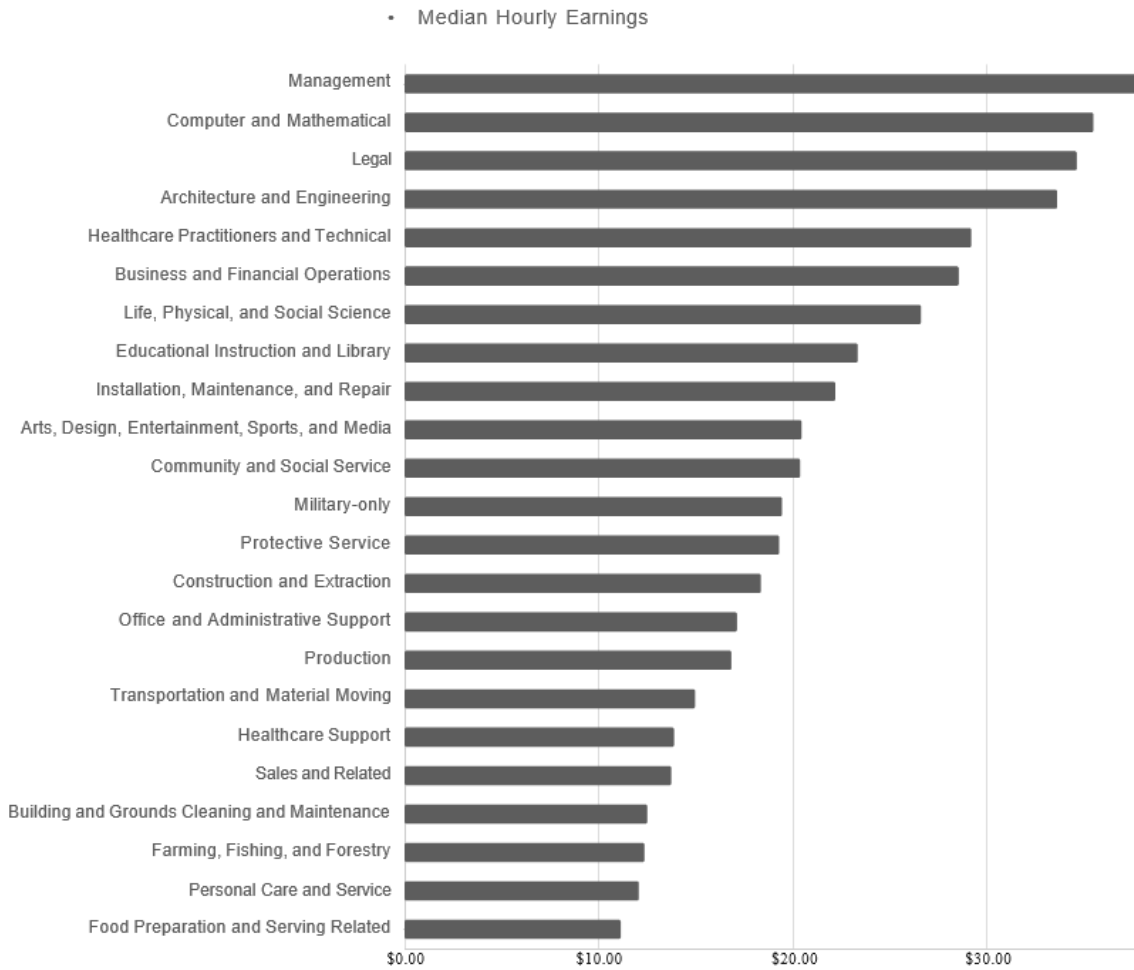
Top Growing Occupations



Top Occupation Location Quotient

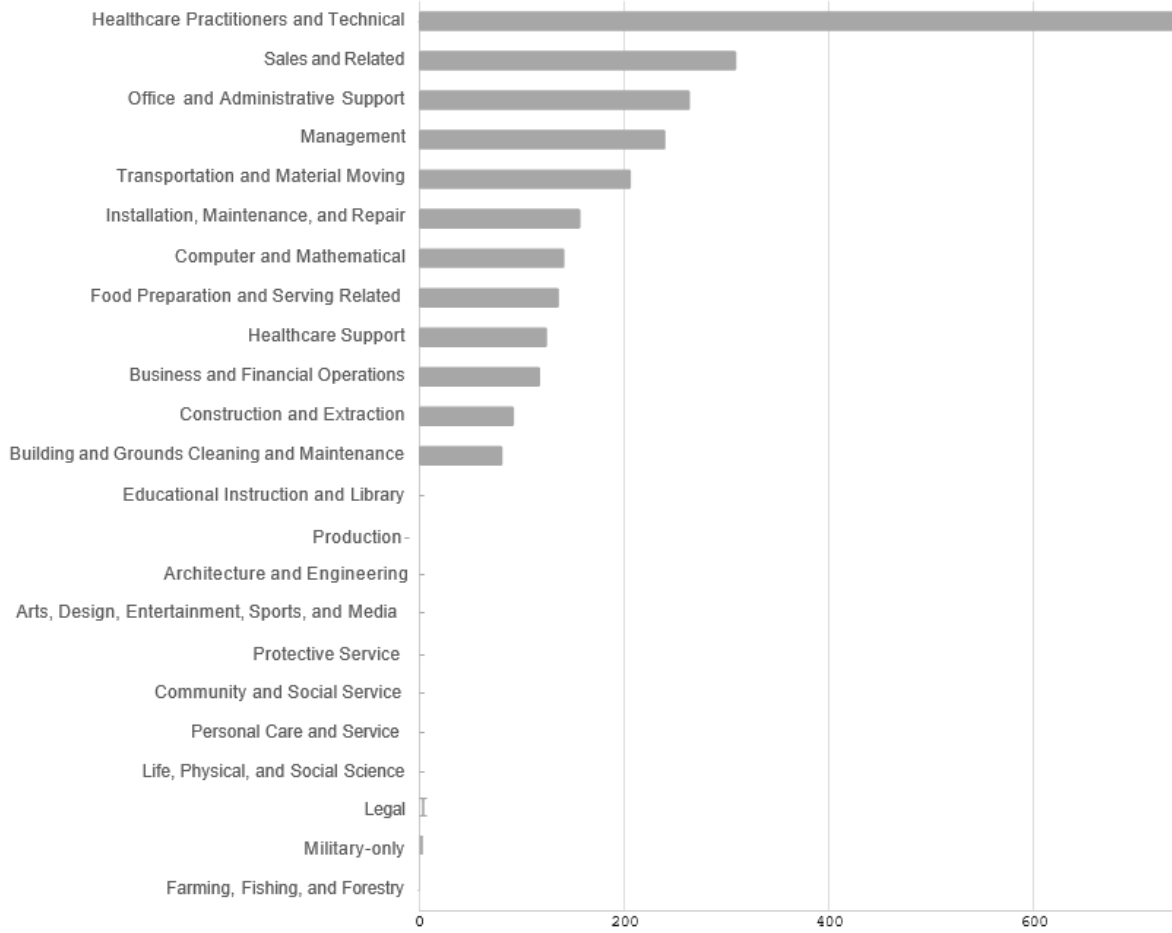


Top Occupation Earnings

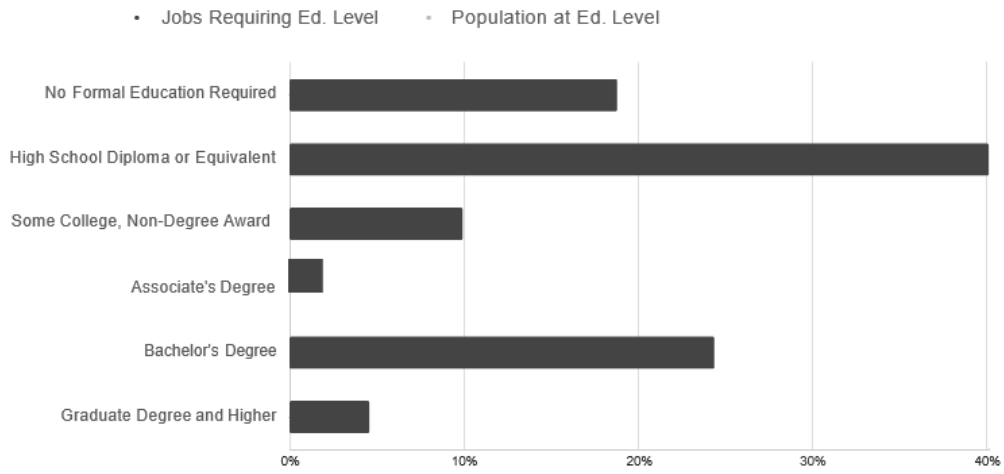


Top Posted Occupations

• Unique Average Monthly Postings










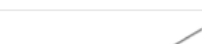



Underemployment



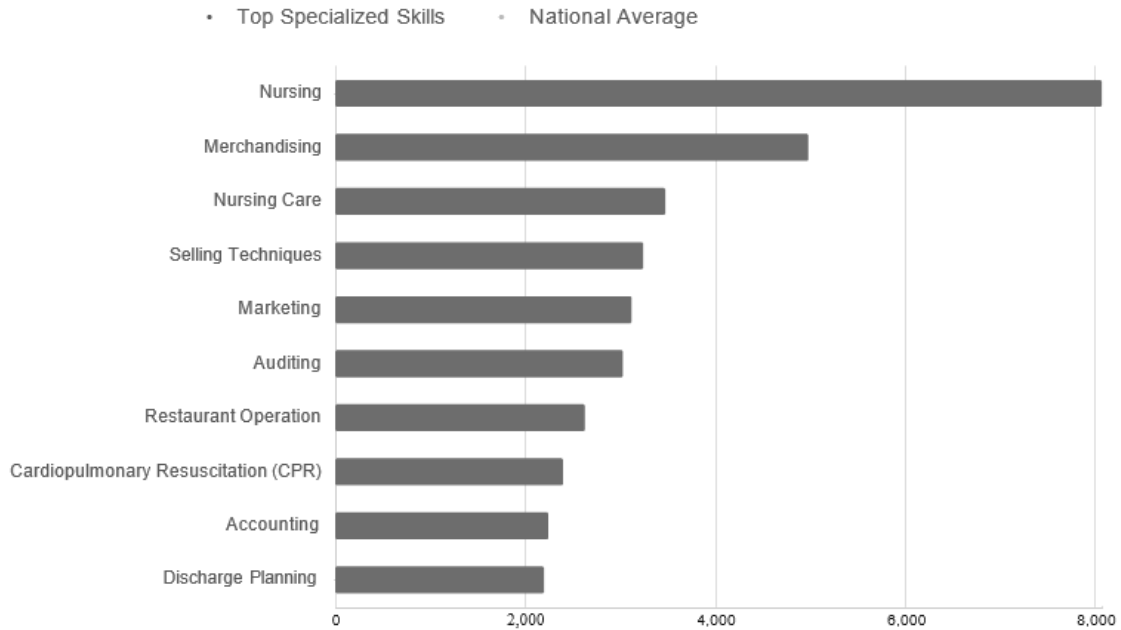
Educational Pipeline

In 2020, there were 7,903 graduates in Pensacola-Ferry Pass-Brent, FL. This pipeline has grown by 18% over the last 5 years. The highest share of these graduates come from Liberal Arts and Sciences/Liberal Studies, Registered Nursing/Registered Nurse, and Registered Nursing/Registered Nurse.

School	Total Graduates (2020)	Graduate Trend (2016 - 2020)
The University of West Florida	4,326 	
Pensacola State College	2,706 	
George Stone Technical College	353 ●	
Fortis Institute-Pensacola	231	
Radford M Locklin Technical College	158	
Pensacola School of Massage Therapy & Health Careers	72	
Florida Institute of Ultrasound Inc	33	
Adrian H. Wallace Barber Academy	24	
Virginia College-Pensacola	0	

- Certificate
- Associate's
- Bachelor's
- Master's or Higher

In-Demand Skills



According to Lightcast Q3 2022 Data Set.

(2) An analysis of the knowledge and skills needed to meet the employment needs of the employers in the local area, including employment needs in in-demand industry sectors and occupations (WIOA § 108(b)(1)(B) and 20 CFR 679.560(a)(2)).

- The knowledge and skills needed to meet the needs of this region's in-demand sector occupations and target industries include strong soft skills, including team skills, service and social skills, interpersonal communicative skills, critical thinking/problem solving and flexibility, as well as the pertinent post-secondary and technical skills required for emerging and demand occupations, i.e. A&P certification, Trades, CDL, Financial Services skills, Health Services, and IT related certifications.

(3) An analysis of the workforce in the local area, including current labor force employment and unemployment data, information on labor market trends, and the educational and skill levels of the workforce, including individuals with barriers to employment (WIOA § 108(b)(1)(C) and 20 CFR 679.560(a)(3)).

Overview of the CareerSource Escarosa Region

Not Seasonally Adjusted

The unemployment rate in the CareerSource Escarosa region (Escambia and Santa Rosa counties) was 2.4 percent in May 2022. This rate was 1.7 percentage points lower than the region's year ago, rate of 4.1 percent. The region's May 2022 unemployment rate was 0.1 percentage point lower than the state rate of 2.5 percent. The labor force was 236,774, up 7391 (+3.2 percent) over the year. There were 5,655 unemployed residents in the region.

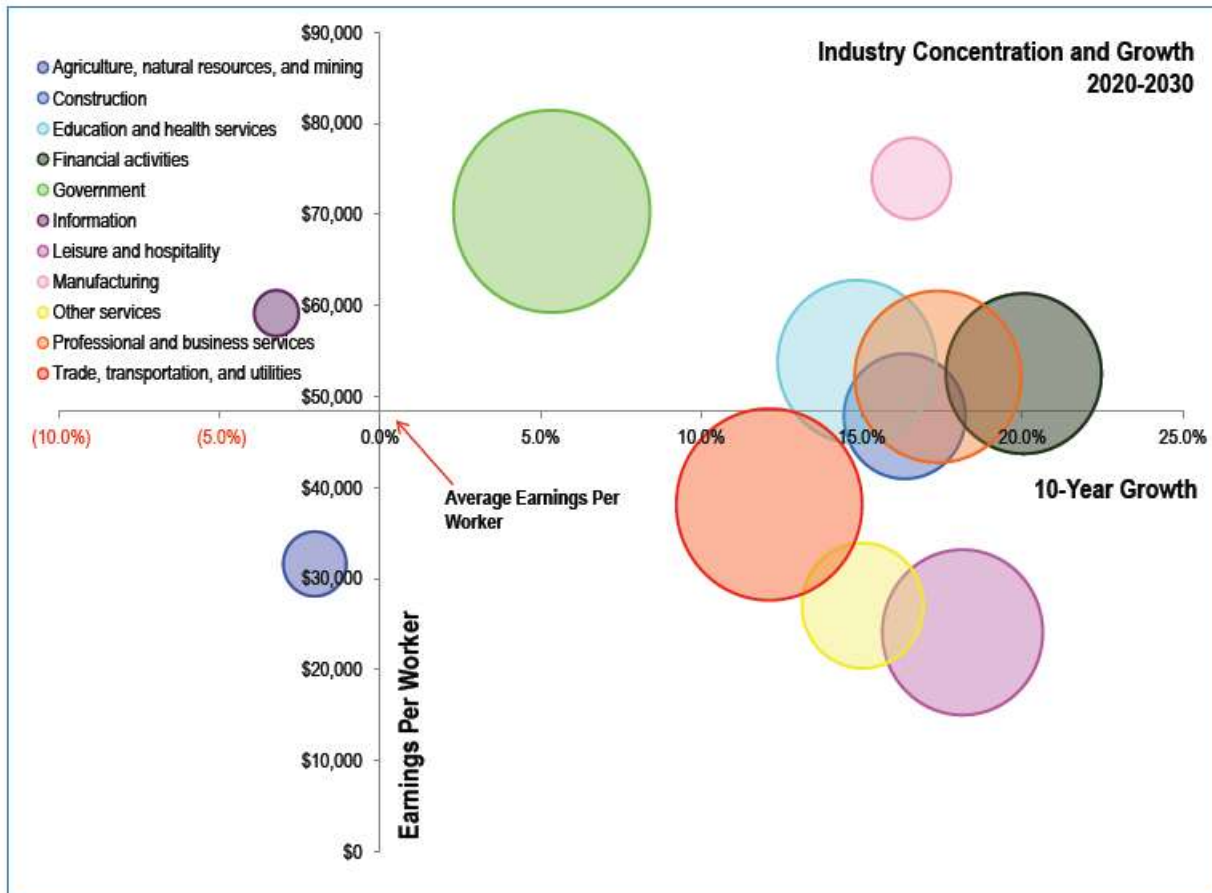
- Santa Rosa County had the lowest unemployment rate (2.1 percent) in the CareerSource Escarosa region followed by Escambia County (2.5 percent).
- In May 2022, the Pensacola-Ferry Pass-Brent MSA the total employment was 192,400, an increase of 6,900 jobs (+3.7 percent) over the year.
- The financial activities (+6.6 percent) and education and health services (+1.9 percent) industries grew faster in the metro area than statewide over the year.
- The Pensacola-Ferry Pass-Brent MSA had the third fastest annual job growth rate compared to all the metro areas in the state in financial activities (+6.6 percent) in May 2022.
- The industries gaining in jobs over the year were trade, transportation, and utilities (+2,000 jobs); leisure and hospitality (+1,800 jobs); professional and business services (+1,600 jobs); financial activities (+1,000 jobs); education and health services(+600); mining, logging, and construction (+300 jobs); manufacturing (+200 jobs); information (+100 jobs) and other services (+100 jobs).
- The industry losing jobs over the year was government (-800 jobs).
 - **Note:** All data are subject to revision.
 - **Source:** Florida Department of Economic Opportunity, Bureau of Workforce Statistics and Economic Research.

Industry and Workforce Overview:

- Local WDB1 is part of Florida's Great Northwest 12-county region plus Wakulla. The thirteen-county region is home to approximately 613,000 jobs. Figure 1 highlights industry employment, average earnings, and forecasted job growth over the next 10-years. The size of the circle represents total employment in a specific industry (based on color). The vertical axis measures average earnings in each industry for the FGNW+ region. The horizontal axis provides expected total growth over the next decade. The axes intersect at the region's average earnings of \$48,399. These earnings are about 7% lower than Florida's average, and roughly 22% lower than the national average. The upper right quadrant of Figure 1 represents industries that are expected to grow and have higher earnings relative to the FGNW+ region.
- For the thirteen-county region, the largest circle (light green) represents Government. Given the concentration of military bases, Government accounts for almost 109,000 jobs, or 18% of the workforce. This not only impacts the region through direct employment, but through Department of Defense contracts and grants. In the last two fiscal years (2019, 2020) the

region was awarded over \$3.3 billion annually through the Department of Defense and Homeland Security. In fiscal year 2020, roughly \$1 billion was directly awarded to manufacturing. Manufacturing (pink) is expected to grow by 16% over the decade in the region. In addition, manufacturing offers the highest earnings in the region at \$73,970. Another industry that relies on federal defense spending in the region is Professional and business services (orange), having been awarded \$1.2 billion in fiscal year 2020. This industry is expected to grow 17% in the next decade, adding over 13,000 net new jobs. Professional and business services pay above the region’s average earnings by 7% at \$52,194.

Figure 1: Industry Concentration and Growth for FGNW+ Region, 2020-2030



- The second largest industry in the region is Trade, transportation, and utilities (red). This industry employs nearly 98,000 and is expected to grow over 12% by adding nearly 12,000 new jobs over the next decade. The average earnings vary by detailed industry, but on average pays roughly \$38,000. Financial Services (dark green) pays over 8% higher earnings than the region’s average. This industry is expected to grow 20% over the next decade, adding 13,700 net new jobs to the region. This accelerated growth is largely due to the presence and expansion of the largest credit union in the Nation, Navy Federal Credit Union.
- The four high level industries in bold above, in conjunction with regional reports (Northwest Florida Forward, UWF Haas Center, FGNW, etc.), will guide the identification of clusters for the region’s workforce analysis in the next section.

Industry Clusters Overview:

- Defining industry clusters within a region can be a difficult and subjective task. To leverage previous industry cluster research for this study, ABLE Operations utilized the Harvard Business School (HBS) Institute for Strategy and Competitiveness definitions provided through the U.S. Cluster Mapping Project. This project defined 67 mutually exclusive industry clusters. These 67 clusters are separated into groups, considered to be either “Traded” or “Local”.
- Local clusters focus on regional industries that are typically everywhere throughout the U.S. and roughly proportional to the economy. The location quotient would be stable throughout different communities and typically measure close to 1.0. Examples of these industry clusters include utilities, health services, financial services, education and training, food and beverage, etc. These clusters typically do not export a good or service outside of the community. As an example, consider the regional hospital or community bank. Customers or patients are usually residents of the community. These clusters are likely to exist given the demand from the community.
- Traded clusters, however, have a variety of concentrations throughout different regions. These firms likely have a choice on where to locate and compete for talent, supply chain, and resources. The traded clusters typically export goods and services, bringing in “new” dollars into the region. Firms competing over the Department of Defense contracts and grants is one example, as federal money is flowing into the region. If these firms relocated, the economic impact of those dollars would likely leave as well.
- With a likely higher return on investment, ABLE Operations focused on the 51 defined traded clusters for this study. To narrow the scope for the workforce analysis, regional industry data was compiled of multiple variables including:
 - **2020 Jobs** – how many jobs the cluster currently has in the thirteen-county FG NW+ region,
 - **10-year Growth** – expected growth of net new jobs the cluster would add in the next 10-years in the FG NW+ region,
 - **Location Quotient** – concentration of the industry cluster relative to the Nation,
 - **Average Earnings** – average compensation and profits in the cluster per worker,
 - **Export Sales** – total sales of the cluster that occurred outside the region, and
 - **Economic Multipliers** – jobs and sales multipliers that include the direct, indirect, and induced impact to the region for the cluster.
- ABLE Operations conducted factor analysis of the compiled data to form a scoring index of the HBS defined traded clusters. Table 1 provides the index scores of the selected clusters.

Table 1: FGNW+ Region Industry Cluster Index	
Cluster Name	Index Score
Upstream Chemical Products*	89
Downstream Chemical Products*	70
Aerospace and Defense	67
Production Technology and Heavy Machinery	64
Financial Services	62
Transportation and Logistics**	56
Water Transportation**	53
Distribution and Electronic Commerce	51

**Clusters were combined and renamed Chemical Products*

***Clusters were combined and renamed Water Transportation and Logistics*

- These clusters include specific industries from manufacturing, professional and business services, trade and transportation, and finance.

Skills and Occupations Overview:

- Given the targeted clusters identified, the next focus will consider the skill sets needed to support the industries. Using staffing patterns, ABLE Operations has identified the talent needs of the clusters. The next two tables provide the supporting occupations for these clusters. Table 2 considers occupations that typically require an Associate's degree or less than 2-years of training. Table 3 identifies the occupations that typically require a Bachelor's degree or higher.

**Table 2: Occupations Supporting the Targeted Clusters
(Certificate or Associate's)**

Occupation Description	Aerospace & Defense	Chemical Products	Production Technology	Financial Services	Water & Logistics	Distribution eCommerce
Aerospace Engineering & Operations Technicians	X					
Aircraft Mechanics & Service Technicians	X					
Avionics Technicians	X					
Bookkeeping, Accounting, Auditing Clerks				X		X
Brokerage Clerks				X		
Chemical Equipment Operators & Tenders		X				
Chemical Plant & System Operators		X				
Chemical Technicians		X				
Computer User Support Specialists				X		
CNC Tool Operators	X		X			
Electrical & Electronic Engineering Technicians	X		X			
Electrical & Electronics Drafters	X					
Electricians					X	X
Heavy and Tractor-Trailer Truck Drivers		X			X	
Industrial Engineering Technicians			X			
Industrial Machinery Mechanics	X	X	X			
Insurance Sales Agents				X		
Light Truck Drivers						X
Loan Interviewers & Clerks				X		
Machinists	X		X		X	
Mechanical Drafters	X		X		X	
Plumbers, Pipefitters, & Steamfitters					X	
Tellers				X		
Welders, Cutters, Solderers, & Brazers			X		X	

**Table 3: Occupations Supporting the Targeted Clusters
(Bachelor's +)**

Occupation Description	Aerospace & Defense	Chemical Products	Production Technology	Financial Services	Water & Logistics	Distribution eCommerce
Accountants & Auditors				X		
Aerospace Engineers	X					
Chemical Engineers		X				
Chemists		X				
Computer Systems Analysts	X			X		
Credit Analysts				X		
Electrical / Electronics Engineers	X		X			
Financial Advisors				X		
Financial Managers				X		
Industrial Engineers	X		X			
Lawyers				X		
Loan Officers				X		
Logisticians	X					X
Marine Engineers					X	
Mechanical Engineers			X		X	
Software Developers	X					X

Supply and Demand Analysis:

- The identified occupations (Tables 2 and 3) to support the targeted clusters will require specific skills and talents. The remainder of this analysis will consider the supply, demand, and market characteristics of such workforce.
- There are many factors to consider when analyzing supply and demand of a specific occupation. Typically, this process considers expected job openings (demand) relative to potential training programs for those occupations. This can be quite a tough task, as matching Classification of Instructional Programs (CIP) to Standard Occupational Classification (SOC) codes is not straightforward. For example, an individual who obtains an accounting degree may not necessarily become an accountant. The skills that individual has are in demand by other occupations, such as a financial analyst or credit analyst.

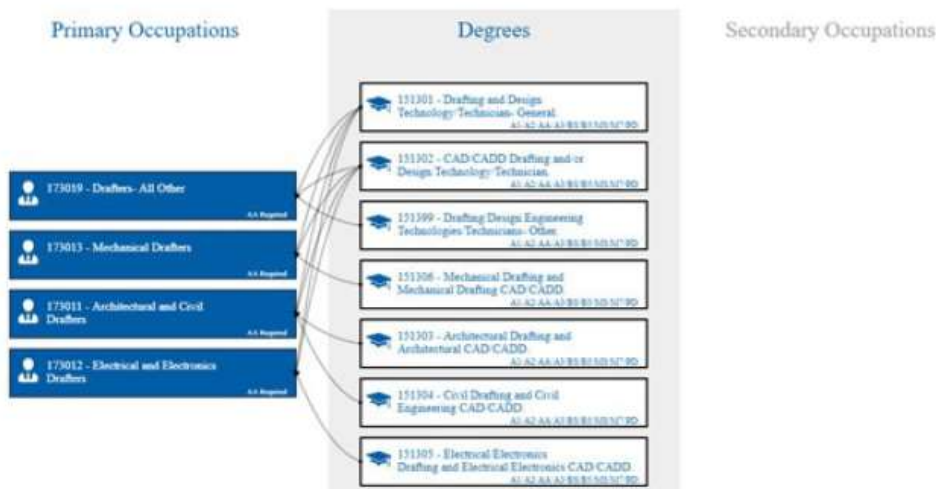
Figure 2: Electrical and Electronics Drafters



Source: Bureau of Labor Statistics, Department of Labor

- Consider the supply and demand for an electrical/electronics drafter (SOC 17-3012). Figure 2 represents the Primary Occupation, which typically requires an Associates degree. Employers looking to hire an electrical drafter would usually request a degree in CAD/CADD drafting, drafting and design technology, or electrical drafting CAD/CADD (CIP 15.1302, 15.1301, and 15.1305 respectively located under Degrees). The standard analysis would compare this degree production to demand of electrical drafters. However, other occupations are also looking for these skills, such as architectural/civil, mechanical, and other drafters (Secondary Occupations). This analysis will take a more holistic approach by considering both potential supply (degrees) with potential demand (occupations).

Figure 3:



Source: Bureau of Labor Statistics, Department of Labor

- When combining the secondary occupations with the primary, a workforce grouping of skill sets is created. Figure 3 provides the drafting skills group of four different occupations. Once these four drafting occupations are together it is straightforward to see the seven associated instructional programs. There are no longer any secondary occupations, and a complete grouping is identified with seven instructional programs (typically Associates) as a pipeline of talent for four drafting occupations. The remainder of this section will consider supply and demand analysis of the groupings ABL Operations identified from the occupations defined in the previous section.

- Table 4 identifies wage and a supply to demand ratio for the thirteen-county FGW+ region, Florida, and U.S. A supply to demand ratio (S/D ratio) less than 1 implies a talent gap might exist as training/ education programs are not meeting industry demands. A S/D ratio greater than 1 indicates supply of regional talent might be higher than industry demands. The Talent Quotient compares the S/D ratio of the FGW+ region to the U.S. ratio.

**Table 4: Occupation Workforce Analysis
(Certificate or Associate's)**

Required Skills	FGW+ Region		Florida		U.S.		Talent Quotient
	Median Wage	S/D Ratio	Median Wage	S/D Ratio	Median Wage	S/D Ratio	
Aerospace Engineering Technicians	\$48,421	0.00	\$54,655	0.38	\$65,701	0.93	0
Aircraft Maintenance	\$63,549	0.32	\$59,076	0.46	\$62,390	0.36	0.89
Banking Support Services	\$33,908	0.00	\$36,561	0.00	\$35,296	0.01	0
Bookkeeping and Clerical	\$36,271	0.07	\$38,687	0.16	\$42,051	0.10	0.64
Chemical & Industrial Technicians	\$51,829	0.06	\$46,698	1.09	\$51,610	0.45	0.18
Computer Support Specialists	\$46,595	0.71	\$48,695	0.47	\$55,818	0.48	1.52
Drafting	\$45,957	0.16	\$50,899	0.40	\$56,256	0.43	0.34
Electrical Technicians	\$58,212	0.18	\$47,928	0.30	\$53,442	0.19	0.92
Electricians	\$41,818	0.07	\$42,579	0.04	\$53,890	0.13	0.52
Industrial Mechanics	\$53,101	0.00	\$48,138	0.02	\$54,442	0.11	0
Insurance	\$48,577	0.00	\$51,691	0.00	\$56,267	0.00	0
Machinists	\$38,451	0.04	\$37,883	0.03	\$41,094	0.06	0.73
Plumbers	\$39,111	0.01	\$41,504	0.04	\$51,749	0.03	0.31
Ship Engineers and Captains	\$66,187	0.00	\$60,692	0.00	\$68,429	0.08	0
Truck & Bus Drivers	\$34,000	0.00	\$35,757	0.02	\$41,407	0.03	0.66
Welding	\$38,142	1.40	\$38,270	0.78	\$41,814	0.73	2.12

- The first reaction might be of concern given most of the S/D Ratios are red (less than 1). However, it is important to note that these occupations do not always require a certificate or Associates degree. For example, tellers are one of the occupations included in Banking Support Services. Typically, this occupation is provided on the job training and not formal instruction. When making relative comparisons to either the State or Nation, workforce data are more informative.

**Table 5: Occupation Workforce Analysis
(Bachelor's +)**

Required Skills	FGNW+ Region		Florida		U.S.		Talent Quotient
	Median Wage	S/D Ratio	Median Wage	S/D Ratio	Median Wage	S/D Ratio	
Aerospace Engineers	\$100,691	0.00	\$104,768	2.64	\$116,529	1.29	0.00
Accounting & Finance	\$68,359	0.05	\$70,444	0.18	\$77,927	0.21	0.24
Chemical Engineers	\$106,795	0.00	\$85,566	5.21	\$101,637	5.65	0.00
Chemists & Scientists	\$66,606	0.80	\$57,528	1.56	\$75,196	1.48	0.54
Computer Database & Programming	\$84,707	0.38	\$87,128	0.53	\$98,511	0.59	0.65
Electronics Engineers	\$94,516	0.62	\$95,145	1.14	\$101,260	1.12	0.56
Industrial Engineers	\$85,488	0.00	\$78,583	0.47	\$88,100	0.39	0.00
Lawyers	\$82,655	0.00	\$96,900	0.47	\$113,328	0.55	0.00
Logisticians	\$74,405	0.13	\$59,064	0.23	\$72,234	0.25	0.50
Marine Engineers	\$73,561	0.00	\$74,506	0.00	\$92,394	0.48	0.00
Mechanical Engineers	\$87,941	0.47	\$85,219	2.34	\$88,427	1.73	0.27

Further Research:

- In addition to the clusters, industries, and occupations mentioned above, ABLE Operations and FGNW recognize the need to assess other skill sets. In the second year of this research grant, a market overview and workforce analysis will be conducted for both Cybersecurity and Unmanned Aircraft Vehicles/Systems (UAV/UAS). These emerging skill set groups do not currently follow the traditional SOC to CIP analysis, as further research and data analysis will provide insight.
- Cybersecurity: Programs currently exist for Cybersecurity throughout the thirteen-county FGNW+ region. However, these program offerings are being identified as broader, outdated CIP codes/titles. For example, the current Cybersecurity program offering an Associate’s degree at Northwest Florida State College (NWFSC) is identified as CIP 11.1003 - Computer and Information Systems Security/Auditing/Assurance.
- NWFSC is one of 11 institutions with this same program (11.1003) in Florida, joining 234 other institutions throughout the U.S. Although they are identified as the same program, training and course requirements often differ. As an example, State College of Florida Sarasota-Manatee offers Computer Information Technology (identified as 11.1003), which does not have the emphasis in database or network security.
- The Bureau of Labor Statistics (BLS) updated the newest CIP codes/titles in 2020. This update identifies three cyber programs: Cyber/Electronic Operations (29.0207), Cyber/Computer Forensics and Counterterrorism (43.0403), and Cybersecurity Defense/Strategy (43.0404). Florida State University (FSU) is the only public university that was recently approved for one of these offerings (43.0403) but has not graduated anyone as of 2019. It is expected that institutions with an emphasis on cybersecurity will begin to identify their offerings with these CIP codes/titles. The Cyber/Electronics Operations program has completed over 2,150 students from 2014-2019. Throughout the U.S., this program has expanded from just two institutions with 81 completions in 2014, to 24 institutions with 745 completions in 2019.

- It is important to note that the workforce needs of both Cybersecurity and Unmanned Aircraft Vehicles/Systems (UAV/UAS) are expected to span multiple industries. Given the FG NW+ region’s comparative advantage in Defense, it is likely that DoD/DHS contracts and grants will boost demand for these skills. It is expected that Financial Services, Retail, Professional and Business Services are just some of the industries that will demand cybersecurity talent. Students that complete a UVS Operations certificate, might find opportunities in the Agriculture, Distribution and eCommerce, Professional and Business Services industries throughout the FG NW region.

Recommendations:

- Given the impact of the targeted clusters, in-demand occupations, and skills gap analysis, ABLE Operations will offer two sets of recommendations. The first part will address the competitive advantage the FG NW+ region has regarding talent. Action should be implemented by the community and stakeholders to leverage the regional workforce assets (skills and talent) to retain, expand, and attract business.
- The second set of recommendations will address potential gaps in talent. These skills are in-demand and regional talent falls short in meeting industry needs. This can be detrimental to growth, and can require a significant number of resources to import or attract the needed workforce. Policy and investment recommendations will be provided to align the regional education and training institutions with industry needs.

Leveraging Talent:

- The FG NW+ region has responded to the needs of industry. The following skillsets are trained in the region, providing a comparative advantage through a pipeline of talent.
- Aircraft Maintenance: The maintenance occupation group includes avionics technicians, aircraft mechanics, service technicians, and aircraft assemblers. Over the last decade, the region has seen consistent growth in completing Aviation Maintenance and Airframe Technician programs. In addition, investment has been recently made in additional institutions to offer training. Given this investment and growth, the region is expected to expand a comparative advantage over potential competitors.

Aircraft Maintenance - Aerospace & Defense					
	FG NW+	Mobile, AL	Huntsville, AL	Florida	U.S.
Median Wage	\$63,549	\$70,619	\$58,382	\$59,076	\$62,390
Supply/Demand Ratio	0.32	0.29	0.00	0.46	0.36
Talent Quotient	0.89	0.81	0.00	1.27	-

- Bookkeeping and Clerical: The bookkeeping group includes tax preparers, bookkeeping, accounting, payroll, and auditing clerks. The Accounting/Bookkeeping Technician program is offered in Escambia, Bay, and Okaloosa counties. Given the different industries these occupations support, having a program at multiple institutions is an asset to the region.

Bookkeeping and Clerical - Distribution eCommerce, Production Technology, Financial Services					
	FGNW+	Mobile, AL	Birmingham, AL	Florida	U.S.
Median Wage	\$36,251	\$39,956	\$42,288	\$38,687	\$42,051
Supply/Demand Ratio	0.06	0.02	0.08	0.16	0.10
Talent Quotient	0.64	0.23	0.76	1.60	-

- **Machinists:** The machinists occupation group includes twenty different occupations ranging from CNC tool operators to sheet metal workers. Escambia and Okaloosa counties offer programs in CNC Machinist/Technology. This program is not available at competing regions, providing an important workforce training asset to the region.

Machinists - Aerospace & Defense, Production Technology, Water & Logistics					
	FGNW+	Mobile, AL	Huntsville, AL	Florida	U.S.
Median Wage	\$38,451	\$49,963	\$40,259	\$37,883	\$41,094
Supply/Demand Ratio	0.04	0.00	0.00	0.03	0.06
Talent Quotient	0.73	0.00	0.00	0.55	-

- **Computer Support Specialists:** This occupation grouping includes web developers, network, and user support specialists. Many programs are offered throughout the FGNW+ region to support these skills. The concentration of completions relative to demand is over 50% higher than the U.S., with lower wages relative to competitors.

Computer Support Specialists - Distribution eCommerce, Financial Services					
	FGNW+	Mobile, AL	Birmingham, AL	Florida	U.S.
Median Wage	\$46,595	\$49,523	\$56,994	\$48,695	\$55,818
Supply/Demand Ratio	0.72	0.69	0.77	0.47	0.48
Talent Quotient	1.52	1.45	1.63	0.98	-

- **Welding:** There has been a significant investment in the FGNW+ region in Welding program offerings. The result has led to a significant growth in annual completions. The concentration relative to demand is over 100% the national average, and roughly 50% higher than competitive regions. This talent being trained in the region is an asset to multiple industries.

Welding - Distribution eCommerce, Water & Logistics					
	FGNW+	Mobile, AL	Houston, TX	Florida	U.S.
Median Wage	\$38,142	\$54,802	\$49,807	\$38,270	\$41,814
Supply/Demand Ratio	1.54	0.98	1.04	0.78	0.73
Talent Quotient	2.12	1.34	1.43	1.07	-

(4) An analysis of the workforce development activities, including education and training, in the local area. This analysis must include the strengths and weaknesses of workforce development activities and the capacity to provide the workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers (WIOA § 108(b)(1)(D) and (20 CFR 679.560(a)(4)).

- CareerSource Escarosa maintains relationships with all regional economic development and business organizations. These relationships, coupled with our partnerships with public and private training providers and school districts, allow us to facilitate the region's best training opportunities to meet the need of our workforce.
- CareerSource Escarosa continues to be an engaged participant in our local and regional economic development agency's boards and committees, and often educational providers are included in these efforts.
- Our largest strength regarding education and training, are our region's training providers and education partners have worked hard to become involved with business leaders and understand their workforce development and training needs.
- The career academies that have been developed in our secondary schools are aligned closely with employer needs, economic development initiatives and include business advisory councils. They remain flexible to industry needs and strive to find the best possible training solutions at the pace of business.
- In addition, educational partners for CSE include Pensacola State College, the University of West Florida, Santa Rosa and Escambia County School Districts, as well as some private-for-profit providers have excellent training programs that are aligned with our demand occupations and industry sectors.
- The public and private training providers work well with CSE and are open to suggestions for training improvements based upon local employer input and need.
- An area of focus for LWDB 1 is registered apprenticeships which we are actively pursuing to increase capacity for the area which has been lacking. Through the use of the WIOA State Apprenticeship Expansion Grant Initiative, we will be increasing the capacity in Electrical, Plumbing and HVAC that have already been established at Locklin Technical and George Stone Technical Colleges and Construction skills training at Pensacola State College. Focus will also be placed on the creation of IT/Cyber Security and Advanced Manufacturing Apprenticeships with the help of LWDB 1's other partners in this effort including our local EDOs.

C. LOCAL WORKFORCE DEVELOPMENT BOARD STRATEGIC VISION AND GOALS

Local plans describe how LWDBs implement strategies that help Floridians secure good jobs, while providing employers with the skilled workers needed to compete in the global economy. Local strategies must prioritize employment, emphasize education and training, and ensure LWDBs are responsive to Florida employers' demand for qualified workforce talent.

(1) Describe the LWDB's strategic vision to support regional economic growth and economic self-sufficiency. This must include goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), and goals relating to the performance accountability measures based on primary indicators of performance described in WIOA § 116(b)(2)(A) (20 CFR 679.560(a)(5)).

- CareerSource Escarosa's strategic vision is that our region is recognized for its economic growth, driven by flourishing businesses and a skilled workforce. CSE's goal is two-fold: to help businesses succeed by linking them to the workforce resources they need and to help prepare job seekers by providing them with the skills needed for employment.
- To accomplish the goal, CSE will: - Create and sustain strategic partnerships dedicated to community prosperity through education, training and developing a client for growing business and job creation. - Connect citizens to employment opportunities. CSE Board of Directors support the goal and is actively engaged in oversight and encouragement of CSE's work to achieve success. It is important that these goals also remain tied to the primary indicators of performance under WIOA to support economic growth and worker self-sufficiency.

(2) Taking into account the analyses described in (1) through (4) in **Section B. Analysis of Need and Available Resources** above, describe the local area's strategy to work with entities that carry out the core programs and required partners to align resources available to the local area, to achieve the strategic vision and goals described above (20 CFR 679.560(a)(5)).

- CareerSource Escarosa has an active Business Services Team and an internal customer support/job order assistant, with a dedicated focus on employer contacts and services, assuring job orders are entered accurately and appropriate follow-up is done.
- To facilitate engagement of local employers in in-demand industry sectors, CareerSource Escarosa's business representatives actively convene and participate, in area business advisory councils and boards that bring together business, workforce development and educational leaders in over a dozen in-

demand occupational and industry sectors.

- These include: • Aviation and Aerospace • Construction Trades • Accommodation and Food Services • Engineering • Finance • Healthcare and Health Sciences • Human Resources • Information Technology • Law Enforcement/Public Safety • Advanced Manufacturing • Transportation, Warehousing, and Logistics.
- Through these councils and advisory boards, workforce development and educational leaders communicate directly with area business leaders regarding the in-demand human resource needs, training needs, and skill sets that are currently being sought after by area businesses. In addition, CareerSource Escarosa Business Services Team members frequently and actively partner with Chambers of Commerce/Economic Development entities throughout the Local Workforce Development Area.
- CareerSource Escarosa business service representatives and LVERs are required to provide extensive outreach to employers in the local area. This is accomplished through employer visits (cold calls), community presentations, and hosting of and participation in job fairs, community fairs and recruiting events.
- Employer information is also disseminated through communication outlets such as press releases, and the company's website and social media outlets.
- The CareerSource Escarosa Business Services Team operates within the one-stop career centers and is integrated with the WIOA program, TANF/WT, and Wagner Peyser/Reemployment programs.
- All job orders, job fairs, and recruiting events are accessible to and communicated to all CareerSource Escarosa and jointly managed DEO staff members and mandatory partners.

D. DESCRIPTION OF STRATEGIES AND PROGRAM SERVICES

The local plan must address how the LWDB coordinates service delivery with core programs of the Division of Vocational Rehabilitation, the Division of Blind Services and the Division of Career and Adult Education, as well as required partners including, but not limited to TANF, SNAP Employment and Training (E&T), Senior Community Service Employment Program, Community Service Block Grant, programs authorized under the state's unemployment insurance laws (referred to as Reemployment Assistance in Florida), programs authorized under section 212 of the Second Chance Act of 2007, and Housing and Urban Development, where available.

(1) Workforce Development System Description: Describe the local workforce development system, including:

- (a) All of the programs that are included in the system; and
- (b) How the LWDB supports the strategy identified in the state plan under 20 CFR 676.105 and works with entities carrying out core programs and other workforce development programs, including programs of study authorized under [The Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#) (20 U.S.C. 2301 et seq.) to support service alignment (WIOA § 108(b)(2) and 20 CFR 679.560(b)(1)).

- Escarosa serves Escambia County and Santa Rosa County. Pensacola State College (PSC) and both school districts offer Carl Perkins services and technical educational services. Escarosa works very closely with those educational entities, and as required by law, they provide CSE with their annual Carl Perkins plan for review and comment.
- CSE directs all customers who lack a high school diploma by referral to our educational partner George Stone Technical College for GED Prep and testing including GED Prep Classes offered on-site by the Adult Education Partner, George Stone Technical.
- Core programs include: WIOA Adult and Dislocated Workers; Wagner Peyser; Welfare Transition; Supplemental Nutrition Assistance Program Employment and Training (SNAP/ET); PREP, Reemployment Services, Veterans and Veterans with Significant Barriers to Employment (SBE); Senior Community Service Employment Program (SCSEP); and Trade Adjustment Assistance (TAA).

(2) Adult and Dislocated Worker Employment and Training Activities:

Describe and assess the type and availability of adult and dislocated worker employment and training activities in the local area (WIOA §108(b)(7) and 20 CFR 679.560(b)(6)). This must include a description of local policies and procedures for individualized career and training services in the adult program to give priority to veterans, recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.

- Career Services are available to all customers at CareerSource Escarosa.
- To register a customer in WIOA for Training Services, the customer must fall into one of two categories: Adult Program – Individuals that are between the ages of 18- 72 years of age who do not meet criteria for the Dislocated Worker program or WIOA Youth program.
- Dislocated Worker – Unemployed and have lost their job through no fault of their own, or who have received a layoff notice and are unlikely to return to their previous occupation or industry.
- Adults and Dislocated Workers who have received at least one Career service and who fall into one of the following categories may be eligible for WIOA training services: a. Unemployed – currently without employment b.

Underemployed – employed at or below 200% of the Lower Living Standard Income Level (LLSIL), according to family size. Needs assistance to retain employment – employed workers who are not economically self-sufficient or need services/training to retain their self-sufficient employment. Employed but not economically self-sufficient- includes the following: Adults that are at or below 200% of LLSIL, according to family size. Employed workers, as are defined as learning at or below 200% of family of three (3) LLSIL.

- Local Priority of Services Policy - CareerSource Escarosa will apply a “most-in-need” policy when funding is determined to be limited. Priority will be given to those who are economically disadvantaged and are “at-risk of public assistance”. This shall be defined as family income, as determined by the household size, must be 150% or less of the federal poverty level as noted on the LLSIL and must have a child below 18 years of age in the home.
- CareerSource Escarosa always prioritizes veterans as first service priority in accordance with federal requirements.

(3) Training Services: Describe how training services outlined in WIOA section 134 are provided, including:

- (a) A description of the process and criteria for issuing ITAs, including a description of any ITA limitations established by the LWDB and a description of any exceptions to the use of ITAs;
 - (b) If contracts for training services are used, how the use of such contracts are coordinated with the use of ITAs; and
 - (c) How the LWDB will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided (WIOA §108(b)(19) and 20 CFR 679.560(b)(18)).
 - (d) How the LWDB ensures training provided is linked to in-demand industry sectors or occupations in the local area, or in another area to which a participant is willing to relocate (WIOA §134(c)(3)(G)(iii)). Include strategic or other policies that align training initiatives and Individual Training Accounts (ITAs) to sector strategies and demand occupations (WIOA §134(d)(1)(A)(ix)(II)(aa)).
 - (e) How the LWDB incorporates/includes work-based training activities in the local area’s service delivery model.
- Training services are provided using ITAs to eligible individuals attending programs of eligible training providers.
 - Escarosa also uses OJTs and Customized Training based upon employer needs, with reference to the demand industries and occupations and sector strategies.
 - Training program and training provider information is available at all CareerSource Escarosa centers and at the CareerSource Escarosa website.
 - Counselors provide career assessment and career counseling services to assist customers in developing their career pathways.

- Customers who are not eligible for WIOA funding, or those that choose training providers and/or training programs that are not included on the LWDA1's ETPL are referred to/assisted in accessing the Federal Application for Student Aid.
- Information regarding other educational grants is provided as appropriate and potential students are directed to the financial aid office of their training provider of choice.
- CareerSource Escarosa has a variety of online career exploration tools available to assist customers in developing their career pathways and in selecting both WIOA and non-WIOA training options and funding options.
- CareerSource Escarosa also provides information on educational grants and scholarships as available and appropriate. On-the-job training customized training, apprenticeship opportunities and internship opportunities are posted on the Employ Florida website for universal access.
- ITAs are used to provide financial assistance to eligible WIOA adults and dislocated workers. Escarosa has established a priority/most in need policy to identify individuals with barriers to employment and to insure priority of service to veterans. The process will identify those who are veterans and/or have barriers to employment (TANF, SNAP recipients; homeless, basic skills deficient) and place them as the first to be served via an ITA. Once those who are a top priority have been served, others applying for assistance will be served on a first come, first-serve basis. The ITA amount per program allows up to an amount capped at \$7,000. It is expected that not all training participants will need the full allowance, and coordination with other funding opportunities is always addressed by WIOA staff. Escarosa does not use any exceptions to ITAs.

(4) Youth Workforce Investment Activities: Describe and assess the type and availability of youth workforce investment activities (services) in the local area, including activities for youth who are individuals with disabilities. The description and assessment must:

- (a) Identify successful models of such youth workforce investment activities (WIOA §108(b)(9) and 20 CFR 679.560(b)(8)).
- (b) Include the local area's design framework for the local youth program and how the 14 program elements required in 20 CFR 681.460 are made available within that framework (WIOA § 129(c)(1)).
- (c) Describe the LWDB's policy regarding how the local area will determine when an individual meets the definition of basic skills deficient contained in [CareerSource Florida Administrative Policy 095 – WIOA Youth Program Eligibility](#).
- (d) **Define the term “a youth who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society” and describe how the LWDB defines whether a youth is unable to demonstrate these skills sufficiently to function on the job, in their family, or in society and what assessment instruments are used to make this determination (20 CFR 681.290).**
- (e) Define the term “requires additional assistance to complete an educational program or to

obtain or retain employment” and describe the circumstance(s) or other criteria the LWDB will use to qualify a youth under this eligibility barrier (20 CFR 681.300).

- (4a) Through intensive assessment, mentoring and coaching, a career plan and career pathway will be developed with the WIOA youth participant.
- (4b) All 14 of the youth program elements will be available to youth participants within the region. The specific elements that will be utilized by each youth in achieving their career plan, will be customized, and based upon the youth’s assessed needs and career pathway. The specific program components are career-oriented and are directed at high school diploma/GED attainment, postsecondary/advanced education, military enlistment, or unsubsidized employment.
- (4c) All youth who are deemed to be basic skills deficient (reading, math, or language skills below the 8th grade level), will receive basic skills instruction. Youth providers generally use the TABE to assess participants’ literacy skills.
- During the competitive procurement process, the proposals will be required to address each of the 14 elements to provide information on how each will be made available to youth participants.
- Letters of support will be required for elements that will be made available through other agencies. Proposals and contracts will ensure all elements are made available.
- Internal monitors will review service provider contracts and ensure the 14 elements are being addressed.
- (4d) CSE shall define the above as a youth who meets one of the below criteria:
1) Reading or math or language comprehension at or below the 8th grade level as indicated on the Test for Adult Basic Education (TABE) assessment tool or the Wonderlic assessment which measures thinking/logical capabilities. Wonderlic is an approved Department of Education assessment instrument. 2) A youth unable to compute or solve math problems to include word problems at or below the 8th grade level as indicated on the TABE assessment tool. In interacting with the youth, the Teacher or Youth Case Manager or One Stop Center staff or Designated Youth Provider as approved by CSE is unable to communicate in English with the youth via everyday conversation/interaction. CSE feels that if the youth cannot interact in a social or professional situation with professional staff that the youth would not be capable of sustaining a job or functioning in society. This shall be attested to by the Teacher, Youth Case Manager, One Stop Center staff or CSE designated Youth Provider. Has been determined by the School District as having limited English and the youth has been placed in an English-Speaking Other Language (ESOL) or English Language Learner (ELL) or Limited English Proficiency (LEP) program within the district.
- (4e) CareerSource Escarosa defines the above as a youth who meets one of the

below criteria: 1) The youth has reading, language or math skills level at or below the 8th grade as indicated on the TABE assessment tool. 2) Youth who are over the age of 18 who have no previous work history and/or less than 180 consecutive days of employment as documented by employer records, pay records or State system such as Suntax. 3) Youth that have one or more biological parent incarcerated, institutionalized, or sentenced by a court of law to incarceration/institutionalization for more than one year. Documentation provided by court, institution, or Department of Corrections. 4) Youth who have been victims of domestic violence or intimate partner violence as documented by local law enforcement or Favor House. 5) Is an individual who receives or is a member of a family that has received any form of public assistance for more than 6 consecutive months.

- Youth who are low-income and meet one of the following criteria require additional
- assistance and are eligible for WIOA:
- A youth candidate who:
- Is assessed at two or more years behind in reading, math or science from their current grade level;
- Is unable to complete a resume, lacks interviewing skills, is unaware of the local job market or has other lack of preparedness to seek employment;
- Is a member of a dysfunctional family as documented by career counselor;
- Is enrolled in a drop-out prevention program;
- Is enrolled in a GED program or alternate school placement;
- Indicates evidence of alcohol or substance abuse;
- Has frequently moved between schools;
- Has a GPA below 3.0;
- Is unable to secure adequate child care on a continuous basis, disrupting attendance at school, work or activity leading to employment or post-secondary;
- Has completed an educational program, but lacks the appropriate license for that occupation;
- Is unemployed or underemployed, per WIOA guidelines for self-sufficiency, and lacks significant or positive work history;
- Has consistently worked within the last six months and needs job-seeking skills;
- Has limited or no English proficiency;
- Has low grades – failing two or more basic skill areas including math, reading or science;
- Has parents or siblings who have dropped out of school;
- Resides in subsidized housing or an empowerment zone;
- Has been retained (or held back) one or more times in school during the last five years;
- Has had school discipline problems, i.e., a pattern of formal or informal disciplinary action(s) for inappropriate behavior in school or school function during the current or previous school year;
- Has transportation barriers or a daily trip route requiring two or more transfers or a total commute time in excess of one hour;
- Is a lesbian, gay, bisexual, transgendered, or questioning youth; or
- Has evidence of truancy or excessive absences – has exceeded school

attendance standards and has been named a truant.

(5) Self-Sufficiency Definition: Under WIOA § 134(c)(3)(A) training services may be made available to employed and unemployed adults and dislocated workers who need training services to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment. Describe the definition of “self-sufficiency” used by your local area for:

- (a) Adults (distinguish if there are different definitions for unemployed individuals or employed workers); and
- (b) Dislocated Workers (WIOA § 134(c)(3)(A)(xii)).

If self-sufficiency is defined differently for other programs or populations served in the local area, describe the definition of “self-sufficiency” used for those programs as well. NOTE: if the local area utilizes a self-sufficiency definition that exceeds 250% of the Lower Living Standard Income Level (LLSIL) or LLSIL wage rate, the description must include the rationale/methodology used by the local area to determine the local area’s self-sufficiency standard.

- The definition used by CareerSource Escarosa to determine “self-sufficiency” for various groups are as follows: Adult WIOA and Welfare Transition: Self-Sufficiency is defined as income, based upon the household size that exceeds 200% of poverty as defined on the Lower Living Standard Income Level (LLSIL). Dislocated Worker: Self-Sufficiency is defined as income which is at least 80% of the income level of the participant at the time of his/her dislocation. Once an individual has exceeded 200% of poverty as defined by USDOL’s LLSIL, that person is considered to have achieved self-sufficiency and is not in need of any public or government assistance.

(6) Supportive Services and Needs-Related Payments: Describe the types of supportive services offered in the local area to include any applicable limits and levels. The supportive services offered by the LWDB in the local area must align with the supportive services outlined in [CareerSource Florida Administrative Policy 109 – Supportive Services and Needs-Related Payments](#).

- Escarosa provides transportation support services in the form of reloadable visa cards and bus tickets for Welfare Transition program participants who fulfill their work participation requirements.
- In addition, bus tickets may be provided to our veteran populations on occasion to assist with job interviews and/or job search activities.
- CSE has a strong relationship with the Community Action Program Committee (the local Community Action Agency), Children’s Home Society and others to understand services offered through those community-based organizations and to provide information on the support services and transportation assistance that we provide. Referrals are made between

organizations for various services depending on specific participant needs.

(7) Individuals with Disabilities: Describe service strategies the LWDB has in place or will develop that will improve meeting the needs of customers with disabilities as well as other population groups protected under Section 188 of WIOA and 29 CFR Part 38.

- CareerSource Escarosa has been involved with a local initiative called Achieve Escambia (www.achieveescambia.org) since its inception and whose focus for community improvement is “Cradle to Career” education and learning. This initiative is targeting high poverty areas within Escambia County and is in the process of developing strategies to address the barriers individuals have in becoming self-sufficient.
- Major employers within our two- county area are involved in the initiative and include Florida Power and Light, Navy Federal Credit Union, Sacred Heart Healthcare System, and Baptist Healthcare.
- Also, on board with this initiative which is in its 5th year of work are the local county and city governments and economic development, local school district and state college, the Early Learning Coalition, as well as DJJ and local nonprofit organizations. In addition, local press/media are attending and offering support.
- All the partners in Achieve Escambia work together to create equity for all to achieve full potential and put concentrated efforts on the “pockets of poverty” in the county.
- CSE continues to serve customers who are low-skilled, low-wage, disconnected, disadvantaged and “at-risk”, with multiple employment challenges, many of whom have hidden disabilities. We do this through a reciprocal referral system with our partners such as Vocational Rehabilitation and other entities in the community who serve job seekers with challenges to employment.
- CSE ensures access for all individuals with disabilities to the full range of services available to all customers and those individuals with significant disabilities and significant barriers to employment are provided services that lead to competitive, integrated employment.
- Resource rooms where job search activities are conducted include specially adapted workstations where customers with hearing and visual impairments are able to conduct job searches the same as individuals who do not have impairments.

(8) Linkage with Unemployment Insurance (referred to as Reemployment Assistance in Florida) programs: Describe strategies and services used in the local area to strengthen linkages between the one-stop delivery system and the Reemployment Assistance program (WIOA § 134(d)(1)(A)(vi)(III) and 20 CFR 679.560(b)(3)(iv)).

- CareerSource Escarosa helps all customers who have the need to file for Reemployment Assistance at the Career Center by providing Reemployment Assistance Classes and Orientation.
- The Resource Room contains ample computers and tablets to accommodate

throughout the whole process.

- CSE's Staff is well trained and is always standing by, ready to assist every customer.
- If more computers and Staff are required, CSE's overflow computer room and additional Staff will be activated to ensure all customers are served in a professional and timely manner.

(9) Highest Quality of Services to Veterans and Covered Persons: Describe the LWDB's strategies and policies for providing veterans and covered persons with the highest quality of service at every phase of services offered. Policies must be implemented to ensure eligible veterans and covered persons are aware of their entitlement to priority of service, the full array of programs and services available to them, and applicable eligibility requirements for those programs and/or services.

VETERANS STAFFING REQUIREMENTS

- One of the strategies used by the United States Department of Labor (USDOL) to serve veterans is the Jobs for Veterans State Grant (JVSG) program, which provides funds to states to exclusively serve eligible veterans, as defined in 38 U.S.C. 4101(4) and 4211(4), and other eligible spouses as defined in 38 U.S.C. 4101(5), and to perform outreach to employers. JVSG funds are provided to states to fund two staff positions:
- Disabled Veterans' Outreach Program (DVOP) Specialists – Under 38 U.S.C. 4103A(a), a DVOP Specialist provides intensive services and facilitates placements to meet the employment needs of veterans, prioritizing service to special disabled veterans, other disabled veterans, and other categories of veterans in accordance with priorities determined by USDOL.
- Local Veterans' Employment Representatives (LVER) – Under 38 U.S.C. 4104(b), the LVER's principal duties are to: (1) conduct outreach to employers in the area to assist veterans in gaining employment, including conducting seminars for employers and, in conjunction with employers, conducting job search workshops and establishing job search groups; and (2) facilitate employment, training, and placement services furnished to veterans in a state under the applicable state employment service delivery systems.
- DVOP Specialists and LVERs are an essential part of and fully integrated into the AJC network. They are included among the AJC partner staff, which consists of all staff employed by programs or activities operated by AJC partners listed in 29 U.S.C. 2841(b) that provide online and/or in-person workforce development or related support services as part of the workforce development system.
- CSE provides intensive services to both unemployed veterans who require such services to obtain employment and to employed veterans who require such services to obtain or retain employment leading to self-sufficiency. In accordance with 38 U.S.C. 4103A(a), DVOP Specialists must provide intensive services to eligible veterans and eligible spouses to meet their employment needs, prioritizing services to special disabled and other disabled veterans, as defined by 38 U.S.C. 4211, and to other eligible veterans in accordance with priorities determined by

USDOL. The statute also requires that DVOP Specialists place maximum emphasis on assisting veterans who are economically or educationally disadvantaged.

- To ensure that DVOP Specialists can fulfill their statutory responsibilities to provide intensive services to these categories of veterans, USDOL has developed the following guidance to identify the veterans prioritized and emphasized by the DVOP statute.

USDOL directs DVOP Specialists and must limit their activities to providing services to eligible veterans and eligible spouses who:

- Meet the definition of an individual with a Significant Barrier to Employment (SBE), specifically listed below.
- • Are members of a veteran population identified by the Secretary under 38 U.S.C. 4103A(a)(1)(C) as eligible for DVOP services, as explained in separate guidance from DOL.

An eligible veteran or eligible spouse is determined to have a SBE if he or she attests to belonging to at least one of the listed criteria below:

- Receiving a VA disability compensation or have a claim pending to receive compensation.
- Is homeless, or is a risk of homelessness, or lacks fixed regular nighttime residence, or is fleeing a violent situation.
- Is a recently separated service member who has been unemployed for 27 or more weeks in the previous 12 months.
- Incarcerated or has been incarcerated.
- Lacks high school diploma or equivalent certificate.
- 18-24 years old.
- Being discharged throughout the Reduction in Force (RIF).
- Receiving care in a Warrior Transition Unit (WTU) or Military Treatment Facility (MTF).
- Retiring with 24 months or separating with 12 months from the US Military.
- A Vietnam-era Veteran who served in the active US Military between 02/28/1961 – 05/07/1975.
- A U.S. Military Veteran who served in the Republic of Vietnam between 08/05/1964 – 05/07/1975.
- Is low income or receiving public assistance.
- While the DVOP Specialists' provision of intensive services to these veterans and eligible spouses may include some core services, serving a more limited population will allow DVOP Specialists enough time to devote a majority of their time to providing intensive services. The veterans who do not fall into one of the categories that are served by DVOP Specialists are eligible to be served by other AJC Staff, including WIOA, Wagner-Peyser, and other AJC program staff, and are eligible for priority of service.

PRIORITY OF SERVICE

- Priority of service is first applied to Veterans and affected spouses. It is the policy

- of CSE to provide priority of service as defined in section 2(a) of the Jobs for Veterans Act (JVA) (38 U.S.C. 4215(a)). This means that a covered person shall be given priority over a non-covered person for the receipt of employment, training, and placement services provided through the CSE system, notwithstanding any other provision of the law. Depending on the type of service or resource being provided, taking priority may mean: the covered person receives access to the service or resource earlier in time than the non-covered person; or if the service or resource is limited, the covered person receives access to the service or resource instead of or before the non-covered person.
- Our goal is to ensure the CSE system identifies covered persons at the point of service entry, and they are given an opportunity to take full advantage of priority of service. Operational procedures have been implemented to ensure that covered persons who are physically or virtually accessing CSE services are aware of their entitlement to priority of service.
 - CSE has implemented priority of service at all career centers and access points, and for service delivery by locally contracted workforce preparation and training providers. All operational procedures ensure covered persons are identified at the point of entry, so they can take full advantage of priority of service. These processes ensure covered persons are aware of their entitlement to priority of service, the full array of employment, training, and placement services available under priority of service and any applicable eligibility requirements for those programs and services.
 - CSE also mandates their service and training contractors collect such information, maintain such records, and submit reports containing information as may be required related to the provision of priority of service.

SERVING SEPARATING SERVICE MEMBERS AND MILITARY SPOUSES

- Service members exiting the military, including, but not limited to, recipients of Unemployment Compensation for Ex-Military members (UCX), generally qualify as dislocated workers. Dislocated Worker funds under Title I can help separating service members enter or reenter the civilian labor force. A separating service member needs a notice of separation, either a DD-214 from the Department of Defense, or other appropriate documentation showing a separation or imminent separation from the Armed Forces qualifies as the notice of termination or layoff to meet the required dislocated worker definition.
- In most instances, an individual will have to be eligible for or exhausted entitlement to unemployment compensation, to receive dislocated worker services. In the case of separating service members, because they may be on a terminal leave from the military, it may make sense to begin providing career services while the service member may still be part of the Active-Duty military but has an imminent separation date. It is appropriate to provide career services to separating service members who will be imminently separating from the military, provided their discharge will be anything other than dishonorable.

MILITARY FAMILY EMPLOYMENT ADVOCACY PROGRAM

- The State of Florida has the fifth highest population of active-duty military spouses in the United States with more than 88,000 dependents and spouses currently residing in Florida. The Military Family Employment Advocacy Program is a state program designed to deliver

priority workforce services to active-duty military spouses and family members through Military Family Employment Advocates located in local career centers throughout Florida. Services include, but are not limited to, job searches and placement assistance, career planning and counseling, case management, resume assistance, assessment, and testing services, interviewing skills training, referral to educational and training programs, job fairs, and job clubs. Military Spouses are also eligible to receive training and other support services under the Federal Workforce Investment Act and may be eligible to collect unemployment compensation if they need to quit their jobs to relocate with their active-duty military spouse.

Persons eligible for assistance through this program include:

- Spouses and dependents of active-duty military personnel.
- Activated Florida National Guard members.
- Military reservists whose units have been activated.
- Military family members are also eligible to receive training and other supportive services under WIOA.

(10) Entities Carrying Out Core Programs: Describe how the LWDB works with entities carrying out core programs to:

- (a) Expand access to employment, training, education and supportive services for eligible individuals, particularly eligible individuals with barriers to employment;
- (b) Facilitate the development of career pathways and co-enrollment, as appropriate, in core programs; and
- (c) Improve access to activities leading to a recognized postsecondary credential (including a portable and stackable credential that is an industry-recognized certificate or certification) (WIOA § 108(b)(3) and 20 CFR 679.560(b)(2)(iii) to include credentials contained on Florida's Master Credentials List.

- CareerSource Escarosa has an extensive outreach network in place to create community awareness regarding available employment and training services and all employment events.
- The one-stop career centers provide access to individuals with barriers to employment and provide specialized services to meet the needs of customers with barriers. In addition to jointly managed DEO personnel and WIOA , TANF and SNAP staff and services are available at full-service centers.
- The National Caucus on Black Aged has staff onsite at both Pensacola and Milton centers to offer employment and training services to job seekers age 55 and older.
- The Military Family Employment Advocate provides specialized employment and training services to meet the needs of the spouses and dependents of active-duty military personnel.
- Disabled Veteran Opportunity Program (DVOP) Specialists provide intensive case management, and employment and training services to Veteran's with significant barriers to employment.
- A specially trained Career Advisor is available to provide employment counseling,

mentoring and placement assistance to prior-incarcerated returning citizens.

- A Language Line service is available for non-English speaking customers.

(11) Employer Engagement: Describe strategies and services used in the local area to:

- (a) Facilitate engagement of employers in workforce development, including small employers and employers in in-demand industry sectors and occupations; and
- (b) Support a local workforce development system that meets the needs of businesses in the local area.

Such strategies and services may include the implementation of initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of regional employers. These initiatives must support the strategies described above.

- CareerSource Escarosa has an active Business Services Team and an internal customer support/job order assistant, with a dedicated focus on employer contacts and services, assuring job orders are entered accurately and appropriate follow-up is done.
- To facilitate engagement of local employers in in-demand industry sectors, CareerSource Escarosa's business representatives actively participate, and will continue to participate, in area business advisory councils and boards that bring together business and educational leaders in over a dozen in-demand occupational and industry sectors.
- These include: • Aviation and Aerospace • Construction Trades • Accommodation and Food Services • Engineering • Finance • Healthcare and Health Sciences • Human Resources • Information Technology • Law Enforcement/Public Safety • Advanced Manufacturing • Transportation, Warehousing, and Logistics.
- Through these councils and advisory boards, workforce development and educational leaders communicate directly with area business leaders regarding the in-demand human resource needs, training needs, and skill sets that are currently being sought after by area businesses.
- In addition, CareerSource Escarosa Business Services Team members frequently and actively partner with Chambers of Commerce/Economic Development entities throughout the Local Workforce Development Area.
- CareerSource Escarosa business service representatives and LVERs are required to provide extensive outreach to employers in the local area.
- This is accomplished through employer visits (cold calls), community presentations, and hosting of and participation in job fairs, community fairs and recruiting events. Employer information is also disseminated through communication outlets such as press releases, and the company's website and social media outlets.

- The CareerSource Escarosa Business Services Team operates within the one-stop career centers and is integrated with the WIOA program, TANF/WT, and Wagner Peyser/Reemployment programs.
- All job orders, job fairs, and recruiting events are accessible to and communicated to all CareerSource Escarosa and on-site DEO staff members and partners.

(12) Enhancing Apprenticeships: Describe how the LWDB enhances the use of apprenticeships to support the local economy. Describe how the LWDB works with industry representatives and local businesses to develop registered apprenticeships, in collaboration with apprenticeship training representatives from the Florida Department of Education and other partners. Describe how job seekers are made aware of apprenticeship opportunities.

- CareerSource Escarosa has been approved for an apprenticeship expansion grant and is currently in the process of developing a set strategy for creating apprenticeship programs in the manufacturing and IT/Cyber/Finance sectors. This is a new venture for Escarosa, and we expect to have more to report in the next plan.

E. DESCRIPTION OF THE LOCAL ONE-STOP DELIVERY SYSTEM

(1) General System Description: Describe the one-stop delivery system in your local area, including the roles and resource contributions of one-stop partners (WIOA §108(b)(6)).

(a) Describe how required WIOA partners contribute to the LWDB’s planning and implementation efforts. If any core or required partner is not involved, explain the reason.

(b) Identify any optional/additional partners included in the local one-stop delivery system.

- All required partners are included in the one stop delivery system.
 - The current One Stop consist of the following required partners: Division of Blind Services; Vocational Rehabilitation; Providers of Adult Education services; Community Colleges (State Colleges); Representatives of DEO Wagner Peyser; Veterans; WIOA; Private Colleges and Universities.
- Comments from partners were solicited for inclusion into the plan and are reflected in the appropriate attachment. Other partners include WIOA Youth Service Providers, Children’s Home Society, School Districts of Escambia and Santa Rosa Counties, and Community Action Program Committee.

(2) Customer Access: Describe actions taken by the LWDB to promote maximum integration of service delivery through the one-stop delivery system for both business customers and job seekers.

(a) Describe how entities within the one-stop delivery system, including one-stop operators and one-stop partners, comply with the Americans with Disabilities Act regarding

physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities, including providing staff training and support for addressing needs of individuals with disabilities. Describe how the LWDB incorporates feedback received during consultations with local Independent Living Centers on compliance with Section 188 of WIOA (WIOA §108(b)(6)(C)).

(b) Describe how entities within the one-stop delivery system use principles of universal design in their operation.

(c) Describe how the LWDB facilitates access to services provided through the local delivery system, including remote areas, using technology and other means (WIOA §108(b)(6)(B)).

- LWDB—Region 1’s career centers and partners provide job seekers, including individuals with barriers to employment, such as individuals with disabilities, with the skills and credentials necessary to secure and advance in employment with family-sustaining wages.
- CSE promotes accessibility for all job seekers to our career centers and program services and is fully compliant with accessibility requirements for individuals with disabilities within our centers whenever possible. Career centers in our local area assist job seekers with disabilities in all programs, and our region has annually assessed physical and programmatic accessibility. Enhanced access includes, but is not limited to, ensuring assistive technology and materials are in place, and front-line staff members are trained in the use of this technology.
- CSE strives to meet the diverse needs of business and career seeking customers, including individuals experiencing barriers to employment. CSE employs universal design of environments, products, and communication practices, as well as the delivery of programs, services, and activities to meet the needs of all customers of the workforce development system. Our goal for any member of the public (including those with disabilities) is to experience easy access to our services, a welcoming atmosphere and exceptional customer service. CSE develops services that are accessible to the largest number of people, thereby reducing the need for specialized assistance.
- CSE provides a range of options for inputting information in a computer, including a keyboard, trackball, or a mouse. We provide information through both online self-directed methods and in group workshop settings. Our staff is prepared to assist and accommodate a range of literacy and language skills and provide effective prompting and feedback during and after task completion. Additional examples include providing information in multiple languages, presenting information during trainings and workshops verbally and in writing, and incorporating graphics to illustrate information so individuals can receive information in the manner that best suits them. In the resource rooms, all signage uses graphics and pictures combined with text, and resource materials are available in places and at heights that are highly accessible. CSE provides the option of registering and/or signing up for orientation, workshops, and classes online or by telephone ahead of time so that orientation can be accomplished upon the first visit.
- As with any program delivery or activity, CSE seeks input from stakeholders, e.g., local independent living centers and board members, regarding reasonable accommodation, and we incorporate that input into policy and/or procedures whenever possible and allowable.

- Self-paced programs and software are available.
- Adaptive equipment is integrated into the Resource Areas to accommodate individuals with vision or hearing disabilities.
- Adequate space is provided to accommodate individuals in wheelchairs, those with assistive devices, or customers with service animals. There is on-site instant access available, via computer linkage, to American Sign Language (ASL) interpretation services. A specially equipped room is available to provide job seekers with mobility issues or transportation challenges the opportunity to participate in remote job interviews.
- Web access and vital program information is available in multiple languages.
- The Division of Blind Services also assists by auditing and inventorying ADA accessible equipment and technology to ensure accessibility.
- The team at CSE received, and will continue to receive, periodic training regarding the Americans with Disabilities Act and training regarding serving customers with unique needs.
- CareerSource Escarosa operates two accessible one-stop career centers in Region 1.
- Our Pensacola and Milton Centers are full-service and feature accessible computer workstations and adaptive equipment to provide equitable use for flexibility and simple and intuitive use for persons with disabilities.
- The seven principles of universal design will be reviewed and considered in all plans and services provided including: • Equitable use • Flexibility in use • Simple and intuitive use • Perceptible information • Tolerance of error • Low Physical effort • Size and space for approach and use.

(3) Integration of Services: Describe how one-stop career centers implemented and transitioned to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and programs carried out by one-stop career center partners (WIOA §108(b)(21)).

- The WIOA pre-application is electronic and available on our website. Escarosa utilizes a web-based electronic sign-in application for all customers and gathers demographic information during that process.
- All WIOA case management files and records are electronic as well. The Welfare Transition program is currently transitioning to an electronic file system.
- All efforts for efficiency are a priority for CSE's staff and leadership, and the transition to completely paperless files at all levels will continue until it is fully accomplished.

(4) Sub-grants and Contracts: Describe the competitive process used by the LWDB to award sub-grants and contracts in the local area for WIOA-funded activities (WIOA §108(b)(16)).

- CareerSource Escarosa follows all applicable federal or state procurement guidelines for all services.
- The process normally used is a Request for Proposals (RFP) process, as well as an Invitation to Negotiate; written quotes and oral quotes depending upon the services/items being solicited and/or the cost associated with the contracts/services or items.
- All our procurement guidelines are detailed in CSE' s Administrative Plan is reviewed annually and updated as needed and submitted to DEO for monitoring purposes as requested.

(5) Service Provider Continuous Improvement: Describe how the LWDB will ensure the continuous improvement of eligible providers through the system and that such providers will meet the employment needs of local employers, workers and job seekers (WIOA §108(b)(6)(A) and 20 CFR 679.560(5)(i)).

- CareerSource Escarosa has integrated internal monitoring responsibilities in the job duties of program managers. All monitoring reports are submitted to the COO quarterly and if areas of concern are noted, technical assistance and training are provided to front-line staff to ensure they understand the requirements. Corrective Action Plans are required if major issues are found.
- Youth services are contracted out and a program assistant is assigned specifically to monitor the programs and expenditures of the youth providers to ensure all 14 program elements are made available to the youth; 75% of the youth served are out of school; and monitoring of all work experience job sites, agreements, safety, and supervision are being provided.
- Corrective Action Plans (CAP) are required if major issues are found.
- Eligible Training Providers are monitored regarding number of enrollees, both WIOA and non-WIOA participants; WIOA outcomes and performance, and placements.
- In addition, ETP must meet state requirements to become a provider and Escarosa reviews the programs they offer and approves the individual training programs to ensure they align with local employer demands and economic development initiatives. If the ETP is a newly established school in our area, employers are surveyed to determine whether or not local employers will accept degrees/certifications from those schools for local employment.
- Credibility of the training provider with local employers is vital to a participant's success in obtaining employment at the end of training.
- DEO annually monitors all programs and services offered at the One Stop Centers as well as youth contractors. Monitoring reports conducted by the State are provided to the Board for their review.

- All performance data on common measures and the Continuous Improvement Plan metrics are provided to the Board of Directors. Performance of programs and the youth providers are reviewed annually with the Board.

F. COORDINATION OF SERVICES

(1) Coordination of Programs/Partners: Describe how services are coordinated across programs/partners in the one-stop career centers, including Vocational Rehabilitation, TANF, SNAP E&T, and Adult Education and Literacy activities. Specify how the local area coordinates with these programs to prevent duplication of activities and improve services to customers.

- CareerSource Escarosa counselors, front line staff and career advisors receive cross training and on-going information regarding all partner services within the one-stop, and agency services within the local area, that provide support to address the barriers of the local workforce.
- Customers are provided with referrals to community agencies as appropriate to address and assist them in overcoming barriers, and to assist customers in accessing needed services.
- CSE establishes and maintains communication and information exchange with community partners to include joint meetings, workshops, staff training, advisory councils, consortium meetings, etc. These joint communications maximize resources within the region and ensure that all programs are aware of each other's services and prevent duplication.
- CareerSource Escarosa has long standing relationships with community partners such as Vocational Rehabilitation, DCF, Lakeview (State mental health facility), Adult Education and Literacy Services. Customers are asked to sign a "Release of Information" so that information can be exchanged between One-Stop Career Center staff and these agencies, to allow for coordination of efforts and prevent duplication of services.

(2) Coordination with Economic Development Activities: Describe the strategies and services that are used in the local area to better coordinate workforce development programs and economic development (20 CFR 679.560(b)(3)(iii)). Include an examination of how the LWDB will coordinate local workforce investment activities with local economic development activities that are carried out in the local area and how the LWDB will promote entrepreneurial skills training and microenterprise services (WIOA §108(b)(5) and 20 CFR 679.550(b)(4)).

- CareerSource Escarosa continues to be an engaged participant in our local and regional economic development agency's boards and committees. This active involvement ensures that our services, staff, and participants are seen as solutions to the economic development challenge.

- CSE has also partnered with our local EDO, Florida West and through a contract supports a portion of the salary of the Director of Workforce Education to ensure outreach and dissemination of information between partners and create and information pipeline of area business needs.
- CareerSource Escarosa continues to be an engaged participant in our local and regional economic development agency's boards and committees. This active involvement ensures that our services, staff, and participants are seen as solutions to the economic development challenge.
- CSE is supportive of the Co:Lab, a partnership of Pensacola State College and Florida West to foster entrepreneurship in the area.
- In addition, services may be made available with the Small Business Development Center associated with the UWF.
- CSE will continue to support entrepreneurial development efforts throughout the region and seek ways to support entrepreneurial training for customers desiring to start their own businesses.

(3) Coordination with Rapid Response: Describe how the LWDB coordinates workforce investment activities carried out in the local area with statewide rapid response and layoff aversion activities (WIOA §108(b)(8) and 20 CFR 679.560(b)(7). The description must include how the LWDB implements the requirements in [CareerSource Florida Strategic Policy 2021.06.09.A.2. – Rapid Response and Layoff Aversion System](#) and [CareerSource Florida Administrative Policy 114 – Rapid Response Program Administration](#).

- CareerSource Escarosa's Rapid Response Team is in place to respond when companies lay-off or dislocate workers. The Team is alerted to company closings and layoffs by notices received under the Worker Adjustment and Retraining Notification (WARN) Act.
- Notices are sent to the CSE's Rapid Response Team, Chief Executive Officer and Chief Operating Officer from the Department of Economic Opportunity's Reemployment and Emergency Assistance Coordination Team (REACT).
- The Chief Operating Officer alerts the Rapid Response Coordinator, and the local Rapid Response process begins.
- Upon receiving the WARN notice or upon learning of an impending dislocation event the Business Services Manager (Rapid Response Team Leader) will:
 - 1. Visit the worksite and meet with the employer to discuss impending layoffs and applicable services.
 - 2. Make the employer aware of employee training resources that may help the employer reduce the size of the layoff or possibly prevent the layoff.

- 3. Assist the employer and/or workers in completing a Trade Act petition where applicable.
- 4. Prepare the Rapid Response Visit Report and forward it to the State REACT staff.
- 5. Schedule and provide Rapid Response orientation sessions for the affected workers, informing them of reemployment services for which they are potentially eligible. They will also answer questions regarding Re-Employment Assistance Claims, placement assistance, retraining and community services.
- 6. Survey the workers to determine their specific service needs and forward a count to the State REACT.
- 7. After the affected workers have completed the Rapid Response orientation sessions, the affected workers interested in One-Stop and WIOA services then follow the WIOA Dislocated Worker process for assisted training services.
- 8. In situations where notification of layoffs or plant closings are received after the workers have been terminated from employment, an attempt is made to contact the dislocated workers and explain the services available to them at the One Stop Center.
- Information sessions are then offered at the One Stop Center for those affected workers. The Rapid Response Coordinator is responsible for information gathering and report submission.
- Reports, forms and data are submitted to the CareerSource Escarosa Chief Executive Officer, Chief Operating Officer, WIOA Manager and REACT.
- Data from these reports and worker surveys are used for planning purposes and to determine if additional resources will be needed to serve the affected workers. Worker surveys are also a pre-assessment tool to determine specific needs of the individual workers.
- The required documents are:
 - 1. On-site Rapid Response Visit Report is completed after a WARN notice is received and an on-site visit is conducted.
 - 2. Expeditious Response Report is completed after the Rapid Response team makes an on-site visit without a WARN notice being filed.
 - 3. Dislocated Worker Transitional Reemployment Services Survey is administered to affected workers at the end of the Rapid Response orientation session. The survey gathers demographic information and initial interest in programs and services. It is also used for service planning purposes and to determine if additional resources and funding are needed.

- 4. Monthly Rapid Response Report is a form in which survey data is compiled and submitted to REACT five (5) working days after the last day of the month.

(4) Industry Partnerships: Describe how the LWDB identifies and collaborates with existing key industry partners in the local area. Describe how the LWDB coordinates and invests in partnership infrastructure where key industry partnerships are not yet developed (WIOA §108(b)(4)A)). The local area must describe how the following elements are incorporated into its local strategy and operational sector strategy policy:

- A. Describe how selected industries or sectors are selected based on, and driven by, high-quality data (cite data source used);
- B. Describe how sector strategies are founded on a shared/regional vision;
- C. Describe how the local area ensures that the sector strategies are driven by industry;
- D. Describe how the local area ensures that sector strategies lead to strategic alignment of service delivery systems;
- E. Describe how the local area transforms services delivered to job seekers/workers and employers through sector strategies: and
- F. Describe how the local area measures, improves, and sustains sector strategies.

LWDB1 has identified seven priority (private sector) industry sectors:

- IT/Cybersecurity (51), •Healthcare and Social Assistance (62), • Manufacturing (including aviation) (31, 32, 33), •Transportation, utilities, trade (including warehousing/logistics) (48, 49) • Construction (23) • Accommodation and Food Services (72), • Retail Trade (44, 45).
- These sectors are based upon analytical data for LWDB1, provided by the DEO Analytics Unit. Sector strategies are also driven by local demand per Employ Florida job order statistics.
- Other sectors the LWDB will continue to support are Healthcare and Government Services.
- CareerSource Escarosa management and senior leadership actively participate in, and gather valuable information from, regional sector strategy initiatives such as: • Participation in planning and execution of an annual IT/Cyber event in partnership with IT Gulf Coast and Florida West. • Florida’s Great Northwest serving a 12-county area in Northwest Florida that brands and promotes five industry sectors in the region including Advanced Manufacturing, Aviation, and transportation. • Northwest Florida Manufacturers Council that focuses on talent acquisition and development in the manufacturing sector.
- CareerSource Escarosa management and Business Services team members are actively engaged in local initiatives that keep the organization abreast of evolving issues in the various sectors.

- For example, CareerSource has representation on most school district Career Academy Advisory Councils.
- These councils bring together workforce development professionals, educational professionals, and employer representatives from the various Academies/sectors. The purpose of these councils is to ensure that education and training efforts are meeting the needs of business.
- Additionally, CareerSource Escarosa is actively involved with local economic development organizations and works with these organizations to focus on sector strategy initiatives, address skills gaps in the workforce and address the needs of local businesses.
- With WIOA training program and Business Services Team input, the targeted occupations list (TOL) is aligned with local EDO goals for recruitment and retention of businesses.
- The TOL guides which programs the LWDB supports with training funds, and graduates of those programs are directed to employers who need the skills talent to help their businesses grow and become sustainable.
- In addition, the use of On-the-Job-Training/Customized Training grants, the LWDB assists with talent development one company at a time.
- The Business Services Program Manager assigns accounts to Business Services Team members by industry sector(s).
- Coordinating with staff in the resource rooms who work 1:1 with job seekers, all staff is directed to match job seekers to jobs in every sector based on background and skills. All staffs are considered “recruiters” in the organization.
- A new list of job orders is reviewed daily and sent to all CSE staff for up-to-date aggressive job matching activities.
- The LWDB regularly hosts and facilitates targeted sector job fairs, to include Information Technology/Cyber Security and Police, Fire, and First Responders.
- We measure of effectiveness through Business Services employer engagement, employer surveys, Job Order Follow-up, as well as formal and informal communications and partner meetings.
- All ITAs and customized training grants are tied to demand or emerging occupations for our two-county area.

(5) Coordination with Relevant Secondary and Postsecondary Educations: Describe how the LWDB coordinates relevant secondary and postsecondary education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services (WIOA §108(b)(10) and 20 CFR 679.560(b)(9)).

- While the workforce system’s core functions remain focused on employment, WIOA’s

legislative intent was to impact state policy so that workforce and postsecondary systems would collaborate to provide more access to postsecondary credentials.

- CSE has an extensive history of alignment between our programs and public secondary and postsecondary institutions, particularly with community colleges and technical training institutions. We continue the collaborative work with local secondary and postsecondary education programs to fully implement the strategic intent of WIOA.
- Examples of coordinated strategies with educational providers include, but are not limited to, the following:

CareerSource Escarosa center staff:

- Maintain an ongoing referral process with secondary and postsecondary education providers that leverages WIOA funds for students that are entering training or already actively enrolled. Through our coordination of services, we can evaluate and assess our customers' need for financial assistance through an Individual Training Account (ITA). Where appropriate, we also provide wrap-around supportive services and employment assistance to candidates who have already covered their training expenses.
- Perform an analysis of each customer's financial status and financial aid options, and where appropriate, supplement Pell Grants with WIOA funds for training that leads to certification or credentialing.
- Collaborate closely with local educational providers to optimize access to WIOA programs and services. Collateral outreach materials are placed strategically and shared at approved training providers, as well as other locations, e.g., Adult Education centers, community-based sites, and faith-based organizations throughout the county.
- Regularly communicate with educational partners to ensure clarity regarding WIOA programmatic eligibility/suitability requirements, the application process, and ongoing availability of funds.
- Appoint a staff-member point-of-contact for each training provider, ensuring timely and effective communication.
- Conduct WIOA information sessions. The events facilitate an enhanced referral process for staff and training providers.
- Coordinate onsite pre-screening and recruitment events and actively participate in education providers' orientations, job fairs, college nights, and more, to engage directly with new or active students, discuss available services, and promote the benefits of participating in WIOA.
- Provide job seekers with immediate access to discuss education and workforce needs with a WIOA trained counselor.
- Review career pathway options with customers and encourage utilization of online assessments to help clarify career-direction. Additionally, our staff provides onsite assessment, eligibility determination, case management, ITAs, and supportive services throughout a customer's training period.
- CSE counselors, front line staff and career advisors receive cross training and on-going information regarding all partner services within the one-stop, and agency services within the local area, that provide support to address the barriers of the local workforce.

- Customers are provided with referrals to community agencies as appropriate to address and assist them in overcoming barriers, and to assist customers in accessing needed services.
- Escarosa establishes and maintains communication and information exchange with community partners to include joint meetings, workshops, staff training, advisory councils, consortium meetings, etc.
- These joint communications maximize resources within the region and ensure that all programs are aware of each other's services and prevent duplication.
- CSE has long standing relationships with community partners such as Vocational Rehabilitation, DCF, Lakeview (State mental health facility), Adult Education and Literacy Services.
- Customers are asked to sign a "Release of Information" so that information can be exchanged between One-Stop Career Center staff and these agencies, to allow for coordination of efforts and prevent duplication of services.
- The board fulfills core duties of an effective planning and leadership body responsible for oversight of workforce systems and funds, but it also serves as a hub for the workforce system to share best practices. Additional collaborative best practices include:
 - Drafting and executing sector strategies that are informed by current Labor Market Information (LMI), economic data, career pathways, Reemployment Assistance (RA) resources, and competency models to help drive skill-based initiatives.
 - Creating career pathways that lead to industry-recognized credentials, encourage work-based learning, and use state-of-the-art technology to accelerate learning and promote college and career success.
 - Continuous training and equipping of Career Center staff with the knowledge, skills, and motivation to provide superior service to job seekers.
 - Cross-training center staff to increase staff capacity, expertise, and efficiency. Staff from differing programs are equipped to understand every program and to share their expertise about the needs of specific populations.
 - Conducting annual training-provider meetings that address relevant WIOA eligibility criteria changes, service delivery best practices, and an overview of all workforce programs and services.
 - Sponsoring an annual training-provider fair, open to the public, which gives educational partners an expanded opportunity to promote their programs and services to job seekers and CSE staff.
 - Enlisting educational partners to participate in our monthly job fairs to showcase their available training programs that are on the Targeted Occupations List (TOL).
 - Serving on postsecondary educational advisory boards.
 - Leveraging opportunities for ongoing data sharing to maximize performance outcomes under WIOA.

(6) Coordination of Transportation and Other Supportive Services: Describe how the LWDB coordinates WIOA Title I workforce investment activities with the provision of transportation assistance, including public transportation, and other appropriate supportive

services in the local area (WIOA §108(b)(11) and 20 CFR 679.560(b)(10)).

- The CEO is a member of the Local Coordinating Council under the Transportation for the Disadvantaged Board for both Escambia and Santa Rosa Counties.
- Escarosa provides transportation support services in the form of reloadable visa cards and bus tickets for our Welfare Transition program participants who fulfill their work participation requirements.
- In addition, bus tickets may be provided to our veteran populations on occasion to assist with job interviews and/or job search activities.
- Escarosa has a strong relationship with the Community Action Program Committee (the local Community Action Agency), Children's Home Society and others to understand services offered through those community-based organizations and to provide information on the support services and transportation assistance that we provide.
- Referrals are made between organizations for various services depending on specific participant needs.
- The CEO is also on the Board of Directors for the Early Learning Coalition of Escambia and Santa Rosa Counties.
- This interaction assists in ensuring subsidized childcare for not only Welfare Transition participants, but also the working poor, which assists with filling gaps in service and preventing duplication of efforts.

(7) Coordination of Wagner-Peyser Services: Describe plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act (29 U.S.C 49 et seq.) services and other services provided in the local area through the one-stop delivery system (WIOA §108(b)(12) and 20 CFR 679.560(b)(11)).

- All available DEO partner programs ((Wagner-Peyser, LVER, DVOP) are located on-site at CareerSource Escarosa's One-Stop Career Centers.
- State Merit and OPS staff are co-located to ensure seamless delivery of services and program integration.
- They also notify Veteran and Eligible Persons of Priority of Service and refer appropriate customers to the Veteran's Unit if the Veteran signifies that significant barriers to employment are present.
- After completion of registration and/or validation, customers are referred to appropriate programs and resources to complete the one-stop interaction.
- Escarosa staff is available for one-on-one career counseling and resume coaching to offer the customer an improvement in their employment outlook.

- Employment Security Representatives are onsite to perform the RESEA program, Re-Employment Services and Eligibility Assessments to assist all claimants receiving Re-employment Assistance in decreasing their time to gainful employment.
- DEO staff is integrated into the one-stop center along with WIOA and TANF/WT staff. In addition, the National Caucus on Black Aged older workers program has office space in the one stop center to aid older job seekers.
- All partners are integrated into operations and function as part of the system.

(8) Coordination of Adult Education and Literacy: Describe how the LWDB coordinates WIOA Title I workforce investment activities with adult education and literacy activities under WIOA Title II. This description must include how the LWDB carries out the review of local applications submitted under Title II WIOA § 108(b)(10), consistent with WIOA sections 107(d)(11)(A) and (B)(i) and WIOA § 232 (20 CFR 679.560(b)(12)).

- LWDB-1 supports Adult Education initiatives set forth by the WIOA requirements established in Title II, that include:
- Assisting adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Assisting adults who are parents or family members to obtain the education and skills that: are necessary to becoming full partners in the educational development of their children and leads to sustainable improvements in the economic opportunities for their family.
- Assisting adults in attaining a secondary school diploma and in the transition to postsecondary education and training, through career pathways.
- Assisting refugees and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English, Mathematics skills; and acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.
- CSE fosters ongoing and impactful relationships with virtually all accredited Adult Education providers in our region, and currently refers clients to Adult Education for literacy, diploma attainment, General Equivalency Diploma (GED) preparation, and ESOL programs, as appropriate.
- The Department of Education (DOE) facilitates educational services that provide basic literacy and adult general education services to address the goals and objectives of both state and national priorities. DOE commits its material resources and professional staff to maintain the partnership between all One-Stop centers and the district's Title II Adult Education Program.
- In support of our strategic goal to align workforce development programs, we continue to work collaboratively with the Adult Education community to implement WIOA

objectives and credentials.

- Outlined below are additional, tactical WIOA-oriented Adult Education services provided by the workforce development system and One-Stop Career Centers:
- Printed information about the educational services available
- Assistance to participants in obtaining available financial aid information and make appropriate referral
- Referrals for GED preparation and testing
- Information on nontraditional career opportunities
- Information on youth and adult apprenticeship programs
- Job shadowing opportunities through School-to-Careers
- Information on special events focusing on career exploration
- Information from One-Stop staff on educational and training opportunities
- Customers are administered assessments to determine their suitability and readiness for various career pathway activities. Barriers are identified and customers are assisted in addressing/overcoming barriers to employment or training.
- Staff are trained and may offer the Test of Adult Basic Education (TABE) to determine suitability for post-secondary education or job training.
- Those customers who do not achieve scores needed to enter training, are referred to Adult Education/GED programs including our own GED On-Site Prep classes to assist them in achieving the required basic skill levels necessary to enter post-secondary training programs.
- CareerSource Escarosa has existing relationships with providers of Adult Education/GED and Literacy.
- The LWDB is an active participant with all recipients of Perkins Act funds, and integral to their planning for updating application per the reauthorization of the Perkins Act 5.
- All WIOA Title II applications are submitted electronically to the CSE WIOA Manager and screened by our Eligibility Specialist to determine eligibility.

(9) Reduction of Welfare Dependency: Describe how the local board coordinates workforce investment activities to reduce welfare dependency, particularly how services are delivered to TANF/Welfare Transition and Supplemental Nutrition Assistance Program (SNAP) Employment & Training (E&T) participants, to help individuals become self-sufficient. This

description must include strategies and services that will be used in the local area to support co-enrollment of Welfare Transition and SNAP E&T participants into other workforce development programs. 20 CFR 675.100(h) and 20 CFR 680.620

- Welfare Transition (WT) and Supplemental Assistance Nutrition Program Employment and Training (SNAP E&T) are programs designed to move Temporary (Cash) Assistance for Needy Families (TANF) and SNAP Able-bodied Adults Without Dependents recipients quickly from welfare to work. The purpose of these programs is to assist applicants and recipients in becoming self-sufficient by emphasizing work, self-sufficiency, and personal responsibility. This is accomplished by providing quality programs that includes both customer choice and progressive steps for a participant to achieve that will lead to his/her self-sufficiency. The end goal for each participant is to obtain full-time unsubsidized employment.
- WT and SNAP participants are served through three One-Stop Centers located in Pensacola, Milton and Century, Florida. These centers provide: Formal Classroom Training, Resource Room Equipment, Computer Training, Job Skills Training, Job Search Opportunities, and Employment Assistance Workshops. Community Work Experience and Internships at “for profit” businesses are also available for each WT and SNAP participant to complete as part of his/her steps leading to full-time employment. CareerSource Escarosa has established as its highest priority a local system by which each customer is treated as an individual. Assigning activities will be based on work history, education and/or training, and current skills.
- CareerSource Escarosa has a well-developed and detailed plan for administering both the Welfare Transition Program and SNAP Employment and Training Program.
- That plan is the guide for staff work in those programs and aligns with guidance from both Federal and State rules and regulations.
- Those plans are available at the LWDB office upon request. (In the interest of length of this document, those plans will not be detailed inside the WIOA Plan.)

G. PERFORMANCE & EFFECTIVENESS

The local workforce plan must include:

- (1) The local levels of performance negotiated with the Governor and CLEO(s) with WIOA section 116(c), to be used to measure the performance of the local area and to be used by the LWDB for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA Title I Subtitle B, and the one-stop delivery system in the local area. (WIOA §108(b)(17) and 20 CFR 679.560(16)(b))

LWDB 01 CareerSource Escarosa WIOA Performance Measures	PY2022 Negotiated Performance Levels	PY2023 Negotiated Performance Levels
Adults:		
Employed 2nd Qtr. After Exit	92.2%	92.2%
Employed 4th Qtr. After Exit	91.5%	91.5%
Median Wage 2nd Quarter After Exit	\$8,868	\$8,868
Credential Attainment Rate	89.6%	89.6%
Measurable Skill Gains	58.0%	60.0%
Dislocated Workers:		
Employed 2nd Qtr. After Exit	80.0%	80.0%
Employed 4th Qtr. After Exit	80.0%	80.0%
Median Wage 2nd Quarter After Exit	\$7,000	\$7,000
Credential Attainment Rate	95.8%	95.8%
Measurable Skill Gains	60.0%	60.0%
Youth:		
Employed 2nd Qtr. After Exit	74.0%	74.0%
Employed 4th Qtr. After Exit	74.9%	74.9%
Median Wage 2nd Quarter After Exit	\$3,654	\$3,654
Credential Attainment Rate	80.0%	75.0%
Measurable Skill Gains	69.6%	69.6%
Wagner-Peyser:		
Employed 2nd Qtr. After Exit	66.9%	66.9%
Employed 4th Qtr. After Exit	65.9%	65.9%
Median Wage 2nd Quarter After Exit	\$5,597	\$5,597

(2) Describe the actions the local board will take toward becoming or remaining a high-performing board, consistent with the factors developed by the state board pursuant to section 101(d)(6) of WIOA.

- CareerSource Escarosa has been a high-performing board and expects to continue this high level of performance under WIOA.
- Internal quality assurance monitoring of all programs and processes is conducted quarterly.
- Management also conducts frequent monitoring and review of processes, services, and performance for continuous improvement purposes.
- Customer satisfaction surveys will continue to be promoted and available on the CareerSource Escarosa website to provide all customers (job seekers, businesses, staff, community agencies, general public, etc.) the opportunity to provide feedback,

and to raise awareness regarding any deficiencies and/or needs.

- Management staff review these completed surveys and act as appropriate. All front-line staff members receive a minimum of 15 hours of continuing training annually to ensure that staff skills remain current and relevant.
- (3) Describe how the LWDB considered feedback from one-stop career center customers when evaluating the effectiveness of its one-stop centers.
- CSE's customer feedback form is very important to the success of the organization. CSE take both positive and negative feedback to both establish best practices and to train Staff to maintain effectiveness in the communities served in the CSE region.

END OF LOCAL PLAN



Kathaleen Cole
Board Chair

Marcus L. McBride, PhD
Chief Executive Officer

Workforce Escarosa, Inc. dba CareerSource Escarosa's 2-Year Modification to its 4-Year Plan has been reviewed and approved as attested by placement of our signatures and authorization below.

CAREERSOURCE ESCAROSA

SANTA ROSA COUNTY BOARD OF COMMISSIONERS

A handwritten signature in blue ink, appearing to read "Kathaleen Cole", is written over a horizontal line.

Kathaleen Cole, Board Chair

A handwritten signature in black ink, appearing to read "Bob Cole", is written over a horizontal line.

Robert A. "Bob" Cole, Chairman



ATTEST:

A handwritten signature in black ink, appearing to read "Donald C. Spencer", is written over a horizontal line.

Donald C. Spencer, Clerk of Court

