Positions	Grade	Status Vacant/Filled
Grants Management Specialist	13	This position is currently vacant. It
reclassified to Resource		was posted on the DCHR website on
Allocation Analyst		1/27/23
Workforce Investment Specialist	13	Filled
Career Coach Manager (position	13	Filled
is a Workforce Investment		
Specialist)		
Program Analyst	12	Filled
Grants Management Specialist	12	Filled
Grants Management Specialist	12	Filled
Data Analyst	13	Filled

91. Please describe how WIC worked with DOES to fill vacant positions, if applicable. If WIC did not work with DOES to fill its vacancies, please articulate why.

Response: WIC leverages multiple strategies to publicize, recruit, and fill its vacant positions, including sharing openings with DOES and other workforce development system partners in and outside of government during weekly American Job Center coordination meetings and via email outreach. Further, WIC follows best practices recommended by DCHR including sharing roles with networks and posting on job boards.

92. Please indicate how many and what percentage of the WIC's employees (as of January 2023) are District residents.

Response: Seventy six percent (76%) of WIC employees live in the District of Columbia.

WIC Organization Chart

as of January 1, 2023

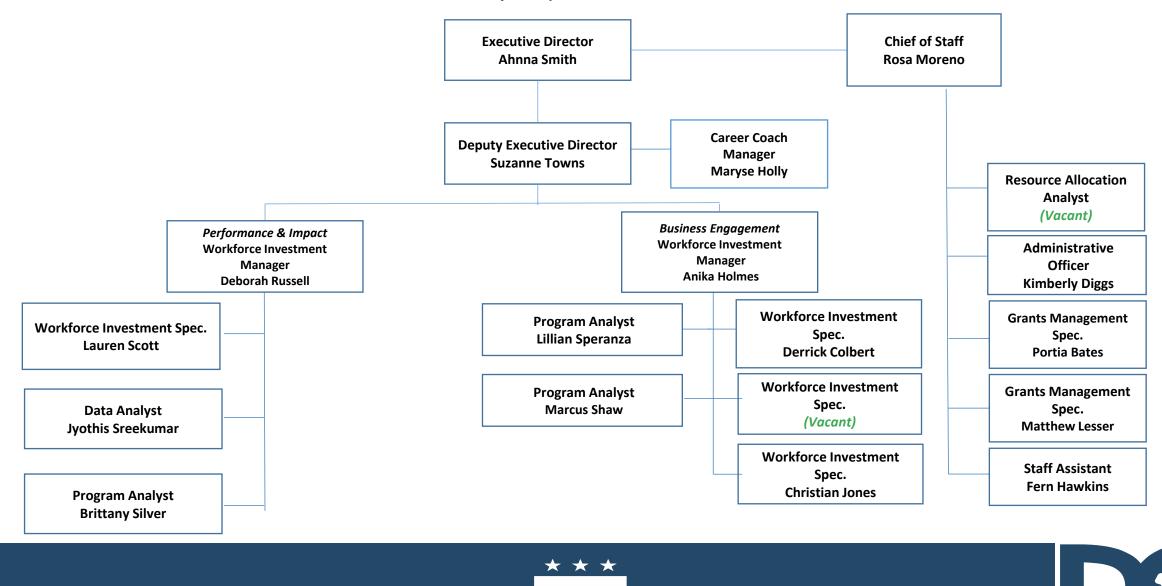


CHART OF WIC AGENCY PERSONNEL (SCHEDULE A), as of Jan. 1, 2023 (Q2)

	Position status (A- active, R-frozen)	Vacancy Status (V/F)	Job title	Employee's Name	Grade level	Step	Salary	Fund code	Type of appointment (e.g. career, excepted, MSS)	Job status (i.e. continuing, term, or temporary)		Hire (start) date into the position	Position effective date	Fringe Benefits	DC Residency status (Yes/no)
3059	A	F	Executive Director	Smith,Ahnna K	10)	\$ 182,129.52	4020002; 1010001	Excepted	Reg	Full-Time	10/24/2016	11/8/2021	20.50%	Yes
11413	A	F	Deputy Directvor	Towns,Suzanne	1.	5 (\$ 175,095.11	4020002; 1010001	MSS	Reg	Full-Time	11/25/2019	10/1/2019	20.50%	Yes
44775	A	F	Workforce Investment Specialist	Scott,Lauren	14	1	5 \$ 124,091.00	4020002	XAA	Reg	Full-Time	2/8/2016	11/8/2021	20.50%	Yes
77085	A	F	Administrative Officer	Diggs,Kimberly M	12	2 10	\$ 103,333.00	1010001	XAA	Reg	Full-Time	3/25/2013	10/25/2020	20.50%	Yes
88711	А	F	Chief of Staff	Moreno,Rosa C.	14	1	\$ 146,443.19	4020002; 1010001	MSS	Reg	Full-Time	8/24/2020	10/1/2019	20.50%	Yes
94540	А	F	Workforce Investment Specialist	Jones, Christian	13	3	\$ 105,001.00	4020002; 1010001	XAA	Reg	Full-Time	2/21/2017	6/1/2020	20.50%	Yes
98277	A	F	Program Analyst	Silver,Brittany T	12	2 0	5 \$ 93,311.00	1010001	XAA	Reg	Full-Time	9/30/2019	11/8/2021	20.50%	Yes
102513	A	F	Program Analyst	Speranza,Lillian	12	2	\$ \$ 85,794.00	1010001	XAA	Reg	Full-Time	2/14/2022	9/29/2020	20.50%	Yes
102514	A	F	Staff Assistant	Hawkins,Fern	11	1	\$ 79,971.00	1010001	XAA	Reg	Full-Time	11/23/2020	9/29/2020	20.50%	No
102515	A	V	Workforce Investment Specialist	Vacant	13	3	5 \$ 107,984.00	1010001	XAA	Reg	Full-Time		10/25/2020	20.50%	
102544	A	F	Workforce Investment Manager	Holmes, Anika	14	1 1	\$ 126,925.75	1010001	MSS	Reg	Full-Time	12/27/2016	10/5/2020	20.50%	No
102545	A	F	Workforce Investment Manager	Russell,Deborah	14	1 1	\$ 123,097.17	1010001	MSS	Reg	Full-Time	11/23/2020	10/5/2020	20.50%	Yes
102548	A	V	Resource Allocation Analyst	Vacant	13	3	\$ 110,967.00	1010001	XAA	Reg	Full-Time		12/5/2020	20.50%	
105121	А	F	Workforce Investment Specialist	Colbert,Derrick A	1	7 1	\$ 109,239.38	4015915	XAA	Reg	Full-Time	7/6/2015	10/24/2021	20.50%	Yes
105122	А	F	Program Analyst	Shaw,Marcus	12	2	\$ 80,784.00	4015915	XAA	Term	Full-Time	12/5/2022	10/6/2021	20.50%	Yes
105123	A	F	Grants Management Specialist	Lesser, Matthew J.	12	2	\$ 83,289.00	4015915	XAA	Term	Full-Time	12/6/2021	10/6/2021	20.50%	Yes
105165	А	F	Grants Management Specialist	Bates,Portia	12	2	\$ 98,322.00	4015915	XAA	Term	Full-Time	1/31/2022	10/14/2021	20.50%	No
105364	A	F	Data Analyst	Sreekumar, Jyothis	13	3	5 \$ 107,984.00	4015915	XAA	Term	Full-Time	1/4/2021	10/26/2021	20.50%	No
105501	А	F	Workforce Investment Specialist	Holly,Maryse	13	3	\$ 116,933.00	4015915	XAA	CS	Full-Time	5/16/2018	11/10/2021	20.50%	No

Totals \$ 40.653.66 \$ 378.77 \$ 2.489.50 \$ 2.489.50 \$ 4.628.19 \$ 4.504.65 \$ 4.423.08 \$ 2.899.78 \$ 2.558.27 \$ 2.763.27 \$ 2.760.72 \$ 3.467.49 \$ 3.251.23 \$ 4.417.98 FY One Agency Service Fiscal First Device Last Name Email Vendor Phone# Office FY Total Time OCT NOV DEC JAN FEB MAR APR MAY JUN JUL AUG SEP Note Code Year Name Type Туре Charge 845.22 \$ 1.98 \$ 55.30 \$ 55.30 \$ 110.60 \$ 110.16 \$ 108.98 \$ 53.86 \$ 53.77 \$ 53.77 \$ 53.77 \$ 54.24 \$ 54.24 \$ 81.23 GW 2022 CHRISTIAN JONES AT&T 2022133281 Cellular iPhone XR WIC \$ christian.jon Disconn 2022158384 GW 2022 AT&T SPARE SPARE EOM.ATC Cellular iPhone 6S WIC \$ 314.28 \$ -\$ 45.30 \$ 45.30 \$ 90.60 \$ 90.16 \$ 42.92 \$ -\$ -\$ -\$ -\$ -\$ -\$ ected -TIFFANY RANDALL Tiffany.rand 2022270077 GW 2022 AT&T Cellular iPAD PRO WIC \$ 735.01 \$ -|\$ 48.27 |\$ 48.27 |\$ 96.54 |\$ 96.10 |\$ 95.06 |\$ 46.83 |\$ 46.74 |\$ 46.74 |\$ 46.74 |\$ 47.21 |\$ 47.21 |\$ 69.30 2022 ROSA MORENO rosa.moreno 2022270087 WIC \$ 55.30 \$ 55.30 \$ 110.60 \$ 110.16 \$ 109.12 \$ 53.86 \$ 53.77 \$ 53.77 \$ 53.77 \$ 54.24 \$ 54.24 \$ 81.23 GW AT&T Cellular iPhone 11 845.36 \$ -GW 2022 FERN HAWKINS fern.hawkin: VerizonWL 2023292444 Tablet with Tablet WIC \$ 90.03 \$ \$ 30.01 \$ 30.01 \$ 30.01 -\$ -\$ -\$ -\$ -\$ -\$ -\$ -\$ -\$ -2022 FERN HAWKINS fern.hawkin VerizonWL 2023293767 Tablet with Tablet WIC \$ 90.03 \$ \$ 30.01 \$ 30.01 \$ 30.01 \$ \$ \$ \$ \$ \$ \$ \$ \$ GW ----------SPERANZ lillian.speralled By Veriz GW 2022 LILLIAN 2023293767 Cellular iPhone 12 WIC \$ 362.30 \$ 38.15 \$ \$ \$ 30.01 \$ (4.84) \$ 87.11 \$ 52.77 \$ 53.77 \$ (46.23 54.24 \$ 54.24 \$ 81.23 -\$ --\$ GW 2022 FERN HAWKINS fern.hawkin: VerizonWL 2023294649 Tablet with Tablet WIC \$ 90.03 \$ -\$ 30.01 \$ 30.01 \$ 30.01 \$ -\$ -\$ -\$ -\$ -\$ --\$ --2022 SREEKUM jyothis sreelled By Veriz 2023294649 WIC 364.22 \$ 38.15 \$ 30.01 (4.84) 87.11 \$ 52.77 \$ 53.77 \$ (44.31 98.11 \$ 10.37 \$ 81.23 GW JYOTHIS Cellular iPhone 12 \$ \$ -\$ \$ \$ \$ --2023298366 GW 2022 SPARE SPARE EOM.ATC@ VerizonWL Tablet with Tablet WIC \$ 30.01 \$ 30.01 \$ 30.01 \$ \$ 90.03 \$ --\$ -\$ -\$ -\$ -\$ -\$ -\$ -\$ -GW 2022 FERN HAWKINS fern.hawkin VerizonWL 2023298947 Tablet WIC 90.03 \$ 30.01 30.01 Tablet with \$ -\$ \$ 30.01 -\$ -S. -\$ -\$ -\$ -\$ -\$ \$ S. \$ 2022 BRITTANY SILVER 2023414910 Cellular WIC \$ 736.87 \$ 1.98 \$ 48.27 \$ 48.27 \$ 96.54 \$ 96.10 \$ 96.92 \$ 46.83 \$ 46.74 \$ 46.74 \$ 46.74 \$ 47.21 \$ 47.21 \$ 69.30 GW brittany.silve AT&T iphone 6 GW 2022 FERN HAWKINS fern.hawkin VerizonWL 2025701805 Tablet with iPad Air 2 WIC \$ 180.06 \$ -\$ 30.01 \$ 30.01 \$ 30.01 \$ 30.01 \$ 30.01 \$ 30.01 \$ -\$ -\$ \$ -\$ -\$ --GW 2022 LAUREN SCOTT lauren.scot AT&T 2026647906 Cellular iPhone 7. WIC \$ 847.22 \$ 1.98 \$ 55.30 \$ 55.30 \$ 110.60 \$ 110.16 \$ 110.98 \$ 53.86 \$ 53.77 \$ 53.77 \$ 53.77 \$ 54.24 \$ 54.24 \$ 81.23 847.22 \$ 1.98 \$ 55.30 \$ 55.30 \$ 110.60 \$ 110.16 \$ 110.98 \$ 53.86 \$ 53.77 \$ 53.77 \$ 53.77 \$ 54.24 \$ 54.24 \$ 81.23 GW 2022 CRYSTAL DAVIS Crystal.Dav AT&T 2026744654 Cellular Blackberry WIC \$ ABIGAIL BLANCHF abigail.blan **IPHONE 1**2 WIC \$ 749.96 \$ 201.36 \$ \$ 237.16 | \$ 98.80 | \$ 109.12 | \$ 53.86 | \$ (46.23) | \$ 53.77 | \$ 53.77 \$ 54.24 \$ 54.24 \$ 81.23 GW 2022 AT&T 2027175355 Cellular -\$ -\$ GW 2022 AHNNA SMITH AT&T 2027354509 Cellular iPhone XR WIC 865.98 \$ \$ 55.30 \$ 55.30 \$ 131.22 \$ 110.16 \$ 109.12 \$ 53.86 \$ 53.77 \$ 53.77 \$ 53.77 54.24 \$ 54.24 \$ 81.23 ahnna.smit -\$ 2022 FERN HAWKINS fern.hawkin AT&T WIC 845.22 \$ 1.98 \$ 55.30 55.30 \$ 110.60 \$ 110.16 \$ 108.98 53.86 \$ 53.77 \$ 53.77 53.77 \$ 54.24 \$ 54.24 \$ 81.23 GW 2027660676 Cellular iPhone XR \$ S. \$ GW 2022 DFRRICK COLBERT DFRRICK AT&T 2024455437 Cellular iPhone XR WIC 847.22 \$ 1.98 \$ 55.30 \$ 55.30 \$ 110.60 \$ 110.16 \$ 110.98 \$ 53.86 \$ 53.77 \$ 53.77 \$ 53.77 \$ 54.24 \$ 54.24 \$ 81.23 \$ GW 2022 MARYSE HOLLY IARYSE.I 2023695842 Cellular iPhone XR WIC 649.40 \$ -\$ 40.60 \$ 40.60 \$ 40.60 \$ 40.56 \$ 40.56 \$ 40.56 \$ 40.55 \$ 40.55 \$ 81.10 \$ 81.30 \$ 81.30 \$ 81.12 VerizonWL \$

1.98 \$ 55.30 \$ 55.30 \$ 110.60 \$ 110.16 \$ 110.98 \$ 53.86 \$ 53.77 \$ 53.77 \$ 53.77 \$ 54.24 \$ 54.24 \$ 81.23

GW

2022

MATTHEW LESSER

natthew.les

AT&T

2022554706

Cellular

IPHONE 12

WIC

\$

847.22 \$

Totals \$ 40,653.66 \$ 378.77 \$ 2,489.50 \$ 2,489.50 \$ 4,628.19 \$ 4,504.65 \$ 4,423.08 \$ 2,899.78 \$ 2,558.27 \$ 2,763.27 \$ 2,760.72 \$ 3,467.49 \$ 3,251.23 \$ 4,417.98

Agency Code	Fiscal Year	First Name	Last Name	Email	Vendor	Phone#	Service Type	Device Type	Office	F	Y Total	FY One Time Charge	ОСТ	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	Note
GW	2022	CHRISTIAN	JONES	christian.jor	AT&T	2022133281	Cellular	iPhone XR	WIC	\$	845.22	0	\$ 55.30	\$ 55.30	\$ 110.60	\$ 110.16	\$ 108.98	\$ 53.86	\$ 53.77	\$ 53.77	\$ 53.77	\$ 54.24	\$ 54.24	\$ 81.23	
GW	2022	SPARE	SPARE	EOM.ATC@	AT&T	2022158384	Cellular	iPhone 6S F	WIC	\$	314.28	\$-	\$ 45.30	\$ 45.30	\$ 90.60	\$ 90.16	\$ 42.92	\$-	\$-	\$-	\$ -	\$-	\$-	\$-	Discon ected
GW	2022	TIFFANY	RANDALL	Tiffany.rand	AT&T	2022270077	Cellular	iPAD PRO 1	WIC	\$	735.01	\$-	\$ 48.27	\$ 48.27	\$ 96.54	\$ 96.10	\$ 95.06	\$ 46.83	\$ 46.74	\$ 46.74	\$ 46.74	\$ 47.21	\$ 47.21	\$ 69.30	
GW	2022	ROSA	MORENO	rosa.moren	AT&T	2022270087	Cellular	iPhone 11, i	WIC	\$	845.36	\$ -	\$ 55.30	\$ 55.30	\$ 110.60	\$ 110.16	\$ 109.12	\$ 53.86	\$ 53.77	\$ 53.77	\$ 53.77	\$ 54.24	\$ 54.24	\$ 81.23	
GW	2022	FERN	HAWKINS	fern.hawkin	VerizonWL	2023292444	Tablet with	Tablet	WIC	\$	90.03	\$-	\$ 30.01	\$ 30.01	\$ 30.01	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
GW	2022	FERN	HAWKINS	fern.hawkin	VerizonWL	2023293767	Tablet with	Tablet	WIC	\$	90.03	\$-	\$ 30.01	\$ 30.01	\$ 30.01	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
GW	2022	LILLIAN		lillian.spera		2023293767	Cellular	iPhone 12 6	WIC	\$	362.30	\$ 38.15	\$-	\$-	\$-	\$ 30.01	\$ (4.84)	\$ 87.11	\$ 52.77	\$ 53.77	\$ (46.23)	\$ 54.24	\$ 54.24	\$ 81.23	
GW	2022	FERN	HAWKINS	fern.hawkin	VerizonWL	2023294649	Tablet with	Tablet	WIC	\$	90.03	\$-	\$ 30.01	\$ 30.01	\$ 30.01	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
GW	2022	JYOTHIS		jyothis.sree		2023294649	Cellular	iPhone 12 6	WIC	\$	364.22	\$ 38.15	\$-	\$-	\$-	\$ 30.01	\$ (4.84)	\$ 87.11	\$ 52.77	\$ 53.77	\$ (44.31)	\$ 98.11	\$ 10.37	\$ 81.23	
GW	2022	SPARE	SPARE	EOM.ATC@	VerizonWL	2023298366	Tablet with	Tablet	WIC	\$	90.03	\$-	\$ 30.01	\$ 30.01	\$ 30.01	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
GW	2022	FERN		fern.hawkin	VerizonWL	2023298947	Tablet with	Tablet	WIC	\$	90.03	\$-	\$ 30.01	\$ 30.01	\$ 30.01	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	\$-	
GW	2022	BRITTANY	SILVER	brittany.silv	AT&T	2023414910	Cellular	iphone 6	WIC	\$	736.87	\$ 1.98	\$ 48.27	\$ 48.27	\$ 96.54	\$ 96.10	\$ 96.92	\$ 46.83	\$ 46.74	\$ 46.74	\$ 46.74	\$ 47.21	\$ 47.21	\$ 69.30	
GW	2022	FERN	HAWKINS	fern.hawkin	VerizonWL	2025701805	Tablet with	iPad Air 2	WIC	\$	180.06	\$-	\$ 30.01	\$ 30.01	\$ 30.01	\$ 30.01	\$ 30.01	\$ 30.01	\$-	\$-	\$-	\$-	\$-	\$-	
GW	2022	LAUREN	SCOTT	lauren.scott	AT&T	2026647906	Cellular	iPhone 7, iF	WIC	\$	847.22	\$ 1.98	\$ 55.30	\$ 55.30	\$ 110.60	\$ 110.16	\$ 110.98	\$ 53.86	\$ 53.77	\$ 53.77	\$ 53.77	\$ 54.24	\$ 54.24	\$ 81.23	
GW	2022	CRYSTAL	DAVIS	Crystal.Dav	AT&T	2026744654	Cellular	Blackberry	WIC	\$	847.22	\$ 1.98	\$ 55.30	\$ 55.30	\$ 110.60	\$ 110.16	\$ 110.98	\$ 53.86	\$ 53.77	\$ 53.77	\$ 53.77	\$ 54.24	\$ 54.24	\$ 81.23	
GW	2022	ABIGAIL	BLANCHF	abigail.blan	AT&T	2027175355	Cellular	IPHONE 12	WIC	\$	749.96	\$ 201.36	\$-	\$-	\$ 237.16	\$ 98.80	\$ 109.12	\$ 53.86	\$ (46.23)	\$ 53.77	\$ 53.77	\$ 54.24	\$ 54.24	\$ 81.23	
GW	2022	AHNNA	SMITH	ahnna.smith	AT&T	2027354509	Cellular	iPhone XR	WIC	\$	865.98	\$-	\$ 55.30	\$ 55.30	\$ 131.22	\$ 110.16	\$ 109.12	\$ 53.86	\$ 53.77	\$ 53.77	\$ 53.77	\$ 54.24	\$ 54.24	\$ 81.23	
GW	2022	FERN	HAWKINS	fern.hawkin	AT&T	2027660676	Cellular	iPhone XR	WIC	\$	845.22	\$ 1.98	\$ 55.30	\$ 55.30	\$ 110.60	\$ 110.16	\$ 108.98	\$ 53.86	\$ 53.77	\$ 53.77	\$ 53.77	\$ 54.24	\$ 54.24	\$ 81.23	
GW	2022	DERRICK	COLBERT	DERRICK.C	AT&T	2024455437	Cellular	iPhone XR	WIC	\$	847.22	\$ 1.98	\$ 55.30	\$ 55.30	\$ 110.60	\$ 110.16	\$ 110.98	\$ 53.86	\$ 53.77	\$ 53.77	\$ 53.77	\$ 54.24	\$ 54.24	\$ 81.23	
GW	2022	MARYSE	HOLLY	MARYSE.H		2023695842	Cellular	iPhone XR	WIC	\$	649.40	\$-	\$ 40.60	\$ 40.60	\$ 40.60	\$ 40.56	\$ 40.56	\$ 40.56	\$ 40.55	\$ 40.55	\$ 81.10	\$ 81.30	\$ 81.30	\$ 81.12	
GW	2022	MATTHEW	LESSER	matthew.les	AT&T	2022554706	Cellular	IPHONE 12	WIC	\$	847.22	\$ 1.98	\$ 55.30	\$ 55.30	\$ 110.60	\$ 110.16	\$ 110.98	\$ 53.86	\$ 53.77	\$ 53.77	\$ 53.77	\$ 54.24	\$ 54.24	\$ 81.23	

						Totals				\$ 6,047.06	\$ -	\$ 3,342.09 \$	2,704.97 \$	-
Agency Code	Fiscal Year	First Name	Last Name	Email	Vendor	Phone#	Service Type	Device Type	Office	FY Total	FY One Time Charge	OCT	NOV	DEC
GW	2023	CHRISTIAN	JONES thris	stian.jones1@dc.go	AT&T	2022133281	Cellular	iPhone XR (64 GB Black)	WIC	\$ 125.90	\$-	\$ 71.89 \$	54.01 \$	-
GW	2023	ROSA	MORENO ros	sa.moreno@dc.gov	AT&T	2022270087	Cellular	iPhone 11	WIC	\$ 125.90	\$-	\$ 71.89 \$	54.01 \$	-
GW	2023	BRIDGETTE	SLEDGE ridg	gette.sledge@dc.go	AT&T	2022306901	Cellular	iPhone 11	WIC	\$ 125.90	\$-	\$ 71.89 \$	54.01 \$	-
GW	2023	BRITTANY	SILVER britt	tany.silver1@dc.gov	AT&T	2022854890	Cellular	IPHONE 8 64GB	WIC	\$ 75.71		\$ 28.73 \$	46.98 \$	-
GW	2023	KIMBERLY		berly.diggs@dc.gov	AT&T	2022854927	Cellular	iPhone 12 (128 GB White)	WIC	\$ 75.71		\$ 28.73 \$	46.98 \$	-
GW	2023	ANIKA		ika.holmes@dc.gov	AT&T	2023292444	Cellular	iPhone 12 64GB	WIC	\$ 108.02	\$-	\$ 54.01 \$	54.01 \$	-
GW	2023	LILLIAN		an.speranza@dc.gov	AT&T	2023293767	Cellular	iPhone 12 (64 GB Black)	WIC	\$ 125.90		\$ 71.89 \$	54.01 \$	-
GW	2023	JYOTHIS		s.sreekumar1@dc.g	AT&T	2023294649	Cellular	iPhone 12 (64 GB Black)	WIC	\$ 125.90		\$ 71.89 \$	54.01 \$	-
GW	2023	SPARE		OM.ATC@dc.gov	AT&T	2023414910	Cellular	iphone 6	WIC	\$ 108.57		\$ 61.59 \$	46.98 \$	-
GW	2023	MARCUS	SHAW mar	rcus.shaw1@dc.gov	AT&T	2023519071	Cellular	iPhone 12	WIC	\$ 108.57	\$-	\$ 61.59 \$	46.98 \$	-
GW	2023	LAUREN	SCOTT lau	uren.scott@dc.gov	VerizonWL	2025701805	Tablet with wireless service	iPad Air 2	WIC	\$ 60.02	\$-	\$ 30.01 \$	30.01 \$	-
GW	2023	LAUREN	SCOTT lau	uren.scott@dc.gov	AT&T	2026647906	Cellular	iPhone 11	WIC	\$ 125.90	\$-	\$ 71.89 \$	54.01 \$	-
GW	2023	SPARE	SPARE 6	eom.atc@dc.gov	AT&T	2026744654	Cellular	IPHONE 8 64GB	WIC	\$ 125.90	\$-	\$ 71.89 \$	54.01 \$	-
GW	2023	ABIGAIL	LANCHFIElbiga	ail.blanchfield@dc.g	AT&T	2027175355	Cellular	IPHONE 12 - 128GB	WIC	\$ 125.90	\$-	\$ 71.89 \$	54.01 \$	-
GW	2023	AHNNA	SMITH ah	nna.smith@dc.gov	AT&T	2027354509	Cellular	iPhone 11	WIC	\$ 125.90	\$-	\$ 71.89 \$	54.01 \$	-
GW	2023	DEBORAH		orah.russell@dc.go	AT&T	2027461009	Cellular	iPhone 11	WIC	\$ 125.90		\$ 71.89 \$	54.01 \$	-
GW	2023	GEMMA	THOMAS emr	ma.thomas1@dc.gc	AT&T	2027461068	Cellular	iPhone XR (64 GB Black)	WIC	\$ 125.90	\$-	\$ 71.89 \$	54.01 \$	-
GW	2023	KIERAN		eran.lorenz@dc.gov	AT&T	2027462241	Cellular	Iphone XR	WIC	\$ 108.57		\$ 61.59 \$	46.98 \$	-
GW	2023	SUZANNE		anne.towns@dc.gov	AT&T	2027463075	Cellular	iPhone 11	WIC	\$ 125.90	\$-	\$ 71.89 \$	54.01 \$	-
GW	2023	FERN	HAWKINS fer	rn.hawkins@dc.gov	AT&T	2027660676	Cellular	iPhone XR (64 GB Black)	WIC	\$ 125.90	\$-	\$ 71.89 \$	54.01 \$	-
GW	2023	KARLA	YODER ka	arla.yoder@dc.gov	AT&T	2028123459	Cellular	iPhone XR	WIC	\$ 108.57	\$ -	\$ 61.59 \$	46.98 \$	-
GW	2023	PORTIA	BATES por	rtia.bates1@dc.gov	AT&T	2028123745	Cellular	iPhone 11	WIC	\$ 108.57	\$-	\$ 61.59 \$	46.98 \$	-
GW	2022	DERRICK	COLBERT RIC	CK.COLBERT@DC.	AT&T	2024455437	Cellular	iPhone 11	WIC	\$ 108.57	\$ -	\$ 61.59 \$	46.98 \$	-
GW	2022	MARYSE	HOLLY IRY	/SE.HOLLY@DC.G	VerizonWL	2023695842	Cellular	iPhone 11	WIC	\$ 81.20		\$ 40.60 \$	40.60 \$	-
GW	2022	MATTHEW	LESSER mat	thew.lesser@dc.go	AT&T	2022554706	Cellular	iPhone 11	WIC	\$ 108.57	\$ -	\$ 61.59 \$	46.98 \$	-

FY	Name	Expenses	Justification
FY22	Smith, Ahnna	Only per diem meals and incidentals costs were covered	Marshall Memorial Fellowship – Ahnna was selected to participate by the
		by District government.	German Marshall Fund. Participation in the Fellowship was initially
			approved in a memo to the DME and CA in April 2020.
FY22	Holmes, Anika	Airfare - \$793.56, lodging - \$855.50, per diem - \$352.00	Attend the National Forum Black Public Administrators (NFBPA) 2022
			Forum Mentorship Program in Grand Rapids, MI
FY23	Scott, Lauren	Airfare - \$625.20, lodging - \$448.34, per diem - \$224.00	Attend Midwest Equal Opportunity Summit in Kansas City, Missouri

INTERAGENCY MOUS, FY2022 and FY2023, INCLUDING ANTICIPATED MOUS (Q8)

Buyer agency name	Seller agency name	Seller Program name	Seller Program code	Buyer Activity name	Buyer Activity code	Original funding source (i.e. local, federal, SPR)	Service period (dates)	Description of MOU services, including name of project or initiative	Total MOU amount (\$), including any modifications	(Final) Date of signature on letter of intent	Date that funds were transferred to the buyer agency	Changes from FY21
Department of Employment Services	The Deputy Mayor of Education	Workforce Investment Council	3012	Department Of Employee Services	49000	Federal	10/01/2021 - 9/30/2022	FY22 Workforce Investment - WIOA Support Services	1,520,740.96	11/6/2020	12/25/2021	Slight increase in PS costs and slight reduction in NPS. Total amount remained the same.
Workforce Investment Council	Department of Human Resources	DC Dept of Human Resources	0001	Workforce Investment Council	2000	Local	11/01/2021 - 06/30/2022	DCHR to administer ELP Program	12,500.00	N/A	11/17/2021	N/A
The State Superintendent of Education	The Deputy Mayor of Education	Workforce Investment Council	3012	Office of Adult and Family Education	E700	Local	10/01/2021 - 9/30/2022	Data Vault - Adult Education Training and other related services.	150,000.00	N/A	11/29/2021	N/A
The Deputy Mayor of Education	The State Superintendent of Education	Office of Adult and Family Education	E700	Workforce Investment Council	3012	Local	10/01/2021 - 9/30/2022	Adult Education and Family Literacy Act (AEFLA) and WIC grant funds to create pathways for District residents to receive a great education	1,650,000.00	N/A	N/A	N/A
Workforce Investment Council	Office of the Chief Technology	Office of the Chief Technology	2000	Workforce Investment Council	3012	Federal	1/1/2022-9/30/2022	OCTO provide professional services in the form of Updates Workforce Investment Council Website	30,000.00	N/A	N/A	N/A
Workforce Investment Council	UDC	TBD	TBD	Workforce Investment Council	3012	SLFRF	1/1/2022-9/30/2022	UDC to provide industry-informed, up-to-date information technology (IT) and healthcare training and certification at no cost to eligible District residents.	\$2,125,000	N/A	N/A	N/A
Workforce Investment Council	Office of the Chief Technology	Office of the Chief Technology	2000	Workforce Investment Council	3012	Local,SLRFR, Federal	4/4/2022-9/30/2022	OCTO provide professional services in the form of Customer Relationship Management (CRM) and Case Management system Support	\$47,460	N/A	N/A	N/A
Workforce Investment Council	Department of Human Resources	DC Dept of Human Resources	0001	Workforce Investment Council	3012	Local	5/6/2022-9/30/2022	Professional Development Training and Coaching	\$17,929	N/A	N/A	N/A
Department of Employment Services	The Deputy Mayor of Education	Workforce Investment Council	3012	Department Of Employee Services	49000	Federal	10/01/2022 - 9/30/2023	FY23 Workforce Investment - WIOA Support Services	1,520,740.96	12/7/2021	N/A	Slight increase in PS costs and slight reduction in NPS. Total amount remained the same.
The Deputy Mayor of Education	The State Superintendent of Education	Office of Adult and Family Education	E700	Workforce Investment Council	3012	Local	10/01/2022 - 9/30/2023	Adult Education and Family Literacy Act (AEFLA) and WIC grant funds to create pathways for District residents to receive a great education	1,650,000.00	N/A	N/A	N/A
Workforce Investment Council	UDC	TBD	TBD	Workforce Investment Council	3012	SLFRF/Local	10/1/2022-9/30/2023	UDC to provide industry-informed, up-to-date information technology (IT) and healthcare training and certification at no cost to eligible District residents.	\$2,295,000	N/A	N/A	N/A

MEMORANDUM OF UNDERSTANDING BETWEEN DEPUTY MAYOR FOR EDUCATION WORKFORCE INVESTMENT COUNCIL AND DEPARTMENT OF EMPLOYMENT SERVICES

I. INTRODUCTION

This Memorandum of Understanding (MOU) is entered between the Deputy Mayor for Education (DME) and the Department of Employment Services (DOES), referred to herein individually as "Party" and collectively as "Parties."

DOES' mission is to connect District residents, job seekers, and employers to opportunities and resources that empower fair, safe, and effective working communities. We provide comprehensive employment services to ensure a competitive workforce, full employment, lifelong learning, economic stability and the highest quality of life for all. DOES, a proud partner of the American Job Center, is an equal opportunity employer/service provider. Translation and interpretation services are available upon request to persons with limited or no English proficiency and auxiliary aids and services are available upon request to persons with disabilities. DOES receives Workforce Innovation and Opportunity Act (WIOA), 29 USC 3101, et seq., grant funds from the Unites States Department of Labor (DOL).

The Office of the DME serves as the institutional home for the District of Columbia Workforce Investment Council (WIC). The WIC serves as both the state and local Workforce Investment Board (WIB) and, as such, is responsible for carrying out the responsibilities enumerated in 29 USC § 3111 and 29 USC § 3122, including developing the state strategic workforce plan, negotiating statewide performance measures, setting statewide policies for the workforce system, certifying one-stop operators, establishing eligibility standards for training providers receiving WIOA funding, and selecting providers of WIOA Youth services.

II. PROGRAM GOALS AND OBJECTIVES

DOES agrees to transfer \$1,520,740.96 of the District's WIOA State Set-Aside for federal program year 2022 to the WIC. This amount includes administrative support of the WIC. DME, on behalf of the WIC, will be responsible for providing DOES with associated documentation to establish funded program, quarterly programmatic reports and cost reimbursement packages to include copies of associated invoices for DOES' review and approval prior to drawdown (cost reimbursement) of associated Intra-District funds. DOES maintains its administrative responsibilities as the State Agency for WIOA Grants pursuant to WIOA.

III. SCOPE OF SERVICES

Pursuant to the applicable authorities and in the furtherance of the shared goals of the Parties to carry out the purposes of this MOU expeditiously and economically, the Parties do hereby agree:

A. **RESPONSIBILITIES OF DME**

DME shall:

- 1. As a sub-recipient of DOL funds, comply with all performance and financial accountability requirements, as set forth in WIOA and the Uniform Guidance, 2 CFR part 200, et seq.
- 2. Provide DOES with required documentation to establish funded programs, programmatic reports, and cost reimbursement packages, including recipient share to include copies of all 485 reports, purchase orders, and invoices for DOES' review and approval prior to a drawdown (cost reimbursement) of the allocated WIOA grant funds.
- 3. Provide DOES with the required performance and administrative reports detailing the expenditure of the allocated funds for each category of funds (monthly i.e., WIOA Adult, Youth, and Dislocated Worker) for administration and operation of the WIC workforce development activities, within thirty days (30) of the close of each quarter.
- 4. Support the WIC in performing and carrying out its responsibilities as a state and local WIB under 29 USC § 3111 and 29 USC § 3122 of WIOA, consistent with the roles and responsibilities outlined in the approved DC Workforce Development Strategic Plan of 2020-2024.
- 5. Resolve all the pertinent DOL corrective action plan concerns related to the WIC.
- 6. Dedicate up to five (5) FTEs to serve in the positions outlined in the chart immediately below, who will support the responsibilities described in Section III. A. The designated positions will be split-funded between WIOA funds and local funds.

Position Title	Time Allocation	Estimated WIOA Funds (Transferred from DOES per Section VI.A.1)*	Estimated DME (Local) Funds	Total PS
Executive Director	90%	\$192,217.44	\$21,357.49	\$213574.93
Deputy Director	90%	\$184,793.40	\$20,532.60	\$205,326.00
Chief of Staff	24%	\$41,215.00	\$135,513.00	\$171,728.00
Manager of Training and Skills Development	89%	\$106,472.00	\$13,161.00	\$119,633.00
Sr. Compliance Manager	100%	\$147,807.71	\$0.00	\$147,807.71
	Total	\$672,505.55	\$185,564.09	\$858,069.64

* Includes estimated fringe benefits

- 7. Submit monthly fiscal expenditure reports to DOES.
- 8. Submit to DOES quarterly reports to include Eligible Training Provider List (ETPL) compliance; One-Stop Operator (OSO) implementation and monitoring to ensure One-Stop partners services are being appropriately delivered and corrective action if

2022 MOU Between DOES and WIC

partners are not delivery services as defined in WIOA; Infrastructure Funding Agreement (IFA) that include reasonable cost allocation methodology between One-Stop partners, accurately reflecting the cost allocations in the required documents; and MOU implementation and compliance, requiring One-Stop partner MOUs to be submitted to DOES for final review within 45 days before the new program year starts, annually.

- 9. Enter all relevant data and documentation into DCNetworks as needed, specifically new or modified ETPL information, to include program costs, locations, and course offerings that are both in-person and virtual.
- 10. Negotiate and obtain consensus from all required Partners for the Infrastructure Funding Agreement (IFA), recognizing that AJC infrastructure costs are applicable to all required Partners, whether they are physically located in the American Job Center or not. Each partner's contributions to these costs, however, may vary, as these contributions are based on the proportionate use and relative benefit received, consistent with the Partner programs' authorizing laws and regulations and the Uniform Guidance at 2 CFR part 200. Failure by only one of the required partners to reach consensus with respect to the infrastructure costs outlined in the IFA will trigger implementation of the State Funding Mechanism (SFM) and may be subject to penalties, such as fines or suspension.

B. RESPONSIBILITIES OF DOES

DOES shall:

- 1. Report and communicate workforce developments within the agency to the WIC.
- 2. Disseminate information to the WIC needed to perform the activities described in Section III.A.3 related to the workforce development activities, training providers' performance, unemployment information, AJC services and operations, and workers compensation, etc.
- 3. Ensure relevant DOES staff participate in meetings organized by the WIC or One Stop Operator that are needed to perform the activities described in Section III.A.3.
- 4. Establish the Intra-District transfer to the sub-recipient for the pass-through funds through its fiscal agent DOES OCFO.
- 5. Transfer funds to DME for the implementation of the WIC services identified in Section III.A.4, including the personnel costs of the employees identified in the chart contained in Section III. A.6.
- 6. Provide designated WIC staff access to DCNetworks in a timely manner, along with DCNetworks training and technical assistance.

IV. DURATION OF MOU

A. The duration of this MOU shall be from October 1, 2021 through September 30, 2022, unless terminated in writing by the Parties pursuant to Section X.

V. AUTHORITY FOR MOU

D.C. Official Code §§ 1-301.01 (k), 32-1601, et seq., Workforce Innovation and Opportunity Act, 29 U.S.C. § 3101, et seq., Mayor's Order 2016-086, effective June 2, 2016, and any other authority under the Parties' programs.

VI. FUNDING PROVISIONS

A. COST OF SERVICES

- 1. The total cost of workforce development services for FY 2022 shall not exceed \$1,520,740.96 which shall include labor, materials, and overhead. DOES agrees to transfer \$1,520,740.96 to the WIC, which is the District's WIOA State Set-Aside for federal program year 2022, in addition to carry-over funds from prior program years, if available.
- 2. In the event of termination of the MOU, reimbursement to the DOES for any amounts not expended shall be held in abeyance until all required fiscal reconciliation, but not longer than September 30 of the then current fiscal year.
- 3. The total cost of this MOU (\$1,520,740.96) is funded one hundred percent (100%) by the Employment and Training Administration of the U.S. Department of Labor as part of the WIOA State Set-aside award totaling \$6,895,762.

B. PAYMENT

- 1. Payment for the goods and/or services shall be made through an Intra-District advance by DOES to DME for \$1,520,740.96 as a one-time advance payable within 30 days after execution of this MOU. Payment of additional carry-over funds may be made through an Intra-District advance by DOES to DME at a later date, if carry-over funds are available.
- 2. Payment for the goods and services shall not exceed the actual cost of the goods, services, and positions funded.
- 3. DME shall return any excess advance to DOES within 30 days of the end of the then current fiscal year.

C. FUNDING RESTRICTIONS

 Pass through funding cannot be comingled within the three (3) following WIOA programs: (1) Adult, (2) Dislocated Workers, and (3) WIOA Youth. Each program must be separate and distinct. The funds advanced under this MOU should be allocated to the WIOA programs pursuant to the following

tables and in Appendix A and B.

FY 22 WIOA Per	rsonnel Expenditures
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Position Title	Grade	WIOA Adult (27% of Total WIOA Funding)	WIOA Dislocated Worker (43% of Total WIOA Funding)	WIOA Youth (30% of Total WIOA Funding)	Estimated WIOA Funds (Transferred from DOES per Section VI.A.1)
Executive Director	10	\$51,898.71	\$82,653.50	\$57,665.23	\$192,217.44
Deputy Director	15	\$49,894.22	\$79,461.16	\$55,438.02	\$184,793.40
Chief of Staff	14	\$11,128.05	\$17,722.45	\$12,634.50	\$41,215.00
Manager of Training and Skills Development	13	\$28,747.44	\$45,782.96	\$31,941.60	\$106,472.00
Sr. Compliance Manager	14	\$39,908.08	\$63,557.32	\$44,342.31	\$147,807.71
	Total	\$181,576.50	\$289,177.39	\$201,751.67	\$672,505.55

Description	CS Code	WIOA Adult	WIOA DW	WIOA Youth	Total
Contractual – One-Stop Operator	41	\$125,973.36	\$200,624.24	\$139,970.40	\$466,568.00
Contractual - Data Coordination	40/41	\$37,125.00	\$59,125.00	\$41,250.00	\$137,500.00
Contractual - Business Engagement	40	\$14,850.00	\$23,650.00	\$16,500.00	\$55,000.00
Contractual – Policies & Compliance	40	\$19,170.00	\$30,530.00	\$21,300.00	\$71,000.00
Contractual – Other services and support	40	\$2,893.59	\$4,608.31	\$3,215.10	\$10,717.00
Office Supplies	20	\$1,323.00	\$2,107.00	\$1,470.00	\$4,900.00
Equipment & Software Licenses	70	\$27,688.61	\$44,096.68	\$30,765.12	\$102,550.41
	Total	\$229,023.56	\$364,741.23	\$254,470.62	\$848,235.41

\$ 672,505.55	FY 2022 WIOA PERSONNEL EXPENDITURES
\$ 848,235.41	FY 2022 WIOA NON-PERSONNEL EXPENDITURES
\$1,520,740.96	Total PY 21-22

Funding restrictions related to allowable cost, limits on administrative costs, indirect costs, and construction costs (generally not allowed under WIOA) can be found in 20 CFR part 668, subpart H regarding administrative requirements for WIOA Section 166 grants; 20 CFR 667.200 through 667.220; 20 CFR 667.210(b) and the Uniform Guidance, where applicable. Pre-award costs can be approved by Federal Grant Officer in accordance with OMB Circular 2 2022 MOU Between DOES and WIC

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CFR 200.

Grant No	Grant Title	Grant PY	WIC/DOES	FY 2022 Grant Award								
WADSFY Total	WIOA Adult	21-22	WIC	\$410,600.06								
WDSSFY Total	WIOA Dislocated Worker	21-22	WIC	\$653,918.61								
WYTSPY Total	WIOA Youth	21-22	WIC	\$456,222.29								
	TOTAL - PY21-22	21-22	WIC	\$1,520,740.96								

3. DME will be responsible for all costs disallowed by DOL.

*DOES commits to transferring \$1,520,740.96 in federal program year 2022 to the WIC. Additional funds may also be transferred, divided by the three programs noted above in amounts to be determined, if available.

D. ANTI-DEFICIENCY CONSIDERATIONS

The Parties acknowledge and agree that nothing in this MOU creates a financial obligation in anticipation of an appropriation and that all provisions of this MOU, or any subsequent agreement entered into by the parties pursuant to this MOU, are and shall remain subject to the provisions of (i) the federal Anti-Deficiency Act, 31 U.S.C. §§ 1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-deficiency Act, D.C. Official Code §§ 47-355.01-355.08, (iii) D.C. Official Code § 47-105, and (iv) D.C. Official Code § 1-204.46, as the foregoing statues may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

VII. COMPLIANCE AND MONITORING

As this MOU is funded by federal funds, DME will be subject to scheduled and unscheduled monitoring reviews by DOL and DOES to ensure compliance with all applicable requirements.

VIII. RECORDS AND REPORTS

DME shall maintain records and receipts for the expenditure of all WIOA grant funds provided under this MOU for a minimum of 3 years from the date of expiration or termination of the MOU and, upon the District of Columbia's request, make these documents available for inspection by duly authorized representatives of DOES and DOL and other officials as may be specified by the District of Columbia at its sole discretion.

IX. CONFIDENTIAL INFORMATION

The Parties to this MOU will use, restrict, safeguard and dispose of all information related to services provided pursuant to this MOU, in accordance with all relevant federal and local statutes, regulations and policies.

X. TERMINATION

Either Party may terminate this MOU by giving 30 calendar days' advance written notice to the other Party and a status report on the expenditure of all WIOA grant funds and any participants being served under this MOU.

XI. NOTICE

All notices shall be sent by the most expeditious means available including facsimile, overnight courier, certified or registered mail to the following individuals, who are the contact points for each Party under this MOU:

Unique Morris-Hughes	Ahnna Smith
Director	Executive Director
Department of Employment Services	Workforce Investment Council
4058 Minnesota Ave. NE	Office of the Deputy Mayor for Education
Suite 5000	2235 Shannon Place SE
Washington, D.C. 20019	Suite 3031
Phone: 202.671.1900	Washington, DC 20020
	Phone: 202.671.2871

Any such notice shall be deemed delivered when received.

XII. MODIFICATIONS

The terms and conditions of this MOU may be modified only upon prior written agreement of the Parties, prior to the expiration or termination of the MOU.

XIII. RESOLUTION OF DISPUTES

DME and DOES shall resolve all disputes and/or adjustments resulting from goods or services provided under this MOU. In the event the Parties are unable to resolve a financial issue, the matter shall be referred to the Office of Financial Operations and Systems.

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XIV. MISCELLANEOUS

The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

IN WITNESS WHEREOF, the Parties hereto have executed this MOU as follows:

DEPARTMENT OF EMPLOYMENT SERVICES

Date: 10-8-7

Dr. Unique Morris-Hughes Director

DEPUTY MAYOR FOR EDUCATION

Part Kil

Date: 10/12/2021

Paul Kihn Deputy Mayor

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Position Title	Grade	WIOA Adult (27% of Total WIOA Funding)	WIOA Dislocated Worker (43% of Total WIOA Funding)	WIOA Youth (30% of Total WIOA Funding)	Estimated WIOA Funds (Transferred from DOES per Section VI.A.1)
Executive Director	10	\$51,898.71	\$82,653.50	\$57,665.23	\$192,217.44
Deputy Director	15	\$49,894.22	\$79,461.16	\$55,438.02	\$184,793.40
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	Total	\$181,576.60	\$289,177.39	\$201,751.67	\$672,505.55

APPENDIX A: FY2022 WIOA PERSONNEL EXPENDITURES

APPENDIX B: FY 2022 WIOA NON-PERSONNEL EXPENDITURES, GRANTS ABD CONTRACTS AS NOTED

Description	CS Code	WIOA Adult	WIOA DW	WIOA Youth	Total
Contractual – One-Stop Operator	41	\$125,973.36	\$200,624.24	\$139,970.40	\$466,568.00
Contractual - Data Coordination	40 /4 1	\$37,125.00	\$59,125.00	\$41,250.00	\$137,500
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Contractual – Policies & Compliance	40	\$19,170.00	\$30,530.00	\$21,300.00	\$71,000.00
Contractual – Other Services and Support	40	\$2,893.59	\$4,608.31	\$3,215.10	\$10,717.00
Office Supplies	20	\$1,323.00	\$2,107.00	\$1,470.00	\$4,900.00
Equipment	70	\$27,688.61	\$44,096.68	\$30,765.12	\$102,550.41
	Total	\$229,023.56	\$364,741.23	\$254,470.62	\$848,235.41

MEMORANDUM OF UNDERSTANDING BETWEEN DEPUTY MAYOR FOR EDUCATION AND DEPARTMENT OF EMPLOYMENT SERVICES

I. INTRODUCTION

This Memorandum of Understanding (MOU) is entered between the Deputy Mayor for Education (DME) and the Department of Employment Services (DOES), referred to herein individually as "Party" and collectively as "Parties."

DOES' mission is to connect District residents, job seekers, and employers to opportunities and resources that empower fair, safe, and effective working communities. We provide comprehensive employment services to ensure a competitive workforce, full employment, life- long learning, economic stability and the highest quality of life for all. DOES, a proud partner of the American Job Center, is an equal opportunity employer/service provider. Translation and interpretation services are available upon request to persons with limited or no English proficiency and auxiliary aids and services are available upon request to persons with disabilities. DOES receives Workforce Innovation and Opportunity Act (WIOA), 29 USC 3101, et seq., grant funds from the Unites States Department of Labor (DOL).

The Office of the DME serves as the institutional home for the District of Columbia Workforce Investment Council (WIC). The WIC serves as both the state and local Workforce Investment Board (WIB) and, as such, is responsible for carrying out the responsibilities enumerated in 29 USC § 3111 and 29 USC § 3122, including developing the state strategic workforce plan, negotiating statewide performance measures, setting statewide policies for the workforce system, certifying one-stop operators, establishing eligibility standards for training providers receiving WIOA funding, and selecting providers of WIOA Youth services.

II. PROGRAM GOALS AND OBJECTIVES

DOES agrees to transfer \$1,520,740.96 of the District's WIOA State Set-Aside for federal program year 2023 to the WIC. This amount includes administrative support of the WIC. DME, on behalf of the WIC, will be responsible for providing DOES with associated documentation to establish funded program, quarterly programmatic reports and cost reimbursement packages to include copies of associated invoices for DOES' review and approval prior to drawdown (cost reimbursement) of associated Intra-District funds. DOES maintains its administrative responsibilities as the State Agency for WIOA Grants pursuant to WIOA.

III. SCOPE OF SERVICES

Pursuant to the applicable authorities and in the furtherance of the shared goals of the Parties to carry out the purposes of this MOU expeditiously and economically, the Parties do hereby agree:

A. **RESPONSIBILITIES OF DME**

DME shall:

- 1. As a sub-recipient of DOL funds, comply with all performance and financial accountability requirements, as set forth in WIOA and the Uniform Guidance, 2 CFR part 200, et seq.
- 2. Provide DOES with required documentation to establish funded programs, programmatic reports, and cost reimbursement packages, including recipient share to include copies of all 485 reports, purchase orders, and invoices for DOES' review and approval prior to a drawdown (cost reimbursement) of the allocated WIOA grant funds.
- 3. Provide DOES with the required performance and administrative reports detailing the expenditure of the allocated funds for each category of funds (monthly i.e., WIOA Adult, Youth, and Dislocated Worker) for administration and operation of the WIC workforce development activities, within thirty days (30) of the close of each quarter.
- Support the WIC in performing and carrying out its responsibilities as a state and local WIB under 29 USC § 3111 and 29 USC § 3122 of WIOA, consistent with the roles and responsibilities outlined in the approved DC Workforce Development Strategic Plan of 2020-2024.
- 5. Resolve all the pertinent DOL corrective action plan concerns related to the WIC.
- 6. Dedicate up to five (5) FTEs to serve in the positions outlined in the chart immediately below, who will support the responsibilities described in Section III. A. The designated positions will be split-funded between WIOA funds and local funds.

Position Title	Time Allocation	Fun fre	timated WIOA ds (Transferred om DOES per ction VI.A. I)*		stimated DME Local) Funds	Total PS
Executive Director	90%	\$	197,519.47	\$	21,946.61	\$ 219,466.08
Deputy Director	90%	\$	189,890.65	\$	21,098.96	\$ 210,989.61
Chief of Staff	24%	\$	42,351.37	\$	134,112.67	\$ 176,464.04
Manager of Training and Skills Development	89%	\$	112,180.89	\$	13,865.05	\$ 126,045.94
Sr. Compliance Manager	100%	\$	149,608.92	\$		\$ 149,608.92
Total	S	691,551.30	S	191,023.29	\$ 882,574.59	

*Includes estimated fringe benefits.

- 7. Submit monthly fiscal expenditure reports to DOES.
- Submit to DOES quarterly reports to include Eligible Training Provider List (ETPL) compliance; One-Stop Operator (OSO) implementation and monitoring to ensure One- Stop partners services are being appropriately delivered and corrective action if partners are not delivering services as defined in WIOA;

2023 MOU Between DOES and DME Page 2 of 9 Infrastructure Funding Agreement (IFA) that include reasonable cost allocation methodology between One- Stop partners, accurately reflecting the cost allocations in the required documents; and MOU implementation and compliance, requiring One-Stop partner MOUs to be submitted to DOES for final review within 45 days before the new program year starts, annually.

- 9. Enter all relevant data and documentation into DCNetworks as needed, specifically new or modified ETPL information, to include program costs, locations, and course offerings that are both in-person and virtual.
- 10. Negotiate and obtain consensus from all required Partners for the Infrastructure Funding Agreement (IFA), recognizing that AJC infrastructure costs are applicable to all required Partners, whether they are physically located in the American Job Center or not. Each partner's contributions to these costs, however, may vary, as these contributions are based on the proportionate use and relative benefit received, consistent with the Partner programs' authorizing laws and regulations and the Uniform Guidance at 2 CFR part 200. Failure by only one of the required partners to reach consensus with respect to the infrastructure costs outlined in the IFA will trigger implementation of the State Funding Mechanism (SFM) and may be subject to penalties, such as fines or suspension.

B. RESPONSIBILITIES OF DOES

DOES shall:

- 1. Report and communicate DOES workforce developments to the WIC.
- 2. Disseminate information to the WIC needed to perform the activities described in Section III.A.3 related to the workforce development activities, training providers' performance, unemployment information, AJC services and operations, and workers compensation, etc.
- 3. Ensure relevant DOES staff participate in meetings organized by the WIC or One Stop Operator that are needed to perform the activities described in Section III.A.3.
- 4. Establish the Intra-District transfer to the sub-recipient for the pass-through funds through its fiscal agent DOES OCFO.
- 5. Transfer funds to DME for the implementation of the WIC services identified in Section III.A.4, including the personnel costs of the employees identified in the chart contained in Section III. A.6.
- 6. Provide designated WIC staff access to DCNetworks in a timely manner, along with DCNetworks training and technical assistance.

IV. DURATION OF MOU

The duration of this MOU shall be from October 1, 2022, through September 30, 2023, unless terminated in writing by the Parties pursuant to Section X.

V. AUTHORITY FOR MOU

D.C. Official Code §§ 1-301.01 (k), 32-1601, et seq., Workforce Innovation and Opportunity Act, 29 U.S.C. § 3101, et seq., Mayor's Order 2016-086, effective June 2, 2016, and any other authority under the Parties' programs

VI. FUNDING PROVISIONS

A. COST OF SERVICES

- 1. The total cost of workforce development services for FY 2023 shall not exceed \$1,520,740.96 which shall include labor, materials, and overhead. DOES agrees to transfer \$1,520,740.96 to the WIC, which is the District's WIOA State Set- Aside for federal program year 2023, in addition to carry-over funds from prior program years, if available.
- 2. In the event of termination of the MOU, reimbursement to the DOES for any amounts not expended shall be held in abeyance until all required fiscal reconciliation, but not longer than September 30 of the then current fiscal year.
- 3. The total cost of this MOU, \$1,520,740.96, is funded one hundred percent (100%) by the Employment and Training Administration of the U.S. Department of Labor as part of the WIOA State Set-aside award totaling \$6,895,762.

B. PAYMENT

- 1. Within thirty (30) days after this MOU is fully executed, DOES shall create an Interagency Project and fund it through an Award in the amount set forth in Section VI.A of this MOU. The Interagency Project shall be established in a manner that allows DME to directly charge the Project for the costs DME incurs in providing goods and/or services under this MOU.
- 2. DME shall charge the Interagency Project only for the actual cost of goods and/or services provided under this MOU.
- 3. For each charge against the Interagency Project, other than personnel costs documented in Peoplesoft, DME shall attach, to the Project, documentation that supports the charge, including invoices as applicable.

C. FUNDING RESTRICTIONS

1. Pass through funding cannot be comingled within the three (3) following WIOA programs: (1) Adult, (2) Dislocated Workers, and (3) WIOA Youth. Each program must be separate and distinct. The funds advanced under this MOU should be allocated to the WIOA programs pursuant to the following tables and in Appendix A and B.

Position Title	Grade WIOA Adult (279 of Total WIOA funding)		of Total WIOA	W	IOA Dislocated /orker (43% of Total WIOA funding)	OA Youth (30% f Total WIOA funding)	Estimated WIOA Funds (Transferred from DOES per Section VI.AI)		
Executive Director	10	\$	53,330.26	\$	84,933.37	\$ 59,255.84	\$197,519.47		
Deputy Director	15	\$	51,270.48	\$	81,652.98	\$ 56,967.20	\$189,890.65		
Chief of Staff	14	\$	11,434.87	\$	18,211.09	\$ 12,705.41	\$42,351.37		
Manager of Training and Skills	13	\$	30,288.84	\$	48,237.78	\$ 33,654.27	\$112,180.89		
Sr. Compliance Manager	14	\$	40,394.41	\$	64,331.84	\$ 44,882.68	\$149,608.92		
	Total		\$186,718.85		\$297,367.06	\$207,465.39	\$691,551.30		

FY23 WIOA Personnel Expenditures

FY23 WIOA Non-Personnel Expenditures

Description	CS Code	ALC: NO	WIOA Adult	W	IOA Dislocated Worker	WIOA Youth	Total
Office Supplies	20	\$	810.00	\$	1,290.00	\$ 900.00	\$ 3,000.00
Hotspots	30	\$	129.60	\$	206.40	\$ 144.00	\$ 480.00
Contractual - One Stop Operator	41	\$	133,292.69	\$	212,280.95	\$ 148,102.99	\$ 493,676.62
Contractual - Data Coordination	41	\$	57,700.90	\$	91,894.03	\$ 64,112.11	\$ 213,707.04
Contractual Delicies & Compliance	41	\$	11,071.62	\$	17,632.58	\$ 12,301.80	\$ 41,006.00
Contractual - Policies & Compliance	40	\$	4,320.00	\$	6,880.00	\$ 4,800.00	\$ 16,000.00
Travel	40	\$	864.00	\$	1,376.00	\$ 960.00	\$ 3,200.00
Conferences + Staff Development	40	\$	2,133.00	\$	3,397.00	\$ 2,370.00	\$ 7,900.00
Equipment & Software Licenses	70	\$	13,559.40	\$	21,594.60	\$ 15,066.00	\$ 50,220.00
	TOTAL		\$223,881.21		\$356,551.55	\$248,756.90	\$829,189.66

FY 2023 WIOA PERSONNEL EXPENDITURES	\$691,551.30
FY 2023 WIOA NON-PERSONNEL EXPENDITURES	\$829,189.66
TOTAL	\$1,520,740.96

- 2. Funding restrictions related to allowable cost, limits on administrative costs, indirect costs, and construction costs (generally not allowed under WIOA) can be found in 20 CFR part 668, subpart H regarding administrative requirements for WIOA Section 166 grants; 20 CFR 667.200 through 667.220; 20 CFR 667.210(b) and the Uniform Guidance, where applicable. Pre-award costs can be approved by Federal Grant Officer in accordance with OMB Circular 2 CRF200.
- 3. DME will be responsible for all costs disallowed by DOL.

FY2023 Source of Funding for WIC Intra-District Budget Authority													
Grant No	Grant Title	Grant PY	WIC/DOES	FY 2023 Grant Award									
WADSFY Total	WIOA Adult	22-23	WIC	\$410,600.06									
WDSSFY Total	WIOA Dislocated Worker	22-23	WIC	\$653,918.61									
WYTSPY Total	WIOA Youth	22-23	WIC	\$456,222.29									
. T	OTAL PY 22-23	22-23	WIC	\$1,520,740.96									

*DOES commits to transferring \$1,520,740.96 in federal program year 2023 to the WIC. Additional funds may also be transferred, divided by the three programs noted above in amounts to be determined, if available.

D. ANTI-DEFICIENCY CONSIDERATIONS

The Parties acknowledge and agree that nothing in this MOU creates a financial obligation in anticipation of an appropriation and that all provisions of this MOU, or any subsequent agreement entered into by the parties pursuant to this MOU, are and shall remain subject to the provisions of (i) the federal Anti-Deficiency Act, 31 U.S.C. §§ 1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-Deficiency Act, D.C. Official Code §§ 47-355.01-355.08, (iii) D.C. Official Code § 47-105, and (iv) D.C. Official Code§ 1-204.46, as the foregoing statues may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

VII. COMPLIANCE AND MONITORING

As this MOU is funded by federal funds, DME will be subject to scheduled and unscheduled monitoring reviews by DOL and DOES to ensure compliance with all applicable requirements.

VIII. RECORDS AND REPORTS

DME shall maintain records and receipts for the expenditure of all WIOA grant funds provided under this MOU for a minimum of 3 years from the date of expiration or termination of the MOU and, upon the District of Columbia's request, make these documents available for inspection by duly authorized representatives of DOES and DOL and other officials as may be specified by the District of Columbia at its sole discretion.

IX. CONFIDENTIALINFORMATION

The Parties to this MOU will use, restrict, safeguard and dispose of all information related to services provided pursuant to this MOU, in accordance with all relevant federal and local statutes, regulations and policies.

X. TERMINATION

Either Party may terminate this MOU by giving 30 calendar days' advance written notice to the other Party and a status report on the expenditure of all WIOA grant funds and any participants being served under this MOU.

XI. NOTICE

All notices shall be sent by the most expeditious means available including facsimile, overnight courier, certified or registered mail to the following individuals, who are the contact points for each Party under this MOU:

Unique Morris-Hughes Director	Ahnna Smith Executive Director
Department of Employment Services	Workforce Investment Council
4058 Minnesota Ave. NE	Office of the Deputy Mayor for Education
Suite 5000	2235 Shannon Place SE
Washington, D.C. 20019	Suite 3031
Phone: 202.671.1900	Washington, DC 20020
	Phone: 202.671.2871

Any such notice shall be deemed delivered when received.

XII. MODIFICATIONS

The terms and conditions of this MOU may be modified only upon prior written agreement of the Parties, prior to the expiration or termination of the MOU.

XIII. RESOLUTION OF DISPUTES

DME and DOES shall resolve all disputes and/or adjustments resulting from goods or services provided under this MOU. In the event the Parties are unable to resolve a financial issue, the matter shall be referred to the Office of Financial Operations and Systems.

XIV. MISCELLANEOUS

The Parties shall comply with all applicable laws, rules and regulations whether now in force or hereafter enacted or promulgated.

IN WITNESS WHEREOF, the Parties hereto have executed this MOU as follows:

DEPARTMENT OF EMPLOYMENT SERVICES

Dr. Unique Morris-Hughes Director

30/22 Date:

DEPUTY MAYOR FOR EDUCATION

Date: 09/30/22

Paul Kihn Deputy Mayor

2023 MOU Between DOES and DME Page 8 of 9

APPENDIX A: FY2023 WIOA PERSONNEL EXPENDITURES

Position Title	Grade	OA Adult (27%) f Total WIOA funding)	W	IOA Dislocated Vorker (43% of Total WIOA funding)	OA Youth (30% f Total WIOA funding)	Estimated WIOA Funds (Transferred from DOES per Section VI.AI)
Executive Director	10	\$ 53,330.26	\$	84,933.37	\$ 59,255.84	\$197,519.47
Deputy Director	15	\$ 51,270.48	\$	81,652.98	\$ 56,967.20	\$189,890.65
Chief of Staff	14	\$ 11,434.87	\$	18,211.09	\$ 12,705.41	\$42,351.37
Manager of Training and Skills I	13	\$ 30,288.84	\$	48,237.78	\$ 33,654.27	\$112,180.89
Sr. Compliance Manager	14	\$ 40,394.41	\$	64,331.84	\$ 44,882.68	\$149,608.92
	\$186,718.85		\$297,367.06	\$207,465.39	\$691,551.30	

APPENDIX B: FY2023 WIOA NON-PERSONNEL EXPENDITURES

Description	CS Code	WIOA Adult		IOA Dislocated Worker	WIOA Youth			Total		
Office Supplies	20	\$ 810.00	\$	1,290.00	\$	900.00	\$	3,000.00		
Hotspots	30	\$ 129.60	\$	206.40	\$	144.00	\$	480.00		
Contractual - One Stop Operator	41	\$ 133,292.69	\$	212,280.95	\$	148,102.99	\$	493,676.62		
Contractual - Data Coordination	41	\$ 57,700.90	\$	91,894.03	\$	64,112.11	\$	213,707.04		
Contractual Deliving & Compliance	41	\$ 11,071.62	\$	17,632.58	\$	12,301.80	\$	41,006.00		
Contractual - Policies & Compliance	40	\$ 4,320.00	\$	6,880.00	\$	4,800.00	\$	16,000.00		
Travel	40	\$ 864.00	\$	1,376.00	\$	960.00	\$	3,200.00		
Conferences + Staff Development	40	\$ 2,133.00	\$	3,397.00	\$	2,370.00	\$	7,900.00		
Equipment & Software Licenses	70	\$ 13,559.40	\$	21,594.60	\$	15,066.00	\$	50,220.00		
	TOTAL	\$223,881.21		\$356,551.55		\$248,756.90		\$829,189.66		

WIC BUDGET, FY2020, FY2021, FY2022 AND FY2023 (to date as of Jan. 2022) (Q10)

			FY2020 Approved Budget	FY2020 Revised Budget	FY2020 Expenditures	FY2020 Difference between Revised Budget and Expenditures (over- or under-spending)	FY2021 Approved Budget	FY2021 Revised Budget	FY2021 Expenditures	FY2021 Difference between Revised Budget and Expenditures (over- or under-spending)	FY2022 Approved Budget	FY2022 Revised Budget	FY2022 Expenditures	FY2022 Difference between Revised Budget and Expenditures (over- or under-spending)	FY2023 approved budget	FY2023 Revised budget(as of Jan 2023)	FY2023 expenditures (as of Jan 2023)
		Total \$	4,532,465	4,549,179	3,261,355	1,287,824	4,834,184.24	4,832,919.83	4,043,634.46	789,285.37	21,752,120.05	11,455,535.81	11,142,990.54	312,545.27	23,780,824.10	23,780,824.10	902,683.04
		ID-Federal\$	486,507	1,543,012	1,407,669	135,343	1,401,831.37	1,520,740.96	1,165,061.37	355,679.59	1,520,740.96	1,520,740.96	1,305,726.32	215,014.64	1,520,740.96	1,520,740.96	
	Activity: Workforce	ID-Local \$	-	-	-	-	-	-	-	-	150,000.00	150,000.00	150,000.00	-	-	-	-
	Investment	SLFRF \$	-	-	-		-	-	-	-	16,359,321.00	6,137,736.76	6,137,736.76	-	17,320,540.99	17,320,540.99	609,032.11
Program:		Local \$	4,045,958	3,006,167	1,853,686	1,152,481	3,432,352.87	3,312,178.87	2,878,573.09	433,605.78	3,722,058.09	3,647,058.09	3,549,527.46	97,530.63	4,939,542.15	4,939,542.15	293,650.93
Workforce		SPR \$	-	-	-		-	-	-	-	-	-	-	-	-	-	-
Investment		Total \$	413,752	282,309	282,309	-	1,252,194.83	1,102,194.83	1,060,318.70	41,876.13	185,970.25	185,970.25	43,030.71	142,939.54	36,000.00	36,000.00	-
	Activity:	ID-Federal\$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Workforce	ID-Local \$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Investment Council	Local \$	413,752	282,309	282,309	-	1,252,194.83	1,102,194.83	1,060,318.70	41,876.13	185,970.25	185,970.25	43,030.71	142,939.54	36,000.00	36,000.00	-
		SPR \$	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
			4,946,217	4,831,488	3,543,664	1,287,824	6,086,379	5,935,115	5,103,953	831,162	21,938,090	11,641,506	11,186,021	455,485	23,816,824	23,816,824	

Source	Name of Funding Agency	Program	FY22 /	Amount (Revised)	Percentage		FY23 Amount	Percentage
Local	n/a	Workforce Investment	\$	3,647,058.09	31%	\$	4,939,542.15	21%
Local	n/a	Workforce Investment Council	\$	185,970.25	2%	\$	36,000.00	0.2%
Federal	U.S. Department of Labor via Department of Employment Services	WIOA Adult	\$	410,575.66	4%	\$	439,297.43	2%
Federal	U.S. Department of Labor via Department of Employment Services	WIOA Dislocated Worker	\$	653,970.01	6%	\$	600,860.48	3%
Federal	U.S. Department of Labor via Department of Employment Services	WIOA Youth	\$	456,195.29	4%	\$	480,583.09	2%
Federal	n/a	State Local Fiscal Recovery Fund	\$	6,137,736.76	53%	\$	17,320,540.99	73%
Local	Office of the State Superintendent of Education	Adult and Family Education	\$	150,000.00	1%	N/A		N/A
	TOTAL	\$	11,641,506.06		\$	23,816,824.14		

WIC FUNDING BY SOURCE AND PROGRAM FY22 AND FY23

		:	Reprogrammings within tr									
Fiscal Year	Program	Activity	CSG	Amount	Explanation	Program	Activity	Receiv CSG	Amount	Explanation	Repro Number	Date
		ž			1	Ū	,	11	159,299	-		
								14	15,772	The reprogramming is needed to enable the Work Investment Council (WIC) to deliver and implement new initiatives and the onboarding of 6 new FTE's as a result of enhancements proposed by the Mayor and Council.		
				1				20	7,200			
					The reprogramming is needed to			30	4,019			
	Division of the Deputy				enable the Work Investment Council (WIC) to deliver and		Office of Workforce	40	5,000			
		Office of				Division of		40	100			
2022	Mayor of Education	Workforce	50	(1,765,616)	implement new initiatives and the	Deputy Mayor of	Investment (3012)	40	6,000		Reprog-574	10/27/2021
	(2000)	Investment (3012)			onboarding of 6 new FTE's as a	Education (3000)	· · · ·	40	1,510,000		heprog 57 1	10/2//2021
					result of enhancements proposed by the Mayor and Council.			70	668			
					by the Mayor and Council.			70	15,000			
								70	42,558			
								10	12,000			
			Total	(1,765,616)				Total	1,765,616			
				(1,700,010)					1,700,010			
			40	(28,333)				70	28,333			
	Division of the Deputy Mayor of Education (2000)	Office of Workforce Investment (3012)		(- 20 2)	The reprogramming is needed as funds are needed for the Workforce Investment Council (WIC) to purchase technology hardware to relace and update existing inventory.	Division of Deputy Mayor of Education (2000)	Office of Workforce Investment (3012)			The reprogramming is needed as funds are needed for the Workforce Investment Council (WIC) to purchase technology hardware to relace and update existing inventory.		
2022												
											Reprog-581	10/29/2021
			Total	(28,333)				Total	28,333			
			11	(97,046)				40	125,972			
		Office of Workforce Investment (3012)	14	(19,894)			Office of Workforce	40	200,624	These funds are needed to correctly align the funds according to the program's spending plan within projects.		
			11	(155,124)				40	139,970			
	Division of the Deputy		14	(31,800)				40	49,039			
			11	(108,060)		Division of Deputy Mayor of Education (3000)		40	117,913			
			14	(22,152)	These funds are needed to correctly align the funds according			40	82,265			
2022	Mayor of Education		20	(4,125)	to the program's spending plan		Investment (3012)	70	27,689			
	(2000)		40	(20,206)	within projects.		investment (5012)	70	44,097			
			40	(360,702)	(02) within projects.			70	30,765			
		-	70	(4,125)				20	1,323] [N/A	8/22/2022
								20	2,107			
								20	1,470			
										<u>] </u>		
			Total	(823,234)				Total	823,234			

Reprogrammings within the Agency

Q16 Contracts

WIC CONTRACTS AND PROCUREMENTS, FY2022 AND FY2023, AS OF JAN. 1, 2023 (Q16)

		Contracting Officer name	Orders	Specific description of contractual goods	Has contract fully met all requirements? (Yes, No, or in progress)	Period of performance (dates)	Current year of contract (e.g. Base Year, Option Year 1, etc.)	Program code	Index code		•		SPR); use original source (e.g. if funds are intra-district, note if they are Local ID or Federal	contract or procurement value in FY2022, per contract, and for Human Care Agreements, aggregated by vendor for all task orders under each HCA	Actual expenditures in FY2022 for each contract (aggregated by vendor for all task orders under each HCA)
	MERICA WORKS OF			One-Stop Operator -				auto	GWCFA GWCFD	GWCFA GWCFD		DO 18910 1			
CW86561 WAS	ASHINGTON	Tamera Anderson	N/A	America Works	Yes	10/27/22-9/30/23	Option 1	GW0	GWCFY GWCFA	GWCFY GWCFA	RK196392-V2	PO653194	Federal	\$466,568.00	\$324,139.87
	IERICA WORKS OF ASHINGTON	Tamera Anderson	N/A	One-Stop Operator - America Works	Yes	10/1/22-10/26/23	Base Year	GW0	GWCFD GWCFY	GWCFD GWCFY	RK194640-V2	PO653196-V2	Federal	\$35,000.00	\$35,000.00
									GWCFA	GWCFA					
	IERICA WORKS OF ASHINGTON	Tamera Anderson	N/A	One-Stop Operator - America Works	Yes	10/27/22-9/30/23	Option 1	GW0	GWCFD GWCFY	GWCFD GWCFY	RK23012	PO677638	Federal	\$440,431.62	\$440,431.62
CW80501 WAS	ASHINGTON	Tamera Anderson	N/A	America works	Tes	10/27/22-9/30/23	Option 1	GWU	GWCF1	GWCF1	KK25012	P0077038	rederal	\$440,431.02	\$440,431.62
AMF	IERICA WORKS OF			One-Stop Operator -			Base Year		GWCFD	GWCFD					
CW86561 WAS	ASHINGTON	Tamera Anderson	N/A	America Works	Yes	10/1/22-10/26/23	Extension	GW0	GWCFY	GWCFY	RK230001	PO677762	Federal	\$23,355.00	\$23,355.00
									GWCFA GWCFD	GWCFA GWCFD					
No contract CAR	RAHSOFT			Salesforce CRM					GWCFY	GWCFY					
established TECH	CHNOLOGY CORP	James Webb	N/A	(Carahsoft)	Yes	10/1/22-9/30/23	Option 1	GWO	ARP21	ARPWC	RK188821	PO648931	Federal	\$61,085.00	\$61,085.00
N									GWCFA	GWCFA					
No contract ECO established LLC	ONOMIC MODELING	James Webb	N/A	Economic Modeling (EMSI) Licenses	Yes	9/28/22-9/27/23	Option 1	GW0	GWCFD GWCFY	GWCFD GWCFY	RK188819	PO649524	Fadaral	\$15,000	\$15,000.00
CEN INNO RESE	NTER FOR NOVATION, SEARCH, AND ANSFORMAT ION IN			WIC - Program	100	<u>, 20,22 , 21,25</u>						1000021	- cuona	\$10,000	\$12,000,000
	UCATION.	James Webb	N/A	Development Contractor	Yes	10/1/21-9/30/22	N/A	GW0	ARP21	ARPWC	RK195857	PO658133	Federal	\$135,000.00	\$111,600.00
	OM GRANTS	James Webb	N/A	Grant making softwaree	In Progress	N/A	N/A	GW0	ARPA	ARPWC	RK235901	No PO established	Federal	\$7,500.00	\$7,500.00
No contract established ZOO	OM GRANTS	James Webb	N/A	Grant making softwaree	In Progress	N/A	Base	GW0	ARPA	ARPWC	RK200081	PO657116	Federal	\$24,000.00	\$16,500.00
No contract				Grant matching softwaree	Introgress	1011	Buse	0.110		ind it o	III LOODOT	1000/110	reacha	421,000100	\$10,000.00
	LL MARKETING L.P. J INES BALASSA	James Webb	N/A	Technology Hardware	Yes	N/A	Base	GW0	GWOWI	GWOWI	RK210422	PO667527	Local	\$14,074.00	14,174.00
	LUTION, LLC	James Webb	N/A	IFA Policy Support	In Progress	10/1/21-6/30/22	Base	GW0	GWCFA	GWCFA	RK196675	PO654780	Federal	\$22,500.00	\$21,150.00
MY J	JOURNEY-formally					dates of award-								,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	+==,==
CW93441 know	own as (DATA VAULT)	Tamera Anderson	N/A	Subscrition Services	In Progress	9/30/23	Option 1	GW0	N/A GWOWI	N/A GWOWI	TBD	TBD	TBD	\$640,004.00	N/A
									GWCFA	GWCFA					
MY .	Y JOURNEY-formally								GWCFD	GWCFD					
	own as (DATA VAULT) ENA FOSTER, TITLE V	Tamera Anderson	N/A	Subscrition Services	Yes	10/1/22-9/30/22	Base	GW0	GWCFY	GWCFY	RK194466	PO651596	Various	\$464,504.00	464.504.00
		Tamera Anderson	N/A	Equal Opportunity Policy	In Progress	10/1/22-9/30/23	Option 1	GW0	N/A	N/A	RK225430	PO676563	Intra District funds	\$16,000.00	\$16,000.00
									GWCFA	GWCFA					
	ENA FOSTER, TITLE V		N 7/4			10/1/22 0/22/22		CIN IO	GWCFD	GWCFD	DIFECT			614 000 00	61 × 000 × -
	NSULTING ' V MANAGEMENT	Tamera Anderson	N/A	Equal Opportunity Policy	In Progress	10/1/22-9/30/22	Base	GW0	GWCFY	GWCFY	RK202521	PO659761	Federal	\$16,000.00	\$16,000.00
		James Webb	N/A	Leadership Training	In Progress	N/A	Base	GW0	N/A	N/A	RK232514	TBD	Local	\$29,875.00	\$29,875.00
	E MANAGEMENT			· · ·											
established CEN	NTER J	James Webb	N/A	Employee Training	Yes	N/A	Base	GW0	N/A GWCFA GWCFD GWCFY	N/A GWCFA GWCFD GWCFY	RK232546	TBD	Local	\$16,000.00	\$16,000.00
No contract	DOM			a				GILLO	ARP21	ARP21			· · ·	* 4 000 00	\$1.005 TT
established XER	ROX	James Webb	N/A	Copier Lease	Yes	N/A	Base	GW0	GWOW1 GWCFA	GWOW1 GWCFA	RK211050	PO667162	Various	\$4,000.00	\$4,000.00
No contract established QUA	JALTRICS	James Webb	N/A	Software Lisence	Yes	TBD	Base	GW0	GWCFD	GWCFD GWCFY	RK222458	TDD	Federal	\$18,500.00	\$18,500.00

Question 20

Workforce Investment Council

Sexual Harassment and Misconduct Guidelines

Reporting Sexual Harassment

All District of Columbia employees are responsible for ensuring a workplace free of harassment. To that end, all employees who know of incidents of sexual harassment, or know of conduct of a sexual nature that could create an intimidating, hostile, or offensive work environment should report the situation immediately as outlined below. Agencies should protect the confidentiality of all aspects of the harassment complaints and those reporting such complaints, to the greatest extent possible consistent with the investigation and resolution of the complaints.

Alleged Victims of Sexual Harassment

Alleged victims of sexual harassment should report the harassing behavior to one of the following individuals within their agency **as soon as possible:**

- The alleged victim's manager or supervisor,1 or the manager or supervisor of the alleged harasser;
- Sexual Harassment Officer;
- Alternate SHO or Office; or
- General Counsel.

If victims require assistance or are not able to report to one of the individuals above, they may contact the Sexual Harassment Officer Program Coordinator at the D.C. Department of Human Resources at dchr.sho@dc.gov.

Witnesses to Sexual Harassment

Employees have a responsibility to report incidents of sexual harassment or behavior that may create an intimidating, hostile, or offensive work environment. Witnesses should report incidents to the following individuals within their agency:

- The witness' manager or supervisor[1], or the manager or supervisor of the alleged harasser;
- Sexual Harassment Officer.
- Alternate SHO or Office; or
- General Counsel.

NOTE: If the employee does not feel comfortable reporting to the SHO or the alternate SHO, the employee may report to a manager or supervisor; however, unless there is a conflict of interest

with the SHO, these individuals will communicate the employee's allegations to the SHO, who will ultimately investigate the matter.

[1] If the alleged harasser is the employee's supervisor, the employee may report the misconduct to the alleged harasser's supervisor or to the agency's Sexual Harassment Officer. Rights Under the D.C. Human Rights Act

In addition to reporting to an agency SHO, or other individual as identified above, under the D.C. Human Rights Act alleged victims may file a claim of sexual harassment with an EEO Counselor, directly with the Office of Human Rights (without going through EEO counseling) or in court.

Filing an Administrative Complaint with the D.C. Office of Human Rights

- An individual may file an administrative complaint of sexual harassment with the Office of Human Rights (OHR) within 1-year of the incident(s) or discovery of the incident(s).
- Reporting incident(s) of sexual harassment to the Agency's SHO does not constitute reporting a complaint of sexual harassment with OHR. Therefore, reporting an incident to the SHO also does not toll (or delay) the deadline for reporting a complaint to OHR.
- Reporting incident(s) of sexual harassment to the Agency's SHO does not limit or delay the individual's right to file a complaint with the Office of Human Rights, as both processes can run parallel to each other.
- Please note that an individual is not required to report an allegation of sexual harassment to an Agency EEO Counselor, as required for other EEO claims (e.g., retaliation), prior to filing a claim at OHR. Individuals may file directly with OHR within the timeframe noted above.

Filing a Civil Action in Court

- An individual may file a complaint of sexual harassment with the D.C. Superior Court within 1-year of the alleged harassment or discovery of the incident(s).
- Reporting the incidents of sexual harassment to the Agency's SHO does not limit or delay the individual's right to file in D.C. Superior Court, as both processes can run parallel to each other.

Handling Reports of Sexual Harassment

Managers, Supervisors, and HR Officials

Managers, supervisors, and HR officials who receive reports of alleged sexual harassment must immediately relay the report to the agency's Sexual Harassment Officer and take any appropriate remedial actions, after consulting with the agency General Counsel.

Sexual Harassment Officers

The role of the SHO is to accept, review, and investigate sexual harassment claims by gathering information and preparing a written report outlining the investigation, the facts gleaned from the investigation, and any recommendations within 60 days after a claim is reported. Upon receiving a report of potential sexual harassment, the SHO must:

- 1. Gain a full understating of the complaint;
- 2. Immediately notify the General Counsel, who must notify the Director of the Mayor's Office of Legal Counsel within 3 days;
- 3. Acknowledge receipt of complaint, notify the complainant that the matter is being investigated, and contact the complainant to gather more information;
- 4. Make any additional required communications to, for example, gather relevant facts through documentation and interviews;
- 5. Investigate; and
- 6. Prepare and deliver a report to the agency Head or designee on the investigation.

Maintaining Confidentiality

Any individuals involved in investigating reports of alleged sexual harassment must take reasonable steps to ensure that the details of the complaint and investigation remain confidential, especially when information pertaining to a sexual harassment complaint changes hands or is shared as part of an investigation. Failure to safeguard confidential information can result in corrective or adverse action, up to and including separation.

Notwithstanding the confidentiality requirement, the alleged harasser is entitled to notification of the allegations and must be given an opportunity to respond. Additionally, the confidentiality requirement should not prevent an agency from reporting a suspected illegal or improper act, such as sexual assault, to the appropriate enforcement authority, or from cooperating in any related investigation.

All information obtained in the investigation shall be used by the SHO only for purposes of the investigation.

Complaints Against Senior Officials

Complaints against certain senior officials (specified below) must be referred to specific government officials for review. The following chart outlines these requirements.

If the complaint is against	
Employees with the Mayor's Office of Legal Counsel	Refer the report to the Mayor's General Counsel.
An Agency Director	Refer the report to the SHO for the appropriate Deputy Mayor; the complaint should also be reported to the Mayor's General Counsel if the complaint is against an agency Director appointed by the Mayor.

If the complaint is against	
A Deputy Mayor	Refer the report to the SHO at the Office of the City Administrator.
The City Administrator	Refer the report to the Mayor's General Counsel.
The Mayor's General	The matter shall be handled by an independent consultant.
Counsel	
The Mayor	The matter shall be handled by an independent consultant.

Investigating the Complaint

Once a SHO has received a complaint of sexual harassment, they are required to immediately begin the investigation process, which must be completed within 60 days of the complaint. The following are nine steps that should be part of any successful investigation:

- 1. Define the Scope of the Investigation;
- 2. Recommend Immediate Action to the Agency Director or General Counsel (such as temporary employee reassignments), if needed;
- 3. Conflict of Interest Determination;
- 4. Plan the Investigation;
- 5. Conduct Interviews (if possible, record all interviews);
- 6. Gather Documents and Other Evidence;
- 7. Evaluate the Evidence;
- 8. Document the Investigation; and
- 9. Report to the agency Head, or their Designee, on the investigation, including what the investigation entailed and what details or information were confirmed (or not confirmed) by the evidence.

The SHO is responsible for conducting the investigation and completing the investigation report, which the SHO will provide to the agency Head or their designee only. At various times during this process, the SHO may seek guidance or support from the agency General Counsel. For example, the SHO may seek the General Counsel's assistance to gain access to relevant information in the possession of a sister agency (such as email records from OCTO), to act to ensure the cooperation of agency witnesses, or to prevent an employee's interference with the investigation.

Step 1. Define the Scope of Investigation

In general, SHOs should take all allegations of sexual harassment seriously and conduct thorough and complete investigations. However, situations may arise when the alleged conduct is of a nature that does not require an extensive investigation to disclose the facts. For example, all parties may agree as to the circumstances of the complaint, and thus the matter may be resolved quickly through informal discussions. Regardless of whether a full investigation is required, the

SHO should speak with the relevant parties, document or record all information received, and document all efforts undertaken to address the matter.

Example 1: An employee, on a single occasion, asks his co-worker to have dinner with him one night. The co-worker declines, saying she has a boyfriend. The employee replies: "He's a very lucky guy." This makes the co-worker uncomfortable and she reports the situation, even though the employee did not further pursue the matter.

In this scenario, a full investigation is probably unnecessary. Instead, a discussion with the two parties, and possibly their supervisor, will likely provide the SHO with the facts and resolve the situation. The SHO should document such efforts and any resolution reached in the Investigation Report.

Step 2. Recommend Immediate Action to the Agency, If Needed

Pending the conclusion of a sexual harassment investigation, the SHO may consult with the General Counsel to recommend immediate workplace changes necessary to prevent further harm and to ensure the investigation is free from disruption. The most common action that may be taken is to separate the alleged harasser from the complainant (or vis-versa). If immediate action is needed, such action will be initiated by the agency General Counsel and should be processed in accordance with the District Personnel Manual and any applicable Collective Bargaining Agreement.

Avoid Retaliation Claims! In many sexual harassment investigations, immediate action will need to be taken while the investigation is pending. However, such actions should not penalize the employee reporting the harassment or the alleged harasser. If the parties must be separated while the investigation is pending, reassigning the alleged harasser or placing him or her on administrative leave with pay is preferable to moving the reporting employee.

Separating the Alleged Harasser from the Complainant

The agency must assess whether the alleged harasser should be separated from the complainant's work environment. It may be appropriate to take such a step when there are allegations of:

- Serious misconduct, such as sexual touching, sexual assault, violence, threats, or extremely abusive verbal harassment;
- An ongoing pattern of harassment; or
- Misconduct where the complainant(s) or witnesses appear intimidated by the alleged harasser.

As previously noted, moving the complainant may be perceived as retaliatory. The best way to avoid claims of retaliation is to temporarily reassign the alleged harasser in a reasonably comparable placement, even if in a different agency after consulting with DCHR, or place them on a temporary telework schedule or administrative leave with pay. If these steps are taken, the alleged harasser should be informed that the arrangement is temporary, that no conclusions have been reached as to the sexual harassment allegations, and that the action being taken is in no way punitive.

Removing the Complainant from the Work Environment

Sometimes, the complainant of alleged sexual harassment will ask to be reassigned or given time off pending the investigation. If this occurs, find out and document exactly why the employee wants to be taken out of the work environment.

If the alleged victim is experiencing trauma or other health-related issues because of the alleged sexual harassment, the agency should take appropriate actions as required or permitted by law to assist the employee. If the alleged harasser has threatened the complainant, or co-workers are shunning the complainant, this is information that should be immediately brought to the attention of the agency General Counsel. Whatever the explanation, it is important to reiterate that retaliation by the alleged harasser or co-workers is not tolerated. Additionally, make the best arrangements to address the complainant's concerns. If the complainant is removed from the work environment, make sure that the employee can still be available to participate in the investigation.

NOTE: Expedite the investigation whenever one or more parties are reassigned or placed on administrative leave pending the investigation. Criminal Allegations

Whenever a report of sexual harassment or subsequent evidence reveals potential criminal conduct, such as sexual assault, physical violence, or threats to do bodily harm, **stop the investigation and consult agency General Counsel immediately**. The agency's General Counsel, in consultation with the Mayor's Office of Legal Counsel, will determine whether law enforcement should be contacted and what other immediate steps must be taken. Do not conduct additional interviews or resume your investigation until you have consulted your agency General Counsel or the MOLC and received their approval to proceed. Failure to comply with this instruction may impact the criminal investigation and/or case of law enforcement officials.

Step 3. Conflict of Interest Determination

Generally, the agency's Sexual Harassment Officer (SHO) will investigate reports of sexual harassment. Smaller agencies are authorized to enter into cooperative agreements with other agencies if their staffing level does not allow for the appointment of a dedicated SHO. In these cases, the SHO investigating the report may be an employee from another agency. In the event of a conflict of interest, or of a claim of bias that could reasonably be raised against the impartiality of the assigned SHO, the assigned SHO should immediately notify the agency General Counsel to assist with identifying another SHO to conduct the investigation.

If another SHO is assigned to conduct the investigation, the original SHO should notify the complainant in writing of this change. The written notification should identify the new SHO as the formal contact for the investigation and as the individual who is conducting the investigation on behalf of the agency. The written notification is also useful for communicating to involved parties that an investigation is underway.

Step 4. Plan the Investigation

Before investigating, the SHO must plan how the investigation will be carried out. To do this, DCHR recommends completing the attached Investigation Plan (See Attachments 3 and 4). To complete the plan, the SHO will need to rely on the complaint of the complainant or third-party witness reports of the potential harassment.

Meet with the Complainant

The SHO must meet with the individual reporting the sexual harassment allegation. The individual may be an alleged victim, third-party witness or an individual to whom the allegation was reported. It is important to clarify the exact allegation from the individual making the report to the SHO. If they are not a witness to the allegation, the SHO should also make efforts to clarify the allegation from the original source of the complaint, which might be the alleged victim. These preliminary meetings are only for understanding the actual allegation. More thorough interviews of these individuals should occur as the investigation progresses.

Understand the Complaint First

Before drafting the investigation plan, the SHO must have some understanding of the complaint and allegations. Initially, the SHO should verify the allegations with the individual originally reporting the situation, and then brainstorm and try to answer the following types of questions:

- Who complained? Are there multiple complainants?
- What is the alleged misconduct?
- Were there job-related promises or threats (quid pro quo), or is this a hostile workenvironment claim? Or were there both?
- Who is the alleged wrongdoer (their name, position)? Is there more than one harasser?
- How many incidents of harassment have been alleged?
- Where and when did the harassment take place?
- Have any potential witnesses been named?
- How did the harassment come to the attention of the SHO?

Finding the answers to the above questions will help the SHO decide who to interview, what documents and other evidence might be available, and what type of questions to ask witnesses.

TIP! Site visits are extremely helpful at placing investigations and evidence into context. Whenever the SHO determines that the environment may be relevant to the events, the SHO should make all reasonable efforts to visit relevant locations. For example, if the alleged harassment took place in an office, visit the office to see how it is laid out and where individuals sit relative to other employees.

Investigation Plan

After establishing the general nature of the complaint, and before contacting additional witnesses or gathering any documentary evidence, complete a draft investigation plan as thoroughly as possible. The draft plan can be used to communicate the scope of the investigation to necessary people. Keep in mind that the initial draft will be an incomplete plan and the SHO will further develop the plan as the investigation proceeds.

OVERVIEW

Each investigation plan should have an Overview section. Give the investigation a title, a description with key objectives, and the investigation scope.

BASIC INFORMATION

The Basic Information section provides the allegations. Describe what was alleged – who was harassed, by whom, when and how?

CHRONOLOGY

Supply a succinct chronology of alleged events leading to the investigation. This is not a chronology of the investigation; it is a chronology of the harassing behavior and how that behavior came to the attention of the SHO.

EVIDENCE

List any known direct and circumstantial evidence and potential witnesses. The list should be concise, but sufficiently descriptive to alert the reader as to the importance of the physical evidence or witnesses.

PLANNED INVESTIGATION ACTIVITY

This section lists events that will take place during the investigation. This can include meetings, document reviews, and formal witness interviews. This section also includes a listing of notifications made to individuals during the investigation, such as notifications to the General Counsel and to witnesses for purposes of scheduling interviews.

Notify the General Counsel

Immediately upon receiving a report of an allegation of sexual harassment, the SHO shall notify the agency's General Counsel of the allegation and share with the General Counsel all information related to the allegation, including but not limited to: name(s) of the alleged harasser, alleged victim and witnesses, nature and type of harassment, all relevant date(s) and location(s), and a description of the incident(s) to be investigated. The General Counsel is responsible for determining what information, if any, should be communicated with the agency's leadership and external authorities. The General Counsel should notify the Mayor's Office of Legal Counsel of the following within three days of receiving a report of sexual harassment: names of the alleged harasser(s), alleged victim(s) and witnesses; nature and type of harassment; all relevant date(s) and location(s); and a description of the incident(s) to be investigated.

Revising the Plan

The investigation plan will be fluid and must be updated as the investigation proceeds. When new evidence is discovered, or new witnesses come to light, that information should be added to the plan. Similarly, the plan should be updated with itinerary and notification changes.

Step 5. Interviews

Once an investigation plan is in place, the SHO will need to direct their focus to interviewing witnesses. Whenever possible, the SHO should have a second person, who is trained in investigations, with them during interviews. Additionally, the SHO should never interview more than one witness at a time – each witness should be interviewed separately.

The SHO should schedule and complete witness interviews as quickly as possible. Generally, the SHO should aim to complete all interviews within days of receipt of the initial complaint, or as soon as possible thereafter. This allows for the investigation to preceed efficiently and minimizes investigation-related discussion among witnesses in the workplace. DCHR recommends scheduling formal interviews in writing by sending separate email notifications to the complainant, alleged harasser, and potential witnesses, which outline their rights and what to expect. (See Attachment 6).

If interviewing a union employee, the SHO should refer to the agency's collective bargaining agreement and notify employees in writing that they have a right to union representation at the interview, if applicable. Some agencies require investigators to obtain written statements or affidavits after an interview. If it is feasible, DCHR highly encourages agencies to tape-record interviews with witnesses to ensure record accuracy.

TIP! The SHO should write down anticipated questions before interviewing a witness. This practice will give the interview direction and will ensure that all necessary topics and questions will be addressed.

Opening the Interview

The SHO will want to open every interview with similar remarks. Here is a roadmap that may be used for opening an interview with a witness:

- **Purpose.** The SHO may state that they are investigating a workplace complaint and that their role is to investigate the matter by gathering as much information as possible. If it is the complainant being interviewed, the SHO should advise the complainant that their complaint is being investigated. If it is the alleged harasser being interviewed, the SHO should notify the individual that they are the target of the investigation.
- **Process.** Explain that the investigation process involves interviewing multiple witnesses and reviewing any necessary documents. Witnesses must be made aware that the agency will take appropriate steps if it finds that misconduct occurred.
- **Confidentiality.** Explain that the interview will be treated as confidential as much as possible by the agency and that the agency hopes the witness will use discretion and limit their disclosure of anything discussed in the interview to maintain the integrity of the investigation process. Generally speaking, the SHO should not, however, require the witness to maintain confidentiality or to sign a confidentiality agreement. The SHO

should also not promise or guarantee a witness total confidentiality by the agency, as the investigation and subsequent actions will require the agency to disclose information about the complaint as necessary.

- **Retaliation.** Explain that retaliation for a witness' cooperation in the investigation is prohibited and that the witness should immediately notify an EEO counselor if any retaliation occurs due to the witness reporting sexual harassment or participating in the investigation process.
- **Rights and obligations.** Explain rights and obligations of witnesses, including but not limited to the obligation of government employees to cooperate in agency investigations of sexual harassment complaints. Additionally, if the complaint includes allegations of sexual assault or other possible crimes, the SHO must let the complainant know that they may also get help from the DC Victim Hotline, which provides free confidential, around-the-clock information and referrals for victims of all crime in the District of Columbia. (The DC Victim Hotline is available by phone at 844-443-5732 and online at https://dcvictim.org.)
- Questions or concerns. Ask the witness if they have any questions or concerns about the process.

Interviewing the Complainant(s)

Generally, the individual who is the alleged victim of sexual harassment should be the first person interviewed. The alleged victim should be interviewed within five days of acknowledging the initial complaint. The SHO should ask the individual to provide any and all potential evidence of offensive conduct such as emails, pictures, or other physical evidence. The alleged victim should be able to provide the clearest picture of the alleged misconduct and provide insight into other potential witnesses and evidence. In addition to being the first witness interviewed, this individual may need to be re-interviewed after documents are collected and statements are received from all other witnesses to clarify any inconsistencies in the evidence.

Harassment claims usually involve a pattern of multiple incidents that occur over a period of time. When interviewing the alleged victim, the SHO must ask precise questions and take clear notes. The best practice is to have the alleged victim list all incidents, then go through each incident in detail.

Sample Questions[2]

- What happened? How many incidents have there been?
- When did each incident take place (date as well as time, if possible)? How often?
- Where did they take place?
- Who was involved? What did that person say or do?
- How did you respond? Did you say anything to [the employee]? What did you say? Did you do anything?
- Who else was present? Could anyone else have witnessed the incident(s)?

- Where did you go immediately after the incident? Did you tell anyone what happened? Who?
- Prior to these incidents, what was your relationship like with [the employee]? Are you aware of similar incidents with other employees?
- Have you been affected by this? How?
- Are there any documents or other kinds of evidence relating to the incidents? Were there any email communications? Did you take notes or make journal entries? Were there any additional conversations with others about the incidents?
- When did you first report this and whom did you tell? What did you tell them? How did they respond?
- How would you like to see this problem resolved?
- Is there anyone else you think I should interview regarding these incidents?
- Is there anything else you think I should know while I am investigating this matter?

Open-Ended Questions. When interviewing the alleged victim, use open-ended questions. Ask: who, what, when, where, why and how. Try to keep closed-ended (yes/no) questions to a minimium. The goal is to get the witness to open up and tell you their story in their own words. [2] While these sample questions may be listed together, witnesses should always be asked one question at a time. Resist the urge to ask compound or long questions.

Victims who have trouble remembering important facts about the alleged sexual harassment may be experiencing trauma. In this case, usual interview questions may not be as helpful initially. Some experts suggest that such victims may benefit from the use of sensory-based interview questions (such as "do you remember what was playing on the radio in the car"; "what color was the room"; etc.) as these types of questions help place the victim back at the scene of the incident and may help jog their memory.

Interviewing Third-Party Witnesses

After conducting an initial interview of the complainant, it is usually most effective to interview any third-party witnesses to the alleged harassment. Third-party witnesses are all other witnesses, excluding the alleged harasser. Interviewing third-party witnesses after the complainant allows the investigator to confirm or discount allegations made by the complainant and assists in obtaining a complete account of the potential misconduct before asking the accused employee to respond. A third-party witness should be interviewed within five days after the interview with the complainant. If there are multiple third-party witnesses that must be interviewed, each subsequent witness should be interviewed as close in time to the first third-party witness as possible, to complete the investigation in a timely fashion.

When questioning third-party witnesses, **the goal is to gather as much information as possible without giving too much information away**. The interview should begin by stating, in general terms, why the SHO is interviewing the witness. The SHO should inform the witness that they are investigating a workplace incident, and that the witness might have information that will help determine what occurred. Then, the SHO will need to move into questions that will help determine whether the witness saw or has information regarding the alleged incident(s).

Sample Questions

- What is your typical workday or workweek like? Who is your supervisor? What time do you arrive? Leave? What are your typical responsibilities?
- Do you work with [the alleged victim] or the [accused employee]?
- How would you characterize their working relationship?
- Has [the alleged victim] ever spoken to you about [the accused]? Has the [accused employee] ever spoken to you about [the alleged victim]?
- Have you seen any interactions between [the alleged victim] and [the accused] that made you uncomfortable? Have you seen any interactions that appeared to be of a sexual or inappropriate nature? Describe those interactions. Have you heard [the accused] speak to or about [the alleged victim] in a sexual or inappropriate nature? Describe those conversations.
- [If the witness saw or heard anything that is the subject of the complaint, ask questions to find out what the witness saw/heard, where it occurred, and when.]
- Have you heard these issues discussed in the workplace? When, where and by whom?
- Have you ever had a problem working with [the alleged victim] or [the accused]? If so, what are those problems?
- Do you know of anyone else who might have information about these incidents or who might have experienced similar treatment from [the accused]?
- Are there any documents or other evidence you think I should review that relate to these incidents? Were there any email communications?
- Based on our conversation, is there anything else you think I need to know as I continue my investigation?

Interviewing the Alleged Harasser

As noted, the employee who allegedly engaged in the harassing behavior should usually be interviewed last. This interview will be uncomfortable for the employee and the SHO regardless of whether the accused employee engaged in the alleged conduct. To avoid the need for a follow-up interview, it is important to have as much information as possible before this interview.

When interviewing an employee suspected of misconduct, they might be defensive. When opening the interview, the SHO should make clear that the agency has a legal obligation to investigate the matter and has not yet made any determination or judgments regarding the allegations. The SHO should also make clear that the SHO's role is to be neutral and unbiased and to find out what happened. The accused employee's perspective is part of information gathering and is needed before any conclusions can be reached.

As stated previously, the accused employee may be allowed to have a union or other representative present during the interview, although this should not unduly delay the interview process and SHOs are not required to permit such representative to disrupt the interview or answer questions during the interview on the employee's behalf.

Is the alleged harasser's participation in the interview voluntary? A SHO may encounter an alleged harasser who wants to avoid being interviewed. Before interviewing the alleged harasser(s), consult agency General Counsel on whether the accused employee should be compelled to participate in the investigation. Unless the case involves allegations of criminal conduct, their participation will usually be mandatory. However, this decision should be made by agency General Counsel.

The SHO also needs to plan the sequence of questions for the accused employee. The first series of questions should be simple, non-controversial questions that the employee can easily and willingly answer. This will establish ease and rapport, which may help to minimize any defensive tension that might otherwise occur.

The SHO must advise the employee of the accusations made against him or her. After preliminary introductions and questioning, the SHO must advise the accused employee(s) of the accusations made against them. Although the SHO does not need to identify the person who made the sexual harassment complaint, the SHO must allow the accused a fair opportunity to respond and thus may have to disclose the identity of the alleged victim or complainant.

When interviewing the accused, the SHO should outline the totality of the accusation and ask the accused for their response. Then, the SHO should walk through each event that comprises the harassment complaint and obtain specific responses for each event. The SHO must provide the accused employee an opportunity to offer explanations, denials, defenses and potential witnesses and documentation for each event discussed.

Sample Questions

- What is your typical workday or work week like? What time do you arrive? Leave? What are your typical responsibilities? Where is your work station located?
- Do you supervise any employees? Who?
- How would you characterize your working relationship with direct reports? Coworkers?
- What is your relationship with [the alleged victim] like? How do you know him/her? How long?
- [Tell the accused employee what misconduct is alleged or suspected.] What is your response to these allegations?
- Did these things happen? What happened? When? Where?
- How did [the alleged victim] respond? Did [he or she] indicate that your statements or actions were offensive? What did he or she say?
- Did anyone witness these incidents?
- Have you discussed or reported these incidents to anyone? Who?
- Have you kept any notes or journals about these incidents?
- [If the accused denies the allegations entirely:] Could another person have misunderstood your actions or statements? Do you think the allegations are made up? Why?
- Have you ever used profane language in the workplace?

- Have you ever used sexually explicit or suggestive language in the workplace?
- Have you ever seen [the alleged victim] outside of work? Where? When?
- Have you ever had a social relationship with [the alleged victim]? A romantic relationship? Have you ever asked [the alleged victim] out on a date? What was the response?
- Have you ever been accused of workplace harassment? When? How was it resolved?
- Have you ever received training on sexual harassment in the workplace? When?
- Are you aware of the Mayor's policy concerning sexual harassment? What is your understanding of the Mayor's policy? How do you know about the policy?
- Are there others you can think of who might have information about these allegations?
- Do you know of any documents or other physical evidence I should be reviewing during the investigation? Were there any email communications?
- Is there anything else you think I need to know for purposes of this investigation?

Closing the Interview

After the SHO completes their interview questions, the SHO should review their notes of the interview and make sure all aspects of the allegation have been covered and responded to. The SHO should remind the interviewee about the District's anti-retaliation policies. Witnesses should also be asked to report any new information to the SHO immediately.

Alleged victims and alleged harassers must be advised of what to expect next. This includes informing them that they may be interviewed again if necessary.

Documenting the Interview

The investigator must document the interview after its conclusion. The investigator can complete documentation in one of two ways. If the interview is recorded (which is the best practice), the investigator can document the interview by creating a transcription of the audio. If the interview is not recorded, or transcription services are unavailable, the investigator can draft a "memo to file" summarizing what was asked, and what the witnesses said in the interview. (See Attachment 4: Sample Interview Summary).

Summaries are only useful if they are reliable. Therefore, it is vital that summaries be drafted immediately following the interview. If drafting the summary immediately is impractical, it must be drafted no more than 24 hours after the interview.

Interview documentation must include notes as to time and the length of any breaks or interruptions, who was present in the room, and copies of any handwritten notes. Handwritten notes must be signed and dated by the author.

Follow-Up Interviews

If credible and relevant information surfaces that implicates a previously interviewed witness, and that witness did not have an opportunity to provide comments or respond to that information, the SHO must conduct a follow-up interview.

If new accusations or defenses arise, the alleged victim and the alleged harasser(s) must have a fair opportunity to respond. Except when they are trivial, new developments of this nature require follow-up interviews of the necessary witnesses.

Step 6. Gather Documents and Physical Evidence

Throughout the interview process, the SHO may discover potential evidence. Evidence may include: emails, text messages, voice mail messages, letters, notes, journals, photographs, time and attendance records, building access records, video recordings, gifts, offensive objects, personnel records, policies, and other relevant items. The SHO must obtain evidence before, during and immediately following the interview process.

If a SHO requires assistance in obtaining evidence, he or she should consult agency General Counsel. If necessary, agency General Counsel may request e-mail, telephonic, and building access records from the Office of the Chief Technology Officer (OCTO) or Department of General Services (DGS). Moreover, agency General Counsel may be able to assist with securing other types of evidence, if needed.

Step 7. Evaluate the Evidence

Once the SHO has completed all interviews and obtained as much physical evidence as is available, the SHO must weigh the evidence and determine what happened based on the evidence. The SHO will need to evaluate the evidence by, for example, comparing and assessing statements made by witnesses (including assessing any information about witness credibility and reviewing witness statements for similarities and inconsistencies), reviewing the evidence for patterns and trends, and assessing the accuracy, completeness and reliability of documents and other physical evidence.

Standard of Proof. The SHO must decide what the facts are in any given investigation. A "fact" is an actual event or circumstance established by the evidence.

The standard applied is a "preponderance of the evidence." This means, that the evidence shows, more likely than not, that an alleged event or circumstance occurred. It is not enough that alleged conduct **could** have occurred. Instead, the SHO must determine that it is more likely than not that the alleged conduct **actually** occurred. Otherwise, the SHO must deem an allegation unsubstantiated.

Assemble the Evidence

Before beginning the evaluation of evidence, the SHO should assemble the evidence into a logical order and label each item for easy reference in an appropriately indexed investigative file. At this stage, almost every piece of evidence should have been documented. Therefore, the easiest assembly is to arrange each document in chronological order, labeling each piece of

evidence in sequence as Exhibit 1, 2, 3 and so forth. Since the investigation plan is updated to include all evidence as the investigation progresses, it should be an easy matter to simply number the evidence listed in the plan.

Be sure to use a common identification method for all documents. A good practice is to use the format of *"Document Title*, document type/author (Date)." A sample list of evidence might look like the following:

- 1. Karen Connor Appointment to Deputy Director, SF-50 (April 1, 2012)
- 2. Daniel Smith Appointment to Prog. Analyst, SF-50 (March 15, 2013)
- 3. 2013 Performance Evaluation, Daniel Smith (4 rating) (Dec. 1, 2013)
- 4. 2014 Performance Evaluation, Daniel Smith (5 rating) (Dec. 7, 2014)
- 5. *Party Tonight*?, email message from Karen Connor to Daniel Smith, and his reply (Oct. 1, 2017)
- 6. 2017 Performance Evaluation, Daniel Smith (2 rating) (Dec. 5, 2017)
- 7. *Interview of Daniel Smith*, transcription (Jan. 10, 2018)
- 8. Interview of Samuel Adams, transcription (Jan. 10, 2018)
- 9. Interview of Karen Connor, transcription (Jan. 11, 2018)
- 10. Interview of Jack Daniels, transcription (Jan 10, 2018)

Creditability

Sexual harassment investigations will invariably involve conflicting accounts of the same events. The SHO must consider each version of the facts and evaluate the credibility of competing evidence. When deciding the credibility of one version of events over another, the SHO should consider the factors below.

Creditability Considerations

- **Plausibility**. Which version of the facts makes the most sense? Does one version defy logic or common sense?
- **Direct Knowledge**. Did the witness see and hear the events they described, or does the witness rely on secondhand information? Secondhand information is typically less credible than firsthand knowledge.
- **Details**. How general or specific is the evidence? Specific details, particularly when supported by other evidence, are usually more credible than vague and unsubstantiated allegations.
- Corroboration. Are statements and other documents corroborated by other evidence?
- **Contradictions**. Are the witnesses' statements inherently consistent? If a witness' statements are inherently inconsistent, then their statements may be less credible.
- **Omissions**. Did any of the witnesses leave out details that they should have known/mentioned? If so, is the omission reasonable?

- **Prior Incidents**. Has the alleged victim made similar complaints in the past about others? Does the accused employee have a documented history of this type of misconduct?
- Motive. Do any of the witnesses have a motive to lie or exaggerate about the incident(s)? Do any of the witnesses have loyalty to or hold a grudge against any of the parties?
- **Credibility**. Do any of the witnesses have a history within the workplace that affects their credibility?

Authenticity of Evidence

Issues of authenticity pertain to when a particular piece of evidence is not what it appears to be. Information that a piece of evidence was forged or altered would raise an issue as to its authenticity. Evidence collected from records, databases or other reliable sources such as official agency files can be presumed authentic unless there is a specific reason to believe otherwise. Key pieces of evidence should be authenticated by witness testimony if possible. For example, if an employee sends a note, ask that employee if they did indeed send the note and have them identify the note on the record. If issues of authenticity arise, they must be resolved.

Tell the Story with the Facts

After assembling and assessing all the evidence, the SHO is ready to determine and list each relevant fact in the case. For this purpose, a statement is "factual" if it describes an event or a thing in a manner that does not require substantial interpretation or characterization. Best practice is to list each individual fact that is needed to explain to someone who has no knowledge of the case, who the parties are, what happened, and why it matters. List the facts in a sequence that makes sense (e.g., chronologically) and in a manner that tells a compelling story of events. For each fact listed, the SHO must cite all evidentiary support for that fact.

At this phase, the SHO is not stating conclusions or opinions. However, if a witness disputes a fact, the SHO must weigh the competing evidence and decide which version is most credible and more likely than not to be true. For disputed facts, the SHO will list the disputed fact, citing all the evidentiary support. The SHO must also note that the fact was in dispute, how it was in dispute, and how the SHO resolved the factual dispute, if possible. For each statement explaining the resolution of a disputed fact, the SHO must cite evidentiary support.

As noted, for each fact listed, the SHO must cite to the pieces of evidence that establish that fact. Factual listings should be as concise as possible. Undisputed facts should be no more than one sentence. Disputed facts should be no more than three sentences.

Step 8. Document the Investigation

Having fully investigated the matter, evaluated the evidence and listed the facts pertaining to the allegation(s), the SHO must reduce the totality of the investigation into a written investigation report. The SHO is expected to issue an investigation report to the agency Head, or his or her designee, within 60 days after a claim is reported to the agency. It is recommended that each

investigation report contain the elements listed below. A sample investigation report is attached for guidance.

Report Elements

- **Executive Summary.** The executive summary provides a concise summary of the entire report. It should state why an investigation was conducted, and list the high-level facts revealed by the evidence.
- Scope of the Investigation. This section outlines what the allegation was, how it came to the SHO, and the steps the SHO took to investigate the case. The steps taken should be a chronology of events within the investigation, including the date, time, and actions taken to further the investigation. List all of the witnesses interviewed, and the date and location of each interview in the chronology of events.
- **Documentary and Physical Evidence.** This section lists all of the documents and other physical evidence collected in support of the investigation.
- Allegations and List of Facts. This section lists the original allegations and the facts, as revealed from the evidence, relevant to each allegation.

Step 9. Next Steps After Reporting Outcome of Investigation

The SHO must share the investigation report with the agency head, or his or her designee, in order for the agency to issue its Notice of Findings and Conclusions. The SHO shall not provide the investigation report to the parties or witnesses involved in the investigation (nor to any other unauthorized party), as the investigation report is deliberative, may require additional work (as determined by the agency Head or designee), and does not constitute the agency's official findings regarding the matter investigated. If the SHO is unable to complete the investigation report within the 60-day period, the SHO must immediately notify the agency General Counsel.

Following review of the investigation report and determination of next steps, the agency head, or designee, shall authorize additional investigation if necessary or issue the Agency's Notice of Findings and Conclusions. The Agency's Notice of Findings and Conclusions shall be provided to the Mayor's Office of Legal Counsel (MOLC), the complainant, and the alleged harasser.

Based on the agency's findings and conclusions, the agency head or designee may need to take additional steps with the assistance of the agency General Counsel and the internal HR department. At minimum, an agency should ensure that its employees are trained, and if needed re-trained, on the agency's and District's sexual harassment or other policies. If an agency's policy is vague or contains gaps that may lead to confusion around appropriate employee conduct or work-related expectations, the agency should update its policies accordingly.

When the agency concludes that misconduct has occurred, agency General Counsel should ensure that prompt administrative action is taken by the agency. Please note that an employee who is found to have engaged in inappropriate conduct who is not terminated must attend mandatory sexual harassment training within sixty (60) days of his or her receiving notice of the finding. This training must be in addition to any disciplinary actions and must occur even if the employee has already received sexual harassment training. In addition to imposing discipline on the employee found to have engaged in misconduct, the agency may also have an obligation to report credible violations of the District's Code of Conduct to the Board of Ethics and Government Accountability (BEGA). Such violations of the Code of Conduct may arise where the employee has engaged in ethical violations such as giving gifts to employees for sexual favors, bribing witnesses or potential reporters of sexual harassment, or using government resources to carry out the harassing behavior.

WIOA Working Groups Launch PY23

October 12, 2022



Meeting Agenda

- I. Team Introductions
- II. Review of Working Group Goals Against State Plan
- III. Overall Goals for PY23 Working Groups
- IV. Overview of PY23 Working Group Goals
- V. Quarterly All Working Group Meeting Schedule
- VI. Q&A







Working Group Goals

System Integration

• Enhance System Alignment: District workforce development, education and social services providers will <u>collaborate to deliver coordinated and effective services</u>.

Training and Skills Development

 Improve Community Access to Workforce and Education Services: All District residents including people with disabilities, individuals with multiple barriers to employment and those who are underemployed—will have improved access to jobs, education, training, career information and support services necessary to advance in their career pathway.

Business Services

 Expand the Talent Pool for Businesses: The District's business community, particularly those in critical sectors, will be able to <u>access a broader pool of District talent with the</u> <u>skills necessary to meet businesses' needs, and workers will be able to advance in a</u> <u>career pathway at businesses that hire them.</u>



Working Group Goals

Data and Performance

• Increase Performance and Accountability: The DCWIC will <u>establish</u>, <u>measure</u> <u>and regularly report progress in meeting realistic quantitative and qualitative</u> <u>performance goals for the District's workforce and education system</u>.

Youth

 Improve Youth Services: Youth will have increased access to a coordinated education and workforce system that <u>provides the services and support</u> <u>needed to prepare them for postsecondary educational success, employment</u> <u>and long-term career advancement.</u>



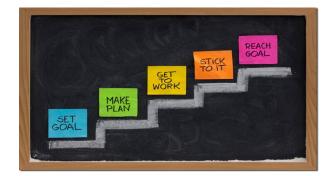


FY22 Accomplishments

- Completed staff development training for front-line staff
- Created a mechanism for residents to book appointments with AJC partners (Bookings)
- Added Direct Linkage to increase virtual services
- Co-enrolled residents (NCBA/DHS) to address technology needs
- Completed career pathway maps for each of our high-demand industries
- Increased the number of apprenticeships
- Hosted employer resource events
- Incorporated foundational employability skills in job readiness efforts
- Enhanced Data Vault platform
 - CCDC use as coaching tool, DHA uses to track customers, Expanded Community Catalog, Agency commitments to data sharing and integration
- Created an inventory of youth-focused programs and services to establish a calendar of events so agency partners and organizations can engage youth

PY23 Working Group Activities

- Review the goals outlined in the State Plan and the activities planned for PY23 including the role your agency plays in accomplishing the goals.
- Identify cross-working group goals and activities.
- Develop monthly reporting and tracking activities that align with the goals for the year.
- Present quarterly reports at All Working Groups meeting that show collective accomplishments against goals.
- Discuss continuous improvement efforts.







PY23 Working Group Goals – System Integration

- Increase awareness of the service and programs available to residents through the American Job Centers.
- Ensure that residents are connected to the services they need to support their career and education goals.
- Identify opportunities to braid program funding and co-enroll residents in programs that maximize their career and education goals.
- Connect the Workforce Development community in order to solve challenges residents face in seeking services that remove barriers to employment and education.





PY23 Working Group Goals – Business Engagement

- Define a business vs. an employer within the District.
- Create meaningful engagement amongst District partners and businesses.
- Create a strong and healthy business engagement model in the District to service businesses in the DMV for increased upward mobility for job seekers.
- Build the capacity of the business engagement teams that align throughout the District, with a regional focus to model the one door access approach.





PY23 Working Group Goals – Training and Skills Development

- Standardized the districts definition for quality training metrics to ensure proper alignment with the business community.
- Refine sector strategies and career pathways to support high growth and emerging industries to identity and address skills gaps.
- Build capacity of the vendors through technical assistance to align culturally and operationally by implementing transformative relationship with employers and improve the training landscape.





PY23 Working Group Goals – Data and Performance

- Expand Data Vault Community Catalog to address gaps in services
- Implement Data Sharing agreements allowing for better tracking of resident referrals
- Improve system customer performance analysis and reporting through developing common performance measures and creating a common data dictionary
- Create common data that tells the story about the District's demand and supply.





PY23 Working Group Goals - Youth

- Develop an inventory of events and activities for youth and share publicly with the group and on the WIC's website
- Identify training curriculum that include employability skills to better prepare youth for the workplace
- Include the benefits of businesses hiring youth in business-facing forums and presentations
- Build solicitation requirements that include foundational employability skills training as part of job readiness
- Organize or support an all-youth hiring event





All Working Groups Quarterly Meeting Schedule

- ➤ January 19, 2023 2:00 3:00 p.m.
- ➢ April 20, 2023 − 2:00 − 3:00 p.m.
- ➤ June 20, 2023 2:00 3:00 p.m.







Questions?





WORKFORCE INVESTMENT COUNCIL

FY 2022 PERFORMANCE AND ACCOUNTABILITY REPORT

FEBRUARY 8, 2023



CONTENTS

Co	ntents	2
1	Workforce Investment Council	3
2	2022 Objectives	4
3	2022 Operations	5
4	2022 Strategic Initiatives	6
5	2022 Key Performance Indicators and Workload Measures	9

1 WORKFORCE INVESTMENT COUNCIL

Mission: The District of Columbia Workforce Investment Council will lead with a sense of urgency to help create a fully integrated, comprehensive workforce development system that effectively meets jobseeker and business needs; while ensuring accountability, high performance, coordination, transparency, and effective leadership at all levels.

2 2022 OBJECTIVES

Strategic Objective	Number of Measures	Number of Operations
Business Engagement: Increase business engagement to help align workforce training programs with employer needs	1	1
Policy Guidance: To ensure the workforce development system is informed about the provisions in the Workforce Innovation and Opportunity Act (WIOA) through policy and guidance to aid in the District's WIOA implementation.	1	2
Occupational Skills Training: To provide WIOA customers focused employment and training opportunities for adults and dislocated workers through Individualized Training Accounts (ITA) within the District's high-demand occupations through the Eligible Training Provider program.	0	3
Career Pathways: Increasing the knowledge of career pathways in the context of sectoral partnerships informed by business to assist with mapping career pathways in the District	1	2
Create and maintain a highly efficient, transparent, and responsive District government.	10	0

3 2022 OPERATIONS

Operation Title Operation Description Type of Operation	ı
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Business Engagement: Increase business engagement to help align workforce training programs with employer needs

Labor Market Awareness	Increase the use of labor market information and	Daily Service
	anecdotal information to shape training programs	
	that train in the skills employers need	

Policy Guidance: To ensure the workforce development system is informed about the provisions in the Workforce Innovation and Opportunity Act (WIOA) through policy and guidance to aid in the District's WIOA implementation.

Provide technical assistance	Provide technical assistance to impact greater awareness and knowledge of workforce partners by facilitating technical assistance webinars, in-person meetings and teleconferences.	Daily Service
Policy Development	Provide high level policy development through the dissemination of a WIC WIOA Policy Manual, WIC Unified State Plan Modification; the issuance of important implementation information and updates through Workforce Implementation Guidance Letters (WIGLS), and by facilitating technical assistance webinars and teleconferences. Partner agencies to establish corresponding Standard Operating Procedures that follow the policies and guidance put in place by the WIC.	Daily Service

Occupational Skills Training: To provide WIOA customers focused employment and training opportunities for adults and dislocated workers through Individualized Training Accounts (ITA) within the District's high-demand occupations through the Eligible Training Provider program.

	· · · · · · · · · · · · · · · · · · ·	
Technical Assistance	Provide technical assistance for continuous improvement of performance	Daily Service
Conduct outreach to bring awareness.	Conduct outreach to bring awareness.	Daily Service
Workforce Training Providers	Review, monitor and research industry standards, curriculum, and past performance of prospective eligible training providers	Daily Service

Career Pathways: Increasing the knowledge of career pathways in the context of sectoral partnerships informed by business to assist with mapping career pathways in the District

Career Pathways	Offer high-quality professional development training to education and workforce providers under a career pathways framework.	Daily Service
Research and Analysis	Conduct in-depth research on DC landscape to identify where gaps may exist in education, training, and support services.	Key Project

4 2022 STRATEGIC INITIATIVES

In FY 2022, Workforce Investment Council had 6 Strategic Initiatives and completed 83.33%.

Title	Description	Completion to Date	Update	Explanation for Incomplete Initiative
Information Technology Enhance- ment	In FY22, WIC will establish and launch, in collaboration with the University of the District of Columbia (including the UDC-Community College and the Division of Workforce Development and Lifelong Learning), the University of the District of Columbia Foundation, Inc., and direct care worker training grantees, the Information Technology Investment Program. The program will fund and expand IT training opportunities for District residents. The WIC will also establish an Information Technology Occupation Advisory Board. The goal is to serve 200 District residents through these programs.	Complete	WIC successfully established and launched the Information Technology Investment Program. In additional to the joint program with UDC. WIC launched a training grant program. The RFA for the Informational Technology Occupational Training grant was released in March 2022 and grants were awarded late June. WIC awarded 6 grants to support worker occupational training. In September 2022, WIC established an IT Occupation Advisory Board.	
Nurse Education Enhance- ment	In FY22, WIC will establish and launch in collaboration with the University of the District of Columbia (including the UDC-Community College and the Division of Workforce Development and Lifelong Learning), the University of the District of Columbia Foundation, Inc., and direct care worker training grantees, the DC Nurse Education Enhancement Program. This is a new program that will train District residents to obtain an occupational credential and employment in nursing care occupations. The goal is to serve approximately 200 District residents through these programs.	Complete	WIC successfully established and launched the DC Nurse Education Enhancement Program. A MOU with UDC was signed and UDC launched a training program. WIC launched a direct care training grant program. The Healthcare Workforce Direct Care Occupational Training Request for Applications was released in March 2022 and grants were awarded late June. WIC awarded 5 grants to support direct care worker occupational training.	

Career Coaches DC	In FY22, WIC will establish and launch a grant to support the hiring of 50 Career Coaches. These Career coaches will support residents seeking to connect to career advising, education, training, and employment opportunities in high-demand occupations in the District. Career coaches will conduct assessments and connect job seekers with other supportive services already available to District residents, including but not limited to resources for mental health support, housing, transportation, and childcare. The goal is to serve 5,000 residents that have been impacted by the COVID-19 pandemic, targeting those who are unemployed, underemployed, low-income earners, and those who have not yet completed a Bachelor's degree.	Complete	Grant awarded in April 2022.
Workforce System Data Mod- ernization	In FY22, WIC will take over the contract for the workforce system referral tool, Data Vault, and work with the provider to implement system enhancements. The WIC will expand training and support increased usage of Data Vault to refer, track, and support residents seeking jobseeker and supportive services from multiple American Job Center partners. The goal is to increase the total number of customers input into the system.	Complete	In FY22, the WIC took over the contract for the workforce system referral and reporting tool, Data Vault and implemented enhancements. Established the Participant Portal for Individuals seeking programs, services, and resources to assist during the job search process. Updated the Data Vault Community . The WIC worked with agency partners serving in the American Job Centers, to ensure that customers were being adequately referred to services. AJC Partners receive a weekly referral report of all customers seeking their services. On a monthly basis, Partners meet with the WIC and One Stop Operator team to review trends and identify gaps in services where we might reach out to local CBOs for support including adding their services to the Community Catalog within Data Vault.

Employer Partnership Grants	In FY22, WIC will launch an employer partnership training grant program that will fund partnerships between employers, educational institutions, and training providers to help residents earn skills and credentials and in high-demand occupations and industries. The goal is to serve 750 DC residents through these programs.	Complete	Grant awarded June 2022.	
Racial Equity	In FY22, WIC will provide 2x year racial justice and equity professional development training to staff and the WIC Board. Additionally, through training provided by the One Stop Operator, WIC will support delivery of racial justice and equity training to frontline staff of partner agencies that provide services through the American Job Center.	50-74%	WIC had to adjust its staff training schedule. Training was moved to FY23 Q1 and Q2.	Staff training schedule was adjusted.

5 2022 KEY PERFORMANCE INDICATORS AND WORKLOAD MEASURES

Hearine	ovectional	et 2020	J 202	1 2027 Tare	2202 O	12020a	×2022,05	~ 202 QA	2022	Mas 2021 KAI Ne?
Business Engagement: Increase busi		× nent to help	× align workforc	× e training proş	× grams with em	× ployer needs	×	×	×	
Number of business leaders actively engaged	Up is Better	457	403	100	209	155	121	222	707	Met
Policy Guidance: To ensure the wor the District's WIOA implementation		opment syst	em is informed	about the pro	visions in the	Workforce Inn	ovation and O	pportunity Ac	t (WIOA) thr	ough policy and guidance to a
Number of workforce system partners participating in technical	Up is Better	372	1376	250	890	466	351	23	1730	Met
assistance activities per quarter										
assistance activities per quarter Career Pathways: Increasing the kno	owledge of ca	reer pathwa	iys in the conte	xt of sectoral	partnerships ii	nformed by bus	siness to assist	t with mappin	g career path	ways in the District

Key Performance Indicators

Workload Measures

r ^{Ne3tule}	\$ ^{1,2020}	<1 ²⁰²	~1202 Q	E POR	~1202 G3	51 2022 QA	54-2022	
Labor Market Awareness								
Number of business engagement activities	69	Not Available	50	76	32	32	190	
Provide technical assistance								
Number of technical assistance activities	64	Not Available	59	69	133	35	296	
Workforce Training Providers								
Number of eligible training providers	16	Not Available	17	20	20	20	20	

Workforce Investment Council FY2023

Agency Workforce Investment Council

Agency Code UP0

Fiscal Year 2023

Mission

The District of Columbia Workforce Investment Council will lead with a sense of urgency to help create a fully integrated, comprehensive workforce development system that effectively meets jobseeker and business needs; while ensuring accountability, high performance, coordination, transparency, and effective leadership at all levels.

Strategic Objectives

Objective Number	Strategic Objective
1	Business Engagement: Increase business engagement to help align workforce training programs with employer needs
2	Policy Guidance: To ensure the workforce development system is informed about the provisions in the Workforce Innovation and Opportunity Act (WIOA) through policy and guidance to aid in the District's WIOA implementation.
3	Occupational Skills Training: To provide WIOA customers focused employment and training opportunities for adults and dislocated workers through Individualized Training Accounts (ITA) within the District's high-demand occupations through the Eligible Training Provider program.
4	Career Pathways: Increasing the knowledge of career pathways in the context of sectoral partnerships informed by business to assist with mapping career pathways in the District
5	Create and maintain a highly efficient, transparent, and responsive District government.

Key Performance Indicators (KPIs)

Measure	Directionality	FY 2020 Actual	FY 2021 Actual	FY 2022 Target	FY2022 Actual	FY 2023 Target
1 - Business Engagement: Increase busine needs (1 Measure)	ess engagement to	o help align	workforce	training pr	ograms with	employer
Number of business leaders actively engaged	Up is Better	457	403	100	707	100
2 - Policy Guidance: To ensure the workfo Workforce Innovation and Opportunity A implementation. (1 Measure)						
Number of workforce system partners participating in technical assistance activities	Up is Better	372	1376	250	1730	250
4 - Career Pathways: Increasing the know by business to assist with mapping caree				of sectoral	partnerships	informed
Number of workforce providers who participate in sectoral partnerships meetings to enhance communication on demand	Up is Better	124	206	25	957	25

Operations

Operations Title	Operations Description	Type of Operations
1 - Business Er needs (1 Activ	ngagement: Increase business engagement to help align workforce training programs rity)	with employer
Labor Market Awareness	Increase the use of labor market information and anecdotal information to shape training programs that train in the skills employers need	Daily Service

Operations Title	Operations Description	Type of Operations
Workforce In	dance: To ensure the workforce development system is informed about the provisions i novation and Opportunity Act (WIOA) through policy and guidance to aid in the District on. (2 Activity records)	
Provide technical assistance	Provide technical assistance to impact greater awareness and knowledge of workforce partners by facilitating technical assistance webinars, in-person meetings and teleconferences.	Daily Service
Policy Development	Provide high level policy development through the dissemination of a WIC WIOA Policy Manual, WIC Unified State Plan Modification; the issuance of important implementation information and updates through Workforce Implementation Guidance Letters (WIGLS), and by facilitating technical assistance webinars and teleconferences. Partner agencies to establish corresponding Standard Operating Procedures that follow the policies and guidance put in place by the WIC.	Daily Service
adults and dis	nal Skills Training: To provide WIOA customers focused employment and training oppo slocated workers through Individualized Training Accounts (ITA) within the District's high hrough the Eligible Training Provider program. (3 Activity records)	rtunities for Jh-demand
Technical Assistance	Provide technical assistance for continuous improvement of performance	Daily Service
Conduct outreach to bring awareness.	Conduct outreach to bring awareness.	Daily Service
Workforce Training Providers	Review, monitor and research industry standards, curriculum, and past performance of prospective eligible training providers	Daily Service
	hways: Increasing the knowledge of career pathways in the context of sectoral partner o assist with mapping career pathways in the District(2 Activity records)	ships informed
Career Pathways	Offer high-quality professional development training to education and workforce providers under a career pathways framework.	Daily Service
Research and Analysis	Conduct in-depth research on DC landscape to identify where gaps may exist in education, training, and support services.	Key Project

Workload Measures (WMs)

Measure	FY 2020 Actual	FY 2021 Actual	FY2022 Actual
1 - Labor Market Awareness (1 Measure)		
Number of business engagement activities	69	127	190
2 - Provide technical assistance (1 Meas	sure)		
Number of technical assistance activities	64	394	296
3 - Workforce Training Providers (1 Mea	asure)		
Number of eligible training providers	16	17	20

Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date

Career Pathways (3 Strategic Initiative records)

Strategic Initiative Title	Strategic Initiative Description	Proposed Completion Date
Nurse Education Enhancement	The Workforce Investment Council (WIC) will work in collaboration with the University of the District of Columbia (including the UDC-Community College and the Division of Workforce Development and Lifelong Learning), the University of the District of Columbia Foundation, Inc., and direct care worker training grantees, the DC Nurse Education Enhancement Program. This program will train District residents to obtain an occupational credential and employment in nursing care occupations. The goal is to serve approximately 200 District residents through these programs.	09-30-2024
Information Technology Enhancement	WIC will work in collaboration with the University of the District of Columbia (including the UDC-Community College and the Division of Workforce Development and Lifelong Learning), the University of the District of Columbia Foundation, Inc., and training grantees to implement the Information Technology Investment Program. The program will fund and expand IT training opportunities for District residents. The WIC will continue to support an Information Technology Occupation Advisory Board. The goal is to serve 600 District residents through these programs.	09-30-2024
Career Coaches DC	Career Coach DC WIC will award one grant of \$3.4 million to a partner that will help hire and train career coaches that will provide assessment, coaching, and assistance to DC residents seeking connection with education, training, or employment, and advancement in their careers.	09-30-2023
Labor Marke	et Awareness (1 Strategic Initiative)	
Employer Partnership Grants	WIC will continue the employer partnership training grant program that will fund partnerships between employers, educational institutions, and training providers to help residents earn skills and credentials and in high-demand occupations and industries. The goal is to serve 750 DC residents through these programs.	09-30-2024

WORKFORCE DEVELOPMENT COMMUNITY ROUNDTABLE

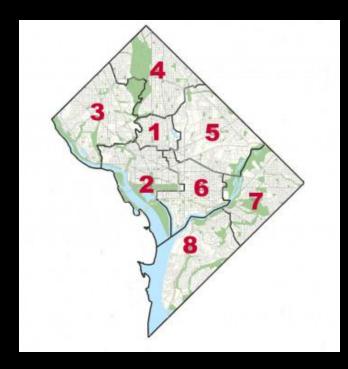
Agenda

- Purpose & Goals
- Review District Wide Data
- Review Ward Data
- Q&A
- Discussion

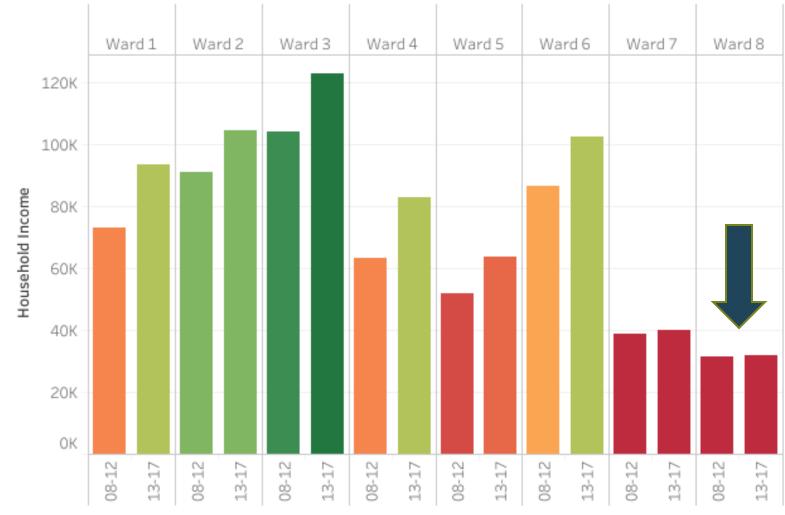
Purpose & Goals

- Validate
- Bring realities to paper
- Diving but not super deep
 Click to add text
- How does this information help you
- Are we asking the right questions of the supply to get the data that we need Goals
- Review District Wide Data and compare to ward specific data
- Develop new insights about the District's population , their challenges, and needs.
- Develop the "so-what"

DISTRICT WIDE DATA



INCOME & COST OF LIVING



Median Household Income by Ward

Notes and Sources: Data are from the 2008-2012 and 2013-2017 U.S. Census Bureau 5-Year Estimates. Data are based on a sample and are subject to sampling variability.

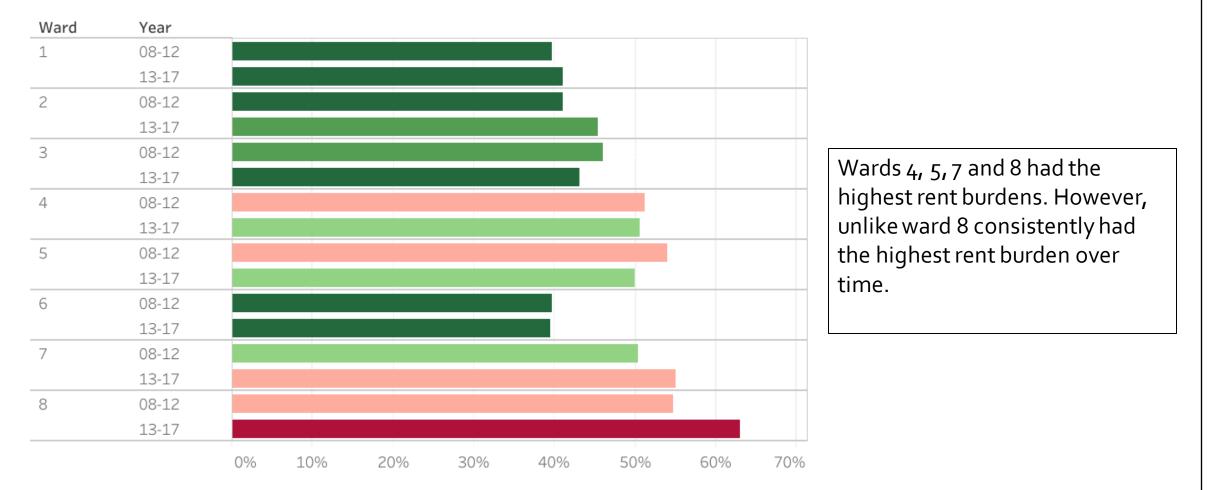
The median household income has consistently been lower for Wards 5, 7, and 8.

However, Ward 8 has seen the least growth in median household income over time. The Bureau of Economic Analysis estimated **the average annual personal consumption expenditure in the District of Columbia at \$65,169** in 2020. Here's how that breaks down:

Category	Average Annual Per- Capita Cost in Washington, D.C.	
Housing and Utilities	\$11,355	The average cost of living in the District is estimated at \$65, 169, while the median annual
Health Care	\$10,295	household income for ward 8
Food and Beverages (non- restaurant)	\$5,696	residents is below 4ok.
Gas and Energy Goods	\$803	
All Other Personal Expenditures	\$37,021	

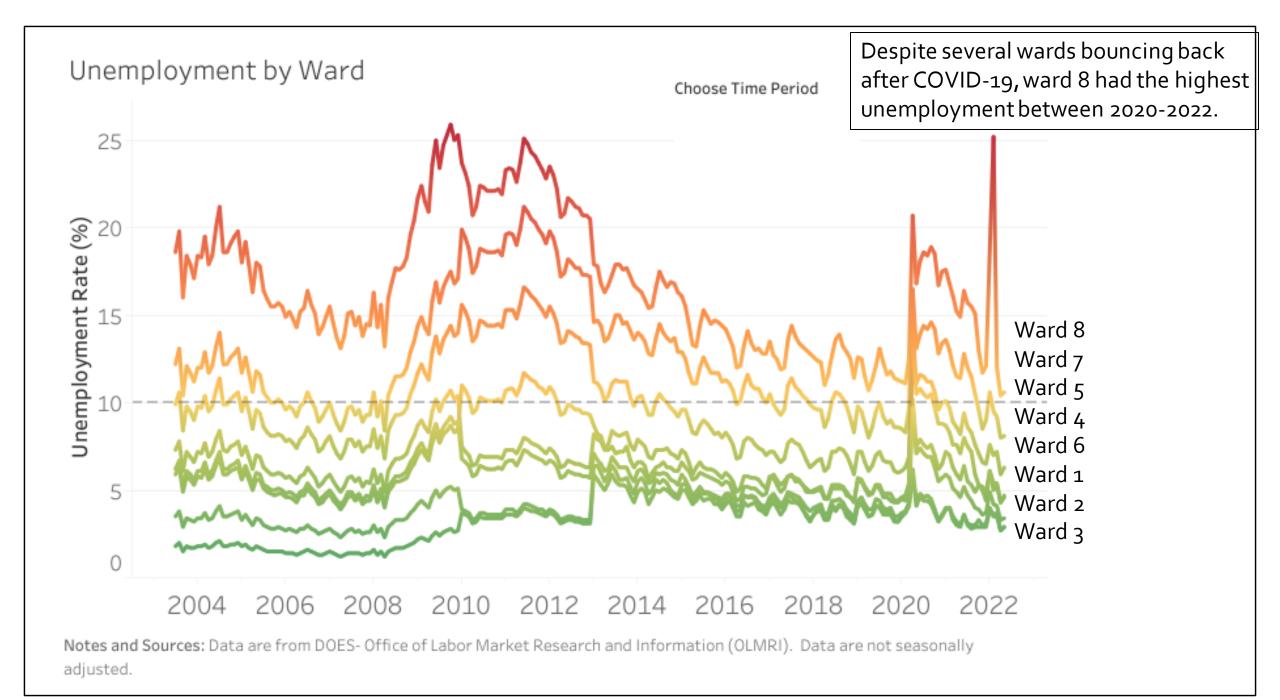
Rent Burden by Ward

Percentage of households with gross rent 30% or more of HH income

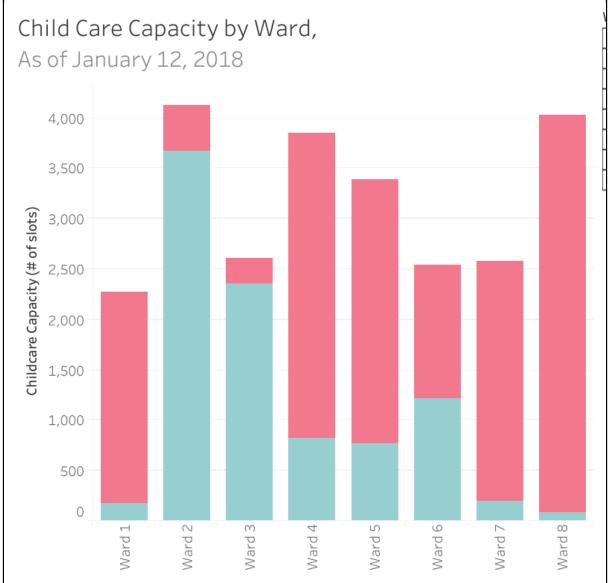


Notes and Sources: Data are from 2008 - 2012 and 2013 - 2017 U.S. Census Bureau 5-Year Estimates. Excludes housing units with a mortgage. Data are based on sample and are subject to sampling variability.

UNEMPLOYMENT



CHILDCARE GAP



Notes and Sources: Data are from OSSE. Slots filled with children who receive subsidy represents the number of slots filled with children who receive the child care subsidy. This number flucuates based on changes in enrollment and more than one child can occupy a slot in a given year.

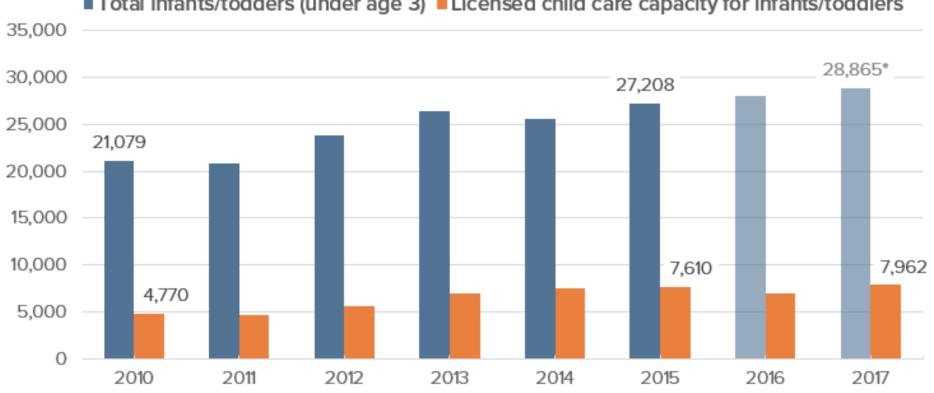
Slots filled with children who received subsidy?





One way to look at the child care gap: The number of infants and toddlers under age 3 living in D.C. vs. licensed child care capacity for those ages

From 2010 to 2015, the number of children in D.C. under age 3 increased by over 5,500; during that time, the number of licensed child care slots increased by over 2,800.



D.C. POLICY CENTER

Total infants/todders (under age 3) Licensed child care capacity for infants/toddlers

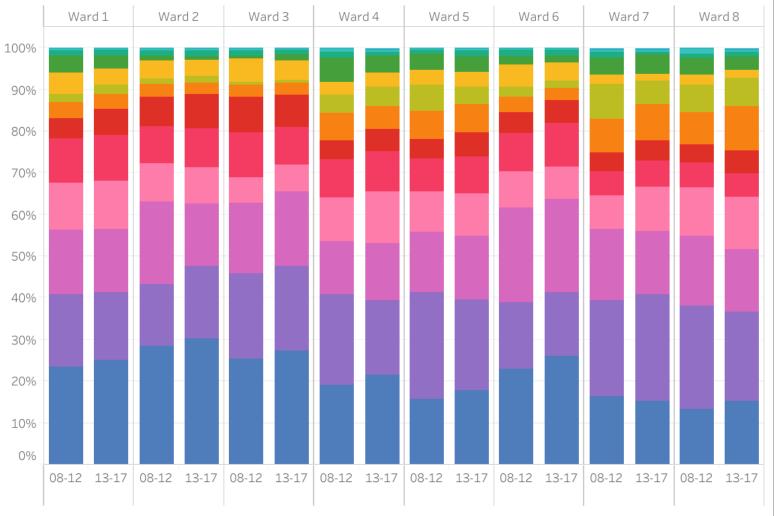
* Number of children in 2016 and 2017 projected based on 3% growth per year. Source: D.C. Office of Planning; D.C. Office of the State Superintendent of Education

INDUSTRIES, JOB OPENINGS & ACCESS

- Blue: Professional, scientific, and managemer* and administrative and waste management services
- **Purple:** Educational services, and health care and social assistance
- Deep Pink: Public Administration
- **Soft Pink:** Arts, entertainment, and recreatior and accommodation and food services
- **Soft Red:** Other services, except public administration
- **Rich Red:** Finance and insurance, and real estate, and rental and leasing
- Orange: Retail trade
- Bright Green: Transportation and warehousing and utilities
- Yellow: Media/Communications and Information Services
- Deep Green: Construction
- Medium Green: Manufacturing
- **Bright Blue:** Agriculture, forestry, fishing, and hunting and mining

Industry of Employment by Ward

% Employed

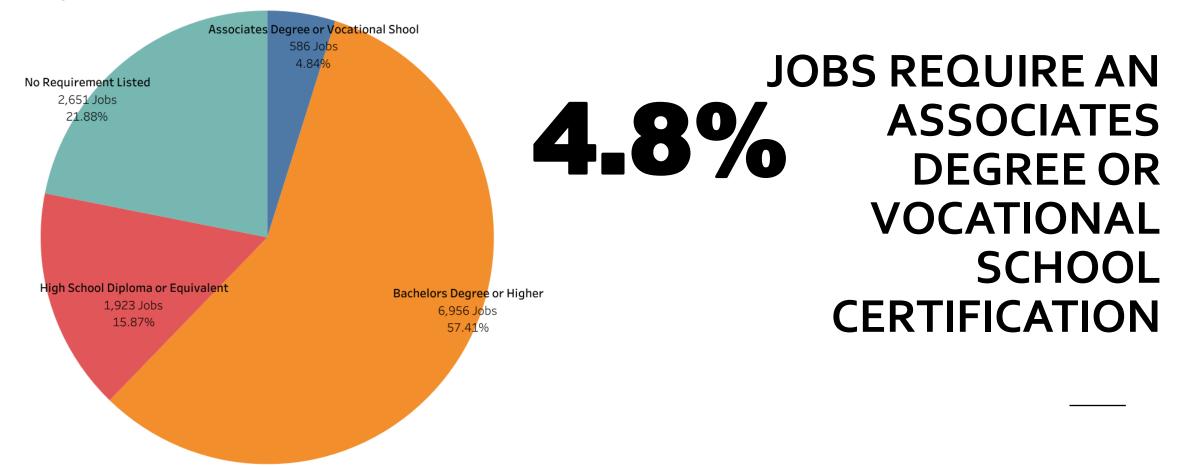


Notes and Sources: Data are from the 2008-2012 and 2013-2017 American Community 5-Year Estimates. Includes the civilian employed population 16 years and older. Data are based on a sample and are subject to sampling variability.

- Blue: Professional, scientific, and management, and administrative and waste management services
 - Purple: Educational services, and health care and social assistance
 - Deep Pink: Public Administration
 - Soft Pink: Arts, entertainment, and recreation, and accommodation and food services
 - Soft Red: Other services, except public administration
 - Rich Red: Finance and insurance, and real estate, and rental and leasing
 - Orange: Retail trade
 - Bright Green: Transportation and warehousing and utilities
 - Yellow: Media/Communications and Information Services
 - Deep Green: Construction
 - Medium Green: Manufacturing
 - Bright Blue: Agriculture, forestry, fishing, and hunting and mining

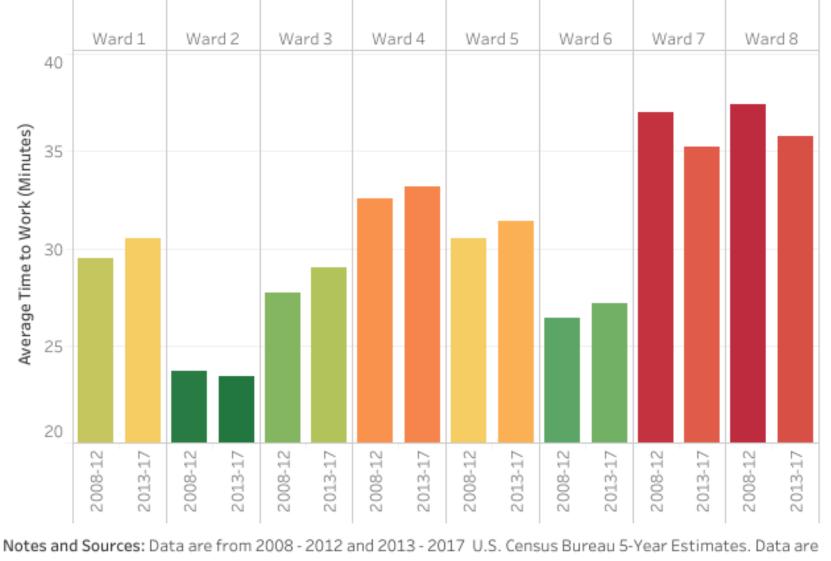
08-12 13-17 08-12 13-17 08-12 13-17 08-12 13-17 08-12 13-17 08-12 13-17 08-12 13-17 08-12 13-17 08-12 13-17

Number of Jobs Openings in DC by Education Requirement February 2022



Notes and Sources: Data are from DC Networks. Advertised jobs are spidered daily in real-time. Real-time advertised jobs are collected from employer corporate sites, hospitals, non-profits, local and federal government agencies, schools and universities, recruiter sites, newspapers, volunteer sites, and other public, private, and stat boards. Jobs that do not have an education requirement listed often do have minimum education requirements but are not formally listed in the online job description properly collected by the software algorithm.





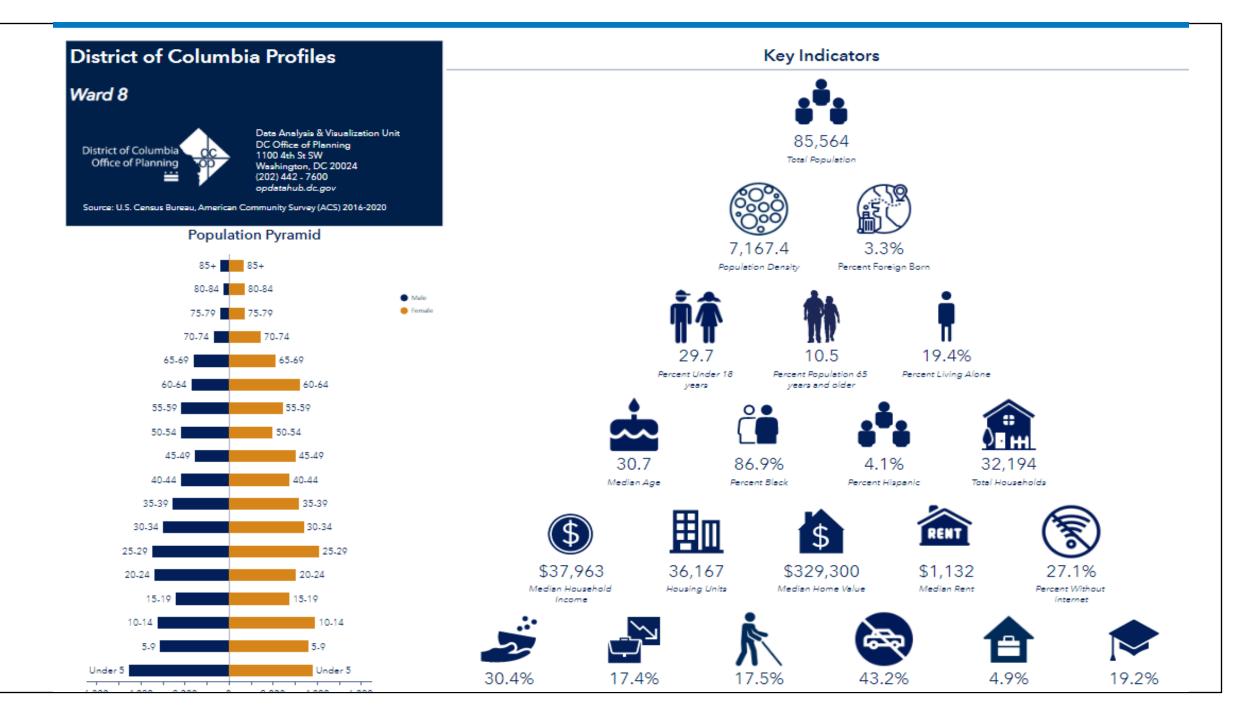
based on sample and are subject to sampling variability.

Key Takeaways

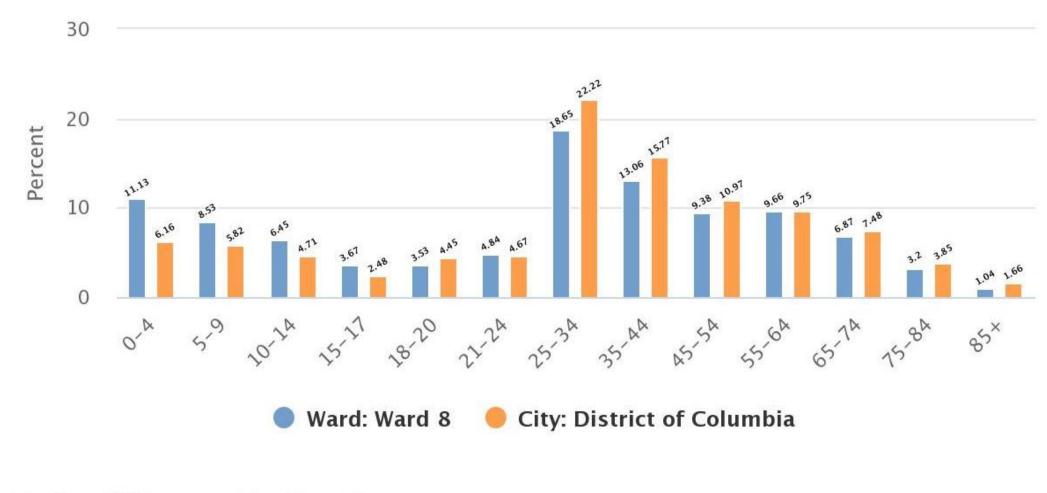
- Residents living in Ward 8 are on average living in accommodations that typically cost upwards of 30% of their annual household income
- Despite COVID recovery funds and the District reopening, Ward 8 is still seeing the highest unemployment (drive home the spike in ward 8)

WARD 8

- As of 2021 the region's population increased by 1.8% since 2016, growing by 1,956. Population is expected to decrease by 2.0% between 2021 and 2026, losing 2,287.
- From 2016 to 2021, jobs declined by 3.4% in 4 District of Columbia ZIPs from 65,753 to 63,486. This change fell short of the national growth rate of 1.8% by 5.2%.
- Labor force data is not available for 4 District of Columbia ZIPs.
- The top three industries in 2021 are Federal Government, Civilian, Federal Government, Military, and State Government, Excluding Education and Hospitals.



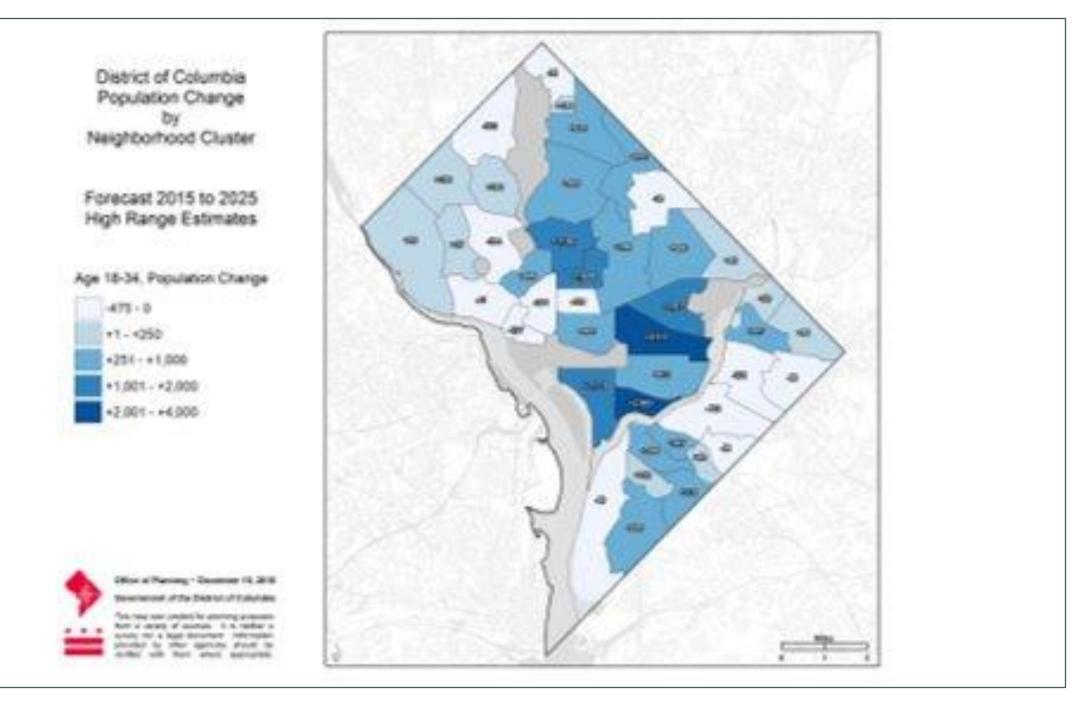
Population by Age Group Ward: Ward 8



Claritas, 2022. www.dchealthmatters.org

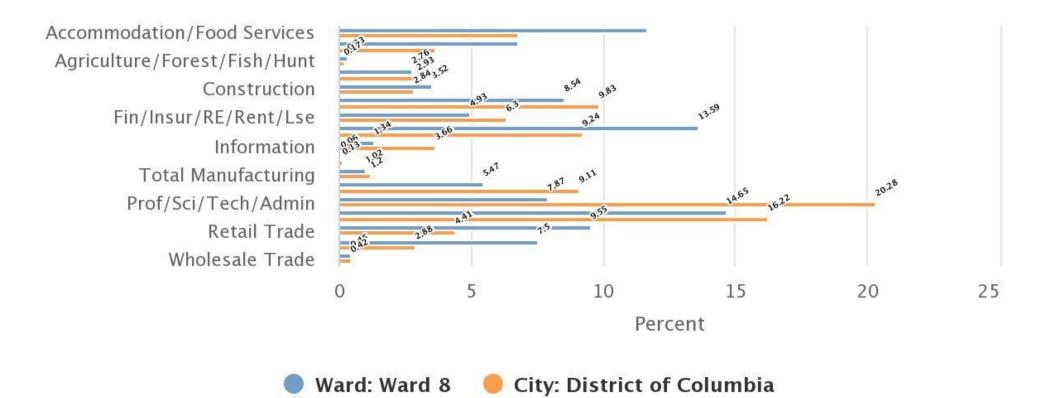


Your area has 29,050 millennials (ages 25-39). The national average for an area this size is 23,170. Retirement risk is low in your area. The national average for an area this size is 33,464 people 55 or older, while there are 26,182 here. Racial diversity is high in your area. The national average for an area this size is 45,288 racially diverse people, while there are 99,703 here.



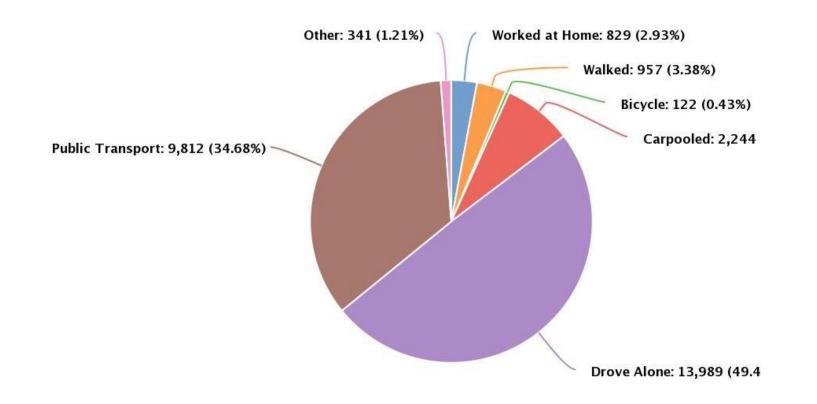
Employed Civilian 16+ by Industry

Ward: Ward 8



Claritas, 2022. www.dchealthmatters.org

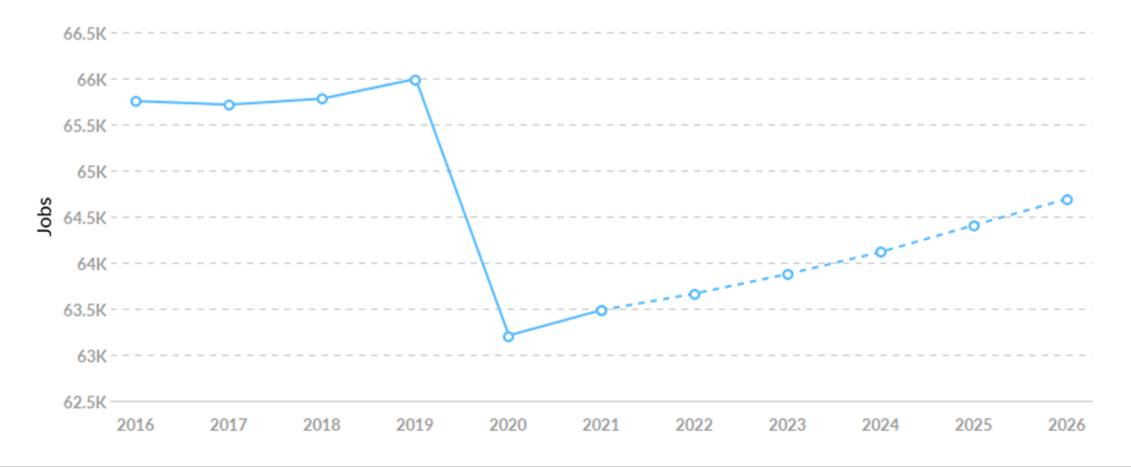
Workers by Means of Transportation to Work Ward: Ward 8

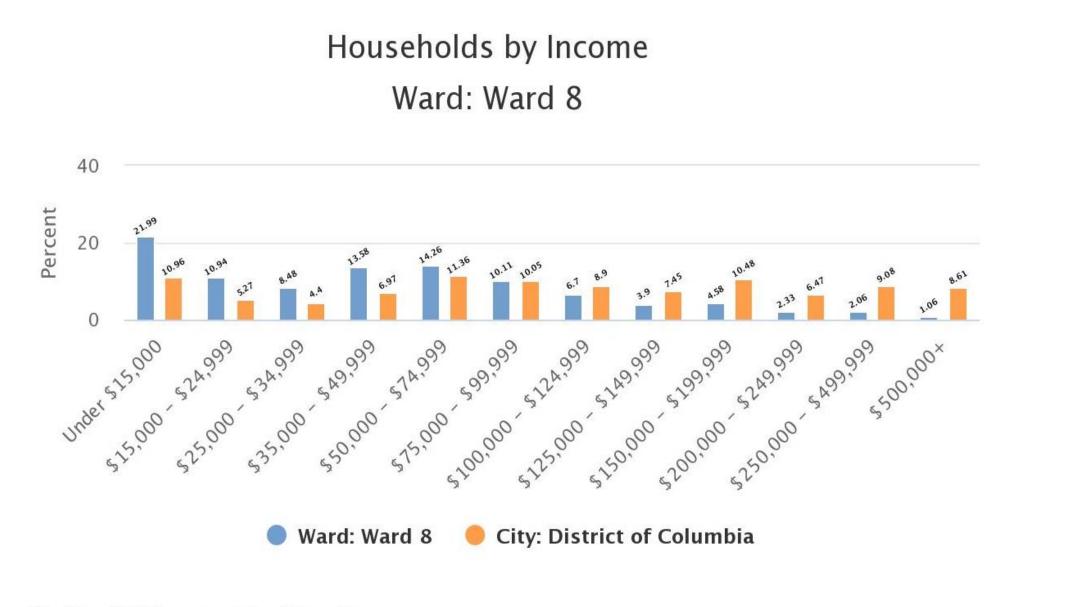




Job Trends

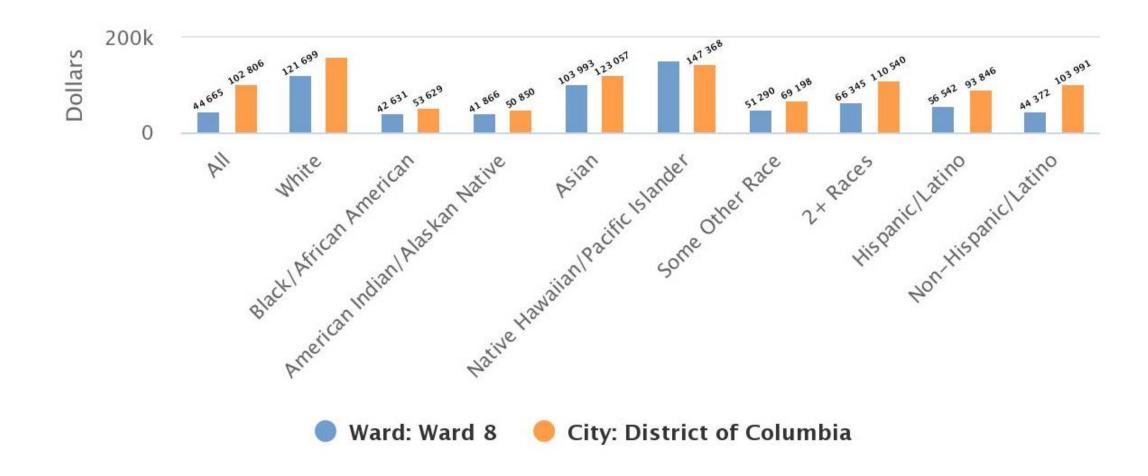
From 2016 to 2021, jobs declined by 3.4% in 4 District of Columbia ZIPs from 65,753 to 63,486. This change fell short of the national growth rate of 1.8% by 5.2%.





Claritas, 2022. www.dchealthmatters.org

Median Household Income by Race/Ethnicity Ward: Ward 8



Claritas, 2022. www.dchealthmatters.org

C statisticalatlas.com/state-upper-legislative-district/I and older. Scope: population of		Columbia and Ward	5	<u>u ru</u>	
Ward 8	District of (Joiumpia			
	\$0k	\$50k	%	Count	
Finance & Insurance	e 📃	\$78.0k	1.08%	285	
Government	t ¹	\$61.2k	15.0%	3,958	
Professional	1 ²	\$53.6k	6.47%	1,705	
Utilities	6	\$51.9k	0.35%	93	
Other Services	6	\$43.1k	5.70%	1,501	
Education	n 📃	\$41.7k	8.24%	2,170	
Information	n 📃	\$41.5k	1.85%	487	
Real estate	e 📃 🚽	\$41.0k	4.15%	1,092	
Entertainment	t ³	\$40.7k	2.45%	646	
All Industries	6	\$40.5k	100%	26.3k	
Construction	n 📃	\$37.1k	3.25%	856	
Manufacturing	9	\$36.3k	1.21%	318	
Transportation	n 📃	\$35.8k	6.28%	1,654	
Healthcare	e ⁴	\$32.3k	15.3%	4,031	
Administrative	9 ⁵	\$30.5k	8.78%	2,312	
Wholesalers	6	26.1k	0.73%	192	
Hospitality	/	25.7k	9.08%	2,390	
Retail	\$	25.1k	9.87%	2,599	
percent of the w Count number of peop Government not otherw	ole employed		, ISEMENT		
					Trump N

_@ •

2

PROVIDER LOCATIONS

• FY21 Expenditure Guide Addressess.xlsx

Questions

- How does this data inform your work?
- Does this align with what you see in your participants?
- If not, what's new?



We want to them look at their programs on a deeper level with more insight and empathy and creativity to meet residents where they are and build deeper connections to serve their residents



What can you do?- leave behind



Takeaways

If you have money

Create solutions



If you don't have money

Apply for grants Partner with agencies to help work



INNOVATION AT THE CENTER OF ALL WE DO

District of Columbia Career Coaching Landscape Analysis



What is Included in this DC Landscape Analysis

A landscape analysis of adult DC residents using data from the Census and the Bureau of Labor Statistics (BLS), with specific working age groups determined by the individual survey questions.

We analyze DC household survey data specifically, versus the DC employer establishment data. As noted in the current DC WIOA Unified State Plan (p. 35):

- approximately 30% of DC jobs are held by DC residents, and
- approximately 30% of employed DC residents work outside of the District.

We break out all characteristics by educational attainment of the DC working-age population, specifically those without bachelor's as the target population of the project WIC programs.

The first slides are charts and maps of DC population characteristics related to employment, broken out by educational attainment: including gender, race, ethnicity, citizenship, veteran status, and access to computers and the internet. These are drawn from the Census American Community Survey (ACS) 2019 5-year estimates, for DC as a whole and by Census tract.

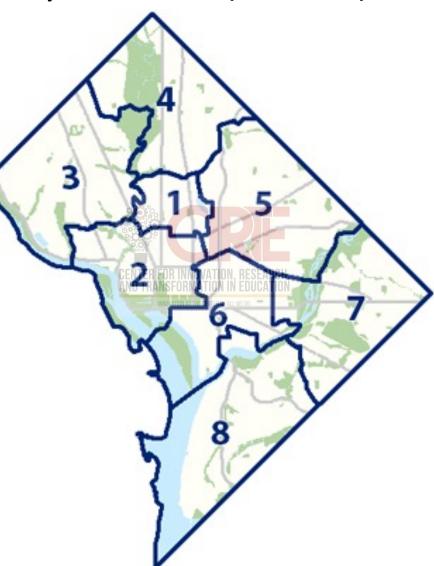
The second set of slides detail the DC resident recent employment circumstances using the 2019-2021 Local Area Unemployment Statistics (LAUS) and the BLS monthly Current Population Survey (CPS) annualized in the Geographic Profile of Employment and Unemployment (GP) data. These are graphs of labor force participation, employment, and unemployment—broken out by educational attainment and then crosstabulations of gender, race, ethnicity, and age groups.

Key Takeaways

- Even though Ward boundaries have shifted to accommodate population changes, educational attainment levels by Ward remain similar.
- There is no shortage of priority groups for career coaching.
- A relatively small proportion of the population has an associate's degree.
- There are significant discrepancies in educational attainment by race/ethnicity.
- There is a relationship between educational attainment, technology access, and labor force participation.
- The percentage of employed residents increases with educational attainment. A significant proportion of residents without bachelor's degrees are not in the labor force.
- Household technology access increases with educational attainment. Technology access is particularly limited for residents with less than a bachelor's degree.

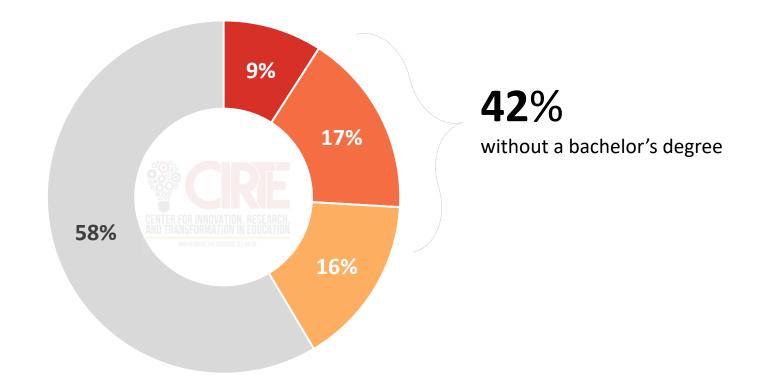
Current DC population by Ward (2022)

Ward	Population
Ward 1	85,285
Ward 2	89 <i>,</i> 485
Ward 3	85,301
Ward 4	84,660
Ward 5	89,617
Ward 6	84,266
Ward 7	85,685
Ward 8	85,246
TOTAL	689,545

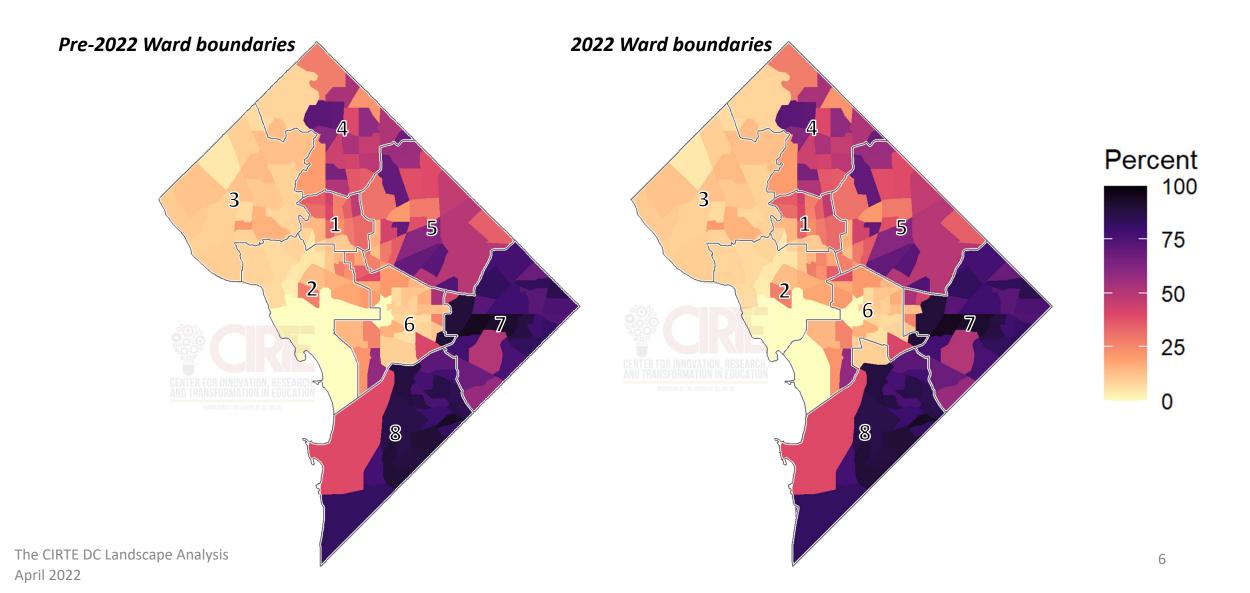


Percentage of DC residents aged 25+ in each education level

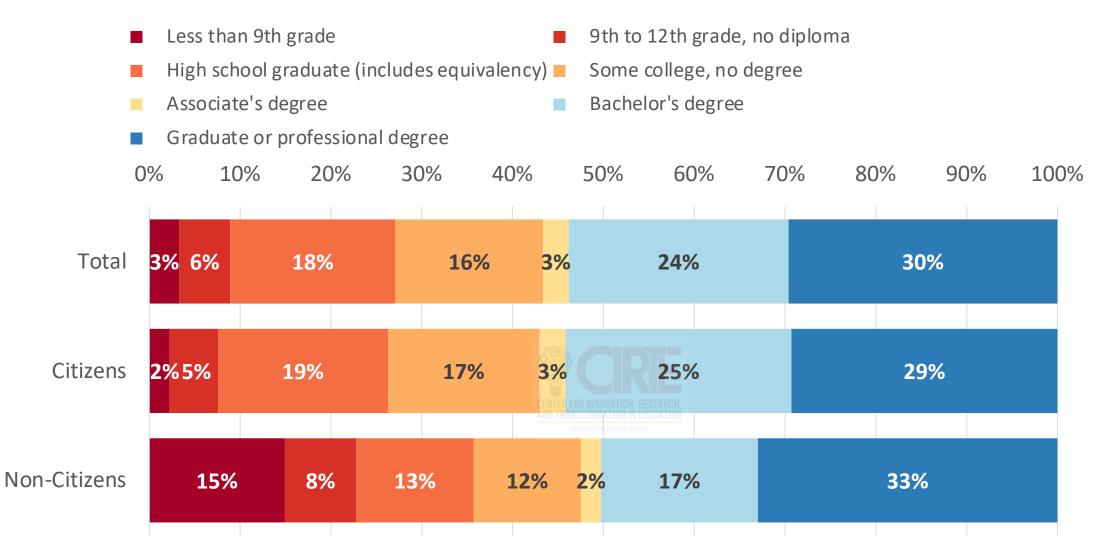
- Less than high school
- High school or equivalent
- Some college Bach
- Bachelor's degree or higher



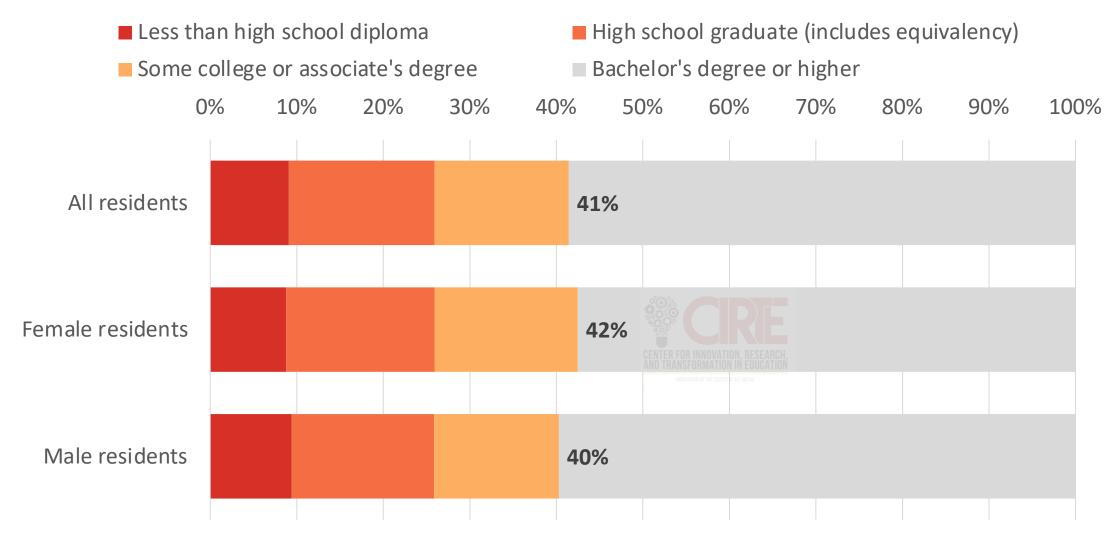
Percentage of residents aged 25-64 without a bachelor's degree (2015-2019)



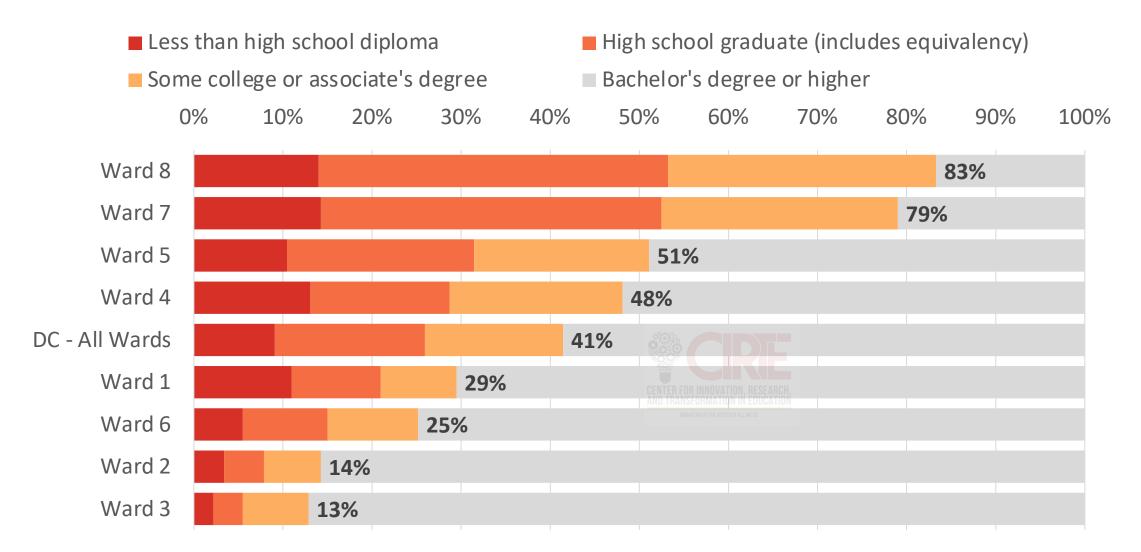
Educational attainment by citizenship status among residents aged 18+



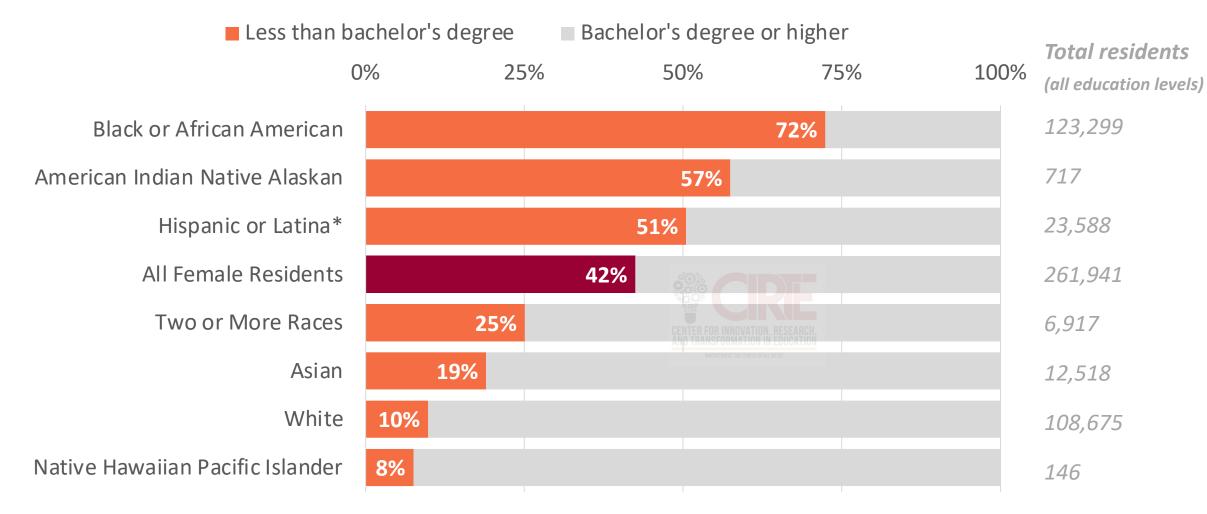
Percentage of residents aged 25+ without a bachelor's degree



Percentage of residents aged 25+ without a bachelor's degree by Ward



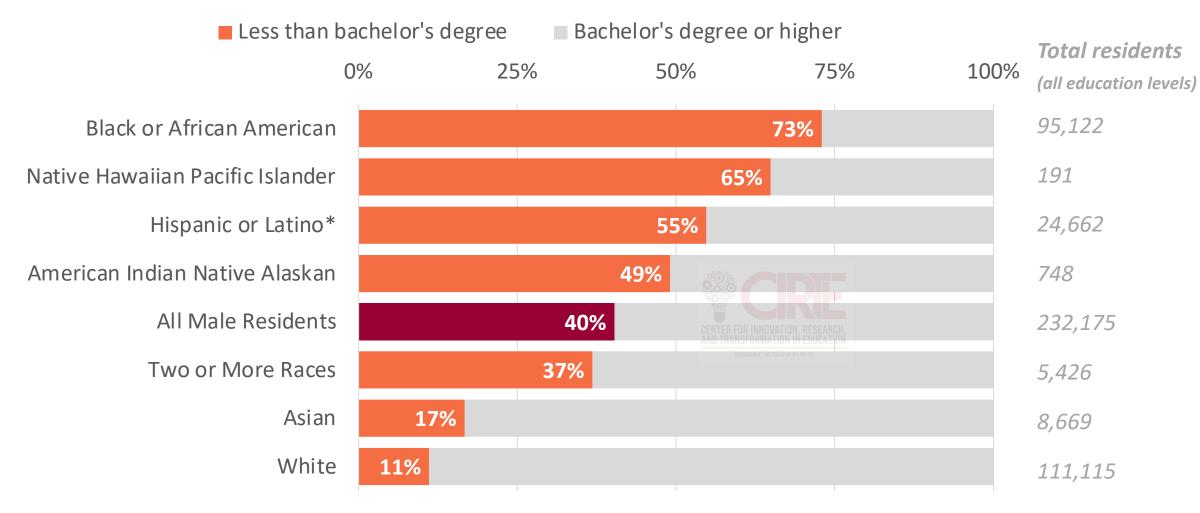
Percentage of female residents aged 25+ without a bachelor's degree by race/ethnicity



* Race/ethnicity categories are not mutually exclusive.

The Other Race category was omitted since 92% of respondents also identified as Hispanic or Latinx.

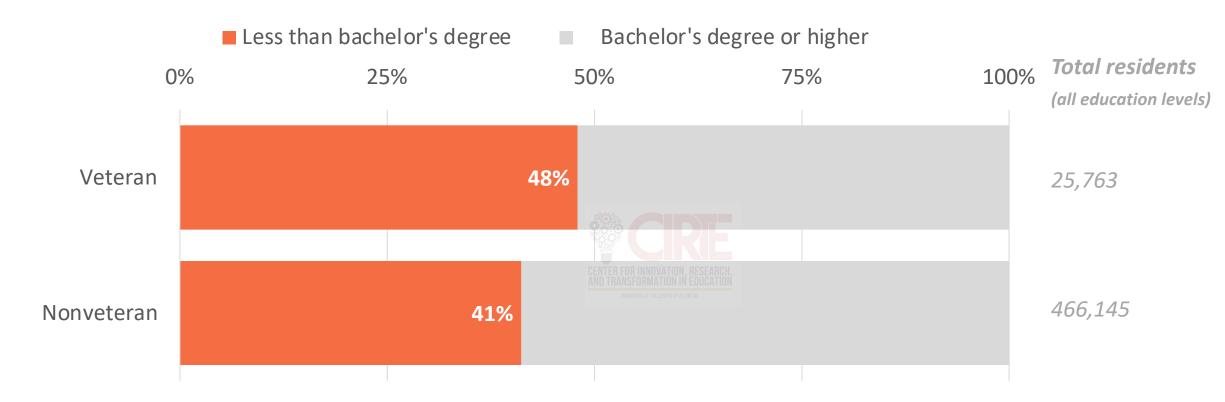
The CIRTE DC Landscape Analysis April 2022 Percentage of male residents aged 25+ without a bachelor's degree by race/ethnicity



* Race/ethnicity categories are not mutually exclusive.

The Other Race category was omitted since 92% of respondents also identified as Hispanic or Latinx.

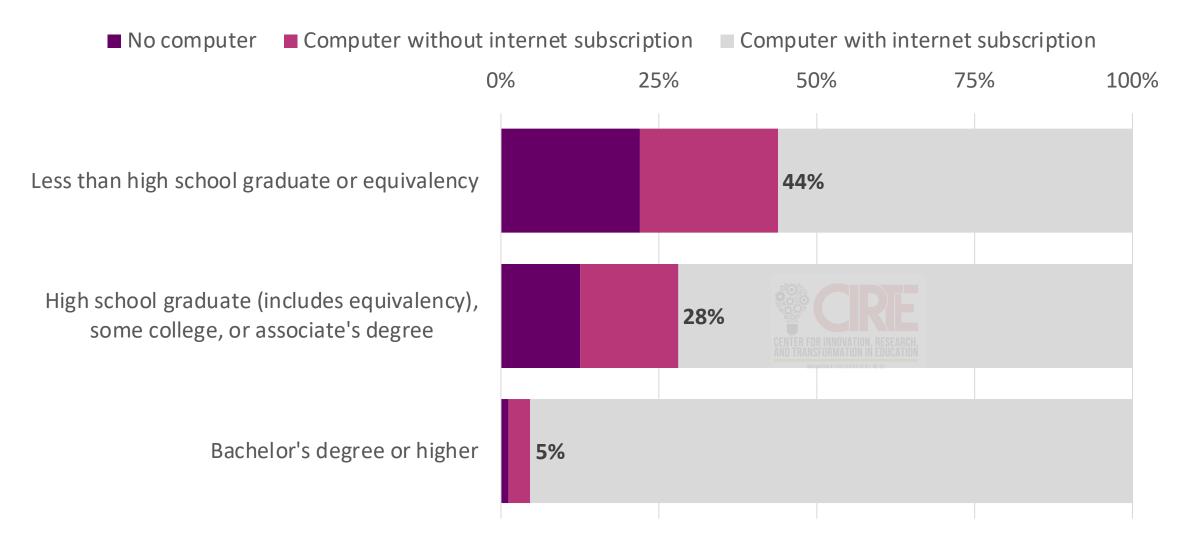
Percentage of residents aged 25+ without a bachelor's degree by veteran status



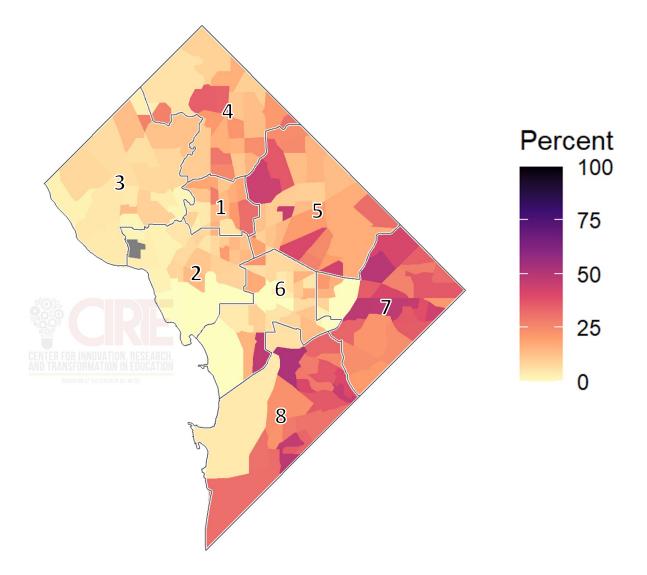
Breakdown of residents aged 25-64 in the labor force by educational attainment

Employed or in Armed Forces ■ Not in labor force Unemployed 25% 0% 50% 75% 100% Less than high school graduate 8% 41% 51% High school graduate (includes equivalency) 33% 10% 57% Some college or associate's degree 8% 24% 68% Bachelor's degree or higher 8%3% 90%

Proportion of residents aged 25+ without technology access by educational attainment

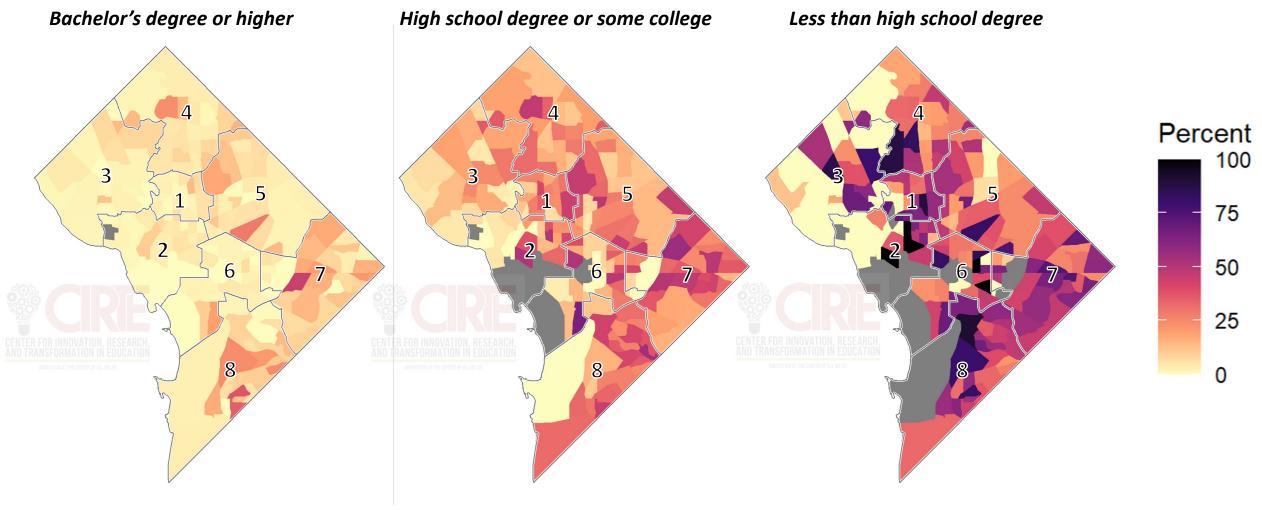


Percentage of residents aged 25+ without a computer or internet subscription in household (2015-2019)



The CIRTE DC Landscape Analysis April 2022

Percentage of residents aged 25+ without a computer or internet subscription in household (2015-2019)





100

75

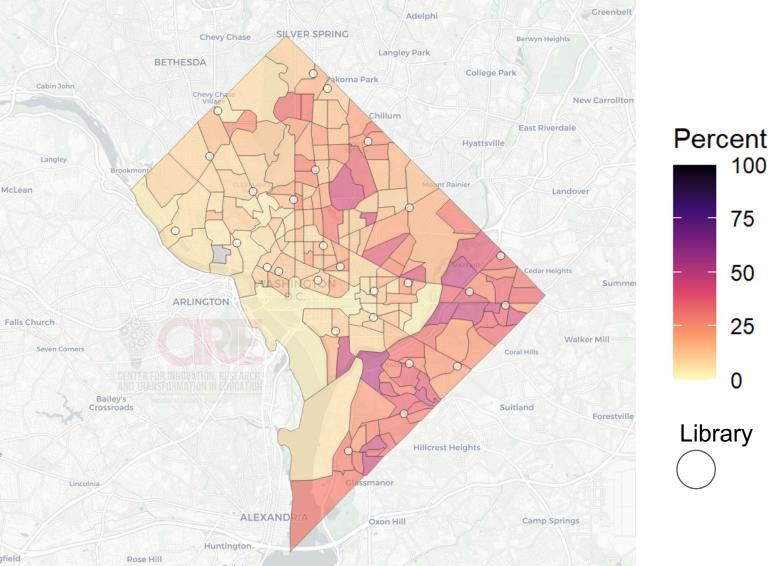
50

25

0

Public libraries and the percentage of residents aged 25+ without a computer or internet subscription Greenbelt (2015 - 2019)Adelphi

# Libraries					
Ward 1:	1				
Ward 2:	5				
Ward 3:	4				
Ward 4:	3				
Ward 5:	2				
Ward 6:	4				
Ward 7:	5				
Ward 8:	3				

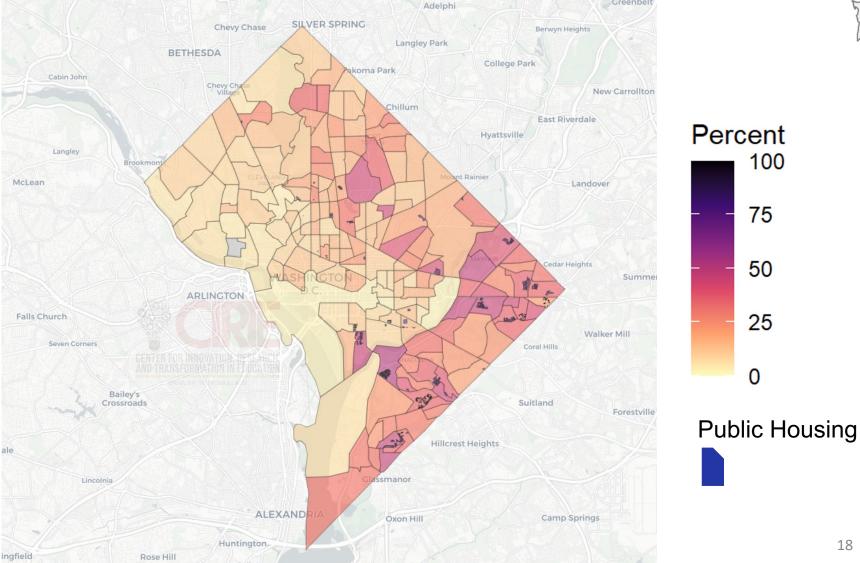


The CIRTE DC Landscape Analysis April 2022



Public housing and the percentage of residents aged 25+ without a computer or internet subscription Adelphi

(2015 - 2019)



The CIRTE DC Landscape Analysis April 2022



INNOVATION AT THE CENTER OF ALL WE DO



DISTRICT OF COLUMBIA WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) UNIFIED STATE PLAN PY 2020-2023

Dear Stakeholders:

As Mayor, I am committed to investing in the District of Columbia's (DC) most valuable resources: our residents and business owners. And, I am committed to having the strongest workforce system in the country that best serves those residents and businesses.

Over the last decade, DC has grown by 100,000 residents, and while taxpayers have made historic investments in our community in housing, education, and infrastructure, not all have shared in our prosperity. This is even more true as we consider the impact COVID-19 had on our national and local economy over the past two years. In a city as prosperous as ours, we are committed to ensuring everyone has a fair shot.

To ensure DC's prosperity grows inclusively, we are focused on expanding training in new technologies and bridging gaps in critical skills, investing in job quality to promote wage gains and create pathways to the middle class, and continuing to place an emphasis on our most vulnerable populations. The District's Workforce Innovation and Opportunity Act (WIOA) State Plan is our roadmap to delivering upon this vision. With this plan, we present a bold and innovative commitment to strengthening our education and workforce ecosystem and ensuring that services are coordinated, easily accessible, efficient, and focused on preparing residents and businesses to be resilient in the face on an ever-changing economic landscape.

Strong communities and a skilled and well-educated workforce are the backbone of the District of Columbia's continued economic growth. In addition to our WIOA investments, the District has an aggressive plan to support our residents who were the most impacted through the use of federal and local COVID-19 recovery funds. I am committed to creating aligned policies and programs that make Washington, DC more affordable and sustainable for working families and residents across the income spectrum. We will continue to support small and local businesses, and local entrepreneurs. With clear purpose laid out in this State Plan, and in partnership with community organizations and businesses, we will ensure more residents participate and benefit from Washington's prosperity.

Sincerely,

Muriel Bowser

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Business Services Environmental Scan Report

Commonly Used Acronyms

ACS	U.S. Census Bureau American Community Survey
AEFLA	Adult Education and Family Literacy Act
AJC	American Job Center
AWS	Amazon Web Services
CASAS	Comprehensive Adult Student Assessment System
CFSA	Child and Family Services Agency
CRC	Certified Rehabilitation Counselor
CSAVR	Council of State Administrators of Vocational Rehabilitation
CSBG	Community Services Block Grant
CSNA	Comprehensive State Needs Assessment
CSOSA	Court Services and Offender Supervision Agency
CSPD	Comprehensive System of Personnel Development
CTE	Career and Technical Education
DBH	Department of Behavioral Health
DCHA	District of Columbia Housing Authority
DCHR	DC Department of Human Resources
DCMR	District of Columbia Municipal Regulations
DCPS	District of Columbia Public Schools
DCRA	Department of Consumer and Regulatory Affairs
DCRSA	District of Columbia Rehabilitation Services Administration
DCWIC	District of Columbia Workforce Investment Council
DDA	Developmental Disabilities Administration
DDOT	District Department of Transportation
DDS	Department on Disability Services
DHS	Department of Human Services
DME	Deputy Mayor for Education
DMGEO	Deputy Mayor for Greater Economic Opportunity
DMPED	Deputy Mayor for Planning and Economic Development
DOEE	Department of Energy & Environment
DOES	Department of Employment Services
DOLJ	U.S. Department of Labor
DOLETA	U.S. Department of Labor Employment and Training Administration
DOLLIA	Department of Public Works
	•
DSLBD	Department of Small and Local Business Development
DYRS	Department of Youth Rehabilitation Services
E&T	Employment and Training
ESL	English as a Second Language
ETPL	Eligible Training Provider List
FEMA	Federal Emergency Management Administration
FERPA	Family Educational Rights and Privacy Act of 1974
FSET	Food Stamp Employment and Training program
ID	Intellectual Disabilities
IDEA	Individuals with Disabilities Education Act
IE&T	Integrated Education Training
IEP	Individualized Education Plan
IPE	Individualized Plan for Employment
ISY	In-School Youth

ITA	Individual Training Accounts
	Individual Training Accounts Jobs for Veterans State Grants
JVSG LMI	Labor Market Information
MOAPIA	
	Mayor's Office on Asian and Pacific Islander Affairs
MOLA	Mayor's Office on Latino Affairs
MORCA	Mayor's Office on Returning Citizens
MSG	Measurable Skills Gains
NEDP	National External Diploma Program
NOFA	Notice of Funds Availability
NRS	National Reporting System
OAIT	Office of Apprenticeship, Information and Training
OCTFME	Office of Cable Television, Film, Music and Entertainment
OJT	On-the-Job training
OPGS	DC Office of Partnerships and Grant Services
OPM	Office of Performance Monitoring
ORCA	Office of Returning Citizens Administration
OSO	One-Stop Operator
OSSE	Office of the State Superintendent of Education
OSY	Out-of-school youth
OYP	DOES Office of Youth Programs
PCE	OSSE Division of Postsecondary and Career Education
REC	OSSE Reengagement Center
RESEA	Reemployment Services and Eligibility Assessment
RFA	Request for Application
RR	Rapid Response
RSA	Rehabilitation Services Administration
SCSEP	Senior Community Service and Employment Program
SE	Supported Employment
SNAP	Supplemental Nutrition Assistance Program
SWIS	State Wage Interchange System
TAA	Trade Adjustment Assistance
TANF	Temporary Assistance to Needy Families
TCS	Talent & Client Services
TEGL	DOL Training and Employment Guidance Letter
TEP	TANF Education & Employment Program
UDC	University of the District of Columbia
UDC-CC	University of the District of Columbia-Community College
VOS	Virtual One Stop
VR	Vocational Rehabilitation
WDLL	UDC-CC Division of Workforce Development and Lifelong Learning
WDS	Workforce Development Specialist
WIA	Workforce Investment Act
WIOA	Workforce Innovation and Opportunity Act
	-

I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY

A. WIOA STATE PLAN TYPE

The District of Columbia is submitting a Unified Plan that includes the six core programs: WIOA Adult, Dislocated Worker, and Youth (Title I, DOES); Wagner-Peyser Act (Title III, DOES); Adult Education and Family Literacy Act (Title II, OSSE); and Vocational Rehabilitation programs (Title IV of the Rehabilitation Act of 1973, DDS/RSA).

The District is also incorporating strategic and operational planning elements developed with other partners, including local and federal workforce programs, the University of the District of Columbia-Community College, programs under the Department of Human Services, and the Career and Technical Education (Perkins) program.

B. PLAN INTRODUCTION

Prior to the development of the Workforce Innovation and Opportunity Act (WIOA) 2020-2023 State Plan, the District of Columbia was rooted on a strong foundation of economic growth and a robust business climate that began with the District's economic resurgence in the late 1990s. The District's population had grown to more than 700,000. Occupational opportunities were available in a range of sectors and industries, from professional services to arts and entertainment. In 2020, the labor force participation rate of 70% was above the U.S. average and was steadily rising. And, in January of 2020, the District's 5.3% unemployment was its lowest in the past 30 years.¹

In March 2020, as the United States dealt with the myriad impacts of the COVID-19 pandemic, efforts to combat the spread of the virus and protect healthcare systems and workers from overwhelming demand for emergency and chronic healthcare services struck a major blow to the local economy. The District was greatly impacted by these initial measures, as population dense areas were particular "hotspots" of viral spread, emergency needs, and hospitalizations.

In addition to the direct impacts of the pandemic, the summer of 2020 kicked off an intense period of racial and social unrest, catalyzed by the murder of George Floyd. As the nation's capital, and given its history and population demographics, the District was the epicenter of a series of racial and civic justice protests, political debates, and an intense focus on the role and functions of government. Protests focused on the issues of racial reckoning, inequity and disparities, and how people of different races or ethnicities experienced economic progress and upward mobility. Particularly difficult questions and conversations focused on inequities faced by Black Americans and the continued disproportionate impact of policies, programs, and economic components of both the public and private sectors.

Before the COVID-19 pandemic and heightened social unrest, the DC Workforce Investment Council (DC WIC) and District workforce system partners were already grappling with how best to address growing gaps in outcomes across race, gender, and place-based demographic groups. Many of the goals and strategies in the District's WIOA Unified State Plan for 2020-2023 were developed to address these issues. These strategies were informed by data included in the 2020-2023 WIOA Unified State Plan, including:

- Private sector employment grew by 25% over the decade prior to 2020²;
- Occupations requiring high skills and education attainment levels, such as management, business, financial, legal, computer and scientific occupations are two-to-four times more prevalent in DC than they are in the rest of the US on average;
- The greater DC region has a population where 52% of residents have a college degree, which is 1.5 times the national average³; and

¹ U.S. Bureau of Labor Statistics, Unemployment Rate in the District of Columbia [DCUR], retrieved from FRED, Federal Reserve Bank of St. Louis; https://fred.stlouisfed.org/series/DCUR, January 24, 2020 ² Ibid

³ https://censusreporter.org/profiles/31000US47900-washington-arlington-alexandria-dc- va-md-wv-metro-area

• More than 550,000 people living outside of the District commute in to work as over 70% of all DC jobs are held by non-DC residents.⁴

Additionally, the gap between the skills and education requirements for District jobs did not align to skills levels or educational attainment of many District residents⁵:

- District residents with no college education had a 25% lower labor force participation rate, and five times higher rate of unemployment than those with a bachelor's/advanced degree.
- Median earnings for residents without a bachelor's degree were one-half to one-quarter the level of those with bachelor's or advanced degrees.
- Households headed by a person lacking any college education have poverty rates 12-16 times higher than families headed by a person with a bachelor's or advanced degree.

Economic disparities sharply differed based upon District Ward residency—particularly in Wards 7 and 8. Data showed that only 45% of residents of in those two wards had any college education, and only 17% of residents in those two Wards obtained a bachelor's degree or higher. Compared to the rest of the District, data in 2020 showed that only 27% of residents in all other Wards realized no college education experience, and 55% of those residents held a bachelor's degree or higher. Median income for residents of Wards 7 and 8 was one-third that of people in the rest of Washington, DC.⁶

Economic outcomes have been historically lower, on average, for Black residents throughout the District. The Black labor force participation rate was 21 percentage points lower than the District average, and the Black unemployment rate was nearly double the overall DC rate prior to the COVID-19 pandemic. Additionally, median income for Black residents was less than half that of other races.⁷

Due to comprehensive and overwhelming nature of the economic shock due to the COVID-19 outbreak in 2020, data that fully capture the impact and its after-effects are still being collected and analyzed. For the economic and workforce analysis contained withing this document, January 2020 is used as a baseline month, with October 2021, used as the comparison month. Data sets, such as the Census' PULSE Survey, provide an early window into the impact in the District. The Economic Policy Institute (EPI) is using the Bureau of Labor Statistics' monthly Household Survey to develop data sets, and this is used to inform both the analyses and strategies in this State Plan.

While some impacts are known currently, others will present a clearer picture over the coming months and years. Meanwhile, the foundation laid by the DC WIC and partners will continue to build on the following key facts:

- While the District is still experiencing a net loss of jobs since the start of the COVID-19 pandemic, by October 2021, the District gained back approximately 37,000 jobs from the low of 86,000 jobs decline just after the 2020 shutdown.
- Professional, Scientific, and Technical Services, Healthcare and Social Assistance, and Information are among the industries that show a projected annual growth in jobs and a large number of overall employment opportunities in the District.
- The District's labor force participation rate of 70.4% as of October 2021 is nearly 10% higher than the national labor force participation rate of 61.7%.

Against this backdrop, and the activities already implemented by the DC WIC and partners to address equity and employability for the District's most vulnerable residents, strategic enhancements are being deployed (as discussed in the "Strategies" section of this document) to

⁴ US Census Bureau 2011-2015 5-Year ACS Commuting Flows (most recent data available).

⁵ Center for American Progress. Talk Poverty: District of Columbia profile. 2019.

⁶ DOES Labor Market Research and ACS 2015-2018

⁷ Ibid

further address impacts of the COVID-19 pandemic, which show a continued level of poverty and lack of employment among key demographic groups. The EPI analyses and data sets demonstrate some key demographic factors being addressed urgently and strategically.

Key among the data in Figure 1 is that certain groups face both lower labor force participation and higher unemployment rates. These groups include females, Hispanics, persons with less than a high school education, persons with some college or associate degree but no bachelor's degree, and non-citizens. As the economy continues to grow in the District, connecting these groups to career pathways and opportunities is consistent with priorities outlined in this State Plan.

	Labor force participation rate			Uner	Unemployment rate		
	2019	2020	2021*	2019	2020	2021*	
Total population	71.1%	69.5%	69.2%	5.7%	7.9%	6.2%	
Female	74.6%	66.7%	65.7%	5.6%	8.6%	6.5%	
Male		72.9%	73.3%	5.9%	7.1%	5.8%	
Black	57.8%	55.6%	55.6%	11.8%	14.7%	11.5%	
Hispanic	78.3%	72.8%	71.0%	4.2%	9.0%	7.5%	
White	82.6%	81.2%	81.9%	1.9%	3.5%	2.6%	
Other	77.4%	81.1%	76.9%	3.6%	4.2%	2.2%	
Less than HS	33.0%	31.8%	25.9%	13.9%	24.0%	18.3%	
High school	51.5%	47.4%	47.8%	20.8%	21.8%	20.1%	
Some college or associate	57.1%	54.5%	53.5%	9.6%	16.4%	12.4%	
Bachelor's degree/higher	84.5%	82.8%	82.7%	2.4%	4.0%	2.9%	
Age 16 - 24	58.0%	55.0%	56.2%	14.8%	17.1%	12.6%	
Age 25 - 34	89.4%	88.2%	86.5%	4.9%	7.3%	5.4%	
Age 35 - 44	89.1%	87.6%	85.8%	3.5%	6.0%	4.5%	
Age 45 - 54	83.0%	81.6%	80.7%	4.5%	7.8%	5.5%	
Age 55 - 64	65.9%	61.8%	63.4%	5.8%	6.5%	7.2%	
Age 65+	23.0%	21.8%	23.5%	7.2%	6.4%	6.1%	
Married	75.6%	74.2%	74.7%	2.6%	3.4%	3.2%	
Not married	69.0%	67.2%	66.5%	7.3%	10.3%	7.8%	
Has own children in HH	86.1%	84.1%	81.5%	4.8%	6.8%	6.5%	
No own children in HH	68.0%	66.6%	66.8%	6.0%	8.1%	6.1%	
US Citizen	70.6%	69.1%	69.2%	5.9%	7.8%	6.0%	
Not a US Citizen	76.5%	74.5%	68.8%	4.0%	8.7%	8.3%	
Source:	DC WIC tabluat	ions of EPI (Current Populat	tion Survey Extr	acts,		
	Version 1.0.24	, https://mic	rodata.epi.org	•			
Notes:	* 2021 data are	e Jan 2021 -	Nov 2021; Dec	ember data wei	re not yet avail	able	
	Annual data are the average of Current Population Survey (CPS) monthly da						
	Subpopulation	differences	may not be sta	tistically signific	ant at the 90%		
	confidence leve	el.					

Figure 1: Labor Force Participation and Unemployment Rates Among Certain Demographic Groups

This data informs the tenets, goals, and strategies for the District's workforce system:

The District's strategic vision for its workforce development system consists of the following three tenets:

- Every DC resident is ready, able, and empowered to discover and attain their fullest potential through lifelong learning, sustained employment, and economic security.
- Businesses are connected to the skilled DC residents they need to compete globally, are participants in the workforce system, and drive the District's economic growth.
- Residents and businesses in all wards are supported by coordinated, cohesive, and integrated government agencies and partners working to help communities thrive.

Goals and Strategies

Goal 1: Enhance System Alignment: District workforce development, education and social services providers will collaborate to deliver coordinated and effective services.

1.1-The District's workforce development, education and social services system providers (including community-based organizations (CBOs)) will develop a process and necessary tools to assess, refer, and serve individuals based on their own goals, readiness, and needs.

1.2-The District's providers will foster an environment of collaboration by cross-training staff from organizations throughout the system.

Goal 2: Improve Community Access to Workforce and Education Services: All District residents—including people with disabilities, individuals with multiple barriers to employment and those who are underemployed—will have improved access to jobs, education, training, career information and support services necessary to advance in their career pathway.

2.1-The District will develop business-driven career pathway maps for high-demand occupations and industry sectors within and around the local area to provide jobseekers information on the knowledge, skills, competencies, and credentials required to secure initial employment and progress in their selected careers, as well as provide information on how to access relevant career, education, training, and support services.

2.2-The District will provide access to programs and services through traditional and non-traditional means, including AJCs, satellite locations and virtual platforms.

2.3-District providers will ensure residents receive appropriate case management, career navigation, and support services to remediate barriers and ensure movement along their career pathway.

Goal 3: Expand the Talent Pool for Businesses: The District's business community, particularly those in critical sectors, will be able to access a broader pool of District talent with the skills necessary to meet businesses' needs, and workers will be able to advance in a career pathway at businesses that hire them.

3.1-The District will conduct an inventory of how local workforce development entities, educational institutions, social service agencies, community-based organizations, and education and training providers communicate and engage with the business community to identify common policies, processes, and opportunities for increased coordination.

3.2-The District will increase its capacity to provide quality work-based learning opportunities and business-driven training options that respond quickly to demand, including apprenticeships, on-the-job training, and customized training for businesses with significant hiring needs.

Goal 4: Improve Youth Services: Youth will have increased access to a coordinated education and workforce system that provides the services and support needed to prepare them for postsecondary educational success, employment and long-term career advancement.

4.1-The District will provide K-12 youth with career development activities and paid workbased training opportunities (e.g., apprenticeships, internships, work experience) so they become familiar with a wide range of occupational opportunities and related educational and skill requirements. The District will connect these activities to year-round services and supports.

4.2-The District will develop services that promote postsecondary education (e.g., scholarships, dual credit courses) so youth can easily transition from K-12 to higher education.

4.3-The District will focus attention and resources on engaging opportunity youth (those 16 to

24 who are neither in-school nor employed).

Goal 5: Increase Performance and Accountability: The DC WIC will establish, measure and regularly report progress in meeting realistic quantitative and qualitative performance goals for the District's workforce and education system.

5.1-The DC WIC will develop and implement common customer (i.e., jobseekers and businesses) experience and satisfaction surveys to be delivered across relevant workforce system agencies, with results captured and reported to the Board on a quarterly basis.

5.2-The DC WIC will create standardized annual report cards on service providers across the workforce system to facilitate informed customer choices.

II. STRATEGIC ELEMENTS

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

1. ECONOMIC AND WORKFORCE ANALYSIS

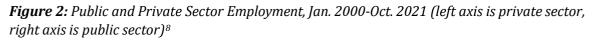
(A) <u>ECONOMIC ANALYSIS</u>

Public and Private Sector Employment Trends and Pandemic Impact

The composition of public and private jobs in the District from 2000 to 2021 has changed over time. While public sector employment has remained generally flat since 2000, private sector employment has increased.

In October 2021, there were a total of 759,500 jobs in the District. Of those, about 241,900 were public sector jobs (32%) and 517,600 were private sector jobs (68%). Of the public sector jobs, 195,900 (82%) were federal government jobs, and 41,600 (18%) were local government jobs.

Figure 2 shows the trends in public and private sector employment between 2000 and 2021. Although DC has a large public sector, growth between 2016 and 2019 occurred entirely in the private sector. However, the private sector bore the brunt of job loss due to the pandemic.



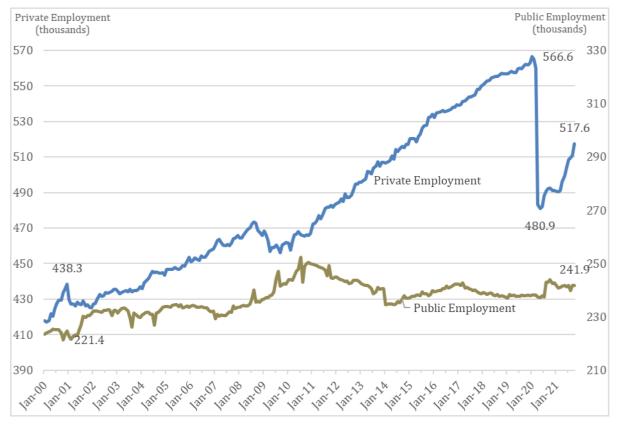


Figure 3 specifically focuses on the two years before COVID-19, the pandemic recession, and recovery. In the midst of continual steady growth, private employment fell sharply in the first and second quarters of 2020. This was a loss of 86,000 jobs. Public sector employment stayed nearly constant during that time, rising slightly by 6,600 jobs to 243,900. Since the COVID-19 pandemic low point of 480,900 jobs in April 2020, private sector employment has recovered but is still below pre-COVID levels, as of October 2021. A total of 36,700 private sector jobs have been regained since the pandemic recession low point, but there is still a net loss since January 2020 of 49,000 private sector jobs.

⁸ BLS, State and Metro Employment, Hours, & Earnings

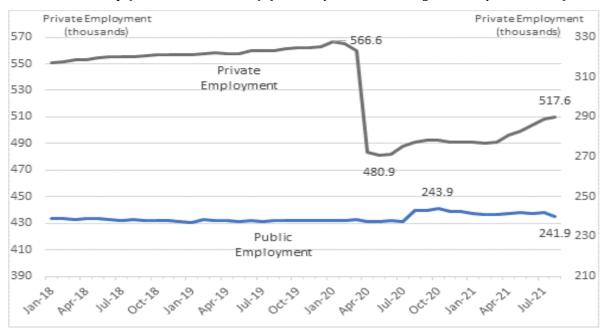


Figure 3: Public and Private Sector Employment Illustrating the Impact of COVID-19 and the Economic Recovery, Jan 2018 – Oct 2021 (left axis is private sector, right axis is public sector)⁹

Existing and Emerging Sectors and Industries

This subsection begins an analysis of industries, and Table 1 provides a comparison of job growth by industry from 2017-2020 and job projections through 2031 sorted by projected average annual jobs increase. These job growth projections demonstrate the potential opportunities in various industries; however, pre-pandemic and post-pandemic growth comparisons also provide a new baseline that incorporates pandemic losses. This new baseline guides strategic efforts and focus by (1) utilizing talent development strategies to fill available positions and (2) assisting businesses still recovering with a skilled workforce as new jobs are created.

Table 1: Sector-by-sector projections for private sector job growth, before and after the pandemic recession, sorted by projected annual jobs increase¹⁰

		Actual 2	017 - 2020	Projected 2021 - 2031	
		Avg annual jobs	Avg annual	Avg annual jobs	Augennuel
Supersector	Industry	increase	growth rate	increase	Avg annual growth rate
Prof & Bus. Svcs	Professional, Scientific, and Technical Svcs	2,500	2.2	1,960	1.4
Other Services	Other Services	1,300	1.8	1,730	2.1
Educ. & Health Svcs	Health Care and Social Assistance	1,100	1.6	1,020	1.3
Educ. & Health Svcs	Educational Services	200	0.4	900	1.6
Information	Information	1,100	6.0	530	2.3
Leisure & Hospitality	Arts, Entertainment, and Recreation	600	7.1	290	3.0
Prof & Bus. Svcs	Admin Support and Waste Mgt	-	0.0	190	0.4
Trade, Transport., Util.	Wholesale Trade	100	1.3	140	2.4
Financial Activities	Real Estate	200	1.6	140	0.9
Construction	Construction	100	0.7	110	0.6
Trade, Transport., Util.	Transportation, Warehousing, and Utilities	(100)	-1.3	80	1.3
Prof & Bus. Svcs	Management of Companies and Enterprises	100	2.1	60	1.8
Financial Activities	Finance and Insurance	(100)	-0.4	50	0.3
Manufacturing	Manufacturing	< 100	2.7	20	1.3
Trade, Transport., Util.	Retail Trade	100	0.3	(50)	-0.3
Leisure & Hospitality	Accommodation and Food Services	1,800	2.6	(1,430)	-4.6
	Total Private Sector	9,100	1.7	5,430	0.7

9 Ibid

¹⁰ BLS Occupational Employment Projections and DC Department of Employment Services Labor Market Information

Emerging Sectors Analysis

Professional, Scientific, and Technical Services jobs continue to provide the greatest number of jobs annually, although the rate of growth has slowed post-pandemic (2.2 to 1.4 percent). These jobs comprise the single biggest growth industry in absolute numbers. Other industries demonstrating both a strong growth rate pre- and post-pandemic while having over 1,000 annual projected jobs through 2031 include:

- Health Care and Social Assistance (1,100/1.6% to 1,020/1.3%)
- Other Services (1,300/1.8% to 1730/2.1%)

Information is a growing sector, although the pandemic slowed the rate of growth. While a decrease from 6.0% annual growth to 2.3% is a decline, the post-pandemic rate demonstrates continued strength in this sector and a likely continual rebound as the District's economy continues to recover during the endemic phase of COVID-19.

In percentage terms, the highest projected growth sectors post-pandemic are Arts, Entertainment, and Recreation at 3.0%, followed by Wholesale Trade at 2.4% and Information at 2.3%. While total job numbers are not as high as other industries, Arts, Entertainment, and Recreation, Wholesale Trade, and Information demonstrate potential for occupational opportunities within target career pathways.

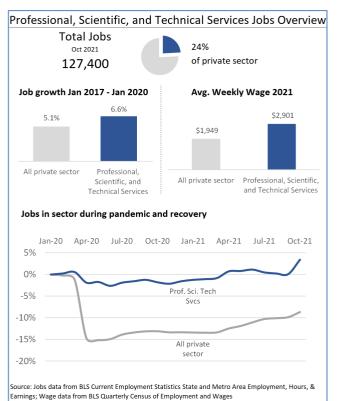
Industry Profiles

The following industry profiles present detailed data on job growth before and during the COVID-19 pandemic, total jobs in October 2021, and average weekly wages for 2021. Profiles are presented in the same order as the Supersectors listed in the first column in Table 1, with each industry for that Supersector profiled.

<u>Professional, Scientific, and Technical Services</u> (1) Supersector: Professional and Business Services

The Professional, Scientific, and Technical Services industry comprises establishments that specialize in performing professional, scientific, and technical activities for others. These activities require a high degree of expertise and training. Establishments in this industry provide services to clients in a variety of fields (e.g., legal, accounting, architecture, computing services) and, in some cases, to households. Firms in this sector include management consulting firms, federal contractors, law firms, "think tanks" and other policy analysis organizations, and some technology companies.

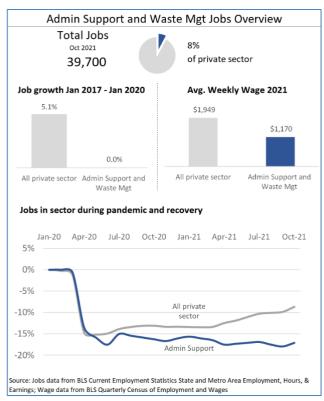
From January 2017 to January 2020 this industry grew at a rate of 6.6%, higher than that of the private sector generally at 5.1%. During the pandemic recession, employment in the industry remained strong compared to all other industries. Only about 1.9% of jobs were lost, but these jobs returned and new jobs added by April 2021. By October 2021, the industry exceeded pre-pandemic employment by about 3.4% with a net gain of 4,200 jobs.



In October 2021, the industry had 127,400 jobs in the District. This was 24% of all private sector employment. Weekly wages averaged \$2,901, almost a third higher than the average weekly wages of the private sector generally.

Seven employers in this industry employed (as of January 2021) more than 1,000 people in the District, including three of the top 25 DC employers: Booz Allen & Hamilton Inc., Deloitte Consulting LLP, and Science Applications International. Of the top 200 employers in DC, 46 are in the professional, scientific, and technical services industry.

Administrative and Support and Waste Management and Remediation Services (1) Supersector: Professional and Business Services



The Administrative and Support and Waste Management and Remediation Services industry includes establishments performing routine support activities for the day-to-day operations of other organizations. These companies are hired to perform activities otherwise performed inhouse: office administration, hiring and placing of personnel, document preparation and similar clerical services, solicitation, collection, security and surveillance services, cleaning, and waste disposal services.

Pre-pandemic growth from January 2017 to January 2020 was flat, and the industry saw losses of 15% in the immediate pandemic trough, with a further dip (beyond overall private sector losses) through the summer of 2020. The industry has not recovered fully, with the total number of jobs still at 17.1% lower at 8,200 than in January 2020.

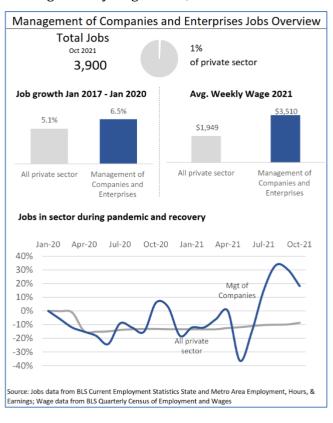
Earnings; Wage data from BLS Quarterly Census of Employment and Wages 2021 (8% of private sector employment) and average weekly wages of \$1,170.

In this industry, seven companies had (as of January 2021) more than 1,000 employers in the District, including five of the top 25 DC employers and 25 of the top 200. These firms include professional employer organizations (PEO), staffing firms, security companies, and firms providing commercial office janitorial services.

Management of Companies and Enterprises

(1) Supersector: Professional and Business Services

The Management of Companies and Enterprises industry comprises: (1) establishments that hold equity in other companies in order to own a controlling interest or influencing management decisions, or (2) establishments (except government) that administer, oversee, and manage companies and perform strategic or organizational planning for



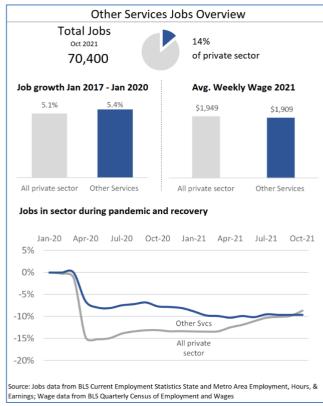
those companies. The establishments in this industry achieve economies of scale by consolidating management activities.

Prior to the pandemic recession, job growth was strong at 6.5% between January 2017 and January 2020, well over the 5.1% average for the private sector.

Employment numbers in this area started to fall even prior to pandemic lockdowns. The apparent volatility of the employment numbers between July 2020 and July 2021 may be an artifact of small sample size. By Fall of 2020, numbers employed in the industry were more than 18.2% higher than the pre-pandemic level, with a gain of 1,200 since the lowest point and 600 net since January 2020.

This small industry comprises 1% of private sector employment, with about 3,900 jobs as of October 2021, and wages remain high at \$3,510 per week on average, compared to \$1,949 for the private sector average.

Larger employers in this industry are Carlyle Group with more than 500 and PHI Service Co. with more than 250 (as of January 2021), with the remainder of several thousand employees among smaller companies.



Other Services (2) Supersector: Other Services

The Other Services (except Public Administration) industry includes establishments engaged in providing services not specifically provided for elsewhere in the Bureau of Labor Statistics classification system. Establishments in this sector are primarily engaged in equipment and machinery repairing, promoting or administering religious activities, grantmaking, advocacy, and providing dry cleaning and laundry services, personal care services, death care services, pet care services, photofinishing services, temporary parking services, and dating services. The prominence of this industry in the District is attributable in large part to the size of the nonprofit sector, especially foundations.

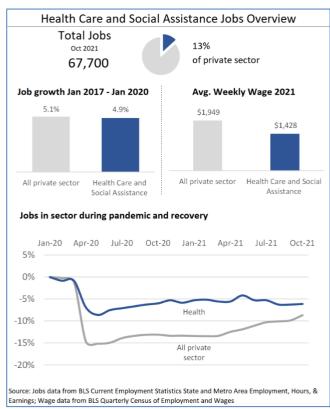
In the pre-pandemic period, job growth of 5.4% in the Other Services industry matched the private sector (5.1%). Other Services employment dropped sharply by

8.0% due to the pandemic, then continued to an October 2021 low of 9.6% from the prepandemic baseline.

Comprising 14% of the private sector, Other Services had 70,400 jobs as of October 2021. The average weekly wage for 2021 was \$1909, about average for the private sector as a whole. Job losses have not been as great as other sectors, but recovery has also been slow. However, projections show a steady increase in employment through 2030.

Of the top 200 employers by size in January 2021, 25 were in the Other Services industry. This includes the Catholic Archdiocese of Washington and AARP, with more than 1,000 employees each, a variety of notable industry associations and foundations, as well as Colonial Parking.

<u>Health Care and Social Assistance</u> (3) Supersector: Education and Health Services



The Health Care and Social Assistance industry includes establishments providing health care and social assistance for individuals. Companies and firms may provide medical care exclusively, provide health care and social assistance, or provide only social assistance. All companies in this industry share this commonality of process, namely, labor inputs of health practitioners or social workers with the requisite expertise.

In the three-year period from January 2017 to January 2020, industry growth was 4.9%, about even with the private sector 5.1% growth. During the pandemic recession, the industry did lose 8.6% of its jobs through the spring of 2020, and as of October 2021 was down 6.1%, or 4,400 jobs, from the pre-pandemic level. However, the industry has regained 1,800 jobs since the low and is projected to have annual job growth.

The sector had 67,700 jobs as of October 2021, comprising 13% of the private sector employment. Average weekly wages were \$1,428, compared to \$1,949 in the private sector overall.

Three of the top five (Children's National Medical Center, Washington Hospital Center, Georgetown University Hospital) and 35 of the top 200 employers in the District are in this

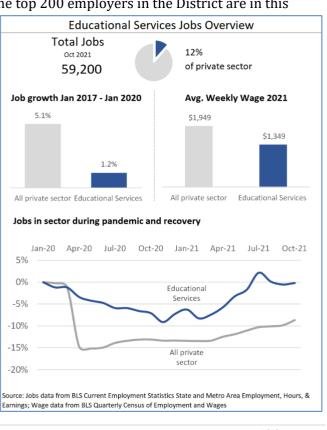
sector. Medium-sized companies in the sector include Immaculate Health Care Services, Inc., So Others Might Eat, Inc. (SOME), and Human Touch Home Health.

Educational Services

(3) Supersector: Education and Health Services

The Educational Services industry comprises specialized establishments that provide instruction and training in a wide variety of subjects. Diverse settings and means may be used, but companies in the sector share the commonality of process, namely, labor inputs of instructors with the requisite subject matter expertise and teaching ability.

In the three years prior to the pandemic, growth was marginal compared to other industries at 1.2% in the three-year period prior to January 2020. Pandemic losses occurred more moderately for this industry than others, with a pandemic



recession drop of 4.2%. The industry saw a controlled decline throughout 2020, followed by a recovery through July 2021.

As of October 2021, Educational Services was 12% of private sector employment with 59,200 jobs. The average weekly wage was \$1,349, compared to \$1,949 for the entire private sector. By October 2021, the industry had nearly leveled out at its pre-pandemic numbers, gaining 4,200 since the lowest point and with a net loss of only 100 jobs (0.2%). Overall, Educational Services losses have compared favorably to private sector trends.

As of January 2021, five of the top ten largest employers in the District were in this sector: Georgetown University, George Washington University, American University, Howard University, and Catholic University of America. Also employing more than 1,000 people are Kipp DC/Key Academy and Gallaudet University. Cambium Assessment, Inc., and Aspen Institute are among the medium-size companies in the sector.

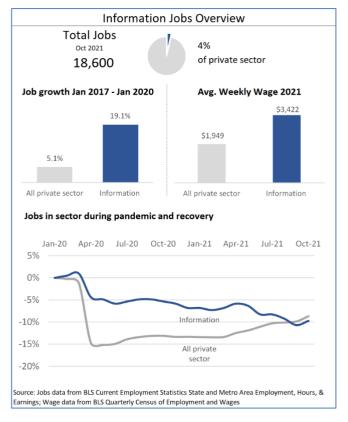
Information

(4) Supersector: Information

The Information sector includes establishments engaged in the following processes: (a) producing and distributing information and cultural products, (b) providing the means to transmit or distribute these products, as well as data or communications, and (c) processing data.

The main functions within this industry are publishing, including software publishing, traditional publishing, and publishing exclusively on the Internet, motion picture and sound recording, broadcasting, including traditional broadcasting and broadcasting exclusively over the Internet, telecommunications, web search portals, data processing, and the information services.

The Information industry experienced explosive growth of 19.1% in the three-year period from January 2017 to January 2020. With the pandemic recession, employment fell immediately by 5% and then continued to trail off, dropping another 1,000 jobs—a 10% job loss since January 2020.

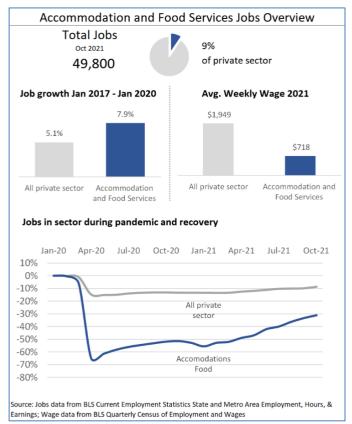


Information industry jobs comprised 4% of private sector employment, or 18,600 jobs, as of October 2021. Wages of \$3,422 per week were well above the private sector average of \$1,949. Information jobs are projected to grow steadily over the next few years.

The 11 Information companies listed among the top 200 District employers include traditional companies and "new media" giants, such as The Washington Post, which employed more than 1,000 staff in the District as of January 2021, NPR, Sirius XM Radio, Turner Services, Palantir Technologies, and Verizon.

Accommodation and Food Services (5) Supersector: Leisure and Hospitality

The Accommodation and Food Services industry includes establishments providing customers with lodging and/or preparing meals, snacks, and beverages for immediate consumption. The industry encompasses both types of establishments because the two activities are often combined at the same company or location.



Spring 2020 brought a drastic decline of more than 65% (47,000-plus jobs) of those employed in this industry. A twophase recovery saw jobs increase marginally through October 2020, with a somewhat stronger recovery throughout 2021.

The industry contained 49,800 jobs as of October 2021, which is 9% of private sector employment. The average weekly wage of \$718 is roughly \$1,200 less than the private sector average. However, job growth is historically strong, including pre-pandemic growth of 7.9% from January 2017-2020.

Despite regaining 24,500 jobs since the low, by October 2021 employment still remained 30%, or 22,500 jobs, below the January 2020 level.

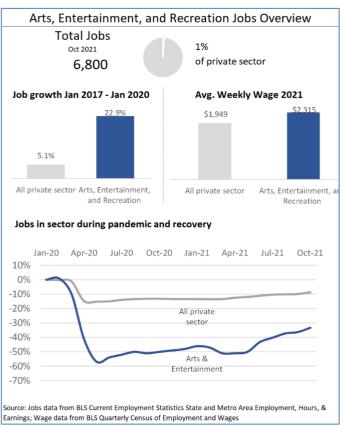
The industry is comprised mostly of small businesses. By January 2021, only two companies in the industry employed more than 500 people:

Starbucks Coffee Corp. and SDH Services East LLC (a subsidiary of Sodexo, Inc.). Slightly smaller firms in the District's top 200 employers list include Restaurant Associates of NY LLC (dining services at museums) and ARAMARK Campus, LLC (dining services at colleges and universities.)

Arts and Entertainment and Recreation (5) Supersector: Leisure and Hospitality

The Arts, Entertainment, and Recreation industry includes a wide range of establishments that operate facilities or provide services to meet varied cultural, entertainment, and recreational interests of their patrons, such as live events and performances, exhibits of historical and cultural interest, and recreational activities and leisure pursuits.

From January 2017-2020, this industry saw very large growth of 22.9%. Although a small industry, in percentage terms, this outpaced other industries pre-pandemic. However, pandemic recession job losses in the industry exceeded 56% through the spring of 2020. After a marginal recovery of 2,400 jobs, the employment level in October 2021 remained 33% or



3,400 jobs below the pre-pandemic baseline of January 2020.

The Arts, Entertainment, and Recreation industry comprised 1% of private sector employment, with 6,800 jobs as of October 2021. The average weekly wage compared favorably to the private sector average of \$1,949 per week, at a level of \$2,315.

Another industry characterized by small and mid-size businesses, as of January 2021, only two companies employed more than 250 people: Monumental Sports and the Washington Nationals.

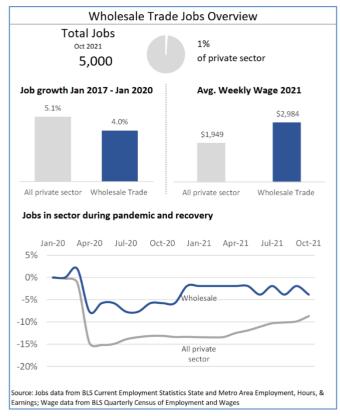
Wholesale Trade

(6) Supersector: Trade, Transportation, and Utilities

The Wholesale Trade industry comprises establishments engaged in wholesaling merchandise, generally without transformation, and rendering services incidental to the sale of merchandise. Merchandise outputs include agriculture, mining, manufacturing, and certain information industries, such as publishing.

The wholesaling process is an intermediate step in the distribution of merchandise. Wholesalers are organized to sell or arrange the purchase or sale of (a) goods for resale (i.e., goods sold to other wholesalers or retailers), (b) capital or durable non-consumer goods, and (c) raw and intermediate materials and supplies used in production.

In the three years from January 2017 to January 2020, Wholesale Trade employment growth of 4.0% slightly lagged the private sector rate of 5.1%. After a 7.7% rate employment decrease



during the pandemic, the industry saw growth in 2021 but remains at 3.8% (200 jobs) below the pre-pandemic level.

Wholesale Trade jobs numbered 5,000 in October 2021 and made up 1% of private sector employment. The average weekly wage for 2021 was \$2,984, over \$1,000 more than the private sector average. IBM Corporation is the only employer from this industry in the District's largest 200 employers list.

Retail Trade

(6) Supersector: Trade, Transportation, and Utilities

The Retail Trade industry includes establishments engaged in retailing merchandise, generally without transformation, and rendering services incidental to the sale of merchandise.

The retailing process is the final step in the distribution of merchandise. Retailers are organized to sell merchandise in small quantities to the general public. This industry comprises two main types of retailers: store and non-store retailers.

- 1. Store retailers operate fixed point-of-sale locations, located and designed to attract a high volume of walk-in customers. In addition to retailing merchandise, some types of store retailers are also engaged in the provision of after-sales services, such as repair and installation.
- 2. Non-store retailers serve the general public, but instead use such methods as "infomercials," direct-response advertising, catalogs, door-to-door solicitation, in-home demonstration, selling from portable stalls (street vendors, except food), and vending.

Prior to the pandemic, growth in Retail Trade was less than 1%. During the recession, an abrupt drop of 24% saw employment loss rates exceed the private sector as a whole. The industry took most of 2020 to recover, eventually regaining 2,500 jobs, but remaining approximately 13% down, or 3,000 jobs, from the prepandemic level.

Retail Trade jobs numbered 20,200 in October 2021, representing 4% of private sector employment. Average weekly wages were \$809 in 2021, over \$1,000 less than the average.

Of the top 200 employers by size, 13 are in Retail Trade, including familiar brands of grocery stores, big box, and pharmacies, such as Safeway, Whole Foods, CVS, and Walmart.

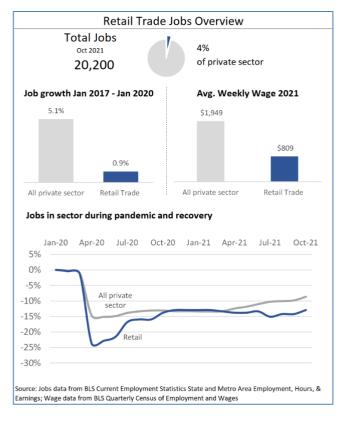
Transportation, Warehousing, and Utilities

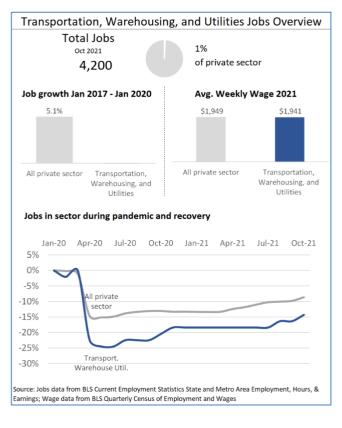
(6) Supersector: Trade, Transportation, and Utilities

The Transportation, Warehousing, and Utilities industry includes firms that provide transportation of passengers and cargo, warehousing and storage for goods, scenic and sightseeing transportation, and support activities related to modes of transportation. The modes of transportation are air, rail, water, road, and pipeline.

The Utilities industry comprises establishments engaged in the provision of the following utility services: electric power, natural gas, steam supply, water supply, and sewage removal. Although the Utilities sector is often considered to be distinct from Transportation and Warehousing, the data for these sectors are combined by Bureau of Labor Statistics due to their small size in DC.

Employment numbers dropped 25% with the pandemic recession. The industry regained about 500 jobs during 2020 and 2021, representing a 14% loss (700 jobs lost) from the pre-pandemic baseline.





As of October 2021, the industry represented 1% of private sector employment, standing at 4,200 jobs as of October 2021. The average weekly wage for the sector of \$1,941 was roughly the private sector average. The two largest employers in this sector as of January 2021 were both utilities: DC Water & Sewer Authority (DC WASA) and Potomac Electric Power Company (PEPCO).

<u>Finance and Insurance</u> (7) Supersector: Financial Activities

The Finance and Insurance industry comprises establishments primarily engaged in financial transactions (transactions involving the creation, liquidation, or change in ownership of financial assets) and/or in facilitating financial transactions. Three principal types of activities are identified:

- 1. Raising funds by taking deposits and/or issuing securities and, in the process, incurring liabilities. This includes financial intermediation.
- 2. Pooling of risk by underwriting insurance and annuities.
- 3. Providing specialized services facilitating or supporting financial intermediation, insurance, and employee benefit programs.

Total Jobs 3% Oct 2021 of private sector 15,000 Job growth Jan 2017 - Jan 2020 Avg. Weekly Wage 2021 5.1% \$3,301 \$1,949 All private sector Finance and Insurance All private sector Finance and Insurance Jobs in sector during pandemic and recovery Jan-20 Apr-20 Jul-20 Oct-20 Jan-21 Apr-21 Jul-21 Oct-21 5% 0% -5% Finance Insurance -10% -15% All private sector -20% Source: Jobs data from BLS Current Employment Statistics State and Metro Area Employment, Hours, &

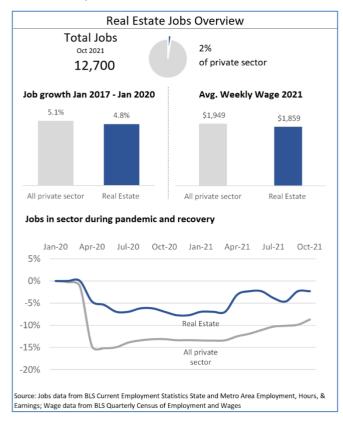
Earnings; Wage data from BLS Quarterly Census of Employment and Wages

Finance and Insurance Jobs Overview

In addition, authorities charged with monetary control are included in this industry.

Prior to the pandemic, three-year growth was flat for this industry. With the pandemic, the industry avoided a sharp drop, falling only 1.2% (200 jobs) in the recession period. But a slow ongoing erosion reduced employment to its current level of 11% down or 1,900 jobs lost from the pre-pandemic level.

The 15,000 jobs in October 2021 in the Finance and Insurance industry represented 3% of



private sector jobs in the District. Average weekly wages of \$3,301 were well in excess of the private sector average of \$1,949. Fannie Mae, the District's 10thlargest employer in January 2021, employed more than 1,000 people. No other employer in this sector employs more than 500.

<u>Real Estate and Rental and Leasing</u> (7) Supersector: Financial Activities

The Real Estate and Rental and Leasing industry comprises establishments primarily engaged in renting, leasing, or allowing the use of tangible or intangible assets, and establishments providing related services. This includes establishments that rent, lease, or allow the use of their own assets by others. The assets may be tangible, as is the case with real estate and equipment, or intangible, as is the case with patents and trademarks. This industry also includes firms primarily engaged in managing real estate for others, selling, renting and/or buying real estate for others, and appraising real estate.

In the three years prior to the pandemic recession, the 4.8% job growth in Real Estate employment nearly matched the private sector average (5.1%). The Real Estate industry experienced a decline of 5.4% in the pandemic recession period. Since that time, 400 jobs have been recovered leaving a net of 300 jobs lost, or 2.3% of the pre-pandemic level.

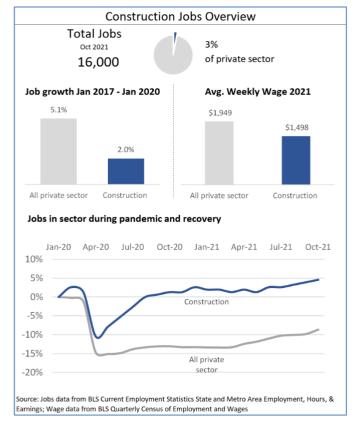
This industry represented 2% of the private sector workforce, as 12,700 people worked in the Real Estate industry as of October 2021. The average weekly wage was \$1,859, slightly lower than the district average for the private sector.

Employment numbers for individual companies are led by Costar group, Bozzuto group, and Jones Lans LaSaile Americas Inc., none of which employed more than 1,000 people as of January 2021.

<u>Construction</u> (8) Supersector: Construction

The Construction industry comprises establishments primarily engaged in the construction of buildings or engineering projects (e.g., highways and utility systems), in the preparation of sites for new construction, and in subdividing land for sale as building sites. Construction work done may include new work, additions, alterations, or maintenance and repairs. Activities of these firms are generally managed at a fixed place of business, but they usually perform construction activities at multiple project sites.

The industry experienced a recessionperiod drop of 10.5% followed by a robust recovery of 2,300 jobs, returning to the pre-pandemic level by the latter half of 2020. Construction employment continued to rise and as of October 2021 stood at 4.6% above pre-pandemic level, with a net gain of 700 jobs.



With 16,000 jobs as of October 2021, Construction represented 3% of the private sector. The average weekly wage for 2021 was \$1,498, which was below the private sector average. Led by Fort Myer Construction Company, the industry had four companies in the top 200 employers by size, though none of these four exceeded 1,000 employees.

<u>Manufacturing</u>

(9) Supersector: Manufacturing

The Manufacturing industry includes establishments engaged in the mechanical, physical, or chemical transformation of materials, substances, or components into new products. Establishments may be plants, factories, or mills and use characteristic power-driven machines and materials-handling equipment. However, firms may also transform materials or substances into new products by hand or in a worker's home. Those who sell products to the general public made on the same premises from which they are sold, such as bakeries, candy stores, and custom tailors, may also be included in this sector.

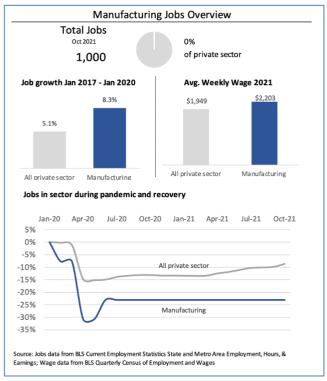
With 1,000 jobs as of October 2021, the manufacturing sector made up less than 1% of District private sector employment. The average weekly wage of \$2,203 in 2021 was slightly above the private sector average.

In the pre-pandemic period, sector job growth was strong at 8.3% from January 2017 to January 2020. However, manufacturing employment fell more than 30% in the pandemic recession, and despite regaining 100 jobs, the sector has not recovered. Net job loss is 23%, or 300 jobs, from the pre-pandemic level.

There are no manufacturing sector companies in the District's top 200 employers by size.

Existing and Emerging Occupations

This subsection focuses on occupations projected to grow and provide



opportunities for workers in the District. Information is organized by sector and then by entryintermediate skill and middle skill jobs. High demand, entry-intermediate skill occupations are defined as occupations that typically require little workplace experience and only a high school diploma. Middle skill occupations are defined as those that required more than a high school diploma, but less than a bachelor's degree. As shown in Table 2, entry-intermediate skill jobs total 148,070 across six sectors, and middle skill jobs total 109,460 across these same sectors.

Table 2: Sector-by-sector projections for job growth, before and after the pandemic recession,	
sorted by number of jobs in 2021	

Skill-level and Sector	Number of jobs 2021	Median annual wage 2021	% job growth 2017-2019	% job growth 2019-2021	Projected job growth 2021 - 2028	Average Annual Openings 2021 - 2028
Entry-Intermediate Skill						
Hospitality	61,030	\$36,560	-2%	-26%	-14%	8,895
Business and IT	25,820	\$46,550	-2%	-5%	2%	3,063
Infrastructure	21,290	\$40,640	-3%	-10%	3%	2,950
Healthcare	17,910	\$32,010	1%	1%	19%	3,160
Security and Law	15,760	\$49,690	0%	-7%	14%	2,513
Construction	6,260	\$47,320	-1%	-6%	6%	690
Total	148,070					21,271
Middle Skill						
Business and IT	76,970	\$82,350	5%	0%	0%	6,731
Security and Law	11,540	\$84,380	-4%	-4%	-1%	1,005
Healthcare	11,130	\$53,090	-10%	-7%	8%	1,136
Infrastructure	7,780	\$57,630	0%	-6%	11%	910
Construction	1,100	\$72,500	5%	-10%	-3%	110
Hospitality	940	\$60,720	9%	-29%	-13%	112
Total	109,460					10,004

Source: EMSI; DC Department of Employment Services; DC Workforce Investment Council

Projected growth numbers are influenced greatly by the impact of the COVID-19 pandemic and the varying impacts to certain sectors by the 2020 shutdown, as well as various "starts and stops" that have occurred as virus waves come and wane. Many sectors and occupations are still recovering and will take more time to recover, while other sectors and occupations have already met or exceeded the pandemic recession employment baseline set in January 2020.

This sector and jobs analysis provides a helpful framework to inform the District's work around its identified high-growth sectors, which are: Construction, Healthcare, Hospitality, Information Technology (IT), Retail, and Security and Law. Accordingly, occupations in healthcare, IT, and security and law demonstrate a combination of higher projected growth rates and total number of job openings across the entry-intermediate skill and middle skill areas.

Due to longer-term pandemic impacts, hospitality employment has projected negative growth; however, job openings are large, and time will determine the rate of recovery for the sector. Therefore, hospitality occupations likely provide opportunities for career mobility despite some of the negative growth rates.

Job Growth and Occupational Analysis

A closer examination of the occupational growth rates of the sectors highlighted in Table 2 provides additional data on pandemic impacts, growth projections, and emerging employment opportunities. Below are the six occupational sectors, listed in the same order as the Middle Skill column in Table 2, with commensurate high demand occupation codes and titles, employment numbers, median wages, and projected growth through 2021.

Business and Information Technology

Table 3 highlights the high-demand, entry-intermediate occupations for Business and IT. For entry and intermediate skill levels, the 14 highest demand jobs in Business and IT have a median wage of \$46,550 and a total count of almost 26,000 jobs. The overall occupational sector is projected to have 2% growth through 2028 and average annual openings of about 3,000 jobs.

Some jobs on this list have realized a reversal in anticipated demand. Previously lower-growth occupations, such as information and record clerks, mail clerks and mail machine operators, file clerks, and office and administrative support workers, have projected job growth that either slows previous loss trends or even moves growth rates from negative to positive territory.

Negative reversals are notable for clerical library assistants and for office machine operators, whose projected growth rates are much lower than their job growth from 2017 to 2019.

General office clerk is the highest demand entry-intermediate level job in Business and IT. Almost 13,000 persons are employed in 2021 with moderate growth anticipated through 2028 and average annual openings of 1,468.

Table 4 highlights high-demand middle skill Business and IT jobs, which have a higher employment count and projected job openings level than entry-intermediate level jobs in the same sector. This indicates that career mobility opportunities exist for entry-level workers who develop and increase their skills.

The eight jobs in this category total 76,970 in 2021, with a median annual wage of \$82,350 per year. Cumulative projected job growth through 2028 is flat, but individual occupations have wide variability. Projected average annual openings are 6,731 jobs per year.

Projected annual openings are strong for project management specialists and business operations specialists and general secretaries and administrative assistants. Occupations whose growth prospects have improved include supervisors of office workers, computer user support specialists, bookkeeping, accounting and auditing clerks, and human resources assistants. Except for the latter, all these fields anticipate several hundred openings per year through 2028.

SOC code	Occupation title	Number of jobs 2021	Median annual wage 2021	% job growth 2017-2019	% job growth 2019-2021	Projected job growth 2021 - 2028	Average Annual Openings 2021 - 2028
	Totals and weighted avg	25,820	\$46,550	-2%	-5%	2%	3,063
43-9061	Office Clerks, General	12,090	\$44,260	5%	-4%	4%	1,468
43-4171	Receptionists and Information Clerks	3,950	\$39,680	2%	-9%	4%	523
43-4199	Information and Record Clerks, All Other	2,250	\$61,520	-13%	-10%	0%	241
43-9199	Office and Administrative Support Workers, All Other	1,950	\$48,730	-20%	-2%	2%	224
43-5052	Postal Service Mail Carriers	1,060	\$54,310	4%	-2%	0%	75
43-4111	Interviewers, Except Eligibility and Loan	730	\$46,390	20%	4%	12%	107
43-5071	Shipping, Receiving, and Inventory Clerks	720	\$54,610	3%	2%	2%	71
43-9051	Mail Clerks and Mail Machine Operators, Except Postal Service	700	\$47,130	-31%	-4%	2%	82
43-9021	Data Entry Keyers	500	\$39,810	-1%	-12%	-3%	53
43-3051	Payroll and Timekeeping Clerks	470	\$63,080	-10%	-8%	-5%	47
43-9071	Office Machine Operators, Except Computer	390	\$38,580	7%	-10%	-7%	43
43-4071	File Clerks	390	\$48,490	-22%	-15%	-4%	44
43-4121	Library Assistants, Clerical	360	\$43,490	18%	41%	6%	61
43-9022	Word Processors and Typists	250	\$53,440	-21%	-8%	-21%	25

Table 3: Business and Information Technology sector recent job growth and projections for highdemand, Entry-Intermediate skill occupations

e: EMSI; DC Department of Employment Services; DC Workforce Investment Council

Table 4: Business and Information Technology sector recent job growth and projections for highdemand, Middle skill occupations

SOC code	Occupation title	Number of jobs 2021	Median annual wage 2021	% job growth 2017-2019	% job growth 2019-2021	Projected job growth 2021 - 2028	Average Annual Openings 2021 - 2028
	Totals and weighted avg	76,970	\$82,350	5%	0%	0%	6,731
13-1198	Project Management Specialists and Business Operations Specialists, All Other	42,630	\$100,130	17%	5%	0%	3,088
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	15,220	\$48,570	-4%	-7%	-2%	1,611
43-6011	Executive Secretaries and Executive Administrative Assistants	5,740	\$73,250	-1%	-6%	-9%	586
43-1011	First-Line Supervisors of Office and Administrative Support Workers	4,670	\$77,880	-9%	-5%	5%	502
15-1232	Computer User Support Specialists	4,060	\$69,090	-11%	0%	15%	398
43-3031	Bookkeeping, Accounting, and Auditing Clerks	3,420	\$57,220	-14%	-11%	8%	430
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	780	\$56,280	-14%	-6%	-2%	76
43-3061	Procurement Clerks	450	\$58,280	8%	-8%	-5%	40

Source: EMSI; DC Department of Employment Services; DC Workforce Investment Council

Security and Law

Table 5 highlights the high-demand, entry-intermediate occupations for Security and Law. This sector includes security guards and two other categories of protective service workers. Both employment numbers and median annual wages are higher in 2021 than in 2018. All occupations in this category anticipate strong growth through 2028, with average annual openings exceeding 2,500, weighted heavily towards security guards.

Table 6 highlights the high-demand, middle skill occupations for Security and Law. Middle skill occupations in security and law have recovered from the pandemic recession with 11,540 employed in the sector in 2021 at annual wages averaging \$84,000 per year. Projected job growth through 2028 is essentially flat, with an expected 1,000 average annual openings.

From this list, the only occupation with a negative growth projection is legal secretaries and administrative assistants at -12%. Employment count for these (about 3,000) is down 500 from three years ago.

For correctional officers and jailors, a lower job count and higher median annual wage compared to three years ago may indicate that lower paid workers were the ones who lost jobs during the COVID-19 pandemic downturn.

Table 5: Security and Law sector recent job growth and projections for high-demand, Entry-
Intermediate skill occupations

SOC code	Occupation title	Number of jobs 2021	Median annual wage 2021	% job growth 2017-2019	% job growth 2019-2021	Projected job growth 2021 - 2028	Average Annual Openings 2021 - 2028
	Totals and weighted avg	15,760	\$49,690	0%	-7%	14%	2,513
33-9032	Security Guards	14,650	\$48,710	2%	-7%	14%	2,342
33-1099	Miscellaneous First-Line Supervisors, Protective Service Workers	860	\$65,140	-5%	-12%	8%	99
33-9098	School Bus Monitors and Protective Service Workers, All Other	250	\$53,550	-52%	5%	16%	72

Source: EMSI; DC Department of Employment Services; DC Workforce Investment Council

Table 6: Security and Law sector recent job growth and projections for high-demand, Middle skill occupations

SOC code	Occupation title	Number of jobs 2021	Median annual wage 2021	% job growth 2017-2019	% job growth 2019-2021	Projected job growth 2021 - 2028	Average Annual Openings 2021 - 2028
	Totals and weighted avg	11,540	\$84,380	-4%	-4%	-1%	1,005
33-3051	Police and Sheriffs Patrol Officers	6,020	\$77,710	3%	-2%	2%	478
43-6012	Legal Secretaries and Administrative Assistants	3,030	\$91,940	-22%	-7%	-12%	303
33-1012	First-Line Supervisors of Police and Detectives	1,370	\$116,360	10%	0%	0%	86
33-3012	Correctional Officers and Jailers	980	\$60,420	9%	-13%	15%	119
33-9021	Private Detectives and Investigators	140	\$63,770	-12%	-17%	28%	19

Source: EMSI; DC Department of Employment Services; DC Workforce Investment Council

Healthcare

Table 7 highlights the high-demand, entry-intermediate occupations for Healthcare. Entryintermediate level healthcare workers number almost 18,000 with a median annual wage of approximately \$32,000 in 2021. Projected job growth is strong across these occupations with 22% growth anticipated through 2028 for home health and personal care aides. The pandemic recession did not change the ongoing need for people to take care of the aging Baby Boom generation. As a result, these jobs will continue to generate high demand and present employment opportunities for many people.

Average annual openings are expected to be 3,160 for this occupational category. (In 2020, the two categories of Home Health Care Aides and Personal Care Aides were combined into a single category, according to EMSI data.)

Nursing assistants and orderlies are also projected to have growth in excess of 5%, with nursing assistants having the larger count. Median wages among all these high demand health jobs are over \$31,000.

Table 8 highlights the high-demand, middle skill occupations for Healthcare. Middle skill healthcare worker jobs total just over 11,000 with a median annual wage of \$53,000 per year. Projected job growth through 2028 is a strong 8% with average annual openings of about 1,100. Projected growth and annual openings are strong for medical assistants, licensed practical nurses, and medical secretaries.

The highest wages in this occupational sector include dental hygienists, radiologic technologists and technicians, clinical laboratory technologists and technicians, and surgical technologists. Taken together, these occupations provide strong opportunities for career placement and sustainable wages for workers.

Table 7: Healthcare sector recent job growth and projections for high-demand, Entry-Intermediate occupations

uls and weighted avg	17,910	022.010				
	17,710	\$32,010	1%	1%	19%	3,160
e Health and Personal Aides	13,980	\$31,280	3%	3%	22%	2,614
sing Assistants	3,740	\$34,550	-4%	-6%	9%	521
erlies	190	\$35,900	-13%	-14%	6%	25
5	ing Assistants	Aidesing Assistants3,740	Aidesing Assistants3,740\$34,550	Aidesing Assistants3,740\$34,550-4%	Aides 3,740 \$34,550 -4% -6%	Aides 3,740 \$34,550 -4% -6% 9%

Source: EMSI; DC Department of Employment Services; DC Workforce Investment Council

Table 8: Healthcare sector recent job growth and projections for high-demand, M	1iddle skill
occupations	

SOC code	Occupation title	Number of jobs 2021	Median annual wage 2021	% job growth 2017-2019	% job growth 2019-2021	Projected job growth 2021 - 2028	Average Annual Openings 2021 - 2028
00-0000	Totals and weighted avg	11,130	\$53,090	-10%	-7%	8%	1,136
31-9092	Medical Assistants	2,130	\$45,290	4%	-1%	12%	300
29-2061	Licensed Practical and Licensed Vocational Nurses	1,670	\$58,040	-7%	-14%	8%	149
43-6013	Medical Secretaries and Administrative Assistants	1,400	\$44,410	-1%	-6%	8%	172
29-2018	Clinical Laboratory Technologists and Technicians	1,190	\$63,350	-18%	-9%	8%	96
29-2098	Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other	1,150	\$57,540	-6%	-5%	4%	90
29-2052	Pharmacy Technicians	800	\$45,800	-18%	-3%	9%	68
29-2041	Emergency Medical Technicians and Paramedics	730	\$41,040	-42%	-8%	5%	57
31-9091	Dental Assistants	580	\$35,680	2%	-18%	0%	68
29-2034	Radiologic Technologists and Technicians	540	\$83,480	-6%	-3%	7%	45
31-9099	Healthcare Support Workers, All Other	390	\$51,910	4%	0%	7%	53
29-2055	Surgical Technologists	330	\$60,670	5%	1%	6%	26
29-1292	Dental Hygienists	220	\$96,460	-28%	-33%	1%	14

Source: EMSI; DC Department of Employment Services; DC Workforce Investment Council

Infrastructure

Table 9 highlights the high-demand, entry-intermediate occupations for Infrastructure. The top occupation in Infrastructure, customer service representative, has remained strong, and even improved, coming out of the pandemic recession and recovery periods. More than 7,600 customer service representatives work in the District with a median annual wage of roughly \$44,000. Projected job growth is strong, with average annual openings of more than 1,000 jobs. Other occupations with positive projections are stockers and order fillers and laborers, credited with both positive growth and several hundred jobs opening annually on average through 2028.

Retail salespersons has lost more than 1,000 jobs since three years ago, and, despite a negative growth projection, still affords more than 700 job openings per year through 2028. Carpenters and light truck drivers look to hold steady jobs numbers for the foreseeable future.

Table 10 highlights the high-demand, middle skill occupations for Infrastructure. The Infrastructure sector employs more than 7,700 workers with middle skill capabilities at a medium annual wage of approximately \$57,000 in 2021. The highest paid occupation among high demand jobs is electrician at nearly \$84,000.

After moderate pandemic recession losses, projected job growth through 2028 is a strong 11%, with more than 900 average annual openings. General maintenance and repair workers and electricians lead the projections with several hundred job openings per year. All six high demand jobs in the Infrastructure sector anticipate strong positive growth through 2028. Workers inclined to gain skills and competencies in HVAC, bus and truck repair, or security systems stand to earn wages of well over \$50,000 per year in these occupations.

SOC code	Occupation title	Number of jobs 2021	Median annual wage 2021	% job growth 2017-2019	% job growth 2019-2021	Projected job growth 2021 - 2028	Average Annual Openings 2021 - 2028
	Totals and weighted avg	21,290	\$40,640	-3%	-10%	3%	2,950
43-4051	Customer Service Representatives	7,610	\$44,170	6%	-6%	6%	1,048
41-2031	Retail Salespersons	5,370	\$32,460	-1%	-21%	-7%	715
53-7065	Stockers and Order Fillers	2,890	\$34,990	-10%	-4%	8%	496
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	1,860	\$41,980	-12%	-9%	15%	304
47-2031	Carpenters	1,490	\$55,970	-17%	-6%	-1%	137
53-3033	Light Truck Drivers	1,110	\$39,700	-23%	-6%	3%	128
53-3052	Bus Drivers, Transit and Intercity	380	\$40,420	-10%	-13%	15%	55
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	350	\$61,740	0%	-3%	10%	49
43-5041	Meter Readers, Utilities	180	\$51,770	219%	-7%	-6%	13
37-2021	Pest Control Workers	40	\$41,350	7%	-6%	-3%	5
47-2231	Solar Photovoltaic Installers	*	*	*	*	*	*

Table 9: Infrastructure sector recent job growth and projections for high-demand, Entry-Intermediate occupations

Source: EMSI; DC Department of Employment Services; DC Workforce Investment Council | * indicates insufficient data

SOC code	Occupation title	Number of jobs 2021	Median annual wage 2021	% job growth 2017-2019	% job growth 2019-2021	Projected job growth 2021 - 2028	Average Annual Openings 2021 - 2028
couc	Totals and weighted avg	7,780	\$57,630	0%	-6%	11%	910
49-9071	Maintenance and Repair Workers, General	5,270	\$49,340	-1%	-6%	7%	570
47-2111	Electricians	1,590	\$83,750	8%	-6%	23%	234
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	410	\$71,640	-1%	-15%	3%	41
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	220	\$57,360	-8%	-4%	10%	25
27-1026	Merchandise Displayers and Window Trimmers	170	\$31,710	-5%	-9%	38%	27
49-2098	Security and Fire Alarm Systems Installers	110	\$64,690	4%	-4%	15%	14

Table 10: Infrastructure sector recent job growth and projections for high-demand, Middle skill occupations

Source: EMSI; DC Department of Employment Services; DC Workforce Investment Council

Construction

Table 11 highlights the high-demand, entry-intermediate occupations for Construction. The 13 high demand jobs with entry-intermediate skill levels in Construction total 6,260 with median annual wages of \$47,320 in 2021. Projected job growth for the category is 6% for these occupations, with average annual openings of 690 through 2028.

Construction laborers make up the largest category of high demand entry level jobs in construction. Projected job growth is a strong 7% through 2028 with 352 jobs per year opening. All other occupations in the list anticipate average annual openings of less than 100 through 2028. But those occupations all have stronger wages than laborers, and offer possibilities for career-changers who can learn a trade or advanced skill.

Occupations with strongest anticipated percentage growth are operating engineers and paving workers. Job growth is expected to fall for reinforcing iron and rebar workers and mechanical insulation workers.

Table 12 highlights the high-demand, middle skill occupations for Construction. The highest demand jobs for middle scale construction workers are plumbers, pipefitters, and steamfitters with an annual salary of \$72,500 and 1,100 jobs in 2021.

SOC code	Occupation title	Number of jobs 2021	Median annual wage 2021	% job growth 2017-2019	% job growth 2019-2021	Projected job growth 2021 - 2028	Average Annual Openings 2021 - 2028
	Totals and weighted avg	6,260	\$47,320	-1%	-6%	6%	690
47-2061	Construction Laborers	3,180	\$39,440	-6%	-6%	7%	352
47-2073	Operating Engineers and Other Construction Equipment Operators	640	\$61,190	6%	-1%	17%	87
47-2051	Cement Masons and Concrete Finishers	520	\$51,140	-2%	-4%	4%	51
47-2141	Painters, Construction and Maintenance	430	\$52,200	-16%	-10%	-1%	37
49-9098	HelpersInstallation, Maintenance, and Repair Workers	420	\$41,080	36%	5%	0%	53
47-2171	Reinforcing Iron and Rebar Workers	320	\$54,930	66%	-10%	-11%	28
47-2211	Sheet Metal Workers	310	\$69,870	19%	6%	-3%	28
47-2071	Paving, Surfacing, and Tamping Equipment Operators	120	\$54,650	-9%	-3%	20%	18
47-2221	Structural Iron and Steel Workers	110	\$64,730	-22%	-7%	-3%	12
47-2021	Brickmasons and Blockmasons	100	\$69,800	-33%	-16%	25%	14
47-2081	Drywall and Ceiling Tile Installers	70	\$47,380	6%	-50%	-5%	6
47-2132	Insulation Workers, Mechanical	30	\$53,310	-4%	-19%	-10%	3
47-2161	Plasterers and Stucco Masons	*	*	-44%	*	*	1

Table 11: Construction sector recent job growth and projections for high-demand, Entry-Intermediate occupations

Source: EMSI; DC Department of Employment Services; DC Workforce Investment Council | * indicates insufficient data

Table 12: Construction sector recent job growth and projections for high-demand, Middle skill occupations

SOC code	Occupation title	Number of jobs 2021	Median annual wage 2021	% job growth 2017-2019	% job growth 2019-2021	Projected job growth 2021 - 2028	Average Annual Openings 2021 - 2028
	Totals and weighted avg	1,100	\$72,500	5%	-10%	-3%	110
47-2152	Plumbers, Pipefitters, and Steamfitters	1,100	\$72,500	5%	-10%	-3%	110

Source: EMSI; DC Department of Employment Services; DC Workforce Investment Council

Hospitality

Table 13 highlights the high-demand, entry-intermediate occupations for Hospitality. Among all sectors, entry-intermediate skill hospitality employment has been impacted the most by the COVID-19 pandemic. At the onset of 2020, this sector was at the top, or near the top, of all categories presented in the analysis: number of jobs, recent job growth, projected job growth, and average annual openings. The prior projection of 14,000 job openings annually was double that of the next largest sector (Business and IT middle skill). Early in 2020, the number of hospitality jobs was 81,114; recent job growth over prior three years was 10%; recent wage growth was 29%; projected job growth was 9%; and projected average annual openings through 2026 were almost 14,000 per year.

As of the final quarter of 2021, hospitality jobs numbered 61,000 with projected job growth of -14% through 2028. The average annual openings projection is approximately 9,000. The median annual wage is about \$5,000 more among those workers who remained in these

hospitality jobs, possibly indicating that lower-paid workers were the ones who lost their jobs due to the pandemic.

Projected job growth is negative for most jobs on this list. Particularly hard hit are restaurant jobs: servers, cooks, bartenders, dishwashers, coffee shop workers, hosts and hostesses, and their supervisors. Four jobs have positive growth potential: cooks in institutional settings; ushers, lobby attendants, and ticket takers; amusement and recreation attendants; and food preparation and serving workers outside of restaurant settings.

Table 14 highlights the high-demand, middle skill occupations for Hospitality. The lone middleskill occupation in the hospitality industry, chefs and head cooks, numbers just under 1,000 jobs and draws a median annual wage of roughly \$61,000. Previous annual growth was 9% from 2017 to 2019. Projected job growth through 2028 is -13%, though ordinary turnover and similar factors lead to a projection of 112 openings annually on average.

SOC code	Occupation title	Number of jobs 2021	Median annual wage 2021	% job growth 2017-2019	% job growth 2019-2021	Projected job growth 2021 - 2028	Average Annual Openings 2021 - 2028
	Totals and weighted avg	61,030	\$36,560	-2%	-26%	-14%	8,895
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	13,650	\$34,030	-9%	-5%	-2%	1,785
35-3023	Fast Food and Counter Workers	7,170	\$32,110	-13%	-26%	-12%	1,353
35-3031	Waiters and Waitresses	7,150	\$43,810	8%	-37%	-29%	1,147
37-2012	Maids and Housekeeping Cleaners	6,850	\$36,230	3%	-18%	-5%	876
35-2014	Cooks, Restaurant	5,760	\$35,180	15%	-32%	-24%	713
35-3011	Bartenders	3,260	\$48,860	6%	-37%	-10%	506
35-9021	Dishwashers	2,690	\$31,570	-1%	-37%	-30%	351
35-2011	Cooks, Fast Food	2,470	\$29,910	7%	-16%	-31%	291
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	2,460	\$42,460	-4%	-29%	-13%	333
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	2,390	\$35,050	-12%	-42%	-26%	349
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	1,440	\$43,040	2%	-16%	-9%	153
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	1,380	\$32,110	-1%	-41%	-32%	259
35-2012	Cooks, Institution and Cafeteria	1,230	\$37,060	-14%	-18%	4%	189
43-4081	Hotel, Motel, and Resort Desk Clerks	1,060	\$42,870	0%	-32%	-38%	136
35-3041	Food Servers, Nonrestaurant	820	\$33,240	-23%	-28%	-1%	129
39-3031	Ushers, Lobby Attendants, and Ticket Takers	550	\$32,900	-6%	-32%	25%	161
39-3091	Amusement and Recreation Attendants	420	\$30,620	32%	-16%	32%	121
35-2015	Cooks, Short Order	190	\$35,380	-22%	-57%	-6%	27
35-9099	Food Preparation and Serving Related Workers, All Other	80	\$39,580	-13%	-27%	11%	16

Table 13: Hospitality sector recent job growth and projections for high-demand, Entry-Intermediate occupations

Source: EMSI; DC Department of Employment Services; DC Workforce Investment Council

Table 14: Hospitality sector recent job growth and projections for high-demand, Middle skilloccupations

SOC		Number of jobs	Median annual wage	% job growth	% job growth	Projected job growth	Average Annual Openings
code	Occupation title	2021	2021	2017-2019	2019-2021	2021 - 2028	2021 - 2028
	Totals and weighted avg	940	\$60,720	9%	-29%	-13%	112
35-1011	Chefs and Head Cooks	940	\$60,720	9%	-29%	-13%	112
			DOW 16	T			

Source: EMSI; DC Department of Employment Services; DC Workforce Investment Council

Skills Sought by Employers

An analysis of job postings data for high-demand industry sectors and occupations provides valuable information about employer needs. These data show the skills, tools, and technologies desired by employers based on data from EMSI. These skills are typically the "baseline" skills needed across all occupations and to advance in career pathways.

There are four tables below. The highlighted text in the tables shows skills that are listed in more than one industry sector and can thus be seen as "transferable" skills. The large number of highlighted soft (employability) skills indicates those that are sought by employers across many industry sectors. The non-highlighted items in each list show what skills are particular to a given sector's top twenty skills.

The high-demand occupations are broken into Entry-Intermediate skill level and Middle-skill level. For each of these, there is one table for hard (technical) skills and one for soft (employability) skills.

Values of 0% are an artifact of rounding and represent skills that employers requested in job postings but constituted less than 1% of those postings.

Technical Skills for Entry-Intermediate Skill Positions

Table 15 displays the technical skills sought in and across multiple sectors. Workers with technical skills needed across sectors have flexibility to improve job prospects, obtain jobs aligned to preferences for work environment, schedule, and job location, and achieve upward mobility. For Entry-Intermediate jobs, examples of technical skills needed for jobs in multiple sectors include:

- Data entry in Business and IT and Infrastructure
- Auditing, accounting, and billing in many sectors
- Loss prevention in Security and Law and Infrastructure
- Selling and cash register skills in Hospitality and Infrastructure

Skills specific to a sector allow workers to find the occupation or pathway that matches their unique capabilities and preferences. Each occupational sector has its own specialized skills.

- Business and IT jobs call for information-intensive skills like data processing and office automation, proofreading and payroll processing.
- Construction sector employers need a wide array of skills in the use of machinery and construction materials, including heavy equipment, excavation, power tools, drywall, sheet metal, renovation, demolition, and other specializations.
- Healthcare employers seek a variety medical skills, such as patient assistance, patient transport, and safety techniques.
- Hospitality skills include bartending, food safety, food preparation, and grilling, and selling.
- Infrastructure jobs required skills in forklift truck operations, packaging and labeling, and call center skills.

• Security and Law jobs call for specific knowledge and skills in physical security, access controls, alarm devices, incident reporting, and crisis management.

Business and IT		Construction		Healthcare		
Skill/Prevalence		Skill/Prevalence		Skill/Prevalence		
Data Entry	22%	Construction	16%	Nursing 2	21%	
Administrative Function	7%	Painting	11%	Activities Of Daily Living (ADI 1	0%	
Accounting	6%	Carpentry	7%	Cardiopulmonary Resuscitation 1	0%	
Administrative Support	6%	Heavy Equipment	6%	Basic Life Support 1	0%	
Billing	4%	Excavation	5%	Personal Care	9%	
Auditing	4%	Power Tool Operation	5%	Vital Signs	7%	
Finance	3%	Drywall (Installation An	4%	Home Health Care	7%	
Payroll Processing	3%	Machinery	3%	Caregiving	7%	
Warehousing	2%	Mechanics	3%	Patient Assistance	5%	
Medical Records	2%	Backhoes	3%	Nursing Care	4%	
Setting Appointments	2%	Sheet Metal	3%	Home Care	3%	
Office Automation	2%	HVAC	2%	Acute Care	3%	
Proofreading	2%	Renovation	2%	Meal Planning And Preparation	2%	
Data Processing	2%	Demolition	2%	Companionship	2%	
Payroll Systems	2%	Paving	2%	Patient Transport	0%	
Collections	2%	Masonry	2%	Safety Techniques	0%	
Legal Hearings	2%	Rain Gutters	1%	Pediatrics	0%	
Registration	2%	Preparing Executive Sur	1%	Radiology	0%	
Medical Terminology	2%	Dozer	1%	Patient Transfer	0%	
Shipping And Receiving	1%	PHP (Scripting Languag	1%	Health Administration	0%	

Table 15: Top 20 <u>Technical Skills</u> Required in Job Listings for Entry-Intermediate Level Positions by Sector, Highlighting the Skills Listed in Two or More Sectors

Hospitality Skill/Prevalence		Infrastructure Skill/Prevalence		Security and Law Skill/Prevalence	
Restaurant Operation	22%	Merchandising	13%	Law Enforcement	22%
Sanitation	13%	Warehousing	12%	Physical Security	13%
Food Services	8%	Customer Experience	5%	Access Controls	13%
Cooking	7%	Call Centers	5%	Cardiopulmonary Resuscitation	12%
Mopping	6%	Auditing	5%	Auditing	7%
Food Preparation	6%	Accounting	4%	Alarm Devices	7%
Food Safety	5%	Palletizing	4%	Loss Prevention	6%
Grilling	3%	Selling Techniques	4%	Incident Reporting	6%
Furnishing	2%	Loss Prevention	4%	Crisis Management	5%
Cash Handling	2%	Business Development	3%	Automated External Defibrillate	4%
Greeting Guests	2%	Finance	3%	Asset Protection	2%
Linens	1%	Customer Support	3%	Performance Appraisal	2%
Cash Register	1%	Forklift Truck	3%	Operations Management	1%
Resolving Guest Concer	1%	Data Entry	3%		
Front Office	1%	Carpentry	3%		
Window Cleaning	1%	Packaging And Labeling	2%		
Bartending	1%	Customer Relationship I	2%		
Selling Techniques	1%	Customer Satisfaction	2%		
Restaurant Managemen	1%	Billing	2%		
Auditing	1%	Cash Register	2%		

Note: Prevalence is the percentage of job postings that require the skill. Shading indicates skills listed in two or more sectors.

Source: DC WIC analysis of EMSI data.

Technical Skills for Middle Skill Positions

Table 16 displays the technical skills required for middle skill jobs. Middle-skill job postings are notable for the industry-specific skills needed for many occupations, representing a higher level of work experience, specialization, and measurable competence. These skills require distinctly greater care, facility, judgment and training than entry-level ones. Notable technical skills per sector include:

• Business and IT sector postings call for administrative support, more advanced financial skills, and more complex business capabilities like technical support and project management.

- Construction postings are notable for the demand for plumbing skills (40% of postings). Pipe work, valves, pumps, drainage, and blueprinting are skills that require hands-on competence to ensure the correct completion of specialized tasks.
- Healthcare workers seeking to move into middle-skill positions need to learn such skills as medical records, radiology, medical terminology, medical coding, and/or operating room skills.
- In Hospitality, middle-skill workers are widely expected to have skills in restaurant operations, sanitation and safety, or cooking, with back-room abilities like purchasing and kitchen management also in demand.
- Infrastructure positions require specialized skills, such as wiring, electrical systems, HVAC, and blueprinting. S
- Security and Law positions require more advanced competence in administrative functions and written abilities like proofreading and punctuation, and generally higher level abilities related to law enforcement practices and operations.

Table 16: Top 20 <u>Technical Skills</u> Required in Job Listings for Middle-Skill Positions by Sector, Highlighting the Skills Listed in Two or More Sectors

Business and IT		Construction		Healthcare	
Skill/Prevalence		Skill/Prevalence		Skill/Prevalence	
Administrative Support	9%	Plumbing	40%	Medical Records	8%
Finance	7%	Pipe (Fluid Conveyance	12%	Basic Life Support	6%
Accounting	7%	Valves (Piping)	9%	Nursing	6%
Administrative Function	6%	Pumps	7%	Cardiopulmonary Resuscitation	6%
Project Management	5%	Construction	6%	Medical Assistance	4%
Help Desk Support	5%	Power Tool Operation	6%	Vital Signs	3%
Technical Support	4%	Plumbing Fixtures	6%	Billing	3%
Auditing	3%	Pipe Threading	5%	Radiology	3%
Operating Systems	3%	Drainage Systems	4%	Medical Terminology	2%
Office Management	3%	Blueprinting	4%	Electronic Medical Record	2%
Billing	2%			ICD Coding (ICD-9/ICD-10)	2%
Budgeting	2%			Oral Hygiene	2%
Expense Reports	2%			Sterilization	2%
Service Desk	2%			Auditing	2%
Strategic Planning	2%			Operating Room (OR)	2%
Accounts Payable	2%			CPT Coding	2%
Active Directory	2%			Data Entry	2%
Customer Support	2%			Phlebotomy	2%
Business Development	2%			Medical Billing And Coding	2%
Issue Tracking Systems	2%			Nursing Care	2%

Hospitality Skill/Prevalence		Infrastructure Skill/Prevalence		Security and Law Skill/Prevalence	
Restaurant Operation	25%	HVAC	15%	Law Enforcement	18%
Sanitation	17%	Mechanics	11%	Billing	8%
Cooking	16%	Plumbing	10%	Lawsuits	8%
Food Preparation	9%	Painting	6%	Proofreading	8%
Food Safety	6%	Carpentry	6%	Administrative Functions	5%
Culinary Arts	6%	Preventive Maintenance	6%	Administrative Support	5%
Baking	6%	Power Tool Operation	3%	Expense Reports	4%
Food Services	5%	Machinery	3%	Accounting	3%
Purchasing	5%	Drywall (Installation An	3%	Law Enforcement Practices	3%
Kitchen Management	5%	Electrical Wiring	3%	Law Enforcement Operations	2%
		Construction	3%	Performance Appraisal	2%
		Electrical Systems	3%	Legal Depositions	2%
		Blueprinting	2%	Punctuation	2%
		Electrical Equipment	2%	Document Management Systen	2%
		Merchandising	2%	Strategic Planning	2%
		Ventilation	1%	Auditing	2%
		Diesel Engines	1%	Cardiopulmonary Resuscitation	2%
		Brakes	1%	Loss Prevention	2%
		Suspension (Vehicle)	1%	Crime Prevention	1%
		Transformers (Electrical	1%	Data Analysis	1%

Note: Prevalence is the percentage of job postings that require the skill. Shading indicates skills listed in two or more sectors.

Source: DC WIC analysis of EMSI data.

Employability Skills for Entry-Intermediate Skill Positions

Employability skills are foundational skills and qualities needed by people in all occupations. They are highly transferable and in demand across multiple sectors and every occupation. Employability skills include essential basic skills like math and written communications. Digital literacy is needed by workers to perform in many workplace settings.

Other employability skills such as critical analysis, problem-solving, and teamwork are often learned on-the-job and through opportunities to express them. Other entry-level employability skills require more guidance and mentoring, such as customer service and scheduling.

Employers highly value communications, enough to ask for these skills in job postings in every sector. Customer service is also needed across the economy. A valid driver's license and/or good driving record are important in a significant percentage of postings across multiple sectors.

Table 17 highlights the employability skills needed for entry-intermediate occupations.

Business and IT Skill/Prevalence		Construction Skill/Prevalence		Healthcare Skill/Prevalence	
Communications	14%	Valid Driver's License	24%	Communications	25%
Customer Service	14%	Communications	10%	Compassion	13%
Clerical Works	10%	Lifting Ability	9%	Customer Service	12%
Detail Oriented	9%	Loading And Unloading	8%	Valid Driver's License	11%
Microsoft Excel	6%	Operations	8%	Professionalism	5%
Filing	6%	Good Driving Record	6%	Computer Literacy	5%
Microsoft Office	6%	Management	6%	Teamwork	4%
Management	6%	Teamwork	4%	Lifting Ability	4%
Research	5%	Detail Oriented	4%	Management	4%
Operations	5%	Customer Service	3%	Clerical Works	4%
Multitasking	2%	Microsoft PowerPoint	3%	Written Communication	3%
Typing	2%	Sales	2%	First Aid	3%
Scheduling	2%	Research	2%	Scheduling	2%
Professionalism	2%	Writing	2%	Problem Solving	2%
Computer Literacy	2%	Troubleshooting (Proble	2%	Detail Oriented	2%
Telephone Skills	1%	Russian Language	2%	Organizational Skills	2%
Microsoft Word	1%	Transcribing	2%		
Interpersonal Communi	1%	Basic Math	1%		
Problem Solving	1%	Coordinating	1%		
Lifting Ability	1%	Decision Making	1%		

Table 17: Top 20 <u>Employability Skills</u> Required in Job Listings for High-Demand Entry-Intermediate Level Positions by Sector, Highlighting the Skills Listed in Two or More Sectors

Hospitality		Infrastructure		Security and Law	
Skill/Prevalence		Skill/Prevalence		Skill/Prevalence	
Communications	17%	Customer Service	21%	Communications	15%
Customer Service	14%	Sales	14%	Investigation	13%
Management	11%	Communications	12%	Customer Service	13%
Cleanliness	9%	Management	9%	Operations	11%
Operations	6%	Valid Driver's License	5%	Valid Driver's License	11%
Lifting Ability	4%	Operations	5%	Management	9%
Positivity	4%	Lifting Ability	4%	Interpersonal Communications	7%
Detail Oriented	4%	Detail Oriented	4%	Computer Literacy	7%
Dishwashers	4%	Retail Sales	3%	Verbal Communication Skills	7%
Sales	3%	Multitasking	3%	Innovation	5%
Multitasking	3%	Loading And Unloading	3%	Leadership	2%
Professionalism	3%	Problem Solving	3%		
Leadership	3%	Written Communication	2%		
Reservations	2%	Microsoft Office	2%		
Presentations	2%	Planning	2%		
Teamwork	2%	Good Driving Record	2%		
Valid Driver's License	2%	Information Technology	2%		
Enthusiasm	2%	Basic Math	1%		
Scheduling	1%	Smartphone Operation	1%		
Willingness To Learn	1%	Presentations	1%		

Note: Prevalence is the percentage of job postings that require the skill. Shading indicates skills listed in two or more sectors.

Source: DC WIC analysis of EMSI data.

Employability Skills for Middle Skill Positions

In middle-skill positions, employability skills such as problem solving, innovation, and leadership may be obtained early in a career or continally developed over time through workplace experiences and increasingly advanced workplace challenges.

Middle-skill positions often call for computer literacy and also specific computer skills in Microsoft Office and its individual applications such as PowerPoint and Excel.

Middle-skill postings also cite basic skills like math, digital literacy, and communications. As part of upward mobility and to succeeed in middle skill jobs, workers must build upon a solid foundation of entry-level skills and expand and improve upon these skills.

Table 18 highlights the employability skills needed for middle skill occupations.

Business and IT		Construction		Healthcare		
Skill/Prevalence		Skill/Prevalence		Skill/Prevalence		
Communications	16%	Valid Driver's License	17%	Communications	20%	
Management	14%	Troubleshooting (Proble	e 16%	Customer Service	13%	
Operations	10%	Communications	14%	Management	9%	
Detail Oriented	8%	Good Driving Record	12%	Detail Oriented	6%	
Customer Service	7%	Customer Service	10%	Operations	6%	
Microsoft Office	6%	Operations	9%	Scheduling	5%	
Leadership	5%	Management	7%	Computer Literacy	5%	
Research	4%	Lifting Ability	6%	Written Communication	4%	
Microsoft Excel	4%	Detail Oriented	5%	Research	4%	
Coordinating	4%	Problem Solving	4%	Clerical Works	4%	
Presentations	3%			Microsoft Office	3%	
Problem Solving	3%			Multitasking	3%	
Troubleshooting (Proble	3%			Compassion	2%	
Planning	3%			Professionalism	2%	
Program Management	2%			Microsoft Excel	2%	
Information Technology	2%			Investigation	2%	
Scheduling	1%			Problem Solving	1%	
Microsoft PowerPoint	1%			Valid Driver's License	1%	
Sales	1%			Critical Thinking	1%	
Clerical Works	1%			Basic Math	1%	

Table 18: Top 20 <u>Employability Skills</u> Required in Job Listings for High-Demand Middle-Skill Positions by Sector, Highlighting the Skills Listed in Two or More Sectors

Hospitality Skill/Prevalence		Infrastructure Skill/Prevalence		Security and Law Skill/Prevalence	
	1 (0 /		1.00/		0/
Management	16%	Valid Driver's License	18%		%
Communications	15%	Communications	14%	0	2%
Operations	14%	Troubleshooting (Proble	:14%	Management 11	%
Presentations	12%	Customer Service	11%	Operations 8	3%
Leadership	11%	Operations	10%	Detail Oriented 5	5%
Cleanliness	9%	Management	9%	Valid Driver's License 5	5%
Detail Oriented	7%	Lifting Ability	7%	Filing 5	5%
Planning	7%	Good Driving Record	6%	Leadership 4	%
Scheduling	5%	Detail Oriented	4%	Microsoft Office 4	%
Customer Service	5%	Problem Solving	2%	Microsoft Excel 4	%
		Sales	1%	Microsoft Outlook 4	%
		Computer Literacy	1%	Organizational Skills 3	%
				Planning 3	%
				Scheduling 3	%
				Interpersonal Communications 3	%
				Microsoft PowerPoint 3	%
				Coordinating 2	2%
				Customer Service 2	2%
				Research 2	2%
				Presentations 1	%

Note: Prevalence is the percentage of job postings that require the skill. Shading indicates skills listed in two or more sectors.

Source: DC WIC analysis of EMSI data.

(B) WORKFORCE ANALYSIS

Data and Analysis Changes since 2020

The workforce analysis presented in the District's *WIOA Unified State Plan, 2020-2023* was characterized by stability and consistency. The District's economy, population, workforce, and employment showed stable growth, yet highlighted gaps and barriers that exist for populations of residents differentiated by their demographic characteristics, educational attainment levels, ages, experiences of homelessness, status as returning citizens, literacy levels, and disability status. Prior to the COVID-19 pandemic, addressing these challenges was in the context of a regional economy with growing numbers of entry-intermediate level jobs, improving labor force participation, and decreasing unemployment rates across all Wards of the District.

Post-pandemic workforce analysis is intended to understand the economic impacts on vulnerable populations to inform efforts aimed at equity and fostering upward mobility. In doing so, two main challenges in data analysis There are two primary causes of difficulty with data analysis and interpretation must be noted.

First, the level of economic volatility resulting from the pandemic is unprecedented in recent history. Because of the sharp plunge in economic activity in March 2020, followed by a partial (and still continuing) recovery, the timeframe selected for data analysis can lead to very different calculations. Typically, a difference of months or years, which are expected lag times for the release of economic and demographic data, do not have a large impact on key takeaways concerning trends. But now, data from a year ago tell a different story than data from last month. The varying timeframes of available data make assembling a consistent and coherent picture challenging.

The second challenge is the lack of availability of the Census Bureau's American Community Survey (ACS), which, for a decade, has been the most valuable source of detailed economic and demographic data for the District and its Wards. The 2020 ACS was not released on time and may only be released as experimental data due specifically to COVID-related problems with data collection.¹¹ Therefore, the most recent ACS data available for the analysis of target populations is the 2019 ACS, which is pre-pandemic and does not address the impact of the 2020 economic shutdown and resulting economic recovery. Given the need to use combined 3-year or 5-year ACS files for most analysis of Wards or sub-populations, the addition of the 2019 ACS file would add very limited additional information. Therefore, this mid-cycle workforce analysis keeps much of the information and data on target populations unchanged, but administrative and other non-ACS data sources have been updated.¹²

To provide more recent information on target populations impacted by the events of the past two years, this analysis uses data from different sources. First, the Census Bureau's Household Pulse Survey.¹³ is experimental; therefore, results should be interpreted with caution. However, this is one of the most relevant sources of data to describe how District residents with varying economic, household, and demographic characteristics have been impacted by the COVID pandemic. In the analysis below, *the Pulse survey period of November 25 – December 7, 2020* is used as an example of disparate impact of the pandemic across different populations.¹⁴

¹¹ See https://www.census.gov/programs-surveys/acs/news/data-releases.html

¹² One further note about the data for the Census population count for the District. The August 2021 initial release of the 2020 decennial Census data for the District introduces yet another difficulty in getting accurate and recent data. Most population estimates for the District are based on the 2010 Census, and based on that the District's was population estimated at approximately 712,000. In contrast, the 2020 Census counted 689,545 District residents, a healthy gain of nearly 15% since 2010 but less than the most recent prior estimates. Given the recency of the 2020 Census data, the relatively small difference (about 3%), and the lack of accompanying subpopulations data based on that count, this analysis will use the 2010-based population estimates, but there should be an awareness that this may shift prior to the end of this WIOA state plan period.

 $^{^{13}\,}https://www.census.gov/programs-surveys/household-pulse-survey.html$

¹⁴ This week was selected because research on economic impacts of COVID by race by the Urban Institute showed subpopulation differences that were statistically significant. See https://www.urban.org/features/tracking-covid-19s-effects-race-and-ethnicity-questionnaire-two .

Second, the Economic Policy Institute (EPI) has developed a dataset using the Bureau of Labor Statistics' (BLS) monthly Household Survey. Caution should be used for these data given the small sample size. However, these data do provide helpful context in analyzing and addressing disparities among demographic groups as the economic rebuild and recover effort continues in the District.

DC and the Regional Economy

The District of Columbia sits within a larger regional economy that encompasses portions of Maryland and Virginia. In 2020, whereas the District's GDP was a robust \$145 billion¹⁵, the gross regional product for the entire metropolitan area was roughly four times as large at \$561 billion.¹⁶ Washington, DC has just over 760,000 jobs, but there are more than 3.3 million jobs in the greater Washington metropolitan area.¹⁷ In recent years, slightly less than one-third of employed District residents work outside of the District.¹⁸

Of all the jobs within DC, more than two-thirds are held by non-District residents. The greater economic region contains one of the most educated populations in the nation and many of the high-paying jobs are occupied by these non-District residents. Meanwhile, low-income District residents with the lacking the educational attainment levels necessary to qualify for these jobs are left out. Contributing to this challenge for residents without a four-year degree is the relative scarcity of middle skill jobs that could serve as an entry point for those who are qualified or a step up along a career pathway for those in a lower skill job—a challenge being addressed as described later in this Plan.

Population, labor force participation, and employment showed strong trends pre-pandemic, and early data demonstrate that post-pandemic these trends will likely continue. However, disparities by education level, race, disability status, and Ward residency, along with limited middle skill job opportunities, result in segments of the workforce who are not fully included. For many who seek to improve their lives through access to public workforce development services, additional obstacles must be overcome, including poverty, justice system involvement, disability, and barriers due to housing, childcare, and transportation.

Prior to the COVID-19 pandemic a summary of these regional economic factors showed that:

- Of employed District residents, 68.0% worked in the District, and the remainder worked in adjacent Maryland counties (14.4%), adjacent or close Virginia counties/cities (13.1%) or other more remote locations outside DC (5.3%).
- About 29% of jobs in the District are held by District residents, with the remaining 71% held by residents of Maryland, Virginia, and elsewhere.

DC Population and the Labor Force

Table 19 shows population and labor force data from 2020 and 2021. The total population of the District is 712,816, of which 583,338 are eligible for the workforce (civilian, non-institutional, age 16 and older). Of the 583,338 people who are eligible to work, as of October 2021, 412,500 are in the labor force (employed or actively seeking employment), which calculates to 70.4%. 386,400 people are employed, and 26,100 are unemployed, which yields an unemployment rate of 6.3%. By comparison, nationally the labor participation rate is 62.9% and the unemployment rate is 3.5% for the same month.

¹⁵ https://fred.stlouisfed.org/series/DCNGSP

¹⁶ https://fred.stlouisfed.org/series/NGMP47900

¹⁷ https://www.bls.gov/regions/mid-atlantic/data/xg-tables/ro3fx9512.htm

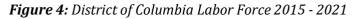
¹⁸ "2018 State of the Business Report: Towards a More Inclusive Economy," DC Chamber of Commerce. Data source: U.S Census Bureau.

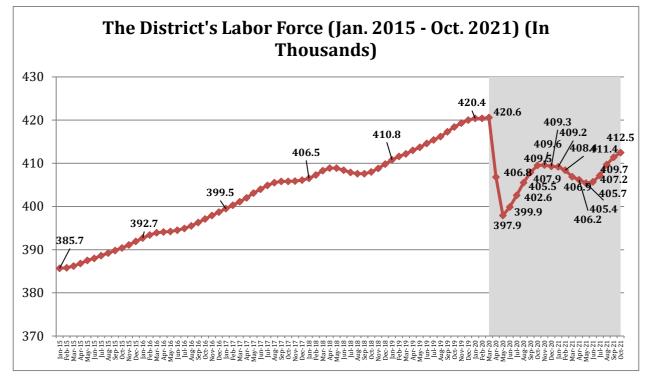
Table 19: The District Labor Force at a Glance, 2021 (unless otherwise noted)

Total DC Residents (Dec 2020)	712,816
DC Residents working age (Dec 2020)	583,338
(Civilian non-institutional population ages 16 and older)	
DC Residents in labor force	412,500
DC Residents employed	386,400
DC Residents unemployed	26,100
DC Resident unemployment rate	6.3%

Source: DC Department of Employment Services and EMSI

As of October 2021, the labor force stood at 412,500 as shown in Figure 4. This was a partial recovery from the pandemic low of 397,900 in May 2020, but remained below the pre-pandemic 420,600.





Source: DC Department of Employment Services Office of Labor Market Research and Performance

After a decade where the District unemployment rate had recovered well from its Great Recession high of 10.4%, pandemic measures saw the unemployment rate jump from 4.9% to 11.1% in only two months. The rate held at 8.8 to 8.9% for several months, and after falling throughout 2021, has now dropped to 6.3% as of October 2021, as shown in Figure 5.

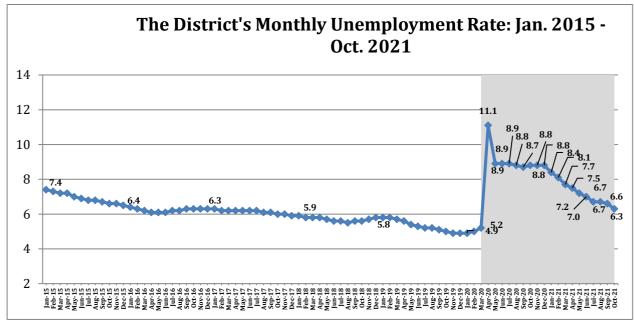


Figure 5: US and DC Monthly Unemployment Rates since 2000

Labor force participation reflects the number of adults of working age who are actually active in the workforce, either as workers or jobseekers. In May 2020, the District's labor force participation rate fell below 69% for the first time since 2014, reaching 68% for a drop of 4% in two months. As of October 2021, the rate was over 70%. District residents have a labor force participation rate much higher than the national rate as demonstrated in Figure 6.

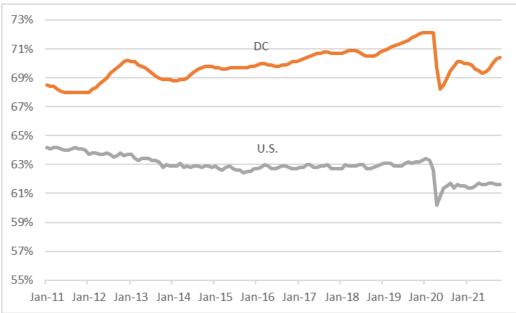
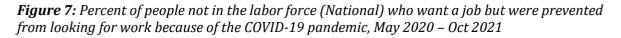


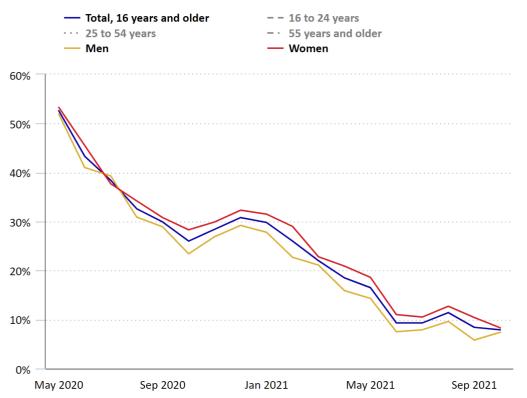
Figure 6: US and DC Labor Force Participation Rates 2011 - 2021

Source: BLS LAUS data series LASST11000000000008 and https://www.bls.gov/charts/employment-situation/civilian-labor-force-participation-rate.htm

The BLS Current Population Survey included questions about the effect of COVID-19 on labor force participation. Data have been collected from May 2020 to October 2021. Statistics are categorized for 16 and older, divisions by age group, and divisions for men and women. Figure 7 highlights the impact of COVID-19 nationally on certain demographic groups looking for employment.

Source: DC Department of Employment Services Office of Labor Market Research and Performance





Source: Bureau of Labor Statistics, on the web at https://www.bls.gov/opub/ted/2021/people-not-looking-for-work-because-of-covid-19.htm

During the initial lockdown period in March 2020, nationally about 53% of both men and women not in the labor force said that they were prevented from looking for work because of the COVID-19 pandemic. The broad trend for all groups saw a decrease until October 2020, when the affected percentage was 26.1%. By October 2020, the gap between men (23.4%) and women (28.3%) was almost five percent, with many more women than men saying that they were prevented from looking for work.

By December 2020, 31% of those over 16 years old prevented from work, but by February 2021 the numbers had recovered, and as of October 2021, 7.9% of those over 16 years old said they were prevented from looking for work.

The 16-24 age group occasionally converged with the overall average, but in most months had a substantially lower incidence of being prevented from looking for work. At times, the gap was as large as 8.5%. For example, in February 2021, 26% of all surveyed said that they were prevented from looking, but only 17.5% age 16-24 were prevented from working.

DC Subpopulation Differences in Labor Force and Employment

Using data from the 2018 Census Bureau's American Community Survey (ACS), there are 575,000 District residents age 18 or older, which is 82% of the total population. Nearly 60% of the District's population, or 415,000 people, are between the ages of 25 and 64. Of persons age 18 and older, 53% are female and 47% are male. The racial composition of the District population is 46% Black, 42% White, 4% Asian, and 8% other or multiple races. Eleven percent of District residents are of Hispanic or Latino origin.

For certain subgroups, unemployment rates are notably low, including White residents at 2.8%; Asian residents at 2.7%; and residents with a bachelor's degrees at 3.0%. Among the age cohorts, unemployment is lowest at 4.4% for those 30-34 years of age and 4.2% for those age 65 and older.

For other subgroups, unemployment rates are notably high. Rates are highest for youth under 25 years old (15%), Blacks (14%), persons below poverty level income (37%), working-age persons with a disability (21%), and working-age residents aged 25-64 without a college degree (14%). In the District, there is a strong correlation between geography, race, educational attainment, and poverty. Wards with a high Black population also have low percentages of bachelor's degree completion and higher poverty levels. These Wards also have higher concentrations of youth.

Between 2015 and 2018, the labor force participation rate for individuals with disabilities increased by nearly 10%, from 42% to 46%, and the unemployment rate fell by 16% from roughly 25% to 21%. These numbers indicate that the renewed economic prosperity of the District does offer improved prospects for those with disabilities who live in the District.

Women and men have similar rates of labor participation, with women at 80% to 82% for men. Unemployment rates are slightly higher for women at 7.4% compared to 6.7% for men. For both sexes, unemployment fell and labor force participation increased between 2015 and 2018.

Tables 20 and 21 show labor force participation rates and unemployment rates for all District residents and for demographic subgroups, showing data from 2018 (the last full year available), 2015, and the changes over those three years.

Labor Force Participation Rate	2015 Labor Force Participation Rate	2018 Labor Force Participation Rate	Change 2015 to 2018	
District Total - Ages 16 and older	69.0	70.1	1.1	
Age				
16 to 19 years	25.9	28.3	2.4	
20 to 24 years	65.3	66.2	0.9	
25 to 29 years	87.4	88.6	1.2	
30 to 34 years	90.0	89.4	-0.6	
35 to 44 years	87.3	89.0	1.7	
45 to 54 years	80.2	81.8	1.6	
55 to 59 years	69.8	69.7	-0.1	
60 to 64 years	57.5	55.1	-2.4	
65 to 74 years	34.5	35.0	0.5	
75 years and over	8.1	10.3	2.2	
Race - Age 16 and older*				
White alone	78.8	79.7	0.9	
Black or African American alone	58.6	59.1	0.5	
Asian alone	74.4	75.6	1.2	
Some other race alone	76.4	79.1	2.7	
Two or more races	74.0	76.8	2.8	
Ethnicity - Age 16 and older				
Hispanic or Latino origin (of any	77.7	78.0	0.3	
White alone, not Hispanic or Latino	78.8	80.0	1.2	
Total, Ages 20-64 years	79.9	81.1	1.2	
<u>Sex - Ages 20-64 years</u>				
Male	81.6	82.3	0.7	
Female	78.4	80.0	1.6	
Poverty Level - Ages 20-64 years				
Below poverty level	47.0	45.7	-1.3	
At or above the poverty level	88.4	89.1	0.7	
Disability - Ages 20-64 years				
With any disability	42.3	46.2	3.9	
Total, Ages 25-64 years	82.2	83.1	0.9	
Educational Attainment - Ages 25-64				
Less than high school graduate	60.0	60.9	0.9	
High school or GED	69.3	67.1	-2.2	
Some college or associate's degree	77.5	76.6	-0.9	
Bachelor's degree or higher	90.8	91.9	1.1	

Table 20: Labor Force Participation by Subgroups of DC Residents, 2015 and 2018

*Note: "American Indian and Alaska Native alone" and "Native Hawaiian and Other Pacific Islander alone" excluded due to small sample sizes

Source: American Community Survey 5-year file 2015 and 2018

Unemployment Rate	2015 Unemployment	2018 Unemployment	Change 2015 to
	Rate	Rate	2018
District Total - Ages 16 and older	9.6	7.4	-2.2
Age			
16 to 19 years	30.1	25.9	-4.2
20 to 24 years	17.0	12.6	-4.4
25 to 29 years	7.6	6.8	-0.8
30 to 34 years	7.7	4.4	-3.3
35 to 44 years	8.3	6.6	-1.7
45 to 54 years	9.7	7.8	-1.9
55 to 59 years	9.7	8.2	-1.5
60 to 64 years	7.4	6.4	-1.0
65 to 74 years	5.7	4.2	-1.5
75 years and over	2.3	4.2	1.9
Race - Age 16 and older*			
White alone	3.5	2.8	-0.7
Black or African American alone	17.9	14.0	-3.9
Asian alone	2.3	2.7	0.4
Some other race alone	9.9	6.1	-3.8
Two or more races	7.5	7.4	-0.1
<u>Ethnicity - Age 16 and older</u>			
Hispanic or Latino origin (of any	8.5	4.8	-3.7
White alone, not Hispanic or Latino	3.1	2.7	-0.4
Total, Ages 20-64 years	9.3	7.1	-2.2
<u>Sex - Ages 20-64 years</u>			
Male	9.6	6.7	-2.9
Female	9.0	7.4	-1.6
Poverty Level - Ages 20-64 years			
Below poverty level	40.3	37.1	-3.2
At or above the poverty level	6.1	4.4	-1.7
<u> Disability - Ages 20-64 years</u>			
With any disability	25.4	20.7	-4.7
Total, Ages 25-64 years	8.4	6.5	-1.9
Educational Attainment - Ages 25-64			
Less than high school graduate	20.1	13.9	-6.2
High school or GED	19.0	16.0	-3.0
Some college or associate's degree	13.3	11.4	-1.9
Bachelor's degree or higher	3.5	3.0	-0.5

Table 21: Unemployment Rate by Subgroups of DC Residents, 2015 and 2018

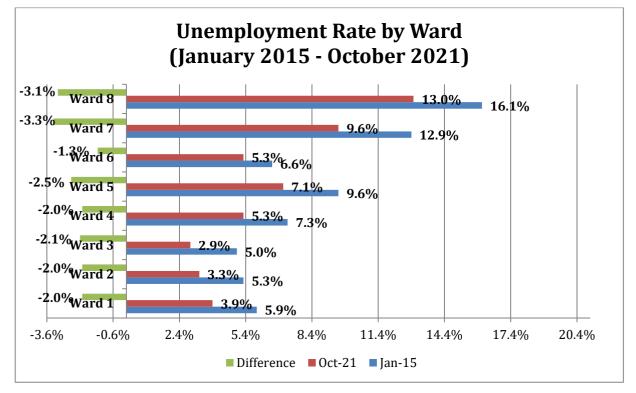
*Note: "American Indian and Alaska Native alone" and "Native Hawaiian and Other Pacific Islander alone" excluded due to small sample sizes

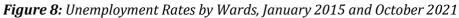
Source: American Community Survey 5-year file 2015 and 2018

Figure 8 addresses unemployment rate by Ward. In 2015, unemployment rates remained very high in many Wards even as overall District job growth trends and numbers were strong. After time for recovery from the pandemic recession, in all Wards, unemployment rates as of October 2021 stood better than their 2015 equivalents.

Compared to more recent data, for Wards 1, 2, and 3, the October 2021 rate was the same or lower than it was for September 2019 (not shown), showing strong recovery in these Wards.

For all other Wards, in late 2021, unemployment rates remained higher than the pre-pandemic level.





Source: DC Department of Employment Services Office of Labor Market Research and Performance

Figure 9 compares educational attainment between District residents and the US as a whole. This shows that the District population contains a far greater percentage of persons with advanced degrees (32.5%) than the rest of the nation (13.1%). The District also has a slightly greater percentage of persons with bachelor's degrees (24% vs 22%). The US has a far greater percentage of persons with just a high school degree and with some college or associate degree. The District is nearly identical to the US in the percentage of persons with less than a high school degree (10%).

This advantage at the top of the educational attainment spectrum, however, does not negate the District's significant needs for those with less education. There are 49,000 persons in the District with no HS diploma or GED. Given the high skills of the rest of the population, both in District and throughout the Washington metropolitan region, this puts those these people at a tremendous economic disadvantage.

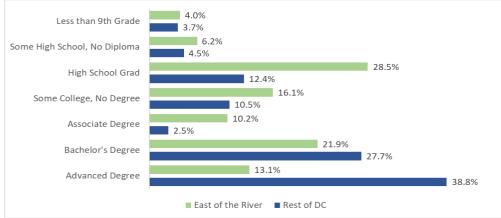


Figure 9: DC and US Population Education Attainment Levels, 2018

2019 Source: Claritas Population Estimates, 2019. Accessed at DCHealthMaters.org

Educational attainment levels for Wards 7 and 8 (East of the River) show a very different picture from the rest of the District as shown in Figure 10. The percentage of people with only a high school degree (28.%) is drastically higher than in the rest of the District. The percentage of people with a bachelor's or advanced degree East of the River (35%) is much lower than the portion in the remaining parts of the District (67%). This is one picture of the disparity that exists within Washington, DC, and given the direct relationship between education and employment, the continued need for strategic focus on addressing the services and supports that will promote economic inclusion.

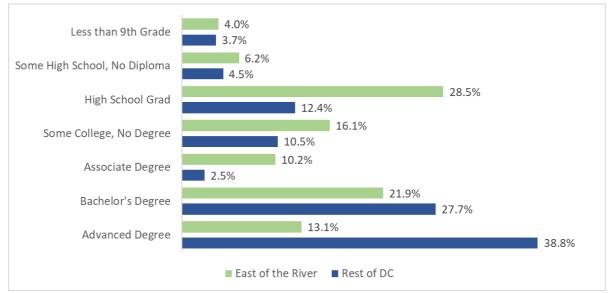


Figure 10: Comparison of Educational Attainment for Wards 7 and 8 versus Rest of the District

2019 Source: Claritas Population Estimates, 2019. Accessed at DCHealthMaters.org

Target Populations

With disparities existing prior to the pandemic, and strategic efforts focusing on these disparities taking on more focus as part of an equity-centered pandemic recovery response, understanding data around target populations is critical. The purpose of this data analysis is to align appropriate responses to the barriers faced by these target populations. For each of the target groups listed below, pre-pandemic data and analysis is provided. Then, a final discussion about COVID impacts on these groups is generalized using the limited data available. Data analysis focuses on the following target groups:

- Youth
- Long-term unemployed residents and displaced homemakers

- Low-income individuals, including TANF and SNAP Participants
- Individuals with disabilities
- Older individuals
- Returning citizens
- Individuals who are English language learners or facing substantial cultural barriers
- People experiencing or with recent histories of homelessness
- Individuals who have low levels of literacy

<u>Youth</u>

Young people in the District face difficulties in their transition into adulthood due to their level of education and the availability of employment options. Using a five-year average from 2012-2017, the District's overall unemployment rate was 7.9%, while the unemployment rate for individuals aged 20-24 was nearly double at 14.5%, and for individuals aged 16-19, was more than triple the rate at 29.9%.¹⁹

Analysis of ACS data from 2013-2017 also revealed that there were approximately 8,350 youth who were out of school, out of work, and living at or below 200 percent of the federal poverty level. This group constitutes 9% of the total population of 16 to 24-year-olds in the District. Of these 8,350 young people:

- 24% were aged 16-19;
- 76% were aged 20-24;
- 50% were male;
- 50% were female;
- 87% were Black; and
- 22% had less than a high school education; 60% percent had a high school diploma or its equivalent; 10% have attended some college but received no degree; 1% have an associate degree; and 7% have a bachelor's degree or higher.

Long-term Unemployed Residents and Displaced Homemakers

The number of residents who can, and should, be working may be higher than the unemployment figures indicate. Official unemployment measures only include those who are in the labor force (employed or looking for work). Additional residents may not employed and also not counted in the unemployment statistics because they were not actively looking for work. As noted above, the 2018 unemployment rate was 5.6%, which is equivalent to 22,470 people unemployed in the year. Of these unemployed residents, 56% were unemployed for 15 weeks or longer. Using alternative measures of labor underutilization published by the Bureau of Labor statistics²⁰ highlights additional persons not counted in the traditional unemployment rate.

Specifically, in 2018, in addition to these 22,470 unemployed workers:

- An additional 1,400 individuals are "discouraged workers," defined as persons who are not in the labor force, want and are available for work, and had looked for a job sometime in the prior 12 months. They did not search for work in the prior 4 weeks, for the specific reason that they believed no jobs were available for them.
- An additional 4,200 persons are "marginally attached." Marginally attached includes all discouraged workers as well as people with any reason for not having searched for work

¹⁹ American Community Survey (ACS) 5-Year Estimates - Public Use Microdata Sample, US Census Bureau, retrieved from https://data.census.gov
²⁰ https://www.bls.gov/lau/stalt.htm

in the prior 4 weeks.

• An additional 12,300 are marginally attached or persons who are working part time (less than 35 hours per week), would like to work full-time, and their reason for working part time is that their hours had been cut back or they were unable to find a full-time job.

Low Income Individuals, including TANF and SNAP Participants

Overall, poverty in Washington, DC has improved over the past decade, though the impacts of the pandemic on poverty are unknown as data from the Census Bureau are only available through 2019. In 2019, 13.5% of all District residents were at or below 100% of poverty as defined by the federal government (at or below \$26,000 for a family of four), down from 19.2 percent of District residents in 2011. This trendline is highlighted in Figure 11. In 2019, the poverty rate in Washington, DC for Blacks was 23.4%, Asians-12.6 percent, Hispanics-8.9%, and Whites-5.1%.

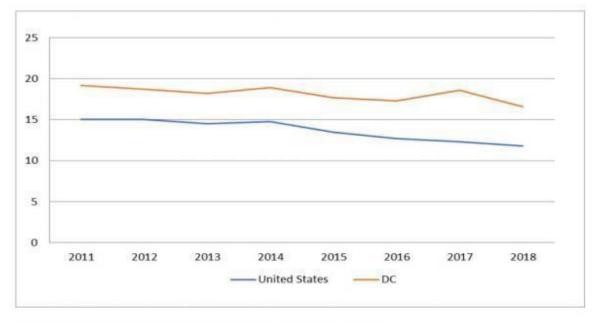


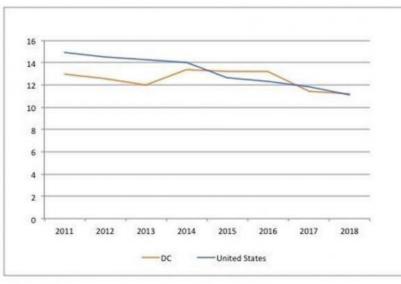
Figure 11: Percent of People Living Below Federal Poverty Level, 2011 to 2018

Source: U.S. Census Bureau, American Community Survey, 2011-2018

Figure 12 shows the trend in households with food insecurity prior to the COVID-19 pandemic. From 2011 to 2018, the District saw improvements in the percent of people who reported experiencing food insecurity. In 2018, 11.2 percent of households in the District reported that they experienced difficulty providing enough food due to a lack of money or resources, down from 13 percent in 2011. In 2018, Washington, DC ranked 18th in the nation on this measure. However, it is projected that the District's food insecurity rate was at least 16 percent in 2020, and demand for services from food banks and related community organizations increased significantly during the pandemic.²¹

Figure 12: Percent of Households Living with Food Insecurity

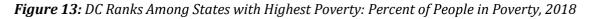
 $^{^{21}\,}https://dcfoodpolicycouncilorg.files.wordpress.com/2020/09/food-food-security-report-executive-summary-final.pdf$

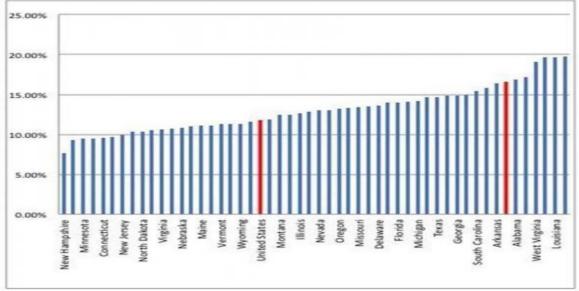


Though the decrease in poverty rate is encouraging, the District still has a significantly higher poverty rate than the national average. As seen in Figure 13, as indicated by the red line on the right, in 2019, compared to other states, the District ranked 42nd in the nation, an improvement from its rank of 49 in 2011, but still worse than neighboring Virginia and Maryland, which were



among only twelve states with a poverty rate lower than 10 percent in 2019.

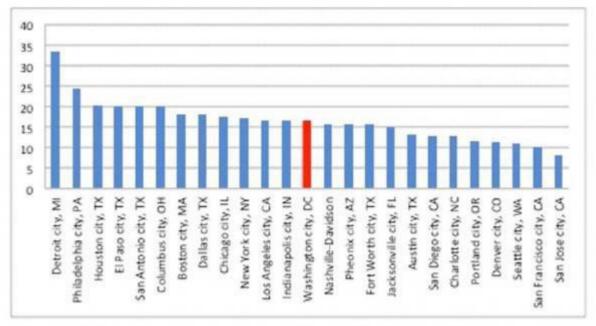




Source: U.S. Census Bureau, American Community Survey, 1-Year Estimates 2018

Figure 14 shows that when Washington, DC is compared to cities of a similar size, the poverty rate is average. Among the 25 most populated cities in the United States, the District ranks squarely in the middle at 13th with San Jose, CA ranking first with a poverty rate low of 8.3 percent and Detroit, MI with a poverty rate high of 33.4 percent.

Figure 14: Twenty-Five Most Populated Cities in US by Poverty Rate, 2018



Source: U.S. Census Bureau, American Community Survey, 1-Year Estimates 2018

The District's Temporary Assistance for Needy Families (TANF) program provides cash assistance, subsidized childcare, and employment, education, and training resources to help families with children facing economic hardship. The TANF program is operated by the DC Department of Human Services (DHS) and is funded through a mix of federal and local funds. As of August 2021, approximately 13,900 families representing 37,300 individuals (25,000 children) received TANF cash assistance.²² DHS provides services and incentives for TANF participants designed to encourage workforce participation and engagement in career pathways through the TANF Employment and Education Program (TEP).²³

DHS also administers the Supplemental Nutrition Assistance Program (SNAP) for the District. As of August 2021, an estimated 83,400 low-income District households received SNAP assistance.²⁴ These households include approximately 47,500 children, 19,950 seniors, and 68,800 adults.²⁵ Similar to TANF, SNAP recipients are also provided with access to employment, education, and training services through the SNAP Employment and Training (SNAP E&T) program.

Individuals with Disabilities

In 2019, of 47,171 civilians age 18-64 with a disability living in the community, only 31.9% were employed (a decline from 44.1% in 2017).²⁶ The percentage of the same age group with no disability who were employed was 79.7%, a nearly 48 percentage-point gap for individuals with disabilities. A high percentage of working-age persons with disabilities also have income below the poverty line. Of 47,171 residents age 18 – 64 with disabilities, 35.5% (16,729 persons) were below the poverty level. This percentage was higher than every state in the US. The same age subpopulation of persons without disabilities had a poverty rate of 14.9%, a 20.6 percentage point increase in the rate of poverty for persons with disabilities. Median earnings for disabled persons age 18 – 64 employed full-time, full-year was \$59,013, which was \$20,810 less than the median for equivalent employees with no disability. Also, the total number of residents with disabilities aged 18-64 fell from 52,314 to 47,171 between 2017 and 2019.

²⁵ Ibid

²² District of Columbia Access System, August 2021 Caseload Data

^{23 2021} TANF Survey

 $^{^{\}rm 24}$ District of Columbia Access System, August 2021 Caseload Data

²⁶ All data in this section are from the Rehabilitation Research and Training Center on Disability Statistics and Demographics 2018 Annual Disability Statistics Compendium (ADSC), compiled from the U.S. Census Bureau's American Community Survey

There were 2,019 civilian veterans age 18-64 in DC with a disability, which was 14.5% of all such veterans in this age group. Of these, 8.6% were living at or below the poverty level.

Older Individuals

In 2018, the unemployment rate among workers 55-64 was 4.5%, compared with 5.6% in the District overall. Among those 65 and older, the unemployment rate was slightly higher (6.0%), but this is not a statistically significant difference from the overall District rate.²⁷ However, the traditional unemployment rate only captures part of the story. There is a subset of older individuals among discouraged workers and marginally attached persons, although precise statistics on them are not readily available.

Data from the U.S. Census Bureau for the first quarter of 2017 indicated the top five industries employing District seniors were: 1) professional & business services; 2) education & health services; 3) leisure & hospitality; 4) other services (except public administration); and 5) public administration, with employment rates of 28,737 (33.5%); 26,261 (30.6%); 12,171 (14.2%); 14,036 (16.4 %); and 4,604 (5.4 %), respectively.

Figure 15 shows the annual number of people age 55 and older who are newly hired in the District. Since the Great Recession in 2008, hiring of this population had been steadily increasing through early 2020. Then the early 2020 pandemic mitigation period saw precipitous declines in hiring, notably more so in the younger cohort (55–64) than in the older (65+).

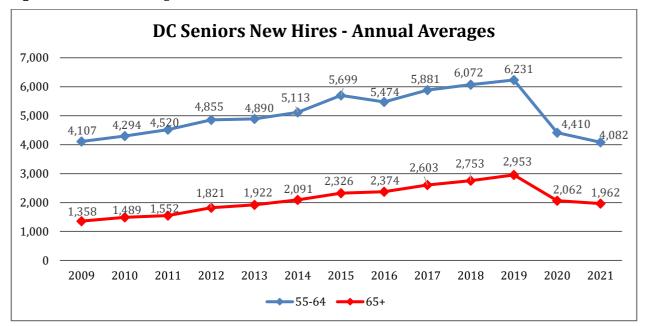


Figure 15: Annual Average DC New Hires, 55 and Older

Source: DOES Office of Labor Market Research & Performance; U.S. Census Bureau, Quarterly Workforce Indicators

Returning Citizens

The District of Columbia is home to approximately 67,000 previously incarcerated residents, which is just under 10% of the total District population. Two entities work with returning citizens to maximize their success in reintegrating into the community, including employment-related assistance. Court Services and Offender Supervision Agency (CSOSA) is the federal agency that supervises returning citizens in the District. The Mayor's Office on Returning Citizens (MORCA) provides services to reentry residents for the District government and connects them with services.

CSOSA has supervision of about 1 in 71 of the District residents. Table 22 shows that there were 7,321 supervised persons as of September 2020. This total was down from 9,669 in 2018.

 Table 22: CSOSA Supervised Offenders by Supervision Type, 2018 - 2020

²⁷ Bureau of Labor Statistics, https://www.bls.gov/lau/table14full18.pdf

	September 2018		September 2019		September 2020	
Supervision Type	Ν	%	Ν	%	Ν	%
Probation	5,926	61.3%	5,591	62.8%	4,240	57.9%
Parole	950	9.8%	884	9.9%	835	11.4%
Supervised Release	2,382	24.6%	2,098	23.6%	2,007	27.4%
DSA	201	2.1%	182	2.0%	143	2.0%
СРО	210	2.2%	145	1.6%	96	1.3%
Total	9,669	100.0%	8,900	100.0%	7,321	100.0%

CSP Supervised Offenders by Supervision Type as of September 30th, 2018–2020 ¹

¹ Data for FY 2020 are preliminary.

Source: Court Services and Offender Supervision Agency's (CSOSA) FY 2020 Agency Financial Report (AFR)

The Mayor's Office on Returning Citizens (MORCA) provided reentry services to more than 7,000 returning citizens in FY 2018. A large proportion of these clients require adult basic education, computer literacy, job readiness, training, employment, and other social services to help facilitate their transition back into their communities.

For example, MORCA has a program for addressing barriers to obtaining a driver's license, which is a requirement of many jobs in the District. The Mayor's Office on Returning Citizen Affairs (MORCA), working in partnership with the Department of Motor Vehicles (DMV), The LAB DC and the Central Collection Unit (CCU) launched a program designed to help the District's returning citizens who cannot afford to obtain a driver license because of debt from tickets, insurance lapse, booting, towing, or impounding.

The Office of Neighborhood Safety and Engagement (ONSE) supports returning citizens and individuals identified of being at-risk of participating in, and/or being victims of violent crime, through the Pathways Program. The Pathways program is a transitional employment program that aims to decrease participants' involvement in the criminal justice system and improve their employment, education and training outcomes.

People Experiencing or Having Recent History of Homelessness

The Community Partnership for the Prevention of Homelessness reported that the total number of people in families counted as homeless was down 49% between 2020 and 2021. This was because of "rigorous efforts over the past year in the family system to end the use of motels as emergency shelter and move families into permanent housing. In 2020, nearly 750 families moved out of the shelter system and into permanent housing." Single individuals were counted at 1.9% lower than the previous year, with eviction moratorium playing a complicated role in the fates of unaccompanied homeless.

Homelessness is a major issue in the District, with 5,111 persons counted as experiencing homelessness, according to the District of Columbia's annual point in time (PIT) count conducted on January 27, 2021.²⁸ This includes:

- 3,865 single unaccompanied adults and 6 unaccompanied children
- 1,240 persons living in families (down from 2,646 in 2019)
- 681 persons who were unsheltered, i.e., living on the street or places not meant for habitation

The total number of persons experiencing homelessness decreased by 19.9% since the 2020 PIT count.²⁹ There was a significant reduction in the number of families using motels as shelters as

²⁸ The Community Partnership. 2021 Point-in-Time Count of Persons Experiencing Homelessness, 2021. Accessed from https://community-partnership.org/wp-content/uploads/2021/06/Homelessness-in-the-District-of-Columbia-4.27.21.pdf

²⁹ The Community Partnership. 2021 Point-in-Time Count of Persons Experiencing Homelessness, 2021.

opposed to permanent housing.³⁰ DHS's housing first strategy has continued to focus on quickly moving families out of shelter and into stable housing so that families are better situated to find and maintain employment.

Individuals experiencing homelessness face numerous challenges to workforce participation. Forty-four percent of single adults and 16.8 percent of adults in families report no income of any kind (including Social Security, SSI/SSDI, or public assistance). In a 2013 analysis of national data, only 28.5 percent of single adults and 35.2 percent of adults in families reported receiving income from employment. In addition to not having stable housing, many individuals experiencing homelessness have other barriers to workforce participation. Thirty percent of single adults and 19 percent of adults in families experiencing homelessness report having serious mental illness. Twenty-one percent of single adults and 6.5 percent of adults in families report having a chronic health problem. Despite these barriers, research consistently shows that individuals experiencing homelessness want to work and that assessment, case management, and supportive services can be effective in helping individuals join or rejoin the workforce.³¹

Individuals who are English Language Learners or Face Substantial Cultural Barriers

Many foreign-born citizens and noncitizens struggle with language proficiency. According to the Migration Policy Institute's 2019 DC State Immigration Profile,³² for DC residents (age 5 and older), 33 percent of foreign-born individuals speak English less than "very well"/have limited English proficiency. This is the same percentage as the 2017 study.

By citizenship status, 26% of naturalized citizens (an increase from 20% in 2017) and 40% of non-citizens (a decrease from 42% in 2017) speak English less than "very well"/have limited English proficiency.

Additionally, among foreign-born District residents age 25 and older (a population of 73,839), about 16 percent had less than a high school diploma. Among 38,353 naturalized citizens, 11% had no high school diploma. Among 35,486 noncitizens, 21% had less than a high school diploma.

This data suggests it is necessary to consider how to increase job opportunities for those with limited English proficiency, as well as those with a high school diploma or less. Workforce development strategies help ensure that the jobs they enter are part of a career path that will lead to both increased education, skills attainment, and higher wages. The system must also address the fact that race may a disparate impact on employment for those English language learners who are people of color, especially for those without a college degree.

Individuals Who Have Low Levels of Literacy

According to the US Census Bureau's American Community Survey, an estimated 10 percent (7,538 of 76,490) of 18 to 24-year-old DC residents lack a high school diploma or its equivalent. About 10 percent (46,497 of 477,843) of individuals age 25 and over also lack this credential, many of which are likely to have low levels of literacy.

Further review of the ACS data from this time shows that one's educational attainment has a direct impact on one's earning potential, resulting in the following disparities:

- 37.3% of families headed by someone with less than a high school diploma or equivalent live below the poverty level
- 27.9% of families headed by someone with a high school diploma or equivalent live below the poverty level
- 18.5% of families headed by someone with some college/associates degree live below the poverty level

³⁰ Ibid

³¹ National Alliance to End Homelessness. Overcoming Employment Barriers. 2013. Accessed from https://endhomelessness.org/resource/overcoming-employment-barriers/ ³² https://www.migrationpolicy.org/data/state-profiles/state/language/DC

• 2.3% of families headed by someone with a bachelor's degree or higher live below the poverty level.

Additional disparities include the median earnings of individuals age 25 years and over as follows:

- \$23,843 for individuals with less than a high school diploma
- \$29,871 for high school graduates (includes equivalent)
- \$39,383 for individuals with some college or an associate degree
- \$64,934 for individuals with a bachelor's degree
- \$89,265 for individuals with a graduate or professional degree.

Differing Economic Impacts of COVID-19 on Target Populations and Other Subgroups

The US Census Bureau Household Pulse Survey³³ provides a snapshot into pandemic impacts in the District. Using what is known as "Week 20" (November 25 – December 7, 2020) a comparison can be made to March 13, 2020, when COVID economic shutdowns started to impact the economy nationally. Using this data, the overall percentage of persons experiencing loss of employment income since March 13, 2020 for themselves or for a household member is 37% (the entire District population age 18 and older (excluding non-respondents)). Data demonstrate that the percentage is higher for the following groups:

- 58% for Hispanic persons
- 50% for Black, non-Hispanic persons
- 64% for persons with educational attainment level of High school diploma / GED or less
- 61% for persons with annual household income under \$35,000
- 65% for persons who used Supplemental Nutrition Assistance Program (SNAP) to meet their spending needs in the prior week

There is no obvious correlation between the experience of loss of employment income by a household member based on age, with the exception of persons age 65 and older who are less likely (18%) than average to have this experience.

Another source of available data is the Economic Policy Institute's dataset using the BLS Household Survey data. As seen in Figure 1 of the Overview section of the Economic Analysis, pre-pandemic, labor market outcomes were worse for Blacks and for persons with less than a Bachelor's degree, especially for those with no college. Through 2021, those disparities remain.

Since 2019, there have been some large shifts on top of these structural disparities. First, labor force participation for some groups dropped dramatically, especially for Females, Hispanics, persons with less than a high-school degree, persons with their own child in their household, and non-citizens (a number of individuals may meet more than one of these demographic characteristics).

This means that unemployment rate decreases are, to some degree, masking the fact that people have also left the labor force. Further, some of these same groups are impacted disparately in terms of recover from unemployment impacts. This is particularly true for Females, Hispanics, persons with less than HS education, persons with some college or associate degree but no bachelor's degree, persons with their own child in their household, and non-citizens. Many people in these demographic groups are challenged by both lower labor market participation and higher unemployment for those still in the labor market.

<u>Skills Gaps</u>

Before the COVID-19 pandemic, addressing skills gaps was a priority for the DC workforce

³³ https://www.census.gov/programs-surveys/household-pulse-survey/data.html

investment system and partners due to data demonstrating employer challenges with finding skilled workers. For example, the DC Chamber of Commerce reported that 17% of District of Columbia firms surveyed stated that difficulty finding qualified labor was a factor negatively impacting profitability. That number is even higher (28%) for firms in the entire Washington metropolitan area. Furthermore, based on the share of employment, 25% of DC firms and 30% of Washington metropolitan area firms reported difficulty finding qualified labor, impacting larger employers to a greater degree.³⁴

This pre-pandemic skills gap data provides strong evidence of one of the great challenges being addressed by the DC WIC and partners—many of the high growth occupations identified in the economic data and by employers—are middle skill to high skill jobs requiring higher levels of education. Yet, the demographic populations most in need of services—and most impacted by the COVID-19 pandemic—lack the work experience and educational attainment needed to partake of these high growth jobs. Therefore, the District's response to equity and inclusion is driven by this chasm, and strategies discussed later are focused on providing access to jobs and opportunities for upward mobility into middle skills employment over time.

As discussed throughout, the technical skills needed for middle skills employment is only part of the challenge. The DC WIC and DOES have facilitated a number of feedback sessions with employers over the last few years where challenges related to foundational employability skills also abound. This has resulted in a multi-prong approach that is equity-centered and focuses on literacy, numeracy, and digital literacy skills attainment as a foundational. Of particular note, is the need to address barriers to gainful employment due to a lack of knowledge or resources around use of computers, basic software applications, and mobile devices and applications.

Other employability skills identified by data and employers include professional communication, professional timeliness, and strong interpersonal skills. Retention of individuals that lack adequate transportation, childcare services, and case management services has also been cited as challenging by business stakeholders. To be competitive and attractive to businesses, the DC WIC and system partners are focusing on helping the most vulnerable District residents hone the core job readiness skills that employers require, as well as have the supports in place to attend job fairs, training, and entry-level employment. This includes coordinating case management services and integrating data and performance management to inform service delivery.

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

(A) THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

Activities Overview

The DC workforce investment system is led by the DC Workforce Investment Council (WIC), which is the District's state and local workforce board and serves to facilitate and coordinate efforts across system-wide agency partners and programs. As the coordinating and leadership entity over the workforce development system, the DC WIC oversees the activities outlined in Table 23 below and certifies DC's American Jobs Centers (AJCs).

Core WIOA programming is administered by three District agencies: the Department of Employment Services (DOES) administers Titles I and III; the Office of the State Superintendent of Education, Adult and Family Education Department (OSSE AFE) receives and administers Title II funds; and the Department on Disability Services, Rehabilitation Services Administration (DDS/RSA) administers Title IV. Each of these entities is represented at AJCs, and the District is expanding existing service coordination efforts among these partners through interagency agreements, increased co-location, and staff training.

The District compiles and shares information about workforce development programs administered by WIOA core partners and the DC WIC annually. This includes information on

³⁴ 2019 State of Business Report: Building a Competitive City Strengths, Weaknesses, and Potential Paths of Growth for the District of Columbia, DC Chamber of Commerce

program funding and services provided to District residents, including support services, employment services, and workforce education and training programs.

Activities Analysis

Foremost among the DC WIC's activities is the following:

- *Back to Work DC Campaign* seeks to aggregate, coordinate, and streamline access to workforce system-wide events, activities and resources for business and residents urgently in need of support.
- *Career Pathways Taskforce* that utilizes an industry-specific and equity-centered approach, aligned to six priority sectors to develop Career Pathways Maps to strategically guide the delivery system. Specific components of the work include analyzing and aggregating labor market information, identifying in-demand occupations, organizing those occupations into a "pathway map" to indicate the number and requirements for specific opportunities, what training and or credentialing is needed, and what is needed to support advancement and wage gain, ultimately leading to economic security.
- *Healthcare Sector Workforce Partnership* which builds upon data showing growing opportunities for entry-intermediate and middle skills employment as part of an overall sector strategies approach. Over the past year, the pandemic has further increased the demand for healthcare workers. In response to this ever-growing demand in healthcare, the creation of a healthcare sector partnership increases the number of District residents employed in this critical sector while meeting the staffing needs of District healthcare employers, particularly at hospitals.
- *Coordinated Training Strategies, Activities, and Investments* to guide the workforce system's and partners' approaches to talent pipeline development and ensuring residents have the experience, skills, and credentials necessary to remain competitive for employment and advancement. The development of a District-wide landscape analysis and training strategy is designed to strengthen and expand the training provider community's ability to develop local talent by fostering deeper alignment, collaboration, and coordination between industry sectors and education. Findings from the training analysis and strategy will inform our investments in occupations skills training in FY22 and beyond.
- Establishment of Memoranda Of Understanding for Agency Partners responsible for delivering services through the American Job Centers, including cost sharing agreements in support of Center operations.
- *Enhanced Oversight of the District's AJCs* through certification policies and reviews to promote service quality and consistency and partner engagement throughout the District.
- *Equal Opportunity* review and technical assistance to partners to ensure compliance with federal requirements while improving coordinated services and supports for individuals with disabilities.
- *WIOA Performance and Excellence* by standing up and leading five WIOA workgroups focused on the District's core goals and ongoing improvements in one-stop service delivery. Each WIOA Performance Workgroup is tracking accomplishments and challenges being addressed, particularly with regard to equity, inclusion, and opportunities for marginalized communities.
- Data System Infrastructure Modernization and Development, which seeks to improve, standardize, and modernize data management and use practices across the DC workforce system to ensure that data is accurate and reliable, readily available to all of staff in the system, and informs strategies and continuous improvement. Modernization seeks to incorporate disparate data sets, integrate systems, improve reporting, and apply advanced analytics to workforce programming both internally at agencies and externally with DC system partners. In order to achieve this, the DC WIC is leveraging technology and advanced analytics to better align data collection and performance reporting.

Table 23 lists workforce development programs by agency and program, the services provided, and the populations and industry sectors served.

Program Type	Agency	Program	Population	Services	Industry Sectors
Core program	DOES	WIOA - (Dislocated Worker & Adult)	Persons ages 18 and older, with priority for veterans and eligible spouses, public assistance recipients, other low- income individuals, and individuals who are basic skills deficient	Credential Preparation; Workforce Preparation; Occupational Training; Case Management; Job Search and Job Placement; Occupational Skills	Construction; Health Care and Social Assistance; Educational Services; Hospitality; Infrastructure and Transportation; IT and Business Administration; Law and Security; Other

 Table 23: DC Workforce Development Training Programs

Program Type	Agency	Program	Population	Services	Industry Sectors
Core program	DOES	WIOA – (Youth)	WIOA-eligible youth: in-school youth ages 14-21 and out-of-school youth ages 16- 24		Hospitality; Infrastructure and Transportation; IT and Business Administration; Other
Core program	OSSE	OSSE Adult Education and Family Literacy Act	Persons ages 18 and older who have basic skills deficiencies	Post-Secondary Education; Credential Preparation; Workforce Training; Work-Readiness or Job-Readiness Training; Workforce Preparation; Occupational Skills Training; Unsubsidized Work Experience; Job Search and Job Placement; Case Management	Construction; Health Care; Educational Services; Hospitality; Business Administration and IT; Law and Security, Other
Core program	DOES	Wagner-Peyser Act Employment Service Program	All jobseekers and employers	Job search assistance, referral, job placement assistance, re- employment services for unemployment insurance claimants, labor market information	Any
Core program	DDS	DDS - RSA - Occupational & Vocational Training	Individuals with disabilities	Credential Preparation; Occupational Skills Training	Business Administration and Information Technology; Construction; Health Care; Hospitality; Infrastructure: Transportation and Logistics; Law and Security; Other
Core program	DDS	DDS- RSA- Evidence Based Supported Employment Services	Individuals with disabilities	Evidence Based and Supported Employment Services	Variety of sectors

Program Type	Agency	Program	Population	Services	Industry Sectors
Required American Job Center Partner	Potomac Job Corps	Job Corps	Youth ages 16 - 24	Occupational training, high school / GED completion, career counseling, job search assistance, supportive services (housing, childcare, transportation)	Business Administration and Information Technology; Construction; Health Care; Hospitality; Infrastructure: Transportation and Logistics; Law and Security
Required American Job Center Partner	DOES	Senior Community Service and Employment Program (SCSEP)	Adults ages 50 and older	Subsidized Work- based training; Credential Preparation; Workforce Preparation; Occupational Skills Training; Case Management; Job Search and Job Placement	Variety of identified high-demand industry sectors
Required American Job Center Partner	NCBA	Senior Community Service and Employment Program (SCSEP)	Adults ages 50 and older	Subsidized Work- based training; Credential Preparation; Workforce Preparation; Occupational Skills Training; Case Management; Job Search and Job Placement	Variety of identified high-demand industry sectors
Required American Job Center Partner	OSSE	Division of Postsecondary and Career Education/ Perkins	Secondary school-age youth and adults	Post-Secondary Education; Credential Preparation; Workforce Training; Work-Readiness or Job-Readiness Training; Workforce Preparation; Occupational Skills Training; Unsubsidized Work Experience; Job Search and Job Placement; Case Management	Variety of identified high-demand industry sectors
Required American Job Center Partner	DOES	Jobs For Veterans State Grants (JVSG)	Veterans and eligible persons with significant barriers to employment	Priority of Service; Employer Engagement/Business Development targeting Veterans; Credential Preparation; Workforce Preparation; Occupational Skills Training; Case Management; Job Search and Job Placement	Variety of identified high-demand industry sectors

Program Type	Agency	Program	Population	Services	Industry Sectors
Required American Job Center Partner	DHS	Community Services Block Grant (CSBG)	Persons ages 18 years or older with high school diploma or GED	Occupational training courses leading to industry-recognized credentials and foundational skills courses	Construction and Property Management; Early Childhood Education (CDA); Healthcare Direct Care and Administration; Hospitality and Tourism; Information Technology and Office Administration
Required American Job Center Partner	DCHA	HUD E&T	Public housing residents, Housing Choice Voucher Program participants, and other low- income individuals	Occupational training courses, job readiness services, job placement and retention services	Construction and Property Management; Early Childhood Education (CDA); Healthcare Direct Care and Administration; Hospitality and Tourism; Information Technology and Office Administration
Required American Job Center Partner	DOES	Unemployment Compensation	Unemployed persons	Referrals to AJC programs	Any
Required American Job Center Partner	DHS	TANF Employment & Education Program (TEP)	Work-eligible TANF recipients	Post-Secondary Education; Workforce Training; Work- Readiness or Job- Readiness Training; Workforce Preparation; Unsubsidized Work Experience; Job Search and Job Placement; Case Management	Construction; Health Care and Social Assistance; Educational Services; Hospitality; Infrastructure and Transportation; IT and Business Administration; Law and Security
Other American Job Center Partner	UDC-CC	Workforce Development and Lifelong Learning program	Persons ages 18 years or older with high school diploma or GED	Occupational training courses leading to industry-recognized credentials and foundational skills courses	Construction and Property Management; Early Childhood Education (CDA); Healthcare Direct Care and Administration; Hospitality and Tourism; Information Technology and Office Administration

Program Type	Agency	Program	Population	Services	Industry Sectors
Other American Job Center Partner	DOES	Reemployment Services and Eligibility Assessment (RESEA) Program	Unemployment insurance claimants	RESEA Workshops; Referrals to Services	Variety of identified high-demand industry sectors
Other American Job Center Partner	DOES	DC Career Connections	Out-of-school and unemployed young adults ages 20-24	Credential Preparation; Occupational Skills Training; Job Search and Job Placement	Construction; Health Care and Social Assistance; Educational Services; Hospitality; Infrastructure and Transportation; IT and Business Administration; Law and Security
Other American Job Center Partner	DOES	Learn Earn Advance and Prosper (LEAP)	Adults ages 21 or older	Credential Preparation; Occupational Skills Training	IT and Business Administration
Other American Job Center Partner	DOES	Marion Barry Youth Leadership Institute (MBYLI)	Youth age 14 - 19	Credential Preparation; Workforce Training; Work-Readiness or Job- Readiness Training; Workforce Preparation; Occupational Skills Training; College Preparation, Passport and International Workforce Development; Other Services	Variety of sectors
Other American Job Center Partner	DOES	Pathways for Young Adults Program (PYAP)	WIOA-eligible youth: in-school youth ages 14-21 and out-of-school youth ages 16-24	Credential Preparation; Workforce Training; Work-Readiness or Job- Readiness Training; Workforce Preparation; Occupational Skills Training; Unsubsidized Work Experience; Job Search and Job Placement; Case Management; Assistance to Employers Regarding Hiring or Training	Health Care and Social Assistance; Educational Services; Hospitality; Infrastructure and Transportation; IT and Business Administration; Law and Security; Other

Program Type	Agency	Program	Population	Services	Industry Sectors
Other American Job Center Partner	DOES	Summer Youth Employment Program (MBSYEP)	Youth ages 14- 24	Other Services	Government and Public Sector
Other American Job Center Partner	DOES	Project Empowerment	Persons ages of 22-54 currently unemployed, not receiving government assistance, (e.g., TANF or UI) and having multiple barriers to employment	Job readiness, life skills training, work experience, job search assistance, supportive services	Health Care and Social Assistance; Infrastructure and Transportation; IT and Business Administration; Other
Other American Job Center Partner	DOES	Youth Earn and Learn Program (YEALP)	WIOA-eligible youth: in- school youth ages 14-21 and out-of- school youth ages 16- 24	-	Variety of sectors
Other American Job Center Partner	DOES	Youth Innovation Grants (YIG)	WIOA-eligible youth: in-school youth ages 14-21 and out-of- school youth ages 16- 24	Post-Secondary Education; Credential Preparation; Workforce Training; Work-Readiness or Job-Readiness Training; Workforce Preparation; Occupational Skills Training; Case Management; Credential Preparation; Case Management; Post- Secondary Education	Educational Services; Other
Other Programs Operated by OSSE	OSSE	Re-Engagement Center	Youth age 16 - 24 not enrolled in school	Case management, career counseling, referrals to AJC partners	Educational Services; Other

Program Type	Agency	Program	Population	Services	Industry Sectors
Other Programs Operated by DHS	DHS	SNAP Employment & Training	SNAP recipients	Credential Preparation; Workforce Training; Work-Readiness or Job- Readiness Training; Workforce Preparation; Job Search and Job Placement; Case Management; Assistance to Employers Regarding Hiring or Training	Construction; Health Care and Social Assistance; Educational Services; Hospitality; Infrastructure and Transportation; IT and Business Administration; Law and Security; Other
Other Programs	DOES	DC Jail Work Reentry Program	Returning Citizens	Job readiness workshops and classes, hands-on computer training, case management for wrap- around services, post- release services, service referrals	Variety of sectors
Other Programs	DCHR	District Leadership Program	Undergraduate and Graduate students with GPA of 2.5 and higher	Other Services	Business Administration and Information Technology; Law and Security; Other
Other Programs	DCHA	HUD E&T	Public housing residents, Housing Choice Voucher Program participants, and other low- income individuals	Occupational training courses, job readiness services, job placement and retention services	Construction and Property Management; Early Childhood Education (CDA); Healthcare Direct Care and Administration; Hospitality and Tourism; Information Technology and Office Administration

(B) THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

The District continues to build a foundation of excellence in service delivery and customer services to employers and job seekers/workers by focusing on stronger partnerships and an integrated service delivery structure between the four titles of WIOA and the workforce efforts of the TANF and Career and Technical Education programs. Partner agencies have a strong vision for enhanced service and system integration and have implemented activities to achieve this vision through data sharing and continuous improvement, coordinated case management, integrated sector strategies, and aligned career pathways utilized by all partners.

The District has many excellent providers of workforce development, education, and social services—including government agencies, the AJCs, private sector organizations, and CBOs. To improve upon the coordination and work of all partners, and as part of an ongoing commitment to build upon strengths and address weaknesses in delivering workforce development activities, the DC WIC and program partners have convened five WIOA Workgroups concentrated around the WIOA State Plan Goals and Strategies. Specific areas of focus are discussed later in this document.

Each of the Workgroups has identified both successes and challenges being currently addressed. Then, as part of the District's overall *Recovery and Reimagine* effort to specifically focus on equity, inclusion, and disparities in opportunities and outcomes for certain District residents, additional enhancements are being implemented through strategic investments that support workforce system priorities.

(C) STATE WORKFORCE DEVELOPMENT CAPACITY

The District has significant capacity to provide workforce development activities, given the array of federally- and locally-funded workforce programs throughout Washington, DC. The District's workforce development appropriations are currently spread among over a dozen different District agencies that all participate in system activities and services.

DOES has not typically experienced capacity challenges in delivering basic programs, but has instead had challenges in enrolling sufficient numbers of participants and expending all available resources. This is not due to lack of need for these services in the District, but rather a combination of restrictive enrollment policies and lack of sufficient coordination to ensure eligible jobseekers are identified and promptly receive services. DOES has continued to address these challenges in recent years, and overall enrollment and expenditures are increasing in both basic services and other workforce programming administered by the agency.

DDS/RSA requested and received federal re-allotment funds in FY 2018 in order to be able to serve all eligible individuals. Re-allotment funds may become available from the Department of Education at the beginning of the fourth quarter of the fiscal year, when states that are unable to meet their local match requirement return federal funds. States that have stronger local investments in the vocational rehabilitation program, such the District of Columbia, may seek these additional federal funds as long as they have adequate local investment to meet the 20% local match. In FY 2019, DDS/RSA did not request or receive re-allotment funds. However, to the extent funds are available and the District requires them, given the level of local funding, there is a past history of success obtaining these funds. DDS/RSA will evaluate its needs each August to determine whether to seek this additional funding, which must be expended by the end of the subsequent fiscal year. Due to the increase in the number of people for whom the agency provides supported employment services, DDS was facing the possible need to institute a waiting list for services. A number of measures are being implemented in order to prevent imposition of a waiting list, particularly better coordination of training services to ensure that VR dollars are used only for training in circumstances in which a program is unavailable at UDC-CC and the person is not eligible for training through DOES or one of the District's adult education providers.

In FY 2018-19, OSSE AFE awarded funding to 10 sub-grantees to implement the new Integrated Education and Training service models introduced in the FY 2017 grant competition. The models include the provision of adult education and literacy, workforce preparation, and training services for a specific occupation or occupational cluster to 1,000 District residents annually for educational and career advancement. In FY 2019, 1,144 adult learners received services in OSSE AFE funded programs. Of this number, 1,062 learners met the National Reporting System (NRS) guidelines of having a valid assessment and 12 or more instructional hours in the program year to be reportable to the U.S. Department of Education. The remaining 82 adult learners engaged in one to 11 instructional hours. Based on OSSE's student enrollment audit, the District's adult-serving public schools and public charter schools served at least 5,400 adult learners in FY18 and at least 5,800 in FY19.

When the number of funded slots are compared to the approximately 50,000 adult residents in the District who do not have a high school diploma or its equivalent, and the unknown number (likely tens of thousands) of residents who have a secondary credential but don't have the

requisite skills to successfully compete in the labor market, it is clear that the existing capacity is insufficient to meet the District's needs through this model alone. However, the District's robust economy over the last several years has allowed more residents with limited educational credentials to obtain entry-level, low-wage, and temporary employment and/or increase hours worked, which has put some downward pressure on the demand for education and training opportunities. This tension between employment and education/training is a well-documented trend across the country. The DC WIC will work with OSSE and other partners focused on adult basic education to identify additional approaches and investments that may enable more of the residents without a high school diploma to increase their educational attainment.

Beyond direct service provision through District agencies, additional workforce funding is distributed to more than 140 external service providers. This diversity in service providers allows the District to provide access to many programs and resources via non-governmental entities which can be targeted to meet specific needs of customers and subpopulations. However, this distributed system can be difficult for residents to navigate. It also can make it difficult to ensure that consistent provision, measurement and reporting of high-quality services occurs. The various grants and other procurements that fund these providers also often have different performance measures and expectations, making it difficult to compare services across programs and agencies.

The main access point to WIOA core programs is through the District's American Job Center (AJC) system, which includes four centers, as well as through Virtual One Stop (VOS), DC Networks. The AJC system has increased its links to required and non-required programs in recent years, but additional coordination efforts will be needed to help ensure that all job seekers and businesses can access the full range of resources available.

The DC WIC is focused on increasing the District's capacity to improve coordination of services and alignment of resources across workforce system partners, including an ongoing assessment of the role of the OSO. In addition to building capacity with new staff members and continuing to develop and support training and coordination across American Job Center (AJC) partners, DC WIC staff has been actively engaging community-based organizations, additional government agencies and regional workforce partners to identify needs, gaps, and opportunities.

B. STATE STRATEGIC VISION AND GOALS

1. VISION

DC Economic Vision and Goals: A Framework for Workforce Development

The Mayor's Office sets the overall vision and framework for the District's economic and workforce development and educational strategies as carried out by various agencies and partners. This vision and framework set in motion, prior to the events of 2020, a global model for inclusive economic growth and resilience, demonstrating how diversity and innovation can drive economic prosperity. The vision and framework are defined by the following:

- <u>Growth</u> means continuing to support and encourage a thriving economy via increased commercial tax base and job creation across all of the District's major economic sectors.
- <u>Inclusiveness</u> occurs when people from all backgrounds, neighborhoods, and incomeslongtime and new-have an opportunity to contribute to, benefit from and live in a prosperous District.
- <u>Innovation</u> reflects a harnessing of the potential of new technologies, processes, or methods to grow and disrupt traditional industries, as well as exploring new and emerging business models and sectors.
- <u>Economic resilience</u> involves developing an economy that is diversified in its focus across industrial sectors, and minimizes inequalities of wealth, income, and access to opportunities.

The economic and workforce development framework contains the following focus areas:

- <u>Business Environment</u>: Creating a customer-centric business and regulatory environment
- <u>Funding</u>: Improving access of local businesses to capital and funding
- <u>DC Identity and Promotion</u>: Promoting and preserving the identity of DC and its submarkets
- <u>Talent</u>: Attracting and retaining talent in the District; providing residents opportunities to thrive economically through industry-advised career pathways, well-integrated workforce development, and capacity building pipeline for building skills in growing sectors and opportunity areas
- <u>Space, Housing and Supports</u>: Strengthening drivers of inclusive growth, including affordable housing, commercial real estate, K-12 public education, mobility infrastructure, and safe and healthy neighborhoods

Several DC government entities and private-public partnerships drive these goals forward through economic and workforce development, providing pathways to the middle class. These include: the Office of the Deputy Mayor for Planning and Economic Development (DMPED), which includes a Business Development team and a Real Estate Development team and responsibility for oversight of agencies in the economic development cluster; the Office of the Deputy Mayor for Education (DME), which houses the DC WIC; and the Washington DC Economic Partnership (WDCEP).

The **Office of the Deputy Mayor for Planning and Economic Development (DMPED)** is charged with executing the Mayor's economic development strategy, including a number of priority strategies, such as: supporting job creation for residents, directing investment to overlooked and underserved communities, producing, preserving and protecting affordable housing, and fostering innovation and entrepreneurship. Agencies in the economic development cluster include the Department of Small and Local Business Development (DSLBD), DC Office of Public-Private Partnerships (OP3), Department of Housing and Community Development (DHCD), and DC Housing Authority, among others.

Resident job creation is critical for growing and diversifying the District's economy and increasing economic opportunity. The DMPED Business Development team helps businesses identify space, connect with financial resources, attract and retain key employees, and identify strategic alliance partners. The DMPED Real Estate Development team helps create vibrant and stable neighborhoods, rebuild retail corridors and ensure that every District investment yields real benefits for residents and local businesses.

The **Office of the Deputy Mayor for Education (DME)** is responsible for developing and implementing the Mayor's vision for academic excellence, and creating a high-quality education continuum from early childhood to PK-12 to post-secondary and the workforce. The three major functions of the DME include: overseeing a District-wide education and training strategy; managing interagency and cross-sector coordination; and providing oversight and/or support for education and workforce development agencies. The DC WIC is empowered to coordinate workforce planning, strategies, and policies for the District. The DC WIC and DOES are now in the same cluster as other critical education and workforce agencies, including OSSE, UDC, and DC Public Schools (DCPS).

The **Washington DC Economic Partnership (WDCEP)** is a nonprofit, public-private organization created by the District government whose core purpose is to actively position, promote, and support economic development and business opportunities in the District. WDCEP provides corporate recruitment programs, market intelligence to investors, and convening public officials and private industry leaders to move deals forward.

Vision for the Workforce Development System

With the DC Economic Vision and Goals providing the Framework for Workforce Development and supports and structure from the Mayor's office, the District's strategic vision for its workforce development system consists of the following three tenets:

- Every DC resident is ready, able, and empowered to discover and attain their fullest potential through lifelong learning, sustained employment, and economic security.
- Businesses are connected to the skilled DC residents they need to compete globally, are full participants in the workforce system, and drive the District's economic growth.
- Residents and businesses in all wards are supported by coordinated, cohesive, and integrated government agencies and partners working to help communities thrive.

2. GOALS

(A) GOALS for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment and other populations

(B) GOALS for meeting the skilled workforce needs of employers

The District has five goals for preparing an educated and skilled workforce, including youth and individuals with barriers to employment and other populations along with meeting the skilled workforce needs of employers. These goals have been reinforced and activities around them enhanced as a result of recovery efforts since 2020. The five goals consist of the following:

- **Goal 1: Enhance System Alignment.** District workforce development, education and social services providers will collaborate to deliver coordinated and effective services.
- **Goal 2: Improve Community Access to Workforce and Education Services.** All District residents—including individuals with disabilities, veterans, people with multiple barriers to employment, and those who are underemployed—will have improved access to jobs, education, training, career information, and support services necessary to advance in their career pathway.

- **Goal 3: Expand the Talent Pool for Businesses.** The District's business community, particularly those in critical sectors, will be able to access a broader pool of District talent with the skills necessary to meet businesses' needs, and workers will be able to advance in a career pathway at businesses that hire them.
- **Goal 4: Improve Youth Services.** Youth will have increased access to a coordinated education and workforce system that provides the services and support needed to prepare them for postsecondary educational success, employment, and long-term career advancement.
- **Goal 5: Increase Performance and Accountability.** The DC WIC will establish, measure and regularly report progress in meeting realistic quantitative and qualitative performance goals for the District's workforce and education system.

3. PERFORMANCE GOALS

The District's Performance Goals are provided in the Core Partner Programs section.

4. ASSESSMENT

The DC WIC and program partners use several means to assess and monitor progress towards accomplishing the Mayor's strategic vision and goals for the workforce development system. These efforts have heightened and been reinforced as a result of the COVID-19 pandemic and enhanced focus on equity and inclusion:

DC WIC Oversight: The DC WIC holds quarterly board meetings to engage the Board on important issues and to make decisions on key workforce-related items. Additionally, the DC WIC's Executive Committee meets regularly on behalf of the full DC WIC Board to focus extensively on policy, performance management, budget and fiscal oversight, and administrative issues related to the local workforce development system and American Job Centers (AJC). These meetings provide the opportunity to present the Board with assessment results for input and to make policy-related changes. Further, to provide oversight and monitor steps toward meeting the goals of the *WIOA Unified State Plan 2020-2023*, a WIOA Steering Committee was formed. The WIOA Steering Committee convenes quarterly to review progress towards the Plan's goals and reviews reports prior to submission to the full DC WIC Board.

Convene Required Partners: The DC WIC convenes required agency partners and conducts, at least bi-annually, reviews of progress towards goals and the strategies identified in the WIOA State Plan as part of the Mayor's Framework. This is in addition to regular coordination and implementation meetings that will be held with relevant agencies and other partners required to support individual components of the plan and supporting programs.

Convene All Partners: The DC WIC developed five Working Groups aligned with each of the Unified State Plan goals to help implement the strategies and activities necessary to achieve the goals. Each Working Group is led by a DC WIC staff member. The Working Group lead has responsibilities for organizing, convening, and facilitating meetings, driving the development of work plans, recording updates monthly on the work plan templates, and reporting quarterly to the Steering Committee liaison. Each Working Group developed individual work plans for aligned strategies based upon the WIOA State Plan Implementation Framework. These are task-oriented plans that provide enough detail to operationalize the strategies and manage progress over time. Each work plan describes the sequence of tasks that is intended to result in the achievement of the milestones and desired outcomes.

Convene Customers and Providers: At least annually, the DC WIC convenes employers; education, training, and support service providers; community-based organizations, and other community members, to gain key insights and collect data regarding progress towards goals and activities aligned to the goals, as well as gaining feedback on continuous improvement.

Quarterly Performance Data Reviews: Leaders of program partner agencies engage in a

performance accountability process that is informed by data and is aligned to the vision and goals for the District's workforce development system. Under the leadership of the Executive Office of the Mayor, these quarterly intensive meetings include analytical reviews and discussions on areas for continued strengthening related to cross-agency coordination and delivery coordinated services through the AJCs.

C. STATE STRATEGY

The District has focused efforts to create a unified public workforce system during the 2020-2023 planning cycle. This includes efforts to further enhance alignment across core partners; expand that alignment to partners beyond core partners; strengthen the public workforce system's alignment and responsiveness to the business community; develop seamless pathways to in-demand careers; and assess the provision of workforce services.

As a result of COVID-19 and the District's focus on equity and inclusion and ensuring the District's workforce development system meets the needs of all of its residents, the DC Executive Office of the Mayor, DC WIC, and agency leaders and program partners have further refined and aligned investments in workforce development strategies. These strategies define and reinforce the efforts toward meeting the five major goals for workforce development.

Goals	Strategies
Goal 1: Enhance System Alignment. District workforce development, education and social services providers will collaborate to deliver coordinated and effective services.	Strategy 1.1: The District's workforce development, education and social services system providers (including community-based organizations [CBOs]) will develop a process and necessary tools to assess, refer, and serve individuals based on their own goals, readiness, and needs. Strategy 1.2: The District's providers will foster an environment of collaboration by cross-training staff from organizations throughout the system.
Goal 2: Improve Community Access to Workforce and Education Services. All District residents—including individuals with disabilities, veterans, people with multiple barriers to employment, and those who are underemployed—will have improved access to jobs, education, training, career information, and support services necessary to advance in their career pathway.	Strategy 2.1: The District will develop business-driven career pathway maps for high-demand occupations and industry sectors within and around the local area to provide jobseekers information on the knowledge, skills, competencies, and credentials required to secure initial employment and progress in their selected careers, as well as provide information on how to access relevant career, education, training, and support services providers. Strategy 2.2: The District will provide access to programs and services through traditional and non-traditional means, including AJCs, satellite locations, and virtual platforms. Strategy 2.3: District providers will ensure residents receive appropriate case management, career navigation, and support services to remediate barriers and ensure movement along their career pathway.
Goal 3: Expand the Talent Pool for Businesses. The District's business community, particularly those in critical sectors, will be able to access a broader pool of District talent with the skills necessary to meet businesses' needs, and workers will be able to advance in a career pathway at businesses that hire them.	Strategy 3.1: The District will conduct an inventory of how local workforce development entities, educational institutions, social service agencies, community-based organizations, and education and training providers communicate and engage with the business community to identify common policies, processes, and opportunities for increased coordination. Strategy 3.2: The District will increase its capacity to provide quality work-based learning opportunities and business-driven training options that respond quickly to demand, including apprenticeships, on-the-job training,

Table 24: Strategies Aligned to Workforce Development Goals

	and customized training for businesses with significant hiring needs.
Goal 4: Improve Youth Services. Youth will have increased access to a coordinated education and workforce system that provides the services and support needed to prepare them for postsecondary educational success, employment, and long-term career advancement.	Strategy 4.1: The District will provide K-12 youth with career development activities and paid work- based training opportunities (e.g., apprenticeships, internships, work experience) so they become familiar with a wide range of occupational opportunities and related educational and skill requirements. The District will connect these activities to year-round services and supports. Strategy 4.2: The District will develop services that promote postsecondary education (e.g., scholarships, dual credit courses) so youth can easily transition from K-12 to higher education. Strategy 4.3: The District will focus attention and resources on engaging opportunity youth (those 16 to 24 who are neither in-school nor employed).
Goal 5: Increase Performance and Accountability. The DC WIC will establish, measure and regularly report progress in meeting realistic quantitative and qualitative performance goals for the District's workforce and education system.	Strategy 5.1: The DC WIC will develop and implement common customer (i.e., jobseekers and businesses) experience and satisfaction surveys to be delivered across relevant workforce system agencies, with results captured and reported to the Board on a quarterly basis. Strategy 5.2: The DC WIC will create standardized annual report cards on service providers across the workforce system to facilitate informed customer choices.

Inclusive Recovery Investments Supporting WIOA Unified State Plan Goals and Strategies With support of the Mayor's Office, the DC WIC is leading a heightened set of investment priorities, specifically designed to support the Goals and Strategies of the *WIOA Unified State Plan 2000-2023*, and particularly with an eye toward fostering economic recovery and positively impacting equity and inclusion. Figure 16 highlights FY22 inclusive recovery efforts underway.

Stage	Strategy	Investment	Agency Owner
-	Strengthen employer-job	Career Coaches	WIC
Respond and Recover	seeker connections	On-going hiring events	DOES
spond al Recover	Drive surge in high-impact	DC Futures: Tuition and student support	OSSE
lesp Re	credentialing	UDC IT and Nursing programs	UDC
	E.	Teacher pipeline investment	OSSE
	Expand paid opportunities	Expand youth and adult apprenticeship	DOES
	to learn at work	Expand On-the-Job Training	DOES
		Expand subsidized employment	DOES
ine	Prioritize employer-led	Expand DC Infrastructure Academy	DOES
Reimagine	training	Employer-led training grants	WIC
Rei	Reimagine secondary to	College Rising: Dual enrollment	OSSE
	post-secondary pathways	Advanced Technical Center	OSSE
		Expand school-year internships	OSSE
		Expand HS work-based learning and MS career exploration	OSSE

Figure 16: Overview of the District's FY22 Inclusive Recovery Efforts

Inclusive recovery support to address impacts of COVID-19 is broken into two key stages: (1) Respond and Recover, and (2) Reimagine. This vision supports the strategies and activities of the District's workforce system, agencies, and partners and seeks to address ongoing disparities as documented in the economic and workforce analysis of the WIOA Unified State Plan. For FY22, the Mayor's budget seeks to support this vision and its two stages as expressed in Figure 17.

	Goal	Investment	Key Features	FY22 Budget
/ery	Drive surge in high-impact	DC Futures	Free AA/BA degrees at select DC universities including coaching & emergency funds, and development of structures at UDC to grant credit for prior learning/WDLL courses	\$12.8m
ecov	credentialing	LGBTQ+ Workforce	Free workforce training for LGBTQ+ residents to address employment discrimination	\$500k
and Recovery		Solar Works DC	Expand opportunities to train DC residents for careers in the solar energy industry	\$1.5m
Response a	Connect job seekers to	Career Coaches	Create a more accessible workforce system and help residents understand available options through grants to CBO & strengthen system career coaching capacity through PD/resources for agency staff	\$4.5m
Resp	employment & training	Vitality Fund	Attract new high-impact employers to the District who will develop workforce programs to offer DC residents a pathway to the field through the Employment Center Vitality and Local Job Creation Fund	\$7.5m
	Expand paid opportunities to learn at work	K12 Work-Based Learning Expansion	Reimagine DC high schools through expanded middle school career exploration + creation of 12^{th} grade CTE school- year internships + launch of Advanced Technical Center as regional hub of CTE programming and innovation to ensure DC students have an opportunity to prepare for career by learning on the job	\$11.5m
ne		Project Empowerment Building Blocks	Expand subsidized employment focused on residents with greatest barriers + launch new Building Blocks subsidized employment program as a part of the District's violence reduction strategy	\$49m
Reimagine		Apprenticeship	Incentivize employers to launch Registered Apprenticeship programs by partially reimbursing wages + support the expansion of youth apprenticeship + expand DC government apprenticeships	-
		On-the-Job Training	Incentivize hiring of DC residents through wage reimbursement for employers who hire DC residents in need of skill development	
	Prioritize	DCIA	Expand Washington Gas, Pepco, CDL, & IT training focused on high-demand careers	
	employer- driven training	Employer-led training grants	Grants to employer-led partnerships formed to develop workforce/postsecondary programs directly aligned and responsive to employer need	-

Overview of Mayor Bowser's FY22 Workforce Recovery Investments

Description of WIOA State Plan Goals and Inclusive Recovery Support of the Goals

Goal 1: Enhance System Alignment: District workforce development, education and social services providers are collaborating to deliver coordinated and effective services. This includes enhancing referrals for services for job seeker customers and improving coordinated case management.

Currently, the DC WIC and OSSE lead a System Integration Work Group that is focused on implementing strategies to enhance partner coordination and integration. Accomplishments of this Work Group in support of the State Plan include:

- Successfully certifying the District's AJCs through a process that looked strategically at where service delivery is heading and how it is integrating virtual service delivery. The DC WIC reviewed and updated the AJC certification criteria, process, and materials to ensure improved access to jobs, education, training, career information and support services for all District residents. The analysis examined both traditional and non-traditional means of one-stop service delivery, including comprehensive AJCs, satellite locations, and virtual platforms, as well as through expanded outreach activities, service hours, and partnerships with other District agencies and CBOs, particularly in wards with high unemployment.
- Creating a CBO relationship management list, which will be used to increase the number of Community-based organizations connected to the workforce system and that offer wrap-around services to assist residents during their job search.
- Developing a new partner MOU and initiating a new IFA process through collection of data to determine the most effective basis for sharing costs.
- Successfully conducting staff development training for system partner front-line workers including "WIOA 101" and "Serving Targeted Populations."

The District ensures continuous collaboration by developing and providing staff development opportunities for District partner agencies and community-based organizations, including AJC staff , training, workforce development, and social service professionals throughout the District. Staff development is offered annually and focuses on current workforce policy, service provision for targeted populations and addressing the impact of economic conditions on the jobseeker population.. It is supplemented by informational resources and tools made available through a variety of media used as reference documents for staff and supervisors to ensure implementation fidelity. This universal training and access to shared resources and tools promotes a "no wrong-door approach" to accessing workforce development services.

Goal 2: Improve Community Access to Workforce and Education Services: All District residents—including individuals with disabilities, people with multiple barriers to employment, and those who are underemployed—need improved access to jobs, education, training, career information and support services necessary to advance in their career pathway. This has become even more critical in light of the data showing disparate impacts on people with less educational attainment as a result of COVID-19.

The Training and Skills Development Work Group has focused extensively on implementing strategies designed to address access to workforce and education services. Foremost among the accomplishments of this Working Group include:

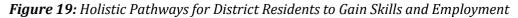
- Completing year one of the healthcare sector partnership. The Healthcare Sector Partnership is a sector strategies approach to addressing needed skilled workers in high demand occupations in the District. The launch of this initiative provides a roadmap for similar initiatives involving other industries.
- Adding two apprenticeships to the ETPL with five apprenticeship programs of study, doubling the number of apprenticeships since early 2020.
- Increasing the ETLP by 42% (5 New Providers with 22 new programs) since early 2020.
- Completing three rounds of Training Provider landscape surveys to 45 different organizations with over 100 different programs of study. The surveys help provide insight on the training provider capacity in the District, identify potential gaps in training, and highlight opportunities for investing in training.

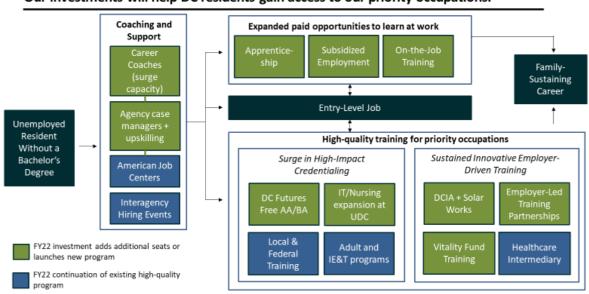
Ongoing efforts include improving the customer experience and recognizing the need to expand virtual options for customer while enhancing coordination of online resources. Users are able to obtain information and to access workforce services, education, and online training at their convenience. Currently, District residents and program providers have access to a variety of online resources and tools, including:

- DC Networks/Virtual One Stop
- Career Coach DC
- Back on Track DC
- Virtual Job Shadow

Implementing strong case management for job-seekers continues to be a focus for District agencies. For job seekers, efforts focus on enhanced coordination and communication between case workers and/or workforce specialists who are supporting an individual customer. Many District job seekers are enrolled in multiple local and federal programs that provide case management. Greater coordination and information-sharing around case management components ensures resources and impact are maximized. The District is refining its ability to share data via a common data platform and data sharing among platforms that are not able to be consolidated. Cross-agency professional development is provided for staff who enter data as well as for new career pathways work to align participant training goals and employment plans across programs being accessed.

Inclusive Recovery Enhancements for Goal 2: Figure 18 highlights investments and enhancements to the work underway to support Goal 2. These include focused career coaching, initiatives aimed at focusing on "gateway jobs" for low income and marginalized residents so they can gain work experience and improved earnings along a career pathway, and work-based learning opportunities.



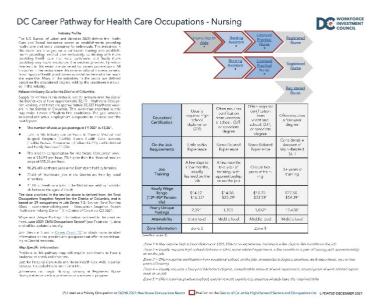


Our investments will help DC residents gain access to our priority occupations.

Goal 3: Expand the Talent Pool for Businesses: The DC WIC is working with core program partners to streamline business engagement and services. In 2019-2020, the DC WIC conducted an inventory of business outreach activities across District agencies. The assessment included a survey and in-depth interviews with more than 12 agencies to capture information about their programs and services, targeted sectors and businesses, outreach strategy, and capacity. This information, as well as insights gained during stakeholder engagement in the development of the WIOA State Plan, are being used to enhance collaboration and coordination across the workforce system and implement a sector strategies approach to the work.

Additionally, the DC WIC, through its Career Pathways Task Force and related initiatives, engaged business leaders and training providers in nine focus groups held in the summer of 2021 to refine and update thirteen career pathway maps for the District's identified high-demand industries. The career pathway maps are contained in the Appendix.

In partnership with Training and Skills development working group members, these maps are being deployed across the AJCs and the District's workforce system for



use virtually and in-person to assist job seekers and training providers in understanding and accessing career pathways and employment opportunities. Additional analysis is being conducted by the DC WIC to identify gaps in services and capacity and inform investment in expanding access to high-quality education and training aligned with the high-demand occupations within each pathway.

In addition to the engagement referenced above, in early 2021 the District launched a Healthcare Sector Partnership (HSP). The HSP is comprised of over 15 industry members, has seven distinct action teams, and utilizes a sector strategies approach to addressing the need for skilled workers in high demand occupations in the District. The HSP has developed a Healthcare Occupations Report, which serves to inform healthcare related funding and investments made by the District. The HSP provides a roadmap for an IT-focused initiative launching in 2022 and future sector-specific priorities.

The District has also taken several steps to develop business-driven workforce preparation and workforce training for residents with low literacy skills, and individuals with limited English proficiency. OSSE provides technical assistance, professional development, monitoring and support to its sub-grantees on the implementation of integrated education and training (IE&T) program models. IE&T providers are required to align their program offerings with one or more of the DC WIC's high demand industries to prepare adult learners to pursue a career in their desired career path. Both OSSE's AFE and CTE have made work-based learning a priority in their programmatic models, and OSSE focuses on work-based learning in their ongoing rounds of IE&T grants and allow sub-grantees to use awards to provide incentives/stipends to those participating in work-based learning opportunities.

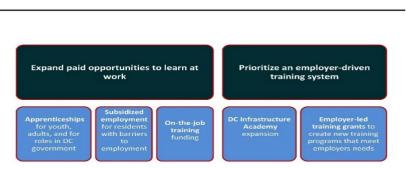
The District continues to possess robust apprenticeship and pre-apprenticeship program offerings to address the long-term skill needs of local businesses in the construction and information technology sectors, and has taken significant steps to expand Registered Apprenticeships in existing programs and in the creation of programs in non-traditional occupations. Emphasis has been placed on leveraging the District's access to government jobs, and apprenticeship programs have been initiated with the Department of Public Works (DPW), the Department of Consumer Affairs (DCRA), and the DC Water (a quasi-governmental entity). The Office of Apprenticeship, Information and Training (OAIT) received and implemented the Apprenticeship State Expansion (ASE) three-year grant from the U.S. Department of Labor. Grant activities include expansion of apprenticeship opportunities for under-served populations, such as minority youth.

A barrier some District residents face while attempting to enter or progress in the labor market by accessing education and training is the competing need to earn income immediately and consistently, in order to support themselves or their families. As a result, District agencies will continue to emphasize and seek opportunities to expand investment in earn-and-learn opportunities such as on the job training and paid work experience. Other common barriers individuals may face, including access to affordable housing, transportation, healthcare, and childcare, will be addressed through increased coordination with the Department of Behavioral Health, the Department of Human Services, and OSSE's Division of Early Learning.

Inclusive Recovery in Support of Goal 3: The DC WIC is leading efforts to invest in, and expand, work- based learning opportunities (earn and learn, apprenticeships, internships, job shadowing, mentoring, etc.) for District residents to increase their exposure to work environments while gaining critical skills needed for unsubsidized employment.

The DC WIC is emphasizing work-based learning opportunities in updating and streamlining processes for training providers to apply for the Eligible Training Provider List (ETPL). The DC WIC will encourage the inclusion of current and new apprenticeship programs on the ETPL, along with training programs that incorporate work-based learning as an integral part of the curriculum. Investments in work-based learning are highlighted in Figure 20.

Figure 20: Inclusive Recovery Through Investments in Work-Based Learning



FY22 Expansion of Critical Programming

Goal 4: Improve Youth Services: The long-term goal in the District is to create seamless pathways for students from primary and secondary education, through college and/or training, into successful careers regardless of zip code. This work includes, among other efforts, increasing the level of communication and collaboration between educational and training programs in the District; improving the early exposure students have to industry and career options; and analyzing District policies to advance this work.

Inclusive Recovery in Support of Goal 4: The DC WIC is working strategically with core partners, DCPS, DC public charter schools and community based organizations to increase access to career awareness in middle schools; career and technical education in high schools; training and paid work experiences aligned to education and career goals; and clear connections to credentialing and postsecondary options aligned to desired career pathways. This work is displayed in Figure 21.

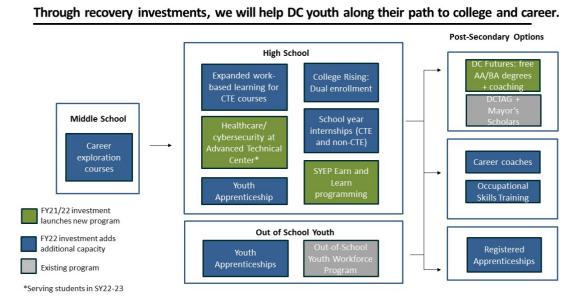


Figure 21: Inclusive Recovery Pathways for Youth

Goal 5: Increase Performance and Accountability: The WIC envisions workforce development system data infrastructure that enables the Mayor to look across federally and locally funded workforce training and support programs, and uses customer input and outcome data with common measures and definitions to:

- Identify and better understand the needs of customers.
- Inform continuous improvement at the program- and system-level.
- Inform strategic investments designed to ensure that the District's most vulnerable residents achieve workforce-related goals.

The WIC has identified three goals in support of data modernization including:

- Data Sharing Identify disparate customer performance measures to align common KPIs across systems to inform data governance and management policies that will lead to data integration, and consistent data updates.
- Data Aggregation and Reporting Identify data management software tools that integrate aligned data for a unified learning and employment data repository to provide system-wide analyses. Also, to enhance transparency of system progress, and inform policy and resource allocation.
- Customer Engagement and System Navigation To improve customer experience and interaction with workforce system and increase customer engagement by providing navigation and referral support.

In addition, Data Vault serves as the workforce system's intake and referral platform allowing for seamless supportive and wrap-around service delivery. The platform's "Community Catalog" has expanded to include community-based organizations that provides services for targeted populations experiencing barriers to employment. Data Vault serves as a way to coordinate workforce system services and incorporate partners who are not traditionally included in the workforce system but whose services are accessed by residents. Using the Data Vault tool allows them to augment their ability to serve customers within their community.

The District is committed to ongoing use of customer feedback for continuous improvement of the system. The DC WIC collects data from all partners on a quarterly basis. These data are shared with partners to allow for a common understanding of performance results and to determine ways in which services may be adjusted to improve customer satisfaction.

To better provide residents with the best decision-making tools possible, the District uses the Workforce Development System Expenditure Guide to collect, synthesize, and report data on service providers (including ETPL and integrated education and training providers funded by OSSE) effectiveness and facilitate informed customer choices. This online tool allows residents to search service providers and make informed decisions about which providers meet their needs. The DC WIC is working with all core partners and relevant providers/partners to provide appropriate and important contextual information.

III. OPERATIONAL PLANNING ELEMENTS

A. STATE STRATEGY IMPLEMENTATION

1. STATE BOARD FUNCTIONS

The DC Workforce Investment Council (DC WIC) operates with a committee structure comprised of standing committees, special committees, and ad hoc committees. The Chairperson, together with the Executive Committee, may establish subcommittees and task forces as deemed necessary. Currently, the DC WIC Board has five committees that enable the DC WIC to effectively carry out its required functions within the District's workforce system.

Executive Committee: This leadership body is empowered to make decisions and act on behalf of the DC WIC on all policy, performance management, fiscal, and administrative issues related to the local workforce system.

Youth Committee: This group is focused on youth policy, programming, and performance, and supports connection and alignment among other youth-focused organizing bodies operating throughout the District (i.e., the DC Career Academy Network and Raise DC).

Economic and Workforce Alignment Committee: This group is focused on WIOA performance, state/local policy, Labor Market Information, Demand Occupation List evaluation, and review of providers on the Eligible Training Provider List.

Employment Services Committee: This group is focused on the administration of Districtspecific programming and service delivery (including American Job Centers [AJCs], Career Pathways Task Force, Workforce Intermediary, and one-stop operations) and employment related outcomes.

Implementation Committee: This is a separate, non-voting advisory committee comprised of representatives from relevant community and workforce organizations, established by Mayor's Order in the DC WIC's authorizing language to monitor the activities of all external committees and WIOA-funded programs that impact the workforce system. This committee provides updates and input directly to the Executive Committee.

The DC WIC also convenes a Career Pathways Task Force, which is a locally-mandated body consisting of representatives from District government, community workforce, and education organizations, that advises and has led the development of recommendations regarding policies and programs that ensure that all adult learners have access to career pathways.

DC WIC meetings are held quarterly and are open to the public, while committee and task force meetings occur on an ad hoc basis more frequently, to enable decision-making as needed.

Meeting agendas are developed with guidance from the Executive Committee with the assistance of DC WIC staff, and DC WIC Board decisions on workforce system policies and other considerations are determined through votes approved by the majority of members present during times that a quorum of the Board is in session.

2. IMPLEMENTATION OF STATE STRATEGY

(A) CORE PROGRAM ACTIVITIES TO IMPLEMENT THE STATE'S STRATEGY

Leadership from agencies responsible for the core programs collaborate to set goals that guide the District's delivery and alignment of workforce services. These goals include: 1) Enhancing System Alignment; 2) Improving Community Access to Workforce and Education Services; 3) Expanding the Talent Pool for Businesses; 4) Improving Youth Services and 5) Increasing Performance and Accountability.

Implementation of these strategies will be achieved as the result of the following activities:

Title I Adult, Dislocated Worker, and Youth programs provide funding for On-the-Job Training (OJT); Occupational Skills Training (OST) with a provider on the Eligible Training Provider List (ETPL) in a program of study that can be completed within two years; Registered Apprenticeship programs with DOL; work experiences, youth incentives, and supportive services. These programs also offer career counseling, mock interviews, leadership development opportunities, job shadow opportunities, and training for the National Career Readiness Certificate.

Title II Adult and Family Education programs offer Integrated Education and Training (adult education and literacy, workforce preparation and workforce training services) as well as supportive and transition services to District residents. OSSE AFE's use of Section 231 funding for Adult Education and Literacy Activities, Section 225 funding for Corrections Education and other Education of Institutionalized Individuals and Section 243 funding for English Literacy and Civics Education align to the District's strategy to provide access to education, training and other related services to District residents with multiple barriers to employment, including individuals with low levels of literacy skills, English Language Learners and individuals who are institutionalized. Program offerings align to the DC WIC's high demand industries and occupations. Eligible providers support eligible participants in gaining the knowledge, skills, competencies, and credentials that are needed to pursue their desired career path, secure competitive employment, engage in training and/or advanced training, and/or transition to postsecondary education. For individuals who are institutionalized, eligible providers assist eligible individuals in accessing needed resources, programs and services that help facilitate their successful re-integration into the community.

Title III Wagner-Peyser services are the "front-door" of the AJC system. These services provide universal access to all customers seeking employment and career services. Services include job search assistance, job placement assistance, re-employment services for unemployment insurance claimants, use of the AJC's resource rooms, and provision of labor market information. Referrals to partner programs and reemployment services are also provided for individuals receiving UI.

Title IV Vocational Rehabilitation (VR) offers a variety of employment services for persons with disabilities, including: assessments, vocational counseling and guidance, job development services, job coaching, employment follow-along, work readiness training, on-the job training, tuition assistance for postsecondary education leading to an employment goal, independent living skills training, pre-employment transition services for youth, disability-related skills training, benefits counseling, assistive technology, supported employment services, customized employment, and post-employment services. The activities offered and funded by the DCRSA Vocational Rehabilitation Program directly align with other WIOA core partner activities and tie in to meet the overall Unified State Plan goals and activities. DCRSA Vocational Rehabilitation

Program activities are meant to lead consumers to prepare for secure, retain, or advance in competitive integrated employment. Additionally, like the other core WIOA partners, DCRSA activities are measured and reconciled by the federal oversight partner DOE/RSA, and DCRSA has to meet and report on the six mandatory indicators under WIOA. While the core partners all work in different ways and braid activities where possible—through MOU's/MOA's, braided funding, and shared space—collectively, the mission is to ensure consumers have the opportunity to be gainfully employed and achieve independence and enjoy quality of life that they choose.

Core Program Partnerships

The District agencies responsible for carrying out core programs—the Department of Employment Services (DOES), the Office of the State Superintendent of Education (OSSE), and the Department of Disability Services-Rehabilitation Services Administration (DDS/RSA)—are committed to working together, integrating services, and aligning programs to form a cohesive workforce development system, as outlined in the state goals and strategies. The above-mentioned activities for each of the core programs will be aligned to the District's strategy to meet the diverse needs of District residents as follows:

AJC partner MOUs describe the workforce development system vision and goals, how each program ensures full access to AJC services, and how costs are shared among required partners. As AJC services have transitioned due to the pandemic for both in-person by appointment services and virtual services, the DC WIC is working towards modernizing cost sharing to align with emerging needs to successfully serve residents in the District. The DC WIC, through the One-Stop Operator, monitors AJC Partner MOUs for adherence and convenes weekly partner agency leadership meetings to discuss and strategize ways to align workforce goals and services and blend, braid, or leverage human, material and/or fiscal resources to reduce service duplication and enhance service efficacy.

The One-Stop Operator also organizes education and workforce system training for staff development within and across organizations citywide and is leading the initiative to align services through the development of a common intake, assessment, referral, and service delivery processes and tools. To enhance data sharing among the four core programs, the District has committed to developing a common data dictionary and aligning methods of measurement, which will make their individual management information systems interoperable. Greater alignment of WIOA core partner activities, including the development of tools, resources and/or processes for shared intake, assessment, program referral, service provision and case management, will increase and diversify co-enrollment opportunities for District residents. The DC WIC and the One Stop Operator will work with the core partners to strategize ways to increase co-enrollment opportunities for District residents and provide training and/or guidance to the core partners on how to make these options available to workforce system customers. The DC WIC will also continue to develop and implement a unified business services strategy, including streamlined communication tools and inter-agency operating procedures.

Partners will continue to develop a business-driven, job seeker-centered career pathways system, including articulating and connecting the full range of K-12, adult education, post-secondary, and other education and training, with seamless transitions between "levels" and no "dead ends"; providing integrated supports like education and career coaching and advising and wrap-around services like childcare and transportation assistance, especially at education and career transition points; promoting continuous, life-long learning and professional development opportunities that meet people where they are; and operationalizing residents' access to and progress along identified career pathways.

(B) ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

In supporting the activities identified in (A) above, the District will leverage programs outside of the Unified Plan to accomplish District strategies and goals for WIOA. These include, but are not limited to, services provided by the one-stop partner programs and other taxpayer-funded,

and private and non-profit-led programs that provide employment-related services. Through the leadership of the DC WIC and its committees, and through coordination across existing networks of education and workforce system groups, the District continues to further align efforts, particularly in order to serve individuals for whom multiple different services or supports may be required for them to successfully enter and progress in the workforce.

Alignment with Perkins/Career Technical Education

OSSE's Division of Postsecondary and Career Education (PCE) funds (through both Federal Perkins Grant and local dollars) multiple Local Education Agencies (LEAs) and UDC-CC to develop and offer CTE programs of study in high-wage, high-skill, and in-demand career sectors. PCE has also funded the initial development of Career Academies which has led to the development of 48 Career Academies across the city and multiple LEAs. Also, as outlined in the Perkins V State Plan and the WIOA State Plan, OSSE has capitalized on the industry advisory boards (IABs) that were initially established to support just the Career Academies and has now expanded their scope to support all OSSE-funded CTE programs of study offered in DC. These IABs are made up of local employers from the relevant industry sectors. Currently there are IABs for nine industry themes associated with the most common CTE programs of study and more IABs will be developed as the number and type of programs of study require it. Additionally, given the overlap of industries and employers participating in the advisory boards and engaging with the DC WIC, we will continue to explore connecting and aligning their respective efforts and priorities.

Additionally, in an effort to ensure young people's work experiences are as meaningful as possible and relate to their long-term goals, DOES, OSSE, and participating LEAs maintained and expanded an existing partnership that uses the SYEP infrastructure and funding to place CTE concentrators into summer work experiences aligned to their CTE program of study. This partnership has helped thousands of students access paid internships over the years. Despite the fact that the COVID-19 pandemic forced a pivot to remote internships for the past two years the scope of this partnership has expanded to support all interested/eligible CTE concentrators. In the FY22 budget the Mayor provided funding for OSSE to work with participating LEAs and DOES to capitalize on the success of this partnership to allow CTE students who are in their fourth year of a program of study to similarly participate in a school-year internships aligned to industries related to their CTE program of study. This new initiative is called the CTE Advanced Internship Program and over three years is projected to offer 1,200 high school students access to these internship opportunities that will be paid and will grant CTE course credits to participating interns. Given the extensive network of employers that participate in these and other work-based learning opportunities, OSSE established the Industry Engagement unit to support this work. This team collaborates with DCPS, DC PCSB, DOES, and the DC WIC, as well as with other AJC partners, to support greater alignment in outreach, engagement, and delivery of services to employers participating in these and other talent pipeline development programs. The focus is on reducing duplication of outreach, as many employers working with youth programs also seek individuals skilled through adult and dislocated worker, and adult education programs.

Alignment of Workforce System Services with TANF and Related Human Services

Operated by DHS's Economic Security Administration (ESA), the TANF program provides cash assistance to eligible families along with case management and coaching services that navigate customers along educational and career pathways. More than a program that solely focuses on employment placement, TEP incentivizes education attainment and tracks the hours invested in breaking the cycle of inter-generational poverty by embracing a two-generational (2 Gen) approach to service delivery. The 2 Gen approach is a strategy for boosting effectiveness in policies and programs that improves child and family education, economic, and health outcomes. Through the strategies outlined in this plan, including the development of common intake tools and resources and the use of comprehensive career maps, greater alignment will be supported between core WIOA programs and TANF, ensuring customers in both programs experience consistent services and information that best meets their needs.

<u>University of the District of Columbia – Community College (UDC-CC)</u>

Through its Division of Workforce Development and Lifelong Learning (WDLL), UDC-CC provides residents with skills training to enable them to pursue employment in high-demand careers. WDLL focuses on industries that provide the highest number of local and regional employment opportunities, which include: Construction and Property Management; Early Childhood Education; Healthcare Direct Care and Administration; Hospitality and Tourism; Information Technology; and Office Administration. For students completing career pathway programs, UDC-CC provides direct support in job searches, and leverages relationships with local and regional companies of all types and sizes, including Amazon, which recently recruited and hired students from UDC-CC's Cloud Computing course. Many District agencies refer clients to UDC-CC for training, and the development of common intake and referral tools will further ensure residents are easily connected with their array of programs. In addition, WDLL representatives regularly interact with core partners, providing UDC-CC students with a wide range of employment and support services to enable the successful attainment of their educational and career goals.

Alignment with Registered Apprenticeships

The Office of Apprenticeship, Information and Training (OAIT) is one of 27 State Apprenticeship Agencies recognized by the DOL. OAIT is responsible for administering the District's apprenticeship system, which includes promoting and expanding registered apprenticeship programs in traditional and non-traditional industries. Services include outreach to core partner programs, schools, and community agencies; regular apprenticeship information sessions at the AJCs and shared throughout the workforce system; processing new apprenticeship registration agreements; conducting marketing and outreach efforts to employers to become apprenticeship sponsors; providing oversight and technical assistance in developing apprenticeship standards that conform to federal and local regulations; and monitoring to ensure compliance with federal and state laws. OAIT will continue to advance the District's apprenticeship efforts in three primary ways, as part of the broader priority for expansion of work-based learning programs in the District:

Pre-Apprenticeships

In an effort to expand apprenticeship opportunities for DC residents, OAIT coordinates preapprenticeship training initiatives, which prepares District residents to qualify for established registered apprenticeship programs and apprenticeship opportunities. These programs target residents lacking prerequisites for apprenticeship and provide an opportunity to gain necessary skills, and receive services such as basic skills remediation, aptitude testing and job readiness training. Pre-apprentices receive on-the-job work experience at job sites and/or hands-on shop training in sponsors' training facilities. Pre-apprenticeship training is an effective tool to increase the number of residents in registered apprenticeships. The District is one of the few jurisdictions that directly coordinates and funds pre-apprenticeship programs with apprenticeship sponsors.

Step-Up Apprenticeships

To expand apprenticeship opportunities for disadvantaged District residents, including those with skill deficiencies, OAIT is the first and only State Apprenticeship Agency to coordinate and implement the Step-Up Apprenticeship initiative on commercial construction projects subject to Davis-Bacon federal law. Step-Up was initially developed by DOL for limited use on federal housing construction projects to assist housing residents, unqualified for apprenticeship, and skilled workers, to be employed on projects as step-apprentices for up to 12 months, rotating in various trades. This initiative allows individuals to be employed on prevailing wage projects, earning above living wages, with the opportunity to transition to regular apprenticeship programs. Opportunities under this initiative are promoted though the workforce system.

Youth Apprenticeships

OAIT coordinates youth apprenticeship partnerships with DC Public and Charter High School to include but not limited to IDEA Public Charter School, Thurgood Marshall Academy, Luke C. Moore, Ballou High School etc. This effort includes outreach to participating high schools to

inform students and educators about the apprenticeship system. Other youth apprenticeship initiatives include a partnership with the DOES Office of Youth Programs (OYP) to connect MBSYEP participants, ages 18-24, with apprenticeship sponsors during a six-week pre-apprenticeship training period. Youth completing training have gained acceptance into registered apprenticeships with the local Sheet Metal Workers, Plumbers and Steamfitters unions various Registered Apprenticeship Sponsors. Youth apprenticeships will continue to be an important part of the District's overall workforce system strategies.

(C) COORDINATION, ALIGNMENT, AND PROVISION OF SERVICES TO INDIVIDUALS

The District's AJCs are the hub of service delivery in the workforce system. The AJCs ensure job seekers receive comprehensive, coordinated, and high-quality services from all one-stop partners, the roles of which are specified in memoranda of understanding (MOUs) required by WIOA. The One-Stop Operator (OSO) leads partner coordination activities at the direction of the DC WIC and in accordance with the established MOUs. DOES manages and operates the four AJCs, which have been certified in accordance with federal and DC WIC criteria.

One-stop staff are provided with training, tools, and resources to serve customers regardless of an individual's barriers to employment, level of need, or degree of career development. Partner staff collaborate extensively with the AJC staff, and customers are frequently referred to and/or co-enrolled in various programs. The OSO leads weekly meetings with AJC mandated partners and the DC WIC to share information, discuss program coordination efforts and troubleshoot center-related issues. This system-wide collaboration was noted during a USDOL monitoring visit. In addition, the OSO holds monthly meetings with AJC partners and staff to provide training, and to identify collaborative efforts, promising and effective practices, and areas for improvement. Under the goals and strategies included in this plan, the District will implement a cross-training program for staff of all workforce system agencies that improves information sharing and coordinated efforts while preventing duplication of services.

Services are accessible to the "universal customer" at all of the one-stop centers throughout the District. The District has one comprehensive one-stop center, which includes all of the core partner programs as required by WIOA, and three affiliate sites. All of the District's AJCs, including comprehensive and affiliates sites, provide career, employment, and training services specified in Section 134 of WIOA and provide job seeker and employer access to AJC partner services listed in Section 121(b).

Due to the pandemic, the AJCs have remained open primarily through appointments. The OSO team worked with AJC staff to ensure that partner services were included in the new appointment process ensuring seamless referrals.

The DC WIC, with support from the OSO, developed two marketing brochures that highlight the services that can be accessed within the AJCs along with the promotion of DCNetworks, the portal for District jobseekers to register and receive employment and training-related information and services.

Each of the WIOA core partner agencies provide Title I, II, III and IV funding to eligible providers to offer education, training, workforce and other related services to District residents. As part of the intake process, eligible providers develop in collaboration with each customer an individual plan (e.g., Individual Employment Plan (DOES), Individual Plan for Employment (DDS/RSA), Individual Career Pathway Transition Plan (OSSE AFE), Individual Service Responsibility Plan (DHS), etc.) that specifies the student's educational functioning/grade level, learning needs, career interests, goals and plans for achieving economic self-sufficiency. Additionally, eligible providers provide and/or link students to supportive services, which may include subsidized childcare, the District of Columbia adult learner transit subsidy, public benefits, and other supports that ameliorate and/or eliminate barriers that may impede their ability to make measurable skill gains, earn industry recognized certifications, obtain employment, attain their goals and/or achieve economic self-sufficiency while enrolled in and/or upon exit from the program. Eligible providers also link customers to other resources, programs and services to address their diverse needs and/or that assist them in transitioning to

the next step on the education, training and/or workforce continuum towards their desired career path, inclusive of their successful transition to training, advanced training, employment and/or postsecondary education. Through regularly scheduled meetings and convenings by the DC WIC, WIOA core partner agencies are afforded opportunities to discuss and strategize ways to streamline, integrate and coordinate the provision of these services to District residents to eliminate duplication of effort, enhanced service delivery, and greater system alignment.

System partners are committed to serving customers based on their individual goals, readiness, and needs, and will develop a process and identify tools that facilitate this approach. The DC WIC, OSO, and DOES continue to coordinate with partners to increase the flexibility of one- stop services to ensure customers receive direct access to the services which best fit the individual's identified need(s) and to improve services to customers by decreasing duplication of services and streamlining process. To complement and enhance the delivery of career and training services through the one-stop centers, the District is further integrating programs for targeted populations into the one-stop system, including virtual services through direct linkage and other on-line services, for customers that prefer not to attend in-person.

(D) COORDINATION, ALIGNMENT, AND PROVISION OF SERVICES TO EMPLOYERS

In late 2019 and early 2020, to support the District's focus on streamlining employer engagement, the DC WIC conducted a landscape analysis to identify and understand business outreach from District agencies and programs within and beyond the workforce development system. The comprehensive assessment included a survey and in-depth interviews with more than a dozen agencies to better understand and catalogue the array of needs, services, sectors, and businesses with which they currently engage to support or serve. Through this effort, the DC WIC developed recommendations and a framework to strengthen government coordination on business outreach and engagement, including clarity of functions and roles of partners, so that businesses have greater clarity about supports and talent pipelines available to them.

Leveraging these resources, and in response to the impact of the COVID-19 pandemic on the local economy, in mid-2020 the DC WIC and several key workforce system partners served as members of the District's Economic Recovery Task Force. This collaboration fostered greater connectivity between workforce, planning and economic development, and business services. As a result, efforts are focused on aligning grants and program resources, as well as identifying opportunities to jointly support industries and areas most affected by the pandemic and economic downturn, including the downtown area and retail and hospitality industries. This has contributed to the development of grant funding to support employer-led training grants released in early 2022 and providing technical assistance to businesses seeking to adjust and develop skills-based, inclusive hiring practices.

In parallel, in mid-to-late 2020, the DC WIC convened District agency partners to prioritize and strategize around employer-related initiatives. The District-wide *Back to Work DC* initiative was launched in early 2021 and included virtual business outreach and hiring events open to DC employers and residents. The DC WIC and other partners made investments in technology platforms and leveraged staff and consulting resources to support virtual events, as well as hosted and co-facilitated trainings and workshops to upskill workforce system staff to adapt programs and services. Workforce system partners now utilize the bi-weekly business engagement working group to coordinate efforts and inform needs assessments and provide support to partner and system wide events. Partners frequently co-host and cross-market their individual agency virtual hiring events to ensure the District's needs will be continually met.

Each of the core program partners (DOES for Titles I and III, OSSE for Title II and DDS for Title IV) has implemented strategies and approaches to ensure that the workforce needs of Districtbased businesses are met and that residents are prepared to meet labor market demands, particularly those of high-growth industries.

As amended by the Workforce Innovation and Opportunity Act (WIOA), the Rehabilitation Act requires Vocational Rehabilitation state agencies to conduct a comprehensive statewide needs assessment every three years. The purpose of the assessment is to provide current and relevant

information on the needs of individuals with disabilities in the District so that DCRSA can develop programs and allocate resources that will address the identified needs. The comprehensive statewide needs assessment establishes VR program priorities and will help inform the Unified State Plan developed by the core partners in The District's Workforce Development System including strategies for employer engagement.

In tandem with core partner programs, a wide range of other District agencies, communitybased organizations and private enterprises provide employment-related services and training to support companies' increasing needs for talent. In order to better serve employer customers, the District has made responding to business needs a central goal of the system and has laid out these strategies under Goal 3.

(E) PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

The DC WIC partners with UDC-CC to continually add credentialing and high-growth programs to the Eligible Training Provider List (ETPL). Enhancements include the expansion of credentialing programs that are offered in traditional classroom settings, through blended learning, and through the creation of distance learning programs. Community college offerings will reflect an assessment of demand and market analysis indicating current and future industry demands.

The District provides funding to DCPS and public charter high schools and UDC-CC to support the implementation of state approved CTE programs of study. Many of these CTE offerings are structured as Career Academies, a proven approach that results in improved grades, attendance rates, and graduation rates for participating students. These programs of study align with the District's high-wage, high-skill, and in-demand careers. Students enrolled in CTE programs complete a four-year sequence of courses that meet specific course level standards that were developed and validated by over 100 representatives from the relevant industries, which incorporate work-based learning with District employers at every level, and many of which provide opportunities for the student to earn industry-recognized credentials and postsecondary credit. In FY22, OSSE is also launching a new Advanced Technical Center (ATC), which will serve as a citywide CTE hub for students across Local Education Agencies (LEAs). The ATC will offer courses focused on the fields of healthcare and cybersecurity. OSSE is also launching the Advanced Internship Program, which will provide students in their third or fourth year of CTE courses an opportunity to participate in a paid for-credit internship during the school year.

In collaboration with OSSE's Office of CTE, DCPS, relevant charter high schools, and UDC-CC, the DC WIC and DOES are developing natural transition opportunities to allow for students in their final year to continue to earn stackable credentials and continue their industry education and expedited advancement along their chosen career pathway. These transition points will maximize the traditional and non-traditional postsecondary options, including UDC-CC, the District's ETPL, and DC Apprenticeship programs to ensure that students are equipped with the most relevant skillset for the in-demand industries in the District of Columbia.

(F) PARTNER ENGAGEMENT WITH OTHER EDUCATION AND TRAINING PROVIDERS

In addition to efforts to expand partnerships with UDC-CC and other institutions of higher education, the District engages with training providers and businesses to expand access to high-quality, in-demand training provided by other education and training providers—including Registered Apprenticeship programs, ETPL programs, and OSSE IE&T AFE programs— through outreach, grant awards, technical support, and the provision of other supports such as labor market information.

The DC WIC continues to focus on increasing access to high-quality training and credential attainment in the District. The priorities include expanding the ETPL, revising and updating quality standards and operational procedures to streamline approval, and access to training and looking at ways to provide technical assistance to both current and potential training providers to increase capacity and ensure alignment to industry demand. The DC WIC is

revising the ETPL Policy to include reciprocity with other jurisdictions to add capacity.

The DC WIC has continued to conduct outreach and provide guidance to other organizations and anticipates ongoing increases in apprenticeship programs and training providers added to the ETPL. Orientation sessions are held for new providers and are required annually for all active providers to ensure expectations are understood on such topics as ETPL eligibility, current and new policy, the application and evaluation processes, and training best practices. The DC WIC is also developing a comprehensive list of technical assistance topics based upon conversations with stakeholder and partners that will inform activities in the next few months.

The DC WIC continues to move forward on the development of equity-centered quality standards, which include both quantitative and qualitative metrics and indicators for training providers. As part of the landscape analysis of best practices in the creation and implementation of these standards, the DC WIC has been in conversations with other jurisdictions, such as NJ and IN, as well as engaging partners, such as the Markle Foundation, McKinsey, and Credential Engine.

(G) LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

WIOA core programs enable residents to access a wide range of training and skills development resources from eligible providers. To supplement these federal investments, the District annually allocates significant funding to UDC-CC to increase the availability of education and training opportunities, including labor market demand-focused career pathways courses provided by UDC-CC's Division of Workforce Development and Lifelong Learning (WDLL).

WDLL courses provide skills training focused on construction, healthcare, hospitality, IT and other high growth sectors. Through local funding, training is no cost to District residents.

(H) IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

There are significant opportunities to provide and improve access to postsecondary credentials. As mentioned above in Goal 2 (Improve Community Access to Workforce and Education Services), the DC WIC has engaged business leaders in high-demand industries to develop career pathway maps that provide information on the knowledge, skills, competencies, and credentials required to secure initial employment and progress in selected careers. These maps will be deployed across the AJCs and other relevant parties to assist job seekers and training providers in understanding and accessing existing pathways. Additionally, they will drive further analysis by the DC WIC to identify gaps in services and the need to expand access to high-quality training providers that align course offerings with the high-demand, high-growth occupations within each pathway.

Career Counseling. Career counseling services, for adults and youth emphasize access to a wide range of training providers and post-secondary credentials as the gateway to high-quality jobs that continue to grow in the District, such as those offered through UDC-CC WDLL and eligible training provider programs. Online tools, such as Career Coach DC, allow adults and youth to survey their interests, learn about careers for which their interests may be a good fit, and to identify training and education programs in those fields.

Pre-Apprenticeship and Apprenticeship. OAIT is expanding pre-apprenticeship programs for DC residents, particularly those who are disadvantaged and hard-to-employ. Pre-apprenticeship programs enable participants to secure nationally recognized credentials. The pre-apprenticeship initiatives in FYs 2021-2023 enable residents to secure nationally recognized credentials to enhance their eligibility for available apprenticeship opportunities in traditional and non-traditional programs. This programming also expands access to in-school and out-of-school youth in partnership with LEAs.

Integrated Education and Training (IE&T). OSSE AFE providers are required to offer IE&T services, a best practice model of instruction that research and District performance data show leads to an increase in attainment of measurable skill gains and industry-recognized credentials. Through their engagement in IE&T programs, District residents will have an

opportunity to receive adult education and literacy instruction, concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster. These and other related services (e.g., supportive and transition services) will be offered to District residents for the purpose of educational and career advancement. Adult learners will have an opportunity to attain measurable skill gains, earn a secondary school diploma or its equivalent, attain one or more entry level and/or industry-recognized certifications, transition to postsecondary education, engage in work-based learning and/or be placed in unsubsidized employment in an in-demand industry and occupation that pays a family sustaining wage and/or that leads to economic self-sufficiency. To achieve these goals, eligible providers will partner with educational providers, workforce training providers, employers, postsecondary institutions and other entities to meet the diverse needs of adult learners and support them in the pursuit of their desired career path. Furthermore, IE&T's inclusion of industry-specific training typically incorporates instruction towards an industry-recognized certification which are considered postsecondary credentials. Therefore, adult learners enrolled in IE&T programs are frequently able to attain a valued postsecondary credential without having to navigate any change to program placement. This model has allowed the District to achieve a 55.64% measurable skill gains attainment rate and 44.87% credential attainment rate which puts us in the highest performing quartile when compared to all other states in the country. Moreover, OSSE AFE is implementing a pilot partnership with DOES which will allow adult learners to participate in paid internships/externships/apprenticeships aligned to the industry they are studying through a collaboration with DOES's subsidized employment programs. This partnership will tighten up the transition from IE&T programming to employment for the District's adult learners.

Individual Training Accounts (ITA). At the AJCs, Workforce Development Specialists assist eligible customers in selecting training programs that will help prepare them to obtain a job. These training offerings seek to equip District residents with the skills that are required by local employers in a high-demand field such as information technology, health care, construction, transportation, hospitality, and professional services.

WIOA requires states to maintain a list of providers approved to offer training to individuals eligible to receive WIOA training funds known as the Eligible Training Provider List (ETPL). The providers on the ETPL offer occupational skills training programs that are authorized to receive WIOA funding through Individual Training Accounts (ITAs) at no cost for DC residents. The selection of an occupational skill training course is a mutual decision made by the AJC Workforce Development Specialist and the prospective participant, based on the customer's individual preference and employment goals. Before a customer is provided an Individual Training Account for Occupational Skills training, the Workforce Development Specialist determines the customer's eligibility to participate and helps the customer connect with supportive services, if applicable.

All recipients of federal training funds must be eligible based upon criteria established under WIOA, the DC WIC, and DOES.

Transitions to Postsecondary Education. District partners continue to expand and enhance articulation agreements, dual-enrollment opportunities, and other means of easing transition from PK-12 to postsecondary credential programs. As part of the FY22 budget, OSSE has launched an initiative entitled College Rising to expand access to dual enrollment opportunities, including through the provision of mentoring to high school students as they engage in dual enrollment and pursue postsecondary education. All OSSE AFE providers also continue to provide transition services to participants, which include agreements connecting secondary instruction with postsecondary education and training programs, including apprenticeship programs.

In addition, OSSE is working with UDC and other institutions of higher education (IHE), as well as participating LEAs, to provide dual-enrollment and articulation opportunities for secondary students, including students enrolled in CTE programming. These opportunities are focused on postsecondary coursework aligned with each of DC's 27 programs of study that are currently

offered by public and public charter high schools, and in turn, lead to an associate and/or a bachelor's degree. In the future, OSSE's CTE team will explore other nontraditional postsecondary options that lead to industry- recognized credentials and support students' advancement along their career path, such as enrollment in one of the District's WIOA Title I funded job training programs, a Registered Apprenticeship program, and UDC-CC WDLL.

Information is made available to help parents, teachers, counselors, and students understand and access the traditional and nontraditional postsecondary program options available to them. OSSE GED program representatives contact all GED recipients regarding how to "activate their acceptance" to UDC. OSSE's Career Coach DC website helps users find and connect to a career pathway by providing current local data on wages, employment, job postings, educational requirements, and associated education and training options in the DC region.

Financial Support for Post-Secondary Credentials: OSSE is developing a comprehensive application that will allow students and/or parents to apply for funding through several programs to pay tuition toward their first U.S. recognized Associate or Bachelor's degree in select IHEs in the region and/or public IHEs or Historic Black Colleges and Universities (HBCUs) nationwide. This includes access to a new program called DC Futures, which will cover up to \$8,000 a year towards tuition and provide an annual stipend, college coaching, and access to an emergency fund all to help improve both access to, and persistence through, select colleges and degree programs aligned with high-demand occupations within DC. OSSE also maintains webpages with college and career access information for students, families, counselors, and advisors. This information includes financing options to help residents understand and access postsecondary education grants and scholarships.

WIOA Title IV offers individualized services, including transition services, to facilitate the transition from school to post-secondary life, as well as vocational training itself. Pre-employment transition services further prepare youth with disabilities for post-secondary education.

(I) COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

Representatives from the Deputy Mayor for Economic Planning and Development (DMPED) and the Department of Small and Local Business Development (DSLBD) are on the DC WIC Board and ensure that workforce development policies are aligned with the District's economic development strategies. Specific efforts that link economic development strategies to workforce system strategies include those that follow.

The First Source Employment Program has been an important part of the District's strategy to align economic and workforce development and reduce unemployment in Washington, DC since 1984. The program is designed to ensure that District residents are given priority for new jobs created by municipal financing and development programs. Under this law, employers must ensure that at least 51 percent of all new hires on any government-assisted project or contract valued at \$300,000 or more are District residents. First Source is promoted by core program and other system partners and provides an excellent opportunity for residents to secure employment leading to family-supporting wages.

In addition, numerous publicly and privately financed development projects include community workforce agreements, many of which include efforts such as project-related job training. DOES has a long history of working closely with DMPED and DSLBD. The DOES Office of Labor Market Information provides data and analysis to all stakeholders. In addition, the DMPED Economic Intelligence Dashboard (http://dmped.dc.gov/dashboard) is a public-facing effort to provide key economic data to government and external stakeholders. It includes a section on employment and workforce that is constantly growing with additional data. DC Networks and the Washington DC Economic Partnership have significant data related to the labor market that is valuable for business partners looking to locate, relocate, or expand in the District.

B. STATE OPERATING SYSTEMS AND POLICIES

1. STATE OPERATING SYSTEMS THAT SUPPORT THE IMPLEMENTATION OF THE STATE'S

STRATEGIES

The District uses a variety of operating systems to conduct workforce development activities. These include systems for data gathering, information sharing, and data analysis and reporting. As the District continues to move towards a more integrated service model, core program and one-stop partner agencies will begin to use common systems, including the Data Vault.

Currently, DC WIC is engaging with a data consultant to support its role in connecting to and aggregating information that is captured across these and other data systems. This work will support the goals of further streamlining and reporting outcomes from across the workforce system.

(A) STATE OPERATING SYSTEMS

Systems used by the Department of Employment Services (DOES)

DC Networks. DC Networks, known internally as Virtual One Stop (VOS), provides integrated services via the Internet for individuals, employers, training providers, workforce staff, and AJC partners. The electronic linkages improve customer satisfaction, staff efficiency, and overall program performance. DC Networks provides job seekers with access to real-time labor market information, allowing them to research information about available jobs, skill requirements, and wage rates. It provides employers with online recruiting tools, including advanced candidate search options, automated correspondence, and applicant tracking. DOES uses DC Networks as its workforce development management information system, documenting and meeting the accountability and reporting elements required under WIOA. State Wage Interchange System (SWIS). SWIS allows DOES to secure wage data of individuals who have participated in public workforce services in one state, then subsequently secured employment in another. The system provides core partners with a robust picture of the District's workforce programs effectiveness, improving its ability to report comprehensive outcomes against its performance measures.

Systems used by the Office of the State Superintendent of Education (OSSE)

Statewide Longitudinal Education Data System (SLED). The OSSE's Statewide Longitudinal Education Data System (SLED) is a repository of student and education related data. SLED provides extensive PreK-3 to Postsecondary and Workforce educational data to schools and the District that enable better planning, trend analysis, performance projections, program evaluation, and stakeholder empowerment and, in turn, improve educational outcomes of DC students. Over the past four years, OSSE has been conducting data matching activities with GED Testing Services, the National Student Clearinghouse and the Department of Employment Services on student attainment of core indicators of performance. Additionally, OSSE is using the SWIS data-sharing agreement, to expand the scope of wage data matching to most of the country and federal government/military.

Literacy Adult Community Education System (LACES). OSSE AFE uses LACES to meet the accountability and reporting requirements of the Sections 212(c), 231(e)(2) and 212(a) of the Adult and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act of 2014. OSSE AFE mandates that local program providers collect, maintain and report local program and student performance, progress, and outcome data to the state using LACES.

Systems used by the Department on Disability Services/Rehabilitation Services Administration (DDS/RSA)

System 7. DDS/RSA uses Libera's System 7 for case management and tracking information (except post-closure data) to prepare all required federal reports related to its vocational rehabilitation and supported employment grants from the U.S. Department of Education.

DDS/RSA continues to collaborate to establish a memorandum of agreement with OSSE. DDS-RSA finalized its agreement with DOES to collect and report on the State Wage and Interstate System (SWIS) to include post-closure employment wage earnings.

Systems used by the Department of Human Services (DHS)

District of Columbia Access System (DCAS). DHS uses DCAS to make eligibility determinations for major public benefit programs, including Food Stamps (SNAP), Temporary Assistance for Needy Families (TANF), and Medical Assistance. DCAS also serves as the system of record for public benefit cases for District residents.

Customer Assessment Tracking and Case History (CATCH). CATCH is an Internet-based case management system that uses data from DCAS. It enables DHS to track comprehensive TANF assessments, summarize outcomes, and refer customers to TANF Employment Program (TEP) service providers. Moreover, CATCH allows TEP service providers, sister agency providers (Department of Behavioral Heath, Child and Family Services Administration), housing providers, and the University of the District of Columbia to track and record customers' participation in work activities and generate monthly invoices based on that participation.

Systems used by the University of the District of Columbia, Community College (UDC-CC) *Banner.* Banner is the student information system for credit programs. It is used by UDC-CC to create ad hoc retention and graduation reports, track enrollment, class completion, financial aid eligibility, and human resources. The UDC-CC Division of Workforce Development and Lifelong Learning (WDLL) students are included in the Banner system so that they can receive UDC identification cards and email addresses.

XenDirect. XenDirect is used by the UDC-CC Division of WDLL to collect and report student demographics, course completion, certification, and attendance.

(B) DATA COLLECTION AND REPORTING PROCESSES

As the District continues to move toward a more integrated service model, core program and one-stop partner agencies are using common systems, including the Data Vault. The DC Data Vault is a transactional data system that helps District agencies streamline, coordinate and integrate the provision of education, training and other related services (i.e., wrap-around and supportive services) to District residents (also referred to previously as universal customers). The DC Data Vault is managed by the DC WIC in collaboration with PAIRIN, the company responsible for managing the platform.

The DC Data Vault: 1) facilitates the referral of District residents to and from agencies for services; 2) allows staff to schedule and register customers for assessments; 3) filters programs based on customer interests, preferences and needs; 4) links customers to programs and monitors their receipt of services; 5) allows staff to upload, maintain and share customer eligibility documents; 6) provides access to customer information and notifications to key staff; 7) generates customer profiles; 8) tracks customer progress and outcomes; and 9) facilitates cross-agency communication and collaboration for services for District residents.

Through this functionality, the Data Vault will achieve a "no wrong door" approach to coordinated services that puts the focus on what the customer needs from the overall system instead of what is offered at whatever agency they are completing intake at. By putting the customer at the center of the work, the Data Vault shares the customer information with the right partners thus allowing the customer to connect to their career pathway via the most appropriate on-ramp and equipped with the supportive services needed for their successful progression along that pathway.

In partnership with the Data and Performance Working Group and the System Integration Working Group, the DC WIC is working on enhancements to the Data Vault platform to improve functionality, streamline permissions to preserve PII, remove double-entry needs, and establish a participant portal. The utilization of this system-wide tool was noted by the USDOL as a promising practice for workforce system service alignment.

2. STATE POLICIES THAT SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES

With the passage of WIOA, the DC WIC released a WIOA policy manual that outlines the DC WIC's vision, structure, and functions, and those of the District of Columbia's one-stop system. The manual is available on the DC WIC website at https://dcworks.dc.gov/page/policy-and-technical-assistance. Policy updates and changes are communicated through Workforce Implementation Guidance Letters (WIGLs). When WIGLs are released, staff from workforce system agencies have the opportunity to review and ask questions during technical assistance calls with relevant program specialists and division directors. The DC WIC will continue to invest time and capacity to ensure policy issuances and technical assistance meet the needs of WIOA and the District's workforce system, including any required to support the implementation of the WIOA Unified State Plan strategies, such as on intake, referrals, and co-enrollment. The District's guidelines for one-stop partner programs' contributions to the one-stop delivery system may be found in DC-WIGL-2018-001.

Training is also a critical component in ensuring that customers within the AJCs receive quality, professional services. During the summer and fall of 2019 and 2020, the OSO hosted staff development training. Training addressed updated WIOA case management principles, serving targeted demographics and leveraging labor market information to help inform customer employment plans. The training consisted of over 100 staff from across the AJCs and community partners. Feedback was positive, with more than 80% of attendees reporting that the sessions offered valuable information to them. The OSO team, in collaboration with the DC WIC, has developed an annual staff development plan and curriculum focused on issues resulting from the pandemic and economic conditions, serving vulnerable populations, utilizing career navigation tools (i.e., career pathway maps), and utilizing labor market data to develop customer employment and training plans. Because social distancing measures are still in effect due to the pandemic, the OSO will deliver training virtually. The evolution of virtual meetings, workshops, and training includes more dynamic delivery methods using meeting technology platforms. This has increased participation and participant interaction.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

(A) STATE AGENCY ORGANIZATION

The District is designated as a single-area state. As the Chief Elected Official, Mayor Muriel Bowser acts in the role of the governor where federal guidelines require gubernatorial action. The Deputy Mayor for Planning and Economic Development (DMPED) provides oversight and leadership on the District's economic growth activities and, in January 2019, Mayor Bowser shifted oversight of the DC Workforce Investment Council (DC WIC) and DC Department of Employment Services (DOES) to the Office of the Deputy Mayor for Education (DME). The DME is also responsible for oversight of DC Public Schools, The Office of the State Superintendent of Education (OSSE), The University of the District of Columbia (UDC), DC Public Schools (DCPS), The DC Public Charter School Board (DCPCSB), The DC Public Library (DCPL), and the Department of Parks and Recreation. The shift of the District's two primary workforce development agencies into this cluster has enhanced the District's ability to support greater alignment between PK-12 and post-secondary education and youth career readiness activities, with adult education and workforce development. Agencies within the cluster meet regularly and the Deputy Mayor for Education is positioned to identify opportunities for improved collaboration and alignment of priorities across all these organizations.

The DC WIC provides oversight of the AJC delivery system and federally supported workforce programs, while also ensuring that such programs and investments are closely aligned with Washington, DC's economic development initiatives. DOES serves as the WIOA fiscal agent and is the designated agency for WIOA Title I and III core programs, UI, TAA, RES, JVSG, SCSEP, Registered Apprenticeships, Work Opportunity Tax Credit (WOTC), and Labor Market Research and Information. OSSE, which is the designated agency for WIOA Title II, falls under the jurisdiction of the Deputy Mayor for Education, as do DCPS and UDC. OSSE's Division of Postsecondary and Career Education administers all federal (Perkins V) and local funding specifically allocated to support Career and Technical Education (CTE) programing in DC's

secondary and postsecondary systems. Specifically, OSSE grants funding; establishes standards and requirements; monitors implementation and performance; collects participation and outcome data; and provides professional development and access to resources for DCPS, public charter schools, the University of the District of Columbia Community College, and the District's Department of Corrections.

The Department on Disability Services/Rehabilitation Services Administration (DDS/RSA) is the designated state agency for the WIOA Title IV VR program.

DHS is the designated agency overseeing the Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Programs (SNAP). DHS has an MOU with the DC WIC to offer the employment and training component of these programs through and are co-located the AJCs. The Deputy Mayor for Health and Human Services oversees both DDS/RSA and DHS.

(B) STATE BOARD

The Workforce Investment Council (DC WIC) serves as the District's State Workforce Development Board and, as a single-area state, carries out the functions of the Local Workforce Development Board. The DC WIC Board has a total of 34 seats, with the following representation:

- 1. The Mayor, or his or her designee;
- 2. Two (2) members of the Council of the District of Columbia ("Council") appointed by the Chairman of the Council
- 3. The Deputy Mayor for Planning and Economic Development, or his or her designee;
- 4. The Director of the Department of Employment Services, or his or her designee;
- 5. The Director of the Office of the State Superintendent of Education, or his or her designee;
- 6. The Director of Rehabilitation Services Administration, or his or her designee, or Title IV representative;
- 7. The Director of the Department of Human Services, or his or her designee;
- 8. The President of the Community College of the University of the District of Columbia, or his or her designee;
- 9. Two (2) representatives of District labor organizations nominated by District labor federations;
- 10. One (1) representative of a labor organization or training director from a joint labor management registered apprenticeship program;
- 11. Four (4) representatives of:
 - Community-based organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of individuals with barriers to employment, including organizations that serve veterans or that provide or support competitive, integrated employment for individuals with disabilities; or
 - Organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of eligible youth, including representatives of organizations that serve out-of-school youth; and
- 12. Nineteen (19) representatives of businesses in the District, who:
 - Are owners of businesses, chief executives or operating officers of businesses, or other business executives or employers with optimum policymaking or hiring authority;
 - Represent businesses (including at least one (1) representative of small business), or organizations representing businesses, that provide employment opportunities that, at

a minimum, include high-quality, work related training and development in in-demand industry sectors or occupations in the District;

- Are appointed from among individuals nominated by District business organizations and business trade associations; and
- At least one (1) representative from the following categories/industry sectors: Hospitality; Law; Construction; Information technology; Health care; Business organization; Retail; and Small business. At least five (5) at-large representatives from either the industry sectors listed in sub-paragraph d. of this paragraph or from any other industry sector in the District.

The Executive Committee consists of the following members:

- 1. The DC WIC Chairperson, who shall serve as the chair of the Executive Committee;
- 2. Four (4) members of the DC WIC representing businesses in the District;
- 3. One (1) member of the DC WIC representing labor organizations; and
- 4. One (1) member of the DC WIC representing a youth-focused organization

i. MEMBERSHIP ROSTER

First Name	Last Name	Seat Designation (specific role)	Organization
Ahnna	Smith	Workforce Investment Council (WIC) Designee	DC Government - Workforce Investment Council
Angela	Franco	Business Organization Member	DC Chamber of Commerce
Anthony	Cancelosi	Community Based Organization Member	Columbia Lighthouse for the Blind
Antoinette	Mitchell	Office of the State Superintendent of Education (OSSE) Designee	DC Government - Office of the State Superintendent of Education
Antwanye	Ford	Information Technology Member (Board Chair)	Enlightened, Inc.
Bernadette	Harvey	Construction Sector Member	BConstrux, Inc.
Darryl	Evans	Director of Rehabilitation Services Administration, or his or her Designee, or Title IV Representative	DC Government - Department of Disability Service
Darryl	Wiggins	Information Technology Member	DigiDoc Inc., dba Public Sector Solutions Group
Elissa	Silverman	Chairman of the Council of the District of Columbia Designee	Council of the District of Columbia
Joseph	Andronaco	Construction Sector Member	US Department of Energy
Kenyan R.	McDuffie	Chairman of the Council of the District of Columbia Designee	Council of the District of Columbia
Korey	Gray	Energy and Utility Sector Member	DC Water and Sewer Authority
Kunta	Bedney	Labor Organization Member	Eastern Atlantic States Regional Council of Carpenters

LaTara	Harris	Information Technology Member	AT&T
Laura	Zeilinger	Department of Human Services (DHS) Designee	DC Government - Department of Human Services
Lawrence	Potter	University of the District of Columbia (UDC) Designee	University of the District of Columbia
Liz	DeBarros	Business Organization Member	District of Columbia Building Industry Association
Nathan	Smith	Security Sector Member	Allied Universal
Nicole	Hanrahan	Community Based Organization Member	Latin American Youth Center
Paul	Kihn	The Mayor, or his or her Designee	DC Government - Office of the Deputy Mayor for Education
Solomon	Keene, Jr	Business Organization Member	Hotel Association of Washington D.C.
Sonja	Anderson	Healthcare Sector Member	AmeriHealth Caritas District of Columbia
Stacy	Smith	Hospitality Sector Member	Hyatt Place
Steven	Boney	At-Large Representative from District industry Sectors/Executive Committee	Washington Metropolitan Are Transit Authority
Sybongile	Cook	Office of the Deputy Mayor for Planning and Economic Development (DMPED) Designee	DC Government - Office of the Deputy Mayor for Planning and Economic Development
Thomas	Horejes	Business Organization Member	Gallaudet University
Thomas	Penny	Hospitality Sector Member	Donohoe Hospitality Services
Unique	Morris	Department of Employment Services (DOES) Designee	DC Government - Department of Employment Services

ii. BOARD ACTIVITIES

As outlined above, the DC WIC is involved in planning and implementing the District's workforce development system through committees, subcommittees, and task forces. The Board is supported by a team of workforce professionals focused on ensuring objectives are achieved as planned. The Executive Director facilitates quarterly meetings throughout the District with agenda items including workforce training opportunities, successes and challenges. The Board hears testimony at each meeting from participants and businesses finding success through a variety of WIOA programs. The Economic and Workforce Alignment Committee approves the new and continued ETPL applications. Staff also review major policy changes and WIOA compliance activities with the Board, i.e., OSO procurements, one-stop

center certifications, and Unified State Plan development.

Additionally, it is important to note that all newly appointed members to the DC WIC are provided an orientation that includes the goals and strategies that the District is currently undertaking, an overview of Board functions, their specific roles and responsibilities, and an explanation of WIOA and partner programs. All Board members have access to the DC WIC website which includes policies, strategy documents, and other related information.

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

(A) ASSESSMENT OF CORE PROGRAMS

The activities discussed below ensure adherence to federal and state regulations; provision of quality services to workforce system customers; that the District meets federal and state outcome expectations; and support continuous improvement of the workforce system. The District will use the outcomes reported for each of the federal performance measures as a means to assess the overall effectiveness of the District's workforce system. Additionally, on at least a quarterly basis, the DC WIC will lead a review of progress towards implementing the strategies and attaining the goals outlined in this plan. Overall, the results reported from both the federal performance measures and the quarterly updates on WIOA Unified State Plan implementation will provide the District with the detailed information required to effectively monitor workforce activities and results; promoting accountability, transparency, and continuous improvement.

In addition to the WIOA performance measures, the OSO collects, analyzes, and reviews performances using federal performance data. The data have allowed the OSO to create reports that analyze customer traffic and service utilization, WIOA enrollments, industry-aligned enrollment and trainings, apprenticeships and other "Work and Learn" opportunities, and employment leading to financial self-sufficiency. The OSO meets with AJC mandated partner staff regularly to discuss the findings of the reports to ensure accuracy as well as identify systemic issues that can be addressed by the OSO or other key agencies that influence systemic processes or policies. This includes issues such as referral processes, data collection processes, occupational training opportunities, and staff development opportunities. The OSO meets with the DC WIC to review performance on a quarterly basis. The reviews highlight areas of success or challenges that hinder the process of jobseekers connecting to and navigating the workforce system.

Another way the District will gauge effectiveness is through surveys of past participants, employers that have been engaged, and training and other service providers. The DC WIC acquired a survey platform, Qualtrics, to support regularly-scheduled surveys in order to track customer satisfaction, assess program effectiveness, and monitor quality and successful business engagement. Process improvement recommendations, training, and/or technical assistance will be provided to staff as needed. By focusing on customer experience, workforce staff will ensure positive outcomes for participants and referrals to the workforce system. These data obtained directly from customers are necessary to ensure that their needs are being met and that they will continue to seek services should they require them in the future.

As described in strategy 5.2, the DC WIC will create standardized annual report cards on service providers across the workforce system to facilitate informed customer choices. The Workforce Development System Transparency Act (D.C. Law 22-95) requires the DC WIC to create an annual report of performance outcomes and spending data across all DC government agencies that administer, manage, oversee, or fund workforce development or adult education programs. In the first annual report (in FY 2018), the DC WIC collected data across six agencies (DCHR, DDS, DHS, DOES, DMGEO, OSSE, and DC WIC), based primarily on WIOA performance measures. In 2021, the Expenditure Guide included data from the following agencies:

- Child and Family Services Agency (CFSA)
- Department of Behavioral Health (DBH)

- District of Columbia Housing Authority (DCHA)
- District of Columbia Public Schools (DCPS)
- District Department of Transportation (DDOT)
- Department of Disability Services (DDS)*
- Department of Human Services (DHS)
- Department of Energy and Environment (DOEE)
- Department of Employment Services (DOES)*
- Department of Small and Local Business Development (DSLBD)
- Department of Youth Rehabilitation Services (DYRS)
- Mayor's Office of Latino Affairs (MOLA)
- Office of Cable, Television, Film, Music and Entertainment (OCTFME)
- Office of the State Superintendent of Education (OSSE)*
- Public Charter School Board (PCSB)
- University of the District of Columbia (UDC)

While the District has not established any additional, state-specific performance measures to date, through this annual report process, agencies are identifying program-specific measures of success that will be taken into account. Ultimately, the goals for the annual report are to look comprehensively at successes (and areas of challenge) across agencies; to serve as a resource for District residents to identify relevant workforce opportunities; to provide transparency about how government spends money in workforce development; and to provide data to support continuous improvement.

(B) ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

See response in Section III. b. 4. A.

(C) PREVIOUS ASSESSMENT RESULTS

AJCs were reviewed by an independent third-party in 2021 as part of the process for AJC recertification determination. This review resulted in findings and recommendations based on onsite visits, website reviews, and document reviews. Based on the criteria outlined in the DC WIC's "Application for Certification of DC American Job Centers," each of the four AJCs met all criteria. However, opportunities for improvement were found, and the DC WIC will monitor and track progress.

One opportunity for improvement that addresses the need for virtual services resulting from the pandemic located partners (i.e., Trade Adjustment Assistance, University of the District of Columbia's (UDC) Perkins/Post-Secondary, Educational Opportunity Center, and the Senior Community Services Employment Program) are available to customers through referral and direct linkage and that staff have knowledge and the technology systems required to make direct linkage. The review team also recommended that all AJC site managers and staff be informed of the specific program goals of each partner to better align services. As a result of these findings, OSO performed staff retraining aimed at the opportunities for improvement identified in the report. The District's strategies under goals 1 and 2 in this plan reflect a more fundamental strategic response to the opportunities for improvement that were identified. Under strategy 1.1, the District will improve connections and coordination across program through developing a process and tools for assessment of customer needs and making referrals. Under strategy 1.2, the District will implement cross-training of staff to ensure that staff uniformly apply these shared tools and processes in a manner that meets each customer's needs.

As part of strategy 2.1, through development and distribution of career pathway maps, customers and the staff who assist them will better understand what resources are available and how to access those services and supports. Under strategy 2.2, the District will provide access to programs and services through virtual platforms. In addition, the District used the FY 2018 state plan modification process to assess information about core partner and one-stop partner effectiveness and incorporated that information into the FY 2018 plan modification strategies.

(D) EVALUATION

A key goal for the District's workforce system is to ensure that workforce services are evidencebased, high-quality, and flexible in meeting customers' needs. District agencies will evaluate outcomes through standardized methodologies that ensure accountability and transparency.

The District is committed to continuous improvement of the workforce system. To this end, the DC WIC will evaluate the overall effectiveness of the workforce system during Year 2 of the WIOA strategic plan implementation. The evaluation will identify inform progress that has been made and where the District needs to focus in the second half of the strategic plan period to make continued progress toward meeting its goals.

The DC WIC's Executive Committee has accepted the responsibility to review performance information and expenditures by each workforce system partner. The Executive Committee will perform this task on a quarterly and annual basis, identifying replicable best practices in the District, in the region and nationally. The Executive Committee will work with the outside evaluator to ensure that best practices identified by Labor and Education through their national evaluation efforts are carefully considered and inform the District's workforce system evaluation.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

(A) FOR TITLE I PROGRAMS

i. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3)

The District is a single state-local area, and accordingly does not distribute funds to local areas. DOES serves as the District's fiscal agent and distributes funds based on relevant policies set by the DC WIC to ensure compliance with federal law and alignment with business needs.

ii. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3)

The District is a single state-local area, and accordingly does not distribute funds to local areas. DOES serves as the District's fiscal agent and distributes funds based on relevant policies set by the DC WIC to ensure compliance with federal law and alignment with business needs.

iii. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED

The District is a single state-local area, and accordingly does not distribute funds to local areas. DOES serves as the District's fiscal agent and distributes funds based on relevant policies set by the DC WIC to ensure compliance with federal law and alignment with business needs.

(B) FOR TITLE II

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

OSSE is the state's designated agency for adult education and literacy programs, and is responsible for administering WIOA Title II, Adult Education and Family Literacy Act (AEFLA) funds and providing program and performance oversight to grantees. OSSE uses a competitive

grant process to award multi-year grants to eligible providers to develop and deliver adult education within the District. An eligible provider is an organization that has demonstrated effectiveness in providing adult education activities to eligible individuals and may include: a local education agency; a community-based or faith-based organization; a volunteer literacy organization; an institution of higher education; a library; a public housing authority; a nonprofit institution with the ability to provide adult education and literacy services; a public or private nonprofit organization that is not described above and has the ability to provide adult education and literacy activities to eligible individuals; any other organization or entity; a consortium or coalition or agencies, organizations, institutions, libraries, or authorities described above; and a partnership between an employer and an entity described above. DC WIC has supported this work by supplementing WIOA Title II AEFLA funds with local taxpayer funds; this has enabled expansion of this program and furthered alignment between the two agencies.

Eligible providers are required to provide evidence of their ability to improve the skills of adults with low level literacy skills, English language learners, and institutionalized individuals. Data from OSSE's management information system (LACES) and local program monitoring data may be considered as evidence as to how the organization has met the State's negotiated performance measures for students at all levels.

OSSE monitors each eligible provider's performance via local program provider check-in sessions, desk reviews, monthly and quarterly reporting, and end-of-the year Final monitoring reviews. Based on OSSE's findings, eligible providers that meet federal, state and local accountability and reporting requirements are invited to apply for continuation funding for the subsequent grant year.

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

OSSE AFE ensures direct and equitable access for all eligible providers to apply for AEFLA grant funds. OSSE publishes a Notice of Funds Availability (NOFA) in the DC Register and the DC Office of Partnerships and Grant Services (OPGS) District Grants Clearinghouse, as well as on OSSE's website (www.osse.dc.gov), on the AFE Program website, and the OSSE School Year Grant Forecast.

All eligible applicants may submit applications, including certifications and assurances, using OSSE's web-based Enterprise Grants Management System (EGMS). Other information in the application includes a description of how funds awarded under the AEFLA will be spent and a description of any cooperative agreements the eligible provider has with other agencies, institutions or organizations for the delivery of adult education and family literacy activities. A panel of independent reviewers, external to OSSE, reviews and scores applications based on 13 considerations in section 231(e) of WIOA.

Upon completion of the review process, the panel makes recommendations for awards to OSSE AFE. Further, per WIOA, OSSE provides applications submitted by eligible providers in response to the RFA to the DC WIC for review prior to the selection of awardees. OSSE considers both the recommendations of the independent review panel and the DC WIC in making awards.

Eligible applicants are not required to apply for an AEFLA grant through another agency, as OSSE awards funding directly to the selected eligible providers. The application process has been designed so that it is clearly evident that the direct submission of an application to OSSE via EGMS is the only acceptable and non-negotiable method of applying for grant funds. OSSE requires all eligible providers for sections 231, 225, and 243 to use the same application process via EGMS to ensure that all applications are evaluated using the same rubric and scoring criteria.

OSSE further ensures that all eligible providers have direct and equitable access to apply for

AEFLA grant funds via the same grant announcement and application process. During the initial period of the grant submission process, any eligible agency that contacts OSSE with an interest in participating in the competition is provided necessary information. These approaches meet the specifications of AEFLA, thus satisfying the requirement that every effort be made to ensure direct and equitable access to eligible providers.

(C) VOCATIONAL REHABILITATION PROGRAM

This does not apply to the District as it has a combined State Vocational Rehabilitation Agency that provides services to all people with disabilities, including people who are blind or visually impaired.

6. PROGRAM DATA

(A) DATA ALIGNMENT AND INTEGRATION

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

As mentioned in Section III(b)(1), the District's core partners currently use independent systems for their program's case management and reporting activities. To make these management information systems interoperable and enhance data sharing among management information systems of the four core programs, the District will develop a common data dictionary for workforce definitions, data locations, and methods of measurement to promote core programs' data systems interoperability in support of data exchange for assessment and evaluation. The development and use of a consistent set of data elements (common measures) and formats for documenting content and structures makes data integration possible. The DC WIC has been upgrading the Data Vault system to align the provision of assessment, education, training and other related services by integrating data from core partner and community-based organizations to support streamline enrollment and service provision. It will also facilitate a warm hand-off and referral to other services with a built-in mechanism to track the enrollment, participation, progress, and outcomes associated with these referrals.

When fully implemented, the Data Vault will:

- 1) Facilitate the referral (electronically) of District residents to and from agencies for services;
- 2) Allow staff to schedule and register customers for assessments;
- 3) Filter programs based on customer interests, preferences and needs;
- 4) Link customers to programs and monitor their receipt of services;
- 5) Allow staff to upload, maintain and share customer eligibility documents;
- 6) Provide access to customer information and notifications to key staff:
- 7) Generate customer profiles;
- 8) Tracks customer participation, progress and outcomes;
- 9) Facilitate cross agency communication and collaboration for services for residents; and
- 10) Include a participant portal so jobseekers can access resources and services and support career coaching activities.

Ultimately, data sharing will improve coordination, service delivery, customer experiences and outcomes through the alignment of processes and resources.

The DC WIC-facilitates regular WIOA Data and Performance workgroup meetings with the representatives from each of the WIOA core partner agencies, the DC Council's Committee on Workforce Development, and the one-stop operator, to strategize regarding ways to develop, implement, and expand its use.

Employment data-sharing agreements are being formalized between core programs to ensure agencies can access employment and wage data required for WIOA performance measures. While only DOES has access to WRIS and UI data through implementation of the new federal SWIS agreement, OSSE and DDS do have access to the national and federal wage data associated with this new initiative.

Additionally, the District is preparing for development of the forthcoming DC State Workforce Longitudinal Database (DC-SWLD), which will integrate elements from different data systems into a data warehouse and make the data available for analysis and reporting. The DC-SWLD project will include a comprehensive data gap analysis across all federally and state-funded workforce programs and initiatives. DC-SWLD will establish linkages to other data systems and develop a data warehouse to contain data pertaining to workforce and credentialing programs under DOES purview.

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

See response in III. b. 6. A. i.

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

The DC WIC advises the Mayor, Council, and the District government on the development, implementation, and continuous improvement of an integrated and effective workforce investment system, including the alignment of technology and data systems. The DC WIC serves this role in part as a convener of workforce system stakeholders to facilitate continued Data Vault expansion through discussions and work groups. Ultimately, data sharing will align resources, improve reporting processes and outcomes, and enhance the consumer's experience. WIOA programs will work together more seamlessly.

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

DOES (Titles I and III), OSSE (Title II) and VR (Title IV) submit reports required under section 116, performance accountability separately. Each of the District agencies responsible for administering core programs has data systems in place that are able to track outcomes related to required WIOA performance metrics and store relevant information on case management and other activities as required for monitoring. Agencies will leverage DOES's access to the State Wage Interchange System (SWIS). As mentioned, data sharing agreements will be formalized to ensure employment data is accessible to agencies administering core programs.

Additionally, each WIOA core partner requires eligible providers that receive Title I, II, III and IV to: 1) Collect, enter, maintain and update student, staff and program data in the core partner agency's management information system; 2) Conduct follow-up activities to collect and report on the core outcomes achieved by all students who exited the program during the appropriate follow-up period; 3) Update and maintain student files/records and data in the core partner agency's management information system; 4) Conduct routine student folder checks; 5) Generate diagnostic search reports and resolve errors to ensure the validity and accuracy of data in each system; 5) Submit reports to the core partner agency by the requested deadlines; and 6) Engage in monitoring and continuous improvement activities that facilitate increased

performance and accountability.

(B) ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

DOES and its staff utilize DC Networks for recording case management activities as well as performance outcomes of program participants. DC Networks tracks, predicts, and reports the core indicators of performance, including job placement rates, earnings, employment retention, skills gains, and credentials earned to ensure that federal performance standards are achieved for WIOA Title I and Title III Programs.

DOES will continue to carefully monitor state performance measures under WIOA. Quarterly and regular reports are shared with AJC staff throughout the year, so areas where performance is not meeting expectations may be identified and addressed.

OSSE will continue to lead the high school equivalency completion and postsecondary enrollment data through existing partnerships with GED Testing Services, CASAS for the National External Diploma, and the National Student Clearinghouse to determine student attainment of core indicators of performance. Additionally, OSSE has a data sharing MOA with DOES and is a party to the federal SWIS agreement to share information on student attainment of the core indicators of performance under WIOA associated with employment and wages.

Performance measures for the vocational rehabilitation program changed under WIOA. DDS/RSA will use the required six (6) indicators under WIOA (listed below) to measure Post-Program success of its participants. DDS RSA will use the SWIS (State Wage Interchange System) system to measure the success of long-term employment outcomes by looking at wages and employment two (2) and four (4) quarters after successful exit of the program.

Additionally, DDS/RSA will continue to utilize the DC Data Vault to help capture Measurable Skills Gains as well as credential attainment of participants that are in postsecondary and/or vocational training programs. DDS/RSA will continue to ask WINTAC (Workforce Innovation Technical Assistance Center) to provide technical assistance as well as best practices exercises to help DDS/RSA meet, report, and achieve all WIOA performance indicators. Finally, DDS/RSA will continue to partner with the Workforce Investment Council and DOES on the Employer Engagement initiative to help measure DCRSA success in engaging businesses leading to more potential jobs, internships, and opportunities for clients. However, DDS/RSA will continue to utilize indicator "1.1 Annual Change in Employment Outcomes (the difference in the number of individuals exiting the VR Program who achieved an employment outcome during the current performance period as compared to the previous performance period)" at the state level while the administration develops a plan and strategy to transition the state expectations to align with the Federal WIOA standards listed below, to which grant funding and performance are based.

DDS/RSA will continue to take steps to improve performance on indicator 1.1 Annual Change in Employment Outcomes that existed prior to the passage of WIOA, which is an important method to assess DDS/RSA participant's success.

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

The Department of Employment Services Office of Unemployment Compensation is the designated UI agency for the District and required one-stop partner. The Division currently utilizes the UI Wage Record Database to validate information collected about WIOA program participants with respect to their Employment Rate at the second quarter after exit, median earnings, and Employment Rate at the fourth quarter after exit, as required by law. In addition to using UI wage data for performance monitoring and validation, DOES utilizes this data to support program evaluations.

The use of UI data has proven to be an invaluable resource for determining how and when District residents are connecting to employment after involvement in workforce programs. Additionally, the Office of Labor Market Information (LMI) reviews UI wage records each quarter to inform their research and findings related to high-demand occupations and industries in the District. LMI uses the information learned from the research and findings to create public products such as Hot Jobs listings, Private vs. Public Sector wages, occupational profiles, and industry and occupational projections.

(D) PRIVACY SAFEGUARDS

District agencies are strongly committed to maintaining the privacy of personal information and the security of their computer systems. With respect to the collection, use and disclosure of personal information, the District makes every effort to ensure compliance with applicable Federal law, including, but not limited to, the Privacy Act of 1974, the Paperwork Reduction Act of 1995, the Family Educational Rights and Privacy Act of 1974 (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and the Freedom of Information Act (FOIA).

District leadership is aware that a key element of success to utilizing data across agencies for either improved customer service or improved measurement and tracking of outcomes is ensuring the integrity of all data and ensuring confidential data is treated as such. This is accomplished with various technical, physical, and administrative safeguards. Personnel handling these data are properly trained in all relevant regulations and the fundamentals of handling personal and confidential data. Access to data are limited to personnel who require access to carry out their daily job functions. Data are securely stored, transported, and otherwise technically and physically protected against unauthorized access. Technical safeguards such as network security, monitoring, firewalls, encryption, secure data transport mechanisms, etc. are in place to prevent unauthorized access to data.

7. PRIORITY OF SERVICE FOR VETERANS

The District places great importance on serving veterans and operates several programs that prioritize high quality service to veterans. The District adheres to "priority of service" guidance as prescribed by the JVSG and WIOA and as outlined in TEGL 3-15. Pursuant to requirements of section 4215 of title 38, U.S.C. and DC WIC policy, the priority mandate, with respect to any qualified DOL employment and job training programs, means that veterans and eligible spouses shall be given priority over non-covered persons for the receipt of employment, training, and placement services, notwithstanding any other provision of the law. If services or resources are limited, the veteran or eligible spouse receives access instead of or before the non-covered person. Staff has been trained on federal requirements and local policy.

Priority of Service signage is displayed at the AJCs. Upon entering a center, customers are asked several times whether they would like to claim veteran status. Priority of service messaging is included in AJC-related marketing materials and collateral.

All veterans/eligible persons who access our AJC's will receive an initial assessment at the point of entry to determine if they will be referred to a DVOP staff and or a WDS staff for service delivery. All veterans who at the time of assessment self-attest to any of the identified Significant Barriers to Employment (SBE) mentioned in the various Veteran Program Letters (VPL) will be referred to a DVOP staff for further assistance.

All eligible veterans and covered persons will receive priority of service and granted full access to any District program, workshop, resource and or funding in accordance with applicable laws regarding programs funded in whole or in part by the US DOL.

Monthly meetings are held between the DVET, JVSG Program Coordinator, and Associate Director of One-Stop Operations to ensure services to veterans are provided in accordance with the law. The JVSG Coordinator conducts regular monitoring reviews to assess compliance with the Priority of Service Policy, the DOES Office of Program Monitoring and Compliance conducts internal audits, and DOL performs an annual audit to assess compliance. Additionally, the District supports further coordination with other veteran-focused and veteran-serving organizations, including the Mayor's Office of Veterans Affairs, which serves as a coordinating body across the local government for resources and supports available to veterans.

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

All entities to which any WIOA Title I funding is extended (referred to as "recipients") must comply with the District of Columbia Nondiscrimination Plan. This includes (but is not limited to) core WIOA partners, other District government agencies receiving WIOA funding, the DC Workforce Investment Council, the District's one-stop operator, and service providers, such as eligible training providers, placement agencies, On-the-Job-Training employers, and Job Corps contractors. The District ensures that non-discrimination and equal opportunity provisions of WIOA are incorporated into all grants, agreements or similar applications for federal financial assistance under WIOA. Agreements for the procurement of supplies or services follow the District of Columbia Office of Contracting and Procurement (OCP) laws, regulations, and processes. OCP has representatives assigned to each agency, including the Department of Employment Services, which reviews all proposals and contracts. All WIOA Title I-related contracts, grants, memoranda of understanding, cooperative agreements, requests for proposals, job-training plans, and other WIOA-related arrangements must include an assurance that, "as a condition to the award of financial assistance" from the Department of Labor, the grant applicant assures that it has the ability to comply with the nondiscrimination and equal opportunity provisions of applicable laws and will remain in compliance for the duration of the award of federal financial assistance.

The District has designated a State Equal Opportunity (EO) Officer that is responsible for ensuring the equal opportunity provisions of WIOA are carried out. All recipients (as defined in the above paragraph) must appoint an EO Officer to carry out EO responsibilities, including ensuring that the recipient complies with nondiscrimination requirements.

Physical and Programmatic Accessibility

All EO Officers will monitor WIOA programs and activities to ensure that qualified individuals with disabilities have an equal opportunity to participate through promoting program access, physical access, and effective communication. The District performs annual monitoring through desk and on-site reviews of recipients. Monitoring includes the following activities pertaining to compliance with accessibility for individuals with disabilities:

- Management and client interviews
- Staff awareness of nondiscrimination and equal opportunity laws
- Complaint files (if appropriate)
- Participant files
- Review of physical aspects of the site, including programmatic and architectural accessibility
- Observance of reception, intake, and assessment processes, if applicable, and whether these processes are accessible by individuals with disabilities and limited English proficient individuals

Monitoring also includes an inspection of facility accessibility based on the American Disability Act (ADA) Physical Access Checklist and ADA Accessible Design Checklist, as appropriate. At the conclusion of the monitoring review process, a determination letter is issued to the recipient identifying any areas in which the recipient is or could be out of compliance and any other areas of concern. Recommendations are included for corrective actions to improve upon areas of deficiency. The State EO Officer will follow procedures to obtain prompt corrective action and may apply sanctions for noncompliance.

The District ensures that communications with individuals with disabilities are as effective as communications with others to promote WIOA Title I programs and activities. The State EO Officer has published reasonable accommodations policies and procedures to promote nondiscriminatory delivery of aid, training, services, benefits, and employment for qualified individuals with disabilities.

The "Equal Opportunity is the Law" notice is provided in alternative formats (e.g., Braille, large print, Section 508-compliant electronic format, audio tape), and may be provided to visually impaired/blind customers upon request. The notice is read and/or explained to individuals with disabilities at intake, orientation, and at other regular points of interaction on request.

The District relies, in large part, on the State Relay system to communicate with persons who are deaf, speech impaired or hard of hearing. The dial-in number throughout the District, as with most states is "711." The number is listed on the EO notice and tagline, and other communications with the public. The District has found the State Relay system to be more user-friendly than the conventional TDD/TYY units, with no special equipment needed for either the caller or receiver, making calls to employers much simpler for job seeking customers with hearing or speech difficulties.

Staff Training and Support

The State EO Officer has a system of communication and is proactive in providing nondiscrimination and equal opportunity information and training to local EO Officers. The State EO Officer holds mandatory training at least every two years, reviewing any Nondiscrimination Plan updates. This training focuses on ensuring that those staff with the critical role of ensuring nondiscrimination in the provision of services are knowledgeable and understand the requirements in the equal opportunity regulations and the District's Nondiscrimination Plan.

In addition, each recipient is responsible for training EO Officers, contacts, and staff, at the recipient's expense, in order to administer the recipient's obligations under the nondiscrimination and equal opportunity provisions of Section 188 of WIOA and 29 CFR Part 38. These efforts help ensure that all local service delivery staff members, including sub-recipient staff, maintain a clear understanding of nondiscrimination and equal opportunity requirements, thus ensuring compliance with applicable laws and regulations.

One-Stop Center Certification Accessibility Criteria

The process of one-stop certification includes an evaluation of physical and programmatic accessibility, which is based on how well the one-stop center ensures equal opportunity for individuals with disabilities to participate in or benefit from one stop center services. These evaluations include criteria assessing how the one-stop complies with the disability-related regulations implementing WIOA sec. 188, set forth at 29 CFR part 38, such as how the center:

- Provides reasonable accommodations for individuals with disabilities;
- Makes reasonable modifications to policies, practices, and procedures, where necessary, to avoid discrimination against persons with disabilities;
- Administers programs in the most integrated setting appropriate;
- Communicates with persons with disabilities as effectively as with others;
- Provides appropriate auxiliary aids and services, including assistive technology devices and services, where necessary, to afford individuals with disabilities an equal opportunity to participate in, and enjoy the benefits of, the program or activity; and
- Provides for the physical accessibility of the one-stop center to individuals with disabilities.

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

The District promotes meaningful access to and meaningful opportunity to participate in WIOA programs and activities for Limited English Proficiency (LEP) persons through oral interpretation, and/or written translation. Interpretation and translation services are provided free of charge to customers. Staff have "I Speak" cards available for in-person engagements with LEP persons, and these cards also contain instructions for use of language line services to facilitate oral interpretation. The District contracts with several agencies to provide both telephonic and in-person interpretive services for LEP customers, as needed. These services are

provided at no cost to the LEP customer.

In 2019, DOES developed a user-friendly digital platform that enables Limited English Proficient and Non-English Proficient residents, whose language preference is Spanish, to access information regarding DOES programs, workforce training and employment opportunities.

Through this initiative, DOES has become the first workforce agency in the nation to have a fullservice Spanish language website, giving LEP customers direct access to information on programs and services offered by DOES. In addition to developing the website in Spanish, DOES has collaborated with Radio El ZOL 107.9 to advertise its employment services in Spanish. DOES will build on these initiatives and continue to ensure access to such services both online and at the AJCs.

The "Equal Opportunity is the Law" notice is provided in languages other than English. The notice, in the preferred language or format of the customer or employee, is part of the participant's or employee's electronic and/or paper file to document receipt of the notice, and a notation is made to the file indicating the accommodation.

The annual monitoring of recipients and corrective action procedure described Section III(b)(8) includes monitoring of compliance with nondiscrimination towards LEP persons. Onsite monitoring includes:

- Observation of reception, intake, and assessment processes, as applicable, and whether these processes are accessible by LEP individuals; and
- Confirming "Equal Opportunity is the Law" posters are displayed and in alternative formats and languages.

IV. COORDINATION WITH STATE PLAN PROGRAMS

DC WIC, DOES, DCPS, OSSE, UDC, and DCPCSB are under the oversight of the Deputy Mayor for Education (DME). This organization facilitates joint planning and coordination across these agencies. Agencies under the Office of the DME meet regularly and identify opportunities for collaboration and alignment.

As outlined in the response to Section III(a)(1) above, the DC WIC brings partners and stakeholders together through committees, subcommittees, task forces, and ad hoc meetings to plan and implement the District's workforce development system. Through the Career Pathways Task Force, DC WIC has brought together government agency partners, training and service providers, businesses, and other stakeholders to plan and implement a career pathways system for the District.

The one-stop operator also promotes planning and coordination across partners. Currently, the OSO holds weekly meetings with AJC partners to identify collaborative efforts, best practices, and areas for improvement. The objective of each effort to bring partners together is to improve information sharing to benefit case management, increase engagement and services, and coordinated efforts while preventing duplication of services. The DC WIC and OSO will continue to convene workforce development, education and social service providers to discuss, evaluate and develop joint intake, assessment, referral, and service delivery processes and tools.

Coordination of partners with postsecondary education in the District occurs through standing meetings attended by executive leadership of core partners, DHS, and UDC. These meetings promote a coordinated approach between workforce development and higher education in an effort to increase the District's capacity to provide quality, job-driven education and training opportunities.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The State Plan Assurances

Include?

1.	The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts.	Yes
2.	The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes.	Yes
3.	The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs.	Yes
4.	The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board.	Yes
5.	The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities.	Yes
6.	The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3).	Yes
7.	The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable.	Yes
8.	The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program.	Yes
9.	The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs.	Yes

10.	The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA).	Yes
11.	Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate.	Yes
12.	Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

IV. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

A.GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

The District is a single workforce area and therefore does not designate regions or local workforce development areas.

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The District's policy (DC-WIGL-2018-001) for appeal by one-stop partners relating to determinations for infrastructure funding is as follows:

In the event that negotiations break down, the Office of the Deputy Mayor for Greater Economic Opportunity (DMGEO) is compelled to offer assistance to the DC WIC and the Partner(s) to help them reach a WIOA MOU agreement. The dispute resolution process is designed for use by the Partner(s) when unable to successfully reach an agreement necessary to execute the WIOA MOU. The District will also use this process for any dispute that arises after execution regarding interpretation and implementation of the WIOA MOU.

In the interest of prompt resolution of the dispute, the District requires that the action at each step of this procedure be done as soon as possible, but generally not later than the prescribed time limits. The time limit may be extended at the discretion of the DMGEO, in the event of unforeseen circumstances. Final decisions reached through these processes will not be precedent-setting or binding on future conflict resolutions unless they are officially stated in this procedure.

A disagreement is considered to reach the level of dispute resolution when an issue arises out of the development and negotiation of a WIOA MOU agreement that is not easily coming to a point of resolution. It is the responsibility of the DC WIC Board Executive Director (or designee) to coordinate the WIOA MOU Dispute Resolution Process to ensure that issues are being resolved in accordance with this policy. Any party to the WIOA MOU may seek resolution under this policy.

To formally start the dispute resolution process, the petitioner, who is the party seeking resolution, must promptly complete the Dispute Resolution Form provided in Attachment B and submit it electronically to the DC WIC Board Executive Director (or designee). It is the responsibility of the petitioner to notify all Parties to the WIOA MOU of the conflict. The DC WIC Executive Director (or designee) must notify the DMGEO of the conflict by electronically sending the completed Dispute Resolution Form.

Within fourteen (14) business days of receipt of the Dispute Resolution Form, the DMGEO will notify the DC WIC Executive Director (or designee) of a date where the DMGEO and DC WIC Executive Director, and appropriate staff will meet to discuss the conflict with appropriate Partners. Prior to the meeting, the DMGEO will investigate the conflict to obtain additional information or to clarify the facts presented.

After the meeting, and within seven (7) business days, the DMGEO will determine how the dispute shall be resolved.

2. STATEWIDE ACTIVITIES

The DC WIC's policy manual, which updates and replaces past policies established under WIA,

was approved at the July 20, 2016, DC WIC Executive Committee meeting. This manual includes policies governing the statewide workforce development system and the use of state funds for workforce investment activities. DC WIC staff update the manual based on WIOA regulations and DC WIOA working group discussions as needed. It is publicly posted on the DC WIC's website at https://dcworks.dc.gov/page/policy-and-technical-assistance. Although this process is in place, DC WIC staff are undertaking an overall review and development of an update to the Policy Manual as a result of the pandemic and need to change policies to ensure they address changes in economic conditions and support the needs of District residents and the business community.

The District will use its Governor's set aside funding to support DC WIC staff and operations, some DOES staff with responsibility for WIOA-related program administration, and to supplement other workforce development activities. The District will utilize Rapid Response funds and implement layoff aversion strategies as described below, including program procedures and descriptions:

Rapid Response (RR): Rapid Response is a proactive, employee-focused program designed to assist Dislocated Workers in transitioning into new employment opportunities. The goal of the RR program is two-fold: 1) provide resources to companies in both private and government sectors, and 2) respond to layoffs and closings by coordinating services and providing immediate aid to companies and their affected workers. In this regard, the program is beneficial to employees experiencing downsizing but is also geared to growing companies that need a pool of skilled workers who are readily available. Ultimately, RR services are designed to minimize the disruptions of companies and to maximize public and private resources for affected workers and communities associated with job loss.

The team responds within 48 hours of receiving notice of layoffs or closings and works quickly to coordinate services with the employer. The District follows federal guidelines under the Worker Adjustment and Retraining Notification (WARN) Act to trigger the delivery of services. Rapid Response delivers customized services on-site at or virtually for the affected company to accommodate work schedules and assists companies and affected the workers' transitions to workforce-related services.

Rapid Response services were most recently provided across employment sectors to include entertainment and hospitality, restaurant, and other private industry as invoked or requested. The RR team is an integral partner with the District's Deputy Mayor for Planning and Economic Development (DMPED) and the Department of Human Resources. These partnerships allow DOES to have an early warning of possible layoffs. Before reductions in force, layoff aversion strategies include the following:

- Prior to separation notices being issued, vacant positions are identified, and employees are reassigned to the positions determined as essential to the operation of the agency
- Positions are filled with temporary employees to perform essential work
- Positions are frozen when a reduction in funds is anticipated
- A budget deficit triggers the use of furloughs to reduce budget gaps and avoid employee separation, and
- Job sharing allows two employees to perform the work of one full-time employee.

Recommended layoff aversion strategies are to be discussed during the initial meeting with the employer. Typically, the employers will consider or have considered these options when the decision to have a reduction in force was made. Lay off aversion strategies are used more often in states that have production industries. The team will then establish linkages between firms that are reducing their workforce and firms expanding their workforce.

Trade Adjustment Assistance (TAA): Authorized by the TAA Act of 1974, TAA is a federal program providing reemployment services and benefits to workers who have lost their jobs or suffered a reduction of hours and wages as a result of increased imports or shifts in production outside of the United States. Workers may be eligible for training, travel allowance, subsistence allowance, job search assistance, relocation allowance, reemployment trade adjustment assistance, or trade readjustment assistance. Certified individuals may be eligible to receive one or more program benefits and services depending on what level of assistance is needed to return them to suitable, sustainable employment. Reemployment benefits include 80 percent of paid average weekly wage at the time of layoff.

For workers who experience job loss due to foreign trade or shifts in production, the Rapid Response team provides information on TAA, initiates trade petitions and informs employees of the benefits and services available if the company is certified as trade affected. A petition for TAA may also be filed by a group of three or more workers, their union, or other duly authorized representative. Although the services are available, the District rarely receives TAA requests. However, the District is poised to serve affected workers from other State Workforce Agencies and mandated to serve them per the federal mandate of benefits and services under the 2021 TAA Reversion.

The District may provide the following benefits to affected workers:

- Alternative Trade Adjustment Assistance (ATAA) and Reemployment Trade Adjustment Assistance (RTAA) a wage subsidy for up to two years that is available to re-employed older workers and covers a portion of the difference between a worker's new wage and his/her old wage (up to a specified maximum amount).
- Training classroom training, on-the-job training, and customized training designed to meet the needs of a specific employer or group of employers, apprenticeship programs, and more. Training may be approved on a full-time basis and is required in order to meet TRA eligibility requirements, provided all criteria are met to receive paid training.
- Relocation Allowances provide reimbursement for approved expenses if you are successful in obtaining employment outside your normal commuting area for you to relocate to your new area of employment.
- Trade Readjustment Allowances (TRA) income support available in the form of weekly cash payments to workers who are enrolled in a full-time training course and have exhausted their unemployment insurance.
- Job Search Allowances may be payable to cover expenses incurred in seeking employment outside your normal commuting area. Job search allowances reimburse 90% of the costs of allowable travel and subsistence, up to a maximum of \$1,250. An application for a job search allowance must be submitted before your job search begins, and within 365 days of your layoff or certification (whichever is later), or within 182 days after the conclusion of training.

Note: The District's TAA Program operates on an ad-hoc basis and applies for reserve funding as required due to not receiving regular funding.

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

The District plans to expand investments in alternative training over the next five years, with a particular focus on on-the-job and incumbent worker training, led by TCS of DOES.

During the TCS discovery phase, an account executive is able to determine which work-based

training model will yield the type of result an employer is seeking. TCS is able to recommend a strategy and direction more effectively and can offer these services early in their customized recruitment/hiring plan.

With On-the-Job (OJT) training, eligible employers have an opportunity to train, mentor, and hire candidates who are not fully proficient in a particular skillset or job function. Through the OJT model, candidates receive the hands-on training necessary to increase their skills, knowledge, and capacity to perform the designated job function.

The OJT strategy ensures unemployed jobseekers have a chance to enter/ reenter the workforce through an Earn-While-You-Learn model. This streamlined approach developed between select employers and the Department of Employment Services (DOES), allows employers to be reimbursed at an established wage rate in exchange for the training provided to participating OJT candidates.

OJTs are designed to lead to long-term employment assuming workers meet the employer's workforce skills needs and are not meant to serve as a disincentive for local employers to take on full-time, unsubsidized employees, and DOES policies and process reflect this.

The rate of reimbursement for employers participating in the OJT strategy will be based on the designated category of the selected OJT candidate. The reimbursement rates are under review and thorough business engagement will be tested and revised as needed to ensure they are adequate to incentivize employers. The current categories and reimbursement rates are listed below:

Reimbursement Guidance 1 - Employer

- Category 1 50% Reimbursement
- Larger Companies (Number of Employees: 100 or more)
- Category 2 75% Reimbursement
- Small to Mid-size companies (Number of Employees: 99 or less)

Note: The employer will receive the higher percentage amount from Guidance 1 and 2, even if the candidate falls into a lower percentage rate.

Reimbursement Guidance 2 - Participant

- Category 1 50% Reimbursement
- Participant is job ready with significant work experience or skillsets and/or some post- secondary education.
- Category 2 75% Reimbursement
- Participant is job ready with limited work experience or skillsets, possesses a high school diploma or GED.

Other qualifiers include one of the following:

- Youth ages 18 24
- Seniors 55 years or older
- Returning citizens
- Individuals with disabilities
- Chronically unemployed
- Homeless veterans
- Does not possess a high school diploma or GED

• Or is not job ready but possesses the desire to work.

OJT candidates will be assessed to determine their capacity to fulfill the requirement of the job they are interested in pursuing. The results of the assessment will be used to place the candidate within one of the identified categories. The training instruction and the length of OJT will be determined by the employer or identified industry standards for the particular job function. The agency will use a nationally recognized assessment tool such as Prove It or Career Ready 101, to gauge the candidate's level of proficiency. Utilizing these tools will aid the case manager, candidate, and employer in creating an individualized OJT plan that increases the jobseeker's proficiency level.

OJT positions must be full-time and must provide an hourly wage that meets the District of Columbia's living wage level and does not exceed the District's average wage for the participant, with evidence that the participant is on a career pathway towards a higher paying job. However, waivers are allowable for individuals with disabilities as well as older workers (55 years and older). Exceptions include a job opportunity that is appropriate to the customer's needs and skill acquisition that meets the occupational qualifications, but the starting wage does not meet the \$15.00 per hour wage. Then an OJT contract can be written for a lower hourly rate in consideration of the participant's extraordinary limitations and/or barriers.

2. REGISTERED APPRENTICESHIP

The District of Columbia is currently recognized by the US Department of Labor to operate as a State Apprenticeship Agency pursuant to Title 29 CFR, part 29.13, and has been since 1946. In 1978, the District of Columbia established a local mandatory apprenticeship law (D.C. Law 2-

156) that requires contractors, who are awarded contracts to perform work on District government-assisted construction projects, to register apprenticeship programs with the District of Columbia. The law was amended in 2004 to require a minimum of 35% apprenticeship hours on all government assisted projects to be performed by DC residents. Any contractor who fails to comply with the amended apprenticeship law is subject to a fine of 5% of direct and indirect labor cost of their contract amount. D.C. Official Code § 32-1431(c)(1). Since the amended law took effect in 2005, there was an immediate impact on the percentages of DC residents employed on District government assisted projects. The results of the amended apprenticeship law continue to be evidence of its effectiveness in generating apprenticeship opportunities for residents on many major city projects:

- Martin Luther King Library 112,003.39 apprenticeship hours worked, 67,671.14 or 60.42% apprenticeship hours performed by DC residents.
- Maury School 17,898.39 apprenticeship hours, 11,944.39 or 66.74% apprenticeship hours performed by DC residents
- Maple View Flats 12,440.09 apprenticeship hours, 8,372.89 or 67.31% apprenticeship hours performed by DC residents
- Boone Elementary School 16,975.50 apprenticeship hours, 12,533 apprenticeship hours performed by DC residents.

To complement its long history of apprenticeship programs in the construction industry, the District of Columbia continues to succeed in its expansion efforts to add more non-traditional sectors as apprenticeship career options. These efforts resulted in five (5) new non-traditional registered apprenticeship programs in the hospitality and allied health industries during FYs 20-21. In FY21 OAIT registered two (2) healthcare apprenticeship sponsors in the occupations of medical assistant, pharmacy technician, phlebotomy technician, medical coder, and advance certified nursing assistant. OAIT and the YAAC will be working together to connect the health

care apprenticeship programs with participating DC Public School/DC Public Charter Schools that offer healthcare CTE training that will connect those students to registered apprenticeship in the healthcare industry during FY-22-23.

DOES continues to expose youth to Apprenticeship as early as middle school through the Marion Barry Summer Youth Employment Program and other locally funding pre-apprenticeship opportunities through Year-Round Program partnerships with DCPS and DCPCS (including but not limited to Luke C. Moore, IDEA PCS, Thurgood Marshall, Ballou STAY High School and more). For over three years DOES has offered 100 young people in the MBSYEP the opportunity to connect with Pre-Apprenticeship and Registered Apprenticeship Programs (RAPS) to gain exposure and first hand training opportunities that led to full-time apprenticeship placements at the end of the 6 week program.

Along with previous government programs prior to legislation, during FY 20 -Present, the District was successful in the roll out of the "Pathway to District Government Career Amendment Act of 2018". The amendment allows partnerships between the Department of Human Resources and DC Public High Schools to promote pathways to government employment to DC high school graduates, who are DC residents with consideration priority for entry level govern jobs as apprentices. Under the Department of Human Resources registered program, DC registered three (3) new District government agencies for DC resident employees to participate in apprenticeship programs. The District agencies include: Department of Human Resources (DCHR), Department Healthcare finance, Department of Employment Services and Department of Parks and Recreation. The occupation areas include, information technology, administrative assistant, human resource assistant, medical coder, etc. There are other District government agencies in which apprenticeship can be implemented. Expanding the apprenticeship system to include more programs in District government agencies will increase and retain more DC residents in its workforce and reduce the need to seek skilled workers from outside of Washington, DC when existing seasoned workers retire. DOES and the Department of Employment Services continues to expand the government apprenticeship program offerings in the future years ahead.

There are other District government agencies in which apprenticeship can be implemented. Expanding the apprenticeship system to include more programs in District government agencies will increase and retain more DC residents in its workforce and reduce the need to seek skilled workers from outside of Washington, DC when existing seasoned workers retire. Examples of other DC agencies, in which apprenticeship can be implemented in occupations certified by the Department of Labor:

- Department of Transportation equipment operator
- DC Public Schools teacher aide; this is an area in which a high school graduate can enter as an apprentice, while taking college courses at UDC towards eventually earning a degree in education or certification in child care. This could also assist residents participating in TANF.
- Office of the Chief Technology Officer (OCTO) in information technology
- Other apprentice-able occupations in the health-care field can be applied to Washington, DC's hospital such as, medical assistant, medical laboratory technician, medical coder, and nurse assistant.
- Apprenticeship can also be implemented for DC Fire and Emergency Medical Services Department in the area of Emergency Medical Technician (EMT). The related instruction for the occupation can be held at UDC.

The Career Pathways Task Force and other partner-led initiatives has added new agencies— Department of Parks & Recreation, Department of Healthcare Finance, Department of Human Resources and Department of Employment Services—as registered programs under DCHR's registered apprenticeship program approved in FY20. DOES has convened with education, workforce, and economic development partners such as, businesses and industry intermediaries. The partnerships and planning sessions have been purposed to better align systems and increase resident accessibility to pathways and earn-as-you-learn opportunities, including apprenticeship, in both traditional and non-tradition industry sectors.

DOES currently leverages federal, state, and private resources to develop registered apprenticeship programs, to provide general tuition assistance, and to support enrolled registered apprentices with supportive services. DOES encourages the enrollment of registered apprentices in WIOA and ensures registered apprentices consistently have the opportunity to enroll throughout their participation. Strategies to support registered apprentices through OJT and ITAs have also been developed. Private resources have been and will continue to be used in the development of employer-based apprenticeship programs. Local grants have been utilized for pre-apprenticeship training in both construction and non-construction industries.

The DOES Office of Talent and Client Services, in conjunction with the OAIT, continues to serve as the primary connection to assist residents in entering registered apprenticeship programs and positions. To ensure the inclusion of underrepresented groups in these efforts, DOES currently has referral partnerships with IDEA Charter School, DC Public Schools, the American Job Centers, The Office of Youth Programs, Division of State Initiatives, Community Based Organizations (CBOs) that service TANF and Food Stamp Employment and Training program (FSET) participants, and various workforce programs throughout the District. To further increase inclusion, DOES has actively identified and met with agencies and organizations committed to serving women, veterans, individuals with disabilities, communities of color, and economically disadvantaged groups.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

The DC WIC sets policies related to eligible training providers (ETP), including the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs and the use of federal funds for training under WIOA, including through individual training accounts (ITA). They can be found at https://dcworks.dc.gov/page/policy-and-technical-assistance.

The District's Eligible Training Provider List (ETPL) policy and procedures is being updated to ensure compliance with federal regulations and to reflect efforts in recent years to strengthen the program and processes to approve and manage the ETPL. The DC WIC plans to publish this policy in the first half of the 2022 calendar year.

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR THE PRIORITY FOR PUBLIC ASSISTANCE RECIPIENTS, OTHER LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT IN ACCORDANCE WITH THE REQUIREMENTS OF WIOA SEC. 134(C)(3)(E), WHICH APPLIES TO INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES FUNDED BY THE ADULT FORMULA PROGRAM

Pursuant to Sec 134(c)(3)(E) of WIOA, DOES has developed a policy and procedures to ensure priority of Adult and Dislocated Worker training and employment services for those job seekers that are veterans, receiving public assistance, low-income, or are determined to be basic skills deficient.

As outlined in TEGL 3-15, the priority of service for WIOA Adult and Dislocated Workers in the District is as follows:

1st Priority - Covered persons (veterans and eligible spouses) who are:

- Low income [as defined by WIOA Sec. 3(36)], or
- Recipients of public assistance, or
- Who are basic skills deficient.

2nd Priority - Individuals (non-covered persons) who are:

- Low income [as defined by WIOA Sec. 3(36)], or
- Recipients of public assistance, or
- Who are basic skills deficient.

3rd Priority - Veterans and eligible spouses who are:

- Not low income, and
- Not recipients of public assistance, and
- Not basic skills deficient.

4th Priority - Individuals (non-covered persons) who do not meet the above priorities may be enrolled. These individuals are:

- Not veterans or eligible spouses, and
- Not low income, and
- Not recipients of public assistance, and
- Not basic skills deficient.

During enrollment into WIOA, Workforce Development Specialists (WDSs) are required to determine each customer's Priority of Service level and mark the priority level on the Priority of Service Determination form that must be signed by the WDS. During virtual or remote appointments customers are still identified according to priority of service and veterans status is checked. Additionally, during the AJC virtual orientation customers are asked about whether they are veterans or not. Those identified as Veterans are referred to services first.

The backside of this determination form also provides details on how low-income status should be determined under WIOA. This low-income definition includes: the various forms of public assistance receipt; the current Federal Poverty Line (based on guidelines released by the Department of Health and Human Services) and 70% of Lower Living Standard Income Levels (LLSIL, released by DOLETA) based on different family/household sizes; homeless individuals; foster children; and all low-income individuals with disabilities regardless of their family/household income.

In the District, basic skills deficiency is determined by using the eCASAS test and defined as having reading and/or math scores at or below the 8th-grade level. Customers receiving public assistance are asked to provide documentation, which is included in the customer's folder.

The Priority of Service Determination form is stored in the customer's file, and if applying to enroll in training services, the customer's training folder as well. Workforce Development Specialists are required to identify the participant's Priority of Service level on the customer folder tab—as P1, P2, P3, or P4—along with last name, first name, and last four of their SSN. This labeling process is to ensure that when customer files are in the process of review and approval for services (such as training), the Priority of Service is always followed.

A priority of Service is covered in the training for new Workforce Development Specialists and other AJC staff and will continue to be emphasized and communicated in upcoming and ongoing professional development and WIOA training sessions at all AJCs.

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS

BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS

Per Mayors Order 2018-076, the Mayor of the District of Columbia has designated DOES as the WIA administrator and delegates all decision-making authority to the Agency Director. Based on this law the Director of DOES has the authority to transfer said funds.

C. WITH RESPECT TO YOUTH WORKFORCE INVESTMENT ACTIVITIES AUTHORIZED IN SECTION 129 OF WIOA—

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS OR CONTRACTS.[11]

The District's Department of Employment Services, Office of Youth Programs sets policies related to the awarding of grants and contracts for youth workforce activities and methods to take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance in awarding funds. DOES selects providers of youth services via a competitive solicitation process to determine a vendor that can administer the WIOA Youth program through federal and local policies and additional DC WIC oversight.

DOES's Request for Qualifications (RFQ) for Youth providers is reviewed and modified as necessary every program year to reflect the new performance accountability measures and eligibility requirements for ISY and OSY under WIOA. Service providers are required to demonstrate their service strategy through their proposals that identify a clear path for every participant to attain WIOA performance accountability measures.

The plan must identify innovative career pathways that include education and employment goals with appropriate services to meet those goals. The service strategy should include an initial objective assessment that highlights the youth's basic skills, occupational skills, work experience, interests, academic levels, skill levels, case management needs and other details that will pinpoint the youths plan for completing the programs. Youth providers will also develop a follow up plan to continually engage youth to ensure that they maintain outcomes from the programs such as unsubsidized employment or post-secondary education. All services provided to the youth must be documented via case notes through VOS to demonstrate engagement and progress leading towards the WIOA performance accountability measures and weekly timesheets that verify participation and provide specifics of the activity.

Upon contract award, all youth will be trained on Personal Identifiable Information, Federal Tax Information and the DC Networks Virtual One Stop (VOS) system. VOS is the system of record to accurately account for enrollments, updates to service strategies, assessments, literacy and numeracy gains, participant activities, status changes, and outcomes. Maintaining case notes of participant contact, interactions, and activities of the participant, progress, and methods to resolve barriers, is important documentation that provides a record of services. Accurate and timely data entry in VOS is required to ensure mandated accountability for performance indicators on both a federal, state and local level, in addition to individual providers.

All WIOA Title I Youth activities for ISY and OSY will be delivered by contracted vendors via Human Care Agreements (HCA) after responding to a Request for Qualifications (RFQ) outlining the details of their program and service strategy. In addition to requirements regarding performance accountability detailed above, service providers must also describe how the fourteen program elements are included in their service strategy, their methodology for providing those program elements. Contractors will demonstrate the ability to enhance design, coordinate and deliver year-round activities and services for WIOA eligible youth that promote:

- Earning a high school diploma or GED
- Preparation for postsecondary education and training
- Career preparation
- Work-based learning
- Employment in demand driven occupations
- Earning postsecondary credentials
- Basic Skills Proficiency
- Occupational skills training that leads to credential attainment

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ACHIEVE IMPROVED OUTCOMES FOR OUT-OF-SCHOOL YOUTH AS DESCRIBED IN 129(A)(1)(B), INCLUDING HOW IT WILL LEVERAGE AND ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

As noted in Section II(c) - State Strategy, Washington, DC's strategies for supporting youth are focused on ensuring that the District's full range of programs are coordinated with WIOA Youth activities. Over the last 40 years, the Marion Barry Summer Youth Employment Program (MBSYEP) has served as the District's local youth workforce development program. The MBSYEP is a program for youth ages 14-24 to gain workforce development skills and exposure that leads to steps toward the working middle class. To help drive higher enrollment in the year-round WIOA Youth program - a key challenge the District is working to address - DOES's Office of Youth Programs (OYP) will use the applicant pool from MBSYEP to recruit youth for the WIOA programs. In addition to the MBSYEP, the District's Middle School Exploration program serves youth 11-14, offering resume building, emerging career fields, and continuing opportunities within the Office of Youth Programs. The Office of Youth Programs stays connected with these youths so they can successfully transition to MBSYEP and other federal and local youth programs.

OYP uses innovative strategies to keep youth engaged and connected, including social media, email blasts, text messaging, Workforce on Wheels, and community events will be used to capture youth who will most benefit from the programs. Referrals from the Youth Earn and Learn Program, and the Pathways for Young Adults Programs, and the DC High School Internship program also help to drive enrollment gains and identify youth who can best benefit from WIOA Youth services. OYP conducts outreach events and visits all high schools in the District on a regular basis, in order to ensure these essential partners have a basic understanding of the services and program offerings that are available to all graduates who do not have postsecondary engagement plans or unsubsidized employment.

Additionally, programs such as the Youth Innovation Grants are designed for specific demographics including youth who are interested in alternative career pathways than GED obtainment or credential attainment. The Youth Innovation Grants Program focuses on entry into a post-secondary institution and/or entrepreneurship leading to attainment of a DC business license. Based on funding availability this program will be coupled with WIOA programs that will provide necessary support including barrier removal techniques and innovative strategies to keep youth engaged. OYP also has strong partnerships with many educational institutions throughout the District including the District of Columbia Public Schools, the Public Charter School Board, the OSSE Re-Engagement Center, and the University of the District of Columbia-Community College. Other inter-district agencies such as Child and Family Services Agency (CFSA), Department of Youth Rehabilitation Services (DYRS) Youth Services Center, Rehabilitation Services Administration (RSA), DC Housing and Department of Disability Services

(DDS) provide support to the office for case management and job coaching.

The OYP offers multiple intake sessions each week to allow youth to hear about workforce and educational services and connect them to workforce partners. OYP works closely with AJC staff to ensure that youth in partner programs such as Job Corps, DC Career Connections, and apprenticeships have access to WIOA services. Intake sessions have a hybrid approach. Individuals are able to be seen remotely and in-person. Sessions are scheduled utilizing the DOES Scheduling Tool and available to the public via DOES.DC.GOV. Vendors have adapted and are required to follow the District's policies and protocols during a Health Emergency/Pandemic.

Closeout meetings and focus groups with youth and service providers are conducted to request feedback on the DOES OYP experience, services offered and ways to increase effectiveness.

3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT. [12]

All WIOA Title I Youth activities for ISY and OSY are delivered by contracted service providers. Each contract describes how the fourteen youth program elements are available to every youth registrant. The District is meeting with key labor organizations including the Building Trades Council, Unite Here! (the hospitality and culinary industry), Local 1191 (health care jobs) and the Communication Workers to expand existing partnerships and to create new partnerships that lead to youth entering pre-apprenticeships programs. Participants are then able to transition to Apprenticeship Programs that will lead to credential attainment and/or unsubsidized employment. The Office of Youth Programs will continue to use a competitive procurement process to identify service providers that tie to and partner with pre- apprenticeship programs.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR "REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR "REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

According to the Unified State Plan, the policy "requires additional assistance to enter or complete an educational program, or to secure and maintain employment" criterion specified in WIOA sections 129(a)(1)(B)(iii)(VIII) and 129(a)(1)(C)(iv)(VII) and for "requiring additional assistance to complete an education program, or to secure and hold employment" criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII).

The DC WIC in WIGL–2017-002 established guidance for identifying out-of-school youth "requiring additional assistance." The policy focuses on youth who have one or more of the following serious barriers to employment:

- Incarcerated parent,
- Victim of violence,
- Behavior problems at school,
- Family literacy problems,
- Domestic violence,

- Substance abuse,
- Chronic health conditions,
- One or more grade levels below appropriate for the age of the student,
- Attending a school that is currently "failing" as identified by the federal or District school accountability system, or
- Lives in, or attends school in, an identified high-crime area.
- 5. INCLUDE THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL AS SPECIFIED IN WIOA SECTION 129(A)(1)(B)(I) AND SECTION 129(A)(1)(C)(I). IF STATE LAW DOES NOT DEFINE "NOT ATTENDING SCHOOL" OR "ATTENDING SCHOOL," INDICATE THAT IS THE CASE AND PROVIDE THE STATE POLICY FOR DETERMINING WHETHER A YOUTH IS ATTENDING OR NOT ATTENDING SCHOOL.

There are currently no laws in the DC Code that define "not attending school" or "attending school."

The DC WIC adopted WIGL-2017-002 on January 24, 2017, which covers Youth Program Eligibility and which references the District's statutory definition of attending and not attending school. The WIGL contains the following language:

"District law defines a school in the District of Columbia Public Schools system as a public charter school, an independent school, a private school, a parochial school, or a private instructor. For purposes of WIOA, DOL does not consider providers of Adult Education under Title II of WIOA, Youthbuild programs, and Job Corps programs to be schools. Therefore, WIOA youth programs may consider a youth to be out-of-school for purposes of WIOA youth program eligibility if he/she is attending Adult Education provided under Title II of WIOA, Youthbuild, or Job Corps."

The WIGL also states that if a given youth is enrolled in school "but did not attend the last school year calendar quarter" the youth is considered to be out-of-school. The District's compulsory education laws require children between the ages of 5 and 18 to attend school. "School year" means the period from the opening of regular school programs, typically in September, until the closing of regular school programs, typically in June.

6. IF USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE STATE DEFINITION WHICH MUST FURTHER DEFINE HOW TO DETERMINE IF AN INDIVIDUAL IS UNABLE TO COMPUTE OR SOLVE PROBLEMS, OR READ, WRITE, OR SPEAK ENGLISH, AT A LEVEL NECESSARY TO FUNCTION ON THE JOB, IN THE INDIVIDUAL'S FAMILY, OR IN SOCIETY. IF NOT USING THE PORTION OF THE DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INDICATE THAT IS THE CASE.

The District does not intend to use the basic skills deficient definition contained in WIOA Section 3(5)(B) for its WIOA youth program. The District will use WIOA Section 3(5)(A), which states as follows:

"Basic skills deficient": The term "basic skills deficient" means, with respect to an individual- (A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test."

The District intends to use the CASAS exam as its standardized test of record. The agencies that comprise this unified plan are working toward completing a comprehensive MOU, and this comprehensive MOU will include uniform CASAS standards and procedures across all WIOA-funded programs, including a definition of Basic Skills Deficient. However, the DC WIC will evaluate this policy to ensure that the use of the CASAS exam does not pose a barrier for participants who can otherwise demonstrate basic skills proficiency by other means.

D. SINGLE-AREA STATE REQUIREMENTS

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2.THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)

3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

Public comments that were received during the public comment period are shown in the Appendix.

DOES serves as the District's fiscal agent and disburses grant funds in conjunction with the Office of the Chief Financial Officer. The DC WIC sets policies related to WIOA funds and provides oversight.

Because the District has only one local workforce investment area, the following local plan information is required to be included in the WIOA Plan. DOES's Office of Youth Programs (OYP) provides an array of programs and services designed to target and engage youth from ages 14-

The services offered by both DOES OYP and its providers are described in Table 25.

Service	Description
Outreach/ Recruitment/ Eligibility	DOES conducts outreach and recruitment and verifying participant eligibility. DOES makes program referrals of eligible youth via in-person community events, virtual meetings via the web based scheduling tool located on the DOES websites, working closely with our vendors who conduct community outreach for their respective programs and continued connections with partner agencies such as OSSE, DHS, and CFSA. Providers are contracted to perform outreach and recruitment activities. Providers may support youth with the collection of eligibility documents and for their timely submission to DOES. DOES will be responsible for determining and documenting participant eligibility prior to WIOA program enrollment. Providers are required to maintain all program documentation and ensure that DOES receives all required program updates through the regular entry of data in the system.
Intake/Assessment	DOES will conduct the initial intake process to include conducting intake interviews and the initial objective assessment. DOES will coordinate with partner agencies to collect pre-existing assessment data. Providers will be offered training and technical assistance to conduct the initial objective assessment as appropriate. Providers will be responsible for conducting assessments to measure progress throughout the duration of the program.
Referrals	DOES will be responsible for making the official referral to an eligible service provider. This does not prevent providers from conducting outreach and recruitment of participants, however, the provider may not enroll a participant until DOES has deemed that participant is eligible and made the appropriate referral.

Table 25: Services Offered by both DOES OYP and its Providers

Case Management/ISS Development	Case Management is the foundation of the service delivery in the workforce system and is effectively managed by the provider Case Manager and DOES. Comprehensive case management includes the development of Individual Service Strategies (ISS), follow-up services, case note updates, and on-going file maintenance. DOES will be responsible for ensuring that the provider maintains a comprehensive case file per youth. The Individual Service Strategy (ISS) is developed in conjunction with the youth participant, Case Manager, and educational counselor in an effort to establish a concise path towards meeting educational/occupational goals.
Program Services	The provider is responsible for ensuring program services are effectively developed, delivered, and made readily accessible to all referred youth participants. Providers will be required to demonstrate how their program meets the fourteen (14) required program elements under WIOA. However, providers will not necessarily be responsible for delivering all 14.
Placement of Jobs or Continuing Education	The provider is responsible for establishing internship opportunities for work- based learning experience and/or facilitating the development of professional development skills for each participant.
Follow-Up/Exit	Youth service providers are responsible for maintaining twelve (12) months of follow-up services for the youth participants. DOES and the provider work collaboratively to ensure a successful exit is completed and captured in the Virtual One-Stop System. DOES will work to ensure that all program participants have access to the array of services and programs that are part of its youth and adult workforce systems and of the District's larger workforce development system.

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS

Cost Allocation Methodology and Steps to Reach Consensus:

The DC WIC facilitated partner meetings on November 20, 2017, January 5, 2018, and October 3, 2018, and worked with partners to achieve consensus regarding the basis for allocating costs. In the process, DC WIC identified and described several potential bases for cost allocation, and ultimately recommended the basis chosen by the partners because it seemed to most appropriately allocate costs across the partners.

The methodology for equitable distribution of costs associated with the Infrastructure Funding Agreement (IFA) will be the proportion of partners' staff FTEs among all staff at the AJC based on actual number of hours worked. The existing FTE basis for allocation skews the distribution of costs, depending on how the IFA partners source their personnel. The DOES/Office of the Chief Financial Officer (OCFO) will allocate costs based on each IFA partner's proportional share of total monthly hours worked, which aligns with all other cost allocation bases utilized for American Job Center operations. The DC WIC has published a policy on its website which details the cost allocation methodology and the guidance used in finalizing this agreement. (DC WIGL-2018-001)

The DC WIC contracted with a firm in 2021 to assist with developing a new IFA methodology and negotiate a new MOU. In the short-term, partners are using the current IFA with a new methodology to be implemented in 2022.

One-Stop System Services:

WIOA establishes two levels of employment and training services for adults and dislocated workers: career services and training services.

Career Services: Career services for adults and dislocated workers are available at all DCAJCs. USDOL has identified three types of career services:

- Basic career services;
- Individualized career services; and
- Follow-up services

<u>Basic Career Services</u>: Basic career services must be made available and, at a minimum, must include the following:

- Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs;
- Outreach, intake (including worker profiling), and orientation to information and other services available through the local workforce system;
- Initial assessment of skills levels, including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and support service needs;
- Labor exchange services, including:
 - job search and placement assistance, and, when needed by an individual, career counseling, including the provision of information on nontraditional employment and in-demand industry sectors and occupations; and
 - appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services not traditionally offered through the local workforce system;
- Provision of referrals to and coordination of activities with other programs and services, including programs and services within the local workforce system and, when appropriate, other workforce development programs;
- Provision of workforce and labor market employment statistics information, including information relating to local, regional, and national labor market areas;
- Provision of performance information and program cost information on eligible providers of training services by program and provider type;
- Provision of information, in usable and understandable formats and languages, about how the Board1 is performing on local performance accountability measures, as well as any additional performance information relating to the local workforce system;
- Provision of information, in usable and understandable formats and languages, relating to the availability of support services or assistance, and appropriate referrals to those services and assistance;
- Provision of information and assistance regarding filing claims for unemployment compensation, by which the Board must provide assistance to individuals seeking such assistance.
- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.

<u>Individualized Career Services</u>: Individualized career services must be made available if determined to be appropriate in order for an individual to obtain or retain employment. These include the following services:

• Comprehensive and specialized assessments of the skills levels and service needs of adults and dislocated workers; Section 134(c)(2) and (c)(3) list the required local employment and training activities. To satisfy some of these requirements, the use of

assessments is necessary. To avoid duplication of services, WIOA allows the use of previous assessments from another education or training program. The previous assessments must be determined to be appropriate by AJCC representatives and must have been completed within the previous six months

- Development of an individual employment plan to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including information regarding eligible training providers;
- Group counseling;
- Individual counseling;
- Career planning;
- Short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training;
- Internships and work experience that are linked to careers;
- Workforce preparation activities;
- Financial literacy services as described in WIOA §129(b)(2)(D);
- Out-of-area job search and relocation assistance; and
- English language acquisition and integrated education and training programs.

<u>Follow-up Services</u>: These services must be made available, as appropriate (including counseling regarding the workplace) for participants in adult or dislocated worker activities that are placed in unsubsidized employment for a minimum of 12 months after the first day of employment.

Training Services: WIOA is designed to increase participant access to training services. Training services are provided to equip individuals to enter the workforce and retain employment.

Examples of training services include:

- Occupational skills training, including training for nontraditional employment;
- On-the-job training (OJT), including registered apprenticeship;
- Incumbent worker training in accordance with WIOA §134(d)(4);
- Workplace training and cooperative education programs;
- Private sector training programs;
- Skills upgrading and retraining;
- Entrepreneurial training;
- Transitional jobs in accordance with WIOA §134(d)(5);
- Job readiness training provided in combination with other training described above;
- Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, in combination with training; and
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

WIOA clarifies that there is no sequence of service requirement in order to receive training. However, DOL has indicated that, at minimum, to be eligible for training, an individual must receive an interview, evaluation, or assessment and career planning or any other method through which the one-stop operator/partner can obtain enough information to make an eligibility determination for training services. Where appropriate, a recent interview, evaluation, or assessment may be used for the assessment purpose.

Business Services: The District's AJCs are part of a business-focused system. Examples of system services to serve business customers include:

- Customized screening and referral of qualified participants in training services to employers
- Customized employment-related services to employers, employer associations, or similar organizations on a fee-for-service basis that are in addition to labor exchange services available to employers under the Wagner-Peyser Act
- Work-based learning activities, including incumbent worker training, Registered Apprenticeship, transitional jobs, on-the-job training, and customized training.
- Activities to provide business services and strategies that meet the workforce investment needs of employers, as determined by the Board and consistent with the local plan.

One-Stop/AJC Partner Program	District Agency/Local Provider
U.S. Department of Labor Program	
Adult (WIOA title I formula)	Department of Employment Services
Dislocated Worker (WIOA title I formula)	Department of Employment Services
Youth (WIOA title I formula)	Department of Employment Services
Job Corps (WIOA title I)	Potomac Job Corps Center – Exceed Corporation
Senior Community Service Employment Program (title V of the Older Americans Act of 1965)	Department of Employment Services
Trade Adjustment Assistance activities (Trade Act of 1974, as amended)	Department of Employment Services
Jobs for Veterans State Grants (Chapter 41 of title 38)	Department of Employment Services
Unemployment Compensation programs	Department of Employment Services
Wagner-Peyser Act ES, as authorized under the Wagner- Peyser Act, as amended by WIOA title III	Department of Employment Services

Required American Job Center Partner Activities and Integration:

U.S. Department of Education Programs	
Adult Education and Family Literacy Act (AEFLA) program (WIOA title II)	Office of the State Superintendent of Education
State VR program, authorized under title I of the Rehabilitation Act of 1973, as amended by WIOA title IV	Department of Disability Services
Career technical education programs at the postsecondary level, authorized under Carl D. Perkins Career and Technical Education Act of 2006	Office of the State Superintendent of Education
U.S. Department of Health and Human Services Programs	
Programs authorized under the Social Security Act title IV, part A (TANF)	Department of Human Services
Community Services Block Grant Employment and Training activities (Community Services Block Grant Act)	Department of Human Services
U.S. Department of Housing and Urban Development Programs	I
Employment and training programs	District of Columbia Housing Authority

AJC Partner Agency Activities:

DOES

The following information summarizes DOES's role within the District's one-stop/AJC system:

Shared System Design and Access

With regard to system design and access, the system partners and DC WIC agree to use of the following terms to characterize the participation of DOES within the local AJC system:

- Co-Location: A full- or part-time physical presence by one or more partner representatives at one or more of the District's AJCs.
- Direct Linkage: Providing AJC customers direct linkages to partner services to through use of various web-based technology applications, along with using web connections to provide partners' customers with access to the AJCs and system partner information and services.

Due to its role in the operation of the AJCs, DOES has the most significant presence, among the partners, of staff at the AJCs. This includes those funded through WIOA, Wagner Peyser, UI and other fund sources. The table that follows indicates the number of full-time equivalent staff that DOES has co-located at each AJC on a weekly basis.

DOES also actively participates in the system through electronic connection, including using hyperlinks on its own website to link, which hosts information on AJC services to partners' websites. In addition, DOES customers use DCNetworks.org to access system information and services.

Shared System Knowledge

DOES agrees to participate in cross training partner program staff to increase system capacity. This will include:

• Providing content to be used in training of partner managers and staff about the programs and services offered by DOES. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements;

application processes; and information on outcomes.

- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g. PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.
- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in-person sessions or by viewing web-based content.

Shared Systems and Customers

As a partner in the District's workforce development delivery system and in its role as principal service provider at the AJCs, DOES is committed to working with the DC WIC and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, DOES agrees to participate in meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

DOES's role in the coordinated delivery of AJC services will include the following services, participation and collaboration.

1. Outreach and Recruitment

DOES serves eligible individuals under many programs and its messages reach a broad cross section of District residents. Therefore, the agency can provide candidates (no matter which DOES services they are applying for) with information on the services of the AJCs and the system's partner programs. Information will be provided via web-based media, print materials and verbal communications.

2. Intake

As DOES representatives conduct intake for the agency's programs, it agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

Similar to candidate information derived from outreach and intake processes, orientation and information sessions led by DOES provide a venue and/or opportunity to share with District residents information about other programs and services for which they may be qualified. For those who may benefit partner programs, DOES will make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

To the extent permitted by rules governing the funding under which it operates, DOES may provide other partners with results of assessments in which customers participate. In cases where customers apply for services from another system partner, this process may help to avoid duplication of effort. Sharing of assessment results will require a release signed by the affected individuals.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District's workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partners will work with the One-Stop Operator to develop specific details for managing and tracking referrals; DOES and the other system partners agree to the following:

• Referrals will be made when services of a partner program can fulfill an unmet need of an applicant/participant.

- Referrals will be made via a "hard hand-off," under which DOES will refer individuals to a specific contact person at a partner agency and will provide assistance in scheduling an appointment, if possible.
- Referrals made will be recorded and shared with the One-Stop Operator.
- 6. Sharing of Local Market Intelligence

In support of its various employment programs and activities, DOES receive substantial and regular input from businesses that informs its efforts to prepare individuals for work and place customers in employment. Similarly, DC WIC and partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, DOES agrees to share such information and intelligence with all system partners so that entire system is well prepared to meet business and industry needs.

7. Co-Enrollment/Co-Case Management

When DOES and one or more other partners serve the same customer (via the participant's coenrollment), the partners agree to identify opportunities to co-case manage activities to streamline processes and avoid duplication of effort and resources.

8. Support Services

DOES directly provides or otherwise connects its customers to a wide range of support services to address their specific barriers and needs. Participants may be referred to other system partners for other services to address their unique circumstances.

9. Placement Services

To increase the range of employment opportunities for customers, DOES agrees to provide AJCs placement services to all system customers that are determined as needing these services.

DHS

The following information summarizes DHS's role within the District's one-stop/AJC system.

Shared System Design and Access

With regard to system design and access, the system partners and DC WIC agree to use of the following terms to characterize the participation of the DHS and other partners within the local AJC system:

- Co-Location: A full- or part-time physical presence by one or more partner representatives at one or more of the District's AJCs.
- Direct Linkage: Providing AJC customers direct linkages to partner services to through use of various web-based technology applications, along with using web connections to provide partners' customers access to the AJCs and system partner information and services.

DHS shall participate in the system through both co-location and electronic connection, including using hyperlinks on its own website to link participants to the AJCs and to system partners' websites. In addition, DHS customers may use DCNetworks.org to access system information and services. DHS advises all TEP contractors and SNAP E&T grantees to ensure that participants are registered in and may use DCNetworks.org.

DHS representatives routinely have staff on site at the AJCs to determine eligibility for public benefits and to provide access to workforce and support services provided through the TEP, SNAP E&T, and CSBG programs. DHS representatives regularly refer clients and other customers to the AJCs for services.

Shared System Knowledge

DHS agrees to participate in cross training partner program staff to increase system capacity. This shall include:

- Providing content to be used in training of partner managers and staff about the programs and services offered by DHS. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements; application processes; and information on outcomes.
- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g., PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.
- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in-person sessions or by viewing web-based content.

Shared Systems and Customers

As a partner in the District's workforce development delivery system and with its network of AJCs, DHS is committed to working with the DC WIC, DOES (which operates the AJCs), and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, DHS agrees to participate in meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

DHS's role in the coordinated delivery of AJC services shall include the following services, participation and collaboration. While the descriptions below contemplate services for customers services by the TANF, SNAP E&T, and CSBG programs, coordination with the AJCs and partners in the local workforce system may benefit customers served under the myriad other programs administered and operated by DHS.

1. Outreach and Recruitment

While DHS serves eligible individuals under its programs, its messages reach a broad cross section of District residents. Therefore, the agency can provide candidates (including those not using its services) with information on the services of the AJCs and the system's partner programs. Information will be provided via web-based media, print materials and verbal communications.

2. Intake

As DHS representatives conduct intake for its programs, it agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

Similar to candidate information derived from outreach and intake processes, orientation and information sessions led by DHS provide a venue and/or opportunity to share with District residents information about other programs and services for which they may be qualified. For those who may benefit from AJC or partner programs, DHS shall make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

To the extent permitted by rules governing the funding under which it operates, DHS may provide the AJCs and other partners with some of the results of assessments in which customers participate. Because TEP and SNAP E&T conduct a comprehensive assessment in order to identify customers' full range of barriers to employment, some of the results of these assessments may be useful to service planning in other workforce development programs. In cases where customers apply for services from another system partner, this process may help to avoid duplication of effort. Sharing of assessment results will require a release signed by the affected individuals.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District's workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partners will work with the One-Stop Operator to develop specific details for managing and tracking referrals; DHS and the other system partners agree to the following:

- Referrals shall be made when services of a partner program can fulfill an unmet need of an applicant/participant.
- Referrals shall be made via a "hard hand-off," under which DHS will refer individuals to a specific contact person at a partner agency and will provide assistance in scheduling an appointment, if possible.
- Referrals made shall be recorded and shared with the One-Stop Operator.
- 6. Sharing of Local Market Intelligence

In support of its various employment programs and activities, DHS may receive input from businesses that informs its efforts to train and place customers in employment. Similarly, DC WIC, the AJCs and all partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, DHS agrees to share such information and intelligence with the AJC/one-stop partners so that entire system is well prepared to meet business and industry needs.

7. Co-Enrollment/Co-Case Management

When DHS and one or more other partners serve the same customer (via the participant's coenrollment), the partners agree to identify opportunities to co-case manage activities to streamline processes and avoid duplication of effort and resources.

8. Support Services

DHS directly provides or otherwise connects its customers to a wide range of support services to address their specific barriers and needs. Participants may be referred to the AJCs or other system partners for other services to address their unique circumstances.

9. Placement Services

To increase the range of employment opportunities for customers, DHS agrees to refer those seeking employment to the AJCs for placement services and support, when such services are determined as benefitting an individual.

DDS

The following information summarizes DDS's role within the District's one-stop/AJC system:

Shared System Design and Access

With regard to system design and access, the system partners and DC WIC agree to use of the following terms to characterize the participation of DDS and other system partners within the local AJC system:

- Co-Location: DDS has allocated sufficient staff to ensure a full-time physical presence at each of the four AJCs, as space and resources permit. Currently, the agency has a full-time presence at two AJCs and part-time presence at the other two.
- Direct Linkage: Providing AJC customers direct linkages to partner services to through use of various web-based technology applications, along with using web connections to provide partners' customers access to the AJCs and system partner information and services.

DDS representatives are co-located at the four AJCs located within the District. Currently, DDS's presence at each site is 1 full-time equivalent position, which is filled by various DDS counselors and staff.

DDS will, principally, participate in the system through electronic connection, including using hyperlinks on its own website to link participants to the AJCs and to system partners' websites, including to the DOES Virtual One Stop (VOS) system and the DC Data Vault. In addition, DDS customers may use DCNetworks.org to access system information and services.

Shared System Knowledge

DDS agrees to participate in cross training partner program staff to increase system capacity. This will include:

- Providing content to be used in training of partner managers and staff about the programs and services offered by DDS. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements; application processes; and information on outcomes.
- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g. PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.
- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in-person sessions or by viewing web-based content.

Shared Systems and Customers

As a partner in the District's workforce development delivery system and with its network of AJCs, DDS is committed to working with the DC WIC, DOES (which manages the AJCs), and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, DDS agrees to participate in

meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

DDS's role in the coordinated delivery of AJC services will include the following services, participation and collaboration.

1. Outreach and Recruitment

While DDS targets specific individuals (such as those with a physical or mental disability that poses a substantial barrier to employment), its messages reach a broad cross section of District residents. Therefore, the agency can provide candidates (including those not using its services) with information on the services of the AJCs and the system's partner programs. Information will be provided via web-based media, print materials and verbal communications.

2. Intake

As DDS representatives conduct intake for its programs, it agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

Similar to candidate information derived from outreach and intake processes, orientation and information sessions led by DDS provide a venue and/or opportunity to share with District residents information about other programs and services for which they may be qualified. For those who may benefit from AJC or partner programs, DDS will make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

To the extent permitted by rules governing the funding under which it operates, DDS may provide the AJCs and other partners with results of assessments in which residents participate. In cases where residents apply for services from another system partner, this process may help to avoid duplication of effort. Sharing of assessment results will require a release signed by the affected individuals.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District's workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partners will work with the One-Stop Operator to develop specific details for managing and tracking referrals; DDS and the other system partners agree to the following:

- Referrals will be made when services of a partner program can fulfill an unmet need of an applicant/participant.
- Referrals will be made via a "hard hand-off," under which DDS will refer individuals to a specific contact person at a partner agency and will provide assistance in scheduling an appointment, if possible.
- Referrals made will be recorded and shared with the One-Stop Operator.

DDS has a number of active referral relationships with District agencies that are partners in the local workforce development system (e.g. DOES, OSSE, Department of Human Services). DDS process may provide a model for partners in making referrals across the system.

6. Sharing of Local Market Intelligence

In support of its various employment programs and activities, DDS regularly communicates with businesses to help inform its efforts to train and place residents in employment. Similarly, DC WIC, the AJCs and all partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, the DDS agrees to share such information and intelligence with the AJC/one-stop partners so that entire system is well prepared to meet business and industry needs.

7. Co-Enrollment/Co-Case Management

When DDS and one or more other partners serve the same customer (via the participant's coenrollment), the partners agree to identify opportunities to co-case manage activities to streamline processes and avoid duplication of effort and resources.

8. Support Services

DDS directly provides or otherwise connects its customers to a wide range of support services, including transportation and assistance technology and other forms of training and workplace aids, among others. Participants may be referred to the AJCs or other system partners for other services to address their unique needs.

9. Placement Services

To increase the range of employment opportunities for customers, DDS agrees to refer those seeking employment to the AJCs for placement services and support, when such services are determined as benefitting an individual.

OSSE

The following information summarizes OSSE's role within the District's one-stop/AJC system:

Shared System Design and Access

With regard to system design and access, OSSE agrees to use of the following terms to characterize its participation in the local one-stop/AJC system:

• Direct Linage: Direct linkages to OSSE and other partner agencies' programs and services through the use of web-based technology applications, including Microsoft Bookings and the DC Data Vault.

OSSE agrees to also participate in the local AJC/workforce system through electronic connection, including using hyperlinks on its website to link participants to the AJCs and to system partners'

websites and use of the DC Data Vault. In addition, OSSE students may use DCNetworks.org to access system information and services.

Shared System Knowledge

OSSE agrees to participate in cross training partner program staff to increase system capacity. This will include:

- Providing content to be used in training of partner managers and staff about the programs, services, and resources offered by OSSE. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements; application processes; information on outcomes; and information on resources such as the DC Data Vault system, eCASAS assessments, and the Career Coach DC website.
- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g. PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.
- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in-person sessions or by viewing web-based content.

Shared Systems and Customers

As a partner in the District's workforce development delivery system and with its network of AJCs, OSSE is committed to working with the DC WIC, DOES (which operates the AJCs), and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, OSSE agrees to participate in meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

OSSE's role in the coordinated delivery of AJC services will include the following services, participation and collaboration. While the descriptions below contemplate services for students enrolled under AEFLA and Perkins V funding, coordination with the AJCs and partners in the local workforce system may benefit many other students served by OSSE's myriad programs.

1. Outreach and Recruitment

While OSSE may serve targeted populations under various programs, its messages reach a broad cross section of District residents. Therefore, the agency can provide candidates (including those not using its services) with information on the services of the AJCs and the system's partner programs. Information will be provided via web- based media, print materials and verbal communications.

2. Intake

As OSSE representatives conduct intake for its programs, it agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

Similar to candidate information derived from outreach and intake processes, orientation and information sessions led by OSSE provide a venue and/or opportunity to share with District residents information about other programs and services for which they may be qualified. For those who may benefit from AJC or partner programs, OSSE will make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

To the extent permitted by rules governing the funding under which it operates, OSSE may provide the AJCs and other partners with results of assessments in which customers participate

via the DC Data Vault or TOPSpro Enterprise, the companion information management system for CASAS eTests. In cases where customers apply for services from another system partner, this process will help to avoid duplication of effort. Sharing of assessment results will require a release signed by the affected individuals in the DC Data Vault or TOPSpro Enterprise.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District's workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partners will work with the One-Stop Operator to develop specific details for managing and tracking referrals; OSSE agrees to the following:

- Refer District residents to partner agencies via the DC Data Vault to fulfill an unmet need of a participant.
- Referrals will be made and tracked via the DC Data Vault.
- 6. Sharing of Local Market Intelligence

In support of its various training programs, OSSE regularly receives input from businesses that informs its efforts to train and place students in employment. Similarly, DC WIC, the AJCs and all partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, OSSE agrees to share such information and intelligence with the AJC/one- stop partners so that entire system is well prepared to meet business and industry needs.

7. Co-Enrollment/Co-Case Management

When an OSSE provider and one or more partners serve the same customer (via the participant's co-enrollment), OSSE will work with its providers and its partners to identify opportunities to monitor customer performance, progress and outcomes, using the DC Data Vault and co-case manage activities for the customer to streamline processes and avoid duplication of effort and resources.

8. Support Services

OSSE will work with its providers to connect District residents to a wide range of supportive services to address their specific barriers and needs. Participants may be referred to the AJCs or other system partners, via the DC Data Vault, for supportive and other related services to address their unique circumstances.

9. Placement Services

To increase the range of employment opportunities for customers, OSSE agrees to work with its providers to refer District residents seeking training and/or employment to the AJCs for placement and other related services, when such services are determined as benefitting an individual.

DCHA

The following information summarizes DCHA's role within the District's one-stop/AJC system:

Shared System Design and Access

With regard to system design and access, the system partners and DC WIC agree to use of the following terms to characterize the participation of the DCHA and other partners within the local AJC system:

- Co-Location: A full- or part-time physical presence by one or more partner representatives at one or more of the District's AJCs.
- Direct Linkage: Providing AJC customers direct linkages to partner services to through use of various web-based technology applications, along with using web connections to provide partners' customers access to the AJCs and system partner information and services.

DCHA will, principally, participate in the system through electronic connection, including using hyperlinks on its own website to link participants to the AJCs and to system partners' websites. In addition, DCHA customers may use DCNetworks.org to access system information and services.

DCHA representatives may also, periodically, participate in activities occurring at the AJCs, such as recruitment and hiring events.

Shared System Knowledge

DCHA agrees to participate in cross training partner program staff to increase system capacity. This will include:

- Providing content to be used in training of partner managers and staff about the programs and services offered by DCHA. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements; application processes; and information on outcomes.
- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g., PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.
- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in- person sessions or by viewing web-based content.

Shared Systems and Customers

As a partner in the District's workforce development delivery system and with its network of AJCs, DCHA is committed to working with the DC WIC, DOES (which operates the AJCs), and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, DCHA agrees to participate in meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

DCHA's role in the coordinated delivery of AJC services will include the following services, participation and collaboration.

1. Outreach and Recruitment

While DCHA targets specific groups (generally, public housing residents and Housing Choice Voucher Program participants), its messages reach a broad cross section of District residents. Therefore, the agency can provide candidates (including those not using its services) with information on the services of the AJCs and the system's partner programs. Information will be provided via web-based media, print materials and verbal communications.

2. Intake

As DCHA representatives conduct intake for its programs, it agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

Similar to candidate information derived from outreach and intake processes, orientation and information sessions led by DCHA provide a venue and/or opportunity to share with District residents information about other programs and services for which they may be qualified. For those who may benefit from AJC or partner programs, DCHA will make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

To the extent permitted by rules governing the funding under which it operates, DCHA may provide the AJCs and other partners with results of assessments (such as CASAS, Northstar and

career assessments) in which residents participate. In cases where residents apply for services from another system partner, this process may help to avoid duplication of effort. Sharing of assessment results will require a release signed by the affected individuals.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District's workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partners will work with the One-Stop Operator to develop specific details for managing and tracking referrals; DCHA and the other system partners agree to the following:

- Referrals will be made when services of a partner program can fulfill an unmet need of an applicant/participant.
- Referrals will be made via a "hard hand-off," under which DCHA will refer individuals to a specific contact person at a partner agency and will provide assistance in scheduling an appointment, if possible.
- Referrals made will be recorded and shared with the One-Stop Operator.
- 6. Sharing of Local Market Intelligence

Through its Workforce Development Initiative, DCHA regularly communicates with businesses to help inform its efforts to train and place residents in employment. Similarly, DC WIC, the AJCs and all partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, the DCHA agrees to share such information and intelligence with the AJC/one-stop partners so that entire system is well prepared to meet business and industry needs.

7. Co-Enrollment/Co-Case Management

When DCHA and one or more other partners serve the same customer (via the participant's coenrollment), the partners agree to identify opportunities to co-case manage activities to streamline processes and avoid duplication of effort and resources.

8. Support Services

DCHA directly provides or otherwise connects its students to a wide range of support services. Participants may be referred to the AJCs or other system partners for other services to address their unique needs.

9. Placement Services

To increase the range of employment opportunities for graduates of its programs, DCHA agrees to refer those seeking employment to the AJCs for placement services and support, when such services are determined as benefitting an individual.

NCBA

The following information summarizes NCBA's role within the District's one-stop/AJC system:

Shared System Design and Access

With regard to system design and access, the system partners and DC WIC agree to use of the following terms to characterize the participation of NCBA within the local AJC system:

- Co-Location: A full- or part-time physical presence by one or more partner representatives at one or more of the District's AJCs.
- Direct Linkage: Providing AJC customers direct linkages to partner services to through use of various web-based technology applications, along with using web connections to provide partners' customers access to the AJCs and system partner information and services.

NCBA will participate, principally, in the system through electronic connection, including using

hyperlinks on its own website to link participants to the AJCs and to system partners' websites. In addition, NCBA customers may use DCNetworks.org to access system information and services.

NCBA representatives may also, periodically, participate in activities occurring at the AJCs, such as recruitment and hiring events.

Shared System Knowledge

NCBA agrees to participate in cross training partner program staff to increase system capacity. This will include:

- Providing content to be used in training of partner managers and staff about the programs and services offered by NCBA. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements; application processes; and information on outcomes.
- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g. PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.
- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in-person sessions or by viewing web-based content.

Shared Systems and Customers

As a partner in the District's workforce development delivery system and with its network of AJCs, NCBA is committed to working with the DC WIC, DOES, (which operates the AJCs) and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, NCBA agrees to participate in meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

NCBA's role in the coordinated delivery of AJC services will include the following services, participation and collaboration.

1. Outreach and Recruitment

While NCBA targets specific groups (e.g. unemployed seniors age 55 and over) and operates programs under which specific eligibility criteria must be met, it performs broad outreach to communicate its programs and opportunities to District residents. In doing so, the organization will provide candidates (including those not eligible for its services) with information on the services of the AJCs and the system's partner programs. Information will be provided via web-based media, print materials and verbal communications.

2. Intake

As NCBA representatives conduct intake for its programs, it agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

Similar to candidate information derived from outreach and intake processes, orientation and information sessions led by NCBA provide a venue and/or opportunity to share with applicants information about other programs and services for which they may be qualified. For those who may benefit from AJC or partner programs, NCBA will make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

To the extent permitted by rules governing the funding under which it operates, NCBA may provide the AJCs and other partners with results of assessments in which candidates/students

participate. In cases where candidates or students apply for services from another system partner, this process may help to avoid duplication of effort. Sharing of assessment results will require a release signed by the affected individuals.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partner will work with the One-Stop Operator to develop specific details for managing and tracking referrals; NCBA and the other system partners agree to the following:

- Referrals will be made when services of a partner program and services can fulfill an unmet need of an applicant/participant.
- Referrals will be made via a "hard hand-off," under which NCBA will refer individuals to a specific contact person at a partner agency and will provide assistance in scheduling an appointment, if possible.
- Referrals made will be recorded and shared with the One-Stop Operator.
- 6. Sharing of Local Market Intelligence

NCBA uses the Labor Market Information (LMI) in its efforts to train and place the participants into unsubsidized employment. Similarly, DC WIC, the AJC and all partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, NCBA agrees to share such information and intelligence with the AJC/one-stop partners so that entire system is well prepared to meet business and industry need.

7. Co-Enrollment/Co-Case Management

When NCBA and one or more other partners serve the same customer (via the participant's coenrollment), the partners agree to identify opportunities to co-case manage activities to streamline processes and avoid duplication of effort and resources.

8. Support Services

NCBA directly provides or otherwise connects its students support services including, substance abuse counseling, individual/group counseling and assistance with obtaining housing, daycare, and medical insurance. Participants may be referred to the AJCs or other system partners for other services to address their unique needs.

9. Placement Services

To increase the range of employment opportunities for graduates of its programs, NCBA agrees to refer those seeking employment to the AJCs for placement services and support, when such services are determined as benefitting an individual.

UDC

The following information summarizes the University's role within the District's one- stop/AJC system:

Shared System Design and Access

With regard to system design and access, the system partners and DC WIC agree to use of the following terms to characterize the participation of the University within the local AJC system:

- Co-Location: A full- or part-time physical presence by one or more partner representatives at one or more of the District's AJCs.
- Electronic Connection: Providing AJC customers direct linkages to partner services through use of various web-based technology applications, along with using web connections to provide partner's customers access to the AJCs and

system partner information and services.

The District's AJC Affiliate site at 5171 South Dakota Ave., NE is co-located on the Bertie Backus Campus of the University of the District of Columbia. The proximity of education, career training and college-administered workforce development services to the AJC provides the opportunity for one-stop customers to easily access information about training and education programs provided by the University.

The University also participates in the local AJC/workforce system through electronic connection, including using hyperlinks on its own website to link participants to the AJCs and to system partners' websites. In addition, the University students may use DCNetworks.org to access system information and services.

Shared System Knowledge

The University agrees to participate in cross training with partner program staff to increase system capacity. This will include:

- Providing content to be used in training of partner managers and staff about the programs and services offered by the University. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements; application processes; and information on outcomes.
- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g. PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.
- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in-person sessions or by viewing web-based content.

Shared Systems and Customers

As a partner in the District's workforce development delivery system and with its network of AJCs, the University is committed to working with the DC WIC, DOES (which operates the AJCs), and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, the University agrees to participate in meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

The University's role in the coordinated delivery of AJC services will include the following services, participation and collaboration. While the descriptions below contemplate services for students enrolled under TAACCCT and Carl D. Perkins funding, coordination with the AJCs and partners in the local workforce system may benefit many other students served by the University's myriad programs.

1. Outreach and Recruitment

The University's messages reach a broad cross section of District residents. Therefore, the University can provide candidates (including those not using its services) with information on the services of the AJCs and the system's partner programs. Information will be provided via web-based media, print materials and verbal communications.

2. Intake

As the University representatives conduct intake and admissions for its programs, the institution agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

Similar to candidate information derived from outreach and intake processes, orientation and

information sessions led by the University provide a venue and/or opportunity to share with District resident's information about other programs and services for which they may be qualified. For those who may benefit from AJC or partner programs, the University will make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

To the extent permitted by rules governing the funding under which it operates, the University may provide the AJCs and other partners with results of assessments in which applicants and students participate. In cases where students apply for services from another system partner, this process may help to avoid duplication of effort. Sharing of assessment results will require a release signed by the affected individuals.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District's workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partners will work with the One-Stop Operator to develop specific details for managing and tracking referrals; the University and the other system partners agree to the following:

- Referrals will be made when services of a partner program can fulfill an unmet need of an applicant/participant.
- Referrals will be made via a "hard hand-off," under which the University will refer individuals to a specific contact person at a partner agency and will provide assistance in scheduling an appointment, if possible.
- Referrals made will be recorded and shared with the One-Stop Operator.
- 6. Sharing of Local Market Intelligence

In support of its various training programs, the University and WDLL regularly receive input from businesses that informs its efforts to train and place students in employment. Similarly, DC WIC, the AJCs and all partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, and in compliance with applicable law and any third party confidentiality obligations, the University agrees to share such information and intelligence with the AJC/one-stop partners so that entire system is well prepared to meet business and industry needs.

7. Co-Enrollment/Co-Case Management

When the University and one or more other partners serve the same customer (via the student's co-enrollment), the partners agree to identify opportunities to co-case manage activities to streamline processes and avoid duplication of effort and resources.

8. Support Services

The University may directly provide or otherwise connect its students to a wide range of support services to address their specific barriers and needs. Participants may be referred to the AJCs or other system partners for other services to address their unique circumstances.

9. Placement Services

To increase the range of employment opportunities for customers, the University agrees to refer those seeking employment to the AJCs for placement services and support, when such services are determined as benefitting an individual.

Potomac Job Corps

The following information summarizes Potomac Job Corps Center's role within the District's onestop/AJC system:

Shared System Design and Access

With regard to system design and access, the system partners and DC WIC agree to use of the following terms to characterize the participation of the Potomac Job Corps Center within the local AJC system:

• Direct Linkage: Providing AJC customers direct linkages to partner services to through use of various web-based technology applications, along with using web connections to provide partners' customers access to the AJCs and system partner information and services.

Potomac Job Corps Center will participate in the system through electronic connection, including using hyperlinks on its own website to link participants to the AJCs and to system partners' websites. In addition, Potomac Job Corps Center customers may use DCNetworks.org to access system information and services.

In addition, Potomac Job Corps Center conducts outreach and admissions activities at the AJCs. Shared System Knowledge

Potomac Job Corps Center agrees to participate in cross training partner program staff to increase system capacity. This will include:

- Providing content to be used in training of partner managers and staff about the programs and services offered by Potomac Job Corps Center. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements; application processes; and information on outcomes.
- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g. PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.
- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in-person sessions or by viewing web-based content.

Shared Systems and Customers

As a partner in the District's workforce development delivery system and with its network of AJCs, Potomac Job Corps Center is committed to working with the DC WIC, DOES (which operates the AJCs), and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, Potomac Job Corps Center agrees to participate in meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

Potomac Job Corps Center's role in the coordinated delivery of AJC services will include the following services, participation and collaboration.

1. Outreach and Recruitment

While Potomac Job Corps Center targets specific groups (e.g. eligible youth and young adults, ages 16 through 24) and operates programs under which specific eligibility criteria must be met, it performs broad outreach to communicate its programs and opportunities to District residents. In doing so, the organization will provide candidates (including those not eligible for or not interested in its services) with information on the services of the AJCs and the system's partner programs. Information will be provided via web-based media, print materials and verbal communications.

2. Intake

As Potomac Job Corps Center representatives conduct intake for its programs, it agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

Similar to candidate information derived from outreach and intake processes, orientation and information sessions led by Potomac Job Corps Center provide a venue and/or opportunity to share with applicants information about other programs and services for which they may be qualified. For those who may benefit from AJC or partner programs, Potomac Job Corps Center will make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

To the extent permitted by rules governing the funding under which it operates, Potomac Job Corps Center may provide the AJCs and other partners with results of assessments in which candidates/students participate. In cases where candidates or students apply for services from another system partner, this process may help to avoid duplication of effort. Sharing of assessment results will require a release signed by the affected individuals.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District's workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partners will work with the One-Stop Operator to develop specific details for managing and tracking referrals; Potomac Job Corps Center and the other system partners agree to the following:

- Referrals will be made when services of a partner program and services can fulfill an unmet need of an applicant/participant.
- Referrals will be made via a "hard hand-off," under which Potomac Job Corps Center will refer individuals to a specific contact person at a partner agency and will provide assistance in scheduling an appointment, if possible.
- Referrals made will be recorded and shared with the One-Stop Operator.
- 6. Sharing of Local Market Intelligence

Potomac Job Corps Center regularly communicates with employers and has business advisory meetings to help inform its efforts to train and place youth and young adults participating in its education and training programs. Similarly, DC WIC, the AJCs and all partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, the Potomac Job Corps Center agrees to share such information and intelligence with the AJC/one- stop partners so that entire system is well prepared to meet business and industry needs.

7. Co-Enrollment/Co-Case Management

When Potomac Job Corps Center and one or more other partners serve the same customer (via the participant's co-enrollment), the partners agree to identify opportunities to co-case manage activities to streamline processes and avoid duplication of effort and resources.

8. Support Services

Potomac Job Corps Center directly provides or otherwise connects its students to a wide range of support services. Participants may be referred to the AJCs or other system partners for other services to address their unique needs.

9. Placement Services

To increase the range of employment opportunities for graduates of its programs, Potomac Job Corps Center agrees to refer those seeking employment to the AJCs for placement services and support, when such services are determined as benefitting an individual.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

The Department of Employment Services uses Human Care Agreements to provide services. *Human Care Services* are "education or special education, health, human or social services, to be provided directly to individuals who are disabled, disadvantaged, displaced, elderly, indigent, mentally ill, physically ill, unemployed or minors in the custody of the District of Columbia." *27 DCMR § 1999.1.* A *Human Care Agreement* (HCA) is a written agreement for the procurement of education, special education, health, human, or social services to be provided directly to the individuals who have disabilities or are disadvantaged, displaced, elderly, indigent, mentally ill, physically ill, unemployed, or minors in the custody of the District of Columbia (DC).

Procurement Practices Reform Act of 2010 (PPRA), Section 104(37) (2001 Ed.); D.C. Code § 2-351.04(37). According to chapter 1905 of the Title 27 of the DCMR, if an agency intends to provide contracting services through an HCA the contracting officer shall give public notice of a request for qualifications. Compliance with chapters 1905-1908 constitutes a competitive procedure for HCA services.

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

Department of Employment Services manages four AJCs throughout the District and mandates that the centers be certified as either a comprehensive center or an affiliate center in accordance with the DC WIC Policy No. 2013.003. A comprehensive AJC, as well as affiliates sites, must provide career, employment, and training services specified in Section 134 of the WIOA and provide job seeker and employer access to AJC partner services listed in Section 121(b).

Each AJC in the District is equipped to provide District residents with a range of DOES programs; in addition, a comprehensive center provides customers with access to all the AJC partner programs through on-site services or direct linkages. The roles of the co-located one- stop partners are clearly defined in existing MOAs and MOUs between DOES, OSSE, and DDS/RSA. Resource contributions of the one-stop partners have been addressed through the Infrastructure Funding Agreement (IFA).

Through the District's AJCs, customers receive direct access to DOES staff and partners in support of their job search efforts. Services delivered through the AJCs are completely based on customer choice, allowing each customer to determine which services they would like to pursue. AJC staff is provided with tools and resources to make recommendations and work with customers to determine their individual plans based on an initial assessment. All customers are provided with assistance in the completion of their DC Networks registration, job search assistance, job readiness workshops, and labor market information. Those who are assessed as needing more intensive services, and meet eligibility requirements for WIOA, are enrolled and matched with a Workforce Development Specialist.

WIOA's provision for career services provides comprehensive assessments, development of individual employment plans, group/individual guidance and counseling, career planning, prevocational services, and a variety of specialized services and workshops tailored to the customers' needs. Customers are provided with an Individual Employment Plan that identifies the customer's goals, appropriate educational and employment objectives, and the most effective methods for securing employment. Customers focus on securing employment, obtaining training that will lead to employment, or both, depending on their needs. They will work with their assigned Workforce Development Specialists to explore career/training options and related needs, attend career development workshops, enroll in an educational component, address any barriers to employment, and identify and resolve any deficiencies. Additionally, Workforce Development Specialists to one-stop partners based on each individual's needs. The specialists coordinate with partner service providers on customers' Individual Employment Plans and ensure the service strategies in place are coordinated and comprehensive.

Occupational Skills Training is also available to employed and unemployed adults and dislocated workers who have met the eligibility requirements, need training services, and have the skills

and qualifications to successfully complete the selected training program. The selected training programs are directly linked to the demand occupations in either the local area in which they reside or in areas where they are willing to commute for employment. Occupational Skills Training programs that are funded through individual training accounts (ITAs) must be accessible through the AJC. Other training services may include:

- On-the-Job training;
- Programs that combine workplace training with related instruction, which can include cooperative education programs and registered apprenticeship programs;
- Skills upgrading and retraining;
- Job readiness training (this should not be mistaken as short-term prevocational training, which is a career service, this training service is occupation-specific);
- Adult education and literacy activities when provided in combination with any of the previously listed training services;
- Customized training; and,
- Registered Apprenticeship.

Supportive services, allowed under WIOA 134 (d)(2), are provided to eligible adults and dislocated workers when they are determined necessary for the customer to participate in employment and training activities. Supportive services must be based on an objective assessment described and justified in the participant's Individual Employment Plan and documented in case notes. They are provided only when the customer is unable to obtain such services through other programs. The DC WIC will work with the AJC and agency partners to ensure that supportive services are coordinated through the District's AJC Memorandum of Agreement.

Supportive services are extremely important to residents to remove barriers to their success and enable successful completion of training and other activities authorized under WIOA Title I. These services include:

- Transportation assistance
- Childcare assistance
- Training and work-related clothing, including uniforms and tools
- Housing assistance
- Employment-related medical testing and background checks

In addition, WIOA participants enrolled in a training program may also be eligible to receive needs-related payments to improve their chances of successfully completing the training.

Participants receiving needs-related payments must be enrolled in a WIOA-funded training program, unemployed, and not qualified (or no longer qualified) to receive Unemployment Compensation. The District is considering including legal aid supportive services that may be necessary to secure employment; a consideration recommended in WIOA's Notice of Proposed Rulemaking (NPRM). Those would include criminal record expungement, resolving credit and debt issues, and support in reinstating or receiving their driver's license.

In addition to the career, training, education, and support services, there is also an Employment Opportunity functional team. This functional team works to find placements for customers determined to be job-ready and build relationships with the business community. The team is comprised of members from the Business Services Group (BSG) as well as AJC Workforce Development Specialists. The duties and services provided by this team include:

• Research and maintain labor market statistics and trends amongst current AJC customers in DC Networks / VOS and in the Washington area;

- Build relationships with employers, including sector partnerships and business alliances;
- Conduct business outreach;
- Communicate placement opportunities with Center Manager;
- Review job candidate qualification;
- Confirm placements and hiring with recruiters and BSG;
- Secure placements for customers who have successfully completed training programs;
- Maintain an active employer contact base via the BSG and employer stakeholder relationships;
- Maintain contact with employers during customers' placement period and report outcomes in DC Networks/VOS;
- Perform job coaching, as needed, with placed customers to ensure that they maintain employment and handle difficulties (within reason) that arise in a timely manner and with communication to all stakeholders;
- Develop communications with job bank representatives to ensure opportunity activities are related to open and current positions; and,
- Host business forums, networking events, and outplacement.

RSA plays an integral role in the delivery of services to individuals in the AJCs. Services provided by RSA staff to eligible individuals with disabilities include: conducting comprehensive and specialized assessments; creating Individualized Plans for Employment (IPE), providing counseling and guidance, career planning including career exploration, training or postsecondary education, job search and placement assistance, and supported employment services and referrals to other agencies as appropriate. Additionally, RSA provides technical assistance to the one-stop system on assistive technology and accessibility of each of the AJCs.

The roles of one-stop partners are defined in Memoranda of Agreement and Understanding.

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

The following are examples of how the DC WIC coordinates title I activities with the activities under title II:

- OSSE AFE and the DC WIC partnered to blend funding to support AFE's grant awards for the provision of Integrated Education and Training (IE&T) from 2018-2022.
- AFE's grants focus on the provision of IE&T, which is a model that inherently coordinates industry-specific training (Title I activities) with adult education (Title II activities) concurrently and contextually for a specific occupation or occupational cluster. Furthermore, the IE&T program offerings align with the DC WIC approved list of high-demand industries.
- The DC WIC Career Pathway funding supports work-based learning, employer partnerships and other key elements necessary for implementation of IE&T program models.

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

Memoranda of Agreement and Understanding, including one-stop partner MOUs, have been

provided to DOL.

The District agencies responsible for carrying out core programs—the Department of Employment Services (DOES), the Office of the State Superintendent of Education (OSSE), and the Department of Disability Services-Rehabilitation Services Administration (DDS/RSA)—are committed to working together, integrating services, and aligning programs to form a cohesive workforce development system, as outlined in the state goals and strategies. The above-mentioned activities for each of the core programs will be aligned to the District's strategy to meet the diverse needs of District residents as follows:

Facilitating a Streamlined and Effective Workforce System

AJC partner MOUs describe the workforce development system vision and goals, as well as how each program ensures residents have full access to AJC services. The DC WIC, through the One-Stop Operator, monitors the activities outlined in the AJC Partner MOUs to ensure compliance and continuous improvement. Through AJC Partner Agency meetings and targeted strategy meetings, the One-Stop Operator is able to understand challenges and issues across the agencies or specific to an agency and provide solutions and best practices. Quarterly meetings provide partner agencies with an opportunity to discuss and strategize ways to align workforce goals and services and blend, braid or leverage human, material and/or fiscal resources to reduce service duplication and enhance service efficacy.

Continuous Learning for Workforce System Staff

The One-Stop Operator also organizes education and workforce system training for front-line and leadership staff responsible for supporting residents seeking career opportunities and access to employment. A robust curriculum that addresses the diverse aspects of the workforce system (case management, data analysis, policy, business development), ensures that staff have the knowledge and tools to provide quality services. A better understanding of the workforce system leads to an alignment of services through common intake, assessment, referral, and service delivery processes and tools.

To enhance data sharing among the four core programs, the District has committed to developing a common data dictionary and aligning methods of measurement, which will make their individual management information systems interoperable. Greater alignment of WIOA core partner activities, including the development of tools, resources and/or processes for shared intake, assessment, program referral, service provision and case management. Tracking and reporting such date would add to an increasing co-enrollments more efficient expenditures of program funding. The DC WIC and the One Stop Operator will work with the core partners to strategize ways to increase co-enrollment opportunities for District residents and provide training and/or guidance to the core partners on how to make these options available to workforce system customers. The DC WIC will also continue to develop and implement a unified business services strategy, including streamlined communication tools and inter-agency operating procedures.

Career Pathways

The partners will continue to develop a business-driven, jobseeker-centered career pathways system, including: articulating and connecting the full range of K-12, adult education, post-secondary, and other education and training, with seamless transitions between "levels" and no "dead ends"; providing integrated supports like education and career coaching and advising and wrap-around services like childcare and transportation assistance, especially at education and career transition points; promoting continuous, life-long learning and professional development opportunities that meet people where they are; and operationalizing residents' access to and progress along identified career pathways.

Agreement on Resource Sharing

The Consolidated System Budget for Applicable Career Services represents services authorized

to be provide under each partner's program and are paid by each individual program. The District of Columbia cost sharing agreement has been developed via consensus with the required partners in this workforce development area. All of the applicable partners have indicated their approval by executing an MOU with the DC WIC. The cost sharing agreement consists of:

- Non-personnel infrastructure costs necessary for the general operation of the One- Stop Centers, including but not limited to:
- Applicable facility costs (such as rent)
- Costs of utilities and maintenance
- Equipment (including assessment-related and assistive technology for individuals with disabilities); and
- Technology to facilitate access to the One-Stop Centers, including technology used for the center's planning and outreach activities
- Additional costs:
- Applicable Career Services to include the costs of the provision of Career Services in Section 134(c)(2), as authorized by and applicable to each partner's program. For the purpose of this cost sharing agreement, applicable career services were defined to mean the partner's costs for the delivery of applicable career services.
- The other system costs may include any other shared services that are authorized for and commonly provided through the AJC partner programs to any individual, such as initial intake, assessment of needs, appraisal of basic skills, identification of appropriate services to meet such needs, referrals to other One-Stop partners, and business services.

The cost sharing agreement was developed for the entire American Job Center of the District of Columbia System.

Each partner recognizes that infrastructure costs are applicable to all required partners, whether they are physically located in the American Job Center or not. Each partner's contributions to both infrastructure and additional costs, however, may vary, as these contributions are based on the proportionate use and relative benefit received, consistent with the partner programs' authorizing laws and regulations and the Uniform Guidance.

The WIOA Adult, Dislocated Worker, and Youth programs, Wagner-Peyser, Jobs for Veterans State Grant, Unemployment Insurance Compensation (UI), Carl D. Perkins, Adult Education and Family Literacy Act (AEFLA) program, Vocational Rehabilitation, TANF, and Job Corp are physically co-located in the District of Columbia American Job Centers.

The Senior Community Service Employment Program run by National Caucus on Black Aging (NCBA) and the employment and training programs run by DC Housing Authority (DCHA) do not have Partner Program Staff FTEs in AJC; their services are accessible via AJC front desk staff and other cross-trained partner staff at the AJC who can assist in making referrals.

E. WAIVER REQUESTS (OPTIONAL)

No waiver requests are included.

The State Plan must include Include 1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who Yes are low income, public assistance recipients and basic skills deficient; 2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services Yes provided by the IVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; 3. The State established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board Yes members: 4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance Yes with WIOA section 107(c)(2); 5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under Yes WIOA section 101(e) and the legal requirements for membership; 6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the Yes methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions; 7. The State will not use funds received under WIOA Title I to assist, promote, or Yes deter union organizing in accordance with WIOA section 181(b)(7); 8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-Yes year during the period covered by this plan; 9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, Yes or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; 10. The State agrees to report on the impact and outcomes of its approved waivers in its Yes WIOA Annual Report; and 11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually Yes monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3).

TITLE I-B ASSURANCES

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	67%		68%	
Employment (Fourth Quarter After Exit)	71%		71%	
Median Earnings (Second Quarter After Exit)	\$6,500		\$6,700	
Credential Attainment Rate	60%		60%	
Measurable Skill Gains	36%		40%	
Effectiveness in Serving Employers				

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	74%		75%	
Employment (Fourth Quarter After Exit)	71%		71%	
Median Earnings (Second Quarter After Exit)	\$8,200		\$8,200	
Credential Attainment Rate	60%		60%	
Measurable Skill Gains	57%		58%	
Effectiveness in Serving Employers				

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	60%		61%	
Employment (Fourth Quarter After Exit)	58%		58%	
Median Earnings (Second Quarter After Exit)	\$3,400		\$3,600	
Credential Attainment Rate	53%		54%	
Measurable Skill Gains	22%		25%	
Effectiveness in Serving Employers				

PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

A. EMPLOYMENT SERVICE STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

State employees currently deliver the Districts' Wagner-Peyser services at the American Job Centers (AJCs). The AJCs run resource rooms where jobseekers have access to computers, faxes, and printers. The Wagner-Peyser staff support job seekers register in DCNetworks, which includes uploading the jobseeker's resume and entering basic information on the jobseeker's career goals and interests. Once registered in DCNetworks, the Wagner-Peyser staff assists jobseekers in navigating the system to access the state job bank, labor market information, and a wide array of career tools and resources. Additionally, the DOES Office of Talent and Client Services assists employers in registering in the labor exchange to promote their job opportunities. The labor exchange platform allows the DOES Office of Talent and Client Services (T&C) team to facilitate the match between job seekers and employers. Job Seekers are informed of potential job matches they may be interested in pursuing.

Wagner-Peyser staff also assist Unemployment Insurance claimants (UICs) at the AJCs who may need support in registering in DCNetworks. Additionally, Staff help UICs learn how to complete their work search logs, which is a requirement of the State's unemployment compensation system.

2. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

The District will continue its strategic efforts and investments in professional development for AJC staff. These efforts include training AJC staff in the latest evidence-based best practices in the field of Workforce Development. The District focuses its training efforts on making sure AJC staff are proficient in the industry-recognized core workforce development competencies such as customer service methodology, helping skills, employability skills, assessments, training clients and peers, labor market information and resources, career development principles and models, business and economic development intelligence, collaboration and problem-solving, diversity in workforce development, etc. Over the past two years, DOES has connected the AJC staff with the industry-recognized Workforce and Career Development Certification Training (WCDC), which is a 12-week long course that covers fundamental workforce development competencies and skills required for the effective delivery of high-quality career development services.

DOES' Office of Training and Professional Development offers training opportunities to AJCs staff, including frontline staff and managers. These trainings range from customer service, communicating effectively, effective writing, developing high-performing teams to management skills for AJC Center Managers.

The One-Stop Operator (OSO) coordinates a summer training series every summer for One- Stop staff and partners. This training includes WIOA Performance, Customer Service, Resume Review, Career Coaching, Vicarious Trauma, etc.

Additionally, WIOA Partners will leverage resources to provide training opportunities to the AJC staff and partners' staff to cross-train agency staff and ensure staff from all agencies are equipped to connect AJC customers with the most appropriate resources in the most effective way.

3. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION

Ongoing training is provided to Workforce partners on how to identify UI eligibility issues and refer issues to UI staff for adjudication. This quarterly training focuses on the importance of identifying and reporting eligibility issues, how to identify eligibility issues and how to report eligibility issues. This training has been expanded within the past year to include Customer Navigation Center (CNC) staff members who answer all phone calls received by the agency pertaining to UI and reemployment services. Additionally, a comprehensive referral process was implemented in 2016 to ensure that all UI eligibility issues identified by Workforce staff members are forwarded to UI staff for adjudication. As of a result of this referral process, more UI eligibility issues are identified and adjudicated by UI claims examiners.

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE

Staff training and development will help to improve the one-stop experience for UI claimants. Additionally, there are multiple resources to assist an individual needing assistance or information in filing an unemployment compensation claim at a one-stop center. Workforce and unemployment insurance have been collaborating for the last few years to provide meaningful assistance to claimants filing for unemployment through the AJC. The two divisions have been actively working to sync systems so that information regarding claimants can be shared in "realtime". This assistance will allow unemployment insurance to connect and verify a claimant's activity with the virtual one-stop system and case notes regarding job search.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UI

CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

UI claimants receive reemployment assistance through the Reemployment Services and Eligibility Assessment (RESEA) Program. The primary goals of the RESEA program are to ensure an individual receiving UI benefits continues to meet the eligibility requirements and to connect claimants to reemployment services that support the claimant's return to work at the earliest possible time. During a customer RESEA session, they receive an orientation of the center services, UI disqualifications, resume review, work search review, Labor Market Information (LMI) review and one on one job counseling. Claimants are randomly selected to attend RESEA sessions based on specific criteria which includes education level, employment history, local labor market information and economic trends.

In addition to the RESEA program, DOES uses a referral process for UI claimants who are identified as needing reemployment services. If a UI staff member identifies a reemployment barrier during a UI eligibility investigation in an AJC, they will refer the claimant to a Workforce point of contact to provide Wagner Peyser services addressing that barrier.

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE INCLUDING THE FOLLOWING:

Wagner-Peyser funds, including items/services paid for by Wagner-Peyser funds, may also be utilized to support UI claimants. Each AJC in the District has a resource room that contains computers, Internet access, telephones, printers, fax machines, unemployment staff and information and a variety of job search and career exploration aides including the labor exchange. The unemployment insurance claimant may access these via self-services or individualized career services. These services are available to all job seekers in the AJC, with a designated self-help area with light touch services available when needed by the claimant. The Districts AJC has unemployment insurance staff housed in each center. Staff coordinates all claimants that they assist in speaking with an AJC workforce staff person for job search assistance. Currently under development are IT system changes that will allow both workforce and unemployment systems to request UI and Workforce services in "real-time", upon application. This development will allow for pop up messages for all claimants as they file each week, also reminders about how many more weeks they are allowed to receive benefits and also workforce activities scheduled for that week. DOES OIT is working to develop this program and will allow both sides to share information. In addition, DOES is exploring the full replacement of the UI and workforce systems to enable better system integration.

Currently, all claimants are registered in the reemployment services system when they file their initial UI claim. Claimants are then required to create a profile that includes career type, desired positions and educational history. Once their profile is completed, claimants have access to job search tools, job announcements, job recruitments and other employment related resources 24-hours a day. The information stored in the claimant's workforce profile can also be viewed and searched by employers who are seeking suitable candidates for available positions.

Washington, DC administers the Work Test to claimants during required RESEA sessions. In 2016, the District began selecting claimants for RESEA earlier in the claim filing process.

Claimants are now randomly selected to attend RESEA after only two weeks of UI certification, opposed to the previous parameter of eight weeks. By providing an earlier point of entry, the District is able to deliver expedited reemployment services to UI beneficiaries and ensure that claimants receive the full range of available services as quickly as possible in an effort to reduce their duration of unemployment. This expedited process has also resulted in earlier detection of potential UI eligibility issues for referral to UI adjudication.

Wagner-Peyser services are aligned with Adult and Dislocated Worker services in Washington, DC. AJC staff members refer job seekers to training, support services and a more intensive level of service that Wagner-Peyser dollars do not fund. Workforce staff routinely refer job seekers to training for high-demand occupations. If Workforce Development Specialists are unable to serve jobseekers after their initial visit and assessment, and the job seeker is interested in continued service, Specialists will ask that job seekers make an appointment to return and to bring the necessary documentation to assess eligibility and become enrolled in WIOA. This will provide employers with the talent they need and job seekers with the jobs they desire.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

1. ASSESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

Washington, DC has no persons identified as Migrant and Seasonal Farmworkers (MSFW) seeking services under WIOA and no agricultural sector economic activity related to MSFWs. The U.S. Department of Agriculture Economic Research Service shows no data on farms for the District of Columbia in its most recent 2017 data.[1] As such, District has determined that there is no need for MSFW-specific services and outreach, and there are no plans to identify grantees to deliver services listed in WIOA Section 167, National Farmworker Jobs Program (NFJP). [1]https://data.ers.usda.gov/reports.aspx?StateFIPS=11&StateName=District%20of%20Colum bia&ID=17854

2. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY,

AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE

See response in Section e.1. above.

3. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWS IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

See response in Section e.1. above.

4. OUTREACH ACTIVITIES

With no MSFW needs identified in the District, there are no plans to conduct specific outreach for MSFWs.

With no MSFW needs identified in the District, there are no plans to conduct specific outreach for MSFWs.

With no MSFW needs identified in the District, the District does not staff outreach workers for the MSFW population.

With no MSFW needs identified in the District, the District does not staff outreach workers for the MSFW population.

With no MSFW needs identified in the District, the District does not staff outreach workers for the MSFW population.

With no MSFW needs identified in the District, the District does not have outreach efforts to MSFW groups. While Washington, DC does not have an NFJP grantee, coordination is planned with neighboring NFJP grantees in Virginia and Maryland in order to educate AJC staff on available services for MSFWs from fellow practitioners in the region.

5. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM

Upon entering the AJC-HQ, all customers are greeted by DOES' QMatic Ticketing System, a kiosk that guides visitors to their designated representative or training class. MSFW customers who self-identify will be directed to a Workforce Development Specialist (WDS), who will begin an assessment to determine the customers' needs and immediate, next steps. For individuals who are Limited English Proficient (LEP) or Non-English Proficient (NEP), the Language Access System will provide linguistically relevant access to DOES programs and services. American Job Center (AJC) staff, who've received Language Access training, Language Access Line interpretation services, "I Speak" cards, Language Access posters, and the DOES' website are among the various tools used to assist LEP and NEP customers. The DOES website is offered in both English and Spanish, DOES Español. If MSFW customers do not possess work visas or social security numbers, they are limited to basic services as they cannot enroll in WIOA or local training programming. Therefore, the WDS will refer the customer to an appropriate partner organization for further assistance, such as the Mayor's Office on Asian & Pacific Islander Affairs, the Mayor's Office on Latino Affairs, and the Mayor's Office on African Affairs. Given there are no identified agricultural employers in the District at this time, WDS will connect MSFW seeking

agricultural opportunities in neighboring jurisdictions, such National Farmworker Jobs Program (NFJP) grantees in Maryland and Virginia.

Although there are no MSFWs' needs to be identified in the District, DOES will develop a complaint process, which will identify a complaint specialist who receives complaints in person, written, email, or telephone. All complaints will be accepted, reviewed, assigned to the appropriate parties, investigated, and resolved within a specific timeframe from when the receipt of the filed complaint. In addition to examining the complaints, documenting all correspondence, conversations, and activities, the complaint specialist must log all complaints into a complaint system log for record retention and follow-up. Once the MSFW complaint process is approved, AJC staff will receive training on the new procedure. DOES will display the complaint system poster at all AJC locations, post the process to the DOES website, and create a one-page handout for AJC staff to distribute to MSFW customers at the AJCs'.

Although there are no agricultural employers identified as being established in the District, DOES will market an Agricultural Recruitment System to agricultural employers once finalized. Currently, an Urban Agriculture program is being established through the leadership of the Department of Energy and Environment and DOES support those efforts where applicable. Once the program is finalized and approved, DOES will train AJC staff on the new program, post the program to the DOES website, and create a one-page handout for AJC staff to distribute to MSFW customers at the AJCs'.

6. OTHER REQUIREMENTS

A. COLLABORATION

While the District has not historically seen MSFWs visit the AJC system, DOES will ensure that AJC managers and staff are aware of the services available in neighboring states Virginia and

Maryland—both of which contract with Telamon Corporation as their WIOA 167 National Farm Workers Job Program grantee. As the first stage of collaboration, DOES will issue periodic directives and a fact-sheet to AJC staff informing them of the MD and VA locations that MSFWs can receive specialized services.

According to the Maryland WIOA State Plan, just 3% of outreach activities take place in the counties closest to the District of Columbia. For MSFWs interested in Eastern Shore, Maryland, they will be referred to the Salisbury American Job Center, where the MD NFJP grantee is colocated.

According to the Virginia WIOA State Plan, Winchester is the closest region to the District of Columbia with agricultural services staff, with one full-time Farm Placement Specialist based out of the local Winchester, VA office at 100 Premier Place. The nearest Telamon site offering NFJP services is located in Montross, Virginia, roughly seventy-five miles from Washington, DC. MSFWs interested in receiving services and/or relocating to Virginia for work will be referred to these sites.

Additionally, DOES will reach out to representatives at the Virginia Workforce Connection (VAWC) and Maryland Jobs Now (MJN) to request agricultural services staff and/or Telamon representatives to host an event or webinar, so that DOES AJC system staff can learn more about NFJP and other available services for MSFWs from fellow practitioners in the region. The timeframe for establishing agreements or building upon existing agreements is Q4 of 2021.

B. REVIEW AND PUBLIC COMMENT

Although there are no MSFW needs to be identified and no agricultural employers established in Washington, DC, the District will begin to solicit information and suggestions regarding MSFW-specific services and outreach from neighboring NFJP grantees in VA and MD, the Association of Farmworker Opportunities Programs, the Department of Energy and Environment, and other MSFW-related groups, providing them the opportunity to comment. Once the feedback is obtained, the District will report the organizations from which information and suggestions were solicited, any comments received, and responses to those comments. The timeframe for soliciting

feedback is Q4 of 2021.

C. DATA ASSESSMENT

The data provided in Section e.1 shows the District has no identified MSFW needs and consequently did not make goals to serve this population.

D. ASSESSMENT OF PROGRESS

With no MSFW needs identified, the District has not conducted outreach to MSFWs or agricultural employers in the past and, consequently, did not meet goals addressing these efforts.

Moving forward, the District plans to work with MSFWs organizations and neighboring NFJP grantees in VA and MD to build staff awareness and collaboration. The timeframe for establishing goals is Q4 of 2021.

E. STATE MONITOR ADVOCATE

The District does not have a State Monitor Advocate.

WAGNER-PEYSER ASSURANCES

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes
 4. SWA officials: Initiate the discontinuation of services; Make the determination that services need to be discontinued; Make the determination to reinstate services after the services have been discontinued; Approve corrective action plans; Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days; Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing. 	Yes

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	57%		57%	
Employment (Fourth Quarter After Exit)	60%		60%	
Median Earnings (Second Quarter After Exit)	\$5,500		\$5,500	
Credential Attainment Rate	N/A		N/A	
Measurable Skill Gains	N/A		N/A	
Effectiveness in Serving Employers				

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

A. ALIGNING OF CONTENT STANDARDS

Aligning adult education content standards is an integral part of WIOA, Title II, planning and implementation. To ensure alignment with state-adopted academic content standards, OSSE AFE has adopted the Common Core State Standards (CCSS) and the College and Career Readiness Standards (CCRS) as the adult education content standards for the District of Columbia. In addition to CCSS and CCRS, adult educators in OSSE funded Integrated Education Training (IE&T) programs are required to integrate the Comprehensive Adult Student Assessment System (CASAS) competencies and content standards, ONET competencies and applicable industry standards in their IE&T instructional programs and lesson plans.

OSSE AFE monitors sub-grantees for compliance with these requirements via local program monthly/quarterly reporting, check-in sessions, desk reviews and an end-of-the year final monitoring review. OSSE AFE staff, in collaboration with program managers, also conduct classroom observations for a representative sample of teachers in the program, and review lesson plans, student surveys and student performance, progress and outcome reports to determine compliance with this requirement.

The CCSS and CCRS are embedded in the CASAS GOALS Reading and Math assessments series approved by the U.S. Department of Education. The 2014 GED and NEDP, which are the two alternative pathways to a secondary credential for adults in the District of Columbia, are also aligned with the CCSS and CCRS.

In collaboration with the University of the District of Columbia (UDC), CASAS National Office, Mustard Seed and other professional development partners, OSSE AFE will continue to offer professional development and technical assistance to sub-grantees focused on standards integration and implementation in IE&T programs.

OSSE AFE staff participated in the Standards-in-Action (SIA) 2.0 State-Based Curriculum Review Pilot Project sponsored by the U.S. Department of Education, to increase staff's knowledge, skills, and ability to provide technical assistance to local program providers on how to align curricula and state and industry standards. OSSE AFE staff developed a SIA Plan for implementation in 2021-25, which includes the provision of professional development, technical assistance, resources, and guidance to providers; and expanding upon its monitoring activities to include a more in-depth assessment of local program alignment of curricula and state and industry standards. OSSE AFE is developing a crosswalk of 1) the IE&T programs being offered by each provider by industry, 2) the IE&T (adult education, workforce preparation and workforce training) curricula and instructional materials being used by each provider per industry, 3) the occupations for which District residents are being prepared, and 4) the ONET standards/competencies that students are expected to possess and/or demonstrate as a result of their participation in an IE&T program, engagement in work-based learning and/or completion of an IE&T program.

The AFE team and its professional development and technical assistance partners will:

- Review, analyze and compare provider crosswalk data with local program performance and student outcome data by provider(s) and industry to gain additional insight into the relative effectiveness of the IE&T program models and to identify strategies that may merit further exploration or research.
- Select, review and analyze industry specific curricula from the provider crosswalk data, state-supported curricula (Essential Education and NorthStar) and other online resources (Career Coach and Virtual Job Shadow) to evaluate their alignment to English

Language Arts, Mathematics and other supports appropriate for adult learners in IE&T settings as well as the CCRS, CASAS Content Standards, ONET Competencies, and the Employability Skills Framework, as applicable.

- Engage providers in industry specific communities of practice to:
 - Review, analyze and compare provider crosswalk data and aggregate local program performance and student outcome data,
 - Identify gaps (e.g., program model, curricula, instruction, instructors' expertise and experience, etc.), and
 - Develop strategies to fill/address the gaps to improve local program performance and student outcomes.
- Engage providers in action research to:
 - Pilot implementation of one or more programmatic and/or instructional enhancement strategies,
 - Review and analyze data to determine the impact of the strategy/strategies on local program performance and student outcomes,
 - Identify lessons learned, and
 - Share promising practices for future replication and/or adaptation by IE&T providers.

B. LOCAL ACTIVITIES

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

The Office of the State Superintendent of Education (OSSE) is the state agency in the District of Columbia responsible for administering the Adult Education and Family Literacy Act (AEFLA), a federal initiative authorized by Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (Pub. Law 113-128), codified at 29 U.S.C. § 3271 *et seq.* and its implementing regulations at 34 CFR Part 463. The AEFLA Grant program is supported with a match of local funds, as required by Title II, section 222(b) of WIOA codified at 29 U.S.C. § 3302(b). As such, the AEFLA Grant program is supported by a combination of federal and local funding.

OSSE, in collaboration with the District's Workforce Investment Council (DC WIC), administers the DC WIC Career Pathways Grant which is authorized by the Mayor's Order 2016-086 and the Workforce Investment Implementation Act of 2000 (D.C. Code 32-1601 *et seq.*). OSSE also administers the Gateway to Careers Grant, which is authorized by the State Education Office Establishment Act of 2000, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code § 38-2602(b)) and Fiscal Year 2018 Budget Support Act of 2017, sec. 4052.

Through its Adult and Family Education unit, OSSE:

- Awards AEFLA, DC WIC Career Pathways, and Gateway to Careers Grant funds, through a competitive grant process, to eligible providers to offer Integrated Education and Training Programs (adult education and literacy, workforce preparation and workforce training services) as well as supportive and transition services to District residents;
- Facilitates state leadership activities including professional development, technical assistance and monitoring;
- Provides resources (software, instructional materials, equipment, and assistive technology) to adult education providers and partners in Washington, DC; and
- Maintains and reports state and local program performance, progress and outcome data to the U.S. Department of Education, city officials and other stakeholders in an attempt to

facilitate continuous improvement at the state and local program levels.

OSSE, in partnership with the DC WIC, conducted a grant competition and awarded AEFLA Section 231, 225 and 243 funding, DC WIC Career Pathways funding and Gateways to Careers funding to twelve eligible providers of demonstrated effectiveness, to offer high quality integrated education and training programs to District residents with an emphasis on preparing youth and adults for a career path in one or more of the DC WIC's high demand industries. Integrated education and training program models include the provision of adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Eligible providers are funded based on the 13 AEFLA funding considerations specified in section 231(e) of WIOA, as well as other criteria or state-imposed requirements specified by OSSE AFE and DC WIC in the Request for Application.

Eligible individuals include District residents who (a) have attained 18 years of age; (b) are not enrolled or required to be enrolled in secondary school under State law; and (c) who are basic skills deficient; do not have a secondary school diploma or its recognized equivalent of education; or are English Language learners.

Eligible providers include organizations that have demonstrated effectiveness in providing adult education and literacy, and may include: (a) a local educational agency; (b) a community- based organization or faith-based organization; (c) a volunteer literacy organization; (d) an institution of higher education; (e) a public or private non-profit agency; (f) a library; (g) a public housing authority; (h) a nonprofit institution that is not described in any of subparagraphs (a) through (g) and has the ability to provide adult education and literacy activities to eligible individuals; (i) a consortium or coalition of agencies, organizations, institutions, libraries, or authorities described in any of the subparagraphs (a) through (h); and (j) a partnership between an employer and an entity described in any of the subparagraphs (a) through (i).

Funds awarded by OSSE AFE under Sec. 231 of the Adult Education and Family Literacy Act (AEFLA) shall not be used to support or provide programs, services, or activities for individuals

who are not individuals described in subparagraphs (A) and (B) of Section 203 (1), inclusive of individuals who are under the age of 16 and are enrolled or required to be enrolled in a secondary school under State law except that funds will be made available to support family literacy programs, services and activities. Eligible providers shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities (Sec. 231 (d)).

OSSE AFE provides oversight of the grants administration process using EGMS (Enterprise Grants Management System) for the submission, review and approval of applications for funding, processing of cost reimbursements for payment tied to SOAR and for programmatic and fiscal monitoring of its sub-grantee.

Additionally, OSSE AFE continues to partner with the University of the District of Columbia and other partners to offer professional development, technical assistance, consultation and evaluation services to adult educators and the leadership/support teams of local program providers. These services are aimed at both professionalizing the field of adult education and increasing providers capacity to plan for and embrace impending changes to adult education and workforce development as a result of the WIOA.

Please also see the following sections: Aligning of Content Standards, Correctional Education and other Education of Institutionalized Individuals, Integrated English Literacy and Civics Education Program, State Leadership and Assessing Quality.

OSSE AFE ensures that all eligible providers have direct and equitable access to apply for AEFLA Section 231 funding. OSSE AFE uses the same Notice of Funds Availability (NOFA) and Request for Application (RFA) to apprise eligible providers about the AEFLA 231, 225 and 243 grant opportunities. The grant competition is facilitated through OSSE's Enterprise Grants Management System (EGMS). Eligible providers follow the same process to create and apply for AEFLA grant funds in EGMS. This ensures that all applications can be screened by OSSE AFE staff for evidence of demonstrated effectiveness and forwarded to the grant readers review using the same rubric and scoring criteria. Once funding determinations are made, eligible provider's application has been accepted, the eligible provider will also be able to generate a Grant Award Notification via EGMS. See Section III.b.5.B.1 above for a description of how AEFLA grants, including funding associated with Section 231, 225, and 243 will be competed and awarded. Section III.b.5.B.1 also outlines how the State will comply with the requirements of Subpart C (competition, direct and equitable access, same grant process, and use of the 13 AEFLA funding considerations).

OSSE AFE will not spend more than 82.5 percent of the state AEFLA grant for Section 231- Adult Education and Literacy.

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

OSSE AFE provides funding to eligible providers of demonstrated effectiveness to offer adult education and literacy, workforce preparation, workforce training and other related services to individuals in correctional institution or other facility for institutionalized individuals in accordance with Section 225 of WIOA. A correctional institution is defined as any of the following: 1) Prison, 2) Jail, 3) Reformatory, 4) Work farm, 5) Detention Center, or 6) Halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.

OSSE requires eligible providers to use Section 225 grants for the cost of educational programs for criminal offenders in correctional institutions and other institutionalized individuals, including academic programs for: 1) Adult education and literacy activities; 2) Special education, as determined by the eligible agency; 3) Secondary school credit; 4) Integrated education and training; 5) Career pathways; 6) Concurrent enrollment; 7) Peer tutoring; and 8) Transition to re-entry initiatives and other post-release-services with the goal of reducing recidivism.

Eligible providers may also use Section 225 funding to support educational programs for students' transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. Such use of funds may include educational counseling or case work to support incarcerated individuals' transition to re-entry and other post-release services.

Examples include assisting incarcerated individuals to develop plans for post-release education program participation, assisting students in identifying and applying for participation in post-release programs, and performing direct outreach to community-based program providers on behalf of re-entering students. Eligible providers will not be able to use Section 225 funds for costs for participation in post-release programs or services. OSSE AFE ensures that service provision is prioritized and directed to individuals who are likely to leave the correctional institution within five years of participation in the program. OSSE AFE encourages collaboration with other adult education providers, training providers, employers, and postsecondary education institutions to help facilitate students' successful transition and reintegration into the community after release.

OSSE AFE ensures that all eligible providers have direct and equitable access to apply for AEFLA Section 225 funding. OSSE AFE uses the same Notice of Funds Availability (NOFA) and Request for Application (RFA) to apprise eligible providers about the AEFLA 225, 243 and 231

grant opportunities. The grant competition is facilitated through OSSE's Enterprise Grants Management System (EGMS). Eligible providers follow the same process to create and apply for AEFLA grant funds in EGMS. This ensures that all applications can be screened by OSSE AFE staff for evidence of demonstrated effectiveness and forwarded to the grant readers for review using the same rubric and scoring criteria. Once funding determinations are made, eligible providers receive a notification via EGMS of the status of their application. If the eligible provider's application has been accepted, the eligible provider will also be able to generate a Grant Award Notification via EGMS. See above for a description of how AEFLA grants, including funding associated with Section 225, 243, and 231 will be competed and awarded. Section III.b.5.B.1 also outlines how the State will comply with the requirements of Subpart C (competition, direct and equitable access, same grant process, and use of the 13 AEFLA funding considerations).

OSSE AFE will not spend more than the 20 percent of the 82.5 percent of the state AEFLA grant for Section 225 – Corrections Education and Education of Other Institutionalized Individuals activities.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

OSSE AFE provides funding to eligible providers of demonstrated effectiveness to offer Integrated English Literacy and Civics Education (IELCE) and Training to District residents in accordance with Section 243 of WIOA. Section 243 funding may be used to serve English Language Learners who are adults, including professionals with degrees and credentials in their native countries. English Language Learners have an opportunity to participate in Integrated English Literacy and Civics Education programs that help them to gain competency in English and acquire the skills needed to exercise the rights and responsibilities of citizenship as members of their communities, while also engaging in integrated education and training activities aligned to their desired career path.

Eligible providers receiving funds through the Integrated English Literacy and Civics Education program are required to provide services that 1) Include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; 2) Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and 3) Integrate with the local workforce development system and its functions to carry out the activities of the program.

Eligible providers that receive funds through the Integrated English Literacy and Civics Education program may use funds for integrated English literacy and civics education in combination with integrated education and training activities by: 1) Co-enrolling participants in integrated education and training that is provided within the local or regional workforce development area from sources other than Section 243 of the Act; or 2) Using funds provided under Section 243 of the Act to support integrated education and training activities.

OSSE AFE ensures that all eligible providers have direct and equitable access to apply for AEFLA Section 243 funding. OSSE AFE uses the same Notice of Funds Availability (NOFA) and Request for Application (RFA) to apprise eligible providers about the AEFLA 243, 225 and 231 grant opportunities. The grant competition is facilitated through OSSE's Enterprise Grants Management System (EGMS). Eligible providers follow the same process to create and apply for AEFLA grant funds in EGMS. This ensures that all applications can be screened by OSSE AFE staff for evidence of demonstrated effectiveness and forwarded to the grant readers review using the same rubric and scoring criteria. Once funding determinations are made, eligible providers receive a notification via EGMS of the status of their application. If the eligible provider's application has been accepted, the eligible provider will also be able to generate a Grant Award Notification via

EGMS.

See Section III.b.5.B.1 above for a description of how AEFLA grants, including funding associated with Section 243, 225, and 231 will be competed and awarded. Section III.b.5.B.1 also outlines how the State will comply with the requirements of Subpart C (competition, direct and equitable access, same grant process, and use of the 13 AEFLA funding considerations).

OSSE AFE expends the subset of funding specified in its award letter from the U.S. Department of Education for Section 243 – Integrated English Literacy and Civics Education and Training activities, in addition to local funding and WIC Career Pathways. IELCE and training program offerings will be aligned to the District's Workforce Council's High Demand

Industries. These include: Business Administration and Information Technology, Construction, Healthcare, Hospitality, Infrastructure (Energy and Utilities, Energy Efficient Technology, and Transportation and Logistics), Law and Security. Additionally, programming may be offered in alignment with other in-demand industries in the Washington metropolitan area.

Through their engagement in IELCE and training programs, District residents have an opportunity to receive adult education and literacy instruction, concurrently and contextually with workforce preparation activities and workforce training, where applicable, for a specific occupation or occupational cluster. These and other related services (e.g., supportive and transition) are offered to District residents for the purpose of educational and career advancement. Adult learners will have an opportunity to attain measurable skills gains, earn a secondary school diploma or its equivalent, attain one or more entry level and/or industry-recognized certifications, transition to postsecondary education, engage in work-based learning and/or be placed in unsubsidized employment in a high- or in-demand industry and occupation that pays a family sustaining wage and/or that leads to economic self-sufficiency. To achieve these goals, eligible providers partner with educational providers, workforce training

providers, employers, postsecondary institutions, and other entities to meet the diverse needs of English Language Learners and support them in the pursuit of their desired career path.

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

To meet the requirements of Section 223(a)(1)(A), (B), (C) and (D) of WIOA, OSSE AFE uses federal and local state leadership funds to enhance the quality of programming in the District's adult education and workforce development system. Not more than 12.5% of the federal grant funds made available will be used to carry out the state leadership activities under Section 223.

Activities to be supported with state leadership funds include the following:

OSSE will continue to work collaboratively with key stakeholders to align adult education and literacy activities with the WIOA core programs as specified in the District's Unified State Plan under section 102. Priority emphasis has been placed on the development of career pathways that provide access to integrated education and training services, that lead to postsecondary education and/or high-wage and high-demand employment for District residents in adult education with the WIOA core partners and other key stakeholders. State leadership funds are used to build the capacity of WIOA core program providers to better assess and address the needs of District residents. Efforts include cross-training staff on a shared process for client orientation, intake, assessment, learning needs screening, career mapping, and referral and receipt of services.

To meet future teacher qualification requirements, OSSE has and will continue to partner with the University of the District of Columbia (UDC) to offer a Graduate Certificate Program in Adult

Education (24 credit hours), Master of Arts in Adult Education (36 credit hours), and one-credit professional development modules, workshops and seminars for adult educators using state leadership funds. OSSE has and will also continue to work in collaboration with UDC and other PD partners to provide high quality professional development (PD) programs to adult educators to improve programming and instruction to adult learners. OSSE AFE, in collaboration with the UDC Adult Education Program, UDC's Office of Continuing Education, and Ed2Go offers additional professional development opportunities to practitioners in the District of Columbia. This includes Professional Development Scholarships to meet the specific fundamental and career training needs of adult educators, vocational instructors, program administrators, and support staff from OSSE AFE subgrantees and other adult education and/or workforce training programs in the District so that these individuals can enhance their knowledge and skills, and better assist District residents in the pursuit of their desired career paths.

State leadership funds will continue to be used to work in collaboration with national, state and/or local trainers/subject matter experts from various organizations (e.g., World Education, the Comprehensive Adult Student Assessment System (CASAS) National Office, , LINCS, Mustard Seed, etc.) to provide high quality professional development to program

administrators, teachers and staff at all levels. Topics will include but are not limited to: Using Assessment to Design Instruction, Curricula Review and Standards Integration, Differentiated Instruction, Contextualized Instruction, technology integration, blended learning/distance education and other related topics. OSSE will continue to engage in evaluation activities to assess the effectiveness of the PD provided and employ continuous improvement strategies to improve state, local program and student performance and outcomes.

OSSE will continue to support the provision of technical assistance (TA) to eligible providers of adult education and literacy activities, workforce preparation and workforce training to enhance local program effectiveness. TA is offered to increase the ability of providers to meet established performance standards, and to fulfill obligations associated with being a WIOA and one-stop delivery system partner. Eligible providers receive one-to-one and/or small group technical assistance. OSSE AFE PD partners also provide TA to eligible providers on a variety of topics. OSSE uses State leadership funds to support the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, blended learning/distance education, and staff training. OSSE AFE providers will also be required to participate in events and activities sponsored by the DC WIC, One Stop Operator, WIOA core partner agencies and/or other key stakeholders.

OSSE has and will continue to promote technology integration in providers and partner agencies to improve instruction, services, and system efficiencies. OSSE makes web-based assessments, curriculum and instructional resources (eCASAS, TOPSpro Enterprise, GED Academy, CASAS Academy, Work Essentials, Computer Essentials, Money Essentials, Career Coach DC, Virtual Job Shadow, and NorthStar Digital Literacy,) available for use by providers and partners. State leadership funds also support the DC Data Vault, a web-based transactional data system designed to help facilitate shared intake, assessment, program referral, and tracking services for WIOA core programs and partners.

OSSE will continue to conduct monitoring activities that evaluate the quality of, and the improvement in, adult education and literacy activities, workforce preparation and workforce training. OSSE monitors local program performance on a monthly, quarterly, and annual basis and works with eligible providers to improve local program performance and student outcomes. Local program check-in sessions, desk reviews, programmatic and fiscal reporting, classroom observations, folder samples, and end-of-the year monitoring reviews are employed to assess average attendance hours, measurable skills gains, credential attainment, students' transition to

secondary education, postsecondary education, training, advanced training and/or employment and other student performance, progress and outcomes. These methods allow OSSE monitors and eligible providers to review the operational aspects of the program including the draw down and expenditure of grant funds, staff completion of required professional development, and local program adherence to accountability and reporting requirements. Based on the evaluation findings, OSSE, in collaboration with its PD/TA providers, offer professional development, technical assistance, and resources to adult education administrators, teachers and staff at all levels to ensure continuous improvement at the local program level.

OSSE will continue to prioritize the facilitation of partnerships between adult education providers, training providers, local postsecondary institutions, industry associations and employers in an effort to create pathways and bridge programs from adult education to higher education and/or employment in high-wage and high-demand industries for adult learners in the District of Columbia.

OSSE will collaborate, where possible with the DC WIC, One Stop Operator, WIOA Core Programs, partners, providers, and other stakeholders to avoid duplication of efforts in order to maximize the impact of the activities described above.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE

See response in Section e.1.

F. ASSESSING QUALITY

OSSE works in collaboration with its PD/TA providers to assess the quality of local program providers of adult education and literacy services and take actions to improve such quality through its robust monitoring system. The OSSE AFE monitoring system measures local program performance in four key areas: 1) Student performance, progress, and involvement, 2) Instructional Models and Methods, 3) Program Management and Leadership, 4) Data Collection/Reporting. In addition to requiring programmatic and fiscal reporting, OSSE AFE will monitor and evaluate providers remotely via local program check-in sessions, desks reviews, and end-of- the-year monitoring review.

Eligible providers will be required to:

- A. Enter local program, student, and staff data in LACES (Literacy Adult and Community Education Systems;
- B. Conduct student outcome follow-up activities and report data in LACES;
- C. Generate monthly Diagnostic Search Reports in LACES to ensure the validity and accuracy of data;
- D. Submit programmatic and/or fiscal data when requested by the monitor and the required evidence (e.g., Student Roster, Student Diagnostic Reports, Student Performance Report(s), Student Outcome Report(s), cost reimbursement supporting documentation, agency audit, certification of single audit, etc.,);
- E. Participate in Local Program Monitoring Check-In Sessions, follow-up Desk reviews, and Follow-up TA Sessions;
- F. Participate in Classroom Observations and provide feedback to instructors;
- G. Participate in an End-of-the-Year Final Monitoring Review; and
- H. Develop and implement a continuous improvement plan.

OSSE will monitor local program providers remotely throughout the program year to:

• Evaluate the local program's progress to-date toward contracted enrollment, goals

and outcomes;

- Determine if the local program will be able to achieve the contracted enrollment, goals and outcomes by program year-end;
- Ensure that the local program has qualified staff, procedures, and systems in place to achieve contracted enrollment, goals and outcomes;
- Ensure that the local program is following OSSE's Assessment Policy, Data Collection and Reporting Policy, Internal Control Policy, and other policies and procedures;
- Ensure that local program providers are entering data in LACES and able to produce and report accurate and reliable information;
- Assess a funded program's instructional quality;
- Compare the program's grant expenditures to-date with the approved budget;
- Identify program strengths and areas needing improvement;
- Identify and address local program technical assistance, professional development and resource needs; and
- Facilitate continuous improvement at the local program levels.

State leaderships funds will be used to support the state's management information system -LACES (Literacy Adult and Community Education System). LACES will be used by the state to evaluate state and local program performance.

OSSE AFE staff monitor local programs on their compliance to the *DC Data Collection and Reporting Policy* to ensure that local programs meet the National Reporting System (NRS) requirements for follow-up of core and secondary outcome measures. Local programs will use a combination of direct program reporting and survey to collect follow-up data from students who exited the program so that the data is reflected on NRS Table 5.

OSSE AFE included a requirement in its Fiscal Year 2020 grant application that eligible providers describe how their IE&T programs are of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains. To evaluate this measure, AFE conducted an analysis of local program performance and student outcome data for FY 21 and FY 20. In FY 21, a significant number and percentage of students in AFE IE&T programs made a measurable skill gain and attained an entry-level and/or industry-recognized credentials. As stated above, AFE is developing a crosswalk of 1) the IE&T programs being offered by each provider by industry, 2) the IE&T (adult education, workforce preparation and workforce training) curricula and instructional materials being used by each provider per industry, 3) the occupations for which District residents are being prepared, and 4) the ONET standards/competencies that students are expected to possess and/or demonstrate as a result of their participation in an IE&T program, engagement in work-based learning and/or completion of an IE&T program and other key elements of each IE&T program's design. AFE will review, analyze, and compare the provider crosswalk data with local program performance and student outcome data by provider(s) and industry to gain additional insight into their relative effectiveness and to identify strategies that may merit further exploration and research. Information and insights gained from these evaluations, in addition to program monitoring data, will be used to inform state planning and the allocation of resources, professional development and technical assistance to local program providers.

Professional Development Quality Assessment

The OSSE AFE bases professional development and technical assistance activities on the results of the prior year monitoring data so that the state can address the categories in which sub-

grantees had earned the lowest number of points. On an annual basis, OSSE AFE directs its PD efforts toward promoting teacher effectiveness and improving student outcomes. OSSE AFE modified its classroom observation tool to reinforce the state's expectation that 1) teachers align assessment, curriculum and instruction to address and accommodate different student learning needs; 2) teachers embed the Common Core State Standards, College and Career Readiness Standards, CASAS Competencies and Content Standards, ONET Competencies and applicable industry standards into their IE&T instructional programs and lesson plans; and 3) students achieve their desired outcomes as evidenced on NRS Tables 4 and 5.

Adult educators have been participating in professional development activities remotely including: The Comprehensive Adult Student Assessment Systems (CASAS) Implementation Training; Literacy Adult Community Education System (LACES) Training; the National External Diploma Program (NEDP) Training, OSSE AFE and UDC Mini-PD Institutes and workshops on other related topics. Adult educators also have participated in workshops remotely on contextualized instruction, models of integrating education and training, and integrating technology into their programs, with an emphasis on the use of state sponsored educational software products, mentioned above, to meet the needs of students via classroom instruction, blended learning and/or distance education.

OSSE AFE will assess the quality of its remote professional development programs via participant surveys after all workshops, webinars, presentations and PD institutes. Participant feedback will be used to inform future PD offerings and the continued use of specific PD training providers; to modify the format of future workshops; and/or to determine if there is a need for technical assistance and/or additional resources for the training participants to successfully operationalize their lessons learned.

OSSE AFE, in collaboration with its PD providers, will also conduct a PD survey at specific intervals to determine adult educators' PD needs, preferred delivery formats (face-to-face, webinars, hybrid), and preferred schedule (days, evenings, weekends) for offerings. The PD survey will also be used to assess local program staff's satisfaction with the training they have received throughout the program year and provide participants with an opportunity to share examples of how they applied the lessons learned during training in their programs, classrooms and everyday practices. The PD survey will also provide local program staff with an opportunity to identify resources and supports they may need to be more effective in their roles in adult education and family literacy programs.

OSSE AFE monitors providers remotely via check-in sessions, webinars, and desk reviews to assess the quality and application of PD. Monitors review local program providers' lesson plans, student and class profiles, PowerPoint presentations, and handouts. Monitors also participate in classroom observations remotely and review data collected and reported through the OSSE AFE end-of-the year Final Monitoring Review and student surveys, as applicable.

Furthermore, OSSE AFE will review local program and student data in LACES, the state's management information system, to evaluate the impact of professional development on local program performance and student progress and outcomes.

One example of OSSE AFE's evaluation of the implementation of PD, is as follows: Since CASAS is the approved assessment for the District of Columbia, local program staff are required to participate in CASAS PD training and implement either the paper-based or web-based assessment system. OSSE AFE monitors generate assessment reports in LACES to determine if local programs are administering tests appropriately and generating Diagnostic Search Reports to identify and address discrepancies in the data. OSSE AFE monitors review local program data to determine that the staff are adhering to OSSE AFE's Assessment Policy, including ensuring that enrolled students who have a minimum of 50 (maximum of 70 to 100 instructional hours have validly matched CASAS pre-tests and post-tests in reading and math or other ESL instructional

areas (writing, speaking, listening comprehension). They determine whether enrolled students who are post-tested are making educational gains as evidenced by the percentage of enrolled students who complete an educational functioning level.

Furthermore, local program staff are required to complete and/or generate CASAS student profiles by competency and class profiles by competency and to work with students to establish goals. They are also required to develop lesson plans that incorporate student learning needs as specified on student profiles by competency, class profiles by competency, and student goals as

well as use appropriate curricula, multiple delivery methods and approaches to meet the diverse learning needs of students. Program managers are required to conduct classroom observations to assess the quality of the instruction being provided by teachers and the level of student satisfaction with the instructional services they are receiving. OSSE AFE monitors review the lesson plans, conduct classroom observations remotely and review student surveys, where applicable, to determine if teachers are employing the instructional strategies, utilizing instructional resources, and improving their practices based on the training that they have received.

The State Plan must include:		
1.	The plan is submitted by the State agency that is eligible to submit the plan;	Yes
2.	The State agency has authority under State law to perform the functions of the State under the program;	Yes
3.	The State legally may carry out each provision of the plan;	Yes
4.	All provisions of the plan are consistent with State law;	Yes
5.	A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;	Yes
6.	The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	Yes
7.	The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	Yes
8.	The plan is the basis for State operation and administration of the program.	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include:		
1.	The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not- supplant requirement);	Yes
2.	The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes

3.	The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4.	Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5.	The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

AUTHORIZING OR CERTIFYING REPRESENTATIVE

APPLICANT'S ORGANIZATION	Enter information in this column
Applicant's Organization	DC Office of the State Superintendent of Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	Enter information in this column
First Name	Michelle
Last Name	Johnson
Title	State Director, Adult and Family Education
Email	jmichelle.johnson@dc.gov

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

OSSE AFE ensures direct and equitable access for all eligible providers to apply for AEFLA grant funds in the District of Columbia. OSSE will publish a Notice of Funds Availability (NOFA) on the DC Office of Partnerships and Grant Services (OPGS) website and in the OPGS electronic bulletin "The Funding Alert." The NOFA will also be published on OSSE's website at www.osse.dc.gov. OSSE will then publish the multi-year (minimum five-years) AEFLA Request for Applications (RFA). A notice about the release of the RFA will be published on the DC OPGS website and in the Funding Alert. The RFA will also be published on OSSE's website at www.osse.dc.gov.

All eligible applicants will submit applications using OSSE's web-based Enterprise Grants Management System (EGMS), including certifications and assurances. Other information in the application will include a description of how funds awarded under the AEFLA will be spent and a description of any cooperative agreements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and family literacy activities. A panel of independent reviewers, external to OSSE, will review and score the applications based on the 13 considerations in section 231(e) of WIOA.

Eligible applicants will not be required to apply for an AEFLA grant through another agency as OSSE will award the funding directly to the selected eligible providers. The application process has been designed so that it is clearly evident that the direct submission of an application to OSSE via EGMS is the only acceptable and non-negotiable method of applying for grant funds.

OSSE will require all eligible providers for sections 231, 225, and 243 to use the same application process via EGMS to ensure that all applications are evaluated using the same rubric and scoring criteria. OSSE further ensures that all eligible providers will have direct and equitable access to apply for AEFLA grant funds via the same grant announcement and

application process. During the initial period of the grant submission process, any eligible agency that contacts OSSE with an interest in participating in the competition will be provided the information needed. OSSE believes that these approaches meet the requirements specified in AEFLA and satisfy the requirement that every effort be made to ensure direct and equitable access to eligible providers.

To ensure fair and equitable access, the OSSE state agency for Adult and Family Education adheres to policies and procedures set forth by the District of Columbia Office of Contracting and Procurement and Office of Partnerships and Grants Services as well as policies, procedures, and guidance from the OSSE Office of Grants Management and Compliance, Office of the General Council, Office of the Chief Financial Officer and Office of the Chief Information Officer.

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	19.0%	19.0%	21.0%	21.0%	17% or 22.0%	17% or 22.0%	18% or 23.0%	18.0% or 23%
Employment (Fourth Quarter After Exit)	23.0%	23.0%	25.0%	25.0%	15% or 26.0%	15% or 26.0%	16% or 27.0%	16% or 27.0%
Median Earnings (Second Quarter After Exit)	\$7,500	\$7,500	\$8,000	\$8,000	\$6900	\$6900	\$7,000	\$7,000
Credential Attainment Rate	46.0%	46.0%	48.0%	48.0%	46.0%	46.0%	47.0%	47.0%
Measurable Skill Gains	45.0%	47.0%	46.0%	47.0%	50.0%	50.0%	52.0%	52.0%
Effectiveness in Serving Employers	Not Applicable ¹	Not Applicable 1	Not Applicable 1	Not Applicable ¹	Not Applicable 1	Not Applicable ¹	Not Applicable 1	Not Applicable ¹

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

• Employment (Second Quarter After Exit) and Employment (Fourth Quarter After Exit): OSSE is proposing two targets for PY 2022 and PY 2023 for these two indicators for consideration by USDE.

• Of the two proposed targets, OSSE would prefer to establish a target of 17% for PY 2022 and 18% for PY 2023 for Employment (Second Quarter After Exit) based on PY 2020 (21.57%) and PY 2021 (15.12%) actual performance data. Additionally, OSSE would prefer to establish a target of 15% for PY 2022 and 16% for PY 2023 for Employment (Fourth Quarter After Exit) based on PY 2020 (19.63%) and PY 2021 (12.01%) actual performance data.

• If the target for each employment indicator must be established at the same or a higher level than the prior PYs, OSSE, to meet this criteria, is proposing an optional target of 22% for PY 2022 and 23% for PY 2023 for Employment (Second Quarter After Exit) and 26% for PY 2022 and 27% in PY 2023 for Employment (Fourth Quarter After Exit).

• Median Earning (Second Quarter After Exit): OSSE is proposing a target of \$6,900 for PY 2022 and \$7,000 for PY 2023 for

Median Earning (Second Quarter After Exit) based on PY 2020 (\$6,409.00) and PY 2021 (\$6,890.00) actual performance data.
Credential Attainment Rate: OSSE is proposing a target of 46% for PY 2022 and 47% for PY 2023 for Credential Attainment Rate is based on PY 2020 (54.16%) and PY 2021 (44.87%) actual performance data.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

A. INPUT OF STATE REHABILITATION COUNCIL

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

The following report was provided by the Chair of the State Rehabilitation Council:

Mission, Purpose, and Function

Mission: The State Rehabilitation Council (SRC) was created in response to federal law and Mayoral Order 93-149, to empower and respect people with disabilities in the District of Columbia; and maximize their employment outcome, self-determination, economic self-sufficiency, independence, inclusion, and integration into society based on the informed choices of people with disabilities in the District of Columbia.

Purpose: The purpose of the SRC is to act in an advisory capacity to the Administrator of DCRSA on the provision of vocational rehabilitation services to people with disabilities in the District of Columbia.

Functions: The function of the SRC includes the following:

- Review, analyze, and advise the agency regarding eligibility for services; extent, scope, and effectiveness of services provided; and functions performed by District of Columbia agencies that affect or that potentially affect the ability of individuals with disabilities achieving rehabilitation goals and objectives.
- Advise the Administrator of RSA, and assist in the preparation of applications, the State Plan, the Strategic Plan and amendments to the plans, reports, needs assessment and evaluations required.
- Conduct a review and analysis of the effectiveness, and consumer satisfaction with (a) functions performed by the District of Columbia agencies and other public and private entities responsible for performing functions for individuals with disabilities; and (b) vocational rehabilitation services.
- Prepare and submit an annual report to the Mayor of the District of Columbia and the Commissioner of the Rehabilitation Services Administration, and the United States Department of Education, on the status of vocational rehabilitation programs operated within the District of Columbia.
- Coordinate with other councils within the District of Columbia.
- Advise the Administrator of DCRSA and provide for coordination and the establishment of working relationships between the DCRSA, the Statewide Independent Living Council and Centers for Independent within the District of Columbia.
- Perform such other functions, consistent with the purpose of the Council as deemed appropriate.
- Prepare a Resource Plan, in conjunction with the Administrator of DCRSA, for the provision of resources, including staff and other personnel as may be necessary to carry out the functions of the Council.
- Federal law specifies community representation on the State Rehabilitation Council.

Key Performance Indicators

DCRSA has several key performance indicators reviewed and assessed throughout the fiscal year. The table below reflects the format used in previous years' reports and gives information on the key performance indicators and their progress made within the previous fiscal year.

Key Performance Indicators

DCRSA has several key performance indicators reviewed and assessed throughout the fiscal year. The table below reflects the format used in previous years reports and gives information on the key performance indicators and their progress made within the previous fiscal year.

Key Performance Indicator	FY 2018 Target	FY 2018 Actual	FY 2019 Target	FY 2019 Actual	FY 2020 Target	FY 2020 Actual	FY 2021 Target	FY 2021 Actual
Number of people placed by RSA that		610		546		522		609
remained employed for 90 calendar days or more	675	FY18 Achieved 90%	675	FY19 Achieved 81%	675	FY20 Achieved 77%	675	FY21 Achieved 90%
Percent of people with a plan developed within 90 calendar days of eligibility	90%	97.% Met; Achieved	90%	98% Met; Achieved	90%	97% Met; Achieved	90%	98% Met; Achieved
Percent of people for whom eligibility is determined within 60 calendar	90%	98% Met; Achieved	90%	98% Met; Achieved	90%	94% Met; Achieved	90%	98% Met; Achieved
Average entry level wages for people whose cases are closed successfully	\$14.00	\$15.84 Met; Achieved	\$14.00	\$16.70 Met; Achieved	\$15.00	\$17.63 Met; Achieved	\$15.00	\$17.33 Met; Achieved

Major Accomplishments of DCRSA

For fiscal years 2020-2021, DCRSA continued to provide employment-preparation, attainment, advancement, and job sustainability for DC residents whose impairments served as an impediment or barrier to employment.

On March 11, 2020, Mayor Muriel Bowser declared both a state of emergency and a public health emergency to provide additional coordination for the District's response to the coronavirus (COVID-19). On March 24, 2020, to mitigate the spread of the coronavirus (COVID-19), Mayor Muriel Bowser issued Mayor's Order 2020-053: Closure of Non-Essential Businesses and Prohibition on Large Gatherings During Public Health Emergency for the 2019 Novel Coronavirus (COVID-19). The Order required temporary closure of the on-site operations of all

non-essential businesses and prohibited gatherings of 10 or more people. In providing background for the order, the Mayor cited the importance of limiting interactions among people to the greatest extent practicable by limiting public activity.

DCRSA remained open and committed to ensuring the well-being of the individuals we serve. We continued to provide essential services; however, there were changes in how some services were provided. Through the duration of the public health emergency, employees of DCRSA worked remotely to provide essential support services to residents with disabilities. Residents with disabilities interested in receiving supports from the agency were able to call the designated phone number to schedule an intake appointment. In-person appointments resumed in July 2021, when staff returned to the office in-person per the Mayor's directive. In December 2021 due to the COVID-19 Omicron variant, the Mayor directed DC government agencies to resume full situational telework status where possible. DCRSA is conducting virtual services and business in a telework posture; however, the front door remains open to the public. This is a part of the agency's ongoing efforts to address community health risks and ensure the safety of consumers who participate in DCRSA funded programming.

DCRSA worked to engage the community in new ways this past fiscal year. Below are key areas of interest DCRSA accomplished in order to continue strengthening service delivery to the residents of the District:

- DCRSA has continued its outreach efforts by ensuring accessibility of services for people identified as underserved or unserved according to the 2020 Comprehensive Statewide Needs Assessment. Five more bilingual Spanish Speaking staff members were added consistent with 34 CFR 361.18. This effort broadens the District's Latinx community's access to DCRSA Services, career exploration and employment supports.
- DCRSA has maintained and enhanced the effectiveness of outreach efforts through ongoing evaluation and utilization of outreach sites to ensure that DCRSA staff are placed in communities where the need for VR services is most critical. In FY20 and FY21, there were 37 DCRSA outreach sites with the intention of introducing Vocational Rehabilitation service opportunities to the unhoused population within the District. DCRSA has an outreach committee that meets monthly and has established annual outreach goals.
- DCRSA worked with the American Job Centers (AJCs) to ensure counselors are on-site, at all four (4) locations, along with the addition of Employment Coordinators five (5) days per week to deliver support and services to individuals with disabilities seeking employment. One of the AJCs is located in Ward 7 and another AJC is located in Ward 8. The additional AJC locations are in ward 1 and ward 5. Due to COVID-19, AJC sites have been suspended since March 2020 to date. The agency staff transitioned to a full situational telework status through July 2021. Through the duration of the public health emergency, employees of DCRSA have worked remotely to provide essential employment support services to residents with disabilities. Residents with disabilities interested in receiving supports contacted the agency to schedule intake appointments. DCRSA continues its ongoing efforts to address community health risks and ensure the safety of consumers who participate in DCRSA funded programming. DCRSA has been in a remote posture for all of January 2022 with the exception of the front desk staff who is available to assist with walk-ins.
- DCRSA worked to increase the number of people who completed training programs that prepare them for jobs in high demand fields, increasing the number of employment placements in these fields. DCRSA currently works with 11 training providers in high growth industries to include: Hospitality and Tourism, Healthcare, Information Technology (IT), Security, Construction and Building Trades, Transportation and Infrastructure and Retail and Customer. To assist with the number of people who

complete training programs in high demand fields, the operations team informs DCRSA Programs of vendors offering vocational training in DC Workforce Investment Council (DC WIC) "high-demand sectors": Business and Information Technology, Construction, Healthcare, Hospitality, Security and Law, Infrastructure, and Transportation/Logistics. Three (3) vocational training providers offering vocational training in DC WIC highdemand sectors were added as vendor options during Program Year 2020: Certstaffix (Business and Information Technology), Hands on Dental Assistant Training (Healthcare), and Workforce & Technology Center (Business and Information Technology, Healthcare, Hospitality, and Transportation/Logistics). Seven (7) vocational training providers offering training in DC WIC high-demand industry sectors were added as vendor options during Program Year 2019-2021.

- Through the duration of the public health emergency, employees of DCRSA worked remotely to provide Pre-Employment Transition Services (Pre-ETS) to students with disabilities. DCRSA Transition staff members moved to a remote/telework model and shifted its Pre-ETS Program to a virtual platform. Services, including monthly school-based workshops, intake appointments, and VR employment services, were conducted via telecommunication such as phone call, video conference and email. DCRSA also suspended all community-based or in-person student programs, including Work-Based Learning Experiences (WBLEs). To ensure continuation and accessibility of the Pre-ETS program, the DCRSA Transition team worked with Community Rehabilitation Provider network to create virtual Work Readiness Training programs for potentially eligible youth and students with disabilities. Youth earned wages, funded by DCRSA. Presently, some providers have begun in person programming with virtual learning as an option.
- DCRSA established agreements with additional training providers and coordinated with the DCWIC, OSSE and DOES in order to ensure that VR clients are able to access training programs provided through other workforce agencies. DCRSA continues to collaborate with the WIC to plan the allocations and program cost of the one stop centers. DCRSA continues to meet monthly with the one stop operator who coordinates the one-stop centers to ensure compliance.

DCRSA has reviewed the MOU with the WIC and provided programmatic feedback. DCRSA has signed the FY22 MOU with the WIC and is awaiting full execution. DCRSA has submitted to the DC WIC the following information for each month from the FY21: number and percent of referrals successfully enrolled, number and percent of enrollees who completed the agency program, number and percent of enrollees who obtain employment, number and percent of enrollees who maintain employment for at least three months. As DCRSA cannot utilize the DC Data Vault for referrals, an alternative referral process will be implemented. While a majority staff are trained on the DC Data Vault, DCRSA's referral and eligibility process does not lend itself to a seamless transition of effective engagement with the Data Vault without altering the Administration's nature of business. The alternative referral process, "Partner Referral Process", encompasses the below process describing how customer referrals are made electronically.

Partner Referral Process:

Once a referral is placed, the Intake and Outreach Unit will schedule an intake appointment with a VR Specialist. Every person who is scheduled for an intake will be: 1. Asked to identify their preferred mode of communication and any accommodations required for the intake appointment; 2. Provided with an Intake Appointment Notification Letter containing the time, date, and location of the intake interview and information about the information and documentation that will be requested. This letter can either be sent via email, or printed and mailed, or handed to the person at the time of scheduling; 3. Provided with an appointment reminder, using the person's preferred mode of communication, 24-48 hours prior to the scheduled appointment. On the day of the appointment, the VR Specialist will call the applicant to initiate the intake appointment.

- DCRSA continues to collaborate with DCPS by establishing a MOU. A MOU was developed for FY21 that provides staffing support to the schools for the coordination and delivery of Pre-Employment Transition Services (pre-ETS). For FY22, DCRSA is funding four (4) staff at DCPS to provide programming to reach all DCPS students who qualify for pre-ETS. DCRSA coordinates pre-employment transition services with DCPCS and a local Non-Profit organization, DC Special Education Cooperative (CoOp), to provide similar staff support to eligible students or potentially eligible students in the DC Public Charter Schools (DCPCS). DCRSA has maintained a partnership with DCPS and the DC Special Education Cooperative (CoOp) that has led to an increase in counseling on post-secondary education and training as well as paid work-based learning experiences for students with disabilities in the District. DCRSA will maintain collaboration with both organizations to continue to provide pre-employment transition services.
- In Spring 2021, the DC Special Education Cooperative hosted 105 students across DC who attended the virtual DC3C Next Steps Career Exploration Conference to learn about educational pathways available for future jobs. Next Steps is a program that is ideal for students who are exploring possible career and education opportunities after high school.

DCRSA collaborated with the DC Special Education Cooperative Program (CoOp) to host the Career Preparation Program (CPP), and the UMOJA Peer Mentoring. Over 6weeks between March and April 2021, 41 selected students participated in a paid or volunteer work opportunity. Topics focused on job exploration primarily based on students' strengths and interests, local in-demand industries, and career pathways. These programs are ideal for students exploring career options or seeking employment in specific fields.

- While in partnership with OSSE and the Kennedy Center for Performing Arts, DCRSA has continued to collaborate with community provider, SchoolTalk Inc. to host a transition conference for DCPS and DCPCS students. In response to the COVID-19 Pandemic, SchoolTalk hosted a Virtual Voices of Change Conference from May 17th June 14th, 2021. SchoolTalk provided transition and employment-related sessions directly to students, which were tailored to fit individual schools' schedules and the individual's needs. This year, 45 students from eight (8) schools across the district participated in the Voices of Change Conference.
- DCRSA held the 2019 National Disability Awareness Month Employer Recognition Program where DCRSA recognized business partners who have provided opportunities for high school youth to gain work experience: YMCA Calomiris, CVS Health, Community Tech Net, DC Strings Workshop, Walgreens, Number 1 Beauty Supply, DC Department of Behavioral Health, and DC Office of Public Records.
- In FY20, DCRSA launched the 2nd cohort of the Aspiring Professional's Internship Program—a program designed to provide opportunities for District of Columbia Government Agencies to host DC Residents in a professional setting, geared to help job seekers become more competitive while providing a sense of focus and independence in the visualization of their career interests.

SRC and RSA Partnership, Goals and Outcomes FY 2020 and 2021

The SRC participated in a number of activities with DCRSA this year. The following is a summary of the activities completed this year between the two entities:

These Policies, were sent to the SRC for comments in 2020:

- Provider Sanctions Policy and Procedure
- Language Access Policy and Procedure

In FY21, the SRC reviewed its bylaws that govern the committee's work and recommendation it makes to DCRSA. DCRSA provided program updates to the SRC at its quarterly meetings in FY21.

Summary of FY20 and FY21 Accomplishments

Goal 1: Increase the number of DC residents with disabilities who achieve quality employment outcomes in competitive integrated settings.

For FY20, DCRSA did not meet the successful closure goal of 675 adjusted to 554 due to the public health emergency. However, DDS/RSA was able to successful place 522 persons in competitive integrated employment which was 94% of the expected goal which is a fantastic accomplishment given the health emergency and the virtual way in which we needed to work to support our consumers. DCRSA continued to work virtually with a number of training providers in high growth industries to include: Hospitality and Tourism, Healthcare, Information Technology (IT), Security, Construction and Building Trades, Transportation and Infrastructure, Retail and Customer Service. Further, DCRSA expanded its focus to include programs facilitated by its Business Relations Specialist and four (4) additional Employment Specialists who developed relationships with businesses throughout the Washington DC Metropolitan Area to ensure collaboration with businesses that utilize high demand occupations as part of their business model. This trifold approach continued to increase education and awareness of the need for placement in the identified high demand occupancy areas. Additionally, training and supports to employers were increased in the interest of fostering job development and placement incentive in these occupancy areas virtually.

For FY21, DCRSA did not meet its successful closure goal of 675. DCRSA successfully closed 609 cases, meeting approximately 90% of the overall goal. During FY21, DCRSA continued to provide virtual vocational rehabilitation services for district residents. In July 2021, DCRSA staff returned to in-person services. Virtual services options will continue for those clients whose preference it is to meet virtually. DCRSA continued to support consumers in high-demand job training programs, some of which were virtual due to the public health emergency.

Prior to March 2020, DCRSA worked with the American Job Centers (AJCs) to ensure counselors were on-site five (5) days a week, at all four (4) locations, to deliver supports and services to clients. Once DCRSA moved to the virtual platform, VR Counselors continued to work virtually with DOES and Employment coordinators to provide job readiness and job seeking opportunities for our consumers. DCRSA engaged employers in all DC wards to ensure consumers no matter their geographic location in the city had access to available job opportunities.

Employment Outcome Descriptions for High-Demand Occupations	FY20	FY21	Difference from Yr. to Yr.
People served by RSA and achieved successful outcomes	522	609	(+17%)/(+87)
Percentage of placements in high demand occupations /Number Served	82%/429	87%/527	(+23%)/(+98)
Construction/Infrastructure/Number Served	3%/15	3% /21	(+40%)/(+6)
Healthcare / Number Served	5%/26	6%/34	(+31%)/(+8)
Hospitality/Culinary / Number Served	34%/178	34%/205	(+15%)/(+27)

Business/IT /Number Served	17%/90	20%/124	(+38%)/(+34)
Security/Law Enforcement / Number Served	3%/14	3%/17	(+21%)/(+3)
Transportation / Number Served	6%/30	5%/29	(-3.3%)/(-1)
Customer Service/Retail / Number Served	14%/76	16%/97	(+28%)/(+21)

Based on this table, there was a significant increase in the number of people placed in high demand industries (17%). DCRSA specifically showed growth in Construction/Infrastructure (40%), Business/IT (38%), and Healthcare (31%), while there was a decrease in the high-demand industry of Transportation (-3.3%). It should be noted that due to the COVID-19 Public Health Emergency (and the impact on resources), in FY20 the goal for successful placement was adjusted from 675 to 554 successful placements. In FY21, the goal for DCRSA successful placement was 675. DCRSA continues to collaborate with external partners and leverage the DC Infrastructure Academy and the Department of Employment Services (DOES) to increase these job placements and opportunities in these high-demand fields in FY22.

Goal 2: Improve DCRSA service delivery through more efficient operations and a more effective, skilled workforce.

On March 11, 2020, Mayor Muriel Bowser declared both a state of emergency and a public health emergency to provide additional coordination for the District's response to COVID-19. On March 24, 2020, to mitigate the spread of COVID-19, Mayor Muriel Bowser issued Mayor's Order 2020-053: Closure of Non-Essential Businesses and Prohibition on Large Gatherings during the Public Health Emergency for the 2019 Novel Coronavirus. The Order required temporary closure of the on-site operations of all non-essential businesses, and prohibited gatherings of 10 or more people. In providing background for the order, the Mayor cited the importance of limiting interactions among people to the greatest extent practicable, by limiting public activity. Mayor Bowser made her decisions in close partnership with DC Health and the DC Homeland Security and Emergency Management Agency.

DCRSA remained open and committed to ensuring the well-being and continued service provision for the individuals served. During FY 20, DCRSA provided opportunities virtually for professional development and training for new and existing staff. DCRSA updated its policies to align with the Workforce Innovation and Opportunities Act (WIOA) requirements. DCRSA successfully completed its portion of the Unified State Plan for FY 21' thru FY23. In FY20, DCRSA successfully completed the tri-annual CSNA (Comprehensive Needs Assessment) for the District of Columbia, Management and supervisory staff continued to participate in virtual Person-Centered Thinking (PCT) training with SDA its PCO/PCT Provider.

In July 2021, DCRSA staff returned in-person from a remote telework posture. Staff continued to offer virtual services at the discretion of the consumers being served. DCRSA currently offers intake appointments virtually or at it's main office location. Once the community locations are reopened following guidance from the Mayor's Office related to the COVID-19 public health emergency, DCRSA staff will offer opportunities for intakes to be completed at any of the AJC locations to be more accessible to clients within the community. Individuals interested in services will be directed to the local AJCs if an alternative intake location is requested. Once the AJCs reopen, DCRSA staff will be available to clients who walk into any AJC location at any time and request to meet with an RSA representative, five days per week. The Intake Standard Operating Procedures have been updated to include a statement that client can choose preferred location.

DCRSA hosted its 3rd Annual LatinX Conference in September 2021. DCRSA translated all vital documents into Spanish and has developed a logo in Spanish to enhance access to services for the Latino/ Spanish speaking community. DCRSA has 14 bilingual staff member to further serve district clients.

DCRSA, with the support of a training provider, modified the Association of Community

Rehabilitation Educators (ACRE) curriculum with an emphasis on customized employment to present an online train-the-trainer virtual course. This course provides guidance and coaching on customized employment for individuals with disabilities, in which trainers will engage in a variety of field assignments related to the individual's employment goal. DCRSA has successfully enrolled 19 participants who were actively engaged in the course. Trainers worked towards completing all field assignments, including a customized employment placement. Trainers are expected to train at least one other DDS cohort of staff and/or open their trainings to other agencies. Courses began June 3rd and ended August 18, 2021.

In FY20, DCRSA was able to seamlessly move to a virtual platform and was able to successful provide goods, services, and programming for the public it serves so that consumers could continue their quest for successful competitive integrated employment and realizing their independence. In July of FY21, DCRSA staff returned in-person and resumed face-to-face services with the public.

In FY20, there were 522 successful closures of people placed in competitive integrated employment which was 95% of its expected goal, which truly showed the dedication, flexibility and successful mindset of DCRSA staff, realizing the importance of seeing its consumers succeed in their quest for employment goal attainment. In FY21, there were 609 successful closures, which is 90% of the overall performance goal. In accordance with the Fair Shot Minimum Wage Amendment of 2016, the minimum wage and <u>living wage</u> in the District of Columbia has increased to \$15.20 on July 1, 2021. This is regarding the placement dates that falls after July 1st, as it relates to seeking incentive approvals. For FY20, 283 people earned within \$1.00/hour above the minimum wage for DC. For FY21, 97 people earned within \$1.00/hour above the minimum wage for DC. For FY20, there were 90 people and for FY21 there were 329 people, who were placed in jobs less than minimum wage, as they were provided informed choice and chose to work in positions that were either outside of the DC area or less than minimum wage true to their desired employment goal. FY20, 151 earned more than \$1.00/hour above minimum wage for DC. For FY21, 185 people earned more than \$16.00 an hour.

DCRSA staff case reviews continued to be completed on a quarterly basis. In FY20, 98% of cases were determined eligible within 60 days and 97% of individualized plans for employment (IPEs) were developed within 90 days, surpassing the compliance requirement of 90%. DCRSA baseline measures were established through the completion and submission of the 911 federal report. DCRSA continued refining the developed methodology to capture and report out on quarterly wages after exit and measurable skills gained. 20% was the negotiated target level approved by the Department of Education. In FY21, 98% of cases were determined eligible within 60 days and 98% of individualized plans for employment (IPEs) were developed within 90 days, surpassing the compliance requirement of 90%. Due to federal reporting requirements, the MSG data for FY21 is calculated for Program Year (PY) 20 which equates to approximately 36%. DCRSA continued to work with the Workforce Innovation Technical Assistance Center (WINTAC) and now the Vocational Rehabilitation for Technical Assistance Center for Quality Management to specifically identify ways to improve on reporting its WIOA key performance indicators moving forward which will include continued training to DCRSA staff, Measurable Skills Gains (MSG), Wages 2 and 4 quarters after exit, employer engagement, Credential Attainment, and average hourly wages.

In FY20, DCRSA continued its focus on developing SOPs and internal documents to ensure all staff understands and complies with the revised updated policies and procedures that DCRSA updated and revised in FY18. In FY21, DCRSA's internal policy committee met on a bi-weekly basis to review and update policies and practices so that they are consistent with federal and District regulations. These policies and procedures reflect and incorporate national best practices and are developed with input from the SRC and the community. Examples of updated policies include the Intake policy, procedure, and guidance, Case Review, and IPE Standard Operating Procedure. Additionally, a policy was drafted on Internal Controls to ensure that compliance with federal requirements and accounting of the use of federal funds. This draft policy is currently being reviewed. In FY21, DCRSA has drafted the following transition policies:

Transition Referrals SOP, Pre-Employment Transition Services (Pre-ETS) Administration Internal Controls, and Pre-ETS Consent and Services Delivery SOP. Lastly, focus groups have begun to meet to obtain stakeholder input on revising and updating the Post-Secondary Education and Training Policy.

As evidence of DCRSA's ability to continue efficient operations and service delivery through these unprecedented times, DCRSA sponsored the annual Voices of Change event for youth, the DSP academies for youth and adults, the Latin X conference, the NDEAM event, just to highlight a few of the major events which DCRSA normally has to conduct in-person to be beneficial for its consumers. DCRSA was able to effectuate virtual services with continued success.

Goal 3: Expand and improve the quality of transition services through improved coordination with the state education agency and all local education agencies and implementation of Pre-Employment Transition Services (Pre-ETS) to secondary students with disabilities.

DCRSA continues to expand and improve the quality of its Pre-Employment Transition Services (Pre-ETS). Based on the data available to DCRSA during FY20, from a list compiled by the Office of the State Superintendent of Education (OSSE), approximately 3,500 students were potentially eligible for Pre-ETS. For FY21, there were 3,620 students were potentially eligible for Pre-ETS. These students have either already been determined eligible for VR services by the State VR Agency, or are potentially eligible for services based on their status of having an Individualized Education Plan (IEP), a 504 plan, or identified as having a disability while being a student in the secondary educational environment between the ages of 14-22.

Pre-ETS Data

For the fiscal year 2020, The DC Department on Disability Services, Rehabilitation Services Administration (DDS/RSA) provided Pre- Employment Transition Services (Pre-ETS) for 3,088 students. Of the 3,500 eligible or potentially eligible students, 88% (3,088) were high school students ranging from the age of 14-22. The number of students who received services from District of Columbia Public Schools was 2,487. The number of students who received Pre-ETS from the Public Charter Schools was 411. All other providers delivered Pre-ETS to 190 students who were eligible or potentially eligible.

In FY21, a total of 3,620 students who were eligible or potentially eligible for Pre-ETS. Of the 3,620, 80% (2,898) of the potentially eligible and eligible students were provided Pre-ETS. Furthermore, the number students who received services from District of Columbia Public Schools was 1,752 and Public Charter Schools was 602 students. All other external providers delivered Pre-ETS to a total of 544 students who were eligible or potentially eligible. This was a decrease of 8% from FY20 to FY21 of students who were eligible to receive Pre-ETS . Due to public health crisis caused by COVID-19, all Pre-ETS were moved to a virtual setting during this time; however, at times, students with significant and profound disabilities were challenged with virtual engagement.

The data for Pre-ETS shows that DCRSA provided paid work-based learning experiences for students with disabilities throughout the District. Based on national research, students are more likely to successfully transition to postsecondary employment if they have at least one paid work experience before they graduate from high school. DCRSA worked closely with local education agencies (LEAs) to provide paid work-based learning experiences (internships and/or job sampling experiences) for students with disabilities.

DCRSA has met this performance measure by providing 212 paid work-based learning experiences for district youth for program year 2020.The work-based learning experiences were provided by external partner providers, DC Public Charter and DC Public Schools. Each opportunity that was offered was a competitive, integrated employment opportunity. The DC Public charter school provided work-based learning experiences (WBLEs) for 74 youth, DCPS provided 84 WBLEs, Project Search provided 8 WBLEs, and River Terrace Education Center provided 33 WBLEs for district youth. During FY21 RSA provided 148 paid work-based learning experiences to students in the district. The work-based learning experiences were provided by external partner providers and the DC Public Charter school. DCRSA, in collaboration with DC Public schools, provided an additional 136 work-based learning experiences to students within the district. Each opportunity that was offered was a competitive, integrated employment opportunity.

Response to COVID-19

On March 24, 2020, to mitigate the spread of the coronavirus, Mayor Muriel Bowser issued Mayor's Order 2020-053: Closure of Non-Essential Businesses and Prohibition on Large Gatherings During Public Health Emergency for COVID-19. As a result of this order, DCRSA transitioned to a virtual programming model in response to the Mayor's Order and moved the Pre-Employment Transition Services (Pre-ETS) Program to a virtual platform. Services, including monthly school-based workshops, intake appointments, and VR employment services, were conducted via telecommunication such as phone call, video conference and email. DCRSA also suspended all community-based or in-person student programs, including Work-Based Learning Experiences (WBLEs), effective March 14, 2020. To ensure continuation and accessibility of the Pre-ETS program, DCRSA Transition team worked with its Community Rehabilitation Provider network to create virtual Work Readiness Training programs for potentially eligible youth and students with disabilities. Youth earned wages funded by DCRSA. The virtual Work Readiness Training program participant data.

DCRSA Transition: **High School Internship Program** Spring 2020 cohort Virtual work readiness training program focusing on post-secondary education & training, college discovery, and career exploration using <u>www.VirtualJobShadow.com</u> curriculum.

Total students: 15

DC Public Schools: **General Explorations Internship Program** Spring 2020 semester Virtual work readiness training program focusing on career readiness skills and career exploration hosted by workforce development coordinators.

Total students: 5

DC Public Schools Competitive Employment Opportunities Mentoring Program Spring and Summer 2020 Virtual workplace readiness training program focusing on self-advocacy instruction and peer mentoring. Students continued the internship during MBSYEP Program.

Total Students: 12

ProjectSEARCH @CAH Program (adult students ages 18-22) Spring 2020 semester Virtual transition-to-work program focusing on skills training, career exploration, and individualized job development. This program leads to supported employment.

Total Students: 11

Workforce Development Center at River Terrace Education Campus Spring 2020 Virtual transition school-to work program focusing on career exploration and training in employability and independent-living skills through classroom instruction.

Total Students: 42

DC Special Education Cooperative: Career Preparatory Program (CPP) Spring 2020 Virtual work readiness training program focusing on career exploration and soft skills instruction using <u>www.OneDerAcademy.com</u> curriculum.

Total Students: 11

BroadFutures: Summer Strengths Intensive Program Summer 2020 cohort

Virtual work readiness training program focusing on self-advocacy, career readiness skills, and career exploration. 5 students were accepted into the program and 3 students completed the program.

Total students: 5

Columbia Lighthouse for the Blind: **L.I.T.E. Program** – Summer 2020 cohort Virtual work readiness training program focusing on independent living skills and career exploration for students who are blind or have visual impairments.

Total students: 4

Outstanding Possibilities Revealed: **ASPIRE Program** Spring and Summer 2020 cohorts Virtual work readiness training program focusing on self-advocacy, career readiness skills, and career exploration.

Total students: 13

Project ReDirect: **Life.Music.Art Internship Program** Spring & Summer 2020 cohorts Virtual work readiness training program focusing on work readiness skills and career readiness training for careers in multimedia arts.

Total students: 9

RCM of Washington: **#Ready2Work (#R2W) Program** – Summer 2020 cohorts (2) Virtual work readiness training program focusing on self-advocacy, career readiness skills, and career exploration.

Total Students: 5

SchoolTalk: **JumpStart/MBSYEP Program** in partnership with DOES – Summer 2020 Virtual work-based learning program focusing on self-advocacy, career readiness skills, career exploration, and disability disclosure for students participating in MBSYEP Program.

Total Students: 35

Time for Change: Job Readiness Training & Self-Advocacy Program Summer 2020 Virtual job readiness training program focusing on self-advocacy, career readiness skills, and employment job search.

Total Students: 8

Overall, DCRSA Transition supported 175 youth through paid virtual work readiness training during the Spring and Summer months of the COVID-19 pandemic. In addition to these Pre-ETS programs, DCRSA entered into an official agreement with the DC Department of Employment Services (DOES), Office of Youth Programs. The agreement allowed DCRSA to sponsor the wages for students with disabilities (ages 14-22) participating in the summer 2020 Mayor Marion Barry Summer Youth Employment Program (MBSYEP), and provide supports and services for the students with the most significant disabilities to participate in the 8-week program. Students with disabilities were paid at the competitive rate of \$15.00/hour, to mirror DC's current minimum wage. Approximately 10,000 District youth (ages 14-24) were able to engage in paid virtual summer work through the CareerEdge curriculum, and 35 students with significant disabilities were supported through the JumpStart Program hosted by SchoolTalk. DCRSA is continuing to offer virtual services and programming to District youth.

Annual Voices of Change Conference 2020 (virtual platform)

SchoolTalk's Annual Voices of Change Conference 2020 was designed to equip middle and high school students with knowledge and skills to lead self-determined lives through opportunities to LEARN, LEAD, and ACT. Each year students engage with youth leaders, community-based organizations, and local entrepreneurs and artists who shed light on postsecondary pathways to work, education, and independent living. In response to the COVID-19 pandemic, SchoolTalk hosted a virtual Voices of Change Conference from September 14-September 30, 2020. SchoolTalk provided transition- and employment-related sessions directly to students, which were tailored to fit individual schools' schedules. SchoolTalk hosted citywide events on Wednesday, September 16, 2020 and Wednesday, September 23, 2020 and flexible class-based sessions any day of the week to accommodate the schools' varying virtual schedules. Most events included pre- and post-session activities teachers could use to further engage their students.

2020 Voices of Change Data*

Data Points	Total Number of Youth
Schools who participated in the conference	16
Educators who attended the conference	51
Youth Participants	174
Hobby to Hustle Workshop Attendees	44
Living a Full Life Workshop Attendees	34
Virtual Professionalism Workshop Attendees	36
Arts to Advocacy Music Production Workshop Attendees	31
Arts to Advocacy Visual Art Workshop Attendees	30
New Normal Dialogue Attendees	105
City Wide Dialogue Attendees	7
City Wide Poetry Slam Attendees	7
DC Youth Leadership Network Panel Attendees	11
City Wide Hobby to Hustle Panel Attendees	7
Youth Leaders who Facilitated Workshops	9

* Please note, that some students received multiple workshops so that accounts for why the total number is lower when adding the total number of individual workshop attendees.

On March 24, 2020, to mitigate the spread of the coronavirus, Mayor Muriel Bowser issued Mayor's Order 2020-053: Closure of Non-Essential Businesses and Prohibition on Large Gatherings During Public Health Emergency for COVID-19. As a result of this order, DCRSA transitioned to a virtual programming model in response to the Mayor's Order and moved the Pre-Employment Transition Services (Pre-ETS) Program to a virtual platform. Services, including monthly school-based workshops, intake appointments, and VR employment services, were conducted via telecommunication such as phone call, video conference and email. DCRSA also suspended all community-based or in-person student programs, including Work-Based Learning Experiences (WBLEs), effective March 14, 2020, per guidance from the Mayor's Office related to the COVID-19 public health.

Effective July 2021, DCRSA staff returned in-person from a remote telework posture amidst the public health crisis. Staff continued to offer virtual services at the discretion of the consumers being served.

FY 2020/2021:

- DCRSA provided 212 paid work-based learning experiences for district youth for program year 2020. The work-based learning experiences were provided by external partner providers, DC Public Charter and DC Public Schools. Each opportunity that was offered was a competitive, integrated employment opportunity.
- The DC Public charter school provided work-based learning experiences (WBLEs) for 74 youth, DCPS provided 84 WBLEs, Project Search provided 8 WBLEs, and River Terrace Education Center provided 33 WBLEs for district youth.
- RSA reports as of July 2021, the number of students reached via Pre-ETS, was approximately 80% of potentially eligible students. (2898/ 3620 as of July 2021).

FY21 Pre-ETS Programming:

Guided Group Discovery

 It was the goal during last program year to identify more opportunities for communitybased employment for students with intellectual and developmental disabilities. Through the River Terrace Educational Campus and the facilitation from provider, RCM, 33 youth participated in a pilot program called "Guided Group Discovery". At the conclusion of the piloted Guided Group Discovery Program, 33 out of 44 (75%) participants completed blueprints for employment and now have the knowledge and skills to facilitate their future employment endeavors.

Jumpstart/SYEP

 DCRSA supported 56 youth who participated in the JumpStart/MBSYEP facilitated by SchoolTalk. The program was available to eligible or potentially eligible students with disabilities who attend District of Columbia Public Schools, Public Charter Schools, orCollegiate students with significant disabilities. The goal was to provide a successful summer job experience. The program began in June 2021 and commenced in August 2021. Through the JumpStart/MBSYEP program, the youth who participated were provided with an individualized supported employment experience and earned wages. The youth engaged with job readiness trainers provided by Work Opportunities Unlimited and SchoolTalk.

Voices of Change

 37 youth participated in the Annual Voices of Change program. This event assisted youth in building relationships, the ability to build self-awareness, self-advocacy, and youth leadership skills and connect with their peers with disabilities. With the support of SchoolTalk staff, youth leaders facilitated and engaged in event development, implementation, and evaluation. This year's participation included seven (7) schools: Woodson, Ballou, Roosevelt, River Terrace, Duke Ellington, Dunbar and Capital City PCS.

UMOJA Peer Mentoring

 DCRSA collaborated with the DC Sped CoOP to host a peer mentoring program on Wednesdays and Fridays during Spring 2021. A total of 16 youth attended the program. The UMOJA Peer Mentoring Program focuses on the role and rights in advocacy work covering the intersectionality of disabilities and Blackness in America. The program focused on three (3) essential areas: Leadership Development, Relationship Building andNetworking, and Advocacy in Social Justice. The UMOJA Peer Mentoring Program started on April 19, 2021 and ended on May 31, 2021 and included 2 weekend institutes.

Career Preparation Program (CPP) Exploration and Obtainment:

DCRSA collaborated with the DC Sped CoOP to host the CPP Program. A total of 25 participants attended the program. This program included two tracks based on the need and the participant age. One group (CPP Exploration) was for younger students focused on soft-skills and career exploration (building upon Next Steps career awareness). The second group (CPP Obtainment) was for older students who were looking for support in obtaining employment.

SEEC/Project Search

• 13 individuals graduated from the Project Search Program. Project SEARCH provides employment readiness training for young adults aged 18 to 30 with intellectual and developmental disabilities through intensive internships and classroom instruction.

Aspire Program by Outstanding Possibilities Revealed

• A total of 53 youth participated in the Aspire program. During this program, youth had the opportunity to engage in virtual Pre-Employment transition services. The courses consisted of communication skills, resume development, work skills development, mock interviews, budgeting, and financial literacy.

Project ReDirect

A total of 22 youth participated in the Keep Encouraging Youth Transition program. This
program is designed as a person-centered program to help young people leaving the
school system to successfully transition into the next phase of their lives. This program
is divided into workshops and training modules that assist individuals with preparing
for educational and workforce goals.

Broad Futures

• A total of 12 youth participated in the BroadFutures program. During this program the youth engaged in Pre-Employment Transition services. The courses provided to the youth regarding job readiness skills consisted of professional communication, mock interviews, elevator pitches, first impressions, disclosing your disability, and accommodation in the workplace and higher education.

DC Public Schools: General Explorations Internship Program

 A total of 59 youth participated in the virtual work readiness training program focusing on career readiness skills and career exploration hosted by workforce development coordinators.

DC Public Schools Competitive Employment Opportunities Mentoring Program

• A total of 26 students participated in virtual workplace readiness training program focusing on self-advocacy instruction and peer mentoring.

ProjectSEARCH @CAH Program (adult students ages 18-22)

• A total of 8 students participated in the virtual transition-to-work program focusing on skills training, career exploration, and individualized job development. This program leads to supported employment.

Workforce Development Center at River Terrace Education Campus

• A total of 43 students participated in the virtual transition school-to work program focusing on career exploration and training in employability and independent-living skills through classroom instruction.

Goal 4: Improve coordination with other workforce development agencies providing services at the American Job Centers.

In FY20, DCRSA continued to improve coordination with the core WIOA partners through ensuring a Vocational Rehabilitation (VR) counselor is available virtually five (5) days per week. There were consumers who visited the AJCs prior to the public health emergency. To ensure continued coordination DCRSA strengthened its referral process with DOES. Additionally, DCRSA continued to refer its clients to the OSSE approved vendors for free virtual trainings and remedial courses. OSSE also provides professional development training for VR Counseling Staff. DCRSA regularly refers to Catholic Charities, Academy of Hope Public Charter School, Latin-American Youth Center, and So Others Might Eat (SOME) for adult education services. This allows for DCRSA staff to continue working collaboratively with the DOES to directly connect clients with additional employment, job readiness, and/or training supports. In addition, this virtual coordination has increased service delivery to individuals throughout all wards with counselors who were not able to be physically in the community at each AJC and other community agencies due to the public health emergency.

DCRSA has improved existing business relationships and built new business relationships within the community to increase job opportunities and expand DCRSA's employment network virtually. This is a major accomplishment given the state of the economy and the limitations brought on by the COVID-19 pandemic. The reason DCRSA has seen this increased success with employers is because of more focused engagement due to the virtual posture. This included a broader outreach because in-person meetings can sometimes be challenging to schedule. Additionally, DCRSA staff have a greater sense of urgency for understanding the opportunities for consumers in a challenging economy with enhanced barriers. DCRSA is more proactive with the business community, which ensures the viability of hiring consumers and the enhancements these consumers would actualize in their businesses.

In July 2021, DCRSA staff returned to the office and began providing in-person VR services to consumers. Virtual services were still being offered at the request and convenience of the clients being served. DCRSA has provided increased flexibility to the persons it supports by

providing both in-person and virtual services. DCRSA continues to evaluate the ever-changing Public Health crisis landscape to maintain the health and well-being of the district residents it supports. Effective Monday, December 27, 2021 until Friday, February 4, 2022, DCRSA transitioned into a virtual posture for the majority of its staff. The front desk staff remained available during this time to accept walk-ins.

The following events took place in FY20, with different employers in the district:

Employer Related Events

- Chemonics
- Pension Benefit Guaranty Corporation
- Federal Deposit Insurance Corporation
- U.S. Department of Labor
- Sodexo
- DCHR Working for Washington Presentation

Disability Awareness Education for Employers

- National Disability Employment Awareness Month Event, October 2020
- Disability Awareness Low Vision and Deaf Awareness for businesses
- Coordinated Disability Awareness Low Vision at the American Job Center
- Coordinated Disability Awareness Deaf Awareness at the American Job Center
- Aspiring Professionals Internship Program Cohort 2 launched and completed with15 interns placed;13 successful internship completions; 12 committed to employment; and 7 gained employment (6 with DC Government and 1 with the Federal Government)

The following events took place in FY21, with different employers in the district:

Completed 8 Employer Related Events

- RAINN (Rape, Abuse & Incest National Network) Employer Spotlight
- FEMA Employer Spotlight
- FEMA Resume Presentation
- Federal Highway Administration Employer Spotlight
- American University Employer Spotlight
- Chemonics Employer Spotlight
- Amazon Employer Spotlight
- Marriott Employer Spotlight
- Marriott Mock Interviews

There was a total of 4 Disability Awareness <u>Education for Employers</u> Events:

- DCHR (2)
- External Business (1)
- National Disability Employment Awareness Month (NDEAM) (1)

Additionally, Aspiring Professionals launched Cohort 3, which successfully placed nine (9) interns throughout District of Columbia Government agencies.

DCRSA, supported UnitedHealth Group (UHG) with securing six (6) RSA clients for the UHG Disability Inclusion Internship Program. The District of Columbia was one of a handful of State VR agencies invited to recommend candidates for this initiative.

DCRSA has also secured a subscription to LinkedIn to allow the agency to market its services, engage with businesses, and showcase DCRSA as a great place to work to potential employees.

Recommendations

In FY20 and FY21, there has been a sustained effort to improve data collection, financial accuracy, and overall communication from DCRSA to external stakeholders. As DCRSA continues to respond to the Public Health crisis due to COVID-19, it will reassess its service delivery model to ensure the safety of district residents who receive vocational rehabilitation services. There is a continued need to increase the training and professional development of both provider staff and VR counselors to ensure that high quality and person-centered services achieve competitive, integrated, and community-based employment.

Closing

FY20 was a productive year for the DCRSA and the SRC. The two organizations improved access to quality employment outcomes for all District residents with disabilities. In FY21, the SRC experienced a transformation in its membership and leadership, namely its chairperson.

In the new FY, the SRC looks forward to increasing its membership, updating its bylaws, and continuing its partnership with DCRSA.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

The Designated State Unit has reviewed and considered the State Rehabilitation Council's observations, input, and suggestions outlined in the annual report and the recommendations and input sections listed above. The Designated State Unit, DCRSA, agrees with the above recommendations, observations, and input suggested by the SRC's annual plan and its recommendations.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

N/A.

B. REQUEST FOR WAIVER OF STATEWIDENESS

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

This agency has not requested a waiver of statewideness.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

This agency has not requested a waiver of statewideness. All State plan requirements will apply.

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

This agency has not requested a waiver of statewideness.

COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM 1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

DCRSA values its relationships with its federal, state, and local partners including those that are not a direct part of the Workforce Investment System. These partnerships allow for DCRSA to collaborate with other organizations to expand services in community settings and increase the reach to more District of Columbia residents with disabilities. The Administration has finalized cooperative agreements or Memoranda of Agreement (MOA) with several community partners and is working to address any outstanding agreements. There are currently five (5) fully executed MOAs that were implemented in FY21 among the following community partners:

- Mayor's Office of Lesbian, Gay, Bisexual, Transgender, and Questioning Affairs
- Workforce Development Center and River Terrace Education Campus
- Youthbuild Public Charter School
- Department of Insurance, Securities, and Banking (DISB)
- Project Search- National Institutes of Health

DCRSA currently has 37 community outreach sites in place with other government agencies and local organizations that provide locations for satellite sites with established schedules or referral protocol, allowing for expanded outreach and services in community settings reaching hard-to-reach residents. In addition, the Transition Unit (TU) has two (2) field sites for adult students with disabilities and DCRSA's TU VR Specialists serve 86 schools across the DC Metropolitan area, including DC students placed in non-public schools in MD.

These community sites include the following diverse settings such as rehabilitation centers, mental health clinics, hospitals, community health centers, homeless shelters, other DC Government Offices, and the court system.

DCRSA offers services in or receives referrals from the following community agencies and centers: DC Department of Employment Services (DOES) American Job Centers (AJC), DC Department of Behavioral Health (DBH), DC Department of Youth Rehabilitation Services, , Unity Clinic- Upper Cardozo , Washington Hospital Center, Mayor's Services Liaison Office, DC Superior Court, Office Of Veterans Affairs, Central Union Mission, Office Of Asian & Pacific Islanders Affairs, GW Acute Hospital, Seabury Blind Center, Ethiopian Center , Providence Hospital, Harbor Lights, Hearing Loss Associates, Psychiatric Center Chartered, Inc., Anchor Mental Health Association, Deaf- Reach, Pathways, Strive DC, Community Connections, PSI SERVICES III INC., Unity Health Care, Unity Healthcare- Anacostia Clinic, and Aging and Disability.

Along with sites in community settings, DCRSA has several other partnerships for services reflected in Memoranda of Agreements (MOAs) and Memoranda of Understandings (MOUs) with the following agencies and entities: DC Public Schools, Child and Family Services Agency, Department of Employment Services to include one stop centers Capital Area Region (formerly known as Embassy Suites and Hilton Hotels), DC Department of Behavioral Health, Office of the State Superintendent of Education (OSSE), The DC Workforce Investment Council, The DC Department of Human Resources, DC Public Library, Department of Aging and Community Living, and DC Office of Disability Rights, and DC Office of the Chief Financial Officer.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

DCRSA works closely with the Assistive Technology (AT) Center at Disability Rights DC at University Legal Services. The AT Center is a very helpful resource that has supports available for VR clients, as well as other people with disabilities in the community. The AT Center also works very closely with schools in the District. DCRSA invites staff from the AT Center to its all staff meetings once or twice each year to provide information to staff regarding the resources available there. In addition, the AT Specialist at DCRSA sits on the AT Advisory Council.

In FY21, in collaboration with the AT Center, DCRSA through DDS has made significant strides within its AT initiatives:

a) The major collaborating organizations were:

Technology First Initiative and Work Group Participants

- Developmental Disabilities Administration
- Rehabilitation Services Administration
- Assistive Technology Center
- DD Council
- Georgetown UCEDD
- Quality Trust
- Project Action
- The Center for Accessibility
- St. John's Community Services
- RCM of Washington
- Maryland Developmental Disabilities Administration
- Connect.DC
- Federal Communications Commission
- Disability Cocoon

b) Measurable results of the initiative and any lessons learned.

- The Tech First initiative funded 17 DDS Providers to participate in SHIFT Enabling Technology Curriculum to achieve Technology First Organization Accreditation. This will result in expanding the number of providers that can assist people with disabilities with person-centered tech exploration, discovery, matching, planning, and implementation.
- Hosted 10-part Tech First Web Series to increase awareness amongst stakeholders. The Tech First Web Series enhanced knowledge amongst stakeholders of the impactful best practices and tech solutions that have proven to promote self-determination and independence for people with disabilities across all Life Domains:
 - Healthy Living Tech showcases Telehealth and automated medication dispensing tech solutions
 - Safety and Security Tech highlighted sensor and GPS tech solutions to ensure safety and security
 - Daily Life and Employment Tech showcased task prompting apps and solutions to increase autonomy at the workplace and home
 - Tech for Advocacy and Engagement highlighted online community tech
 - Tech that Fosters Socialization displayed tech solutions that aim to expand natural support network
 - Assistive Tech Goals 101 webinar on how to write comprehensive and achievable supports to ensure successful utilization of tech

 Remote Supports – 2-part webinar that informed stakeholders of Remote Support options, planning, and implementation for the workplace and community living

Tech First successfully received approval to launch four (4) Tech Projects funded by the American Rescue Plan Act (ARPA) to improve individuals with disabilities access to tech:

- <u>DC DDS Telehealth Project</u> -to address the health disparities often experienced by people with I/DD and to mitigate ER visits and hospitalizations the project will enroll, disseminate tech, and training to people supported by DDS to access telehealth services. It is estimated that 1,387 people will participate in this project.
- <u>DC DDS Assistive Technology Platform</u> the project will pilot a new online platform that enables users to automate the tech discovery and matching process. The AT Center and Accessibility Center will be targeted as District partners to participate in this effort.
- <u>DC DDS Tech Dissemination Project</u> the project will focus on disseminating tech solutions and Remote Supports Equipment to people supported by the agency that will enable them to assert greater self-reliance and independence in the community. Estimated to target a maximum of 2,324 people.
- <u>DC DDS Digital Literacy and Skills</u> the project will focus on creating with District partners educational programs and workshops that will improve the overall comfort level and fundamentals of people with disabilities and the staff that support them to effectively utilize tech.

c) Improving access to Assistive Technology through partnership

DDS supported the Assistive Technology center with identifying and acquiring new emerging tech solutions to add to their lending library program. The tech solutions acquired will be utilized to spread awareness amongst people with disabilities, family members, and service providers of impactful tech solutions that are within the category of "Internet of Things" (IoT) and Remote Supports equipment.

d) URL for initiative is https://dds.dc.gov/node/1543901

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

N/A.

4. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

DCRSA collaborates with multiple community agencies to reach out-of-school or disengaged youth including Department on Employment Services (DOES), Department of Behavioral Health (DBH), Department of Youth Rehabilitation (DYRS), Department of Small and Local Business Development (DSLBD), and Child & Family Services Agency (CFSA).

DCRSA continues to strengthen its partnership with DOES, specifically the Office of Youth Programs (OYP). DCRSA coordinates closely with DOES-OYP on its Mayor Marion Barry Summer Youth Employment Program (MBSYEP). MBSYEP provides an excellent opportunity for paid Work-Based Learning Experience and Job Readiness Training for both in-school and out-ofschool transition age youth, ages 14-24.

DCRSA also has a partnership with the Department of Youth Rehabilitation Services (DYRS) to provide a VR Specialist on-site, on at least a monthly basis, or as requested, to offer vocational rehabilitation services to eligible DYRS youth and strengthen placement and re-entry service strategies to further enhance employment opportunities for youth with disabilities returning to

the community from secure confinement.

DBH-Children, Youth & Family Services Division offers treatment and support for teens and young people up to age 21 seeking help for drug or alcohol challenges. DBH counselors make referrals to certified community-based providers, including DCRSA, to connect youth who may be suffering from homelessness, addiction, and/or adjudication issues to rehabilitation supports available. In addition, one of the DCRSA VR Specialists shares a site in common with DBH, which is the Latin American Youth Center (Ward 1). The DCRSA VR Specialist assigned to this site participates in outreach presentations and connecting youth to DCRSA services.

DCRSA and CFSA have an MOA to coordinate services for youth transitioning from the foster care system to independence. This is an agreement between CFSA and DCRSA and DCDDA. The MOA covers services provided by the Developmental Disabilities Administration, as well as the Rehabilitation Services Administration. Within DCRSA, the agreement addresses both Independent Living Services, for youth with developmental disabilities, other than intellectual disabilities, who are not eligible for DDA services. The agreement ensures that these youth will receive appropriate independent living supports as they transition into adulthood. In addition, the agreement provides for DCRSA to have one VR Specialist assigned to CFSA's Office of Youth Empowerment twice per month to provide information about RSA services, conduct intake interviews, and be available to meet with existing DCRSA clients who are also current clients of CFSA.

5. STATE USE CONTRACTING PROGRAMS.

DCRSA is not bound to utilize any other contracting vehicles for equipment and/or services that are outside of the District of Columbia's Office of Contract and Procurement purview.

C. COORDINATION WITH EDUCATION OFFICIALS

1. THE DESIGNATED STATE UNIT'S PLANS, POLICIES, AND PROCEDURES FOR COORDINATION WITH EDUCATION OFFICIALS TO FACILITATE THE TRANSITION OF STUDENTS WITH

DISABILITIES FROM SCHOOL TO THE RECEIPT OF VR SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, AS WELL AS PROCEDURES FOR THE TIMELY DEVELOPMENT AND APPROVAL OF INDIVIDUALIZED PLANS FOR EMPLOYMENT FOR THE STUDENTS

Agreement with Public Schools

DCRSA and the local education agency, DC Public Schools (DCPS), have had an agreement in place since 2011, which allows for sharing of information and establishes the referral process for youth in DCPS. In alignment with the WIOA, DCRSA and DCPS updated the MOU to include provisions related to the delivery of Pre-Employment Transition Services (Pre-ETS) for students with disabilities. Since October 2015, DCRSA and DCPS have entered into a Memorandum of Understanding (MOU) to transfer funds to DCPS to allow for staff to provide support for provision of Pre-ETS in ten (10) DC Public Schools. This MOU assists in establishing relationships with employers to create work-based learning experiences, provide career counseling, counseling on postsecondary options, and training on independent living skills.

Additionally, DCRSA and River Terrace Education Campus (RTEC), a specialized school apart of DCPS, established an MOA in January 2021. This MOA allows both parties to conduct the following:

1. Recruit all DCPS student participants in the Workforce Development Center Program and submit the required RSA Referral Form to DCRSA for student WBLE eligibility.

2. Support student interns in completing payroll enrollment forms, including employment eligibility documentation and direct deposit authorization forms needed for new employee

onboarding. Designate a Timekeeper Administrator to approve student timesheets (via online portal) for weekly payroll processing.

3. Provide soft skill professional development and work-readiness training for all students prior to their placement as interns in an integrated work environment. Soft skills training will include time management, email etiquette, professional dress, financial management, budgeting, and goal setting.

4. Provide hard skill professional development and career focused training for all students prior to their internship placement and ongoing throughout their real-life work-readiness training experience.

5. Provide all special education supports, services, and accommodations in accordance with IDEA Part B as outlined in the students' IEPs.

6. Provide overall program support including monitoring student progress, technical assistance, and professional development for WDC-RTEC staff provided by DCPS-DSI Job Placement Specialist.

DCRSA's responsibilities under the MOA include the following:

1. Provide payroll services including new employee onboarding, timekeeping instructions, payroll processing, timely communication on payroll and/or account issues and discrepancies, and overall payroll services management, provided by the DCRSA Project Manager.

2. Provide funding for minimum wages in the amount of \$15.20 per hour directly to WDC-RTEC students via third-party payroll company using direct deposit payment.

3. Provide an assigned Vocational Rehabilitation ("VR") Counselor to WDC-RTEC students for the purpose of providing vocational rehabilitation services, including Pre-ETS, in adherence to students' IPEs.

DCRSA and the Office of the State Superintendent of Education (OSSE) established an MOA dating back to August 2013 between their agencies that outlines the process by which all students in public, public charter and non-public schools are identified and referred to DCRSA for youth transition and/or VR services. DCRSA staff met in 2021 with OSSE staff to amend the current MOA to make necessary changes to address issues related to requirements for WIOA for the provision of pre-employment transition services for students with disabilities., The U.S. Department of Education continues to provide DCRSA with technical assistance regarding implementation of transition and Pre-Employment Transition Services.

Based on this technical assistance, DCRSA and OSSE have developed a draft agreement that outlines the roles and responsibilities of each agency to coordinate the delivery of preemployment transition services at the state and local education agency level, which should be finalized in PY2021.

Since FY15, DCRSA established a human care agreement with a community-based organization that provides special education technical assistance to Public Charter Schools in the District. This provider assists with improving coordination between DCRSA and the Public Charter Schools. This provider also supports with improving the efficiency and effectiveness of referrals for VR services from Public Charter Schools to DCRSA. Additionally, this provider assists in coordinating the provision of Pre-ETS to students in Public Charter Schools.

There are currently nineteen (19) Public Charter High Schools in the District and six (6) Public Charter Adult Education Schools that provide services to students with disabilities. DCRSA has developed an MOA that has been shared with all Local Education Agencies (LEA) for public charter high schools to better align with the specific and unique needs of each charter high school. DCRSA has a total of ten (10) fully executed MOAs established with public charter schools.

Staffing and Team Organization

Staffing for vocational rehabilitation is structured as follows. The Vocational Rehabilitation

Services Division within DCRSA now has two (2) Youth Transition Units, including two supervisors, thirteen (13) VR Specialists, one (1) project manager, one (1) community liaison specialist, one (1) employment coordinator, two (2) Rehabilitation Assistants, one (1) program support assistant, and one (1) program manager.

Development of Individual Plans and Other Activities

The VR Specialists are assigned to all schools serving District of Columbia students. They conduct intake interviews, attend IEP meetings, and develop Individual Plans for Employment (IPE). Additionally, VR Specialists in the transition unit provide and monitor the provision of pre-employment transition activities for all students with disabilities who have open VR cases, as well as all students with disabilities who are potentially eligible for VR services. The VR Specialists determine students' eligibility for vocational rehabilitation services, develop IPEs, and make referrals for necessary transition services to assist students to plan for and obtain successful post-school employment.

2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

DCRSA works with the local education agencies (LEA) to provide technical training and assistance. DCRSA has an agreement in place with the largest LEA within the District that employs staff to provide this technical training and assistance to schools. These staff are deployed to the DC Public Schools to assist school-based staff with coordination and delivery of pre-employment transition services. DCRSA also coordinates with a local non-profit provider to assist with this same delivery of technical assistance to local education agencies that are within the realm of the public charter sector.

DCRSA has been collaborating with public charter schools to establish MOAs with each public charter school that serves as its own LEA. DCRSA has increased its outreach efforts to the public charter school sector during the 19/20 and 20/21 school year to increase the number of MOAs signed with individual LEAs that make up the charter school sector in DC. All charter schools were presented with a draft MOA in the winter of 2021. DCRSA continues to work with the LEAs to sign the MOAs to streamline transition services to youth with disabilities.

DCRSA currently uses video conferencing (including multiple platforms such as Microsoft Teams, WebEx, Zoom, Google Meeting, etc.) to provide consultation and technical assistance to LEAs across the district. DCRSA also provides virtual meeting spaces to help prepare LEAs to transition students with disabilities from high school to the postsecondary world. This includes virtual meetings for pre-employment transition services and regular vocational rehabilitation services.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

See response no. 1 above.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

DCRSA transfers funds to DCPS to allow DCPS to hire and employ up to three (3) Workforce Development Coordinators with training in secondary special education and/or transition. DCRSA also provides funding to DCPS to allow it to hire and employ up to one (1) Job Placement Specialist with job placement training and/or experience to facilitate paid work experiences for students with disabilities who want to work. DCRSA will maintain administrative control of the Workforce Development Coordinators and Job Placement Specialist positions and the funding that supports them. This includes establishing the roles, responsibilities, and requirements for the Workforce Development Coordinators and Job Placement Specialist positions. These criteria include, but are not limited to, a description of duties, minimum qualifications required for the position, and opportunity for the applicant to provide examples of specialized experience pertinent to the position. DCRSA will continue to work collaboratively with DCPS to hire these positions and set the educational standards for each role.

DCRSA will collaborate with DCPS to meet monthly to verify that staff funded through DCRSA are delivering the required activities for Pre-ETS and work-based learning experiences. If DCPS is found to be out of compliance with the expectations outlined in the MOU for staff, written notification will be delivered to the DCPS point of contact within five (5) business days with a proposed action within the notification.

Through the District Government's personnel system of record (PeopleSoft), DCPS shall track and verify the approved time for Workforce Development Coordinators and Job Placement Specialist spend providing the services pursuant to this agreement and the job tasks and duties set forth in their respective job descriptions. Additionally, DCPS shall grant admittance to the DDS Quality and Performance Management Team at its administrative and program service locations to facilitate completion of quarterly announced and unannounced monitoring activities that support collection of information and reporting of findings regarding:

- DCPS' achievement of standards outlined within the MOU for delivery of Pre-Employment Transition Services and work-based learning experiences;
- DCPS' overall program effectiveness and efficiency of delivery of Pre-Employment Transition Services and work-based learning experiences; and
- Consumer satisfaction survey results of the DCPS' service delivery.

DCPS shall employ three (3) Workforce Development Coordinators with funding provided by DCRSA through this MOU. Such staff will provide the following functions:

- Develop community partnerships with private businesses and government agencies that could serve as internship, job sampling and paid employment opportunities for students.
- Monitor students' progress in any work-based learning experience arranged through the Workforce Development Coordinator.
- Provide counseling to students and their families on opportunities for enrollment in comprehensive vocational training programs or post-secondary educational programs at institutions of higher education.
- Provide workplace readiness training to develop self-advocacy skills and independent living.
- Work with teachers to align students' transition goals to situational job sampling activities and assisting teachers with finding situational job sampling opportunities for students.
- Coordinate among DCRSA VR Specialists and the school's Individualized Education Plan (IEP) team to align IEP transition goals with Individualized Plan for Employment (IPE) employment goals.
- Review individual student IEP transition plans for the incorporation of Pre-ETS required activities.

DCPS shall provide work readiness training sessions to DCPS students with disabilities. The DCPS Program Development Manager shall work with the DCRSA Supervisory VR Specialists and the DCRSA Transition Project Manager to develop monthly Pre-ETS training sessions to be led by both DCRSA VR Specialists and the DCPS Workforce Development Coordinators funded by DCRSA at all ten (10) Comprehensive DCPS schools serving transition age students.

DCPS shall provide work readiness training in the following areas: Communication, Positive Attitudes, Teamwork, Problem Solving, Talking/Writing, Cooperation, Active Listening, Decision Making, Conflict Resolution, Reading Body Language, Empathy, Professionalism, Supporting others, Respect for co-workers, Appropriate Hygiene in the work environment, Appropriate Dress in the work environment, Appropriate Behavior in the work environment, Time Management, Healthy Lifestyle, Using a Cell Phone, Navigating Transportation, Money Management, Utilizing Technology, Accessing Community Services and Supports, Community Safety, and Civic Responsibility.

DCPS shall employ one (1) Job Placement Specialist funded by DCRSA through this MOU. The Job Placement Specialist will work with Workforce Development Coordinators and the DCRSA Employment Coordinator on the following job placement tasks:

- Develop community partnerships with private businesses and government agencies that could serve as internship, job sampling and paid employment opportunities for students.
- Work with the local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities, including internships, summer employment and other employment opportunities available throughout the school year, and apprenticeships.
- Research data about industries, companies, labor market statistics, and employment trends.
- Transfer research findings into meaningful information that can facilitate the employment of specific individuals who are ready for job placement.
- Provide services to employers such as teaching them the benefits of hiring people with disabilities.
- Perform job analysis to determine job requirements.
- Work with employer supervisors to educate them on how to identify the needs of students who require auxiliary aids, services, or other accommodations while on the job.
- Consult with the personnel or human resource department about hiring practices.
- Review transition plans with student to ensure that it aligns with the employment goal on their IPE, which is supported by the student's interests and abilities.
- Instruct students in motivational training, job seeking skills, and job retention skills, as well as any other topics beneficial to the students' needs.
- Form and coordinate effective advisory groups to support students in the program.
- Ensure accurate record keeping including student demographics, case files, and referrals.
- Maintain an active employer contact database.
- Match employer needs to student skills and vice-versa.
- Maximize job retention by providing follow-up services (not to include job coaching) at 30, 60, and 90 days, unless otherwise specified.
- Maximize the number of students who achieve competitive integrated full-time

employment.

- Maximize the number of students who achieve competitive integrated part-time employment.
- Maximize wages for those placed in competitive integrated employment.
- Attend and participate in meetings, staff development sessions, and in-service training as assigned.

Workforce Development Coordinators and the Job Placement Specialist will attribute 100% of their time to the provision of Pre-ETS required activities. All tasks and duties performed by the Workforce Development Coordinators and Job Placement Specialist will represent, or be in direct support of, Pre-ETS.

DCPS shall not assign the Workforce Development Coordinators and Job Placement Specialist tasks or duties that are not, or are not in direct support of, Pre-ETS required activities. If DCPS and DCRSA agree that all eligible students have received the required activities, then staff members can devote their work to the nine authorized activities.

Workforce Development Coordinators and Job Placement Specialist Pre-ETS tasks or duties shall include the activities listed in section 113(b) and section 113(c)(1)(3)(9) of the Workforce Innovation and Opportunity Act (WIOA) of 2014, and the coordination of transition activities as defined by IDEA.

DCRSA no longer pays the training wages to students with disabilities it supports through the work-based learning program. Effective July 1, 2021, DC minimum wage will increase to \$15.20/hr., and DCRSA has increased the wages for students participating in paid WBLEs to minimum wage.

All public charter schools have been presented with a draft MOA for school year 19/20 and 20/21. The following responsibilities are identified in those MOAs and are consistent across the public charter school sector.

1. Responsibilities of DCRSA.

- a. DCRSA has responsibility for providing eligibility determination, vocational counseling, and job placement services to individuals with disabilities at no cost to local education agencies. The VR Specialist, in conformance with financial and age guidelines, makes eligibility determinations based on the following criteria:
 - 1. The presence of an impairment with resulting functional limitations in major life activities;
 - 2. The limitations from the impairment constitute a substantial impediment to employment;
 - 3. The individual requires vocational rehabilitation services to prepare to enter, engage in, retain or advance in gainful employment; and
 - 4. That the individual can benefit in terms of an employment outcome from the provision of vocational rehabilitation services.
- b. DCRSA may provide eligible individuals with disabilities the following services as defined in 34 CFR § 361.48 (b), State Vocational Rehabilitation Services Program:
 - 1. Assessment for determining eligibility and priority for services by qualified personnel, including, if appropriate, an assessment by personnel skilled in rehabilitation technology, in accordance with § 361.42.
 - 2. Assessment for determining vocational rehabilitation needs by qualified personnel,

including, if appropriate, an assessment by personnel skilled in rehabilitation technology, in accordance with § 361.45.

- 3. Vocational rehabilitation counseling and guidance, including information and support services to assist an individual in exercising informed choice in accordance with § 361.52.
- 4. Referral and other services necessary to assist applicants and eligible individuals to secure needed services from other agencies, including other components of the statewide workforce development system, in accordance with §§ 361.23, 361.24, and 361.37, and to advise those individuals about client assistance programs established under 34 CFR part 370.
- 5. Physical and mental restoration services, in accordance with the definition in § 361.5(c)(39), to the extent that financial support is not readily available from a source other than the designated State unit (such as through health insurance or a comparable service or benefit as defined in § 361.5(c)(10)).
- 6. Vocational and other training services, including personal and vocational adjustment training, advanced training in, but not limited to, a field of science, technology, engineering, mathematics (including computer science), medicine, law, or business; books, tools, and other training materials, except that no training or training services in an institution of higher education (universities, colleges, community or junior colleges, vocational schools, technical institutes, or hospital schools of nursing or any other postsecondary education institution) may be paid for with funds under this part unless maximum efforts have been made by the State unit and the individual to secure grant assistance in whole or in part from other sources to pay for that training. DCRSA is the payor of last resort.
- 7. Maintenance, in accordance with the definition of that term in \S 361.5(c)(34).
- 8. Transportation in connection with the provision of any vocational rehabilitation service and in accordance with the definition of that term in § 361.5(c)(57).
- 9. Vocational rehabilitation services to family members, as defined in § 361.5(c)(22), of an applicant or eligible individual, if necessary, to enable the applicant or eligible individual to achieve an employment outcome.
- 10. Interpreter services, including sign language and oral interpreter services, for individuals who are deaf or hard of hearing, and tactile interpreting services for individuals who are deaf-blind, provided by qualified personnel.
- 11. Reader services, rehabilitation teaching services, and orientation and mobility services for individuals who are blind.
- 12. Job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services.
- 13. Supported employment services in accordance with the definition of that term in § 361.5(c)(54).
- 14. Personal assistance services in accordance with the definition of that term in § 361.5(c) (38).
- 15. Post-employment services in accordance with the definition of that term in § 361.5(c)(41).
- 16. Occupational licenses, tools, equipment, initial stocks, and supplies.
- 17. Rehabilitation technology in accordance with the definition of that term in

§ 361.5(c)(45), including vehicular modification, telecommunications, sensory, and other technological aids and devices.

- 18. Transition services for students and youth with disabilities, that facilitate the transition from school to postsecondary life, such as achievement of an employment outcome in competitive integrated employment, or pre-employment transition services for students.
- 19. Technical assistance and other consultation services to conduct market analyses, develop business plans, and otherwise provide resources, to the extent those resources are authorized to be provided through the statewide workforce development system, to eligible individuals who are pursuing self-employment or telecommuting or establishing a small business operation as an employment outcome.
- 20. Customized employment in accordance with the definition of that term in

§361.5(c)(11).

- 21. Other goods and services determined necessary for the individual with a disability to achieve an employment outcome.
- c. DCRSA will participate in a minimum of one parent-teacher conference and/or transition workshop for students and parents at PCS.
- d. DCRSA will assign a VR Specialist to the public charter school who will be responsible for identifying the potentially eligible students who are in need of transition services and/or Pre-Employment Transition Services, providing information about DCRSA's services to school staff and potentially eligible students and their families, including a description of the purpose of the VR program, scope of services, eligibility requirements, and application procedures, and for accepting application referrals from the identified school personnel. The VR Specialist will be responsible for determining eligibility, developing IPEs, and coordinating the services for potentially eligible students at the public charter school. Eligibility determination will occur within 60 days of an application being received by RSA, barring any extraordinary circumstances. An IPE will be developed within 90 days of a student being determined eligible. The coordination of services will begin when the IPE has been approved and signed by all required parties.
- e. DCRSA will accept, track, and document all completed applications for DCRSA services. Applications will be entered into DDS/RSA's electronic case management system. Both the student/parent and school will be contacted within five (5) business days of receipt of the application to provide notification of eligibility determination status. The VR Specialist will work with the school liaison to schedule an intake interview at the student's school.
- f. DCRSA will facilitate access to transition opportunities during or after high school such as ProjectSEARCH, internships, trial work experiences, jobs, and career planning and training.
- g. DCRSA will work with all eligible and potentially eligible students beginning at age 14.
- h. The intake interview, conducted at the school, will provide an overview of the Vocational Rehabilitation Program and determine if sufficient information has been provided to DCRSA to make an eligibility determination.
- i. A DCRSA VR Specialist, with the consent of the adult student or the parent/guardian if the student is under age 18, will attend the student's IEP team meeting when invited to discuss the student's Transition Plan.

- j. A DCRSA VR Specialist will be available at the school monthly on the agreed upon standing date of every month to conduct scheduled intake interviews, meet with students to complete a comprehensive assessment, be available to provide guidance and counseling to students who have been found eligible for services, provide job readiness workshops for potentially eligible students, attend IEP meetings when invited, meet with appropriate staff to discuss progress of clients' IPE development and progress toward achievement of goals identified in their transition plans.
- k. DCRSA will provide, in compliance with federal and state laws, comprehensive vocational rehabilitation services to students determined eligible for VR services. Comprehensive services include all VR services (including transition services) that are necessary to achieve an employment outcome, as indicated in an IPE agreed to by the eligible student and a qualified VR Specialist employed by DCRSA.

2. Responsibilities of the DC Public Charter School:

- a. The public charter school will identify a school staff person who will be responsible for coordinating with the assigned VR Specialist.
- b. The public charter school will provide private space for the VR Specialist to meet with students, and if available, access to office equipment, computer for student use, access to Wi-Fi or internet, and access to a printer and copier.
- c. Assigned school staff will identify students who are potentially eligible for DDS/RSA services. (Students with IEPs or 504 plans, or students with a documented disability).
- d. The public charter school will invite the VR Specialist to the IEP meeting when there is a need to provide input on the alignment of the IPE employment goal and IEP Transition Plan. IEP meeting invitations will be extended to VR Specialist in writing at least 10 business days prior to the meeting date.

Sec. 511 Statement: Under the Workforce Innovation & Opportunity Act (WIOA), work-based learning experiences (WBLEs) are a type of pre-employment transition service (Pre-ETS) used to prepare students with disabilities for post-secondary employment, education, and training. WBLEs combine workplace readiness skills training and career & technical education (CTE) curriculum together, to prepare students for competitive, integrated employment. DCRSA provides both paid and unpaid WBLEs for eligible and/or potentially eligible students with disabilities. Since July 2021, DCRSA uses funding from the Department of Education to provide minimum wages for students engaging in WBLE programs. Students are paid wages at \$15.20/hr. in adherence to DC minimum wage. Students ages 14-22 can work up to 20 hours per week for during their paid internships. Effective January 1, 2022, DC's living wage will increase to \$15.50/hr. and DCRSA has increased the minimum wages for students participating in paid WBLEs. Effective July 1, 2022, DC's minimum wage will increase to \$16.10/hr.

DCRSA will provide the coordination necessary to satisfy documentation requirements set forth in 34 CFR part 397 with regard to students and youth with disabilities who are seeking subminimum wage employment; and assure that neither the State educational agency nor the local educational agency will enter into a contract or other arrangement with an entity, as defined in 34 CFR 397.5(d), for the purpose of operating a program under which a youth with a disability is engaged in work compensated at a subminimum wage.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

DCRSA's transition unit has conducted outreach efforts to all DC schools (including, charter, public, and non-public), community-based sites, and community events to provide information about the transition services available to students with disabilities. The transition unit is also a

part of the greater outreach committee at DCRSA. This committee meets regularly to address outreach efforts and to streamline communication to support community events to get information about pre-employment transition services to members of the DC community.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

The State Agency establishes its cooperative agreements with service providers according to District regulations. To add new vendors for client services, the State Agency follows the District Regulations, found at 27 DCMR 100 et seq.

There is a wide range of DCRSA services partnerships through the current eighty-two (82) Human Care Agreements (HCAs) and Small Purchase Contracts that represent local private nonprofit, community rehabilitation providers as indicated in the charts below:

ABC Technical Solutions Inc	RSA Computers & Laptops
Amazing Love Health Services, LLC	Vocational Services - Job Placement
America Works of Washington DC	Vocational Services - Job Placement, Job Readiness
Anchor Mental Health Association	Evidence Based Supported Employment
Andean Consulting Solutions International	Sign Language Interpreter
Arc of DC, Inc.	Vocational Services-Supported Employment, Discovery Assessment, Customized Employment and Job Coaching Services, Job Readiness Training, Job Placement and Trial Work
Art and Soul Solutions, Inc.	Vocational Services - Supported Employment, Discovery Assessment, Customized Employment, Job Readiness and Job Coaching Services, Job Placement and Pre- Employment Transition Services (Pre-ETS), Tutoring and Academic Support
Art Enables	Vocational Services-Job Readiness Training and Job Coaching
Best Buddies International, Inc.	Vocational Services – Supported Employment, including Discovery Assessment, Customized Employment and Job Coaching; Job Placement; Job Readiness Training and Job Stabilization
Broad Futures, Inc	Vocational Services - Job Coaching, Job Readiness and Pre- ETS
C.P.R. Medical Transportation	Transportation Services
Capital Care, Inc.	Vocational Services - Supported Employment, discovery assessment, customized employment and job coaching services and Job Readiness Training
Center for Innovation Research and Transformation in Education	Vocational Services-Job readiness, Job Placement, Job Stabilizations and Pre-ETS Training

DCRSA Services Partnerships:

CHW Solutions, Inc.	Medical Consultation
Cincinnati Children's Hospital Medical Center	Project Search License Agreement & Technical Assistance
Circle of Care Quality Services, LLC	Vocational Services - Job Placement, Job stabilization, Job readiness
Coast to Coast Hospitality, LLC	Sign Language Interpreter
Cognitive Solutions, LLC	RSA Psychologists
Columbia Lighthouse for the Blind	Vocational Services-Supported Employment, Job Placement, Discovery Assessment, Customized Employment, Job Coaching and Benefits Planning and Job Readiness Training
Community Audiology Services, LLC	Medical Professionals
Community Connections	Vocational Services - Supported Employment, Job Coaching, Job Readiness, Discovery Assessment, Customized Employment and Pre-ETS, Evidence-Based Supported Employment
Congress Heights Community Training and Development Corporation	Vocational Services-Supported Employment, Discovery Assessment, Customized Employment and Job Coaching Services
Constituent Services Worldwide Public Benefit Corporation	Vocational Services-Job Readiness, Job Placement and Job Stabilization
CW&A, LLC (Connell Wise)	Vocational Services - Job Placement
DC Public Charter School Cooperative (known as DC Special Education Cooperative)	Vocational Services – Job Placement, Discovery Assessment, Job Coaching, and Job Readiness Training (Including Pre- ETS)
Deaf Access Solutions, Inc.	Sign Language Interpreter
District Health Care Services, LLC	Vocational Services - Supported Employment, Job Coaching and Job Readiness
Dixon & Associates, Inc	Career Assessment
Dr. Stephen J Feinberg	Medical Professionals
Dupont Computers, Inc.	RSA Computers & Laptops & Misc.
Dynamic Solutions for the Aging LLC	Personal Care Assistant
EMC2 Educational Consulting dba Onyx Therapy Group	Vocational Services - Job Placement, Supported Employment, Discovery Assessment, Customized Employment, Job Coaching, Job Readiness Training, and Trial Work

Excellent Community Services, Inc.	Vocational Services - Supported Employment, Job Coaching, Job Readiness, Job Training, and Job Placement	
Full Circle Employment Solutions, LLC	Vocational Services - Benefits Planning	
Galaxy HealthCare Solutions, Inc	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training, and Supp- Service Provider	
Global Resources and Support LLC	Vocational Services- Supported Employment, discovery assessment, customized employment and job coaching services and Job Readiness Training	
Harper Career Services, LLC	Career Assessment	
HeadStart to Life, Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training, and Support Service Provider	
Health Resources Service Intake Center	Vocational Services- Supported Employment, Discovery Assessment, Customized Employment, Job Coaching, Job Readiness Training, Job Placement, Support Service Provider, Trial Work and Pre-ETS	
Hillcrest Children s Center	Evidence Based Supported Employment	
Humanity In Transition, Inc	Vocational Services-Supported Employment, Job coaching, Job Placement and Job Stabilization, Personal Care Assistant	
I AM	Vocational Services -Supported Employment, discovery assessment- customized employment and job coaching services, Job Readiness	
Ink Systems, LLC	RSA Computers & Laptops & Misc.	
Innovative Day	Vocational Services – Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, and Job Readiness Training	
Interdynamics, Inc.	Career Assessment and RSA Psychologists	
Jewish Social Service Agency	Vocational Services: Job Placement, Supported Employmen Services, including Discovery Assessment, Customized Employment, Job Coaching, Job Readiness Training, and Tra Work	
KBEC Group, Inc.	Vocational Services - Supported Employment, discovery assessment, customized employment and job coaching services and Job Readiness Training and Pre-ETS	
Laura N. Fisher dba/MBA Non- Profit Solutions	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training, Discovery Assessment, Customized Employment	
Low Vision Services, PLC	Medical Professional Services	

Lt. Joseph P. Kennedy Institute	Vocational Services Supported Employment, discovery assessment, customized employment, job coaching services, and Job Readiness Training	
MBI Health Services, LLC	Vocational Services-Job Placement, Job Readiness Trainin and Evidence Base Supported Employment	
Melwood Horticultural Training Center, Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training	
Metropolitan Washington Ear	Blind and Low Vision Services	
National Children s Center, Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training, and Support Service Provider	
Outstanding Possibilities Revealed	Vocational Services - Supported Employment, discovery assessment, customized employment and job coaching services and Job Readiness Training and Pre-ETS	
Phase II Academy, LLC	Vocational Services-Employment Readiness	
Project ReDirect, Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training, Support Service Provider, and Pre-ETS	
PSI Services III, Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training, Pre- Employment Transition Services (Pre-ETS), Evidence Base Supported Employment	
Psychiatric Center Chartered Inc.	Evidence Based Supported Employment	
R&J Consulting Group, LLC dba Club Z! In Home Tutoring Services	Tutoring and Academic Support	
RCM of Washington, Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment, job coaching service Job Placement, Benefits Planning, Job Readiness Training an Pre-ETS	
Saint Coletta of Greater Washington, Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, and Job Readiness Training	
SchoolTalk, Inc.	Vocational Services-Job Readiness Training and Pre- Employment Transition Services	
SEEC	Vocational Services - Supported Employment, discovery assessment, customized employment and job coaching services, Job Readiness Training, Trial Work and Pre-ETS	
St. John's Community Services	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement and Pre-ETS	
STEMSkills, LLC	Vocational Services - Job Readiness and Pre-Employment Transition Services	

Superior Caring Hands, LLC	Vocational Services- Supported Employment, discovery assessment, customized employment and job coaching services, Job Readiness, and Job Training & Support		
TCS Associates	Assistive Technology Assessment, Training, and Device		
The Bridges Center	Vocational Services		
The Brooks Group, LLC	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services and Job Readiness,		
The Coles Group	Personal Care Assistant		
The MECCA Group, LLC	RSA Psychologists		
Time for Change	Vocational Services - Supported Employment, discovery assessment, customized employment and job coaching services and Job Readiness Training and Pre-ETS		
Total Care Services, Inc	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training, and Support Service Provider, Personal Care Assistant		
University Legal Services	Assistive Technology Assessment, Training, and Devices		
Urban Equity Consulting Group L.L.C	Vocational Services Job Placement and Job Readiness Training		
Verigreen Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Readiness		
Vested Optimum Community Svcs. Inc.	Vocational Services-Supported Employment, Support Service Provider and Job Readiness Training		
V-Tech Solutions, Inc	Personal Care Assistant		
Westlink Career Institute	Vocational Services - Job Readiness Training, Job Placemen		
William Boules	Assistive Technology Assessment, Training, and Devices		
Work Opportunities Unlimited Contracts, Inc.	Vocational Services- Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training and Pre-ETS		

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities. DCRSA's Evidence-Based Supported Employment program (EBSE) for persons with serious mental illness (SMI) and substance use disorder (SUD) utilizes an evidenced-based approach to help individuals with the most significant disabilities to secure, retain, or regain competitive employment in an integrated setting that pays minimum or better wages, and provides benefits. Supported Employment services are individualized and include, but are not limited to, counseling and guidance, job coaching, follow-along services, and development of natural supports.

DCRSA coordinates EBSE services with the Department of Behavioral Health (DBH). DCRSA has significantly improved its coordination with DBH since 2015. The number of EBSE providers is currently at five (5) with active Human Care Agreements. Staff from the two agencies and the provider agencies meet monthly to ensure effective coordination of services. The VR Specialists provide services at the EBSE provider locations and work as a team to ensure seamless transition of referrals to DCRSA and transition to extended services with DBH.

Developmental Disabilities Administration

In addition, DCRSA has improved its partnership with DDS' Developmental Disabilities Administration (DDA). DCDDA requires its Medicaid waiver supported employment providers to become providers with DCRSA. This improves the transition from DCRSA to extended services with DCDDA. In addition, DCRSA and DCDDA have developed a protocol outlining the procedures for referral and coordination of services and provided training for all staff on this protocol. As part of this referral and coordination process, DCRSA and DCDDA meet monthly to staff joint cases.

Extended services for consumers are provided by DCDDA, DBH, and DCRSA. DCRSA provides extended services to youth with the most significant disabilities relative to job coaching and necessary job supports to maintain competitive integrated employment. DCDDA administers a Medicaid Home and Community Based waiver, which includes long term supports for consumers with developmental disabilities in Supported Employment. Additionally, DCDDA has an array of other services, such as residential, transportation, and homemaker services that may be required to support an individual who receives services from DCRSA under the supported employment grant. DBH provides on-going support through its core mental health agencies.

Three (3) private non-profit organizations (Anchor Mental Health: Hillcrest Children's Center: and Psychiatric Rehabilitation Service, Inc.) are providing people with serious mental illness (SMI) with Evidenced-Based Supported Employment Services. Additionally, there are thirtynine (39) providers (ARC OF DC INC. (SE), Best Buddies International, Inc., Columbia Lighthouse for Blind, Community Connection, Inc., Congress Heights Community, CW&A, LLC., District Health Care Services, LLC, EMC2 Educational Consulting, Excellent Community Services, Inc. Galaxy HealthCare Solutions, Inc., Global Resources and Support, Headstart To Life, Inc., Health Resources Service Intake Center, Humanity In Transition, I AM, Innovative Day, LLC., Jewish Social Service Agency, KBEC, Lt. Joseph P. Kennedy Institute, MBA Non-Profit Solutions, MBI Health Services, Melwood Horticultural Training Center, National Children's Center, Outstanding Possibilities Revealed, Project ReDirect, Inc., PSI Services III Inc., Psychiatric Center Chartered, Inc., RCM of Washington, Inc., Saint Coletta of Greater Washington, SEEC, St. Johns Community Service, Superior Caring Hands, LLC., The Bridges Center, The Brooks Group, LLC., Time for Change, Total Care Services Inc., Verigreen Inc., Vested Optimum Community Services. Inc., and Work Opportunities Unlimited Contracts) who deliver supported employment services that include, but are not limited to, work readiness training (waiver funding), job coaching (supported employment grant funding), and job placement services (general VR grant funding).

DCRSA also utilizes work-based learning experiences and internships to support students and out-of-school youth with the most significant disabilities in Project Search, specifically the ProjectSEARCH at the Smithsonian, Capital Area Region (formerly known as Embassy Suites and Hilton Hotels) and National Institutes of Health. It should be noted that there are two separate cohorts of Project Search interns:

- 1. ProjectSEARCH Capital Area Region (formerly known as Embassy Suites and Hilton Hotels) cohort is comprised of DC Public School students and funding is provided through preemployment transition services grant funds.
- 2. Smithsonian and NIH cohorts are cohorts typically comprised of youth who are out of school. For out of school youth, general VR funding is used to support youth in these programs. The Smithsonian program will be paused during SY 22/23.

Upon successful completion of the ProjectSEARCH program, a youth may be placed in a job that is competitive, integrated, and aligns with the identified employment goal on the consumer's IPE. In this scenario, DCRSA provides supported employment services (i.e., Job Coaching and Job Stabilization). All participants in the ProjectSEACRH program who secure employment are provided supported employment services. Once stabilized in employment, these participants are transitioned to extended services, if eligible. Supported employment grant funding is used for these extended services up to age 25, or up to four (4) years, whichever comes first.

One of the challenges in the District has been the lack of an extended service providers for people with developmental disabilities, other than an intellectual disability. The only current source of support for extended services in the District for people receiving supported employment services are the Home and Community Based Services (HCBS) Waiver with DCDDA, that provides services to people with intellectual disabilities, supports provided through the Department of Behavioral Health for people with SMI and SUD, Ticket to Work, and natural supports. The changes in WIOA related to the provision of extended services for youth have been helpful in allowing the agency to provide extended supports to youth with developmental disabilities up to the age of 25, or for four (4) years, whichever comes first.

G. COORDINATION WITH EMPLOYERS

1. VR SERVICES; AND

DCRSA has one business relations specialist and four employment coordinators who develop relationships with businesses throughout the Washington, DC Metropolitan Area. These staff collaborate with businesses to educate them about DCRSA services and to identify their staffing needs for the purpose of gaining exposure and identifying employment opportunities for qualified DCRSA jobseekers. Services to businesses include: coordinating with the Aspiring Professionals Internship Program to other District government agencies; conducting disability awareness education training; creating opportunities for businesses to people with disabilities through industry spotlights; creating opportunities for businesses to participate in mock interviews with jobseekers and provide feedback; sharing employment announcements with jobseekers; screening and identifying qualified employment candidates; educating business about tax incentives; sharing resources to assist businesses with retaining potential opportunities to increase the pipeline of qualified talent to businesses; and identifying candidates for internship or volunteer opportunities.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

Since the passage of WIOA, DCRSA has identified one dedicated employment coordinator to provide job development and employment services to support the transition units. These services include supports to employers, jobseekers, and students with disabilities. The employment coordinator assigned to the transition units identifies businesses willing to provide paid part-time work experiences for students with disabilities, as well as identifying permanent employment options for youth who have completed their education or training. This employment coordinator also works in the DC Public Charter Schools to provide work readiness

training for students with disabilities. In addition, this employment coordinator provides the same technical assistance to employers identified above, as the employment coordinator in the General VR units provide.

H. INTERAGENCY COOPERATION

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

The District of Columbia currently has availability for provision of extended supported employment services through Medicaid only for people with intellectual disabilities and people with serious mental illness. The Medicaid Waiver in the District for Elderly and Persons with Disabilities does not currently include Supported Employment as a covered service. Furthermore, the District currently has no other Waiver Services to provide extended supported employment services to people with developmental disabilities (e.g., autism, without an intellectual disability), traumatic brain injury, or other physical disabilities. In planning for extended services for these populations, DCRSA must rely on either Ticket to Work Employment Networks or natural supports.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

The waiver services for people with intellectual disabilities are managed by the Developmental Disability Administration within the same designated state agency, Department on Disability Services (DDS) that houses DCRSA. In September 2019, the agency finalized its revised protocols regarding the coordination of services between the two administrations, i.e., DCRSA and DCDDA. One protocol addresses the coordination of intakes and referrals between DCDDA and DCRSA for supported employment services and extended services. The second protocol addresses coordination between the VR Specialist and DCDDA Service Coordinator, while a person is served by both administrations. This protocol outlines the provisions for ensuring referral back to DCDDA for extended services through the Medicaid Waiver. There is also a provision that DCRSA will keep the case open for ninety (90) days after waiver services are initiated to ensure there are no gaps in services. Since 2019, DCRSA and <u>DC</u>DDA have hosted monthly collaborative meetings to discuss and staff joint cases.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

The DC Department of Behavioral Health (DBH) is responsible for providing mental health services in the District. DCRSA and DBH have been working together to provide Evidence-Based Supported Employment Services since 2010. In 2015, the agencies worked together to expand these services, adding additional community-based agencies to provide services.

DCRSA and DBH have also developed a Memorandum of Agreement clarifying the process for referral to DCRSA for supported employment services and identifying when a case will be referred to DBH for extended services. In addition, the agreement includes provisions for regular meetings between all parties, as well as the provision of cross-training, to ensure that all DCRSA VR Specialists are aware of all mental health services that are available, including Evidence-Based Supported Employment and are aware how to make referrals for these services.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

1. SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS

I. THE NUMBER OF PERSONNEL WHO ARE EMPLOYED BY THE STATE AGENCY IN THE PROVISION OF VR SERVICES IN RELATION TO THE NUMBER OF INDIVIDUALS SERVED, BROKEN DOWN BY PERSONNEL CATEGORY;

The Administration maintains annual employee profiles within the DDS Office of Human Capital. This office tracks and documents VR Specialist completion of college courses and in-service training credits needed to earn and/or maintain CRC certification. The Office of Human Capital also provides information to supervisors, VR Specialists, and support staff on relevant training opportunities to enhance service delivery to customers.

Staff Directly Providing VR Service Delivery

The total number of personnel employed by the administration in the position of providing vocational rehabilitation service is 103, with five (5) current vacancies. The total number of Vocational Rehabilitation (VR) Specialists is 47. This includes one VR Specialist who works primarily with independent living and people receiving services through the independent living, older blind program.

The total population served in FY 2020 was 6,194 persons with disabilities, including the vocational rehabilitation program, independent living program, and the independent living for the older blind program. In FY21, the total population served was 6,065 persons with disabilities. A number of inactive cases were closed during FY 20 and FY 21. Clients' cases were closed in this period for a variety of reasons including: loss of contact, referrals that failed to progress to intakes, and clients who did not follow through on intake interview. Additionally, due to COVID-19, some clients did not actively engage in the VR process.

In FY20, the caseloads of RSA counselors are as follow: VR general caseloads — 125-150:1; Blind and Visually Impaired or Deaf and Hard of Hearing Caseloads — 75-100:1; Transition Caseloads — 125-150:1. In FY20 there were no counselors who have more than the recommended maximum of cases on their caseloads. In FY20, there were two (2) VR counselors (one (1) transition counselor and one (1) sensory VR counselor) who have more than the recommended maximum of cases on their caseloads. Caseload balancing were addressed in the next fiscal year along with new employees hired in FY21.

In FY21, the caseloads of DCRSA counselors are as follow: VR general caseloads — 125-150:1; Blind and Visually Impaired or Deaf and Hard of Hearing Caseloads — 75-100:1; Transition Caseloads — 125-150:1. There were three (3) VR counselors (one transition counselor and two sensory VR counselors) who had more than the recommended maximum caseloads.. Caseload balancing and reassignment is being addressed in the current fiscal year with new employees hired in FY22. The transition unit works with youth referred by schools, the Department of Youth Rehabilitation Services, and the Child & Family Services Agency. There are additional transition age youth who apply directly to the agency for services and are no longer in school. These youth are currently served by VR Specialists in either the General VR units or the transition unit, depending on the consumers' needs and ages.

Supervision

DCRSA currently has eight (8) supervisors, and two (2) Program Managers, who are second level supervisors. One Program manager supervises three (3) General VR units, the Supported Employment/Evidence Based Supported Employment Unit, and the VR sensory unit (which serves people who are blind, deafblind, and deaf). The Transition and Outreach Program Manager supervises two VR transition units, and the Intake and Outreach unit. This includes two (2) Transition Supervisors, and one (1) Intake/Outreach supervisor.

Support Staffing

There is a total of ten (10) support staff for DCRSA. There are currently six (6) Rehabilitation Assistants supporting the VR Specialists and two (2) Program Support Specialists (supporting the Intake and Outreach unit). There are seven (7) Supervisory VR Specialist positions allotted for DCRSA and one Intake/Outreach Supervisor. Three (3) of those supervisors oversee the general VR units (two [2] positions are open currently), one (1) supervises the Supported Employment/Evidence Based Supported Employment unit, and one (1) supervises the sensory unit. There are two (2) Supervisors who manage the Transition Youth units. There are two (2) project managers who support the general VR and Transition programs.

Recruitment and Language Specialization

There is currently one (1) VR Specialist vacancy and two (2) Supervisory VR Specialist vacancies that are in the recruitment process.

Through specialized recruitment, the agency has been able to hire bilingual staff. There are 14 DCRSA staff who are bilingual. Of the 14 bilingual staff, 7 staff members are certified as proficient in Spanish, as well as the DDS Director Andrew Reese, who is fluent in Spanish. There are two French-speaking RSA staff and two Ethiopian employees who speak Amharic. Additionally, there are other bilingual staff who speak the following languages: German, Korean, Tigrinya, Yoruba, Patois, Lagunda, and Igbo.

Planning for Attrition

The estimate of the number of persons needed by the agency to provide VR services over the next five years is based on the estimate of the number of persons expected to retire or leave the agency with the next five years. In FY 2021, the agency lost three (3) VR Specialists, and one (1) Project Manager. There was also one (1) program support assistant who retired in FY21. DCRSA continues to review those staff who are eligible for retirement to plan for vacancies in the upcoming years. DCRSA has been consistent in its leadership positions since FY19.

Staff Certifications, Development, and Performance

With the changes to the Comprehensive System Personnel Development (CSPD) in the Workforce Innovation and Opportunity Act, DCRSA reviewed its decision to require that all VR Specialists be eligible to sit for the CRC examination. Considering the requirement that the agency have staff who have a 21st century understanding of the evolving labor force and of the needs of people with disabilities, DCRSA determined that CRC was no longer going to be a requirement for hiring eligibility. DCRSA does a comprehensive review of all applicants' education, training, and experience as a condition for hire.

In reviewing the performance of the staff who are not yet eligible to sit for the CRC examination, the agency noted that many of these staff are also high performers, in terms of the number of people placed in employment by VR Specialists. Although some staff may not have the CRC credentials, they demonstrate an understanding of the evolving labor force and the needs of people with disabilities. Therefore, the agency decided not to terminate these individuals, but to continue to work with staff toward earning the CRC credentials, in order to stimulate professional growth for staff and greater employment outcomes for consumers.

DCRSA does not, however, require the CRC to either become employed as a VR Specialist and/or Supervisory Staff, or to maintain employment. The agency will continue to hire new VR Specialists who are eligible to sit for the CRC; and will continue to provide the necessary support to all existing staff through technical assistance, trainings, and the online learning management system (LMS) training system.

II. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

See response no. 1 above.

III. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL

EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

See response no. 1 above.

This number is not projected to decrease over the next five years, this is the staffing level necessary to effectively run the DC Rehabilitation Services Administration. These are the expected levels of personnel necessary to service all projected consumers over the next five years and takes into account any attrition and/or retirements. In the event of loss of staff, DCRSA's strategy is to refill any open positions to remain at the 108-person level. DCRSA will look to maintain 47 VR counselors, 1 deputy director, 4 employment coordinators, 1 business relation specialist, 8 supervisors, 3 program managers, 5 program analysts (Randolph Sheppard), 7 rehabilitation assistants, 5 program support assistants, 1 benefits specialist, 2 community support liaisons, 1 intake specialist, 1 VR Specialist (program evaluator), 3 project managers, 2 quality assurance monitors, 2 management analysts, 2 policy analysts, 1, budget analyst, 1 provider resource specialist, 5 clerical support specialists and 3 contract administrators.

DCRSA is accounting for two (2) attritions and/or departures from the VR program each year for the next five years, which would be a total of 10 positions potentially that could be vacated. Under current DC policy, all DCRSA positions are listed as essential, so for any losses the organization encounters, DCRSA has immediate permission to backfill such vacancies. This will be DCRSA's practice, if there are federal funds to support the staff positions. The original counts listed above stand, as DCRSA expects to fill all vacancies over the next five (5) years.

B. PERSONNEL DEVELOPMENT

I. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM;

The State Agency Office of Human Capital maintains relationships with the local universities that have rehabilitation counseling programs. There are currently two programs in the District of Columbia, one at the University of the District of Columbia and one at George Washington University. The Internship Coordinator for the Agency works closely with both institutions to coordinate internship opportunities. During FY20 and FY21, the agency had interns from both UDC and George Washington University. The internship coordinator for the agency works closely with both institutions to coordinate internship opportunities.

Institutions	Total # of Students enrolled	# of Interns for FY 2020 at DCRSA from Colleges/Universities	# of students who graduated with certification or licensure or with the credentials for certification or licensure
George Washington University	41	0	9 (School year 18/19 data)
University of the District of Columbia	70	1	2 (School year 16/17 data)
University of Maryland Eastern Shore	35	0	10 (School year 17/18 data)

RSA Student Enrollment

Coppin State University840	*24 (School year 16/17)
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Institutions	Total # of Students enrolled	# of Interns for FY 2021 at DCRSA from Colleges/Universities	# of students who graduated with certification or licensure or with the credentials for certification or licensure	
George Washington University	34	2	14 (School year 18/19 data)	
University of the District of Columbia	27	1	12 (School year 20/21 data)	
University of Maryland Eastern Shore	38	0	2 (School year 20/21 data)	
Coppin State University	*Awaiting Data	0	*Awaiting Data (School year 20/21 data)	

*Reached out to University points of contact and awaiting data

II. THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND

See response (B)(i) above.

III. THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FORWHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

See response (B)(i) above which includes the most recent publicly available information. Sources for data are as follows for each college or university:

- 1. George Washington University
 - a. Source: <u>https://academicplanning.gwu.edu/factbook</u>
- 2. University of the District of Columbia
 - a. Source: https://www.udc.edu/irap/fact-books/
- 3. University of Maryland Eastern Shore:
 - a. Source: <u>https://wwwcp.umes.edu/dsv/quick-facts/</u>
- 4. Coppin State University
 - a. Source: Unavailable It should be noted that the number listed in the table above includes only master's degrees conferred as Rehabilitation Counseling. The category of "Other rehabilitation & therapeutic professions" was not listed.
- 2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

From FY19 to present, the administration continued recruiting VR Specialists at grade 12 pay level, the highest grade level for a VR Specialist. Applicants at this level must have completed a master's degree in rehabilitation counseling with at least two years of experience. VR Specialists at grades 9 and 11 pay level require only a master's degree in rehabilitation counseling. These VR Specialists are considered entry level (or junior counselor), as opposed to the grade 12 position. The grade 12 position is a more senior level counseling position and has the two-year requisite experience. Furthermore, DCRSA only hires new VR Specialists who are eligible to sit for the CRC examination, but does not require the CRC credential. The Administration does not limit hiring to only VR Specialists with a CRC because this could preclude hiring of seasoned VR Specialists as well as new graduates from VR counseling programs in the area, one of the best means of recruiting new staff for the Agency.

The Administration has a recruitment plan in place to address the hiring of a sufficient number of VR Specialists. These recruitment efforts include:

- posting vacancy announcements on the DCHR website (at the time any vacancy occurs),
- posting vacancy announcements at community programs and through professional organizations,
- visiting classrooms and faculty at universities,
- increasing its use of interns and volunteers, and
- advertising open positions on indigenous VR Program group emails such as CSAVR.

The recruitment plan consists of two major goals: Goal 1: Expand recruitment efforts

- Objective 1.1: Contact graduate school programs and develop relationships with the program chairs. Maintain appropriate contact information to mail notices of job openings.
- Objective 1.2: Schedule attendance at job fairs at colleges and universities
- Objective 1.3: Develop opportunities for paid and non-paid internships with colleges and universities
- Objective 1.4: Participate in research projects, classroom visits, and other activities to raise DCRSA's profile with the above institutions and therefore increase access to potential VR Specialists.

Goal 2: Increase retention efforts

- Objective 2.1: Continue DCRSA new VR Specialist orientation program
- Objective 2.2: Increase opportunities for professional growth through increased opportunities for continuous learning through online comprehensive training, in-service training, and workshops
- Objective 2.3: Expand opportunities for employee recognition.

DCRSA has developed a formalized onboarding program with several weeks of prescribed activities and mentorship to orient new staff to DCRSA. Additionally, DCRSA provides the training needed to effectively utilize the case management system, understand the organizational structure, and develop an understanding of the DC population of jobseekers at large and the subpopulation of jobseekers with disabilities.

This orientation is comprised of seven modules.

1. Informed Consent, Ethics (All staff receive 1 CRC credit),

- 2. Overview of the VR Process,
- 3. Intake & Eligibility,
- 4. Comprehensive Assessment,
- 5. IPE Development,
- 6. Overview of Internal Database System, and
- 7. DC Policy Review (Review with Supervisor during initial week of employment).

In addition, all supervisory staff have requirements for ongoing management training each fiscal year required as part of their individual performance plans. DCRSA provides an annual awards/training event that celebrates employee success while also creating an environment of learning. Awards are presented to employees for outstanding Customer Service, performance, and teamwork.

Since FY20, DCRSA has procured an online learning management system (LMS) that will provide weekly, monthly, and annual continuing education for all VR Specialists and DCRSA staff. The Administration encompasses a uniquely diverse staff. Currently, it has several bilingual staff.

Outreach efforts has expanded to attract employees proficient in Spanish. This outreach has included posting job announcements on the local Office of Latino Affairs website and at universities in Spanish speaking countries, as well as doing outreach to graduate VR counseling programs across the country seeking qualified bilingual graduates. The Administration has had success with recruiting qualified supervisory staff, both from within the agency and from other parts of the country.

3. PERSONNEL STANDARDS

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

Prior to the passage of the Workforce Innovation and Opportunity Act, DCRSA had established standards requiring that all VR Specialists be eligible to sit for the CRC examination. The agency supported all staff to prepare for and sit for the examination through multiple strategies. At the end of fiscal year 2021, DCRSA has forty-seven (47) VR Specialist positions and seven (7) VR supervisory staff. All current VR supervisors have a CRC, but this is not a mandatory requirement to be a supervisor at DCRSA. Considering the WIOA changes, DCRSA has ensured that agency personnel have a 21st century understanding of the evolving labor force. Staff hired by DCRSA are vetted to ensure that have knowledge and skills to support the unique needs of individuals with disabilities. DCRSA has found, in certain instances, that staff who lacked the CRC credential could still contribute to the mission of the agency to help people with disabilities obtain employment. Based on the performance of these employees, it was determined that they can contribute to the mission of the agency and that they have the required skills needed to assist persons with disabilities to obtain, maintain, and sustain employment. However, the agency will continue to make supports available to help all VR Specialists working toward obtaining a CRC credential. The agency will also continue its policy of hiring VR Specialists who are eligible to sit for the CRC examination.

To ensure that all staff have the education and experience to support the needs of individuals with disabilities (as defined by WIOA, and to maintain standards consistent with recognized certification, i.e., CRC licensure), DCRSA will continue to take the following steps to support current staff:

- DCRSA will pay the one-time cost of the CRC examination.
- DCRSA will allot hours during the workday for staff to attend training.
- After negotiation with a university offering the rehabilitation counseling program, DCRSA will arrange to offer courses on site.

While DCRSA recognizes that the CRC credential is an added benefit to VR supervisory and/or VR counseling staff, DCRSA does not require this for hire. DCRSA is keeping consistent with regional qualifications and requirements for VR counselor hiring, retention, or promotion.

B. THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

See response to question 3A. above.

4. STAFF DEVELOPMENT

A. A SYSTEM OF STAFF DEVELOPMENT FOR PROFESSIONALS AND PARAPROFESSIONALS WITHIN THE DESIGNATED STATE UNIT, PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

In 2020 and 2021, DCRSA staff attended various conferences and trainings which included the Council of State Administrators of Vocational Rehabilitation (CSAVR), the Association of People Supporting Employment First (APSE), National Council of State Administrators Blind, among others. The Agency supports staff in attending these conferences. Staff who attend outside conferences and trainings provide updates and trainings at all staff meetings upon their return, to ensure dissemination of knowledge learned. Following the reorganization of Technical Assistance and Continuing Education services, the US Department of Education has initiated new training entities, such as Vocational Rehabilitation Technical Assistance Center for Quality Management (VRTAC-QM) and engage National Technical Assistance Center on Transition: The Collaborative (NTACT:C). These training entities are well equipped to provide needed rehabilitation counseling trainings as well as WIOA technical support. In 2021, DCRSA engaged with VRTAC-QM and NTACT:C, which has provided technical assistance related to best practices in vocational rehabilitation services, WIOA performance measures, customized employment, targeted outcomes, and professional development. DCRSA will continue to receive trainings and technical support from these entities especially as it relates to WIOA and its implications for the vocational rehabilitation program.

B. PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

Administrative staff within the Office of Human Capital are charged with the responsibility to seek out, plan, and coordinate on-site and offsite training opportunities for staff on an ongoing basis. Additionally, the agency continues outreach activities in vocational training programs and colleges and universities to attract young professionals interested in embarking in a career in Vocational Rehabilitation Counseling. DCRSA continues to partner with rehabilitation counseling programs at UDC, University of Maryland Eastern Shore, and GWU by providing internship opportunities for graduate students. These internships allow VR interns and students to garner the relevant exposure to and experience from the real world of work by engaging in an array of clinical and non-clinical operations of service delivery across the full spectrum of vocational rehabilitation. In FY21, there was two (2) interns from GWU and one (1)

from UDC.

DCRSA continues to improve coordination with the DC Assistive Technology (AT) Center to ensure that VR Specialists are aware of services available there, and aware of AT services available for persons with disabilities, to know when a referral for an AT assessment is appropriate.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

DCRSA will continue to employ personnel who are able to communicate in the native languages of applicants for services and clients who have limited English proficiency. The Administration provides accommodations for special communication needs such as interpreters, specialized services, and materials for individuals who are deaf, blind, or deafblind. Sign language skills are considered a minimum qualification for positions providing services to persons being served by the sensory unit. The agency seeks to serve individuals with disabilities from the most prevalent six languages identified by the DC Office of Human Rights. The languages include Spanish, Chinese, French, Vietnamese, Korean, and Amharic. The agency will continue to emphasize the bilingual capacity of staff in recruitment efforts. The agency includes a preference in hiring for candidates who are bilingual. The Agency complies with the DC Language Access Act.

The Human Capital Administration provides training to all staff regarding the DC Language Access Act and provision of services to non-English and limited English proficient people. The bilingual capacity of the DCRSA staff is as follows: there are 14 DCRSA staff who are bilingual. Of the 14-bilingual staff, seven (7) staff members are certified as proficient in Spanish, as well as the DDS Director Andrew Reese, who is fluent in Spanish. There are two (2) French-speaking RSA staff and two (2) Ethiopian employees who speak Amharic. Additionally, there are other bilingual staff who speak the following languages: German, Korean, Tigrinya, Yoruba, Patois, Lagunda, and Igbo. In addition, the administration uses the Language Access Line to provide interpretation for consumers who are limited English proficient, or non-English proficient, when bilingual staff are unavailable.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

The Administration staff receives training on a continuous basis, as it relates to the Individuals with Disabilities Education Act, and especially as it pertains to the VR staff in the transition units. The Administration is fully committed to providing effective, coordinated transition services. The agency has created two (2) Transition Units that currently employ one (1) program manager, two (2) supervisors, thirteen VR Specialists, two rehabilitation assistants, a program support assistant, employment coordinator, and a Transition project manager, to assist in coordinating with all local education agencies and fully implementing the provision of preemployment transition services for students with disabilities. DCRSA staff participates actively on DC's Secondary Transition Community of Practice, coordinated by the Office of the State Superintendent of Education (OSSE). DCRSA staff also remain active in Partners in Transition activities, which included ongoing activities with DCPS, OSSE and other public and private partners who work with youth with disabilities in the District of Columbia. The transition project manager works with DCPS and public charter schools to develop cross training for education and VR staff on VR and special education issues in transition. Since FY20, DCRSA maintains a Memorandum of Understanding with DC Public Schools to provide four (4) staff to support in the provision of pre-employment transition services, referrals to RSA, and job placements.

J. STATEWIDE ASSESSMENT

A. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR

SUPPORTED EMPLOYMENT SERVICES;

(Formerly known as Attachment 4.11(a)).

DCRSA conducted a <u>Comprehensive Statewide Needs Assessment (2020)</u> of disability services every three years as required by the Rehabilitation Act of 1973 and the Workforce Innovation and Opportunity Act of 2014. In collaboration with provider, Promesa Consulting Group, Inc., DCRSA's leadership team and DDS contracting officials, the needs assessment project launched on March 10, 2020 and commenced on September 30, 2020. More than 600 people participated in the 2020 assessment through virtual interviews, focus groups, and electronic surveys. Data collected examined the overall performance of DCRSA, the needs of individuals with the most significant disabilities, the needs of youth and students with disabilities, and the needs of business. DCRSA has utilized the results from the assessment to refine program development, expand outreach and engagement efforts, and allocate resources to address the needs of people with disabilities. DCRSA presented its findings to internal staff in November 2020 and external stakeholders in February 2021.

For FY20, the CSNA included the following themes and recommendations for the Overall Agency Performance area:

- To address the lack of information about available VR Programs and Services, the recommendation is to consider launching a community-wide initiative aimed at creating a broad awareness of DCRSA programs and processes. Streamline information to persons with disabilities and families supporting them, including youth in transition and their families, community partners, business partners, advocacy groups and other community-based organizations to inform them about the comprehensive VR services available through DCRSA.
- To address the need to offer VR clients more job development and placement services, DCRSA should consider maintaining a dashboard of persons with disabilities who are ready to work and facilitate access to the dashboard by business and community partners that commit to working with DCRSA to provide placement opportunities. Ensure that candidates have properly formatted resumes and qualifications, so that businesses and community partners have quick access to a qualified pool of potential workers. An additional recommendation is to consider maintaining a centralized a database of business partners who are seeking to hire and ensure there is a warm hand-off for people who are supported directly by DCRSA staff and by community rehabilitation service providers.
- To address employer perceptions about persons with disabilities, the recommendation is to consider as part of a comprehensive employer engagement and job development program, formal trainings on the benefits of hiring and supporting persons with disabilities; training on understanding reasonable accommodations. Recommendations for strategic change related to accommodations and how to provide them. An additional recommendation is to consider hosting regular initiatives to promote the skills and abilities of persons with disabilities that successfully complete vocational rehabilitation programs.
- To address confounding barriers, the recommendation is to consider using the discovery process to document confounding barriers and make the barriers known to others seeking to assist in the VR process. Also, consider closer coordination and partnerships with advocacy groups to help link VR clients to resources to address confounding barriers. As an alternative, consider compiling reference materials to refer VR clients to other community resources to address documented confounding barriers.

The CSNA included the following recommendations in needs of persons with the most significant disabilities, including their need for supported employment:

- To address the need to make assistive technology more readily available, consider contracting with more community partners who can provide such technological aids and devices, and training or include these services in an MOU with a government agency that can provide devices and training.
- To ensure that the needs of persons with disabilities that are thought to be underserved and unserved especially individuals on the Autism spectrum are addressed, consider implementing additional vocational rehabilitation programs. Also consider partnering with advocacy organizations that offer unique capabilities to accommodate individuals on the Autism spectrums.
- To address the need for a broader emphasis and additional training to implement effective customized employment, consider requiring providers to send staff who are responsible for job development or placement to a regular training and information exchange session with DCRSAdesignated staff. The sessions could address strategies and best practices; tracking provider staff progress in developing employer relationships; and developing effective tools provider staff can use to assist employers to discover opportunities for customization and realization of efficiencies.

B. WHO ARE MINORITIES;

The CSNA included the following recommendations for the needs of persons with disabilities from different ethnic groups, including needs of persons who have been unserved or underserved by the VR program:

- DCRSA should investigate why there are no individuals coded as veterans that receive services from the organization.
- As a matter of course, DCRSA should recruit bilingual VR Specialists for every vacant counseling position.
- DCRSA should investigate why the rate of individuals that are Asian and Pacific Islander and Latino who are being served by the organization continue to remain significantly below their occurrence in the general population of the District. The addition of a VR Specialist who speaks Spanish or any of the Asian and Pacific Island languages, may help with establishing community relationships with programs that serve these populations. This potential new staff may increase referrals.

When asked whether barriers to achieving employment goals for clients who are racial or ethnic minorities are different than those of the overall population of people with disabilities, 54% responded "yes." However, staff respondents cited 70.0% of clients that are limited English proficient have barriers that were different from the overall population of people with disabilities.

In addition, during staff interviews, many suggested families need greater support and education about the opportunities of VR services for their eligible family member(s) and for some racial and ethnic minorities there is a lack of family support. However, staff also said DCRSA aims extra effort to reach out to racial and ethnic minorities, especially persons with disabilities in Wards 7 and 8. They also felt benefits counseling for racial and ethnic minority families and education on the implications of work on their benefits could encourage more families of persons with disabilities to seek VR program participation for their eligible family members.

Based on these findings, there were no specific recommendations made for this minority subsection; however, to ensure that the needs of persons with disabilities who are thought to be

underserved and unserved, DCRSA should consider implementing additional vocational rehabilitation programs to support individuals with disabilities who also fall into the minority category.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

The findings of the CSNA in 2020 show the analysis of stakeholder input on barriers and service needs, as well as service system infrastructure issues resulted in the following recommendations for strategic changes to unserved and underserved populations.

To ensure that the needs of persons with disabilities that are thought to be underserved and unserved especially individuals on the Autism spectrum are addressed, consider implementing additional vocational rehabilitation programs. Also consider partnering with advocacy organizations that offer unique capabilities to accommodate individuals on the Autism spectrums.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

The CSNA included recommendations for the needs of persons with disabilities served through other components of the statewide workforce investment system. The analysis of stakeholder input on barriers and service needs, as well as service system infrastructure issues, resulted in the following recommendations for strategic changes to VR service provisions:

- Survey respondents made several suggestions for community rehabilitation provider collaboration, including to strengthen the collaboration between DCRSA and VR partners thus improving VR service outcomes.
- Community partners also proposed a shared database system with DOES or another core WIOA partner to identify whether VR clients are employed or whether there are records of employment while non-responsive individuals are being pursued.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

The CSNA included the following recommendations for the needs of youth with disabilities in transition:

- DCRSA should consider strengthening the terms of the DCRSA/DCPS agreement to provide clarity on the services for youth in transition, especially differences between Pre-ETS and VR services.
- Expand outreach and education about transition services to ensure that parents and students gain a better understanding of Pre-ETS and VR services. In addition, enhance current data sharing to demonstrate performance outcomes more effectively.

IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

The CSNA included the following recommendations in regarding the need to establish, develop, or improve CRPs in the District:

- Consider updating how rehabilitation service providers' information is collected, maintained, and utilized to help persons with disabilities make more informed choices.
- Updating the current DCRSA online service provider directory to include updated contact information and performance history, including specialty services provided and job placement history.

• To obtain greater provider diversification and augmentation of the provider pool, consider changing the provider recruitment process to diversify and increase the number of providers offering various services to minimize delays in service provisions due to lack of providers to improve informed consent. Specifically, obtain more bilingual service providers that are fluent in a range of languages. Obtain more providers of American Sign Language (ASL) services. Add more providers who offer benefits counseling and assistive technology services. Include providers that offer training in a range of technology products , e.g., computers, tablets, smartphones, and other technology applications.

INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Based on the Comprehensive Statewide Needs Assessment completed in 2020, the data reveals the following needs of persons of transition age:

- *Skills Development* focus group discussions with youth in transition recognized the need for counseling and guidance on skills training necessary for employment goal achievement. Youth expressed continued interest in activities such as internships, job exploration, and job coaching. Youth also were very excited about the pre-ETS provider programming being offered by certain vendors. It was also reported that youth were interested in programs and internships where they would have opportunities to build self-confidence and learn from others.
- *Family Participation* youth in transition and parents of youth in transition expressed the need for more family involvement in developing the IPE.
- *Accommodations* youth focus group participants also expressed a need for more assistance specific to their need for accommodations. DCRSA provides pre-employment transition services directly with their own transition staff and through contracting with service providers. They have developed MOAs with the public schools and have established a strong foundation for the delivery of pre-employment transition services to students that need these services.

K. ANNUAL ESTIMATES

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES

U.S. Census data reported in the 2020 Comprehensive Statewide Needs Assessment shows the population of persons with disabilities in the District of Columbia within the context of the total District's population. In 2018, the District of Columbia's population estimate was 684,498, and the estimated population of persons with disabilities was 80,368 or 11.6%.

According to the 2019 State Report for County-Level Data: Employment compiled by the Annual Disability Statistics Compendium, it was reported that employment rate for persons with disabilities (Ages 18-64) in the District of Columbia is 36.9%.

[1] These were the cost per participants during PY20:

Cost of Services

Service	Participants Served (Cohort Period: 07/01/2020 - 06/3 0/2021)	(Cohort Period: 07/01/2020 - 06/30 /2021)	Funds Expended (Cohort 2020 - 06/30/2021)	Period: 07/01/	Cost Per Participant Served (Cohort Period: 07/01/2020 - 06/3 0/2021)
Career Services	3,747	1,432		\$4,505,919	\$1,203
Training Services	713	129		\$3,116,656	\$4,371
Percent training-related employment ¹ :		Percent enrolled in more than one o	ore program:	Percent Admin	Expended:
N/A		35.0%		N/A	

DCRSA projects cost per participant at the same level as PY20 with adjustments for inflation and cost of living. DCRSA projects the number of participants to increase in PY21 and beyond due to increased outreach efforts. DCRSA projects an increase in the number of people served by our Supported Employment Grants in our State Plan for PY23, as DBH and DCDDA look to serve more people with ID/DD, Serious Mental Illness (SMI), and severe Substance Use Disorders (SUD) as mandated by the City Council and the Executive Office of the Mayor. DCRSA can offer job coaching and post-employment supports for participants in the DDA Waiver. For participants in the evidence-based supported employment program, a special Federal Grant is awarded to DBH which allows them to offer some vocational supports. These are different vocational supports than DCRSA provides.

[1] Institute on Disability, 2020. Annual Disability Statistics Compendium: 2020. Durham, NH: University of New Hampshire, Institute on Disability

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

See response K1 above.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

See response K1 above.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION.

See response K1 above.

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

See response K1 above.

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

See response K1 above.

L. STATE GOALS AND PRIORITIES

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED AND AGREED TO BY THE STATE VR AGENCY AND THE STATE REHABILITATION COUNCIL, IF THE STATE HAS A COUNCIL, AND JOINTLY AGREED TO ANY REVISIONS

In Fiscal Year 2020, the District of Columbia State Rehabilitation Council (SRC) scheduled two

(2) virtual meetings (August 13, 2020 and September 10, 2020) and three (3) meetings were held in FY21 (December 10, 2020, March 11, 2021, September 23, 2021). These meetings occurred to standardize consistency and predictability for SRC meetings and reduce the number of instances where there was a lack of a quorum at the majority of the meetings. These sessions are public forums structured to gather information about the employment of persons with disabilities and how the Designated State Unit (DSU) is utilizing funds to accomplish goals and objectives. The DSU provides information about services offered. Every effort is made to provide a variety of avenues for public input whenever issues, concerns, or policy changes are considered. DCRSA has an active policy committee that reviews and comments on proposed regulatory, policy and procedure changes, and reaches out to the SRC for feedback when needed. Meetings of the SRC are held on a quarterly basis via Webex, due to the COVID-19 Public Health crisis. In FY20, DCRSA continued its focus in developing SOPs and internal documents to ensure all staff understands and complies with the revised policies and procedures that DCRSA updated in FY18. In FY21, DCRSA's internal policy committee met on a bi-weekly basis to review and update policies and practices so that they are consistent with federal and District regulations. These policies and procedures reflect and incorporate national best practices and are developed with input from the SRC and the community.

In March 2021, a public forum was held with the community to review the most recent Comprehensive Statewide Needs Assessment, which was published in December 2020. The agency consumer satisfaction survey and performance reports helped in the development of this new WIOA State Plan Modification.

The District published its last Unified Workforce Development State Plan in February 2020 and held public forums to hear feedback on the plan, including the program specific plan for vocational rehabilitation and supported employment services.

DCRSA collaborated with the SRC for the FY 2020 CSNA assessment. The goals and priorities for the Vocational Rehabilitation and Supported Employment program are in response to both National and State issues, as mandated by Section 105 of the Rehabilitation Act of 1973, as amended. The focus of their goals and activities includes, but are not limited to, consumer satisfaction, statewide needs assessment, state plan and amendments, policy, extent/scope/effectiveness of services, interagency agreements, and District of Columbia employment programs. These goals were developed, reviewed, and approved by DCRSA and the SRC. Planned program goals to be accomplished by DCRSA were based on agency performance on standards and indicators.

Goal 1: Increase the number of DC residents with disabilities who achieve quality employment outcomes in competitive integrated settings.

Objective 1.1: Increase outreach efforts, with a particular focus on ensuring accessibility of services for people identified as underserved or unserved in the 2020 Comprehensive Statewide Needs Assessment, and for people living in wards 7 and 8.

Strategies: DCRSA will:

- Maintain an increased presence of bilingual Spanish speaking staff, consistent with 34 CFR 361.18 to support expansion of employment and career-exploration services to the District's Hispanic population who represent underserved and unserved residents of the District.
- 2. Maintain a sustainable presence of VR Counselors at all four American Job Center Locations, five days a week throughout the District with the addition of the employment coordinators stationed at the AJCs in Wards 7 and 8.
- 3. Continue to ensure that intake appointments are offered at either DCRSA's office, one of the AJC locations or a community-based location.
- 4. Identify additional outreach sites in wards 7 and 8.

5. Identify outreach sites in community-based organizations that serve immigrants from Asia/Pacific Islands, Ethiopia, Eritrea and Latin America, and people with spinal cord injuries and other traumatic physical disabilities.

Performance Measures by June 30, 2022 and ongoing through June 30, 2024:

- a. DCRSA will maintain sufficient staff fluent in Spanish to assign a Spanish speaking VR Specialist to all limited English proficient or non-English proficient (LEP/NEP) Spanish speaking clients, consistent with the caseload standards included in the Comprehensive System of Personnel Development (CSPD)
- b. VR services will be provided five (5) days per week at all American Job Centers.
- c. When scheduling intake appointments, DCRSA staff will offer an appointment at a location in the community most accessible to a client's home
- d. DCRSA will establish Memoranda of Agreement (MOA) with at least three (3) additional agencies based in Wards 7 and 8 to provide services in these locations at least one day per week.
- e. DCRSA will re-establish its (MOA) with the National Rehabilitation Hospital.
- f. DCRSA will maintain MOAs with at least two (2) community-based agencies serving Ethiopian and Eritrean immigrants, two (2) serving immigrants from Latin America and will re-establish its agreement to provide services at each location at least one (1) day per week.

Objective 1.2: Increase the effectiveness of outreach efforts through ongoing evaluation of utilization of outreach sites to ensure that DCRSA staff are placed in the community where need for VR services is highest.

Strategies: DCRSA will:

- 1. Assign VR supervisory staff to each quadrant of Washington, DC to be responsible for managing the relationship between DCRSA and the community-based agencies where outreach services are offered.
- 2. Track the number of referrals received and clients seen at each outreach site monthly.
- 3. Work with staff at the site to determine what marketing can be done to improve outreach or consider reducing or eliminating VR services in sites that appear to be underutilized.

Performance by June 30, 2022, and ongoing through June 30, 2024:

a. DCRSA will maintain at least 37 outreach sites in the community, each of which will serve at least four (4) people per day.

Objective 1.3: Increase the number of people who complete training programs that prepare them for jobs in high demand fields, increasing the number of employment placements in these fields.

Strategies: DCRSA will:

- 1. Coordinate with the Workforce Investment Council (DCWIC) staff and the Department of Employment Services (DOES) staff responsible for approving and contracting with eligible training providers, to identify qualified providers in the identified growth industries in the District, including retail, transportation, hospitality, health care, IT, construction, and security.
- 2. Provide training to VR Specialists to ensure that they can use labor market information in assisting people to develop employment goals that are consistent with the person's strengths, needs, resources, abilities, capabilities, and prepares the person for work that

is available in high demand fields in the District economy.

- 3. Establish agreements with additional training providers and coordinate with the DCWIC, OSSE and DOES to ensure that VR clients are able to access training programs provided through other workforce agencies.
- 4. Track the number of people completing training programs in high demand fields.
- 5. Analyze employment rates for those completing training in high demand fields by agency and by employment field.
- 6. Contract with providers that issue industry recognized certification in high demand fields.
- 7. Evaluate provider performance annually, including completion rates, employment rates and consumer satisfaction; and make this information publicly available.

Performance by June 30, 2022 and ongoing through June 30, 2024:

- a. DCRSA will obtain baseline data regarding performance outcomes for all current hospitality, health care, IT, construction, and security training providers with which it has agreements.
- b. There will be an increase in the number of training providers in identified growth industries in the District with which DCRSA has agreements.
- c. There will be an increase in the number of people served by DCRSA who complete training programs in identified high demand industries.
- d. d. There will be an increase in job placements in high demand industries.

Objective 1.5: Increase the number of people with intellectual disabilities (ID) and serious mental illness (SMI) or substance use disorder (SUD) who obtain and maintain employment through better coordination of supported employment services with the Developmental Disabilities Administration (DDA) and the Department of Behavioral Health (DBH).

Strategies: DCRSA will:

- 1. Assign four (4) VR Specialists to work specifically with people referred from DCDDA supported employment services.
- 2. Assign four (4) VR Specialists to work with all people referred from DBH for evidence based supported employment services.
- 3. Arrange with DBH to provide training for all VR Specialists regarding mental health and substance abuse treatment services available in the District.
- 4. Review the DDS Protocol regarding coordination of services between DCRSA and DCDDA, make necessary changes and provide training to all DCDDA service coordinators and VR Specialists.

Performance by June 30, 2022, and ongoing through June 30, 2024:

- a. There will be at least 25 successful closures of people referred for supported employment services by DCDDA.
- b. There will be at least 100 successful closures for people with serious mental illness (SMI) or substance use disorder (SUD) referred by DBH to DCRSA for supported employment services.
- c. There will be no gaps in the provision of supported employment services when transitioning people from VR supported employment services to extended supported employment services through either DCDDA or DBH.
- d. All people in transition will receive 90 days of extended services through DCDDA or DBH

before their case is closed successfully by DCRSA.

Objective 1.6: Increase agency capacity in serving people who are blind and visually impaired **Strategies:** DCRSA will:

- 1. Collaborate with community-based agencies that serve people who are blind to develop an outreach strategy to the blind, visually impaired, and deafblind communities.
- 2. Identify gaps in services that serve people who are blind, visually impaired, or deafblind.
- 3. Identify funding sources that will increase provider capacity to serve people who are blind, visually impaired, or deafblind.
- 4. Develop an outreach strategy to identify people who may be interested in and have the necessary aptitude to be successful as vendors with the Randolph Sheppard Program.
- 5. VR Specialists serving people who are blind will identify people on their caseload who may have aptitude for entrepreneurial work and would be interested in participating in the Randolph Sheppard Program.

Performance by June 30, 2022 and ongoing through June 30, 2024:

- a. DCRSA will increase the number of referrals of people who are blind to DCRSA for VR services by at least 10% in Program Year 2024 and will maintain this increased level of referrals through PY 2024.
- b. DCRSA will increase the number of service providers who deliver services to people who are blind, visually impaired, and deafblind.
- c. DCRSA will increase the number of vendors in the Randolph Sheppard program by at least two (2) vendors each year.

Objective 1.7: Increase the range of employment outcomes.

Strategies: DCRSA will:

- 1. Provide person-centered training for VR Specialists and training on provision of comprehensive, holistic assessment for use in eligibility determination and for the comprehensive assessment used to inform the development of the IPE.
- 2. Conduct eCASAS assessment at the time of a person's application and provide referrals for appropriate literacy and adult education services.
- 3. Expand the provision of job readiness training for DCRSA job seekers, by both DCRSA Business Relations and Employment Coordinator staff and through contracts with provider agencies as well as in-house.
- 4. Review the current process for referral for benefits counseling and identify ways to improve efficiency in this process to increase the number of people who receive benefits counseling.

Performance by June 30, 2022, and ongoing through June 30, 2024:

- a. Ensure that all VR Specialists complete person-centered training.
- b. Provide training on customized employment and employer engagement for VR and provider agency staff and provide training sessions, to increase capability of DCRSA and providers to provide this on an ongoing basis.
- c. All general VR and sensory unit intakes will complete the eCASAS assessment as part of their intake and eligibility determination.
- d. Increase the number of people who receive job readiness training 10% above the current number.

- e. Increase the number of students who receive at least one pre-employment transition service, including job readiness training, by 10% above the current number.
- f. All VR staff will use person-centered planning tools to develop employment goals that better reflect the strengths, interests, abilities, capabilities, and resources of people served by DCRSA.
- g. Maintain the increased level (i.e., 10% above the current number) of people who receive job readiness training.
- h. Ensure that at least 250 people receive benefits counseling and orientation each quarter (the agency currently serves approximately 1800 people who receive SSI/SSDI).

Objective 1.8: Develop additional outreach materials.

Strategies: DCRSA will:

- 1. Review and update the Transition Tool Kit.
- 2. Develop materials for the General Intake Unit, similar to the Transition Tool Kit, to include at least FAQ (Frequently Asked Questions); Information about Developing an Individualized Plan for Employment (IPE); the VR Process; Workforce Innovation and Opportunity Act (WIOA) Changes to the Rehabilitation Act; and Client/Applicant Rights.
- 3. Translate all materials as necessary, consistent with the DC Language Access Act.
- 4. Develop a plan to distribute materials.
- 5. Update the outreach materials provided to businesses.

Performance by June 30, 2022 and ongoing until June 30, 2024:

a. Outreach materials will be accessible and widely available in the community.

Goal 2: Improve DCRSA service delivery through more efficient operations and a more effective, skilled workforce.

Objective 2.1: Continue to provide regular training for DCRSA staff.

Strategies: DCRSA will:

- 1. Provide regular, mandatory training for DCRSA vocational rehabilitation staff based on policies, procedures, protocols, best practices, and trends identified by the agency, and make trainings available electronically.
- 2. Improve the DCRSA onboarding process to efficiently and effectively educate new staff about job requirements at DCRSA.
- 3. Implement a mentoring program for new staff to shadow and receive guidance from experienced colleagues.
- 4. Revise and update employee performance goals to meet the changes of the Workforce Innovation and Opportunity Act (WIOA).
- 5. Provide support to staff who are not currently eligible to sit for the CRC (Certified Rehabilitation Counselor) examination, consistent with the provisions in the Comprehensive System of Personnel Development above.

Performance by June 30, 2022 and ongoing through June 30, 2024:

a. Results from the quality case review system and other Quality Assurance Reviews (conducted after the introduction of any new policy or procedure) will show at least 90% compliance with new policies and procedures, or the agency will provide updated training to improve outcomes.

b. During Program Year (PY) 2022-2024, DCRSA will track WIOA performance measures to establish a baseline of performance. By June 30, 2024, DCRSA will meet established WIOA performance standards identified in the Unified State Workforce Development Plan.

Objective 2.2: Retain, train, and recruit experienced and qualified VR staff and service providers to improve services to the low incidence populations, including people who are blind, deafblind, have autism, or other autism spectrum disorders.

Strategies: DCRSA will:

- 1. Provide continuous training to staff on customized employment policies, procedures, protocols, and best practices.
- 2. Provide continuous training to service providers on customized employment policies, procedures, protocols, and best practices.
- 3. Develop and implement outreach plan to recruit providers, who can provide services to low incidence populations.
- 4. Develop and implement outreach plan on DCRSA services to the low incidence population.

Performance by June 30, 2022 and ongoing through June 30, 2024:

- a. 100% of DCRSA workforce will receive professional development opportunities.
- b. VR Specialists' performance will be 90% compliant in case reviews and as required by standards established in policies and regulations.
- c. Establish and maintain a communication network with service providers in the District.
- d. DCRSA will complete the development and use of the vendor report card system to include the workgroups with the SRC and the provider community.
- e. DCRSA will recruit CBE providers for services to include the blind and deaf, especially job placement and supported employment.
- f. DCRSA will invite providers to be part of trainings provided to staff and relevant to the provider community.
- g. Establish contracts that support consumers achieving the milestones contained in the common performance measures in WIOA to include payment for consumers that retain employment during the second and fourth quarter after exit from the VR Program.
- h. DCRSA will provide ongoing training to staff on HCAs, including the payment structure for job development and placement.

Objective 2.3: Revise VR policies and procedures to ensure that current policies are consistent with the requirements of the Workforce Innovation and Opportunity Act (WIOA).

Strategies: DCRSA will:

- 1. Consult with the State Rehabilitation Council (SRC) regarding the review of all current policies and procedures and revise as necessary.
- 2. Upon review of the final federal WIOA rules, update as necessary the District regulations make any necessary adjustments.
- 3. Hold required public hearings and provide appropriate public notice to obtain community input on all policy, procedure, or regulatory changes.

Performance by June 30, 2024:

a. The District's vocational rehabilitation regulations will be consistent with all requirements in the Workforce Innovation and Opportunity Act (WIOA).

Performance by June 30, 2022 and ongoing through June 30, 2024:

a. DCRSA will have up-to-date policies and procedures, consistent with federal and District regulations, which reflect best practices and are developed with input from the SRC and the community.

Goal 3: Expand and improve the quality of transition services through improved coordination with the state education agency and all local education agencies and implementation of Pre-Employment Transition Services (Pre-ETS) to students with disabilities.

Objective 3.1: Re-establish the Memorandum of Agreement (MOA) with the Office of the State Superintendent of Education (OSSE) to comply with WIOA requirements regarding provision of services to all students with disabilities, including those who are potentially eligible for VR services, and establish or update agreements with all local education agencies to establish clear processes for referral for VR services, and coordination of pre–employment transition services.

- a. When appropriate, all students attending a DC Public School, Public Charter School or nonpublic placement can be referred for VR services, including pre-employment transition services beginning at age 14, with the consent of the adult student and/or parent/guardian.
- b. DCRSA will determine eligibility within 60 days of receiving the application and complete the IPE within 90 days of determining eligibility. VR Specialists will visit the schools regularly, on at least a monthly basis, or more frequently for schools that have higher referral numbers. Transition VR Specialist are available to see students to complete applications, determine eligibility, complete comprehensive assessment to develop IPEs, provide ongoing counseling and guidance, and provide pre-employment transition services.
- c. Work with OSSE and LEAs to clarify updates and processes for referrals to DCRSA. Provide training to school staff regarding when referral for VR services is appropriate and transition planning should begin.

Performance by June 30, 2024:

- a. MOAs with 18 public charter schools will be in place.
- b. MOA with OSSE will be in place.

Performance by June 30, 2022 and ongoing through June 30, 2024:

- a. When appropriate, all students attending a DC Public School, Public Charter School or nonpublic placement will be referred for VR services by age 14, with the consent of the adult student or parent of students under the age of 18.
- b. DCRSA will determine eligibility within 60 days of receiving the application and complete the IPE within 90 days of determining eligibility. VR Specialists will visit the schools regularly, on at least a monthly basis, or more frequently for schools that have higher referral numbers. Transition VR Specialist are available to see students to complete applications, determine eligibility, complete comprehensive assessment to develop IPE, provide ongoing counseling and guidance, and provide pre-employment transition services.

Objective 3.2: Provide opportunities for work experience for students with disabilities resulting in postsecondary education or competitive integrated employment outcomes.

Strategies: DCRSA will:

a. DCRSA will provide at least 140 paid work-based learning experiences annually for DC Public School students who are enrolled in CTE and/or transition courses aligned to goals for competitive integrated employment and/or postsecondary education.

- b. Each summer, at least 25 eligible students will participate in a pre-ETS employment summer work-based learning experience (e.g., JumpStart).
- c. DCRSA employment coordinator will work with employers to provide paid work-based learning experiences for at least 65 students who attend DC public charter schools.
- d. DCRSA will work with LEAs and employer partners to ensure at least 25 students who participated in a DCRSA funded work-based learning experience will achieve competitive integrated employment or post-secondary education or training following the conclusion of a work-based learning experience or secondary education.
- e. Coordinate with schools to offer benefits counseling for eligible or potentially eligible students, through pre-employment transition services, as appropriate or requested throughout the academic year.
- f. DCRSA will continue to work with DOES to coordinate and provide necessary supports to identified students who are eligible or potentially eligible for VR services, to be successful in their MBSYEP summer work placements. The JumpStart Program, provides support to students with most significant disabilities, including a pre- employment "boot camp", job readiness trainers, travel training, and any additional services needed to support these youth. This program is an interagency effort that includes DCPS, DC Public Charter Schools, community-based agencies, OSSE and DCRSA supported employment provider agencies.
- g. DCRSA will ensure that all students on a certificate pathway have at least one (1) opportunity for a paid work-based learning experience prior to exiting high school.
- h. Prior to exiting high school, all students on a certificate pathway, who are referred to DCRSA for either pre-employment transition services or VR services will have the opportunity to work with DCRSA on resume development, that may include prior employment or work-based learning experiences, obtaining official school records, and/or references from previous supervisors, if available.
- i. Provide communication to transition youth using platforms that are familiar to the population (i.e., social media outlets: twitter, Instagram, etc.).

Performance by June 30, 2022, and ongoing through June 30, 2024:

- a. DCRSA will provide at least 140 paid work-based learning experiences annually for DC Public School students who are enrolled in CTE and/or transition courses aligned to goals for competitive integrated employment and/or postsecondary education.
- b. At least 25 eligible students will participate in a supported employment summer work-based learning experience (e.g., JumpStart).
- c. DCRSA employment coordinator will work with employers to provide paid work-based learning experiences for at least 65 students who attend DC public charter schools.
- d. DCRSA will work with LEAs and employer partners to ensure at least 25 students who participated in DCRSA funded work-based learning experience will achieve competitive integrated employment or post-secondary education or training following the conclusion of a work-based learning experience or secondary education.
- e. Coordinate with schools to offer benefits counseling for eligible students, through preemployment transition services, as appropriate or requested throughout the academic year.
- f. DCRSA will continue to work with DOES to coordinate and provide necessary supports to identified students who are eligible or potentially eligible for VR services, to be successful in their MBSYEP summer work placements

- g. DCRSA will ensure that all students on a certificate pathway have at least one (1) opportunity for a paid work-based learning experience prior to exiting high school.
- h. Prior to exiting high school, all students on a certificate pathway who are referred to DCRSA for either pre-employment transition services or VR services will have the opportunity to work with DCRSA on resume development, that may include prior employment or work-based learning experiences, obtaining official school records, and/or references from previous supervisors, if available.

Objective 3.3: Provide Pre-ETS services to students with disabilities that lead to postsecondary education or competitive integrated employment.

Strategies: DCRSA will:

- 1. Have its VR Specialists provide monthly job readiness training sessions in DC local education agencies for students with disabilities who are potentially eligible for vocational rehabilitation services.
- 2. As needed, DCRSA will issue a solicitation seeking qualified providers to provide preemployment transition or VR services to students with disabilities, as authorized in their individual plans for employment (IPEs).
- 3. DCRSA will work with DCPS and Public Charter Schools to track students who have 504 plans and identify other students with disabilities who may be potentially eligible for VR services.

Performance by June 30, 2022 and ongoing through June 30, 2024:

a. At least 75% of students with IEPs or 504 plans will receive at least one Pre-ETS service during the 2020-2021 school year.

Goal 4: Improve coordination with other workforce development agencies providing services at the American Job Centers.

Objective 4.1: Establish data sharing agreements with DOES and OSSE that will enable DCRSA to have access to post-case closure wage and education data for VR clients.

Strategies: RSA will:

- 1. Finalize an MOA with OSSE that will enable DCRSA to have access to the data management system used by the core WIOA partners that will provide information regarding VR client's participation in training programs, as well as have access to OSSE post-secondary data regarding participation in college and university.
- 2. Establish MOA with DOES to have access to system that will provide national aggregate employment data regarding employment for people who exit VR services.

Performance by June 30, 2024:

- a. DCRSA will be able to track employment and education data on all people who exit the program.
- b. DCRSA will coordinate with the one-stop operator to ensure AJC partners share data to provide access to individual data across systems regardless of where the individual's point of entry and facilitate multiple points of entry, cross agency individual employment planning, and resource sharing.

Objective 4.2: Improve coordination of services at American Job Centers

Strategies: DCRSA will:

1. Work with DOES, DHS and OSSE to provide cross-training for staff in American Job Centers.

2. Provide evaluation of accessibility of all AJCs to the one-stop operator and provide technical assistance to support them in making necessary changes to ensure that all AJCs are accessible for people with disabilities, including people with physical and sensory impairments.

Performance by June 30, 2022 and ongoing through June 30, 2024:

- a. American Job Centers will be accessible and provide all required core services.
- b. The AJC partners will share data to provide access to individual data across systems regardless of where the individual's point of entry and facilitate multiple points of entry, cross agency individual employment planning, and resource sharing.

Objective 4.3: Improve Coordination of Services to Businesses:

Strategies: DCRSA will:

- 1. Coordinate with the Business Services Group at the Department of Employment Services to ensure that business outreach by government agencies occurs in a more coordinated manner.
- 2. Establish relationship with the Department of Small and Local Business Development (DSLBD), and with small, local businesses in DC, to inform them about supports available for employees with disabilities.
- 3. Provide business roundtables regularly throughout the year to provide education to businesses about employing people with disabilities.
- 4. Work with business partners to conduct business roundtables and to develop education materials for businesses.

Performance by June 30, 202 and ongoing through June 30, 2024:

- a. DCRSA will have at least two (2) business roundtables throughout each year.
- b. DCRSA will increase the number of small businesses with which it has relationships by 10% yearly.
- c. DCRSA will provide services, in terms of disability education, to these businesses. The most recent Comprehensive Statewide Needs Assessment was published in December 2020; this assessment, as well as agency consumer satisfaction surveys and agency performance reports informed the development of this plan. The District will publish its Unified Workforce Development State Plan Modification in March 2022 and will hold several public forums to hear feedback on the plan, including the program specific plan for vocational rehabilitation and supported employment services. The goals and priorities for the Vocational Rehabilitation and Supported employment program are in response to both National and State issues, as mandated by Section 105 of the Rehabilitation Act of 1973, as amended. The goals and activities include but are not limited to consumer satisfaction; statewide needs assessment; state plan and amendments; policy; extent/scope/effectiveness of services; interagency agreements; and District of Columbia employment program goals to be accomplished by the DCRSA were based on agency performance on standards and indicators.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS

See response l above.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY

UPDATES;

See response l above.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

See response l above.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

See response l above.

M. ORDER OF SELECTION

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES

DCRSA has discontinued its OOS (Order of Selection) and will not utilize the OOS for the 2020 - 2024 State Plan, no justification needed for this section.

B. THE JUSTIFICATION FOR THE ORDER

DCRSA has discontinued its OOS (Order of Selection) and will not utilize the OOS for the 2020 - 2024 State Plan, no justification needed for this section.

C. THE SERVICE AND OUTCOME GOALS

DCRSA has discontinued its OOS (Order of Selection) and will not utilize the OOS for the 2020 - 2024 State Plan, no justification needed for this section.

D. TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER; AND

See response to C above.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES

See response to C above.

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT

Not Applicable

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

For PY 2023 and 2024, DCRSA's state goal is to increase the number of persons with disabilities who are significantly disabled and qualify for supported employment services such as job coaching and post-employment supports. The priority is to serve more persons with significant disabilities in the supported employment program through the current partnerships with DC Developmental Disability Administration (DDA) of the Department of Disability Services and the Department of Behavioral Health (DBH) using Title VI funding. As previously stated within this plan, this improved coordination has included refinement of a protocol with DCDDA regarding the referral process from DCDDA to DCRSA for VR services, the referral from DCRSA to DCDDA for extended supported employment services through the Home and Community Based Services (HCBS) Waiver, and coordination of services between the administrations when a person is being supported by both.

In addition, there has been improved coordination with DBH, including the continued use of a Memorandum of Agreement regarding referral, coordination of services and training of staff, as well as a significant expansion in the number of Evidence-Based Supported Employment (EBSE) community rehabilitation providers.

DCRSA's Evidence-Based Supported Employment program (EBSE) for persons with serious mental illness (SMI) and substance use disorder (SUD)utilizes an evidenced-based approach to help individuals with the most significant disabilities to secure, retain, or regain competitive employment in an integrated setting that pays minimum wage or better, and provides benefits. Supported Employment services are individualized and include, but are not limited to counseling and guidance, job coaching, follow-along services, and development of natural supports.

DCRSA coordinates EBSE services with the Department of Behavioral Health (DBH). DCRSA has significantly improved its coordination with DBH since 2015. The number of EBSE providers is currently at five (5) with active Human Care Agreements. Staff from the two agencies and the provider agencies meet monthly to ensure effective coordination of services. The VR Specialists provide services at the EBSE provider locations and work as a team to ensure seamless transition of referrals to DCRSA and transition to extended services with DBH.

A consistent number of people were referred by DCDDA and DBH, as well as a consistent number of successful employment outcomes, and with expectations to increase this number for PY 2022 and PY 2023. DCRSA is coordinating with internal operations team to bring on additional DCDDA providers to the DCRSA network. DCRSA will continued its efforts to streamline the referral process.

- 2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:
- A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

The Section 603(d) (supported employment grant) funds reserved for youth will be used primarily to support youth who participated in ProjectSEARCH and obtained employment aligned with the participant's IPE goal following completion of the ProjectSEARCH Program. The agency currently supports two (2) ProjectSEARCH sites at the Smithsonian and Capital Area Region (formerly known as Embassy Suites and Hilton Hotels). Participants in the Capital Area Region site are students, as defined by WIOA. Therefore, funds reserved for the provision of pre-employment transition services and not 603(d) funds, are being used to support students with disabilities at this site. DCRSA continues to support youth with disabilities through extended service, who have completed the ProjectSEARCH program year and are employed following the program's completion and placed in competitive, integrated employment aligned with the youth's IPE goal. The provision of supported employment services will be up to 24 months, or longer if necessary and documented, and youth with the most significant disabilities may receive extended services for up to (4) years or until the youth turns 25 years old.

The funds available to support youth in extended services are helpful in the District, as the District's developmental disability agency supports only persons with intellectual disabilities (ID). There is currently no Medicaid waiver support for extended services for people with developmental disabilities, other than ID. Therefore, DCRSA will use extended services to support youth with developmental disabilities (typically youth who are diagnosed with autism spectrum disorder) as they achieve stabilization in employment, as defined by the agency's

supported employment policy, but continue to require ongoing supports to be successful in employment. The agency will also rely on natural supports and ticket to work support in developing long-term planning with youth with disabilities, to ensure comprehensive supports are in place to support youth who transition from supported employment with the VR program. The provision of supported employment services will be up to 24 months for adults, or longer if necessary and documented, and youth with the most significant disabilities may receive extended services for up to (4) years or until the youth turns 25 years old.

DCRSA will continue coordinating with the DC Department of Behavioral Services Youth Services Programs. DBH continues to offer supported employment services for youth. DCRSA will continue to coordinate provision of supported employment services for youth in the same way it has been coordinating with the adult DBH programs.

B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

See response to A above.

O. STATE'S STRATEGIES

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES

DCRSA continues to expand and improve services provided to people with disabilities via outreach methods throughout the District of Columbia. The agency expands and directs its outreach activities to reach people who are identified as unserved and underserved in the state. According to the 2020 CSNA, unserved and underserved populations include people with autism and significant cognitive disabilities, including those who live in Wards 7 and 8, and those with co-existing behavioral health conditions. Therefore, DCRSA continues its efforts to further expand outreach to these population groups in order to ensure that services are available, inclusive, and accessible. DCRSA continues to have multiple outreach sites established throughout the District. DCRSA has successfully engaged and submitted an MOA request to the Salvation Army. DCRSA has also successfully engaged additional agencies such as Sasha Bruce, Anacostia Health Center, and Unity Hospital Center. All of these outreach efforts were focused on Wards 7 and 8. DCRSA will continue to solidify partnership through MOAs with organizations who are open to outlining roles and responsibilities in an MOA; however, during COVID-19, the responsibilities of each agency are different and this will be reviewed once a "normal" operating status is established among DC government agencies.

Additionally, inn FY21, DCRSA drafted a Memorandum of Understanding with the Workforce Investment Council to enhance the workforce system through a presence in each of the American Job Centers in the District where District Residents can start the intake process for eligibility as well as receive continued services with a VR Specialist.

In FY21, DCRSA, consistent with 34 CFR 361.18, there were 14 DCRSA staff who are bilingual. The number of bilingual employees, who speak Spanish is seven (7). There are two (2) French-speaking DCRSA staff and two (2) Ethiopian employees who speak Amharic. Additionally, there are other bilingual staff who speak the following languages: German, Korean, Tigrinya, Yoruba, Patois, Lagunda, and Igbo. There are multiple bilingual employees holding various positions in the agency from Supervisory roles to VR Specialist roles.

Since 2019, the agency continued to maintain compliance ratings for both Eligibility Determination and timely completion of Individual Plans for Employment at or above 90%. The agency continues to track both metrics during its monthly performance meeting with executive leadership. During these meetings, leadership does a deep dive into any areas where these metrics have declined in any given month. Strategies are discussed and implemented with VR supervisors for ensuring minimum compliance with these key performance indicators (KPIs). DCRSA has seen consistent high performance in these KPIs.

DCRSA has engaged in multiple efforts with the state education agency, local education agencies and the Department of Employment Services in order to improve outcomes for transition-aged youth. DCRSA works with the Center for Independent Living and the Statewide Independent Living Council to improve and strengthen coordination of independent living and vocational rehabilitation services. In FY 2021, DCRSA assisted in supporting the resource plan of the SILC by hosting the virtual event entitled "Promoting Successful Transitions", to maximize the limited resources available in the District to meet IL needs of people with disabilities.

Consistent with requirements under WIOA to assist people, particularly those with most significant disabilities to obtain competitive, integrated employment, DCRSA has significantly increased the level of supported employment services it is providing. Since FY 2019, DCRSA has continued to collaborate with Evidence-Based Supported Employment Providers that contract with the agency. DCRSA maintains an MOA with the Department of Behavioral Health to clarify the coordination between the agencies in provision of supported employment services to people with serious mental illness (SMI) and substance use disorders (SUD). Coordination of services is further strengthened with the Developmental Disability Administration in the Department on Disability Services to increase the number of people with intellectual disabilities who receive supported employment services. DCRSA expects to see a significant increase in the number of people with SMI, SUD, or IDD who achieve successful employment outcomes,but also a very significant increase in the cost of providing supported employment services.

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS

DCRSA continues to employ an Assistive Technology (AT) Specialist for FY20 and FY21. The AT Specialist provides the following services: evaluation and assessment upon eligibility, consults, procurement of assistive technology, integration, tech support, training, and plan implementation continuously. The AT specialist also meets with individual clients when they have questions related to AT. The Specialist also works with Partners: DC Public Libraries, Public Schools, Department of Employment Services, UDC, Department of Aging and Community Living, and DCDDA. In addition, the AT Specialist works with specialized providers, programs, and centers such as: Public Charter Schools, DC Assistive Technology Program atUniversity Legal Services, Byteback, TCS Associates Seabury, and Model Cities Senior Wellness Center. The AT Specialist serves as the DCRSA representative on the AT Community Advisory Board at ULS, the DC Assistive Technology grantee. DCRSA works closely with the AT Center at University Legal Services. ULS conducts presentations at DCRSA all staff meetings as requested to advise VR Specialists about the services provided by the AT Center.

Aside from the in-house AT specialist on staff, DCRSA also maintains a human care agreement with private community-based providers who conduct AT assessments. Lastly, the DCRSA AT specialist, as well as staff at the AT Center at ULS, have been providing technical assistance to the Department of Employment Services. The technical assistance provided includes assessment of current accessibility of all one-stop locations and provide recommendations for necessary accommodations to ensure accessibility services at the American Job Centers.

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM

Since FY 2019, DCRSA continued its aggressive efforts to increase outreach to individuals with disabilities, attempting to focus on unserved and underserved communities. As indicated above,

the agency has established agreements with other government agencies and community based, non-profit agencies that are in communities, or serve clients, identified in the 2020 comprehensive needs assessment as unserved or underserved such as Wards 7 and 8 and individuals who are non-English speaking or limited English speaking. Currently, the administration has agreements with agencies and is conducting intake interviews and seeing clients in 27 different offices across Washington, DC. DCRSA has continued to strengthen its partnerships with agencies that represent unserved and underserved communities and is directly working with stakeholders to better understand their needs.

In FY20 and FY21, DCRSA continued to collaborate with agency partners to host its annual Latino Conference for people with disabilities and their families. The conference was designed to provide Spanish speaking people with disabilities and their family members. Resources provided by the conference include access to information, support, and marketing materials in their native language and assist District agencies to better understand the experiences and needs of Latinos within the disability community. The feedback received from the listening sessions continued to be utilized by District agencies to inform best practices to better engage this community.

The administration is also a member of the National Community of Practice on Cultural and Linguistic Competence. The goal is to develop sustainable Cultural and Linguistic Competence strategies reflected in policies, structures, and practices. These strategies increase awareness and better engage underserved populations that have been harder to reach due to cultural and linguistic differences and barriers.

During FY 2021, DCRSA continued its aggressive efforts to increase outreach and engagement efforts to individuals with disabilities, attempting to focus on unserved and underserved communities. As part of the agency's community engagement strategy, DCRSA has established an outreach and engagement committee whose goal is to engage and build trust with identified underserved and unserved groups (especially those living in Wards 7 and 8). The committee meets monthly and includes the outreach team, intake staff, Public Information Specialist, Vocational Rehabilitation Counselors, Language Access Coordinators, and public-facing staff to discuss the agency's engagement efforts inbuilding relationships with constituents. Throughout FY21, the agency has participated in over ninety-four (94) outreach events.

The agency has worked to improve outreach efforts, such as sponsoring educational, informational, cultural events, and strengthening relationships with community organizations. Efforts are focused on working and engaging with community organizations that the Latinx Community trusts. More collaboration and communication occur during monthly or quarterly meetings, collaborative presentations, or other activities. Over the last three years, DCRSA collaborated with other partner agencies and hosted the annual Latinx Conference for people with disabilities and their families. The Spanish language only conference was designed to provide Spanish-speaking people with disabilities and their family members with access to information, support, and resources in their native language. The conference also assisted District agencies in understanding the needs and experiences of the Latinx community with disabilities. At each year's conference, there is a dedicated listening session to provide an opportunity to hear from people who share their experiences and recommendations on what they would like to see from the District government. Based on the feedback from the community, DCRSA has hired additional Spanish-speaking staff, sponsored the Spanishspeaking Direct Service Professionals, and revised policies to enhance language access and cultural competence.

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES)

DCRSA has engaged in several efforts with both the state education agency, the local education

agencies and other non-education agencies providing services to youth, including the Child and Family Services Agency, which provides services to foster care youth, the Department of Youth Rehabilitation Services, which provides services to youth in the Juvenile Justice System and the Department of Employment Services.

The District has drafted an MOA with the State Education Agency, the Office of the State Superintendent of Education (OSSE), which addresses issues related to the provision of Pre-Employment Transition Services. It is expected for this agreement to be finalized during FY 2022. There is an updated MOU with the largest local education agency in the District, the DC Public School system. This MOU includes provisions regarding referrals for VR services, data sharing, and agreements regarding the provision of pre-employment transition services.

The District has a unique challenge with the number of Public Charter Schools, each of which is its own local education agency. DCRSA has been working to develop agreements with each of these schools. There are currently twenty-three (23) secondary schools and nine (9) adult education schools that serve students with disabilities, under the age of 22. To assist in engaging with these schools, DCRSA established a contract with a community-based agency that has experience in providing technical assistance for issues related to the Individual with Disabilities Education Act (IDEA) in the Public Charter Schools. This agency is assisting in engaging with each of the schools, and in developing plans for the provision of Pre-ETS at each of the schools.

DCRSA is also working closely with DOES to ensure that students with disabilities have access to the summer youth employment program. DCRSA collaborates with DOES to provide any necessary supports, including pre-employment transition services to ensure the success of students in their summer work experience. Through a DCRSA contract with an experienced provider, the 2020 and 2021 SYEP JumpStart program provided job readiness training to youth with mental and physical disabilities in the District of Columbia in the form of Soft-Skills Development and Transitional Work Experiences. The JumpStart program was initially founded through the efforts of DCRSA in collaboration with the Secondary Transition Community of Practice. All job readiness training provided was designed to support persons with mental and physical disabilities. This training supports the acquisition of the knowledge, skills, and abilities necessary to obtain and maintain the economic self-sufficiency and independence resulting from gainful employment. All JumpStart participants are either DCRSA clients and/or found to be potentially eligible for VR Services.

During 2020 and 2021 SYEP JumpStart Program, youth received one of four levels of service depending on need: (1) case management and travel training (2) mentorship and travel training, (3) mentorship only, or (4) travel training only. All travel training was suspended due to COVID-19 for JumpStart PY 2020 and 2021. During COVID-19, the JumpStart program moved to a virtual platform with all services except travel training. Youth receiving case management services were assigned a SchoolTalk SYEP JumpStart Case Manager to implement and support Soft-Skills Development and Transitional Work Experiences, based on each youth's individual needs.

The SYEP JumpStart Program represents an effective model for providing DC youth with disabilities with quality paid work experiences, during high school. The program also provides an excellent opportunity for DCRSA, DOES, and DC schools to explore the systemic facilitators and barriers to providing effective pre-employment training services mandated under the Workforce Innovation and Opportunity Act.

DCRSA works with OSSE and other members of the Secondary Transition Community of Practice to provide an annual transition forum for transition students and their families. For FY 2021, DCRSA sponsored the annual transition forum in partnership with SchoolTalk, OSSE, and the Kennedy Center for Performing Arts. DCRSA has continued to collaborate with community provider, SchoolTalk, Inc., to host the annual transition conference for DCPS and DCPCS

students. In response to the COVID-19 Pandemic, SchoolTalk hosted a Virtual Voices of Change Conference from May 17th – June 14th, 2021. SchoolTalk provided transition and employment-related sessions directly to students, which were tailored to fit individual schools' schedules and the individuals' needs. This year, 45 students from eight (8) schools across the district participated in the Voices of Change Conference.

IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE

The District of Columbia Rehabilitation Services Administration continues to add new Community Rehabilitation Programs (CRP) that partner to provide an array of vocational rehabilitation services to consumers. Additional services available to the consumer through the Human Care agreements include job readiness services, trial work experiences, job placement, and benefits analysis and planning. The human care providers continue to work collaboratively with the agency's Business Relations Unit to provide job readiness training and supports to consumers, and to link consumers to potential employers. The Administration has four (4) staff who work as provider relations specialists, who are responsible for supporting the network of approved CRPs. In addition, DCRSA has two additional staff who serve as external quality assurance monitors, as well as one internal quality assurance monitor, to identify needs and maintain and improve their quality. The Administration provides joint training with the Human Care Agreement CRP partners, to ensure that collaboration yields the desired results in supported employment, job placement, and career assessment services. DCRSA has focused its effort to increase employment outcomes for consumers, particularly those with developmental disabilities and serious mental illness. In FY 2021, DCRSA renewed, updated, and/or established new agreements with all existing and/or new job placement and supported employment providers. These are performance-based agreements. Some updates and changes were made in the payment structure in order more closely align payment to the providers with successful employment placements. In addition, funding was given to supported employment providers to conduct Discovery Assessments and Customized Employment. With increased emphasis on these services, DCRSA anticipates more successful outcomes for consumers in supported employment plans. The District is also continuing to participate in the Employment First State Leadership Mentoring Program. As part of the technical assistance provided through this program, technical assistance is being provided to some of the community rehabilitation providers. In addition, VR Specialists will receive training on how to engage with providers in partnership to help people with most significant disabilities achieve employment outcomes. DCRSA has no intention of utilizing authority for the establishment, improvement, or development of a CRP.

5. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA

As of June 1, 2017, the Workforce Innovation and Opportunity Act (WIOA), performance measures for the vocational rehabilitation program officially changed. The specific performance standards will be addressed in the Unified State Workforce Development Plan. DCRSA is still having challenges obtaining data because there is no repository for all WIOA partners, including internal mechanisms and controls in place to capture data related to the WIOA requirement. Internally, there have been inconsistencies with counselors obtaining required data and reporting this data appropriately.

To adhere to the performance metrics, DCRSA has taken several approaches to improve its overall performance. DCRSA works with the vendor that provides the electronic case management system to ensure required data is captured including employment rates 2nd quarter after exit and 4th quarter after exit. DCRSA continues its collaboration with other Department of Labor (DOL) partners and/or state agencies to develop reporting. This reporting accounts for median earnings 2nd quarter after exit and working with the other workforce

agencies in the state to ensure that all measures have a common definition. DCRSA works closely with the performance management unit at DDS to help streamline and report on expected data. The administration continues to improve its monitoring of progress in training and education programs to provide accurate information on performance regarding completion of training, credential attainment, and measurable skills gains. Additionally, DCRSA is gathering more accurate data about the performance of existing training providers to assist in improved informed choice of providers and improved outcomes for clients. The agency is working with federal and local partners as DCRSA has engaged in the State Wage Interchange System (SWIS) agreement. As a member of the SWIS agreement, DCRSA looks to capture pertinent data for WIOA reporting. DCRSA is working with the vendor for the Case Management System to enhance the system to capture the necessary reporting data. Furthermore, DCRSA is establishing new protocols for following up with clients in post-employment to check on their progress and provide information about availability of ongoing services.

Standard I

Indicator A Employment Rate – Second Quarter after Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (for title I Youth (A1), the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit):

Strategy 1: Ensure VR Specialists are following up with consumer appropriately to identify the necessary documentation to track employment.

Strategy 2: Strengthen collaboration with the DC Department of Employment Services (DOES), through the MOA process to ensure that DCRSA can capture the necessary employment and wage data to verify employment after exit.

Strategy 3: Work with the internal Performance Team to help develop tracking and reporting to show compliance and/or omissions by counseling staff relative to obtaining employment documentation.

Strategy 4: Ensure that the RSA 911 Quarterly Case Management Report review conducted by the Performance Team and the Program Staff align and can detect anomalies, errors, and or omissions relative to this data.

Strategy 5. DCRSA has secured training through an online learning management system (LMS). This is mandatory for all VR Specialists to engage and there is a required course relative to case management that speaks to securing and documenting this information.

Strategy 6. Ensure Supervisory Staff are doing monthly reviews with their VR Specialists to make sure appropriate case notes, actions, and documentation are taking place to ensure this data is captured timely and appropriately.

Indicator B Employment Rate – Fourth Quarter after Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (for title I Youth (B1), the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit):

Strategy 1: Ensure VR Specialists are following up with consumers appropriately to identify the necessary documentation to track employment.

Strategy 2: Strengthen collaboration with the DC Department of Employment Services (DOES), through the MOA process to ensure capture of the necessary employment and wage data to verify employment after exit.

Strategy 3: Work with the internal Performance Team to help develop tracking and reporting to show compliance and/or omissions by counseling staff relative to obtaining employment

documentation.

Strategy 4: Ensure that the 911 review conducted by the Performance Team and the Program Staff align and can detect anomalies, errors, and or omissions relative to this data.

Strategy 5. DCRSA has secured training through an online learning management system (LMS). This is mandatory for all VR Specialists to engage and there is a required course relative to case management that speaks to securing and documenting this information.

Strategy 6. Ensure Supervisory Staff are doing monthly reviews with their VR Specialists to make sure appropriate case notes, actions, and documentation are taking place to ensure this data is captured timely and appropriately.

Indicator C Median Earnings – Second Quarter after Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program:

Strategy 1: Ensure VR Specialists are following up with consumers appropriately to identify the necessary documentation to track employment.

Strategy 2: Strengthen collaboration with the DC Department of Employment Services (DOES), through the MOA process to ensure capture of the necessary employment and wage data to verify employment after exit.

Strategy 3: Work with the internal Performance Team to help develop tracking and reporting to show compliance and/or omissions by counseling staff relative to obtaining employment documentation.

Strategy 4: Ensure that the 911 review conducted by the Performance Team and the Program Staff align and can detect anomalies, errors, and or omissions relative to this data.

Strategy 5. DCRSA has secured training through an online learning management system (LMS). This is mandatory for all VR Specialists to engage and there is a required course relative to case management that speaks to securing and documenting this information.

Strategy 6. Ensure Supervisory Staff are doing monthly reviews with their VR Specialists to make sure appropriate case notes, actions, and documentation are taking place to ensure this data is captured timely and appropriately.

Strategy 7: Continue to work with VRTAC-QM and NTACT: C to ensure use of best practices to capture and report this data.

Indicator D Credential Attainment: The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program.

A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

Strategy 1: Ensure VR Specialists are following up with consumers appropriately to identify the necessary documentation to track credential attainment.

Strategy 2: Part of the VR Specialists Performance Goals is to ensure proper follow up with clients. This information is captured by the VR Specialist and readily available in each individual case file.

Strategy 3: Work with the Performance team to set up monthly, quarterly, and annual reporting

that will provide a holistic evaluation of credential attainment throughout VR.

Strategy 4: Work with the Operations Staff (Contract Administrator over Universities and Training) to ensure they engage universities, colleges, and training programs to consistently track monthly credentials attained. This information should be in a format that is shared with programs every month.

Strategy 5: Connect with local colleges and universities to disseminate information to students with disabilities related to the agency's services. This will aid in the success of the consumer and can be used to collect credential data once the student has been successful in completing the program(s).

Indicator E Measurable Skills Gains (MSG): During a program year, the percentage of program participants who are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, MSGs are defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:

- Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;
- Documented attainment of a secondary school diploma or its recognized equivalent;
- Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;
- Satisfactory or better progress report, towards established milestones, such as completion of on-the-job-training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or
- Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

Strategy 1: Ensure Counseling Staff are engaging with consumers to obtain progress and document MSG throughout the life of the case.

Strategy 2: Part of the VR Specialists Performance Goals is to ensure the proper follow up with clients are taking place so that this information is captured and readily available in each individual case file.

Strategy 3: Work with the Performance team to set up monthly, quarterly, and annual reporting relative to MSG captured and reported.

Strategy 4: Connect with local colleges and universities to disseminate information to students with disabilities related to the agency's services. This will aid in the success of the consumer and can be used to collect credential data once the student has been successful in completing the program(s).

Strategy 5: Continue to work with the VRTAC-QM to ensure use of best practices to capture and report this data.

Strategy 6: Ensure Supervisory Staff review this with their VR Specialists as part of their monthly case review process to ensure compliance with capturing and documenting MSG.

Indicator F: Effectiveness in Serving Employers: WIOA sec. 116(b)(2)(A)(i)(VI) requires the Departments to establish a primary indicator of performance for effectiveness in serving employers. The Departments are piloting three (3) approaches designed to gauge three (3) critical workforce needs of the business community. DCRSA has elected to measure approaches

1 and 3 as its performance indicators under this requirement:

- Approach 1 Retention with the same employer addresses the programs' efforts to provide employers with skilled workers;
- Approach 2 Repeat Business Customers addresses the programs' efforts to provide quality engagement and services to employers and sectors and establish productive relationships with employers and sectors over extended periods of time; and
- Approach 3 Employer Penetration Rate addresses the programs' efforts to provide quality engagement and services to all employers and sectors within a State and local economy.

Strategy 1: Increase the number of business engagements performed by Business Relations Specialist on a monthly, quarterly, and annual basis, making this a requirement of their job accountabilities.

Strategy 2: Ensure Business Relations Specialist are engaging with existing business partners and tracking on a quarterly basis engagement and outcomes.

Strategy 3: Continue to develop the agency's Employment First initiative, a concept designed to facilitate the full inclusion of people with the most significant disabilities in the workplace and community.

Strategy 4: Increase the use of Customized Employment enabling persons with significant disabilities the opportunity to achieve successful employment outcomes and then providing this model to employers for them to replicate to stimulate employer penetration, engagement, and retention. Work with the DDS performance team to set up a scorecard with employers that will provide success rates and challenges for employers to identify strengths and weaknesses to better service consumers.

6. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES

The Director for the Department on Disability Services represents the agency on the Workforce Investment Council. Since FY2015, the director has served in this capacity on two (2) work groups that seek to improve the coordination and quality of services provided through the workforce investment system. The two (2) work groups included reviewing Employment Engagement strategies and coordination of State Agencies. The work group assisted State Agencies in providing resources, supports, and trainings to facilitate successful employment outcomes for consumers. The District and the American Job Center Sub-Committee continues to meet monthly to discuss the coordination of services among core service providers at the American Job Centers. The District has four (4) American Jobs Centers. The facility located in Southeast Washington, serving Wards 7 and 8, is going to continue its concentrated effort to support the population in these wards. DCRSA plans to station Employment Coordinators at the AJC sites. The Business Relation Specialist concentrates on business penetration and engagement in these two wards. All agencies that provide services through these centers are members of the work group and the AJC sub-committee.

In FY20, DCRSA continued its improved coordination with the core WIOA partners through ensuring a Vocational Rehabilitation (VR) Specialist is available virtually five (5) days per week even to those consumers that frequented the AJCs prior to the public health emergency. This was accomplished by strengthening the referral process between DOES and DCRSA. Additionally, DCRSA has continued referring clients to the OSSE approved vendors for free virtual trainings and remedial courses. OSSE also provides professional development training for VR Staff. DCRSA regularly refers to Catholic Charities, Academy of Hope Public Charter School, Latin-American Youth Center, and So Others Might Eat (SOME) for adult education services. This allows for DCRSA staff to work collaboratively with DOES to directly connect clients with additional employment, job readiness, and/or training supports. Due to the public health emergency, virtual coordination has increased service delivery throughout all wards because counselors were not physically present in the community..

7. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

The Department on Disability Services (DDS) is the parent agency that oversees DCRSA for District of Columbia and oversees all DCRSA's goals and priorities as they relate to the CSNA. DCRSA reports to DDS who in turn reports to the District of Columbia related to performance metrics. The Department on Disability Services will continue to work with the performance management systems to help promote ongoing strategic planning. DDS will monitor systems that will promote close oversight of DCRSA's progress in achieving the goals and priorities identified in the State Plan and the CSNA. These goals are also aligned with goals established in the agency's city plan. DDS has a monthly performance review meeting, which reviews current agency performance and measures performance against goals established in the State and City Plans. On a quarterly basis, these reviews include an evaluation of DCRSA's progress on all strategies and initiatives identified in each plan. In addition, within DCRSA, there are weekly senior staff meetings at which each manager is responsible for reporting on progress on performance and initiatives. To monitor ongoing performance, each supervisor utilizes the agency's electronic case management query system to monitor the progress of all cases within their unit. The Quality Assurance and Compliance (QA) unit conducts quarterly consumer satisfaction surveys. Since FY 2020, DCRSA has continued with its quality review system, which requires each supervisor and QA monitor to conduct quality review of a number of cases (depending on the VR Specialist's current performance) from each VR Specialist's caseload. The results of these surveys will be used to guide future training or identify the need for policy or procedure updates. As any new policy is introduced, training is provided for all staff, and a QA review of compliance with the new training is provided.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

Technology First

In FY21, Technology First successfully received approval to launch 4 Tech Projects funded by the American Rescue Plan Act (ARPA) to improve individuals with disabilities access to tech:

- <u>DC DDS Telehealth Project</u> –to address the health disparities often experienced by people with I/DD and to mitigate ER visits and hospitalizations the project will enroll, disseminate tech, and training to people supported by DDS to access telehealth services. It is estimated that 1,387 people will participate in this project.
- <u>DC DDS Assistive Technology Platform</u> the project will pilot a new online platform that enables users to automate the tech discovery and matching process. The AT Center and Accessibility Center will be targeted as District partners to participate in this effort.
- <u>DC DDS Tech Dissemination Project</u> the project will focus on disseminating tech solutions and Remote Supports Equipment to people supported by DCDDA that will enable them to assert greater self-reliance and independence in the community. Estimated to target a maximum of 2,324 people.
- <u>DC DDS Digital Literacy and Skills</u> the project will focus on creating with District partners educational programs and workshops that will improve the overall comfort level and fundamentals of people with disabilities and the staff that support them to effectively utilize tech.

DSP Academy

In FY 2021, DCRSA in collaboration with RCM of Washington, Inc., a DC-based adult disability services provider, will expand the Direct Support Professional (DSP) Academy, commonly

referred to as the DSP Academy. For FY21, there were two (2) sessions of the DSP Academy: one (1) adult and one (1) youth. The DSP Academy provides participants exposure to a variety of career paths within the Health & Human services sector and offers the short-term option of securing employment as a DSP post-graduation. The DSP Academy was created in response to a national shortage of Direct Support Workers across the nation. With the District of Columbia being an Employment First State, it was a natural extension of efforts to increase employment among transitioning youth and build capacity in the workforce.

In FY21, from November through December 2020, there were four (4) adults that participated in Cohort 6 of the program. From June through July 2021, there were four (4) adult participants and four (4) youth participants within Cohort 7. During FY22, the program will increase their number of participants as well as the number of successful consumers finding employment post-graduation from the DSP Academies. The DSP Academy model holds tremendous possibility for reproduction across the nation, as it is a strategy to address the DSP workforce crisis and push forward the mission of the Employment First movement. Most importantly the DSP Academies set up DC to have successful opportunities for consumers for years to come.

There were 12 people with intellectual disabilities who participated in the vocational training program offered by the DSP Academy. This program was created by DDS in partnership with RCM of Washington and the District of Columbia Public Schools. Of the 12 individuals, nine (9) participants were people with intellectual or developmental disabilities. There were nine (9) people with intellectual disabilities who completed the training and received the certifications needed to be a DSP in the District. Overall, three (3) of those people were hired as DSPs in the District.

3rd Annual Latinx Conference on Disabilities

The District of Columbia's Department on Disability Services (DDS) with DCRSA hosted its 3rd annual Latinx Conference on Disabilities. The conference was designed to provide Spanish-speaking people with disabilities and their family members with access to information, support, and resources in their native language. The conference also assisted District agencies in understanding the needs and experiences of the Latinx community with disabilities More than 140 Spanish-speaking residents attended in person or virtually. Conference topics included:

- Information on autism and other disabilities,
- Access to and benefits of Vocational Rehabilitation Services,
- Self-care and Resilience, and
- Information about COVID-19

The Latinx conference was marketed to and for VR clients and their families and support systems. At the end of the conference, District agencies and community service providers hosted a resource fair and provided information to conference participants.

Latinx Presentation Series

Due to the overwhelmingly positive response to the Latinx Conference on Disabilities, DCRSA expanded and developed the Latinx Presentation Series. Similar to the Latinx Conference on Disabilities, the Latinx Presentation Series provided Spanish-speaking people with disabilities, and their family members access to information, support, and resources in their native language. The series was held monthly, and topics included:

- Staying healthy in a COVID-19 environment
- Access to Vocational Rehabilitation Services
- Language Access
- Financial education and literacy

- Self-Care and wellness
- Mental Health
- Employment readiness

DCRSA Learning and Innovations Retreat

In January of 2021, DCRSA held its 3rd annual learning and innovations retreat titled "Evolving the Employment Experience, Building Capacity and Strengthening Connections." The retreat was attended by 78 DCRSA staff.

DCRSA retreat attendees:

- gained knowledge on national best practices in WIOA, Customized Employment, and person and family-centered thinking to enhance the employment experience for people in need of services and supports;
- participated in a wellness activity to improve employee health and well-being; and
- participated in an interactive activity to enhance innovative and collaborative VR practices.

Based on the retreat evaluation survey feedback, ninety-six percent (96%) of attendees agreed that the information presented supported the work they do every day. DCRSA utilizes this data to inform session topics for the next year's retreat.

DC Government as Model Employer:

The following events took place in FY20, with different employers in the district:

Employer Related Events

- Chemonics
- Pension Benefit Guaranty Corporation
- Federal Deposit Insurance Corporation
- U.S. Department of Labor
- Sodexo
- DCHR Working for Washington Presentation

Disability Awareness Education for Employers

- National Disability Employment Awareness Month Event, October 2020
- Disability Awareness Low Vision and Deaf Awareness for businesses
- Coordinated Disability Awareness Low Vision at the American Job Center
- Coordinated Disability Awareness Deaf Awareness at the American Job Center

The following events took place in FY21, with different employers in the district:

Completed 8 Employer Related Events

- RAINN (Rape, Abuse & Incest National Network) Employer Spotlight
- FEMA Employer Spotlight
- FEMA Resume Presentation
- Federal Highway Administration Employer Spotlight
- American University Employer Spotlight

- Chemonics Employer Spotlight
- Amazon Employer Spotlight
- Marriott Employer Spotlight
- Marriott Mock Interviews
- There was a total of 4 Disability Awareness <u>Education for Employers</u> Events:
- DCHR (2)
- External Business (1)
- National Disability Employment Awareness Month (NDEAM) (1)

DCRSA, supported UnitedHealth Group (UHG) with securing six (6) DCRSA clients for the UHG Disability Inclusion Internship Program. The District of Columbia was one of a limited group of State VR agencies invited to recommend candidates for this initiative. DCRSA has also secured a subscription to LinkedIn to allow the agency to market its services, engage with businesses, and showcase DCRSA as a great place to work to potential employees.

DCRSA continues to partner with DC Human Resources (DCHR) to work towards the District becoming a model employer of people with disabilities. DCRSA has continued with the Aspiring Professionals program. This is a paid internship program that places people with disabilities in positions throughout the DC government, where the person has a possibility of being hired. Despite the COVID-19 pandemic, recruiting and placement for Cohort 3 of the Aspiring Professionals Internship Program occurred. DCRSA hosted participants in the program kickoff which commenced in March of 2021. Due to the pandemic, DC Government agencies worked remotely until July 2021. Since that time ten (10) DCRSA clients were placed into internships with five (5) DC Government agencies, which included the DC Department of Consumer and Regulatory Affairs, DC Department of Youth and Rehabilitative Services, DC Office of the State Superintendent of Education, DC Department of Forensic Sciences, and the University of the District of Columbia.

Additionally, DCRSA will continue to fund a position whose primary role is located at DCRSA and who spends time at DCHR. This person provides training to district agencies regarding hiring persons with disabilities, as well as aiding District citizens with disabilities to obtain gainful, competitive, integrated employment in District Government agencies. This staff has expertise and focused attention on recruiting, hiring, and retaining employees with disabilities throughout the DC government and providing technical assistance to DC agencies regarding employment of people with disabilities. This FTE will also split days at DCRSA and DCHR to help facilitate the mission of the VR agency. DCRSA has oversight of this position via the responsibilities set forth in the MOU with DCHR.

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

Since FY 2019, DCRSA continued i improving outreach to overcome barriers to access to VR services. DCRSA presently have 37 outreach sites where vocational rehabilitation services are provided. Due to COVID-19, AJC sites have been suspended since March 2020 to date. The agency staff transitioned to a full situational telework status. Through the duration of the public health emergency, employees of DDS have worked remotely to provide essential employment support services to residents with disabilities. Residents with disabilities interested in receiving supports contacted our agency to schedule intake appointments. DCRSA continues its ongoing efforts to address community health risks and ensure the safety of consumers who participate in DDS funded programming. Following the reopening of the AJCs, the plan is to expand the employment coordinators availability to complement the VR Specialists that already attend five (5) days per week in all AJCs. The administration ensures that it targets these outreach efforts to

reach populations identified in the FY 2020 CSNA who are unserved or underserved in the District. In addition, the administration is using its electronic case management system to monitor the number of people seen at each outreach site to ensure that the administration's resources are being used efficiently.

During the 2020-2021 school year, DCRSA continued its monthly partnership meetings with DC Public Schools and the community-based agency to discuss coordination of services, updates to programming, as well as problem-solving for service delivery.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

- 1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:
 - A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

In order to be held accountable for ensuring that the above-mentioned strategies are being implemented and VR goals are being met, it is important to have a system in place to evaluate and report on the progress being made. The District proposed the following related to evaluation and goal attainment based on the goals and priorities identified during the PY2022 modified state plan:

Goal 1: Provide continued support to five (5) mental health supported employment providers to increase successful employment outcomes for individuals with mental health disabilities.

Strategy: The Administration will continue to support the Human Care Agreements with five (5) providers of mental health supported employment services to support staff at each site to assist in increased referrals to DCRSA and the development of placement and employment opportunities through supported employment.

Goal 2: Implement improved procedures with DCDDA to ensure that more persons referred from DCDDA achieve a successful outcome.

Strategy: Four (4) VR Specialists are designated and assigned to work specifically with this population which is an increase from three VR Specialists. These VR Specialists will continue their relationships with DCDDA staff, to ensure an effective efferrals. In addition, these VR Specialists will participate in all Employment First training, to be familiar with customized employment services available to DCRSA clients and participate in customized employment assessment and discovery training.

In FY 2020 (96) cases were successfully closed for the EBSE unit. In FY21, there were 98 cases that were successfully closed within the same unit. DCRSA made several changes throughout FY20 and FY21 to improve the coordination of services and timeliness of referrals for moving people from referral into supported employment services. DCRSA continues to implement these changes through FY2022. Through the coordination with DBH, DCRSA will continue to expand this program's growth. There are now four (4) VR Specialists specifically assigned to EBSE cases which is an increase from three VR Specialists. These four (4) VR Specialists attend staff meetings at each of the EBSE five (5) provider agencies. The staff at DBH, DCRSA and provider agencies meet monthly. DCRSA and DCDDA have similarly struggled with effective coordination of services. DCRSA has an assigned a VR Supervisor who is responsible for the unit that provides supported employment services to people referred from DBH or DCDDA. This includes the four (4) VR Specialists who work with DBH referrals and four (4) VR Specialists to work with DDA referrals. This supervisor meets weekly with the VR Specialists to review the progress of all cases referred from DCDDA. Additionally, the supervisor attends a monthly collaborative meeting with DCDDA to coordinate, plan, and monitor joint cases to address any barriers,

needed resources, or concerns that may impact goals with cases. DCRSA has seen the results from this as the number of people referred for supported employment has increased, but DCRSA has also been observing substantive reports of progress from the provider agencies working with these individuals.

Goal 3: Transition - Expand and improve the quality of transition services and improve coordination with the state education agency and all local education agencies.

Strategy: DCRSA continues to have success in coordinating with the largest local education agency, DC Public Schools (DCPS), which serves roughly half of the students with disabilities in DC. In addition, the administration participates with the Secondary Transition Community of Practice, facilitated by the Office of the State Superintendent of Education (OSSE).

During the summer of 2021, through coordination with DCPS, OSSE DOES, and DCRSA providers, DCRSA facilitated a successful Summer Institute for students with most significant disabilities participating in the Summer Youth Employment Program (SYEP). Supports were provided to 22 students, including a one week "boot camp" prior to the start of SYEP, in which the students learned soft skills necessary to be successful in their SYEP placements. Students were provided with supports throughout the summer, including travel training, job readiness trainers, supported employment, and weekly check-ins with the student and their supervisors. Youth were provided with assistive technology devices and job coaching apps were installed that assisted the youth with completing work assignments and tasks. DCRSA continues to support these efforts to provide services to youth with significant disabilities in the SYEP.

DCRSA supported 56 youth who participated in the JumpStart/MBSYEP facilitated by SchoolTalk. The program was available to Collegiate students eligible for Pre-ETS programs, District of Columbia Public School and Public Charter School youth with significant disabilities. The goal was to provide a successful summer job experience. The program began in June 2021 and commenced in August 2021. Through the JumpStart/MBSYEP program, the youth who participated were provided with an individualized supported employment experience and earned wages. The youth engaged with job readiness trainers provided by Work Opportunities Unlimited and SchoolTalk.

In FY 2021, DCRSA in collaboration with RCM of Washington, Inc., a DC-based adult disability services provider, will expand the Direct Support Professional (DSP) Academy, commonly referred to as the DSP Academy. For FY21, there were two (2) sessions of the DSP Academy: one (1) adult and one (1) youth.. The DSP Academy provides participants exposure to a variety of career paths within the Health & Human services sector and offers the short-term option of securing employment as a DSP post-graduation. The DSP Academy was created in response to a national shortage of Direct Support Workers across the nation. With the District of Columbia being an Employment First State, it was a natural extension of efforts to increase employment among transitioning youth and build capacity in the workforce.

In FY21, from November through December 2020, there were four (4) adults that participated in Cohort 6 of the program. From June through July 2021, there were four (4) adult participants and four (4) youth participants within Cohort 7. During FY22, the program will increase their number of participants as well as the number of successful consumers finding employment post-graduation from the DSP Academies. The DSP Academy model holds tremendous possibility for reproduction across the nation, as it is a strategy to address the DSP workforce crisis and push forward the mission of the Employment First movement. Most importantly the DSP Academies set up DC to have successful opportunities for consumers for years to come.

There were 12 people with intellectual disabilities who participated in the vocational training program offered by the DSP Academy. This program was created by DDS in partnership with RCM of Washington and the District of Columbia Public Schools. Of the 12 individuals, nine (9)

participants were people with intellectual or developmental disabilities. There were nine (9) people with intellectual disabilities who completed the training and received the certifications needed to be a DSP in the District. Overall, three (3) of those people were hired as DSPs in the District.

During school year 2020-2021, DCRSA and DCPS continued to coordinate implementation of preemployment transition services at all DCPS comprehensive high schools. In addition, DCRSA is working with DCPS to provide pre-employment transition services through curriculum support for middle school students. DCRSA collaborates with DCPS to provide paid work-based learning experiences during the current school year to students participating in the Workforce Development Center at River Terrace, and for students participating in the career exploration/CTE/Career Academy courses at DCPS high schools.

In FY 2021, DCRSA provided supports for paid work-based learning experiences for 284 students. DCRSA continues to improve its collaboration with DC Public Charter Schools. In FY 2021, DCRSA renewed its human care agreement with a community-based agency that has experience in working with the Public Charter Schools to assist in this coordination and in implementation of Pre-ETS services in Public Charter Schools. DCRSA continues its partnership to improve collaboration with DC Public Charter Schools.

In addition, DCRSA transition team hosted retreats with DC Public Schools, community-based agencies, and VR Specialists and staff assigned to these schools to discuss coordination of service at each school during the 2020-2021 school year. DCRSA continues its monthly partnership meetings with DC Public Schools and the community-based agency to discuss coordination of services, updates to programming, as well as problem solving for service delivery.

Goal 4: Maintain and sustain a Self-Employment and Entrepreneurship Program.

Strategy: Through close consultation with the SRC, DCRSA continues to implement its Supported Employment Policy and training is ongoing to all DCRSA staff on implementation of the self-employment policy to support clients pursing entrepreneurial endeavors. DCRSA continues to operate and expand its entrepreneurial opportunities through the Randolph-Sheppard program (for people with low vision or who are blind).

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

See response to A above.

2. AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Similar to the section above, the District proposes the following to evaluate the extent to which the Supported Employment program goals were achieved based on the goals identified in the PY2020 state plan, including strategies contributing to goal achievement and factors impeding goal achievement:

Goal 1: Provide continued support to five (5) mental health supported employment providers to increase successful employment outcomes for individuals with mental health disabilities The Administration will continue to support the Human Care Agreements with five (5) providers of mental health supported employment services to support staff at each site to assist in increased referrals to DCRSA and the development of placement and employment opportunities through supported employment.

Goal 2: Implement improved procedures with DCDDA to ensure that more persons referred from DCDDA achieve a successful outcome. DCRSA made several changes throughout FY20 and FY21

to improve the coordination of services and timeliness of referrals and moving people from referral into supported employment services. There are now four (4) VR Specialists are designated and assigned to work specifically with this population. These VR Specialists developed relationships with DCDDA staff to ensure effective referrals and coordination of joint services. Both program goals were achieved relative to supported employment.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

In FY20 and FY21, high staff turnover with both provider agencies and DCRSA staff negatively contributed to reaching its goals and priorities. Supported Employment VR Specialists and provider agencies need retraining through participation in Employment First trainings, customized employment assessment, and discovery training

On March 11, 2020, Mayor Muriel Bowser declared both a state of emergency and a public health emergency, effective immediately, to provide additional coordination for the District's response to the coronavirus (COVID-19). On March 24, 2020, to mitigate the spread of the coronavirus (COVID-19), Mayor Muriel Bowser issued Mayor's Order 2020-053: Closure of Non-Essential Businesses and Prohibition on Large Gatherings During Public Health Emergency for the 2019 Novel Coronavirus (COVID-19). The Order required temporary closure of the on-site operation of all non-essential businesses and prohibited gatherings of 10 or more people. In providing background for the order, the Mayor cited the importance of limiting interactions among people to the greatest extent practicable by limiting public activity. Mayor Bowser makes decisions in close partnership with DC Health and the DC Homeland Security and Emergency Management Agency.

The Department on Disability Services (DDS) remains open and committed to ensuring the wellbeing of the individuals we serve. We continue to provide essential services; however, there are changes in how some services are provided. Through the duration of the public health emergency, employees of DDS have worked remotely to provide essential support services to residents with disabilities. Residents with disabilities interested in receiving supports from our agency can call the designated phone number to schedule an intake appointment. In-person appointments resumed July 2021 when staff returned to the office in-person per the Mayor's directive. In December 2021, due to the COVID-19 Omicron variant, the Mayor directed DC government agencies to resume full situational telework status where possible. DCRSA will be conducting virtual services and business in a telework posture; however, the front door remains open to the public. DCRSA returned to its normal operating status on February 7, 2022. This is a part of our ongoing efforts to address community health risks and ensure the safety of consumers who participate in DCRSA funded programming. With impacts of COVID-19, DCRSA did not achieve its successful employment placement performance goals for FY20 and FY 21.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA

DCRSA continues working through barriers that exist when collecting data on its performance accountability measures identified under section 116 of WIOA. DCRSA is working with core WIOA partners to establish necessary Memoranda of Agreement to collect the data necessary to report on these measures. There are still barriers with collecting and sharing data among the agencies. There are FERPA concerns related to sharing protected student information and HIPAA related challenges to sharing client privileged information. There is still no operating repository that streamlines and collects the necessary data for WIOA reporting requirements. DCRSA still struggles with internal case processing systems that are not set up to extrapolate WIOA data reporting requirements. The Case Management System used by DCRSA has technical barriers to sharing information with other WIOA partners. DCRSA continues to work with the Case Management System purveyor to establish metrics that align with WIOA requirements. DCRSA will continue to collaborate with its internal performance management team to extract

data as part of the WIOA metrics and requirements.

PY 20 Statewide Performance Report:

BY PARTICIPAN	T CHARACTERI	STICS										
	Total Participants Se rved (Cohort	Total Participants Exite d (Cohort		Employment Rate (Q2) ² (Cohort Period: 07/01/2019 - 06/30/2020)		Q4) ²		06/20/2020)	- Credential Rate ³ (Co hort Period: 01/01/2019		(Cohort Perio	
	Period: 07/01/ 2020 - 06/30/2021)	Period: 07/01/20 20 - 06/30/2021)		Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide	4,797	1,605	Negotiated Target		Baseline		Baseline	Baseline		Baseline		20.0%
			Actual	475	35.9%	401	26.6%	5,390	34	18.4%	95	36.3%

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED

DSP Academy

In FY21, DCRSA in collaboration with RCM of Washington, Inc., a DC-based adult disability services provider, will expand the Direct Support Professional (DSP) Academy, commonly referred to as the DSP Academy and hosted two (2) sessions: one (1) adult and one (1) youth. The DSP Academy provides participants exposure to a variety of career paths within the Health & Human services sector and offers the short-term option of securing employment as a DSP post-graduation.

In FY21, , there were three (3) cohorts of the DSP Academy. Each of the cohorts had four (4) participants. There were a total of 12 participants: eight (8) adults and four (4) youth. During FY22, the program will increase their number of participants as well as the number of successful consumers finding employment post-graduation from the DSP Academies.

In FY21, there were 12 people with intellectual disabilities who participated in the vocational training program offered by the DSP Academy. This program was created by DDS in partnership with RCM of Washington and the District of Columbia Public Schools. Of the 12 individuals, nine (9) participants were people with intellectual or developmental disabilities. There were nine (9) people with intellectual disabilities who completed the training and received the certifications needed to be a DSP in the District.

DCRSA Learning and Innovations Retreat

In January of 2021, DCRSA held its 3rd annual learning and innovations retreat titled "Evolving the Employment Experience, Building Capacity and Strengthening Connections." The retreat was attended by 78 DCRSA staff. Attendees gained knowledge on national best practices in WIOA, Customized Employment, and person and family-centered thinking to enhance the employment experience for people in need of services and supports. DCRSA staff participated in a wellness activity to improve employee health and well-being. Additionally, DCRSA staff participated in an interactive activity to enhance innovative and collaborative VR practices. Based on the retreat evaluation survey feedback, ninety-six percent (96%) of attendees agreed that the information presented supported the work they do every day.

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Latinx Conference on Disabilities. The conference provided people with disabilities and their family members access to information, support, and resources in their native language. The conference facilitated dialog with District agencies to understand the needs and experiences of Latinos with disabilities. More than 140 Spanish-speaking residents attended in person or virtually. Conference topics included:

- Information on autism and other disabilities,
- Access to and benefits of Vocational Rehabilitation Services,
- Self-care and Resilience, and
- Information about COVID-19

The Latinx conference was marketed to and for VR clients and their families/supports. At the end of the conference, District agencies and community service providers hosted a resource fair and provided information to conference participants.

Latinx Presentation Series

Due to the overwhelmingly positive response to the Latinx Conference on Disabilities, DCRSA expanded and developed the Latinx Presentation Series.

Similar to the Latinx Conference on Disabilities, the Latinx Presentation Series provided Spanish-speaking people with disabilities and their family members access to information, support, and resources in their native language. The series was held monthly, and topics included:

- Staying healthy in a COVID-19 environment
- Access to Vocational Rehabilitation Services
- Language Access
- Financial education and literacy
- Self-Care and wellness
- Mental Health
- Employment readiness

In FY21, the total cost of innovation and expansion activities were approximately \$26,830, which includes expenses for the SILC. There were no innovation and expansion activities used for the SRC.

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES

Supported Employment services are available to any DCRSA client who is certified as having a most significant disability and for whom competitive employment has not traditionally occurred. These services are also reserved for clients whose employment has been interrupted or intermittent because of a disability and for whom an appropriate plan for extended services can be developed. DCRSA has identified two (2) primary populations that require the use of supported employment services: persons with serious mental illness (SMI) or substance use disorder (SUD) and persons with intellectual and other developmental disabilities. The community rehabilitation providers provide to the two (2) populations supported employment services which include intake, assessment, and job coaching. In addition, human care agreements include Discovery Assessment and Customized Employment as services to consumers. Their efforts are focused on competitive placements in an integrated work environment. At times, a

company or a government agency may hire several clients, but the clients are not placed within the same work area to ensure that they are in an integrated work setting.

With their rehabilitation specialist's assistance, clients make informed choices to select their vocational goals. If a client chooses to change that goal during the supported employment process, their VR Specialist assists with this request and the new goal is implemented. Every effort is made to ensure clients are placed in jobs that are consistent with their interests and abilities. Employment Specialists and Job Coaches spend valuable time with clients teaching them about workplace expectations and the required tasks.

Employment Specialists and Job Coaches ensure that clients know who to ask when assistance is needed on the job. Time is spent with the person on the worksite, who is identified as the natural support person, to ensure that they are comfortable and prepared to provide workplace support as needed to the client. The person identified as the natural support completes training in techniques and strategies to assist the assigned consumer to complete the tasks required. The person providing natural supports also identifies the areas in which prompting or feedback may be appropriate to ensure accurate completion of all assigned work tasks. The client is also provided with the name and telephone number of the Employment Specialist or Job Coach, in the event of questions or problems. The workplace supervisor also receives training, to ensure that, if the primary natural support person leaves, another person can be identified who is willing to accept that role. Contacts are made by the Employment Specialist or Job Coach with the consumer on an as-needed basis. Additionally, follow-up contacts are made each month with the supervisor to ensure problems are identified early in the employment process and consumers receive the assistance they need to maintain employment. The Employment Specialist or Job Coach provides travel training as needed. The Employment Specialist or Job Coach makes certain that transportation funds are available to assist the consumer in job retention as needed.

Supported Employment providers are monitored along with all other DCRSA providers. Some visits are announced while some are unannounced. The services being provided are reviewed and a report is returned to the administration's Vocational Rehabilitation Services Division that includes the monitors' observations regarding the program. Concerns are discussed with the provider and, when necessary, a corrective action plan is developed and implemented.

Some youth who have participated and completed the Project Search program have been offered competitive, integrated employment aligned with their IPE goal. These individual utilize the provision of support employment services in the form of job coaching. DCRSA continues to provide extended services to the youth for four (4) years or up to age 25. After the client reaches age 25, the client transitions to the DCDDA waiver for continued supports or transitioned to natural supports in the community.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES

Since FY19, DCRSA has implemented changes to its Supported Employment Policy and Procedure and followed its updated Standard Operating Procedure (SOP) on the Coordination of Case Management-Service Coordination Provided by DCRSA and DCDDA. These documents clarify issues related to the timing of transition to extended services. The timing of the transition to extended services is defined in DCRSA's standard operating procedure.

As part of DCRSA's SOP, the VR Specialist must determine that the criteria for job stabilization established in the IPE have been meet. The VR Specialist will then send the Service Coordinator (SC) and the Supervisory Service Coordinator a "Transition to Extended Support Services" notification letter via email. The letter informs the Service Coordination team that the person has been determined to be stabilized in employment and that DCRSA will provide Supported Employment services for a minimum of 30 days following placement. The VR Specialist awaits the approval of Extended Supported Employment Services which are requested after placement. Services will transfer to extended services in 30 calendar days. If there is a delay of more than two (2) weeks, the VR Specialist and SC will elevate the issue to their respective supervisors for resolution.

For people who will receive Evidence-Based Supported Employment services through the Department of Behavioral Health (DBH), the agreement between DCRSA and DBH provides that the transition from services funded through VR transfer to extended services funded through DBH. This occurs 90 days after placement when the DCRSA case is successfully closed. DCRSA provides the funding for the services (Job Placement, Job Stabilization, and Job Closure) for the full 90 days after a person begins employment. If the person loses the job, the 90 days starts over when a new position is obtained by the client. DCRSA ensures that the person is stable in the position before the responsibility for funding extended services is transitioned to DBH.

DCRSA provides an assigned VR Specialist to each DBH site providing Evidence-Based Supported Employment to plan, coordinate, monitor, and authorize all services contracted by the provider to deliver (Job Development, Job Placement, and Job Stabilization Closure).

- In accordance with the VR services portion of the WIOA Unified State Plan and section 10 l

 (a)(22) of the Act, DCRSA shall provide supported employment services for a period of no more than 24 months. If there are special circumstances, the eligible person and VR Specialist jointly agree to extend the time to achieve the employment outcome identified in the IPE. Funds are made available through the VR program allotment for persons with a most significant disability who are eligible under the Supported Employment program.
- 2. DCRSA shall use funds allotted under the Supported Employment program to provide supported employment services and to provide extended services in accordance with the requirements in section 604(b) (2) of the Act and 34 CFR §363.4(a) (2), to youth with the most significant disabilities for a period of time not to exceed four years, or until such time that a youth reaches the age of 25, thereby no longer meeting the definition of a "youth with a disability" in 34 C.F.R. § 361.5(c)(58), whichever occurs first.
- 3. DCRSA shall reserve and expend 50 percent of the allotment under the Supported Employment program for the provision of supported employment services, including extended services, to youth with the most significant disabilities.
- 4. DCRSA shall provide not less than a 10 percent non-federal contribution for the 50 percent of allotment reserved to serve youth with the most significant disabilities.
- 5. DCRSA shall not pay more than 2.5 percent of the State's Supported Employment program allotment on administrative costs.
- 6. Supported employment services provided through community rehabilitation providers shall be purchased, monitored, and provided in accordance with the terms outlined in a Human Care Agreement or other contracting vehicle
- 7. Supported employment shall be in competitive, integrated employment or, if not in competitive employment, in an integrated work setting in which the person is working toward competitive, integrated employment on a short-term basis.

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

 THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973
 (REHABILITATION ACT), AS AMENDED BY WIOA [14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT [15];

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE

DSU - DCRSA

2. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY) [16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN [17], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS [18], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER SECTION 111 OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN; ENTER THE NAME OF DESIGNATED STATE AGENCY

Department on Disability Services (DDS) - Agency

3. AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY AGREES TO OPERATE AND ADMINISTER THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN [19], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS [20], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

- 4. THE DESIGNATED STATE AGENCY AND/OR THE DESIGNATED STATE UNIT HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;
- 5. THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.
 - 6. ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.
- 7. THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT; ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Darryl T. Evans - State Director for DC Rehabilitation Services Administration

8. THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES; ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Darryl T. Evans - Deputy Director DDS/RSA

9. THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT. FOOTNOTES CERTIFICATION SIGNATURE

Signatory information	Enter Signatory information in this column
Name of Signatory	Darryl T. Evans
Title of Signatory	State Director for DCRSA/ Deputy Director DDS/RSA
Date Signed	

- The designated State agency or designated State unit (as appropriate) listed above is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.**
- 2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the designated State agency listed above agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;
- 3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan,* the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the administration of the supplement to the VR services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;**
- 4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;
- 5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.
- 6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.
- 7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;
- 8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;
- 9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

Footnotes

Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

*** Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in

*** under Certification 2 footnotes

Additional Comments on the Certifications from the State Certification Regarding Lobbying — Vocational Rehabilitation

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

- (1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee Page 309 of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- (2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions
- (3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S.

Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

APPENDIX

STAKEHOLDER FEEDBACK

The DC WIC hosted a series of stakeholder feedback sessions and a meeting with the WIOA Steering Committee to gain feedback and insights to include in the WIOA Unified State Plan. Below is a summary of comments made during these sessions.

- 1. Coalition for Nonprofit Housing and Economic Development (CNHED), Session Held on January 20, 2022
- Many individuals served are welfare participants, who are not always adequately assessed for work or focused on work due to needing to survive day-to-day. Sometimes, welfare benefits provide more income than an entry-level or low-wage job.
- Many participants are single mothers who are entrepreneurial—we should look for ways to better align entrepreneurial and creative talents with jobs that can utilize those talents and provide a career path.
- Transportation is a major barrier for individuals to utilize workforce services. To get to an AJC location, many people have to take multiple trains/buses, and it can take 1 to 1.5 hours door-to-door.
- Low income individuals often have little to no access to the Internet—access to digital tools and ability to use those tools are barriers to education and training.
- Access to wrap-around services is the biggest issues facing low income and disadvantaged people (transportation, technology, space).
- Need to help workers at every level of educational attainment.
- We need to look at trauma experienced by individuals and workers and bridge gap with employers ("trauma-informed workplace resources for employers")
- Unanticipated issues arising with clients is an issue, and workforce system flexibility in dealing with jobseeker/worker unanticipated issues could be helpful.
- The workplace and jobs are a two-way street—it is not just employers—people need to show up on time, be ready to work, and be flexible in performing different tasks.
- 2. WIOA State Plan Community Engagement for Education and Training Organizations, Session Held January 26, 2022

Given the pandemic and the resulting impact to the economy and "great resignation," what do you see as the primary impact to education and training providers or the workforce system?

- The great resignation has led to people doing more consulting and independent work. As a result, certifications may become less important and experience more important.
- The traditional route of certifications is changing. We as a society are shifting from a linear requirement to something I call the "Frankenstein Method"—where we connect multiple certifications tailored to individual specific needs.
- Training must be free, accessible and lead to employment.
- Outreach to candidates has become more difficult during the pandemic. The disconnected became more disconnected.
- Training must be targeted to the unique needs of those seeking jobs, i.e., youth experiencing homelessness.
- Connecting with participants and ensuring the training will lead to a national credential.
- Increased interest in entrepreneurship

- One of the primary impacts is that as we continue, through move to a virtual world. leave behind people with disabilities due to inaccessible technology.
- We need to consider what a TRUE living wage needs to be for individuals to support themselves in the District.
- Staffing
- Rapid transition from in person to hybrid learning
- Increased fundamentals skills training and education for young adults Opportunity Youth.
- Challenges with getting reliable transportation to programs/work and childcare and flexible work environments for less skilled workers.
- Businesses will increasingly find education benefits and support for not only training but for employees to obtain credentials and degrees will be critical to retaining workforce.
- Choice between full-time work or decrease in benefits

Where have you seen opportunities for innovation or experienced challenges?

- Geriatric career builders, matching employers with training partners, and offering career counseling and mentorship through their career journey.
- The expectations we have on youth to manage school, family responsibilities and employment and training.
- Far more resources and expertise on the mental health side. We have embraced coaching best practices as a way to address this in our work
- Other regions have comprehensive scaffolding that networks training experiences into certifications and makes those credentials stackable into degree pathways. We need collaboration to develop similar systems for the District.
- Challenge: continuity of softs kills development/coaching after students are employed, specifically in the restaurant industry.
- More communities of practitioners as well as job seeker and professional support circles
- Awareness and access to digital support for hybrid or online learning and training
- Central challenge even amidst hiring shortages, jobseekers with longer employment gaps are still being passed up for interviews.
- Transitioning from talking about developing soft skills to cultivating emotional intelligence
- Developing training opportunities for English learners/bilingual learners
- Even with digital content, we are struggling with access to consistent Internet. I think there is a way to leverage local resources to provide wireless. One idea I've had is to capitalize on the churches across the city and have them serve as the location to broadcast a free WiFi signal.

There has been much discussion about the importance of job quality. How do you define job quality?

- It's a combination of factors (wages/salary/benefits), but one area of importance for lower wage positions is stable hours and scheduling.
- Strong onboarding and training programs. Clear upward trajectory for growth or incumbent skill training. Quality benefits, including leave.
- Every worker deserves opportunities for professional growth and training on the job.

Has this changed the way you engage with participants or industry partners?

- Much more time given to work/life balance discussions and socio-emotional support
- Hyper awareness of mental health for participants and patience with our employer providers around their specific needs

With only four AJC physical locations and the significant shift to virtual services, how might we address and ensure equitable access to services?

- Increase the accessibility of VOSS to clients and make it easier for service providers to add clients to VOSS.
- Increase the accessibility of websites to people with disabilities so that they have equitable access to services, resources, and information.
- I have no idea what the AJCs do. I can't direct any of our clients to them, or know how to leverage their purpose to align our work.

What are actions the DC American Job Center system and its partners might take to address economic disparities?

- The first action is to make sure that all digital content, including websites, pdfs, job application, online training, etc is accessible.
- Reopen the "No Wrong Door" program. If anyone connects with any of the systems they are also registered/connected with other systems for support. Example: If a client is with RSA, and housing is a barrier, the client should also be connected via the application with housing supports. We are asking people to go through multiple agencies when they already face barriers (ex. childcare, transportation).
- DC AJC needs to be more accessible. Our customers have experienced difficulties obtaining services.

What are some thoughts about the role that the DC WIC and/or workforce development system partners might play in supporting recovery?

- Making sure that people with disabilities are represented and that the WIC works with partners that work with them to ensure their heard.
- Dual enrollment between CBO and UDC-CC.
- We need to integrate the efforts at "training" with stackable credentials and on-ramps to further higher education.
- it would be wise to link the essential learning outcomes to the research from Pew and Lumina on access to higher education.
- Retire the term "soft skills" replace with 21st century skills, essential learning outcomes, or employability skills.
- WIC must do more to engage directly with health sector employers.
- The WIC can help more Title II providers join the ETPL.
- We need to talk about reimaging human resources and hiring practices. We are still operating like the skills gap is the central problem.
- Be more hands on with how the federal workforce funds are spent. Let the business decide.
- Recovery in itself is reactive to a situation. While that's where we are due to COVID, the WIC should consider more proactive strategies.
- Additional funding to enable incentivizing job retention
- Funding with adequate timeline to allow for new program development and launch

3. WIOA State Plan Community Engagement for Jobseekers, Session Held January 31, 2022

How have you been impacted by Covid-19 or the recent economic downturn?

- Unemployment rising
- Working remotely has been a challenge in connecting with Case Managers as well as participants.
- Many people resigning and not interested in training. Unclear how people are surviving and what the outcome will be of this shift.

If you are currently unemployed, what is your biggest obstacle or concerns about returning to work?

- Childcare
- Employer flexibility. Remote work has been a boon for work/life balance.

How can the workforce system best help our residents with employment opportunities?

- Identify the employer partner -- determine their needs and provide training opportunities based on the needs of the employer.
- Create a workforce pipeline.
- Data data data! Further refine use of real time LMI etc,
- Help us create a culture of engagement for employer community.

Do you have access to a computer and internet? Would you be comfortable receiving training online?

- The online training should be monitored and progress reports should be provided to monitor.
- Trainings that provide laptops and hotspots while in training would be helpful for those residents who are in need.
- There have been some developments of online and hybrid models, but skilled trades still require largely in-person activities.

4. WIOA State Plan Community Engagement for Employers, Session Held February 1, 2022

How has the pandemic impacted your hiring needs?

- 90% of applicants do not have the basic IT skills or access for reliable technology for job applications and/or interviews. (For example using zoom, video camera, etc.)
- It has been a roller coaster. Initially restaurants reduced staff size, because of mandated closures. Now there is a major staffing shortage.
- Our needs require consistent and technology access and fluency with it. The possible candidates don't always have that.
- Across the LTC sector, it has been devastating. We have done surveys plus collected anecdotal info. Some employers are on the brink of shutting down permanently.

Where have you seen opportunities for innovation or experienced challenges?

- The Job First Model is great for the current workforce needs. It's a person-centered model that utilizes the job seeker's current skills to obtain a job within 90 days.
- There are no shortages of opportunities for innovation, but in healthcare, the challenge is getting all the right players in the room and funding.

- Recruiting new types of employees, youth, ex-offenders, ESOL population, immigrants, prior military. Targeted messages and recruitment.
- Because many jobs are able to work flexibly, employers are not limited to just their local workers, likewise employees are not limited to local employers.
- A sector based model, particularly the Healthcare Sector Partnership, has been critical to connecting employers, training, and support partners.
- Costs/risks of starting a new job are high (transportation, will your place of work/childcare shut down?) need more up front incentives.

Has this changed the way you engage with jobseekers, employees or industry partners?

- Jobseekers don't have the soft skills (email, phone calls, teamwork..). We lack the standards across the city of what the "soft skills" are.
- This is an employees' market, the repercussions of that are still being felt and defined. Requests for additional pay, more flexibility.

Do you access services at the American Job Centers to assist with you talent needs? If not, why not?

- There is a disconnect between the American Jobs Centers and workforce and employers. Reimagine the structure.
- Can you share how to access the AJC business services?

What kinds of services would be most helpful for you and your business?

- Provide financial support to businesses that hire employees through a specific program.
- Tax credits for employers—look at Alabama for a model.
- All the evidence points to the best way to obtain a job is through social capital. Why don't we have something to build individuals social capital? How can we do a mixer with employers and potential employees? A networking hour?

5. WIOA Steering Committee Meeting, Held February 2, 2022

1. Employability Skills

- Operationalize and Define Employability Skills (aka Soft Skills)
 - Analytical skills
 - Problem-solving
 - \circ Negotiation
- How to embed employability skills in training?
- How do jobseekers demonstrate those skills?
 - Development of a rubric
- How do jobseekers describe these skills in a resume?

2. Youth Services

- Re-engagement Center is working on a 3-5 strategic plan
 - How do we move it from OSSE-centered to a city-wide effort?
 - Use the WIOA Youth Working Group to move this effort forward.
- Incorporating Building Blocks effort
- Working with youth who will not be moving on to college
 - High school to job training opportunities
 - How do we ensure SYEP participants that do not receive permanent employment are connected to training and other employment opportunities?
- College Rising program was noted
- Connecting to the Youth Services Division of DHS to support homeless youth efforts

3. Decentralizing Services – Increasing Access to Services

- Develop a co-location strategy
 - Objectives
 - What initiatives would be included
- Use existing "co-located" efforts
- Need for shared advertising that combines all the ARPA-funded efforts

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DC Health Care Workforce Partnership Annual Health Care Occupations Report





About the Partnership

The DC Health Care Workforce Partnership is an industry-driven, community-supported sector-based alliance, consisting of health care businesses from three subsectors — acute care; ambulatory and behavioral health; and nursing, residential and long-term care services — and core partners and network supporters. Health care employers lead the work by defining the agenda and driving it forward. Core Partners are aligned to implement strategic solutions to get residents career positions and keep the industry strong. Network Supporters are engaged in supportive services to plug in resources, create connections and coordinate activities.

Shared Vision

The Shared Vision of the Partnership reflects the future state of the industry as a sector partner in the District of Columbia's workforce system. In that spirit, the vision is aligned with the District's strategic vision for its workforce development system.

An Industry-Driven Career Pathway System where:

- DC residents are ready, able and empowered through lifelong learning, sustained employment and economic security;
- Health care businesses in DC are connected to marketresponsive skilled DC residents to successfully compete; and
- Education, training, and supportive services are coordinated, cohesive, and integrated through public and private partners working together.

Shared Priorities

The Shared Priorities are the areas identified by the Partnership to focus on for competitive advantage as a key industry and to realize the Shared Vision.

- Health Care as a Career Destination
- Education and Training
- Career Pathways System



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Preface About the Annual Health Care Occupations Report

In the first <u>Annual Health Care Occupations Report (July 2021)</u> we analyzed the local health care industry, named the workforce issues, responded with a **Shared Vision**, **Shared Priorities** and **Shared Outcomes**, prioritized five high-demand, high-growth, entry-intermediate and middle-skill career occupations, and offered strategic recommendations. Last year's recommendations influenced the work of the Partnership and the strategic investments made by the DC Workforce Investment Council (DC WIC). The recommendations were used to mobilize action teams to address the Partnership's shared agenda and create a road map to develop a robust workforce system that attracts and supports talented residents to careers in health, ensures that there is a sufficient number of high-quality training programs to meet employer needs, and that career pathways are established to allow and support advancement through one's career.

DC WIC elevated the recommendations as they conducted their ongoing work to build a strong, responsive, and supportive workforce development system. Since the first report, DC WIC launched *Career Coach DC* which provides career coaching services that empower residents to achieve employment and education success. Additionally, approximately \$2.2 million was made available through a Request for Application to jumpstart training programs and build training capacity. As of June 16 eight grantees will provide training for up to 350 residents to create more Certified Nursing Assistants, Certified Medical Assistants, and Pharmacy Technicians which are desperately needed by health care employers in the District.

Building on this important work, we present the second *Annual Health Care Occupations Report 2022* to local workforce stakeholders — health care employers, education and training community, supportive services organizations, advocacy groups, community economic development agencies, organized labor, philanthropic entities, and government agencies — as **A Call To Action**.

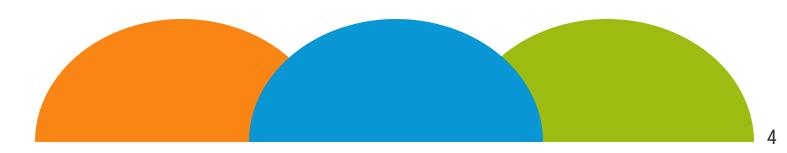
In this report, we demonstrate accountability with a year in review of the outcomes and work progress and update key indicators of the industry and workforce. This review allows us to celebrate all that was achieved since the first report but also serves a reminder of the work still to be done. This report provides a deeper dive into the strategic recommendations, and presents the structure of the **health care career pathways system** as a sector strategy within the District's workforce system.

Our work continues to be informed by primary and secondary research including the *Health Care Career Mapping Study* (Social Lens Research, March 2022), the *High-Need Health Care Occupations Scan* (Hanover, November 2021), and the collective work of the partners. We intentionally went to frontline health workers with lived experience in the five prioritized occupations to gain their perspectives on **Health Care as a Career Destination**, **Education and Training** and **Career Pathways**.

We invite you to read this report to understand the Partnership's present and future work and the value proposition of our combined voice. If you aren't already engaged, decide if there is an opportunity to collaborate with us to achieve the Shared Vision.







Acknowledgements

The DC Health Care Workforce Partnership exists because the committed health care employers, Core Partners, and Network Supporters. It is because of their meaningful engagement that this work is possible.

The Partners

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DCHA Program Services Company, Inc.

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Howard University Hospital

Sibley Memorial Hospital

HEALTH CARE EMPLOYERS/BUSINESSES - AMBULATORY & BEHAVIORAL HEALTH

Providence Health

Whitman-Walker Health

Mary's Center

McClendon Center

Unity Health Care

Kaiser Permanente

NURSING & LONG TERM CARE SERVICES

Ascension Living Carroll Manor Nursing & Rehabilitation Center

Volunteers of America Chesapeake

Stoddard Baptist Nursing Home

Premier Health Services, Inc.

Forest Hills of DC

CORE PARTNERS

Coalition for Nonprofit Housing & Economic Development

DC Primary Care Association

DC Health Care Association

DC Coalition on Long Term Care

AmeriHealth Caritas DC

SOME Center for Employment Training

UDC Community College DIvision of Workforce Development & Lifelong Learning

DCPS Academy of Health Sciences - Coolidge

Trinity Washington University

1199 SEIU

Greater Washington Community Foundation

Office of the State Superintendent of Education

Community College Preparatory Academy

Jane Bancroft Robinson Foundation

Stoddard Baptist Home Foundation, Inc.

Academy of Hope

Briya PCS

LAYC Career Academy

DC Coalition of Disabilities Service Providers

NETWORK SUPPORTERS

Dress for Success DC

Rodham Institute Pathways for All to Health Careers

Campaign for Fair Sentencing of Youth

Department of Aging and Community Living

DC Health Care Finance

DC Appleseed Center for Law and Justice

Department of Employment Services

DC Department of Human Services, Family Rehousing and Stabilization Program

A special note of thanks to District of Columbia residents who shared their time and expertise, and spoke candidly about lived experiences navigating careers and opportunities within our health care system. Your voices continue to inform our work.

Program Staff & Consultants

Program staff and consultants of the Partnership manage the daily administration activities and special projects to ensure that we are working to achieve the Shared Vision. We appreciate their backbone role in this work.

Program Staff

- Elizabeth Abrams
- Yolette Gray
- Julie Gonzalez
- Jennifer Hirt
- John Norman
- Bolutife Omoloju
- Justin Palmer
- Ruth Pollard (Consultant)

Research Consultants

- Social Lens Research
- Hanover Research

Executive Summary

The good news remains that the District of Columbia's health care industry is uniquely positioned to define and pave the way to foster sustainable alignment of priorities and resources through the work of the DC Health Care Workforce Partnership (Partnership).

One year into the pandemic recovery and *Build Back Better* era, the District of Columbia is ahead of the nation in labor force participation, regaining lost jobs, and the health care and social assistance industry shows projected annual growth in jobs and employment opportunities. The challenge continues in that the pre-pandemic, socioeconomic disparities are so profound, especially for Black residents in the District, that even significant investments in workforce development have too much ground to make up. Thus, inequities persist.

As you will see in following pages, the District and the Partnership have made significant progress on implementing recommendations from the <u>first report</u>. Partnership members rolled up their sleeves to begin tackling the issues causing pain within the health care workforce and developing strategies to ensure a workforce pipeline is established. The DC WIC is investing considerable resources to build capacity in training programs for the five high need careers identified in the first report with nearly 20 residents participating in the Department of Human Services training program and the Certified Medical Assistant program at So Others Might Eat.

During the last year the Partnership and program staff conducted gap analyses of the workforce development system, informed training investments, created a system framework, and conducted more than 50 focus interviews with health professions to better understand the voice of current, past, and future health care workers. The lessons learned from the in-depth interviews contains valuable information that must inform our ongoing work.

At the cross-section of the challenge and opportunity is the work of the Partnership. With almost 50 active members, the Partnership is the engine of the health care sector's work-to-be-done in support of its **Shared Vision** and the District's strategic vision for the workforce development system. We know that the future workforce is happening now, improving job quality matters, and education and training providers must be responsive to industry and learner needs. These insights are our viewpoint and reflect our **Shared Priorities** to create an industry that is attractive and accessible to all District residents who want to be in health-related occupations; ensure that education and training is aligned to the industry and delivered in accessible ways; and develop a career pathways system to produce a skilled workforce of District residents for indemand careers.

The **Annual Health Care Occupations Report 2022** is a report of accountability and a call to action. Strategic recommendations are offered for all partners and stakeholders to consider and engage.



Introduction

Dear Partners and Stakeholders,

We are happy to present the second Annual Health Care Occupations Report 2022.

The DC Health Care Workforce Partnership launched in 2021. Although our work began amidst the pandemic, which presented challenges, it also created opportunities for health care employers and partners to coalesce to find creative and innovate solutions to address the workforce issues confronting our community. One year into this work, we remain grateful for your support and engagement.

Dedicated to our Shared Vision, our work was driven through seven action teams mobilizing more than 30 partners and stakeholders. Our accomplishments are notable. Namely, informing the need to expand training capacity, hearing firsthand from health workers on the frontlines about workplace culture and career pathways, and enhancing sustainability of the Partnership.

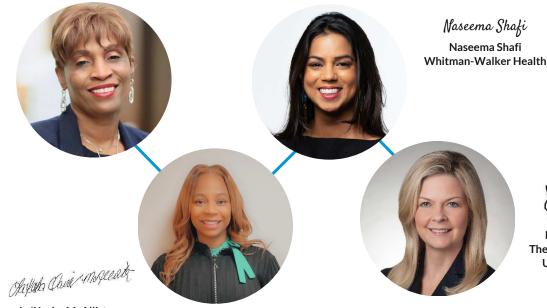
Bringing these insights forward, we share where we've been, where we're going, and our plans to get there. We also introduce our **Health Care Career Pathways System** as a sector-based workforce strategy to contribute to a more unified District of Columbia workforce system. This path requires us to commit to the next level of action. It's an *"all of us"* approach, and as Ambassadors of the Partnership, we pledge our leadership.

We hope you enjoy the report and look forward to hearing from you.

Sincerely,

Juquelin D. Bowens

Jacqueline D. Bowens District of Columbia Hospital Association



Kimberly D. Russo The George Washington University Hospital

La'Kesha McAllister Ascension Living Carroll Manor

First Year in Review

2021 Strategic Recommendations Scorecard

As a sector partnership in the District's workforce development system, we embrace our role to inform public investments in the health care workforce. In its inaugural year, the DC Health Care Workforce Partnership published the first Annual Health Care Occupations Report (report). More than 40 partners collaborated to inform the report and endorse the strategic recommendations to the DC Workforce Investment Council.

Aligned with our Shared Vision and Shared Priorities, the strategic recommendations were as follows:



Prioritize

Health Care Occupations for Investments





the Health Care Workforce Partnership



Strengthen

Education and Training





a Career Pathways System



Mobilize

through Advocacy and Public-Private Engagements



DC Health Care Workforce Partnership

2021 Strategic Recommendations Scorecard, continued

The recommendations were further defined and as appropriate, we identified actions for Education & Training (page 11) from October 1, 2021 – September 30, 2022. As with our vision and priorities, the recommendations and actions are meant to be shared among the stakeholders of the workforce development ecosystem. Our approach is that *the work belongs to all of us*. In this spirit, the scorecard is presented to provide transparency of the collective effort to address the recommendations.

Prioritize Health Care Occupations for Investments	In Progress	Not Started
The Certified Medical Assistant, Certified Nursing Assistant, Home Health Aide, Licensed Practical Nurse, and Pharmacy Technician are among the fastest-growing and highest-volume, non-degree health care professions in the District of Columbia. Each occupation also crosses the three subsectors with robust employment in the following industries: 1. acute care; 2. ambulatory and behavioral health; and, 3. skilled nursing, residential and long-term care services. As a result, these occupations present the most promising opportunities for public and private education, training, and supportive services investments.	\checkmark	

Support the Health Care Workforce Partnership	In Progress	Not Started
The Partnership launched in March 2021 with funding and technical assistance support from the DC WIC. In five months, the health care employers created a Shared Agenda and Action Plan in collaboration with core partners and network supporters. The action plan sets forth goals and objectives of three shared priorities: 1. Awareness of health care as a career destination for District residents; 2. Industry-driven curriculum and training; and 3. Development of a career pathway system. Adequate funding and technical assistance support to the Partnership is critical to implement the action plan.	\checkmark	

Career Pathways System	In Progress	Not Started
Invest in and corral other funding sources to support building a diverse, equitable and inclusive talent pipeline of District residents, specifically from Wards 5, 7, and 8.	\checkmark	

Advocacy and Public - Private Engagement	In Progress	Not Started
Create learning opportunities among the Board of Nursing and Board of Pharmacy, health care employers, and education and training programs to share challenges and create solutions in support of building and sustaining talent pipeline for the prioritized health care occupations.		\checkmark
Support project to design and pilot professional development funding for health care workers in the prioritized occupations to upskill or reskill to ensure equitable career pathway systems and upward mobility.	\checkmark	
Champion health equity improvements as a determinant to building and sustaining DC residents in the health care talent pipeline.	\checkmark	

DC Health Care Workforce Partnership 2021 Strategic Recommendations Scorecard, continued

Education and Training	Suggested Actions for FY22	In Progress	Not Started
Support a focused project within the Partnership to work with higher education institutions and training programs to develop industry-driven curriculum for each of the prioritized health care occupations.	Require selected education and training providers to collaborate with the Health Care Workforce Partnership to implement one industry-driven improvement to the training curriculum (for the five prioritized occupations).	\checkmark	
Champion funding for tuition-free training programs for DC residents living in Wards 5, 7, and 8 who are accepted into a training program that has adopted the industry-driven curriculum for the prioritized health care occupations, especially the Certified Medical Assistant (CMA), Pharmacy Technician (PhT) and Licensed Practical Nurse (LPN), which currently have very limited approved community-based training programs in the District.	Offer start-up funding for new education and training providers in the areas of CMA, PhT and LPN.	\checkmark	
Increase training capacity by:			
Strategically funding expansion of existing approved training programs and adding new training programs offering training in at least one of the prioritized health care occupations with focused attention to training and education programs for CMA, PhT and LPN.	 Recruit and identify support needs to facilitate a training provider for each prioritized position. Support technical assistance for new education and training companies to become eligible providers in the District. Require education and training provider to partner with DCPS/DCPCS/educational institutions to offer a CMA, PhT or LPN program. Expand funding for new and existing education and training programs in the areas of CMA, PhT and LPN. 	~	
Galvanizing and leveraging public funds to support apprenticeship programs for the prioritized health care occupations and health care employers in the three subsectors.	Require at least one eligible education and training provider to establish a partnership with a health care employer to support work-based learning.	\checkmark	
Exploring funds for health care employers to offer experiential training within their facilities as part of the training program.	Allocate funds to the education and training provider that establishes a partnership with a health care employer to support work-based training. (See above linked suggested action).	\checkmark	
Incentivizing existing training programs that have documented success of certification pass rate and job placement and retention in health care employers within the targeted subsectors.	Increase funding to education and training programs with 85% or above certification pass rate to enhance programs based on industry-driven recommendations.		\checkmark
Funding supportive services organization as a horizontal integration in workforce training programs, thereby, adding training capacity for technical knowledge and skills.	Allocate funds to supportive services organizations to provide qualified wrap-around services for a minimum of one year for graduates who complete an approved training program, obtain licensure and job placement in one of the five prioritized occupations.		\checkmark
Create equitable and flexible training accessibility. Sustainable models for equitable career pathways and training indicate that job training should allow for flexibility and should be held in communities where pathways are being introduced.	Require at least two new training providers to be in Ward 5, 7, or 8 and offer hybrid learning models for the CMA, PhT or LPN program.		\checkmark

The Work Through Action Teams

Partners and stakeholders mobilized through action teams to advance the Shared Priorities, which connected and moved the strategic recommendations forward. For six months, more than 30 stakeholders meaningfully engaged in seven teams. From this work, DCHA Program Services Company, Inc., as the convener and intermediary, commissioned a qualitative study to provide a deep understanding of health care workers in the five prioritized occupations; refreshed the quantitative data to include "health-related," high-growth, high-demand occupations; performed a gap analysis of education and training curricula, licensing and registration requirements, employer's job descriptions; and conducted a social media market analysis. The outcomes reflect the commitment that *the impact belongs to all of us*.

2021-2022 Impact



30 Partners

engaged via seven Action Teams



Occupations

updated high-demand, high-growth occupations





strategy developed



Training

informed DC training investments



Gap Analysis

conducted to visualize needs

Pathways

50 Focus

Groups

System Framework developed

Career



4 Grant



Sustainability

plan developed



\$475,000

grant funds awarded

conducted

The impact of the Partnership's first year continues to inform the present and future work. The health care industry is dynamic and evolving. Employers, education and training partners, support services providers, advocacy and community economic development organizations, philanthropic entities, government agencies, and DC residents bring unique insights that frame this second *Annual Health Care Occupations Report 2022*.

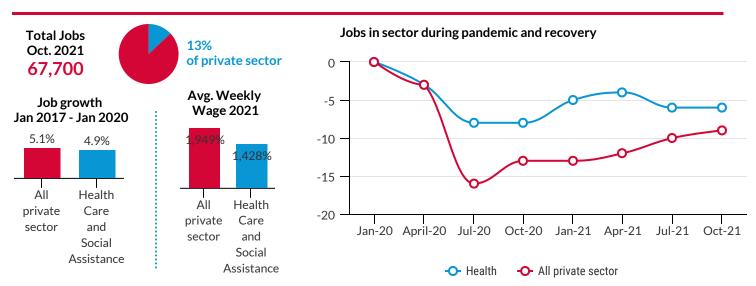
The District's Health Care Workforce State of the Industry: Overview of Industry & Labor Market Information

At the heart of any industry is its workforce. The economic vitality of an industry is a talented, engaged, diverse, and inclusive workforce. Health care is no exception. According to the Bureau of Labor Statistics (BLS), the Health Care and Social Assistance industry is defined as establishments providing health care and social assistance for individuals. Companies in the industry may provide medical care, health care, or social assistance, though the commonality is labor inputs of health practitioners or social workers with the requisite expertise.

In the United States, there were 22 million workers in the health care industry, comprising 14% of all U.S. workers (US Census Bureau's 2019 American Community Survey, retrieved census.gov) — making it still one of the largest and high-growth sectors. Health care technicians and practitioners accounted for 9.8 million workers and another 5.3 million worked in health care support occupations, including nursing assistants, home health and personal care aides. Notably, one-quarter of the health care support workers were Black, and this is consistent at the local level.

In the District of Columbia, health care continues to be a high-demand, high-growth industry. From January 2017 to January 2020, industry growth was 4.9%, which was closely aligned with the private sector's 5.1% growth. During the economic downturn caused by COVID-19, the industry lost 8.6% of jobs through the spring of 2020. Most recent data indicated that as of October 2021, in comparison to the pre-pandemic level, jobs were down 6.1% or 4,400 jobs. The sector had 67,700 jobs as of October 2021, which accounted for 13% of the private sector employment. Though the average weekly wages of \$1,428 were \$500 less when compared to the overall private sector at \$1,949 (DC WIOA Unified State Plan, PY 2020-2023).

The health care industry is experiencing a period of change, fueled by demands for social justice and the global pandemic, which exacerbated health disparities that reflect long-standing structural and systemic inequities rooted in racism and discrimination. The pandemic heightened the importance of addressing these disparities, leading numerous hospitals and health care companies to commit to reducing inequalities in the workplace. However, structural racism's long-standing impact on the makeup of the health care workforce — and subsequent gendered and racialized divisions of care — are more difficult to quantify and address. Through the work of the DC Health Care Workforce Partnership, diversity, equity, and inclusion practices were identified as the key force to drive industry transformation. Increasing the diversity of the health care workforce and promoting inclusion will serve as effective strategies to address racial and ethnic health care disparities. It will be a start, and there is still much work to be done.



Health Care and Social Assistance Jobs Overview

The District's Health Care Workforce, continued

Special Populations

There is a strong correlation between geography, race, educational attainment, and poverty in DC (WIOA State Plan). Certain demographic groups—females, Hispanics, persons with less than a high school education, persons with some college or associate's degree but no bachelor's degree, and non-citizens — have both lower labor force participation and higher unemployment rates. In-demand skills and demonstrated competencies influence employability, and low-income District residents lacking the educational attainment necessary to qualify for jobs are left behind. Unemployment rates are notably high for other sub-populations, including youth under 25 years of age, persons below poverty level income, working-age persons with a disability, working-age residents aged 25-64 without a college degree, and Blacks. Adding to this challenge is the access issues to education and training programs that prepare workers for family-sustaining, entry-intermediate or middle-skills jobs in career pathways (DC WIOA Unified State Plan, 2022).

Care work is a critical arena in which Black women are at the intersection of structural racism and sexism. Black women are overrepresented in health care at higher rates than any other group and are heavily concentrated in low-wage jobs in the long-term care sector and in hospitals. According to a recent study using data from the American Community Survey, Black women make up 6.9% of the U.S. labor force, yet 13.7% of the health care workforce — a rate of representation that is roughly double. Within the 13.7% of the health care workforce, Black women make up 23% of the long-term care workforce, 12% of hospital and 9.6% of ambulatory care workers. By comparison, White women are more evenly distributed among settings within health care, making up nearly 41% of long-term care workers, 47% of hospital workers and about 49% of ambulatory care workers (Dill & Duffy, 2022).

	Women (%)					Men (%)				
CATEGORIES	Black	White	Hispanic	Asian	Other	Black	White	Hispanic	Asian	Other
Full Labor Force	6.9	28.3	8.1	3.1	1.1	6.1	31.8	10.1	3.3	1.2
Health Care	13.7	46.2	10.6	5.1	1.7	3.4	13.1	3.1	2.5	0.5
SETTINGS										
Hospital	12.1	47.2	8.6	6.1	1.5	3.8	13.8	3.4	3.0	0.6
Ambulatory Care	9.6	48.6	11.8	4.7	1.7	2.4	15.1	3.1	2.7	0.6
Long-Term Care	23.0	40.8	12.1	4.3	1.9	4.5	9.1	2.5	1.5	0.4
OCCUPATIONS										
Physicians	3.2	22.9	2.6	9.8	1.0	2.8	39.4	4.4	12.5	1.3
APs	4.2	46.0	3.9	7.7	1.3	1.5	26.9	2.3	5.5	0.7
RNs	10.2	61.3	6.6	7.7	1.7	1.5	7.6	1.4	1.9	0.3
Therapists	8.1	56.1	8.5	3.1	1.6	2.6	14.1	2.9	2.6	0.5
Techs	9.4	54.6	9.4	6.3	1.3	2.6	9.6	2.8	3.4	0.6
LPNs/Aides	24.9	39.8	16.5	4.7	1.9	3.4	4.8	2.4	1.3	0.4
Community/Behavioral	11.8	48.3	8.9	3.0	1.9	4.4	16.4	3.2	1.6	0.5

Health Care Industry and Occupational Distribution in the U.S. by Gender, Race, Ethnicity, 2019

The District's Health Care Workforce, continued

Prioritizing investments with an eye toward positively impacting equity and inclusion can begin to break down some of the ideological constructs and structural barriers for Black women in the care arena. It's important to note that recruitment for populations of color can prove challenging because of these same historical and systemic barriers, that is, the cost of education, lack of academic preparation and admission requirements, lack of diversity in mentors, limited exposure to health careers, and poor advising (Dill & Duffy, 2022).

The Jane Bancroft Robinson Foundation's Black Women Thriving East of the River initiative called for a comprehensive landscape analysis of health-related careers for Black women living in Wards 7 and 8. DCHA Programs Services Company, Inc. and Dress for Success, Washington, DC collaborated to conduct the landscape analysis to understand the keys to an inclusive, diverse workforce development system in which Black women can thrive. Black women described a thriving work environment around four themes: one with enough time, training, and support to offer optimal care (to patients), a living wage and growth opportunities, empowerment, and respect (SLR, March 2022). In short, Black women are seeking higher job quality to support the mission of health care and their passion as health care workers.

"Thriving at work means that I am performing beyond my employer's expectations and growing in my role and career field while being paid adequately for my efforts."

- East of the River DC Resident & Health Care Worker

The industry must reconcile a disconnect between what employees feel they give and the job quality they experience in return. Understaffing, lack of respect for [entry-intermediate and middle-skills] positions, limited-to-no career support, and low wages are job quality gaps. While Black women living East of the River are but one – albeit central – demographic in DC's diverse health care workforce, addressing these gaps will benefit all. The heart of career pathways development is the individuals who will move through the pathways. When employees and employers thrive together, the health care workforce development system will be more inclusive, empowered, successful, and sustainable.



The District's Health Care Workforce, continued

In the District, current and future hiring trends and needs contribute to high-demand, high-growth health care occupations. In addition to the five prioritized health care occupations, the Great Reset depends on other occupations. Figure 1. provides a projection to 2026 of the top health care related occupations in the region (Hanover Report, 2021).

Nursing Assistants 2.620 2,151 Registered Nurses -Medical Assistants 1,278 Medical and Health Services 808 Manager Licensed Practical and Licensed 709 Vocational Nurses Dental Assistants -590 Pharmacy Technicians -481 Medical Dosimetrists, Medical 330 Records Massage Therapists -316 Nurse Practitioners 311 Health Care Support Workers, All 262 Other Master's/Doctoral Veterinary Assistants/Laboratory 258 Bachelor's Animal Assistants Health Care Social Workers -Associate's 258 Certificate Dental Hygienists -235 **High School Diploma** Physicians, All Other and 207 **Ophthalmologists** Physical Therapists -193 Note: Staffing company postings are excluded 180 Physical Therapist Assistants Phlebotomists -173 Physician Assistants -172 Speech-Language Pathologists 169

Figure 1. Top Fields by Projected Need in 2026

The projected health care occupations indicate progressive credentialing needs from the high school diploma to graduate education. The data brings awareness to the necessity of demand-side talent pipeline programs within guided or focused career pathways. (See also Career Pathways System and Health Clusters Pathways Maps)

Shared Priorities

Applying Lessons Learned

Bringing together the insights from our partners—health care employers, education and training providers, supportive service organizations, advocacy and community economic development organizations, philanthropic entities, and government agencies — with the insights of our workers, three powerful messages emerged:

- **1**. The future workforce is happening right now,
- 2. Most roads are paved with job quality, and
- 3. The traditional postsecondary education and training model must be reformed to support building the 21st Century learn and earn ecosystem.

And there is one common denominator, we have an equity issue.



The *future workforce* is happening right now and is largely driven by workers. The World Health Organization estimated a health care workforce gap of about 14.5 million by 2030, radically changing the in-demand skills needed from today. This pre-pandemic forecast, along with the nearly one in five health care workers in the U.S. who quit jobs, gives insight into the local need to upskill and reskill to maintain employment, or new skills to become re-employed. Leading businesses understand the critical importance of reimagining work, investing in people through new skilling, reskilling, and upskilling, and creating industry value by way of a productive and adaptive workforce. The COVID-19 pandemic exacerbated disparities and inequities nationally and locally. It also ignited workers' desire to acquire new skills to prepare for the future. The health care industry must rely on its talent as the X-factor to stay competitive and grow. Health care providers embraced patient-centered care models to transform the design and delivery of health services. The premise of the patient-centered care model was centered around customers' needs. This same premise must be applied to the workforce. Health care employees in mind.



Herein is why improving job quality matters. It's a lever to redesign the workforce by bringing forward structural and systemic policies and practices that have left minority and underserved populations behind prior to the pandemic and making an explicit commitment to centrally focus on equity as we recover. The term can be deceiving in that job quality is not about whether the 'job' is good or bad. Frameworks developed by the Aspen Institute, National Fund for Workforce Solutions, and the Urban Institute point to common elements in job guality, and research further supports that job quality should be viewed along a continuum of elements. Job quality is imperative to rebuilding the workforce and sector economic vitality. It will require us to reckon the foundational racism, rewrite the social contract with health care workers (and those seeking to become health care workers), and reconcile the massive technological changes, demographic shifts, and profound inequality to better build back the city, industry, and workforce for shared prosperity (Race and The Work of the Future: Advancing Workforce Equity in the United States). It is certain that job guality must be the responsibility of the system of stakeholders, an essential goal of all stakeholders, and designed with the equity mindset. Policy changes — at the government and business levels — are key drivers to improve job quality. For businesses, the impetus ranges from protecting the business brand to improving employee engagement and productivity to simply doing good to do well. Regardless of the motivation, these efforts are important business strategies in workforce redesign and sector competitiveness.



Shared Priorities, continued

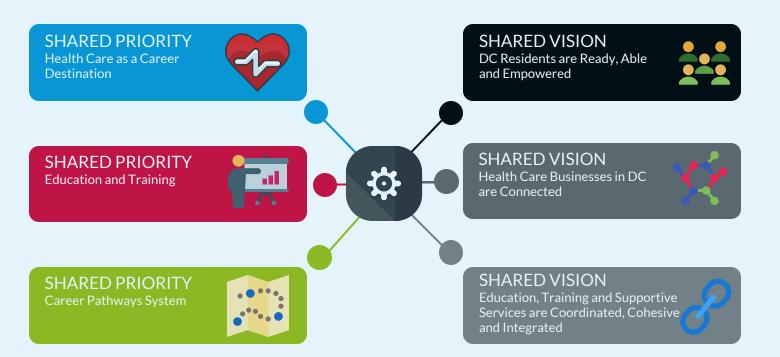


As part of the workforce development system, *higher education institutions and training* providers must continue to keep close to the ground, positioned to understand the industry, the employers, and the workers and learners. There's a glaring gap between the skills and education requirements of District residents to the skills and educational requirements needed for District jobs (WIOA State Plan). Education and training programs must incorporate market-validated elements that promote success in completion, credentials in traditional and innovative ways, and curricula aligned to rigorous career ready standards and college entry.

We are learning in a both/and environment, that is, our environment of learning holds multiple experiences at the same time. Our learnings are outputs and inputs; they are the work, and they inform the work. Through our Shared Priorities, we continue to progress to achieve our Vision – an industry-driven Health Care Career Pathways System where:

- DC residents are ready, able and empowered through lifelong learning, sustained employment and economic security;
- Health care businesses in DC are connected to market-responsive skilled DC residents to successfully compete; and,
- Education, training, and supportive services are coordinated, cohesive, and integrated through public and private partners working together.

Shared Priorities Chared Vision



Shared Priorities, continued

Health Care as a Career Destination

Washington, DC has just over 760,000 jobs, yet less than one-third of those jobs are held by District residents. Becoming a destination industry for District residents means competing with public and private sector employers in dominant industries in DC and the larger region. According to the DC WIOA State Plan (2022), Education and Health Services is a "supersector" within the Health Care and Social Assistance industry. Data indicates that the industry regained some jobs from the prepandemic level and is projected to have annual job growth. While job growth is relatively even with all private-sector jobs, the average wages for the health care and social assistance sector are far less. Health care is also identified as a high-growth sector with high-demand for entry-intermediate and middle-skill occupations. Good health care jobs are plentiful in the District and by the number, residents are available.

However, the industry is facing many challenges as it resets during the COVID-19 pandemic recovery. The COVID-19 pandemic further impacted workforce shortages, escalated the need for technological innovations, and painfully unveiled systemic inequities that are rooted in racism and discrimination, among others. In DC, a recent study of health care workers with lived experience revealed improvement opportunities in workplace culture, career progressions, education and training, and awareness of job and education opportunities. From the lens of the health care worker, the industry is not a promising place to work because of non-supportive cultures and the perception of little to no advancement opportunities. Employers share the struggle to recruit and retain District residents with skills and competencies for in-demand jobs that keep their businesses operating. Bridging this gap is present and future work.

In direct response, action team members of the Partnership conceived strategies to change the narrative. This work was further informed by the voice of the employees, a refresh of the labor market analysis, and expert marketing and communications professionals to develop targeted messaging and launch via communications mediums.

Messaging

Through this work, we expect to communicate clear messages to promote health care career pathways that are accessible, affordable, and validated by employers.

Social Media Campaign

We conducted a social media market analysis, and based on the findings, a promotional campaign using the targeted messaging will be launched on various social media channels most relevant to the target audience. The campaign educates on the three health care subsectors as "employers of choice" for intermediate-entry and middle-skill occupations, with a focus on the five prioritized non-degree occupations, including training options, affordability, and support for career growth.

Website (www.dchealthcareers.org)

To facilitate opportunity for broader awareness of health care as a career destination for District residents, a Health Care Workforce Partnership website was developed. Taking into consideration what we learned, that is, that people need to see themselves in the environment that fits them and looking at cost and time required, the website is interactive and highlights employers, training opportunities, education options, and financial tools — all with the goal to recruit DC residents into a career in health. The website will be available to link to partners' platform including social media outlets to increase the presence and interaction of the website and expand our reach to the target audience.



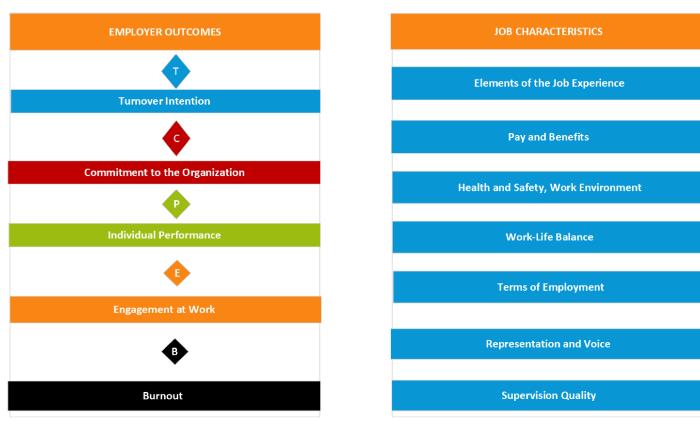
Shared Priorities, continued Health Care as a Career Destination

Another lever to attracting DC residents to careers in health is job quality. Improving job quality is a function that requires an all hands on deck approach. It's the responsibility of the workforce system stakeholders. In the District, legislative and executive actions are making improvements in job quality from infrastructure investments to increased minimum wages. The work must be expanded to include employers, advocacy organizations, community economic development entities, education and training providers, and other workforce organizations. The National Fund for Workforce Solutions (2020) developed maps to illustrate the relationships between the five universal and validated business metrics and 26 elements of job design choices (See Figure 2).

"Good jobs are not just good for workers; they are good for business." — National Fund for Workforce Solutions

Figure 2: Connecting Job Characteristics and Employer Outcomes, National Fund for Workforce Solutions





Building on the National Fund for Workforce Solutions Job Quality Outcomes Map, the Partnership sought the voice of the health worker to understand their perspective of job quality. Figure 3 identifies and describes the four improvement opportunities to job quality characteristics based on employees' perspective from the qualitative research. Figure 4 maps the connectedness of the health workers' perspective to the original job quality outcomes map. This work is designed as part of the Career Pathways System.

Shared Priorities, continued Health Care as a Career Destination

Figure 3: Voice of the Employees

	Employees Voice
Workplace Cultur	Awareness of
Workplace Culture	Transforming workplace culture is about addressing the lack of respect and unbalanced workload that leads to employee discontent and high turnover rate. Knowing and understanding employees better is a must for improving workplace culture and retention. Continuing guidance and support are also needed for employees to make the most of their training and education experience. In addition, networking opportunities and mentorship is vital because when an employee has someone guiding and advocating for them, it often leads to a faster, more fulfilling career track.
Training & Funding	Employers are key partners who can offer paid leave and other professional development (PD) benefits and bridge the education gap through on-the-job training vs. classroom education. Financial support through scholarships, stipends, employer sponsorship and other partnerships is essential to helping employees advance within or among pathways. By exploring how stackable/transferable skills translate to certifications and advancement, opportunities can be created for employers to certify employees through on-the-job training (Health Care Career Mapping Study, 2022). Many participants stated that exam requirements are overwhelming, and employees do not have the time or support needed to pass or score well enough to advance. And that job opportunity and training program information needs to be more accessible. The belief is that these gaps can be bridged by having counselors and tutoring support. Moreover, prospective employee's expectations don't match what health employers are offering. These employees want and expect livable wages, transportation benefits, work life balance - similar options to what other professions are offering.
Pathways	Focus group participants feel that pathways for CNA and CMA are rigid, particularly for CMAs. And pipelines that better aligns skills and opportunities for CNA and CMA are needed and would maximize resources (SLR, 2022). Furthermore, engagement with governing and regulatory boards is an opportunity to streamline certification and licensing—decision makers must understand how barriers impact employees.
Awareness of Opportunities & Education	Limited awareness of potential jobs and pathways exists. Workers need to be aware that becoming a doctor with a medical degree is not the only option to enter the health care industry. Meeting people where they are and engaging those they trust are impactful ways to reach people who want to start and advance in the health care field. For example, focus group participants feel that pathways for CNA and CMA are rigid, particularly for CMAs. And pipeline that better aligns skills and opportunities for CNA and CMA is needed and would maximize resources (SLR, 2022).





Employer Outcomes

Turnover Intent

Commitment to the Organization



Individual Performance

E

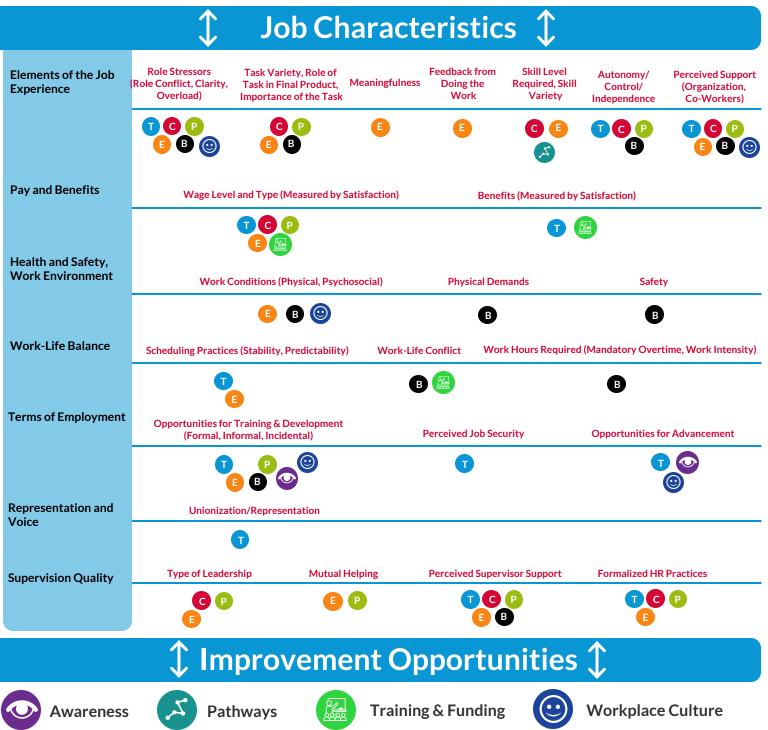
С

Engagement of Work



Burnout

Organizational Performance



Notes: Adapted from Frank-Miller E.G., Fox-Dichter, S.R. (2020); Social Policy Institute at Washington University in St. Louis; Total number of peer-reviewed studies represented: 3.000+.

Shared Priorities, continued Education and Training

Central to the discussion of career pathways are education and training. This includes not only education delivery, but alignment among curricula, job descriptions, and certification or licensing requirements for individual occupations. Guided by the foundation work of action teams, we conducted a gap analysis of the three "swim" lanes to assess current state of alignment for Certified Medical Assistant, Certified Nursing Assistant, Home Health Aide, Licensed Practical Nurse, and Pharmacy Technician positions. The gap analysis insights are highlighted in Figure 5.

Figure 5: Gap Analysis

Gap

The graphic shows the result of the current state, desired state and key steps for bridging gaps.

Key Steps to Bridge Gap

Current State

Education and training program structure and content detail varies by setting (e.g., higher education vs. postsecondary). Local agencies oversee credentialing and registration for CNA, HHA, LPN and Pharmacy Tech jobs. CMAs are credentialed and registered on a national level; no DC oversight by licensing board.

Job descriptions are often difficult to access, limited in scope and detail, and may imply that entry - intermediate-skill positions are uninteresting or lacking challenge. Job descriptions often omit nonclinical skills, even though students learn these skills through training programs and are tested for certifications.

Job titles vary even within the same occupation, which may lead to confusion and missed opportunities for bridging and advancement along career pathways. For example, CNA means Certified Nurse *Aide* for the DC Board of Nursing, but Certified Nurse *Assistant* for other other job titles for employers.

Understand and assess how clinical and non-clinical skills are organized, taught, and assessed in each learning setting.

Understand how lack of DC licensing board oversight for CMAs impact local education an training across learning settings.

Contextualize roles as part of the broader health care team within job descriptions.

Ensure job description language is aligned with spirit of the role.

Include characteristics of job setting in job descriptions.

Explain non-clinical skills students will be doing as part of the job. Leverage professional standards or code of conduct (national associations and local boards) for alignment and support of non-clinical skills.

Update job descriptions to include common alternative or similar job titles (e.g., Certified Nursing Assistant [also Certified Nurse Aide, CCNA, PCT]). Education and training program structure and content detail are aligned across learning settings, including potential local oversight support for CMA education and training.

Desired State

Job descriptions are accessible, comprehensive, and convey the job's responsibilities and spirit as well as the employer organization's mission.

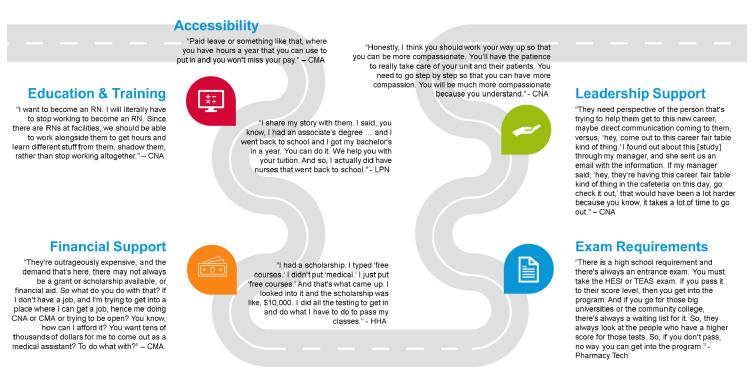
Occupational competencies and certifications align with job titles. Candidates understand the jobs for which they are applying and how those jobs fit along a career pathway.

Shared Priorities, continued Education and Training

While alignment of curricula with job descriptions and licensing requirements is a first step, successful and sustainable alignment requires another element: aligning education and training format, characteristics, and support with potential employees – with people. Entry-intermediate and middle-skill job descriptions are not connected to the strategy, mission, and vision of organizations in the same way management roles are. Key opportunities related to education and training identified through qualitative engagement with DC residents who have experience working in one or more of the five prioritized occupations are summarized below.

The Voice of Health Care Workers

Education & Training, Registration & Licensing, & Job Experience



Financial support through scholarships, stipends, employer sponsorship and other partnerships is vital to helping employees advance within or among pathways. Aligning training programs with people must include an assessment of cost. **Exam requirements are overwhelming**. Many do not have the time or support needed to pass or score well enough to advance. Some participants noted counselors or tutors could help bridge these gaps, as noted by one individual with experience as both a CNA and CMA. Job opportunity and training program information needs to be more accessible. Employers are key partners who can offer paid leave and other professional development benefits. Good managers and direct messaging can make a difference in terms of whether someone chooses to continue their education or advancement. **Exploring opportunities for on-the-job education and ways stackable/transferable skills can translate to certification and advancement is key.** Employees value opportunities to learn on-the-job. This could take the form of rotation to get hands-on experience in different positions, new ways to assess hard and soft skills, and a flexible pathway that can transition with employees as their experience and aspirations evolve (see Voice of Consumer).

Embedding these insights into continued efforts to build alignment among employers, training partners, and certification and licensing requirements will ensure changes are successful, sustainable, and supported by those navigating health care career pathways. Strong financial support can open doors for potential employees.



Career Pathways System

In the District of Columbia, the Mayor's Office establishes the citywide vision and framework for the economic and workforce development and educational strategies. The vision and framework are designed to engage government agencies and partners. One of the focus areas of the framework is talent.

"Talent—attracting and retaining talent in the District; providing residents opportunities to thrive economically through industry-advised career pathways, well integrated workforce development, and capacity building pipeline for building skills in growing sectors and opportunity areas." (DC WIOA)

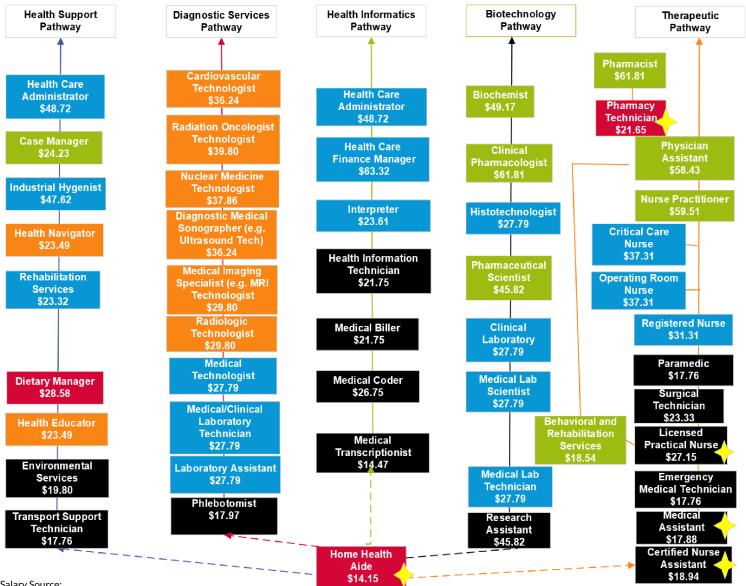
The DC workforce investment system is led by the DC Workforce Investment Council — the District's state and local workforce board — and as the coordinating and leadership entity over the workforce development system, facilitates and coordinates efforts across system-wide partners and programs. One of the priority activities of DC WIC is sector partnerships in high-demand, growth industries. DC WIC recognizes that industry sector alliances can address the workforce needs by aligning partners of businesses, education and training, economic and community development, and supportive services. As a workforce strategy, career pathways are often developed and implemented through sector partnerships, which leverage established relationships, connect to the workforce system, and contribute to economic success (DC WIOA).

In March 2022, the Health Care Workforce Partnership adopted definitions for Career Pathways, Career Pathways Programs, and a Career Pathways System—all of which align with the DC WIOA Unified State Plan (2022).

Career Pathways is a workforce development approach to building a knowledgeable workforce. Career pathways are comprehensive — articulating education and training steps between occupations in an industry sector, combined with support services, to enable individuals to enter and exit at various levels and to advance over time to higher skills, recognized credentials, and better jobs with higher pay. Each step on a career pathway is designed explicitly to prepare individuals to progress to the next level of employment and/or education. Individuals are aware of the pathway, connections are transparent, and next steps are clear to reach their career goals. Career pathways strategies target jobs in industries of importance to local and regional economies and build strong relationships with employers. Career pathways operate at two levels — systems and individual program levels.

Career Pathways System, continued

Career Clusters Pathways Map -**Five Prioritized Health Care Occupations**



Salary Source:

- BLS.gov •
- These numbers are based on available data which lags and may not reflect increases in DC minimum wage since the date the data was collected.
- DC minimum wage rose to \$16.10 on July 1, 2022.

Key

High School or GED
Full Certificate or Diploma (1-2 Years)
Associate Degree (2 Years)
Bachelor Degree (BA/BS, 4 Years)
Master/Doctoral Professional Degree



Yellow star represents top five occupations.

Career Pathways System, continued

A **Career Pathways Program** is a clear sequence of connected education coursework, training credentials, short and longterm work-based learning and sustainable support services aligned with employer-validated work readiness standards and competencies that enable individuals to secure employment with livable wages within a specific industry or occupational sector and advance over time to successively higher levels in that sector; and promote equitable and inclusive access and increase the supply chain of diverse qualified workers in the target industry.

The Partnership defines a **Career Pathways System** as a broad approach to serving populations seeking employment by reducing systemic barriers and creating opportunities for individuals to advance within specific fields through career pathways programs. A Career Pathways System substantively alters the way the workforce system delivers services and enhances the relationship with partner organizations and stakeholders to the development of a skilled knowledge-economy workforce by expanding access in an equitable and inclusive way that produces diverse workers who gain industry-recognized and academic credentials necessary to work in careers that are in-demand. Career Pathways Systems transform the role of employers from a customer to a partner and a co-leader and co-investor in the development of the workforce (CLASP/Alliance for Quality Career Pathways, 2015).



This is evidenced by the eight core elements of:

- **1.** Advancement of anti-racism and meaningful DEI practices
- 2. Built and sustainable cross-agency partnerships with clarified roles
- 3. Engaged industry sectors and employers
- 4. Designed industry-validated education and training programs
- 5. Identified funding needs and sources
- 6. Aligned policies and programs
- 7. Measured system changes and performance
- 8. Accessibility to every resident

Good jobs are plentiful in the Washington area, but DC residents are not securing nearly enough of them. Many employers and organizations are working hard to fix this problem, but their efforts are not coordinated, and they face barriers and challenges along the way.

The Partnership defines a "good job" as a full-time role that:

- Provides career stability and/or a path for advancement;
- Includes a wage that meets a family-sustaining income threshold;
- Is accessible within ~five years of high school graduation; and,
- Offers self-sufficiency and a choice-filled life.

We believe building skills and career opportunities — particularly for people of color — contributes greatly toward the goal of a more equitable and prosperous District. By tackling these challenges as a Partnership, we can support more DC residents in securing good jobs and achieve a more equitable recovery from the COVID-19 pandemic. And by putting an intentional focus — as a District — on what works and how to measure success, we can build a community of practice that continually builds on its best work.

CLASP/Alliance for Quality Career Pathways. Side-by Side: Alliance for Quality Career Pathways Framework 1.0 & the Workforce Innovation and Opportunities Act (WIOA), February 2015.

Strategic Recommendations

Informed by progress toward the 2021 recommendations, new learnings over the past year, and insights from partners and aligned work, the DC Health Care Workforce Partnership offers the following strategic recommendations.



Continued Prioritization of Health Care Occupations for Investments

As documented by labor market information, the five prioritized health care occupations — Certified Medical Assistants, Certified Nursing Assistants, Home Health Aides, Licensed Practical Nurses, and Pharmacy Technicians continue to need investments in education and training and supportive services. These occupations remain in high demand across the three subsectors of the District's health care industry:

- 1. Acute care;
- 2. Ambulatory and behavioral health; and
- 3. Skilled nursing, residential and long-term care services.



Determine Education and Training Capacity and Capabilities

Education and training providers have been active members of the Partnership since its inception. Through the convenings of the Action Teams and ongoing discussions with training providers, employers and government stakeholders it's clear that a comprehensive study on the capabilities and capacity of training programs is needed in order to inform additional capacity building and to identify additional systemic barriers to training individuals for health care occupations.

This assessment should also evaluate workforce development services and activities supporting the five prioritized health care occupations, other health-related occupations, and special populations in the District of Columbia.



Minimize Duplication and Maximize Participation in Sector-Based Partnerships

The DC Health Care Workforce Partnership is a model for sector-based alliances seeking to contribute to the mission and vision of the District's workforce development system. We recommend that the DC WIC should seek continued expansion of sector-based partnerships to ensure employers, education and training providers, and other stakeholders are around the same table with a solution-driven mindset.

We further recommend that the District consolidate publicly-funded efforts among the sectors to maximize resource allocation and efficiency. In particular, it's important that the District ensure that commissions and taskforces utilize existing work products to avoid contradictions or programs that work at cross purposes.

Strategic Recommendations, continued



Catalyze the Health Care Career Pathways System

As a workforce development strategy, career pathways system is an effective way to develop a skilled workforce by aligning the business needs with education and training offerings and services to gain industry-recognized and academic credentials. The Partnership named the creation of a career pathways system as a Shared Priority and embarked on developing a sector-based career pathways system of eight core elements.

In the coming year the Partnership and the District should prioritize creating the proper foundation for a Health Care Career Pathways System by:

- 1. Addressing key public policies,
- 2. Minimizing administrative barriers, and
- 3. Continuing to support the evaluation and optimization of the workforce development system.



Grow and Create Good Jobs Through Support to Employers, Training Providers, and Job Seekers

Through our work, we have identified some key barriers for employers, job seekers and training providers as they seek to establish a thriving health care workforce. The pandemic has forced employers to evaluate their workplace culture, policies, and advancement support for their current and prospective employees. Job seekers have made rightly clear they will not except anything less than a living wage. Moreover, health care workers want a work life balance, supportive supervisors and advancement opportunities. Training providers need assistance in building additional capacity and partners to help provide wraparound services for their students to ensure success.

Given these findings, we recommend the following:

- 1. Collaborate with employers, training programs and government partners to maximize on-the-job training and the development of stackable skills to lower the barrier for career advancement.
- 2. Optimize the support for training participants to ensure their success through the availability of support services.
- 3. Engage in and support investments to create transformational strategies to promote wider adoption of job quality improvements.

Voice of the Consumer

Informed by the work of Action Team 6, DCHA Program Services commissioned Social Lens Research to conduct qualitative research to better understand perceptions of the health care sector's current and future skills needs to inform datadriven recommendations. Through this qualitative engagement we were able to reach individuals with lived experience in our priority health occupations to better understand opportunities to improve the health care workforce development system as well as improve recruitment, retention and advancement opportunities. Through this work four opportunities surfaced:

- 1. Increase Awareness of Job and Education Opportunities
- 2. Enhance and Fund Training Programs
- 3. Transform Workplace Culture
- 4. Better Define and Communicate Pathways

We have included a snapshot of the responses from the participants from each of the priority occupations which we have entitled the "Voice of the Consumer." The qualitative research done this year will be key to driving the Partnership's work in defining what constitutes a "good job." We look forward do building onto this study as the work of the Partnership continues.

BACK TO WORK DC



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Please visit **does.dc.gov** to confirm hours of operation and to schedule an appointment at an AJC center. For further information call **202-724-7000**.

American Job Center -Headquarters 4058 Minnesota Avenue NE Washington, DC 20019 American Job Center–NW Frank D. Reeves Municipal Center 2000 14th Street NW 3rd Floor Washington, DC 20009

American Job Center-SE 2330 Pomeroy Road SE Washington, DC 20020

American Job Center—NE Bertie Backus Campus 5171 South Dakota Avenue NE Washington, DC 20017

THE DEPARTMENT ON

DISABILITY SERVICES

202-442-8400 | 202-442-8613

Washington, DC 20024

dds.dc.gov

250 E St. SW

Rehabilitation Services Administration

DISTRICT OF COLUMBIA HOUSING AUTHORITY

District of Columbia Housing

Authority Envision Center 203 N Street SW Washington, DC 20002

DEPARTMENT OF HUMAN SERVICES

Please call **202-671-4200** or visit **dhs.dc.gov** for additional information.

- SNAP Employment & Training (SNAP E&T) Program-
- Call **202-535-1178** or e-mail us at **dhs.snapet@dc.gov**.
- TANF Employment & Education Program (TEP)–
- Call the Office of Work Opportunity at **202-698-1860** or e-mail us at **dhs.owo@dc.gov**.
- Public Benefits-Apply for benefits online at **dcbenefits.dhs.dc.gov** or

via the District Dire ct mobile app. Call **202-727-5355** for benefits questions.

Anacostia Service Center (SNAP E&T, TEP, and Public Benefits) 2100 Martin Luther King Jr.

Avenue SE Washington, DC 20020 Fort Davis Service Center (temporarily closed) (TEP and Public Benefits) 3851 Alabama Avenue SE Washington, DC 20020

H Street Service Center (Public Benefits only) 645 H Street NE Washington, DC 20002 Taylor Street Service Center (temporarily closed) (Public Benefits only) 1207 Taylor Street NW Washington, DC 20011

Congress Heights Service Center

(TEP and Public Benefits) 4049 South Capitol Street SW Washington, DC 20032

OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION

Academy of Hope Adult PCS 202-269-6623 aohdc.org 2315 18th Place NE Washington, DC 20018

Briya Public Charter School

202-232-7777 briya.org 100 Gallatin Street NE Washington, DC 20009

Catholic Community Services Catholic Charities 202-939-2400

catholiccharitiesdc.org 1618 Monroe Street NW Washington, DC 20010

Congress Heights Training Center

202-563-5201 chctdc.org 3215 Martin Luther King, Jr. Avenue SE Washington, DC 20032 Four Walls Development, Inc. 202-332-8022 fourwallsctec.org 1125 Neal Street NE Washington, DC 20002

Latin American Youth Center,

Career Academy PCS 202-319-2150 latinamericanacademy.org 3224 16th Street NW Washington, DC 20010

Opportunities Industrialization

Center of DC 202-373-0330 oicdc.org 3707 Martin L. King Jr. Avenue SE Washington, DC 20032

So Others Might Eat (SOME) 202-797-8806 soothersacademy.org

4430 Benning Road NE Washington, DC 20019 Southeast Welding Center, Inc 202-290-1370 southeastweldingacademy.org

1235 Kenilworth Avenue NE Washington, DC 20019

Youthbuild PCS 202-319-0141 youthbuildpcs.org 3220 16th Street NW Washington, DC 20009

The Family Place

202-265-0149 familyplace.org 3309 16th Street NW Washington, DC 20010

YWCA National Capital Area

202-626-0705 ywcanca.org 2303 14th Street NW, Suite 100 Washington, DC 20009

DC ReEngagement Center

202-671-2539 backontrackdc.org 100 42nd Street NE Washington, DC 20019

MORE LOCATIONS ON THE BACK





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- your keyboard. Type www.dcnetworks.org in the address bar and select Enter on ٠ι
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- an individual user. Under Option 3 – Create a User Account, clic<mark>k</mark> on the **Individual link** to register as ٠£
- Create a Unique User ID. 4.
- (3 20 characters using letters and/or numbers)
- Create a Unique Password. •٩
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- Complete all required fields that are marked with a red asterisk * •9
- and select Next.
- Click Save once all mandatory fields are complete. ۰L
- of Education by a \$7.532,037.00 grant from the U.S. Department Literacy Act (ALTA) Grant program is funded The District of Columbia's Adult Education and Family
- Wagner Peyser (\$1,53,519) award totaling \$16,212,567. bns (201,055), DIslocated Worker WIOA (\$70,070,053) and U.S. Department of Labor as part of an Adult WIOA by the Employment and Training Administration of the The American Job Center operation is funded 100%







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MURIEL BOWSER, MAYOR

GOVERNMENT OF THE DISTRICT OF COLUMBI

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Rosedale Library

4901 V Street NW

Deanwood Library

1350 49th Street NE

Washington, DC 20019

Lamond-Riggs Library

Washington, DC 20011

395 Ingraham Street NE

Northwest One Library

Washington, DC 20001

Chevy Chase Library

Washington, DC 20015

5625 Connecticut Avenue NW

155 L Street NW

Martin Luther King Jr. Memorial Library

901 G Street NW Washington, DC 20001

DISTRICT OF COLUMBIA PUBLIC LIBRARY

assistance. Visit **www.dclibrary.org** for updates on these services.

The following DC Public Library branches have limited public computers available and basic staff

Takoma Park Library

416 Cedar Street NW

Georgetown Library

1630 7th Street NW

Washington, DC 20012

Washington, DC 20001

Parklands-Turner Library

1547 Alabama Avenue SE

Washington, DC 20032

900 Wesley Place SW

Washington, DC 20024

Washington, DC 20016

Anacostia

Capitol View

Petworth

Tenley-Friendship Library

1800 Good Hope Road SE

Washington, DC 20020

5001 Central Avenue SE

4200 Kansas Avenue NW

7420 Georgia Avenue NW

Washington, DC 20012

Washington, DC 20011

Shepherd Park

Washington, DC 20019

4450 Wisconsin Avenue NW

Southwest Library

West End 2301 L Street NW

Bellevue

Woodridge

Northeast

Mt. Pleasant

Cleveland Park

Benning

Shaw

Washington, DC 20037

115 Atlantic Street SW

Francis A. Gregory

Washington, DC 20032

3660 Alabama Avenue SE

Washington, DC 20020

1801 Hamlin Street NE Washington, DC 20018

1630 7th Street NW

330 7th Street NE

Washington, DC 20001

Washington, DC 20002

3160 16th Street NW

Washington, DC 20010

Washington, DC 20008

3935 Benning Road NE

Washington, DC 20019

3310 Connecticut Avenue NW

Palisades Library

CHART OF WIC AGENCY PERSONNEL SALARIES OVER 100K as of Jan. 1, 2023 (Q28)

Position number	Job title	Employee's name (leave blank if position is vacant)	Salary	Fringe Benefits	Activity	Program	Overtime or Bonus Pay
3059	Executive Director	Smith,Ahnna K	\$182,129.52	20.50%	Workforce Investment	W.I.C. ADMIN (400388) & State-Wide Activities (500190)	N/A
11413	Deputy Directvor	Towns,Suzanne	\$175,095.11	20.50%	Workforce Investment	W.I.C. ADMIN (400388) & State-Wide Activities (500190)	N/A
88711	Chief of Staff	Moreno,Rosa C.	\$146,443.19	20.50%	Workforce Investment	W.I.C. ADMIN (400388) & State-Wide Activities (500190)	N/A
102544	Workforce Investment Manager	Holmes,Anika	\$126,925.75	20.50%	Workforce Investment	W.I.C. ADMIN (400388)	N/A
44775	Workforce Investment Specialist	Scott,Lauren	\$124,091	20.50%	Workforce Investment	State-Wide Activities (500190)	N/A
102545	Workforce Investment Manager	Russell,Deborah	\$123,097.17	20.50%	Workforce Investment	W.I.C. ADMIN (400388)	N/A
105501	Workforce Investment Specialist	Holly,Maryse	\$116,993	20.50%	Workforce Investment	W.I.C. ADMIN (400388)	N/A
105121	Workforce Investment Specialist	Colbert,Derrick A	\$109,239.38	20.50%	Workforce Investment	W.I.C. ADMIN (400388)	N/A
105364	Data Analyst	Sreekumar, Jyothis	\$107,984	20.50%	Workforce Investment	W.I.C. ADMIN (400388)	N/A
94540	Workforce Investment Specialist	Jones,Christian	\$105,001	20.50%	Workforce Investment	W.I.C. ADMIN (400388) & 500190	N/A
77085	Administrarive Officer	Diggs,Kimberly M	\$103,333	20.50%	Workforce Investment	W.I.C. ADMIN (400388) & 500190	N/A

Member's name	Confirmation date	Organization and job titles	Term expiration date	District resident? (y/n)	Committees on which the member sits
Joseph L. Andronaco	11/29/2016	Access Green, CEO	06/23/2024 - Reappointment in Progress	Y	Implementation
Kunta Bedney	11/29/2016	Community Services Agency, Metropolitan Washington Council, AFL-CIO, Executive Director, Retired	6/3/2022	Y	Economic and Workforce Alignment
Drewana Bey	N/A	Office of the Chief of Schools, District of Columbia Public Schools	N/A	Y	Pending Committee Assignment
Steven Boney	11/29/2016	WMATA, Senior Manager, Talent Acquisition	6/23/2022	Ν	Executive
Anthony J. Cancelosi	11/29/2016	Columbia Lighthouse for the Blind, CEO	06/23/2024 - Reappointment in Progress	Ν	Economic and Workforce Alignment; Vision
Sybongile Cook	N/A	Office of the Deputy Mayor for Planning & Economic Development (DMPED), Director of Business Development	N/A	Y	Pending Committee Assignment
Elizabeth DeBarros	5/25/2017	District of Columbia Building Industry Association, Senior Advisor	6/23/2023	Y	Employment Services
Darryl Evans	N/A	Department of Disability Services (DDS), Deputy Director for RSA	N/A	Y	Employment Services; State Plan
Antwanye Ford	6/23/2019	Enlightened, Inc., President & CEO	6/23/2022		Executive; State Plan
Angela Franco	11/29/2016	DC Health Benefit Exchange Authority (HBX), Senior Advisor	6/23/2022	Ν	Executive; Youth
Korey Gray	5/25/2017	DC Water and Sewer Authority, Director of Enterprise Programs	6/23/2023	Y	Employment Services
Nicole Hanrahan	8/17/2020	LAYC Career Academy, Executive Director	6/23/2023		Pending Committee Assignment
LaTara Harris	11/29/2016	AT&T, Regional Director	6/23/2022	Ν	Economic and Workforce Alignment
Bernadette Harvey	12/16/2017	Bconstrux, President	6/23/2023	Y	Pending Committee Assignment
			06/23/2024 -		
Solomon Keene	9/1/2018	Hotel Association of Washington, DC, President	Reappointment in Progress	Y	Employment Services
Paul Kihn - Permanent Designee for the Honorable Mayor Muriel Bowser	N/A	Office of the Deputy Mayor for Education (DME), Deputy Mayor	N/A	Y	State Plan

Member's name	Confirmation date	Organization and job titles	Term expiration date	District resident? (y/n)	Committees on which the member sits
Kenyan R. McDuffie	N/A	Councilmember of the District of Columbia, Ward 5	N/A	Y	Pending Committee Assignment
Antoinette Mitchell	N/A	Office of the State Superintendent of Education (OSSE), Assistant Superintendent	N/A	Y	Economic and Workforce Alignment; State Plan
Unique Morris-Hughes	N/A	Department of Employment Services (DOES), Director	N/A	Y	Employment Services; Vision; State Plan
Sherri Newman	N/A	George Washington University Hospital	6/23/2025	Ν	Pending Committee Assignment
Thomas Penny	11/29/2016	Donohoe Hospitality Services, President	06/23/2024 - Reappointment in Progress	Ν	Executive; Vision
Lawrence Potter	N/A	University of the District of Columbia Community College (UDC-CC), Chief Academic Officer/Provost & Professor of English	N/A	Y	Employment Services
Elissa Silverman	N/A	Councilmember of the District of Columbia, At Large	N/A	Y	Pending Committee Assignment
Ahnna Smith	N/A	Workforce Investment Council designee, Executive Director	N/A	Y	Pending Committee Assignment
Nathan Smith	7/12/2016	Allied Universal, National Portfolio Manager	06/23/2024 - Reappointment in Progress	N	Economic and Workforce Alignment; Vision
Darryl Wiggins	6/23/2019	DigiDoc, Inc., CEO/Owner	6/23/2022	Y	Employment Services
Laura Zeilinger	N/A	Department of Human Services (DHS), Director	N/A	Y	Employment Services; Vision; State Plan
Vacant		Owners of Business, Chief Executives, or Operating Officers of Businesses, or other executives or employers with optimum policy-making or hiring authority Representative/Executive Committee			

Q32 WIC Board Members

Member's name	Confirmation date	Organization and job titles	Term expiration date	District resident? (y/n)	Committees on which the member sits
Vacant		Labor Organization Member			
Vacant		Healthcare Sector Member			
Vacant		Owners of Business, Chief Executives, or Operating Officers of Businesses, or other executives or employers with optimum policymaking or hiring authority Representative/Executive Committee			
Vacant		Hospitality Sector member			
Vacant		Infrastructure Sector			
Vacant		Business Organization Member			
Vacant		Infrastructure sector member			

First Name	Last Name	BOARD OR COMMISSION - B or C	Seat Designation (specific role)	Appointment Status	Appointee Designation	Term end	Personal Email	Cell Phone	Ward of Residence
Joseph	Andronaco	Workforce Investment Council (WIC)	Construction sector member	Active / filled seat	Mayoral Appointee, Public Member	6/23/2024	joe@accessgreen.com	(202) 578-0744	Ward 5
Kunta	Bedney	Workforce Investment Council (WIC)	Organized Labor Representative /Apprenticeship Organization Member	Active / filled seat	Mayoral Appointee, Public Member	6/23/2024	kbedney@eascarpenters.org	(202) 384-4547	Ward 8
Drewana	Bey	Workforce Investment Council (WIC)	District of Columbia Public Schools (DCPS) Designee	Active / filled seat	Mayoral Appointee, DC Agency Representative	1/2/2023	drewana.bey@k12.dc.gov	(301) 257-1743	Maryland Resident
Steven	Boney	Workforce Investment Council (WIC)	At-Large Representative from District industry sectors/Executive Committee	Active / filled seat	Mayoral Appointee, Public Member	6/23/2022	boney1406@yahoo.com	(202) 603-7491	Maryland Resident
Anthony	Cancelosi	Workforce Investment Council (WIC)	Community Based Organization member	Active / filled seat	Mayoral Appointee, Public Member	6/23/2024	tcancelosi@clb.org	(202) 454-6410	Virginia Resident
Sybongile	Cook	Workforce Investment Council (WIC)	Deputy Mayor for Planning and Economic Development (DMPED) Designee	Active / filled seat	Mayoral Appointee, DC Agency Representative	1/2/2027			
Liz	DeBarros	Workforce Investment Council (WIC)	Business Organization member	Active / filled seat	Mayoral Appointee, Public Member	6/23/2023	edebarros@dcbia.org	(202) 498-5862	Ward 7
Darryl	Evans	Workforce Investment Council (WIC)	Department of Disability Services (DDS)	Active / filled seat	Mayoral Appointee, Public Member				
Antwanye	Ford	Workforce Investment Council (WIC)	Information Technology Member	Active / filled seat	Mayoral Appointee, Public Member	6/23/2022	aford@enlightened.com	(202) 256-7389	Ward 4
Angela	Franco	Workforce Investment Council (WIC)	Healthcare Sector member	Active / filled seat	Mayoral Appointee, Public Member	6/23/2022	Afrancovasco@hotmail.com	(240) 418-1942	Maryland Resident
Korey	Gray	Workforce Investment Council (WIC)	Energy and Utility Sector member	Active / filled seat	Mayoral Appointee, Public Member	6/23/2023	korey.gray@dcwater.com	(202) 412-9409	Ward 5
David	Hall	Workforce Investment Council (WIC)	Implementation Committee/Non-Voting member	Active / filled seat	Mayoral Appointee, Public Member	1/2/2023	david.hall3@gmail.com	(202) 203-9333	Ward 4

Nicole	Hanrahan	Workforce Investment Council (WIC)	Community Based Organization member	Active / filled seat	Mayoral Appointee, Public Member	6/23/2023	nicole@laycca.org	(202) 492-4824	Ward 6
LaTara	Harris	Workforce Investment Council (WIC)	Information Technology Member	Active / filled seat	Mayoral Appointee, Public Member	6/23/2022	lh784u@att.com	(443) 827-1333	Maryland Resident
Bernadette	Harvey	Workforce Investment Council (WIC)	Construction sector member	Active / filled seat	Mayoral Appointee, Public Member	6/23/2023	bharvey@bconstrux.com	(202) 255-0520	Ward 4
Cedric	Hendricks	Workforce Investment Council (WIC)	Implementation Committee/Non-Voting member	Active / filled seat	Mayoral Appointee, Public Member	1/2/2023	cedrichendricks@msn.com	(202) 270-4048	Ward 1
Solomon	Keene, Jr	Workforce Investment Council (WIC)	Business Organization member	Active / filled seat	Mayoral Appointee, Public Member	6/23/2024	solomon@hawdc.com	(202) 246-7907	Ward 5
Paul	Kihn	Workforce Investment Council (WIC)	The Mayor, or his or her designee	Active / filled seat	Mayoral Appointee, DC Agency Representative	1/2/2023	paul.kihn@dc.gov	(202) 765-7178	
Kenyan R.	McDuffie	Workforce Investment Council (WIC)	Chairman of the Council of the District of Columbia designee	Active / filled seat	DC Chairman/Council appointee		kenyan.mcduffie@dc.gov		Ward 2
Antoinette	Mitchell	Workforce Investment Council (WIC)	Office of the State Superintendent of Education (OSSE) Designee	Active / filled seat	Mayoral Appointee, DC Agency Representative	1/2/2023	antoinette.mitchell@dc.gov		Ward 4
Unique	Morris-Hughes	Workforce Investment Council (WIC)	Department of Employment Services (DOES) Designee	Active / filled seat	Mayoral Appointee, DC Agency Representative	1/2/2023	unique.morris-hughes2@dc.gov		Ward 5
Sherri	Newman	Workforce Investment Council (WIC)	Healthcare Sector member	Active / filled seat	Mayoral Appointee, Public Member	6/23/2025	Sherri.Newman@gwu- hospital.com	(240) 441-1404	Maryland Resident
Thomas	Penny	Workforce Investment Council (WIC)	Hospitality Sector member	Active / filled seat	Mayoral Appointee, Public Member	6/23/2024	thomasp@donohoe.com	(202) 553-3044	Maryland Resident
Lawrence	Potter	Workforce Investment Council (WIC)	University of the District of Columbia (UDC) designee	Active / filled seat	Mayoral Appointee, DC Agency Representative	1/2/2027			
Andrew	Reese	Workforce Investment Council (WIC)	Department of Disability Services (DDS) Designee	Active / filled seat	Mayoral Appointee, DC Agency Representative	1/2/2023		(202) 730-1700	Ward 4
Elissa	Silverman	Workforce Investment Council (WIC)	Chairman of the Council of the District of Columbia designee	Active / filled seat	DC Chairman/Council appointee		esilverman@dccouncil.us		

Ahnna	Smith	Workforce Investment Council (WIC)	Workforce Investment Council (WIC) Designee	Active / filled seat	Mayoral Appointee, DC Agency Representative	1/2/2023	ahnna.smith@dc.gov	(202) 735-4509	Ward 6
Nathan	Smith	Workforce Investment Council (WIC)	Security Sector Member	Active / filled seat	Mayoral Appointee, Public Member	6/23/2024	nathan.smith@aus.com	(571) 383-5586	Virginia Resident
Charles	Thornton	Workforce Investment Council (WIC)	Implementation Committee/Non-Voting member	Active / filled seat	Mayoral Appointee, Public Member	1/2/2023	charles.thornton@dc.gov		Ward 6
Darryl	Wiggins	Workforce Investment Council (WIC)	Information Technology Member	Active / filled seat	Mayoral Appointee, Public Member	6/23/2022	dmwiggins@documentmanagers .us	(202) 253-7113	Ward 4
Marullus	Williams	Workforce Investment Council (WIC)	Implementation Committee/Non-Voting member	Active / filled seat	Mayoral Appointee, Public Member	1/2/2023	mwilliams@limbicsystems.com	(703) 328-2977	Ward 2
Joslyn	Williams	Workforce Investment Council (WIC)	Implementation Committee/Non-Voting member	Active / filled seat	Mayoral Appointee, Public Member	1/2/2023	joswilliams@verizon.net	(202) 262-1312	Ward 6
Laura	Zeilinger	Workforce Investment Council (WIC)	Department of Human Services (DHS) Designee	Active / filled seat	Mayoral Appointee, DC Agency Representative	1/2/2023	laura.zeilinger@dc.gov	(202) 285-7178	Ward 3
		Workforce Investment Council (WIC)	Labor Organization Member	Vacant / unoccupied seat	Mayoral Appointee, Public Member				
		Workforce Investment Council (WIC)	Owners of Business, Chief Executives, or Operating Officers of Businesses, or other executives or employers with optimum policy- making or hiring authority Representative/Executi ve Committee	Vacant / unoccupied seat	Mayoral Appointee, Public Member				
		Workforce Investment Council (WIC)	Healthcare Sector member	Vacant / unoccupied seat	Mayoral Appointee, Public Member				

	Workforce Investment Council (WIC)	Owners of Business, Chief Executives, or Operating Officers of Businesses, or other executives or employers with optimum policy- making or hiring authority Representative/Executi ve Committee	Vacant / unoccupied seat	Mayoral Appointee, Public Member			
	Workforce Investment Council (WIC)	Hospitality Sector member	Vacant / unoccupied seat	Mayoral Appointee, Public Member			
	Workforce Investment Council (WIC)	Infrastructure Sector	Vacant / unoccupied seat	Mayoral Appointee, Public Member			
	Workforce Investment Council (WIC)	Business Organization Member	Vacant / unoccupied seat	Mayoral Appointee, Public Member			
	Workforce Investment Council (WIC)	Infrastructure sector member	Vacant / unoccupied seat	Mayoral Appointee, Public Member			



WORKFORCE INVESTMENT COUNCIL QUARTERLY BOARD MEETING Wednesday, February 16, 2021 10:00 a.m. – 12:00 p.m. Virtual Meeting

Pursuant to DC Code § 2-571 et seq., notice is hereby given to the members of the Workforce Investment Council and general public that the WIC will hold a virtual meeting open to the public on Wednesday, November 17, 2021.

AGENDA

- I. Call to Order
- II. Chairman's Comments Antwanye Ford, Chairman
- III. Director's Updates Ahnna Smith, Executive Director
- IV. Board Discussion Antwanye Ford, Chairman Ahnna Smith, Executive Director

Board Vote: Approval of DC's Unified WIOA State Plan Update

V. Public Comment

This is the time for the public to comment. Members of the Council may not discuss items that are not on the agenda. Therefore, action taken as a result of public comment will be limited to directing staff to study the matter or scheduling the matter for further consideration and decision at a later date.

VI. Adjourn

A copy of the agenda and background materials provided to Council members (with the exception of material relating to possible executive sessions) is available for public inspection at the Workforce Investment Council office, 2235 Shannon Place SE, Suite 3031, Washington DC 20020.



2235 Shannon Place SE, Suite 3031 Washington, DC 20020 **T** (202) 715-2843

w www.dcworks.dc.gov

Registration is required to join this public meeting. All public members planning on attending should contact Fern Hawkins at <u>fern.hawkins@dc.gov</u> to register or request any special accommodation.

LOG-IN DETAILS

Join by computer: Click this link to join: <u>https://dcnet.webex.com/dcnet/onstage/g.php?MTID=e2e8d2429b58756c9fa5780b5530b24c8</u> Event number: 2302 673 5308 Event Password: WIC2022

Or

Join by phone: 1-650-479-3208 Call-in toll number Access code: 2302 673 5308



WORKFORCE INVESTMENT COUNCIL QUARTERLY BOARD MEETING Wednesday, April 20, 2021 10:00 a.m. – 12:00 p.m. Virtual Meeting

Pursuant to DC Code § 2-571 et seq., notice is hereby given to the members of the Workforce Investment Council and general public that the WIC will hold a virtual meeting open to the public on Wednesday, April 20, 2022.

AGENDA

I. Call to Order

II.	Chairman's Comments	Antwanye Ford, Chairman
III.	Guest Speaker	Kevin Clinton, Federal City Council
IV.	Director's Updates	Ahnna Smith, Executive Director
V.	Board Discussion	Antwanye Ford, Chairman Ahnna Smith, Executive Director

VI. Public Comment

This is the time for the public to comment. Members of the Council may not discuss items that are not on the agenda. Therefore, action taken as a result of public comment will be limited to directing staff to study the matter or scheduling the matter for further consideration and decision at a later date.

VII. Adjourn

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Or

Join by phone: 1-650-479-3208 Call-in toll number Access code: 2302 673 5308



WORKFORCE INVESTMENT COUNCIL QUARTERLY BOARD MEETING Wednesday, July 20, 2021 10:00 a.m. – 12:00 p.m. Virtual Meeting

Pursuant to DC Code § 2-571 et seq., notice is hereby given to the members of the Workforce Investment Council and general public that the WIC will hold a virtual meeting open to the public on Wednesday, July 20, 2022.

AGENDA

I. Call to Order

II.	Chairman's Comments	Antwanye Ford, Chairman
III.	Guest Speaker	Liz Schwab – Google Meghan Marie Fowler-Finn – Gun Violence Prevention
IV.	Director's Updates	Ahnna Smith, Executive Director
V.	Board Discussion	Antwanye Ford, Chairman Ahnna Smith, Executive Director

VI. Public Comment

This is the time for the public to comment. Members of the Council may not discuss items that are not on the agenda. Therefore, action taken as a result of public comment will be limited to directing staff to study the matter or scheduling the matter for further consideration and decision at a later date.

VII. Adjourn

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Registration is required to join this public meeting. All public members planning on attending should contact Fern Hawkins at <u>fern.hawkins@dc.gov</u> to register or request any special accommodation.



2235 Shannon Place SE, Suite 3031 Washington, DC 20020 **T** (202) 715-2843

w www.dcworks.dc.gov

LOG-IN DETAILS

Join by computer: Click this link to join: : https://dcnet.webex.com/dcnet/onstage/g.php?MTID=e9ff776880185dcoaf6ec67767a01ff91

Or

Join by phone: 1-650-479-3208 Call-in toll number Access code: 2304 282 7530



WORKFORCE INVESTMENT COUNCIL QUARTERLY BOARD MEETING Wednesday, November 16, 2021 10:00 a.m. – 12:00 p.m. In-person/Virtual Meeting

Pursuant to DC Code § 2-571 et seq., notice is hereby given to the members of the Workforce Investment Council and general public that the WIC will hold a virtual meeting open to the public on Wednesday, November 16, 2022.

AGENDA

I. Call to Order

II.	Chairman's Comments	Antwanye Ford, Chairman
III.	Guest Speaker	Anthony Fernando – President, Atmos Solutions, Inc. Mekka Bolling – Vice President, Atmos Solutions, Inc.
IV.	Director's Updates	Ahnna Smith, Executive Director
V.	Board Discussion	Antwanye Ford, Chairman Ahnna Smith, Executive Director

VI. Public Comment

This is the time for the public to comment. Members of the Council may not discuss items that are not on the agenda. Therefore, action taken as a result of public comment will be limited to directing staff to study the matter or scheduling the matter for further consideration and decision at a later date.

VII. Adjourn

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Registration is required to join this public meeting. All public members planning on attending should contact Fern Hawkins at <u>fern.hawkins@dc.gov</u> to register or request any special accommodation.



2235 Shannon Place SE, Suite 3031 Washington, DC 20020 **T** (202) 715-2843

w www.dcworks.dc.gov

LOG-IN DETAILS

Join by computer: Click this link to join: : https://dcnet.webex.com/dcnet/onstage/g.php?MTID=e567eccf3fe788299433e5c7863f05263

Or

Join by phone: 1-650-479-3208 Call-in toll number Access code: 2318 884 7652



WORKFORCE INVESTMENT COUNCIL QUARTERLY BOARD MEETING Wednesday, February 15, 2021 10:00 a.m. – 12:00 p.m. In-person/Virtual Meeting

Pursuant to DC Code § 2-571 et seq., notice is hereby given to the members of the Workforce Investment Council and general public that the WIC will hold a in-person/virtual meeting open to the public on Wednesday, February 15, 2023.

AGENDA

I. Call to Order

II.	Chairman's Comments	Antwanye Ford, Chairman
III.	Guest Speaker	Katie Littman, Policy and Special Projects Manager, Office of the Deputy Mayor for Planning and Economic Development (DMPED)
IV.	Director's Updates	Ahnna Smith, Executive Director
V.	Board Discussion	Antwanye Ford, Chairman Ahnna Smith, Executive Director

VI. Public Comment

This is the time for the public to comment. Members of the Council may not discuss items that are not on the agenda. Therefore, action taken as a result of public comment will be limited to directing staff to study the matter or scheduling the matter for further consideration and decision at a later date.

VII. Adjourn

A copy of the agenda and background materials provided to Council members (with the exception of material relating to possible executive sessions) is available for public inspection at the Workforce Investment Council office, 2235 Shannon Place SE, Suite 3031, Washington DC 20020.

Registration is required to join this public meeting. All public members planning on attending should contact Fern Hawkins at <u>fern.hawkins@dc.gov</u> to register or request any special accommodation.



2235 Shannon Place SE, Suite 3031 Washington, DC 20020 **T** (202) 715-2843

w www.dcworks.dc.gov

LOG-IN DETAILS

Join by computer: Click this link to join: <u>https://dcnet.webex.com/dcnet/onstage/g.php?MTID=e509b2990ad43c8009d767ce338ba83c4</u> Event number: 2308-748-6587 Event Password: 0215

Or

Join by phone: 1-650-479-3208 Call-in toll number Access code: 2308-748-6587

WORKFORCE INVESTMENT COUNCIL

QUARTERLY BOARD MEETING

NOVEMBER 17, 2021



I. WELCOME & CALL TO ORDER

ANTWANYE FORD CHAIRMAN



AGENDA

- I. Welcome & Call to Order
- **II. Chairman's Comments**
- **III. Director's Updates**
- **IV. Board Discussion and Updates**
- **V. Public Comments**
- VI. Adjourn



II. CHAIRMAN'S COMMENTS

ANTWANYE FORD CHAIRMAN



III. DIRECTOR'S UPDATES

AHNNA SMITH EXECUTIVE DIRECTOR



WELCOME NEW WIC STAFF

• Manager of Sector Partnerships

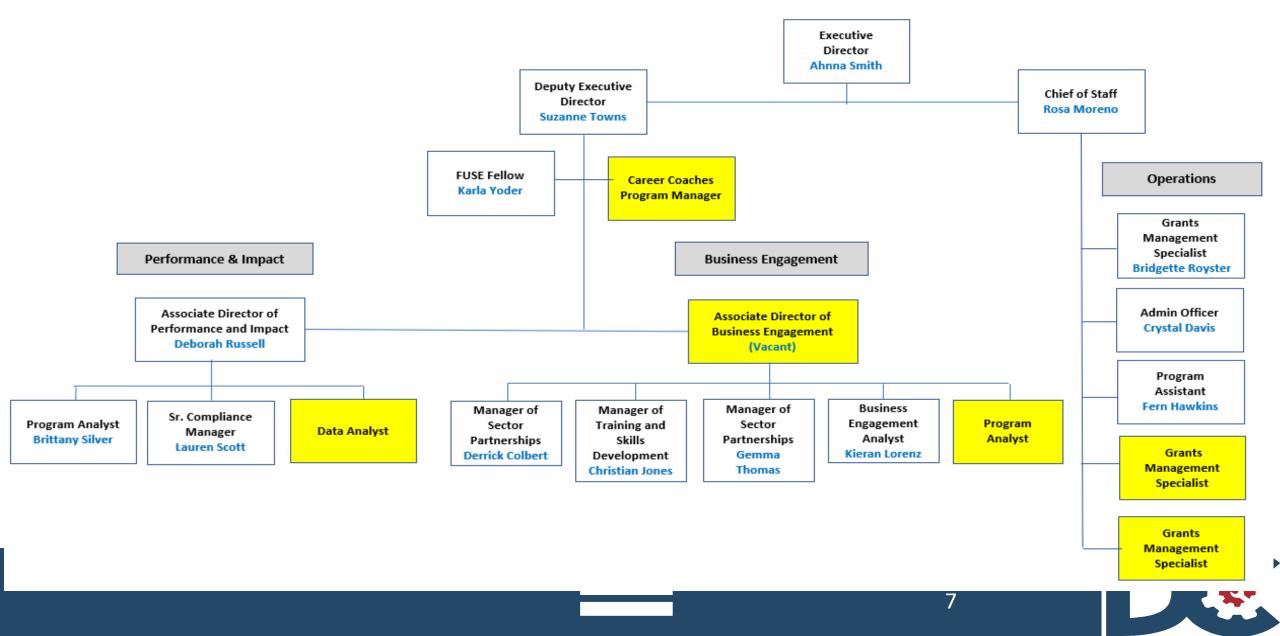
Derrick Colbert







WIC ORGANIZATION CHART - FY22



FY22 RECOVERY INVESTMENTS

Employer Partnership Training Grants

- Engage with Employers, training providers, and IHEs
- Grant development, solicitation, and management
- Intersects with BE work and Ops (grants), and Data

Career Coaches

- Engage with AJC Partners, Career Pathways, CBOs,
- Grant development, solicitation, and management
- Assessment and tool development; career coach training; system navigation; training and skills development
- Digital/physical connectivity between residents and coaches

IT and Nurse Education UDC Partnership and Grants

- Engage with UDC, Employers, training providers, and CBOs
- MOU development and execution
- Grant development, solicitation, and management
- Intersects with BE work (healthcare) and Ops (grants and MOUs), Data (required reporting), and AJC (referrals into programs; referrals to wraparound supports)

• Intersects with P&I, BE, Ops (grants)

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IV. BOARD DISCUSSION AND BOARD MEMBER UPDATES

ANTWANYE FORD, CHAIRMAN AHNNA SMITH, EXECUTIVE DIRECTOR



Unified Plan Requirements

- Four-year update in 2020
- Two-year modification in 2022

2022 Modification

- Update plans to reflect implementation or changes in circumstances in the State, since the initial submission in March 2020
- Submissions due March 15th via portal
- Once submitted, the Departments have 90 days for review and decision





District of Columbia Unified State Plan

- Section I WIOA State Plan Type and Executive Summary
- Section II Strategic Planning Elements
 - Economic, Workforce, and Workforce Development Activities Analysis
 - Workforce Development, Education & Training Activities Analysis
 - State Strategic Vision and Goals
 - State Strategies for each goal
- Section III. Operational Planning Elements
- Section IV. Coordination with Other State Plan Programs
- Section V. Common Assurances
- Section VI. Program Specific Requirements for Core Programs
- Appendices



Stakeholder Collaboration and Comment

- States must provide the opportunity for public comment, which allows interested stakeholders to participate actively, effectively, and transparently in the development of the plan.
- The State Plan is developed with an opportunity for input from representatives of:
 - Local Workforce Development Boards and chief elected officials
 - Businesses
 - Representatives of labor organizations
 - Community-based organizations
 - Adult education providers
 - Institutions of higher education
 - Other stakeholders with an interest in the services provided by the six core programs
 - The general public, including individuals with disabilities





Timeline (key milestones)

- Partners begin reviewing Sections III, IV, and VI of plan 11/08/21
- DC WIC submit data requests 11/10/21
- Economic and workforce analysis completed and shared with partners 12/22/21
- First Draft of full plan and review 1/14/22 1/28/22
- Stakeholder engagement and Mayoral review 2/4/22 2/28/22
- The DC WIC will begin submitting revisions in the portal by the **3/1/22** deadline

*Full timeline provided with meeting materials





WIOA Steering Committee

- Deputy Mayor for Education
- DDS, DHS, DOES, OSSE Board Members
- Steve Boney (WIC Executive Committee)

Full Board

- Receive economic analysis for review
- Provide input on community engagement
- Receive the draft update for review and final approval

Community Engagement

- Opportunity to hear from residents, employers, and community organizations
- Ensure Plan updates reflect needs and aspirations of the community at this moment in time





LOOKING AHEAD

WIC Board member calls with Antwanye and Ahnna

Transition to new WIC Committee structure

- Executive (no change)
- Education and Workforce Alignment (MODIFIED)
- Equity, Inclusive Hiring, and Special Populations (NEW)
- Policy and Compliance (NEW)

Support State Plan Update

Provide Feedback on Updated WIC Website

Continued Support for Career MAP (DHS) and Work of Hire Local DC





BOARD MEMBER UPDATES

We welcome WIC Board members to provide updates, announcements, or opportunities that they would like to share with the group.





VI. PUBLIC COMMENT



VII. ADJOURN



WORKFORCE INVESTMENT COUNCIL

QUARTERLY BOARD MEETING

February 16, 2022



I. WELCOME & CALL TO ORDER

ANTWANYE FORD CHAIRMAN



AGENDA

- I. Welcome & Call to Order
- **II. Chairman's Comments**
- **III. Director's Updates**
- **IV. Board Discussion and Updates**
 - I. Board Vote: Approval of DC's Unified WIOA State Plan Update
- **V. Public Comments**
- VI. Adjourn



II. CHAIRMAN'S COMMENTS

ANTWANYE FORD CHAIRMAN



III. DIRECTOR'S UPDATES

AHNNA SMITH EXECUTIVE DIRECTOR



Welcome New WIC Staff!



Abigail Blanchard Grants Management Specialist



Jyothis Sreekumar Data Manager

Matthew Lesser Grants Management Specialist







Welcome New WIC Staff!



Anika Holmes Associate Director, Business Engagement

> Lillian Speranza Program Analyst

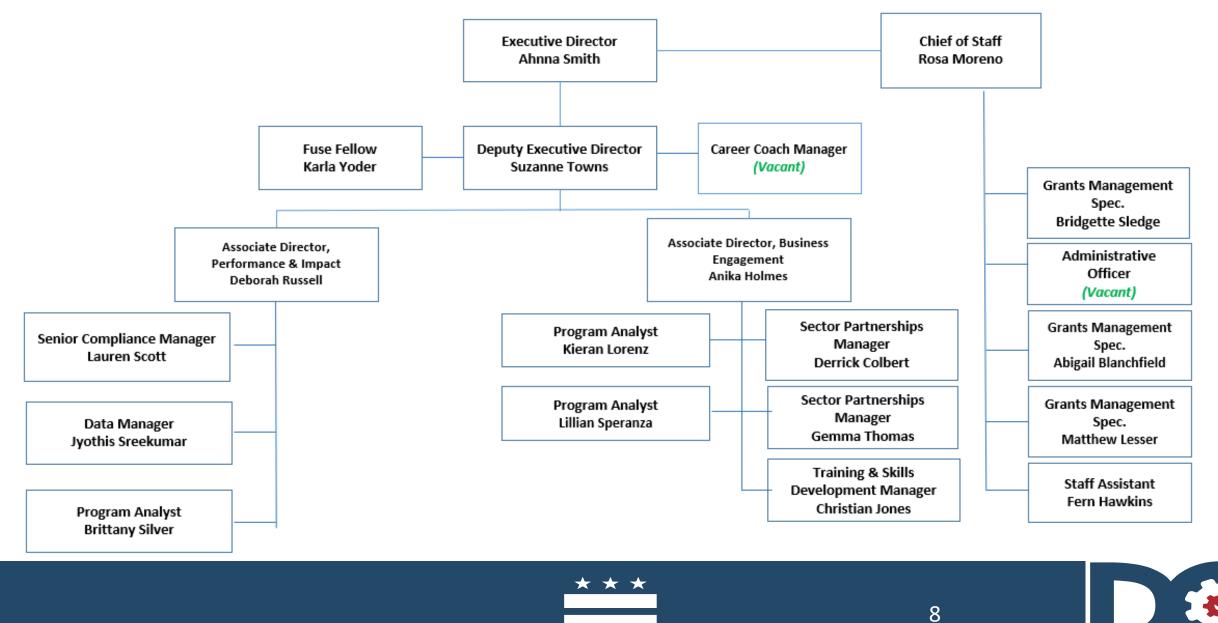






WIC Organization Chart

as of February 14, 2022



FY22 RECOVERY INVESTMENTS

Goal	Strategy	Investment	Projected Impact	Status
	Prioritize employer-driven training	Employer-led training partnerships	~750 workers impacted, annually	10 applications submitted in first round (6 eligible) Final deadline: April 15th
	Strengthen employer-job- seeker connections	Career Coach DC	Serve up to 5,000 residents, annually	Grant solicitation closes 2/18 7 applications begun in online portal
Drive Inclusive Jobs Recovery	Drive surge in high-impact credentialing	IT Workforce Investment (UDC and training grants)	Free workforce, AA, BA training at UDC for IT credentials (175 students) IT training grants (~100-150 participants)	MOU with UDC complete; working to transfer funds Grant solicitation in March
		Nursing Workforce Investment (UDC and training grants)	Free workforce, AA, BA training at UDC for Healthcare credentials (160 students) Healthcare training grants (~100 participants)	MOU with UDC complete; working to transfer funds Grant solicitation in March

FY22 RECOVERY INVESTMENTS

Guidance from the Board of Ethics and Government Accountability (BEGA):

- Companies and organizations of WIC Board members can apply for grants but that the individual WIC board members should not be involved in the application process.
- If a company that is also the employer of a WIC board member would like to apply for grants, they should have someone from the company other than the WIC board member apply. Where that is not possible a third-party representative (i.e., an attorney) should be brought in to handle grant matters on behalf of the WIC board member or company.
- WIC board members, whose companies are applying, should not sign grant documents and submit them to your office, be involved in votes or meetings regarding the grants process, etc.
- WIC has put in place an impartial evaluative process for considering grants—WIC staff are not involved in scoring grant applications to ensure review of applications is impartial and lacks preferential treatment.



US DEPARTMENT OF LABOR MONITORING

Finding	Details	Response	"So What"
WIC is not conducting oversight in line with its policies	WIC Policy Manual states that DOES will submit to WIC quarterly info about services and fiscal reporting on the WIOA grant.	Addressed In addition to WIOA reporting monthly on services that DOES provides (above and beyond what's in our policy), DOES will provide to WIC the quarterly fiscal report on the WIOA grant that they also submit to DOL. WIC will update our Policy Manual to reflect this update.	This is an opportunity for WIC to receive additional information that we haven't previously received; enables WIC to play its role as advisor to the system.
WIC does not consult on procurement of Youth Services	Per WIOA, WIC is required to provide direction on procurement of Youth Services and has not historically done so.	Addressed DOES will submit to WIC draft solicitations for Youth Services for review/feedback 2 weeks before posting with OCP.	This clarifies what had been a gray area, and together we have identified a process that works to ensure compliance, expand and enable WIC to fulfill its role, and works within DOES/OCP processes and requirements. WIC staff will review and provide feedback to DOES.
WIC did not publish ETPL list in accordance with DOL requirements	Information must be posted on ETPL for public that includes information about courses and participant outcomes.	Addressed The ETPL has been updated to include all required information	Much of the information had already been available in DC Networks. WIC and DOES will continue to work together to ensure this information is maintained and posted.



FY21 Expenditure Guide Summary

- A total of 16 agencies reported offering 56 workforce development/ adult education programs, Partnering with approximately 124 community providers, agencies served a total of 50,607 residents, a 12% decrease from the previous year.
- Agencies reported a total budget of \$119, 227,074 and spent approximately \$100,511,639.
- Approximately 41% of participants were represented by DOES, followed by DSLBD (29%), MOLA (15%), DHS (6%), and UDC (3%). However, the agencies with the largest budgets included DOES (57%), DHS (29%), OSSE (5%), DSLBD (3%), and DOEE (2%).
- The number of program **participants decreased by 12%** from the previous year to a total of 50,607 participants; however, the total **number of participants completed increased by 5%**, for a total of 37,197 participants.
- A total of **1448 participants earned a credential**.
- The number of participants employed increase by 196%, for a total of 1094 participants
- The most popular industries offered were Hospitality (46%), Healthcare (43%), Business Administration & Information Technology (39%), Education (38%), and Construction and Transportation were tied (36%)



ETPL Policy Update

Revised ETPL policy updates completed in February 2022

 Input from EWA Committee, engagement with training providers, and in consultation and partnership with DOES, OCP, and HELC.

Summary of changes:

- Reciprocity language added.
- Data Collection changed from annually to quarterly.
- Providers will now have one year of ETPL eligibility starting at the beginning of the quarter that they were deemed eligible to be on the list as opposed to from Jan. 1-Dec. 31 of the current years.
- Performance Requirements have been added to mirror partner agencies with stricter performance guidelines.





IV. BOARD DISCUSSION AND BOARD MEMBER UPDATES

ANTWANYE FORD, CHAIRMAN AHNNA SMITH, EXECUTIVE DIRECTOR



District of Columbia 4-year Workforce Development System Strategic Plan Published in 2020

 Workforce Innovation and Opportunity Act (WIOA) passed in 2014 identified the framework and requirements of the plan, and US DOL and US DOE issued joint guidance that gave further instruction to states as to how to complete the plan.

Review and modify (as necessary) in 2022

- This is intended to be a mid-point update and adjustment, the pandemic called for adjustments to the plan.
- A more comprehensive update or new version of the plan will be due that again must meet the WIOA law and regulations in 2024.





WORKFORCE DEVELOPMENT VISION

- Every DC resident is ready, able, and empowered to discover and attain their fullest potential through lifelong learning, sustained employment, and economic security.
- Businesses are connected to the skilled DC residents they need to compete globally, are full participants in the workforce system, and drive the District's economic growth.
- Residents and businesses in all eight wards are supported by a system that includes coordinated, cohesive, and integrated government agencies and partners working to help communities thrive.





Five Workforce Development Goals

- 1. Enhance System Alignment
- 2. Improve Community Access to Workforce and Education Services
- 3. Expand the Talent Pool for Businesses
- 4. Improve Youth Services
- 5. Increase Performance and Accountability





TIMELINE

Draft mid-year state plan was released for review and Engagement Sessions have been scheduled for feedback. Public engagement will include Education and Training Community, Service Providers, the General Public and Business. The schedule is as follows:

- January 26th February 1st Three public engagement sessions
- February 2nd—WIOA State Plan Steering Committee discussion
- February 15th—Submit final draft document to CA's Office for IQ
- **February 16th**—DC WIC Board meeting and vote
- February 25th—Final draft posted on DC Register for 5 business days
- March 15th—Due date for submission of the final plan by the WIC via the DOL portal



BOARD VOTE

"I move to approve the 2022 WIOA State Plan Modification, pending approval by the Executive Office of the Mayor."





BOARD MEMBER UPDATES

We welcome WIC Board members to provide updates, announcements, or opportunities that they would like to share with the group.





VI. PUBLIC COMMENT



VII. ADJOURN







WORKFORCE INVESTMENT COUNCIL

QUARTERLY BOARD MEETING

July 20, 2022



I. WELCOME & CALL TO ORDER

ANTWANYE FORD CHAIRMAN



AGENDA

- I. Welcome & Call to Order
- **II.** Chairman's Comments
- **III. Guest Speakers**
- **IV. Director's Updates**
- V. Board Discussion and Updates
- **VI. Public Comments**
- VII.Adjourn



II. CHAIRMAN'S COMMENTS

ANTWANYE FORD CHAIRMAN



III. Guest Speaker

LIZ SCHWAB GOOGLE



Google Career Certificates



Connecting employers with skilled, diverse talent for in-demand jobs



Grow with Google





What is the Google Career Certificate program?

Google Career Certificates provide job seekers with access to in-demand skills through job training without the need for a college degree or prior experience in the fields of **data analytics**, **digital marketing & e-commerce**, **IT support**, **project management**, **or user experience (UX) design**.

These certificates are taught and developed by Google employees with decades of experience in these fields and are hands-on, practical, and rigorous. Learners can earn a certificate in three-to-six months part-time.

Our Learners

Source: Based on the program graduates survey responses, US 2021

Grow with Google

#1 & 2

DA and PGM certificates are the top 2 certificates on Coursera 38%

from the lowest income tertile

55%

identify as Asian, Black or Latino

59%

do not have a college degree

75%

report an improvement in their career within 6 months of certificate completion

Infosys[®]

Employer Testimonial

Employer Consortium Member:

"Infosys is a great landing spot for a lot of the candidates who have this certificate and allows for them to excel at their roles here. We also felt the training these applicants were given is of high quality and it gives them an edge in terms of being up to date on the skills needed in the current market to be successful. The candidates with the Career Certificates are often more open to learning new technologies that the workplace needs and expanding on their current skill set."



-Rohit Sharma, AVP, Head Talent Acquisition at Infosys

Graduate turned Infosys employee:



Karrim Omer

Data Analytics Certificate graduate Associate Analyst at Infosys

"This is a stepping stone for my career and I can grow with this. I'm thinking about all the endless possibilities from networking to seeing what positions I can move up to. I went from not knowing if I was going to get a job to then getting the job, and I was like, OK, I'm on the right path."

The employer consortium

We're committed to doing our part to help all Americans acquire the skills they need to succeed in today's workforce, not only by hiring Career Certificate graduates into Google but also by building out a consortium of more than 150 employers across the United States that are looking to hire qualified talent and/or upskill their existing workforce.



How to get involved Please use the information below to explore the program further

and/or share with other stakeholders in your organization.

	Google Career Certificate One Sheeters
Interested in learning more?	Key Competencies & Job Mapping Decks
Curious about reskilling your workforce?	Schedule a discovery call with gwg-employers@google.com
Ready to connect with skilled talent?	Sign the <u>agreement form</u> Schedule an onboarding call with Google's account managers at <u>gwg-employers@google.com</u>



MEGHANMARIE FOWLER-FINN OFFICE OF GUN VIOLENCE PREVENTION



OFFICE OF GUN VIOLENCE

PREVENTION (OGVP)

GOVERNMENT OF THE DISTRICT OF COLUMBIA DC MURIEL BOWSER, MAYOR

About OGVP

Mayor's commitment to addressing gun violence:

- Formed Building Blocks DC (BBDC) Emergency Operations Center (EOC) opened February 2021 for almost one year (\$15M).
- Closed the BBDC EOC and Mayor Bowser established OGVP in January 2022



What Does OGVP Do?

Building Blocks DC is now the District's Gun Violence Prevention Strategy.

OGVP coordinates and administers the BBDC District gun violence prevention strategy by:

- Using a public health approach
 - Coordinating and collaborating across all DC Government agencies to prevent and reduce gun violence in the District
- Connecting District initiatives, community-based organizations, and DC residents in partnership to address gun violence
- Advising on policies and program development regarding new and existing gun violence prevention strategies.

BUILDING BLOCKS

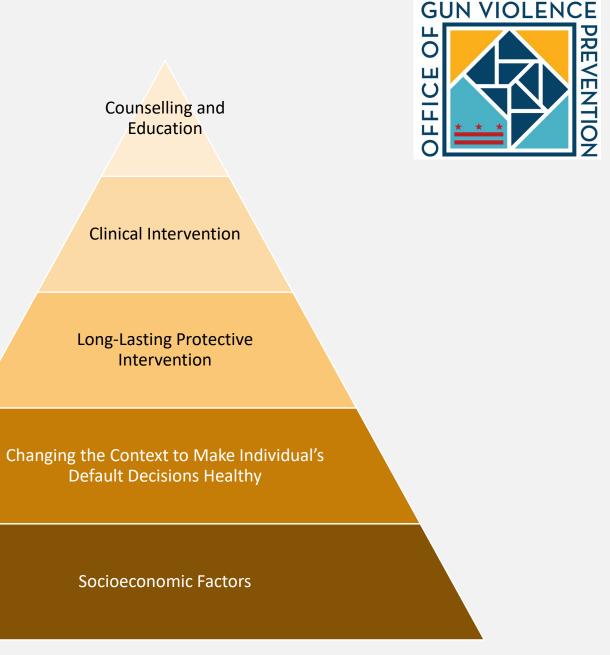
American Rescue Plan: "The American Rescue Plan is delivering direct relief to the American people, rescuing the American economy, and starting to beat the virus."

A few examples:

- Promise Rides
- Violence Intervention Certification
- Rec Center Late Nights
- Dump Busters
- Temporary Safe Housing
- Access to Trauma-Informed Mental Health Services

Reducing Gun Violence Using a Public Health Approach

Addressing the factors contributing to gun violence at the population level.



Source: The Educational Fund to Stop Gun Violence

Helping Communities Help Each Other

- OGVP partners with Department of Youth Rehabilitation Services and Progressive Life Center to distribute:
 - Mini-grants (\$5K) to individuals conducting programs and events in their communities to prevent and reduce gun violence.
 - Large-grants (\$150K) to community-based organizations/non-profits/faith groups for programs and activities that will make neighborhoods safer.
 - Examples of programs and activities: Afterschool programs, sports programs, financial literacy, life skills, training and more.
- OGVP participates in community events across the District, such as holiday giveaway, back to school events, neighborhood engagement events, etc.

~800K in community grants with more on the way

Success Stories

- Invested ~800 thousand in community-based grant funding.
- Helped launch 202 For Peace, a citywide campaign geared towards collaboration and ending gun violence.
- Assisted 74 DC residents with employment at DPW, who are now term employees
- Hosted Media Workshop with Jeanette Reyes on how to engage with the media effectively
- Participated in numerous community events, walks, and fairs



Engaging People of Promise

- A small number of people are involved with most gun violence
 - Mostly African American men 18-34 years old
- Relentless engagement to
 - Connect to mental health, employment, housing, and other essential supports
- Peace Rooms
 - Ensuring connection to the essential supports



Attending President Biden's signing of the bipartisan gun safety bill into law July 2022





Mayor Bowser and team attending Mom's Demand Action & Everytown for Gun Safety Rally

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Department of Public Works Celebration June 2022







Workforce Specific Activities

- Grants
 - Grantee workshops and future ideas
 - ServeDC Training for grantees
- ARPA funding
 - DPW Building Blocks employment program
 - Project Empowerment (DOES)
 - Pathways (ONSE)
- Violence Interrupter Training/Certification
- Jobs Not Guns fairs





Contact Info

MeghanMarie Fowler-Finn Chief Administrative Officer Office of Gun Violence Prevention <u>Meghanmarie.fowler-finn@dc.gov</u> Ogvp.dc.gov

IV. DIRECTOR'S UPDATES

AHNNA SMITH EXECUTIVE DIRECTOR



Welcome New WIC Staff!



Kimberly Diggs Administrative Officer



Maryse Holly Career Coach Program Manager





FY22 PRIORITIES: HIGHLIGHTS

Priorities (shared in July 2021)	Status and Highlights
Increase WIC staff by 43%	Complete
COVID-19 Response and Recovery	In Progress and On Track (see Staff Updates for additional details)
American Job Center MOUs	In Progress: Developing multi-year MOUs with AJC partners to begin October 2022
Successful delivery of work by One Stop Operator	In Progress: Microsoft Bookings in place; strengthening service delivery coordination
WIOA State Plan Modification	In Progress: Conditionally approved (final edits to be submitted by September)
ETPL Policy and Program Management	Complete: Policy has been updated; additional providers added to ETPL
Data Vault	In Progress: Community catalog built; Participant Portal (self-referral) launched
Workforce Development System Expenditure Guide	Complete: Transmitted to Council in February 2022
Career Pathway Maps	Complete: Available online and updated with latest labor market data
Skills-Based Hiring Initiative	Pushed to FY23: To support Employer Partnership grantees and other employers with tools and best practices regarding skills-based hiring; grant to be released later this summer.

FY22 RECOVERY INVESTMENTS

Employer Partnership Training Grants

 6 grantees awarded \$3.4 million to train 200 new workers and 15 incumbent workers to be trained by September 30, 2022.

Career Coach DC

- Launched in late June, and as of last week:
- 166 residents have expressed interest in coaching
- 120 of those residents have been personally engaged by Career Coach DC staff
- 37 residents have been fully enrolled and begun coaching

IT and Nurse Education UDC Partnership and Grants

- 13 grantees awarded \$3.66 million to train 650 residents in the IT and Healthcare sector by September 2023.
- UDC has begun implementation of IT and Healthcare training courses provided at no cost to students, including stipends to those in the Workforce Development and Lifelong Learning programs.





Career Coach DC Overview

Maple Lawn Corporate Center | 11830 West Market Place, Suite M | Fulton, Maryland 20759 | (301) 562-2300 p | (301) 495-2919 f |



Program Overview

Career Coach DC provides career coaching services that empower DC residents impacted by the COVID-19 pandemic to navigate the wealth of resources available in the District and achieve employment and education success.

CAREER COACH DE



Access to CCDC Program

- 1. Self Referral via Data Vault
- 2. Staff Assisted Referral via Data Vault
- 3. Partner Agency Referral

CAREER COACH DE



Customizable Coaching Experience

Coaching services are available fully in-person, fully virtual, or a hybrid mix of the two, based on the preference of the residents served. In-person services will be available throughout the District, beginning with various Enterprise Community Development and DC Public library locations.

CAREER COACH DE



Potential coaching services provided to residents include:

- Guided career exploration
- Job search support
- Education/training opportunity navigation
- Navigation of community resources
- Assessments
- Remediation of barriers to employment and education success

Each resident can customize their coaching experience based on priority of individual goals and needs.





Coaching Tracks

- Ready to Work
- Ready to Learn
- Ready to Discover
- Ready to Engage

CAREER COACH DE



Career Coaches

Career coaches offer a full spectrum of professional and lived experiences and intentionally reflect the communities we serve. Each coach participates in an intensive bootcamp to ensure they are fully equipped with the skills and resources needed to make an impact with the residents of DC.

CAREER COACH DE

_ . . _ _

Training Partners KRA Corporation, Markle, CIRTE, and DC WIC

- Basic Job Readiness Coaching
- Emotional Intelligence

Innovative

Exceptional Trusted

KR

CORPORATION

- The GROW coaching model
- Time Management and Productivity Enhancement Strategies
- Human-Centered Coaching Model

- Skills-Based Coaching Model
- DC Population and Economic Landscape
- District Economic Analysis/Overview

Career Coach Training

- America's Job Centers System
- Data Vault Participant/Professional Portal Navigation

CAREER COACH DE



QUESTIONS???

CAREER COACH DE

V. BOARD DISCUSSION AND BOARD MEMBER UPDATES

ANTWANYE FORD, CHAIRMAN AHNNA SMITH, EXECUTIVE DIRECTOR



Education and Workforce Alignment (EWA) Committee Update





Looking Ahead to FY23

- WIC Board Retreat on Friday, September 16, 2022
 - Discussing the DC Economic Development Plan (to deliver later in 2022)
 - Planning for a third term of the Bowser Administration (should she win in Nov.)
 - Launching WIC Board committees
- Continued implementation of recovery investments, including new grants
- Supporting Mayor Bowser's Build Back Better Infrastructure and Jobs Bill planning and implementation
- Additional Business Engagement opportunities led by the WIC
 - IT Advisory Board conversations
 - Skills-based hiring





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BOARD MEMBER UPDATES

We welcome WIC Board members to provide updates, announcements, or opportunities that they would like to share with the group.





VI. PUBLIC COMMENT



VII. ADJOURN



WORKFORCE INVESTMENT COUNCIL

QUARTERLY BOARD MEETING

November 16, 2022



I. WELCOME & CALL TO ORDER

ANTWANYE FORD CHAIRMAN



AGENDA

- I. Welcome & Call to Order
- **II. Chairman's Comments**
- III. Grantee Presentation Atmos Solutions, Inc.
- **IV. Director's Updates**
- V. Board Discussion and Updates
- **VI. Public Comments**
- VII.Adjourn





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II. CHAIRMAN'S COMMENTS

ANTWANYE FORD CHAIRMAN



III. Guest Speakers

Anthony Fernando, President of Atmos Solutions, Inc. Mekka Bolling, VP of Atmos Solutions, Inc.





Grant Recipient Phase I



Atmos Solution's Services

Atmos Solutions, Inc. (Atmos) is a SBE company located in the District of Columbia. Atmos provides a wide range high quality services throughout Washington DC, Maryland, and Virginia. Our project experience includes delivery of:

- Workforce Development
- Apprentice Programs and Hazardous Material Training
- General Contracting and Construction Management
- Environmental / Industrial Hygiene Professional Services
- District Agency Compliance Management

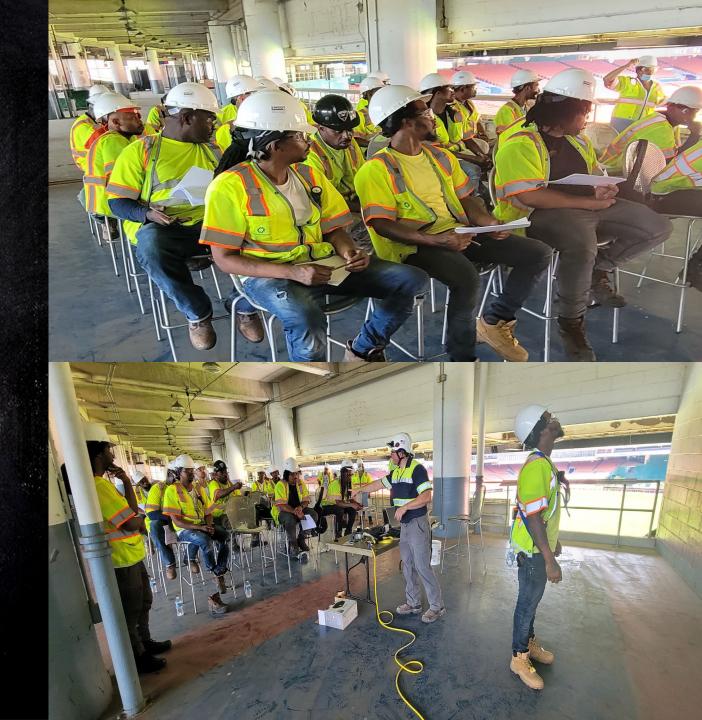


Hiring & Training Highlights

- Hired 41 DC Residents
 - > Trained 40 DC Residents

Asbestos Abatement Training

- > Residents received:
 - DC Asbestos Abatement License
 - > MD Asbestos Abatement Certification
 - Four DC Residents received their MD Asbestos Abatement License



Atmos Solutions - Grant Phase I

HIRING EVENT

CLASSROOM TRAINING

FIELD TRAINING









Keys to Success

Field Training

- Paired DC Resident New Hires with seasoned professionals
- Provided training prior to conducting fieldwork
- Mentor each resident during project execution
- Provide input as necessary

Challenges

- > The project had a slow start
- A few New Hires did not show up, were late, or left early without notifying Atmos
- Not prepared to start work for example, did not bring PPE to the work site

Outcomes

- Started training 10 of the 40 Residents initially and then ramped up
- Provided two coaching sessions to correct actions prior to separation from the company
- Currently have retained 34 of the 40 new hires
- Identified 10 DC Resident new hires that are excelling and will receive continued education and training to grow them to supervise teams and perform other related trade services



Atmos Solutions – Grant Phase I Success Story Board





Atmos Solutions – Grant Phase I Success Story Board







Landon Glover - Success Story

- July Trained as a Licensed Asbestos
 Abatement Worker
- One month after starting the RFK Stadium project promoted to Lead for all Universal Waste at RFK and Head of Inventory
- November Offered Safety Officer fulltime position with Atmos
- I am so astounded and greatly appreciative that Atmos Solution let me show my strong leadership abilities and thinks highly of me as a strong team member.

IV. DIRECTOR'S UPDATES

AHNNA SMITH EXECUTIVE DIRECTOR



FY22 Closeout and Accomplishments

- WIOA State Plan implementation
- Workforce Month Roundtables
- Labor Market Information/Expenditure Guide work
- Launched Participant Portal and transition to My Journey (previously only Data Vault)
- Financial system transition \rightarrow DIFS
- Launched 5 new grant programs; managed 21 grantees
- More than 200 individuals have completed training—many more continue to train

- Career Coach DC has enrolled nearly 1,000 residents
- Health Care Workforce Partnership and annual report
- Launched IT Advisory Board
- Launched centralized Bookings to allow residents to schedule in-person or virtual meetings across agencies at the AJC
- More than 130 individuals benefitting/benefitted from no cost training in IT and Healthcare at UDC

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FY23 Priorities

- I. Expand business engagement and launch an inclusive hiring grant to increase the number of employers implementing skills-based hiring and other inclusive talent development practices.
- II. Continue to support the modernization of workforce development data to increase transparency, strengthen and improve services for residents and employers, and inform investments.
- III. Continue to deliver the Mayor's COVID recovery investments (employer-led training grants; IT and healthcare occupational skills training; and Career Coach DC) and prepare for potential shifts in FY24.
- IV. Increase workforce system coordination of public, private, and non-profit sector partners through engagement and policy development and implementation.
- V. Begin planning for March 2024 WIOA State Plan submission.



IT Advisory Board Launch

The IT Occupational Advisory Board will meet once in FY22 and three times per year beginning in FY23, leveraging best practices from the Next Gen Sector Partnership model.

To ensure that the Board is industry-demand driven, twelve (12) of the twenty members will be business representatives; (8) eight members will be representatives of education, training, and community-based organizations.

The IT Advisory Board will recommend ways to strengthen and increase the talent pipeline into careers in the IT sector. Areas of focus will include:

- Informing investments in the District's IT sector talent pipeline
- Facilitating IT employers' access to talent
- Identifying resources and best practices to upskill workers
- Ensuring access to high-quality foundational and technical training
- Increasing the number of District residents employed in IT



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Conflicts of Interest – WIC/WIOA

From the WIC Policy Manual:

"All WIC members and staff serve a public interest and trust role and have a clear obligation to conduct all affairs in a manner consistent with this concept. All decisions of the WIC are to be based on promoting the workforce system, including employers and jobseekers of the District of Columbia. This policy applies to all WIC members and staff and is intended to supplement, but not replace, any applicable Federal or District laws governing conflicts of interest."

"WIC board members must be aware of and abide by the WIOA Conflict of Interest Policy in 29 U.S.C. § 3111 (f) which states, "A member of a State board may not: a. vote on a matter under consideration by the State board— i. regarding the provision of services by such member (or by an entity that such member represents); or ii. that would provide direct financial benefit to such member or the immediate family of such member; or b. engage in any other activity determined by the Governor to constitute a conflict of interest as specified in the State plan."



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Conflicts of Interest – WIC/WIOA

"If a board member experiences an actual or potential Conflict of Interest, the board member shall take the following steps:

- Remove him or herself from the topic or issue involving the Conflict of Interest; and
- Not take any action on the impacted topic or issue until the Conflict of Interest has been resolved.

The Conflict of Interest may be resolved by having an independent third party review the actual or apparent Conflict of Interest and issue a written report or statement indicating that it is permissible to proceed with the impacted topic or issue."



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Conflicts of Interest - BEGA

The District's Board of Ethics and Government Accountability (BEGA) is another great resource and source of information regarding what to do if there is a conflict of interest.

<u>BEGA Policy Manual</u>: This is a plain language version, primarily targeted to DC government employees, but there is some useful information for your awareness regarding local regulations.

An individual may also request a Formal Advisory Opinion from BEGA:

Requests for a formal advisory opinion may also be submitted in writing to the BEGA, One Judiciary Square 441 4th Street, NW, 830 South, Washington, DC 20001. It should contain a complete statement of the facts, including your name, address and phone number, your official position, a brief description of your agency, commission or office and the nature of the question.



V. BOARD DISCUSSION AND BOARD MEMBER UPDATES

ANTWANYE FORD, CHAIRMAN AHNNA SMITH, EXECUTIVE DIRECTOR



Mayor Bowser has launched her transition planning through a website (together.dc.gov) and upcoming engagement opportunities.

We have the opportunity to provide input and recommendations as she sets the city's priorities for the next four years.



More Democracy



Washington, DC is the seat of America's democracy, but there's more we can do to make sure that all voices are heard in DC – right now.





DC has positioned itself as a leader for its citizens by launching new and innovative initiatives that provide proven pathways to the middle class for all its residents, particularly those from traditionally underserved communities.

End Gun Violence



Public safety serves as a foundation for living a healthy and happy life. We want to create significant, lasting change and not just to reverse these rising trends, but to reduce gun violence and ultimately end it.





2233

Reimagine the Downtown



We have the opportunity to reimagine a Downtown where residents, workers, and visitors can live, work and play in vibrant centers of activity for all.

<u>All Students on Pathways to</u> <u>Success</u>



Schools are the heartbeat of our communities, and every community deserves a great school. Every single child should be able to achieve their fullest potential, and to pursue their dreams – starting, simply, with the vital gradelevel reading and math.

<u>DC's Future</u>



Looking to the future, the District of Columbia will continue to position itself as a global and forward-thinking leader in the way we choose to serve those who live, work, and play in our city.





Thursday, November 17

Together, DC! Resume Raiser, 5pm to 7pm Penn Social, 801 E St NW, Washington, DC 20004 <u>Register Today</u>

Saturday, December 3

Together, DC! Big Challenges & Bigger Ideas Engagement Forum <u>Register Today</u>

Thursday, December 8 to Friday, December 9

DC Government Virtual Job Fair *Registration Link Coming Soon*





WIC Board Committees

Equity/Inclusive Hiring (Tony Cancelosi, Chair)

- Want to focus on innovation and inclusion
- Accessibility should be a focus
- Committee members would like to immerse themselves into what the WIC is trying to do, through broader context—when we talk about barriers, we need to look at all aspects of individuals (ability, class, race, geography, etc.).

Education and Workforce Alignment (LaTara Harris, Chair)

- We need to have connectivity between EWA and Equity/Inclusive Hiring; particularly as perceptions of minority workers in the majority will be part of the conversation.
- Will be important to have interdependence between committees, generally.
- From an educational standpoint, we need to be careful about strapping certifications to individuals as a ceiling—the reality is that for a living/family wage, certification alone won't get you there.
- Would like to focus on lifelong learning and how we can be intentional about scaling skills and helping people develop.
- Would like to focus on importance of making sure employers modernize job descriptions.

Policy (Nathan Smith, Chair)

- Would like to focus on coordinating policies with other government agencies to ensure we're removing bureaucratic policies that slow down residents' access to services.
- Would like to focus on developing and reviewing, quarterly, key performance indicators of one stop operations.
- Would like to conduct a regular budget review to ensure that we're being financially prudent.





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Board Member Updates





VI. PUBLIC COMMENT



VII. ADJOURN





WIC QUARTERLY STAFF UPDATES FOR THE BOARD

February 2022

I. FY22 Recovery Investments

FY2022 Employer Partnership Training Grant

On December 10, 2021, the WIC released a Request for Applications for the <u>Employer Partnership</u> <u>Training Grants</u> with two grant deadlines. The WIC seeks to fund 8 - 12 grantees in FY22. The nearly \$6 million in grants will be awarded to support businesses in investing in opportunities to prepare DC residents to succeed and advance in a rapidly changing economic environment through developing and honing their in-demand skills. To achieve this goal, employers will partner with training providers, including public, private non-profit or for-profit educational entities, or community-based organizations to plan and design quality customized training and skills development opportunities for new or existing employees.

The 1st round deadline was January 26, 2022. The WIC received 10 applications and 5 applications were deemed eligible for review. Grants are currently being reviewed by a panel of external reviewers. Grant decisions will be made by mid-February and awards will be issued by the end of February.

The 2nd round deadline is April 15, 2022. An information session for this grant is scheduled for February 15th and the recording will be posted to DCworks.gov. Grant awards for this round of grants is expected to be issued in early May 2022.

FY2022 Career Coach DC (CCDC) Grant

On January 5, 2022, the WIC released a Request for Applications for the <u>Career Coach DC Grant</u>. A \$3.4 million grant will be awarded to one grantee to hire up to 50 career coaches to support the District in providing career coaching services to DC residents affected by the COVID-19 pandemic and economic downturn. The Career Coach DC (CCDC) program aims to expand the capacity of



2235 Shannon Place SE, Suite 3031 Washington, DC 20020 **T** (202) 715-2843 **w** www.dcworks.dc.gov



the public workforce system to support DC residents seeking to connect with education, workforce training, employment, and other services they may require to be able to successfully connect to or progress in their careers.

The WIC held an information session on January 14th that was attended by over 30 participants. To date the WIC has received 5 Letters of Intent to Apply. The deadline to submit a grant application is February 18, 2022.

IT and Nursing (UDC)

On January 18, 2022, the WIC finalized an MOU to provide over \$2M in funding to UDC to support approximately 300 students in IT and nursing-related credentials at the workforce development, associate's, and bachelor's level. Students receiving workforce credentials will receive a monthly stipend, while those pursuing associate's or bachelor's degrees will be able to attend at no cost to the students. Students will be able to participate in this program beginning in the spring semester of 2022.

IT and Healthcare Training Grants (solicitation to be released early March)

WIC will award nearly \$3 million in grants to educational institutions and workforce training providers to scale no-cost workforce training opportunities for DC residents seeking industry recognized credentials to work in the healthcare and IT sectors. Additionally, the WIC will work with providers and employers in the IT sector to begin informing the development of an intermediary structure to support greater coordination and development of the talent pipeline.

II. Team Update

The WIC is pleased to announce the addition of 5 new staff members. Below is a brief introduction to our newest team members.

 Anika Holmes, Associate Director of Business Engagement – Ms. Holmes has more than 10 years of experience in government and private sector building strategies, implementing business engagement, and supporting American Job Centers.



- Jyothis Sreekumar, Data Manager Mr. Sreekumar brings over 10 years of experience assessing, developing, and managing key data projects.
- Abigail Blanchfield, Grants Management Specialist Ms. Blanchfield brings over 15 years of management and oversight of private and public grants.
- Matthew Lesser, Grants Management Specialist Mr. Lesser brings over 5 years of grant management experience.

III. WIOA State Plan

The draft of the FY22 mid-year state plan was released for review and engagement sessions have been scheduled for feedback. Public engagement will include Education and Training Providers, Jobseekers and Employers. The key dates are as follows:

January 26th – February 1st −3 public engagement sessions February 2nd – DA State Plan Steering Committee meeting February 15th – Submit final draft document to CA's Office for IQ February 16th – DC WIC Board meeting and vote March 4th – Final draft posted on DC Register for 5 business days March 15th – Deadline for WIOA plan submission by the WIC via the DOL portal

IV. Career Pathway Maps

The Workforce Investment Council has posted the 13 updated career pathway maps to the WIC website The career pathway maps are designed to help individuals explore available opportunities in the District's high-demand industries; they also serve as a tool for professionals in education, workforce development, and human resources, as they support jobseekers and employees in choosing among the opportunities that interest them. The career pathway maps include information about credentials, labor market value, and wages relevant to the local context. The current pathway maps focus on the local DC area instead of the broader regional area. All pathway maps were updated to provide a brief industry overview, as well as pathway-specific details to help users better understand content. Additionally, all occupations in the maps are now linked to <u>OSSE's Career Coaching online website</u>, which provides local



information on available jobs and providers that provide related occupational skills training. The maps are attached and are available on the DC WIC's <u>website</u>.

V. Training and Skills Development

The workforce investment council has focused on streamlining its Eligible Training Provider List (ETPL). The newest iteration of the ETPL policy is in its final stages of completion. The policy has been shared with partner agencies for review and input. The WIC is waiting for official responses from both the Higher Education Licensure Commission and the Office of Contracting and Procurement with regards to final edits to the policy. The policy draft is attached for review and discussion by the Board during the meeting.

VI. AJC/One Stop Operator

The One Stop Operator continues to build strong relationships with American Job Center Partners and key Community Based Organizations within the District. New initiatives were established including new reporting and tracking methods, piloting Direct Linkage service delivery in light of virtual service provisions resulting from the pandemic, facilitating partner customer coenrollment so customers had access to technology (SCSEP and DHS/SNAP), and established a partner share drive with access to resources, meeting minutes, etc. The One Stop Operator supported the Certification of the American Job Centers, the updating of the AJC partner FY22 MOUs, and the implementation of Data Vault. The Department of Labor noted the commitment to alignment and collaboration of the district's workforce system through weekly attendance of agency partner meetings during a recent monitoring session. Leveraging the DOES Bookings system that allows jobseekers to make appointments for AJC Services, the OSO is working with each agency partner to include their services and hours of operations into the Bookings system.



WIC QUARTERLY STAFF UPDATES FOR THE BOARD

April 2022

I. FY22 Recovery Investments

Employer Partnership Training Grant

The FY2022 Employer Partnership Training Grant RFA was released December 10, 2021, and two grant award rounds will be made this year. The Grant Round #1 deadline was January 26, 2022, and the Round #2 deadline is April 15, 2022. On Tuesday, March 29th, the WIC <u>announced</u> three (3) recipients for funding for Round #1. The first round of grants, totaling \$1.6 million, awarded through the FY2022 Employer Training Partnership Grant program will provide training to an estimated 115 new and incumbent workers across DC's high-demand industries.

- <u>Atmos Solutions Inc.</u>, Construction, Atmos Solutions will provide in classroom and on the job training to DC residents allowing them to obtain in demand skills and industry standard certification in hazardous waste abatement;
- <u>Medici Road</u>, Hospitality and Tourism, Medici Road along with their training providers, will support displaced and low wage workers through a comprehensive hospitality management training program that closes the opportunity gap in the industry for low-wage workers; and,
- ***Basics ABA Therapy** has notified the WIC that due to the impact of covid on their business operations, they will be ceasing operations and withdrawing from the WIC grant program. The \$275k in funds will be reallocated to the second round of grants, as detailed below.

Round #2 of the FY2022 Employer Partnership Training Grant closed on April 15th. The WIC received 14 complete applications and expects to award a total of 8-10 grants across the two rounds.

Career Coach DC (CCDC) Grant

On January 5, 2022, the WIC released the FY2022 Career Coach DC Grant with a submission date of February 18th. <u>KRA Corporation</u> was selected as the grantee and will be awarded a \$2.4 million grant in FY22 (slightly higher proposed amount in FY23) to partner with the WIC to launch a District-wide career coaching initiative focused on serving DC residents affected by the COVID-19 pandemic and economic downturn.

IT and Healthcare Training Grants

On March 23, 2022, the WIC released a Request for Applications for the IT and Health Sector Occupational Skills Training Grants. Over \$2 million will be awarded to support qualified organizations to provide full or part-time Healthcare or Information Technology (IT) occupational training to DC



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residents that lead to an industry recognized credential or certificate and employment in a highdemand industry. WIC expects to make 7-12 awards in total.

The WIC held an information session on April 4th that was attended by over 30 participants. To date the WIC has received 15 Letters of Intent to Apply. The deadline to submit a grant application is April 27, 2022.

II. DOL Monitoring Follow-up

There were three follow up areas from the DOL Monitoring visit:

- Clarifying and documenting that DOES will submits quarterly WIOA services and fiscal reporting to the WIC, in compliance with the WIC Policy Manual.
- Ensuring the WIC provides input and direction on procurement of Youth Services.
- Updating publicly facing ETPL performance outcome data that includes information about courses and participant outcomes.

Progress to date:

ETPL performance outcome data has been updated on the WIC website and the revised ETPL policy was approved by the EWA committee on 3/28/22. In addition, the WIC and DOES are finalizing revisions to the Youth and Oversight policies by 4/19 and will host a staff briefing on both policies on 4/19 and 4/21. All materials and participation information must be captured and submitted to DOL by the end of April, as required.

III. WIOA State Plan

The 2022 WIOA State Plan modification was successfully submitted to US DOL on March 15, 2022, for their review and feedback, typically a 60-day process. Upon approval, the WIC will work with the Workforce Board to review and modify WIOA Working Group priorities.

IV. Business Engagement

Sector Strategies and Partnership

Back to Work DC

The WIC and key partners are planning to host a Business Resource Fair as a kickoff to a series industry facing events and technical assistance planned for this summer. This event, likely to be held in June, will allow participating businesses to have an opportunity to directly connect with more than eight District agencies and 14 departments to increase access to services offered to recruit, retrain and retain employees.



Information Technology Sector Advisory Board

The WIC Sector Partnerships IT Advisory Board will be focused on active partnerships between businesses within the IT sector. The advisory board will also include District agencies, educators, training providers, labor unions, community organizations, and other key stakeholders.

Working together, these stakeholders will identify industry needs for workers with specific skills, education, and credentials, and ensure that educational and training opportunities are available to help jobseekers gain these identified employer needs. The WIC will act as the convener, bringing together the stakeholders and facilitating the process of industry leaders articulating their workforce needs.

The IT Sector Advisory Board will create sector strategies, to provide goals, plans of action, policies, and service delivery strategies. These strategies will be continuously re-examined by sector partners to meet the ongoing and changing needs of the businesses.

Championed by the WIC but "driven" by employers in the industry, the IT Advisory Council will be regional in scope and industry specific for the district. WIC Board members in the sector of Information Technology will be asked to be ambassadors for recruiting 8-10 C-suite and/or Human Resource staff to serve on the advisory board to increase awareness.

Healthcare Partnership

The WIC's healthcare intermediary the D.C. Hospital Association (DCHA) expects to have the Healthcare Workforce Partnership website live by June 2022. This website will highlight the specific work of the partnership's action teams, share Career Pathways information, open job orders from partner organizations and much more. We expect this website will extend the reach of the HWCP and help us draw more key stakeholders to the partnership and employers to the table.

The Annual Healthcare Occupations Report is the key deliverable of the D.C. Hospital Association, PSI acting in their role as our Healthcare Intermediary. By this July 1st, the Partnership is required to provide this report to the district. DCHA is in the process of writing this report and we expect an on-time delivery of the report. This report will detail the Top 5 healthcare occupations in the district, provide Labor Market Data, provide recommendations of curricula for training in the occupations, explanations of the feasibility of providing virtual training or distance learning, and recommendations to implement virtual training and customized healthcare career pathway maps for the occupations identified in the report.

Training and Skills Development

The WIC continues to focus on increasing access to high-quality training and credential attainment in the district. Current priorities and updates include:

Expanding the Eligible Training Provider List (ETPL)

Since the last WIC Board meeting, the Education and Workforce Alignment (EWA) committee reviewed and approved three new providers to the ETPL:



- United Planning Organization (UPO) is one of our nation's more than 1,000 Community Action Agencies (CAAs) dedicated to fighting the war on poverty. UPO will offer seven programs on the ETPL: Commercial Drivers' License (CDL), Training Emergency Medical Technician (EMT): IT Help Desk and Application Support Specialist, Hospitality Hotel Industry Worker, Electrical Technician, Plumbing Technician, Child Development Associate (CDA).
- **Time For Change** is a non-profit agency whose mission is to eradicate crime and homelessness by way of Employment, serving over 400 clients. Time for Change will offer three training programs in the Healthcare industry (Nursing Assistant Program, Pharmacy Technician Program, Emergency Medical Technician).
- **Dudley Beauty College** is a for-profit institution located in Washington DC which has been in business for over 25 years. Dudley Beauty College will offer a Nail Technology Hybrid Course on the ETPL.

Providing Technical Assistance to current and potential Eligible Training Providers

The WIC has begun plans for technical assistance activities for providers that will begin in the coming months. A comprehensive list of TA topics has been developed and cadence and curriculum are being finalized based on the results of surveying all ETPL Stakeholders (Higher Education Licensure Commission, Department of Employment Services, Office of Contracting and Procurement, and Existing and Perspective ETPL Training Providers.

Eligible Training Provider List Policy Revised

The Education and Workforce Alignment (EWA) committee has approved the revised ETPL policy which gives providers outside of the District a streamlined way to join the ETPL. The revised policy provides ease for data collection and benchmarking, and alignment with the key performance indicators of our partner agencies and an update of content for clear understanding.

V. AJC/One Stop Operator

The One Stop Operator (OSO) continues to work with the American Job Center (AJC) Partners and key Community Based Organizations (CBO's) within the District to enhance the workforce system and to increase customer satisfaction. The team is working to ensure each agency's services are reflected in the new DOES Bookings system. The Bookings system allows customers make appointments to meet with a workforce specialist as well as access additional programs and services offered by partner agencies. All AJC partners with the support of the Department of Employment Services Office of Information Technology (DOES OIT) and facilitated by the OSO, have built Booking's portals for each of the eight agency



partners. The Booking system will provide a direct linkage for customers, ensuring direct access to partner services using this online scheduling system.

To address digital access, the OSO facilitated the co-enrollment of SCSEP participants who to the SNAP program since the eligibility requirements were the same. As part of the program, SNAP provides laptops to enrollees in order to stay connected and participate in online education and training. As a result, twenty-eight (28) SCSEP enrollees have been co-enrolled into SNAP.

The OSO is responsible for ensuring that agency partners have the tools and resources to serve district residents. The team created a monthly partner performance report tracker. The tracker includes a status of all monthly and quarterly partner reports.

Finally, the Staff Development Summer Series for front-line workers will start in April. The OSO implemented an interactive and informative staff development plan to increase their knowledge and awareness of new ARPA and other national and local programs that benefit the District's jobseekers. Participants will be surveyed through the WIC's survey platform, Qualtrics, to ensure quality program delivery.

Marketing: Two marketing videos have been completed that promote DC Networks and DC American Job Centers. Here is the link:

What is an AJC - https://vimeo.com/658645196/690562a52d

Connecting to DC Networks - https://vimeo.com/662304662/97354c5b23

IFA/MOU

Based on changes to service delivery methods resulting from the pandemic as well as other issues, the WIC is revising the AJC MOU and will extend the time period between MOU agreements from annually to every three years with the exclusion of annual IFA calculations. MOUs will be in place by the deadline of September 30, 2022, and will renew October 1, 2025.



VI. Other



WIC QUARTERLY STAFF UPDATES FOR THE BOARD

July 2022

I. FY22 Recovery Investments

Employer Partnership Grant

WIC made four awards in the second round of funding, bringing the grantee total to six and a total FY22 funding amount of \$3,359,844. The six grantees propose training **200** New Workers and **15** Incumbent Workers by September 30, 2022. To date, 139 workers have been recruited and 112 have begun training. See Appendix A for additional details.

Career Coach DC

KRA Corporation was awarded \$2.4 million on May 2, 2022. They have hired 30 career coaches and will provide services to a projected 7,500 DC residents by September 2023. Career Coach DC was recently highlighted at the July 7th Mayoral Press Release held at MLK Library.

KRA Corporation	
Career Coaches recruited	30
Career Coaches that have completed training	18
DC residents served by Career Coaching services (as of July 15^{th})	100

IT AND HEALTH CARE OCCUPATIONAL TRAINING GRANTS

On March 23, 2022, the WIC released a Request for Applications for the IT and Health Sector Occupational Skills Training Grants. The WIC has awarded **13 grantees a total of \$3.66 million** to provide workforce training opportunities for DC residents seeking industry recognized credentials in the healthcare and IT sectors. These grantees will train **650 residents** by September 2023. See Appendix A for additional details.





II. DOL Monitoring

In May 2022, the WIC received the following communication from the US Department of Labor (DOL):

"During the period of November 1-5, 2021, the U.S. Department of Labor Employment and Training Administration (ETA) conducted a targeted Enhanced Desk Monitoring Review (EDMR) of the District of Columbia's Workforce Innovation and Opportunity Act (WIOA) Adult, Dislocated Worker, Youth, Statewide Set-aside and Wagner Peyser (WP) programs. ETA reviewed the response provided by the WIC and DOES on May 3, 2022. The three findings are now considered resolved and no further action is necessary."

III. WIOA State Plan

The 2022 WIOA State Plan modification was successfully submitted to DOL on March 15, 2022, for their review and feedback. The Department of Labor responded with feedback and the WIC worked with DOES to make the technical edits that had been suggested. On June 10, 2022, the WIC received conditional approval from DOL, subject to a few additional edits (need to insert updated negotiated performance levels for the program, etc.) by September 30, 2022. The WIC is on track to receive full approval for the Plan. In FY23, the WIC will update policies as required, to successfully implement the approved Plan. Please see Appendix B for DC's Program Year 2022-2023 Final Negotiated Performance Levels for WIOA programs.

WIOA State Plan Implementation

The WIOA Program Year concluded June 30, 2022. WIOA Working Groups will submit a final report on activities in early July along with an outline of 2023 priorities aligned with any state plan-related enhancements (i.e., addressing COVID-related challenges for both jobseekers and businesses) and a continuation of the milestones and activities outlined for each working group. This final report will be shared with the Board for discussion at the September WIC Board retreat.

IV. "Back to Work DC"

On Tuesday, June 7, 2022 the WIC and seven District agencies hosted the Back to Work DC Virtual Business Resource Fair. This event was an opportunity for businesses to engage with District agencies that offer resources and services at no cost, including candidate screening, job



postings, connection to qualified talent, and referrals. Sixteen employers participated, representing a variety of industries, including construction, hospitality, and infrastructure, and transportation.

V. IT Advisory Board

In addition to the IT Sector Occupational Skills grants, the WIC is launching an IT Occupational Advisory Board (ITAB) to convene and activate employers within the IT sector. The advisory board will also include representatives from District agencies, educators, training providers, and community organizations. The goal of the ITAB is to identify industry needs for workers in the IT sector, including specific skills, education, and credentials employers require, and ensure that educational and training opportunities are available to help jobseekers gain those skills and credentials. The ITAB will meet three times in the next quarter and will:

- Develop sector and service delivery strategies
- Inform goals for training in the sector
- Make policy recommendations

Proposed ITAB Meetings Dates:

Tuesday, July 26, 2022	1:00pm- 2:00pm
Tuesday, August 23, 2022	1:00pm- 2:00pm
Tuesday, September 20, 2022	1:00pm- 2:00pm

Request: We would like the Board's assistance identifying 8-10 C-suite and/or Human Resource leaders in the IT sector to serve on the advisory board. Please send recommendations to: <u>derrick.colbert@dc.gov</u>.

VI. Healthcare Workforce Partnership

The HSP is on track to deliver the second annual Healthcare Occupations Report in July. The report will provide a 'year in review' of outcomes, progress, and updates on key indicators identified by the HSP last year. The report has been informed by primary and secondary research, including a Health Care Career Mapping Study (Social Lens Research, March 2022), a High Need Health Care Occupations Scan (Hanover, November 2021), and the collective work of the partners. The report will be shared with the WIC Board upon release.



The partnership will launch a website focused on highlighting the work of the HSP and providing District residents healthcare-specific information such as career pathway details and job postings.

VII. Training and Skills Development

The WIC updated the Eligible Training Provider (ETPL) Policy, and is working to incorporate input and suggested edits from the Department of Labor. The updated Policy will be reviewed by the Education and Workforce Alignment committee and the final policy will be published in September. The Workforce Investment Council continues to add workforce training providers to the eligible training provider list. The WIC's newest provider is Forest Hills DC, which offers a Certified Nursing Assistant apprenticeship program at Forest Hills senior living center.

VIII. American Job Center/One Stop Operator Updates

The One Stop Operator (OSO), the American Job Center (AJC) Partners, key Community Based Organizations (CBOs), and the Workforce Investment Council (WIC) within the District of Columbia continue to work together to enhance the workforce system through several initiatives to align workforce services for residents.

Virtual AJC Appointments for Partner Services

AJC partners are now using Bookings, a Microsoft appointment software system, to allow residents to schedule appointments with agency partners. Residents can also schedule an appointment through this system on-site at an AJC with the assistance of a Workforce Development Specialist. The Bookings system launched April 15th and has resulted in more than 62 virtual agency partner appointments. The second phase of the Bookings implementation will include the development of a customized, co-located portal to manage all in-person AJC service appointments.

AJC Staff Development

On April 21st and 29th, the OSO conducted two staff development sessions for frontline staff, including representatives from partner community-based organizations. The 49 participants learned about existing and new resources that residents can access, including free training in high



growth industry areas and how to connect with free childcare. Continual AJC staff training ensures DC residents receive the best possible service and access to resources.

Data Vault

The WIC launched the Participant Portal of Data Vault in early June. The portal allows residents to register and refer themselves to trainings, programs, and supportive services they need to achieve their career goals. Residents can enroll at <u>dcworks.dc.gov/portal</u>.

In addition to launching the Participant Portal, the WIC and One Stop Operator continue to build out Data Vault's Community Catalogue, a comprehensive list and information about publicly- and privately available workforce training services. More than 86 agency partner staff were trained in May, and we anticipate training 300+ workforce system staff in the coming year.

Notable and Upcoming activities:

- DCHA will convert from a paper customer tracking system to Data Vault, becoming their system of record.
- WIC and AJC partner leadership continue to discuss the progression of data sharing and integration using Data Vault as the platform of record for intake and referral processes as required by WIOA regulations. The WIC is working with PAIRIN, OCTO and partner agencies to continue to move this effort forward.



Appendix A: FY22 Grantee Details

EMPLOYER PARTNERSHIP TRAINING GRANT			
A Wash & Associates			
Awarded amount	\$189,858		
Industry	Construction		
Certification or credential	Core construction certification and NABCEP Installe		
	Certification		
Projected number of participants to be served	35 New Workers		
Number of participants recruited	28		
Participants started training	28		
Model of implementation	Employer consortium partnered with a training		
	provider		
Recent accomplishments/Upcoming milestones	Awarded in June. Recruitment has started with		
training beginning July 11			
Atmos Solutions, Inc			
Awarded amount	\$591,867		
Industry	Construction		
Certification or credential	Asbestos Worker		
Projected number of participants to be served	40 New Workers		
Number of participants recruited	40		
Participants started training	38		
Model of implementation	Direct training by employer		
Recent accomplishments/Upcoming milestones	Training began on June 8		
Excalibur Le	gal Staffing		
Awarded amount	\$504,708		
Industry	Business Administration & IT; Finance (Insurance)		
Certification or credential	CTTI IT Assembler Courses and Certifications		
Projected number of participants to be served	35 New Workers		
Number of participants recruited	6 (3 for IT and 3 for Financial)		
Participants started training	6		
Model of implementation	Employer partnered with a training provider		
Recent accomplishments/Upcoming milestones	Awarded in June. IT training beginning on July 11 and		
	Financial training to beginning on July 18		



Health and IT 2 Business Solutions (Codice)		
Awarded amount	\$749,752	
Industry	Business Administration & IT	
Credential or certification	PC Specialist Program (A+), Networking Specialist	
	Program (Net+), Security Specialist Program (Sec+),	
	Project Management Professional Program (PMP),	
	Microsoft 365 and Fundamentals of Website	
	Development	
Projected number of participants to be served	25 New Workers	
Number of participants recruited	14	
Participants started training	0	
Model of implementation	Employer consortium partnered with a training	
	provider	
Recent accomplishments/Upcoming milestones	Awarded in June	
Medici Road		
Awarded amount	\$730,310	
Industry	Hospitality and Retail; Management training	
Certification or credential	ServeSafe Food Handler and Manager Certificate;	
	Managers Training (Market Leadership Masterclass	
	©)	
Projected number of participants to be served	40 New Workers	
Number of participants recruited	40	
Participants started training	40	
Model of implementation	Multi-employer consortium working with training	
	providers	
Recent accomplishments/Upcoming milestones	First cohort began training on April 1; Second cohort	
	began training on May 2	
United Plannin	g Organization	
Awarded amount	\$593,349	
Industry	Early Childhood Learning	
Certification or credential	New Workers: Child Development Associate (CDA)	
	Incumbent Workers: ASQ-3	
Projected number of participants to be served	25 New Workers and 15 Incumbent Workers	
Number of participants recruited	11 New Workers	
Participants started training	0	
Model of implementation	Employer and training provider	
Recent accomplishments/Upcoming milestones	Awarded in June	



CAREER COACH		
KRA Corporation		
Awarded amount	\$2,400,000	
Projected number of Career Coaches	30	
Projected number of participants to be served	7500 DC Residents	
Career Coaches hired and trained	18	
DC residents served by Career Coaching	100	
Recent accomplishments/Upcoming milestones	The final coaching cohort training began July 11. All 30	
	Career Coaches have been onboarded and will have	
	completed training by July 30.	

HEALTHCARE AND IT OCCUPATIONAL TRAINING

Information Technology Sector – Occupational Training (IT-OT)			
Academy of Hope Adult Public Charter School			
Awarded amount	\$298,765		
Certification or credential	Computer Support Specialist		
Projected number of participants to be served	30		
Number of participants recruited	0		
Participants started training	N/A		
Participants completed training	N/A		
Recent accomplishments/Upcoming milestones	Grant awarded June 22, 2022		
Buildwithin			
Awarded amount	\$299,000		
Certification or Credential	Computer Support Specialist and Digital Marketing		
	Specialist		
Projected number of participants to be served	60		
Number of participants recruited	0		
Participants started training	N/A		
Participants completed training	N/A		
Recent accomplishments/Upcoming milestones	Grant Awarded June 30, 2022		
Byte	Back		
Awarded amount	\$295,446		
Certification or credential	Computer Support Specialist		
Projected number of participants to be served	90		
Number of participants recruited	0		
Participants started training	N/A		
Participants completed training	N/A		
Recent accomplishments/Upcoming milestones	Grant Awarded June 22, 2022		



Community Tech, LLC		
Awarded amount	Grant Agreement still in negotiation*	
Certification or credential	Cloud and Web Development	
	Computer Programming	
	Network Specialist	
Projected number of participants to be served	75	
Number of participants recruited	0	
Participants started training	N/A	
Participants completed training	N/A	
Recent accomplishments/Upcoming milestones	Received an Intent to Fund. Working with applicant to	
	resolve outstanding questions. Applicant has not	
	received a Grant Agreement yet.	
Learnix Tree	e Center, LLC	
Awarded amount	\$297,000	
Certification or credential	Computer Programming	
	Computer Support Specialist	
Projected number of participants to be served	50	
Number of participants recruited	0	
Participants started training	N/A	
Participants completed training	N/A	
Recent accomplishments/Upcoming milestones	Grant Awarded June 30, 2022	
Vets	Group	
Awarded amount	\$299,269	
Certification or credential	Cloud and Web Development	
	Computer Programming	
	Computer Support Specialist	
Projected number of participants to be served	40	
Number of participants recruited	0	
Participants started training	N/A	
Participants completed training	N/A	
Recent accomplishments/Upcoming milestones	Grant Awarded June 30, 2022	
Healthcare Sector - Direct	Care Occupational Training	
Academy of Hope Adu	lt Public Charter School	
Awarded amount	\$297,210	
Certification or credential	Certified Nursing Assistant	
Projected number of participants to be served	30	
Number of participants recruited	On-going	
Participants started training	N/A	
Participants completed training	N/A	
Recent accomplishments/Upcoming milestones	Operating in Ward 5 and 8	



Captivate Perspective Corporation		
Awarded amount	300,000	
Certification or credential	1. Home Health Aide Credential	
	2. Certified Nursing Aide (CNA) Credential	
Projected number of participants to be served	35	
Number of participants recruited	20	
Participants started training	N/A	
Participants completed training	N/A	
Recent accomplishments/Upcoming milestones	Grant Awarded July 1, 2022	
Opportunity Industria	alization Center of DC	
Awarded amount	\$300,000	
Certification or credential	Home Health Aide	
Projected number of participants to be served	45	
	3 cohorts of 15	
Number of participants recruited	Will recruit 6 to get 1	
Participants started training	N/A	
Participants completed training	N/A	
Recent accomplishments/Upcoming milestones	Grant Awarded June 30, 2022	
Summa Prime Health Care		
Awarded amount	\$298,852	
Certification or credential	Certified Nursing Assistant	
Projected number of participants to be served	80	
Number of participants recruited	16-24	
Participants started training	16-24	
Participants completed training	N/A	
Recent accomplishments/Upcoming milestones	Grant Awarded June 30, 2022	
Time Fo	r Change	
Awarded amount	\$170,308	
Certification or credential	Grant #1: CNA- 20 Priority 2 Certified Nursing	
	Assistant	
Projected number of participants to be served	20	
Number of participants recruited	0	
Participants started training	N/A	
Participants completed training	N/A	
Recent accomplishments/Upcoming milestones	Grant Awarded July 1, 2022	



Healthcare Sector – Workforce Partnership Occupational Training		
DCHA Program Services Company, Inc		
Awarded amount \$299,912		
Certification or credential	Certified Medical Assistant	
Projected number of participants to be served	55	
Number of participants recruited	0	
Participants started training	N/A	
Participants completed training	N/A	
Recent accomplishments/Upcoming milestones	Grant Awarded June 30, 2022	
Time For Change		
Awarded amount \$249,287		
Certification or credential	Grant #2: Both CNA & Pharm. Tech- 40 (20 in each	
	program, TBD)	
	Certified Nursing Assistant, ChPT	
Projected number of participants to be served	40	
Number of participants recruited	0	
Participants started training	N/A	
Participants completed training	N/A	
Recent accomplishments/Upcoming milestones	Grant Awarded July 1, 2022	



Appendix B: DC PY22-23 Final Negotiated WIOA Performance Levels

	D.C. Final Negotiated Goals	
WIOA Performance Measures		
	PY 22	PY 23
WIOA Adults		
Employment (Second Quarter after Exit)	67.0%	68.0%
Employment (Fourth Quarter after Exit)	71.0%	71.5%
Median Earnings	\$ 7,600.00	\$ 7,700.00
Credential Attainment Rate	60.5%	61.0%
Measurable Skill Gains	65.5%	66.0%
WIOA Dislocated Workers		
Employment (Second Quarter after Exit)	74.5%	75.0%
Employment (Fourth Quarter after Exit)	71.0%	71.5%
Median Earnings	\$ 10,900.00	\$ 11,000.00
Credential Attainment Rate	60.0%	60.5%
Measurable Skill Gains	71.5%	72.0%
WIOA Youth		
Employment (Second Quarter after Exit)	60.5%	68.0%
Employment (Fourth Quarter after Exit)	58.0%	71.5%
Median Earnings	\$ 4,500.00	\$ 7,700.00
Credential Attainment Rate	53.5%	54.0%
Measurable Skill Gains	32.0%	32.5%



WIC QUARTERLY STAFF UPDATES FOR THE BOARD

November 2022

I. FY23 Budget

The WIC has a total of 19 FTE in FY23 and an overall budget of \$23.8M, including \$21.3M in non-personnel costs. Key priorities for the WIC this year include continued and expanded funding for grants; continued investment in data modernization and buildout of My Journey (the re-branded Data Vault); continued investment in staff training, development, and engagement with national workforce development organizations; and ensuring the WIC has the necessary tools and systems in place to operate in the most effective and efficient manner possible. Please see **Appendix A** for WIC's FY23 non-personnel spend plan.

II. New FY23 Grants

Talent Development Technical Assistance Grant

On October 24th, the WIC released the Talent Development Technical Assistance (TDTA) Request for Applications. The TDTA will award up to \$500,000 to one Grantee to support the WIC in providing technical assistance to District of Columbia employers seeking to implement inclusive-hiring and talent development practices in their businesses, particularly as they work to address worker shortages.

An information session was held for potential applicants on November 2nd and final application submissions are due by November 18th. The <u>TDTA Request for Applications</u> (<u>RFA</u>) can be found on the WIC's website under Funding Opportunities.

Employer Partnership Training Grant

The WIC released an updated <u>grant solicitation</u> in November 2022 to fund additional projects that support training for new and incumbent workers. The grant allows for more types of employer-training partnerships than were previously allowed, and the application will close **November 30, 2022**.



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III. FY22 Grants

The WIC continues to monitor and support more than 20 grantees supporting occupational skills training in high-demand industries. Please see the tables in **Appendix B** for more details on program outcomes to date. The Employer Partnership Training Grants were a 1-year grant that concluded September 30, 2022. All six grantees were provided the opportunity to apply for a continuation of their grant in FY23 (two declined to continue, and one was not approved by WIC for continuation). The IT and Healthcare Occupational Skills Training grants span both fiscal years and will conclude September 30, 2023—these grantees continue to enroll and complete training, thus many of their training programs do not yet have full outcomes to report.

IV. Career Coach DC

Career Coach DC (CCDC) services launched in July of 2022 and are available at no cost to eligible District residents 18 and older. Services are available virtually and in-person at nine locations across the District. As of the end of October, almost 1400 residents had expressed interest in the program and over 800 were enrolled in the program. Coaching services focus on assistance with employment, connection to training and skills development, career exploration and assistance with addressing barriers or challenges affecting residents' ability to work.

In addition to providing coaching services, CCDC will launch a Community of Practice this November. CCDC will partner with the Markle Foundation in convening the Community of Practice, and will highlight best practices and learnings from CCDC, share resources and facilitate referrals, and offer no cost training on using a human centered design approach to coaching. Community of Practice participation will be open to eligible District workforce system agency partners and community-based organizations. More information about CCDC is available at: <u>Career Coach DC | dcworks</u>.



V. Workforce Development Month (September 2022) Events; "Ready to Work"

The WIC partnered with Indeed and the Markle Foundation to support a national "Ready to Work" event series. Ready to Work is a coalition of civic leaders, community-based organizations, and brand partners dedicated to empowering all job seekers-- especially those facing barriers to employment--with the support, tools, and opportunities they need to find better work. A few of the committed partners include Glassdoor, Lyft, Care.com, Goodwill and The Rework America Alliance.

"Ready to Work" visited five metro areas across the U.S. this past fall, including Chicago, Detroit, Washington, DC, Los Angeles and Dallas/Ft. Worth, to host a digital hub and inperson events, where they will provide job seekers with access to hundreds of thousands of job postings, interview coaching, resume building, skill-building courses, and much more. Deputy Mayor Kihn, Board Chairman Ford and senior leadership from Indeed, Markle Foundation and KRA joined the WIC team to open the event and welcome participants. More than 400 individuals attended the three-day event.

Workforce Champions Roundtable

On September 22nd, the WIC held a Workforce Champions Roundtable, attended by approximately 60 participants from the business community and workforce system partners. The event was held at the Office of the State Superintendent of Education and included opening remarks from WIC Board Chairman Antwanye Ford and guest speakers from Indeed, the Markle Foundation, and DC Hospital Association. Partners shared insights about local economic and workforce trends; highlighted and lessons learned from <u>Rework America Alliance</u>'s national efforts; and provided an overview of the <u>Health Care</u> <u>Workforce Partnership's</u> work.

Community-Based Organizations Roundtable

On September 23rd, the WIC held a Roundtable with community-based organizations, attended by more than 50 individuals from the workforce system and DC community. This event was also held at the Office of the State Superintendent for Education's offices. WIC Board Chairman Antwanye Ford made opening remarks. The WIC provided a deep dive



into recent data analyses about the current economic and workforce trends in the District, and new resources and platforms available to help facilitate and improve access to available services. The WIC plans to continue to convene Roundtables to further the discussion and improve partner coordination in the upcoming year.

VI. WIC Board Committees

WIC Board Committees are scheduling kick-off meetings in November/December 2022. Coming out of the Board Retreat discussion, initial priorities have been developed and Committee Chairs and WIC staff will confirm priorities for the year ahead of the next quarterly Board meeting. Based on Board input at the retreat, areas of focus for these groups will include:

Equity/Inclusive Hiring (Tony Cancelosi, Chair)

- Want to focus on innovation and inclusion
- Accessibility should be a focus
- Committee members would like to immerse themselves into what the WIC is trying to do, through broader context—when we talk about barriers, we need to look at all aspects of individuals (ability, class, race, geography, etc.).

Education and Workforce Alignment (LaTara Harris, Chair)

- We need to have connectivity between EWA and Equity/Inclusive Hiring; particularly as perceptions of minority workers in the majority will be part of the conversation.
- Will be important to have interdependence between committees, generally.
- From an educational standpoint, we need to be careful about strapping certifications to individuals as a ceiling—the reality is that for a living/family wage, certification alone won't get you there.
- Would like to focus on lifelong learning and how we can be intentional about scaling skills and helping people develop.
- Would like to focus on importance of making sure employers modernize job descriptions.



Policy (Nathan Smith, Chair)

- Would like to focus on coordinating policies with other government agencies to ensure we're removing bureaucratic policies that slow down residents' access to services.
- Would like to focus on developing and reviewing, quarterly, key performance indicators of one stop operations.
- Would like to conduct a regular budget review to ensure that we're being financially prudent.

VII. WIOA State Plan Implementation

Year 2 Accomplishments:

- Staff development training provided to 75+ workforce system front-line staff on tools and resources for serving residents seeking career services. Training topics included WIOA regulation updates; trauma-informed care; an update on services offered by key community-based organizations; and resources to support working with underserved populations.
- Deployment of the Microsoft Bookings platform to allow residents to schedule virtual and in-person appointments with AJC partners.
- Co-enrolled 12 older residents from National Caucus on Black Aging's SCSEP program into the SNAP program, enabling them to access computers for the purpose of job search and training completion.
- Updated 13 career pathway maps for each of the District's six high-demand industries.
- Increased the number of apprenticeships on the Eligible Training Provider List.
- Created an inventory of youth-focused programs and services and established a calendar of events so agency partners and organizations can engage youth.
- Launched the Data Vault Participant Portal in June to facilitate District resident access to WIOA-related services, as part of a shift to the full "My Journey" data system deployment. To date, over 1400 referrals have been made in the system to programs and services that support access to education, career services, support services and employment. Residents have access to over 200 resources and services within the



Community Catalog of Data Vault associated with over 50 locations/community-based organizations and agencies across the District that provide those services.

Priorities for FY23 WIOA Implementation:

Working Group	Priorities		
System	• Increase awareness of the service and programs available to		
Integration	residents through the American Job Centers.		
	• Ensure that residents are connected to the services they		
	need to support their career and education goals.		
	• Identify opportunities to braid program funding and co-		
	enroll residents in programs that maximize their career and		
	education goals.		
	Connect the Workforce Development community to solve		
	challenges residents face in seeking services that remove		
	barriers to employment and education.		
Business	• Define a business vs. an employer within the District.		
Engagement	• Create meaningful engagement amongst District partners and		
	businesses.		
	• Create a strong and healthy business engagement model in		
	the District to service businesses in the DMV for increased		
	upward mobility for job seekers.		
	• Build the capacity of the business engagement teams that		
	align throughout the District, with a regional focus to model		
	the one door access approach.		
Training and Skills	• Standardized the District's definition for quality training		
Development	metrics to ensure proper alignment with the business		
	community.		
	Refine sector strategies and career pathways to support		
	high growth and emerging industries to identify and address		
	skills gaps.		



	• Build the capacity of the vendors through technical assistance			
	to align culturally and operationally by			
	implementing transformative relationships with employers			
	and improving the training landscape.			
Data and	• Expand Data Vault Community Catalog to address gaps in			
Performance	services.			
	• Implement Data Sharing agreements allowing for better			
	tracking of resident referrals.			
	• Improve system customer performance analysis and reporting			
	through developing common performance measures and			
	creating a common data dictionary.			
	• Create common data that tells the story about the District's			
	demand and supply.			
Youth	• Develop an inventory of events and activities for youth and			
	share publicly with the group and on the WIC's website			
	• Identify training curriculum that include employability skills			
	to better prepare youth for the workplace			
	• Include the benefits of businesses hiring youth in business-			
	facing forums and presentations			
	• Build solicitation requirements that include foundational			
	employability skills training as part of job readiness			
	• Organize or support an all-youth hiring event			

VIII. IT Advisory Board

The IT Advisory Board launched on September 14th with 14 board members, supported by five members of the WIC Team. The first meeting focused on the current training landscape as it relates to unemployment, supply, and demand with the industry, and industry-wide best practices to promote and measure the success in the district. The WIC will host three additional meetings, tentatively scheduled for November 30th, February 15th, and May 17th. The meeting scheduled for November 30th will focus on labor market information related to equity within the field of Information Technology.



IX. Healthcare Workforce Partnership

The Healthcare Workforce Partnership continues to make strong progress into its second year, with over 40 members and strong and consistent engagement around addressing needs and trends. To guide their efforts, the Action Teams have focused on the following priorities for the upcoming year:

- Health Care as a Career Destination
- Education & Training
- o Career Pathway System Development

The second annual Healthcare Occupations Report was delivered on time this past summer, and the partnership has launched a new website with a wealth of information and resources: <u>Dchealthcareers.org</u>. Additionally, the Partnership will work on capturing best practices from the first two years and collaborating with the WIC to develop tools to serve as models for replication in future sector-based initiatives.

X. Training and Skills Development

The WIC will conduct its next survey of training providers to understand training their operating statuses and capacity to serve residents, and to inform opportunities for growth and potential investments.

The WIC continues to add workforce training providers to the Eligible Training Provider List (ETPL). The WIC has received four new ETP applications including the University of the District of Columbia Office of Continuing Education, and Tech Elevator. The WIC will be preparing application summaries for those providers that have their HELC licensure for review at the next EWA Committee meeting.

XI. American Job Center (AJC)/One Stop Operator (OSO) Updates

The WIC and AJC partners continue to meet weekly to identify opportunities for alignment and coordination to best serve customers. Some examples of recent accomplishments include:



- Thirty workforce front-line staff attended a OSO-hosted staff training entitled, 'Email in the Workplace' on September 22nd and September 23rd to focus on strong written communication practices.
- The inaugural One Stop Operator Newsletter for AJC partner agencies, community organizations, and other key workforce partners will launch in November 2022. This newsletter will provide updates on community activities connecting residents to workforce-related resources, highlight best practices and discuss local labor market information highlighting opportunities to enhance access and resources.
- The OSO is working with the WIC to perform a deeper inventory of My Journey, formerly known as Data Vault, referrals trends to better understand customer needs and gaps in support services, (for example, bus transit services offered by partners could help customers traveling to trainings or employment interviews).

XII. Workforce Data Modernization

The WIC continues to work to strengthen the system's ability to capture, analyze, and assess the effectiveness of services, as well as improve our ability to connect residents to services. Some recent accomplishments include:

- Launched My Journey—formerly known as Data Vault, My Journey has become one of the primary tools residents and professionals can use to access programs, support services, training opportunities, and other job readiness resources.
- My Journey includes an online resource for residents seeking services, and the **Community Catalog**—a library that has details about workforce and job readiness-related services—includes information and an ability to be referred to **218 services provided at 54 locations throughout the District**.
- 1422 referrals were made for 791 unique customers between 6/3/2022 (date of Participant Portal launch) and 10/30/2022.
- The WIC has created monthly "Office Hours" hosted by PAIRIN, to allow My Journey users to ask specific questions regarding the functionality, challenges with the system or recommendations for improved functionality. Office Hours began in September; to date, 40 agency partners including WIC staff, UDC, OSSE, Potomac Job Corps, and Skyland Workforce have taken advantage of this resource.



Appendix A: FY23 Non-Personnel Spend Plan

Budget Category	FY23 Estimated Spend Plan
Office Supplies and Fixed Costs	\$14,380
Technology licenses (Salesforce, Asana, Qualtrics, EMSI, Adobe, VISIO, Box)	\$97,592
Grant Making Software	\$20,158
Interpreters	\$2,500
WIOA Technical Assistance and Compliance Contracts (State Plan, Equal Opp, etc.)	\$213,500
Communications Contract	\$61,597
Travel Out of City and Conferences	\$11,800
Staff Development - Individual and Organizational Development	\$60,000
Membership Organization Fees	\$5,953
One Stop Operator	\$493,676
My Journey Portal (Data Vault, Participant Portal)	\$1,900,000
Intermediary Healthcare Workforce Partnership Grant	\$258,827
Healthcare Training Grants	\$1,900,000
IT Training Grants	\$2,750,000
Career Pathway Grants (MOU to OSSE)	\$1,650,000
Employer Partnership Grants	\$5,600,000
Employer Partnership Technical Assistance Grant	\$500,000
UDC MOU – IT and Nursing	\$2,295,000
Career Coaches Continuation Grant	\$3,400,000
TOTAL WITHOUT FY22 CARRYOVER	\$21,234,983



Appendix B: FY22 Grantee Details

EMPLOYER PARTNERSHIP TRAINING GRANT

A Wash & Associates					
Grant awarded date	June 2022				
Awarded amount	\$189,858				
Industry	Construction				
Certification or credential	Core construction certification and NABCEP Installer				
	Certification				
Projected number of participants to be served	35 New Workers				
Number of participants trained	21				
Number of participants credentialed	14				
Number of participants employed	TBD				
Model of implementation	Employer consortium partnered with a training				
	provider				
Atmos Sol	utions, Inc				
Grant awarded date	March 2022				
Awarded amount	\$591,867				
Industry	Construction				
Certification or credential	Asbestos Worker				
Projected number of participants to be served	40 New Workers				
Number of participants trained	41				
Number of participants credentialed	40				
Number of participants employed	38 at the time of grant completion				
Model of implementation	Direct training by employer				
Excalibur Le	gal Staffing				
Grant awarded date	June 2022				
Awarded amount	\$504,708				
Industry	Business Administration & IT; Finance (Insurance)				
Certification or credential	CTTI IT Assembler Courses and Certifications				
Projected number of participants to be served	35 New Workers				
Number of participants recruited	6 (3 for IT and 3 for Financial)				
Number of participants trained	19				
Number of participants credentialed	15				
Number of participants employed	4 to date				
Model of implementation	Employer partnered with a training provider				



Health and IT 2 Business Solutions (Codice)				
Grant awarded date	June 2022			
Awarded amount	\$749,752			
Industry	Business Administration & IT			
Credential or certification	PC Specialist Program (A+), Networking Specialist			
	Program (Net+), Security Specialist Program (Sec+),			
	Project Management Professional Program (PMP),			
	Microsoft 365 and Fundamentals of Website			
	Development			
Projected number of participants to be served	25 New Workers			
Number of participants trained	20			
Number of participants credentialed	12			
Number of participants employed	6 to date			
Model of implementation	Employer consortium partnered with a training			
	provider			
Media	i Road			
Grant awarded date	March 2022			
Awarded amount	\$730,310			
Industry	Hospitality and Retail; Management training			
Certification or credential	ServeSafe Food Handler and Manager Certificate;			
	Managers Training (Market Leadership Masterclass			
	©)			
Projected number of participants to be served	40 New Workers			
Number of participants trained	40			
Number of participants credentialed	40			
Number of participants employed	4 to date			
Model of implementation	Multi-employer consortium working with training			
	providers			
United Plannin	g Organization			
Grant awarded date	June 2022			
Awarded amount	\$593,349			
Industry	Early Childhood Learning			
Certification or credential	New Workers: Child Development Associate (CDA)			
	Incumbent Workers: ASQ-3			
Projected number of participants to be served	25 New Workers and 15 Incumbent Workers			
	*GAR approved for 7 new workers and 25			
	Incumbent Workers			
Number of participants trained	7 New Workers			
Number of participants credentialed	7 New Workers, 35 incumbent workers gained a skill			
Number of participants employed	7 New Workers, 35 incumbent workers received an			
	increase in wage			
Model of implementation	Employer and training provider			



CAREER COACH				
KRA Corporation				
Awarded amount \$2,400,000				
Projected number of Career Coaches	30			
Projected number of participants to be served	7500 DC Residents per year			

HEALTHCARE AND IT OCCUPATIONAL TRAINING

Information Technology Sector – Occupational Training (IT-OT)					
Academy of Hope Adult Public Charter School					
Grant awarded date	June 22, 2022				
Awarded amount	\$298,765				
Certification or credential	Computer Support Specialist				
Projected number of participants to be served	30				
Number of participants recruited	18				
Participants started training	18				
Participants completed training	Ongoing				
Buildwithin					
Grant awarded date	June 30, 2022				
Awarded amount	\$299,000				
Certification or Credential	Computer Support Specialist and Digital Marketing				
	Specialist				
Projected number of participants to be served	60				
Number of participants recruited	60				
Participants started training	60				
Participants completed training	Ongoing				
Byte	Back				
Grant awarded date	June 22, 2022				
Awarded amount	\$295,446				
Certification or credential	Computer Support Specialist				
Projected number of participants to be served	90				
Number of participants recruited	13				
Participants started training	13				
Participants completed training	Ongoing				



Community Tech, LLC				
Grant awarded date	August 24, 2022			
Awarded amount	\$250,000			
Certification or credential	Cloud and Web Development			
	Computer Programming			
	Network Specialist			
Projected number of participants to be served	75			
Number of participants recruited	13			
Participants started training	13			
Participants completed training	Ongoing			
Learnix Tree	Center, LLC			
Grant awarded date	June 30, 2022			
Awarded amount	\$297,000			
Certification or credential	Computer Programming			
	Computer Support Specialist			
Projected number of participants to be served	50			
Number of participants recruited	15			
Participants started training	15			
Participants completed training	Ongoing			
Vets C	Group			
Grant awarded date	June 30, 2022			
Awarded amount	\$299,269			
Certification or credential	Cloud and Web Development			
	Computer Programming			
	Computer Support Specialist			
Projected number of participants to be served	40			
Number of participants recruited	13			
Participants started training	13			
Participants completed training	TBD			
Healthcare Sector - Direct (Care Occupational Training			
Academy of Hope Adul	t Public Charter School			
Awarded amount	\$297,210			
Certification or credential	Certified Nursing Assistant			
Projected number of participants to be served	30			
Number of participants recruited	Ongoing			
Participants started training	18			
Participants completed training	Ongoing			
Recent accomplishments/Upcoming milestones	Operating in Wards 5 and 8			



Captivate Perspective Corporation				
Awarded amount	300,000			
Certification or credential	1. Home Health Aide Credential			
	2. Certified Nursing Aide (CNA) Credential			
Projected number of participants to be served	35			
Number of participants recruited	30			
Participants started training	45			
Participants completed training	30			
Recent accomplishments/Upcoming milestones	Certification process will be completed between			
	October and December 2022			
Opportunity Industria	alization Center of DC			
Awarded amount	\$300,000			
Certification or credential	Home Health Aide			
Projected number of participants to be served	45			
	3 cohorts of 15			
Number of participants recruited	Due to the difficulty in identifying an HHA			
	instructor, the start date had to extended to			
	11/15/2022. The BON recently approved today			
	an instructor.			
Participants started training	N/A			
Participants completed training	N/A			
Summa Prim	e Health Care			
Awarded amount	\$298,852			
Certification or credential	Certified Nursing Assistant			
Projected number of participants to be served	80			
Number of participants recruited	40			
Participants started training	27			
Participants completed training	10			
Recent accomplishments/Upcoming milestones	The first cohort has graduated, and the second			
	cohort has begun classes, there are 16 residents			
	enrolled			
Time Fo	r Change			
Awarded amount	\$170,308			
Certification or credential	Grant #1: CNA- 20 Priority 2 Certified Nursing			
	Assistant			
Projected number of participants to be served	20			
Number of participants recruited	0			
Participants started training	11 Pharm Tech, 5 CNA			
Participants completed training	6 PharmTech, 5 CNA			
Recent accomplishments/Upcoming milestones	Students are graduating and bring connected to			
	Credentials for the certification exam.			



Healthcare Sector – Workforce Partnership Occupational Training				
DCHA Program Services Company, Inc				
Awarded amount	\$299,912			
Certification or credential	Certified Medical Assistant			
Projected number of participants to be served	55			
Number of participants recruited	0			
Participants started training	TBD			
Participants completed training	Ongoing			
Time For Change				
Awarded amount	\$249,287			
Certification or credential	Grant #2: Both CNA & Pharm. Tech- 40 (20 in each			
	program, TBD)			
	Certified Nursing Assistant, ChPT			
Projected number of participants to be served	40			
Number of participants recruited	0			
Participants started training	TBD			
Participants completed training	Ongoing			

FY23 NPS Spend Plan

BUDGET ACTIVITY	PURPOSE	FY23 Spend Plan	LOCAL	SLFRF	FEDERAL
Workforce Investment	Office Supplies	\$7,080.00	\$2,280	\$1,800.00	\$3,000.00
Workforce Investment	Television Cable	\$900.00	\$900	\$-	\$-
Workforce Investment	HotSpots	\$2,400.00	\$1,920	\$-	\$480.00
Workforce Investment	Travel Out of City	\$6,400.00	\$3,200	\$-	\$3,200.00
Workforce Investment	EO Technical Assistnace (OY)	\$16,000.00			\$16,000.00
Workforce Investment	Communications Contract	\$71,597.00	\$71,597		
Workforce Investment	Staff Development - Individual Professional development	\$14,000.00	\$3,000	\$6,000.00	\$5,000.00
Workforce Investment	National Conferences	\$5,400.00	\$2,500	\$-	\$2,900.00
Workforce Investment	WIC All Staff Training	\$16,000.00	\$16,000		
Workforce Investment	Leadership Team Coaching	\$30,000.00	\$30,000	\$-	\$-
Workforce Investment	Memberships (eg NAWB, NAWDP, US Conference of Mayors Workforce Development	\$5,953.00	\$5,953		
Workforce Investment	WIOA Policies & Compliance Contractor (e.g. IFA, EO, State Plan)	\$182,099.07	\$113,031		\$69,068.07
Workforce Investment	One Stop Operator	\$463,786.62			\$463,786.62
Workforce Investment	Data Vault Maintenance & Customer Portal	\$447,504.00	\$-	\$223,752.00	\$223,752.00
Workforce Investment	My Journey Portal	\$405,000.00	\$-	\$405,000.00	\$-
Workforce Investment	Data Coordination Contract Support	\$1,080,248.00		\$1,080,248.00	
Workforce Investment	Intermediary Healthcare Workforce Partnership Grant	\$258,827.00	\$258,827	\$-	\$-
Workforce Investment	H-DCOT Grants	\$1,250,000.00		\$1,250,000.00	
Workforce Investment	OSSE MOU for Career Pathway Grants	\$1,650,000.00	\$1,650,000	\$-	\$-
Workforce Investment	IT-OT Grants	\$2,750,043.00		\$2,750,043.00	
Workforce Investment	H-WPOT Grants	\$650,798.00	\$650,798		
Workforce Investment	Employer Partnership Grants	\$5,554,479.00		\$5,554,479.00	
Workforce Investment	Employer Partnership Technical Assistance Grant	\$500,000.00	\$-	\$500,000.00	\$-
Workforce Investment	UDC MOU - Nursing	\$750,000.00	\$-	\$750,000.00	\$-
Workforce Investment	UDC MOU - IT	\$565,000.00	\$-	\$565,000.00	\$-
Workforce Investment	UDC Healthcare Faculty	\$980,000.00	\$980,000.00		\$-
Workforce Investment	Career Coaches Grant	\$3,466,867.00		\$3,466,867.00	
Workforce Investment	Copier Lease	\$4,000.00	\$2,000	\$1,200.00	\$800.00
Workforce Investment	Asana Softward Licenses	\$2,660.00	\$1,260	\$840.00	\$560.00
Workforce Investment	Salesforce Licenses	\$54,560.00	\$22,320	\$14,880.00	\$17,360.00
Workforce Investment	Survey Tool Licenses (e.g. Qualtrics)	\$22,750.00	\$-	\$-	\$22,750.00
Workforce Investment	Labor Market Data Licenses (e.g. EMSI)	\$15,000.00	\$2,500	\$5,000.00	\$7,500.00
Workforce Investment	Adobe Licenses	\$750.00	\$250	\$250.00	\$250.00
Workforce Investment	Grant Making Software	\$20,158.00		\$20,158.00	\$-
Workforce Investment	VISIO License	\$300.00	\$300		\$-
Workforce Investment	BOX.com Licenses	\$1,572.00	\$572	-	\$1,000.00
Workforce Investment Council	Contract Services	\$33,500.00	\$33,500	\$-	\$-
Workforce Investment Council	Interpreters	\$2,500.00	\$2,500		\$-
L	TOTAL	\$21,288,131.69			\$837,406.69

Credit and Purchase Card Expenditures, FY2022 and FY2023

Employee Name	Date of Purchase	Vendor Name	Dollar Amount	Purpose of Expenditure
Crystal Davis	October 4, 2021	Hyatt Place Wicker Park - Hotel Accommodations	\$804.60	DME - Membership Dues - Laura Harding
Crystal Davis	October 18, 2021	Canva - Marketing Subscription	\$119.99	WIC - Office Supplies
Crystal Davis		National Grants Management Association - Job		Job Posting
-	October 18, 2021	Posting	\$69.00	
Crystal Davis	0 1 00 0001	Center for Nonprofit Advancement - Employee	#4 FO 00	
Createl Devia	October 20, 2021	Training	\$150.00	I-L Darking
Crystal Davis	November 1, 2021	Indeed - Job Posting	\$27.60	Job Posting
Crystal Davis Crystal Davis	November 2, 2021	Indeed - Job Posting	\$55.19	Job Posting WIC - Office Supplies
Crystal Davis	November 26, 2021	Stockingbridge Consulting - Office Supplies	\$395.26	
5	November 29, 2021	LinkedIn - Job Postings Us Conference of Mayors - Annual Membership	\$440.40	Job Posting
Crystal Davis	December 1, 2021	Dues	\$1,210.00	WIC – Annual Membership Dues
Crystal Davis	December 2, 2021	LinkedIn - Job Postings	\$48.94	Job Posting
Crystal Davis	December 2, 2021	Indeed - Job Posting	\$167.36	Job Posting
Crystal Davis	December 6, 2021	Barnes & Nobles - EEO Book	\$26.44	
Crystal Davis	December 17, 2021	Us Conference of Mayors -Conference Fees	\$1,500.00	Conference Fee – Ahnna Smith
Crystal Davis	December 20, 2021	National Skills Coalition - Conference Fees	\$475.00	Conference Fee – Ahnna Smith
Crystal Davis	December 20, 2021	National Skills Coalition - Conference Fees	\$475.00	Conference Fee – Suzanne Towns
Crystal Davis	December 20, 2021	National Skills Coalition - Conference Fees	\$475.00	Conference Fee – Antwayne Ford
Crystal Davis	December 20, 2021	National Skills Coalition - Conference Fees	\$475.00	Conference Fee – Anika Holmes
Crystal Davis	December 20, 2021	National Skills Coalition - Conference Fees	\$475.00	Conference Fee – Deborah Russell
Crystal Davis	January 3, 2022	Amazon - Office Supply Order	\$26.49	WIC Office Supplies
Crystal Davis	January 10, 2022	National Govenors Association - Conference Fee	\$750.00	Conference Fee – Ahnna Smith
Crystal Davis	January 10, 2022	National Govenors Association - Conference Fee	\$750.00	Conference Fee – Suzanne Towns
Crystal Davis	January 13, 2022	Amazon - Office Supply Order	\$248.70	WIC Supplies for POH (Notebooks & Tabs)
Crystal Davis	January 27, 2022	Amazon Prime - Monthly Fee	\$12.99	Monthly Membership renewal
Crystal Davis	January 31, 2022	Metropolitan Office Products - Print	\$5,000.00	Printing of pamphlets (WIC)
Fern Hawkins	April 5, 2022	AMWAY Grand Plaza, Detroit, MI	\$885.50	Conference – Hotel for Anika Holmes
Fern Hawkins	April 7, 2022	Public Performance Management (ADOBE)	\$603.18	Licenses for DME (Tara Lynch)
Fern Hawkins	May 3, 2022	Public Performance Management (ADOBE)	\$548.00	Licenses for WIC (Rosa Moreno)
Fern Hawkins	June 10, 2022	CDW-G (VISIO)	\$286.10	Licenses for WIC (Performance & Impact)
Fern Hawkins	June 23, 2022	Management Concepts	\$1,119.00	Grants training – Matt Lesser
Fern Hawkins	July 15, 2022	NAWB Conference (The 2022 Forum - A Smith)	\$925.00	Conference Fee – A Smith
Fern Hawkins	July 15, 2022	NAWB Conference (The 2022 Forum - S. Town)	\$925.00	Conference Fee – S Towns
Fern Hawkins		NAWB Conference (The 2022 Forum - D.		Conference Fee – D Russell
	Juily 15, 2022	Russell)	\$925.00	
Fern Hawkins	1 1 45 0000	NAWB Conference (The 2022 Forum - A.	#025 00	Conference Fee – A Holmes
Fern Hawkins	July 15, 2022	Holmes)	\$925.00	WIC Annual Membership Renewal
	August 4, 2022	NAWB Renewal Membership	\$3,000.00	
Fern Hawkins	August 4, 2022	(Faye Business System) Asana Premium Annual Subscription	\$2,637.60	WIC Staff Annual Subscription
Fern Hawkins	August 5, 2022	Indeed - Job Posting	\$70.13	Job Posting
Fern Hawkins	August 29, 2022	LinkedIn - Job Postings	\$532.02	Job Posting
Fern Hawkins	August 27, 2022	Indeed - Job Posting	\$259.70	Job Posting
Fern Hawkins	September 9, 2022	Gallup Store (Ahnna -Board Material)	\$399.80	Books for WIC Board
Fern Hawkins	September 12, 2022	Gallup Store (Ahnna -Board Material)	\$79.96	Additional books for WIC Board
Fern Hawkins	September 20, 2022	LinkedIn - Job Postings	\$532.31	Job Posting
Fern Hawkins	September 26, 2022	Final LinkedIn Job Posting	\$191.43	Job Posting

Fern Hawkins	September 29, 2022	Staples - Office Supplies	\$1,212.76	WIC Office Supplies
Fern Hawkins	September 30, 2022	Qualtrics -	\$3,478.13	License Renewal (WIC)
Fern Hawkins	October 25, 2022	United Airlines - Kansas City, MO - Conference (L. Scott)	\$625.20	Travel to Conference
Fern Hawkins	December 5, 2022	US Conference of Mayors 91st Winter Meeting	\$1,500.00	Conference Fee – Ahnna Smith
Fern Hawkins	December 5, 2022	US Conference of Mayors 91st Winter Meeting	\$1,500.00	Conference Fee – Suzanne Towns
Fern Hawkins	December 5, 2022	VISIO - renewal license	\$686.65	WIC Renewal (Annual)
Fern Hawkins	January 4, 2023	NGA - 2023 Winter Workforce Symposium (A Smith)	\$400.00	Conference Fee A Smith
Fern Hawkins	January 4, 2023	NGA - 2023 Winter Workforce Symposium (A Ford)	\$400.00	Conference Fee A Ford
Fern Hawkins	January 10, 2023	Constant Contact (January)	\$10.59	Subscription -
Fern Hawkins	January 10, 2023	NGA - 2023 Winter Workforce Symposium (A Ford) - re-registration under correct conference status	\$900.00	Re-registration of conference under correct membership
Fern Hawkins	January 10, 2023	NGA - 2023 Winter Workforce Symposium (A Smith) - re-registration under correct conference room	\$900.00	Re-registration of conference under correct membership
Fern Hawkins	January 12, 2023	NASWA 2023 Winter Policy Forum (L Scott)	\$275.00	Conference registration

1 of 1

Q48 - WIOA Working Group Accomplishments 2022

Strategy	Accomplishments
System Alignment through AJC Agency Partners	Agency Partners are Briefed COVID Impact on
	Labor Market
Strategy 1.2	
	The WIC contracted a consultant
The District's providers will foster an	responsible for writing the District's mid-
environment of collaboration by cross- training	year state plan. A review of economic
staff from organizations throughout the system.	conditions was completed, incorporating
	the impact that the pandemic has had on
	the local and regional economy. AJC Partners were briefed on the analysis and
	used the report to inform agency-specific
	updates and modifications to their
	respective areas within the mid-year
	plan.
	Agency Partners Participate in Engagement Sessions
	Sessions
	Mid-Year State Planning included
	scheduled engagement sessions with key
	District stakeholders, including
	community and agency partners.
	Participants discussed the impact of
	COVID on sector growth and employment
	opportunities.
	Labor Market Information Informs Service
	Delivery and Employment Opportunities
	AJC Partners receive monthly local and
	regional labor market information
	specifically focused on job openings by
	sector and occupation and required skills.
	WIC staff briefs participants on
	implications of the data and
	opportunities to connect residents to
	employment.

Strategy	Accomplishments
	Preparing for Staff Development Summer Series
	 One Stop Operator received feedback from AJC Partners on critical topics to include in the 2022 staff development series including: Working with underrepresented population Understanding the Benefits Cliff New Workforce Programs and Services
System Alignment	Residents Have Access to AJC Services Virtually
Strategy 2.3 District providers will ensure residents receive appropriate case management, career navigation, and support services to remediate barriers and ensure movement along their career pathway.	 AJC Partners are now included in the Bookings process. American Job Centers continue to be available to residents primarily by appointment only. This is achieved by going to the American Job Center website and book an appointment to access services and support from a Workforce Specialist.
	Seniors Have Access to Technology
	 NCBA in partnership with DHS/SNAP co- enrolled 12 SCSEP enrollees in SNAP E&T program in order to access laptops being offered through SNAP Employment and Training program. This allowed seniors to participate in training and receive career coaching support.
Training and Skills Development	Information on how to access relevant career,
Strategy 3.2	education, training, and support services is completed for each pathway.
The District will develop business-driven career pathway maps for high- demand occupations and industry sectors within and around the local area to provide jobseekers information on the knowledge, skills, competencies, and credentials required to secure initial employment and progress in their selected careers, as well as provide information on how to access relevant career, education, training, and support services.	 In addition, to the Career Pathway information being located on the Workforce Investment Council Website. The information will also be house on District partners and community-based organizations. The data itself has been compiled and the WIC is currently looking to update training provider landscape in June 2022.

Accomplishments
Career pathway information is accessible by
stakeholders (jobseekers, staff, etc.).
 Currently, the WIC is working with district partners and CBOs to expand outreach to be able to disseminate information to individual agency front line workers.
Increase ETPL work-based learning programs.
Three grantees were awarded the Employer partnership grant to deliver training to new and incumbent workers in high demand industries and occupations. The grant start date was March 14th, and we will continue to work with grantees in the achievement of the deliverables set out by the grant. The second round of Employer Partner Grants closes April 27th, 2022.
• There were three new providers added to the ETPL with 11 new programs added. We will continue to work to expand our ETPL to include more diverse providers that will get our constituents trained and ready to take on jobs in the District.
Increase participation of registered apprenticeships.
• The WIC continues to work with the office of apprenticeships located at DOES to market the ETPL to registered apprenticeships in the district. In addition, to working with the office of apprenticeship direct, referrals are provided to the training vendors to apply for the program.
Develop the model for sector partnerships
The WIC launched the employer partnership grants and the Information Technology and Healthcare sector partnership grants to address the critical shortage of talent for employers by building a strong, diverse talent pipeline.

Strategy	Accomplishments	
Business Engagement	Sharing of Partner workforce events	
Strategy 3.1 The District will conduct an inventory of how local workforce development entities, educational institutions, social service agencies, community-based organizations, and education and training providers communicate and engage with the business community to identify common policies, processes, and opportunities for increased coordination	 The WIC has continued to share agency events with District Workforce Partners and ensured District residents are hired with gainful employment. In this past Quarter, the WIC shared three hiring events from multiple agencies with a vast network of resources. Strategies, policies, and programs to meet target goals are developed— lead ongoing coordination efforts to implement. 	
	 Partners and the WIC have continually planned future share events for employers to spread awareness of District initiatives and programs amongst employers and ensure employers can make successful connections with agency partners. 	
Data and Performance	Jobseekers, Businesses and Training Providers	
The District's workforce development, education, and social services system providers (including community- based organizations (CBOs)) will develop a process and necessary tools to assess, refer, and serve individuals based on their own goals, readiness, and needs.	 Provide Feedback The WIC purchased Qualtrics platform, a robust survey tool that will: Design surveys with intuitive dragand-drop tool, 50+ survey templates, and 100+ question types Reach respondents wherever they are, with surveys on mobile devices, apps, websites, and more Integrate surveys into your existing systems (ie. Salesforce) Survey instrument development will be the focus of Q4 activities including pilot tests with our three target audiences to ensure proper functionality and relevant questions. First round of surveys will launch in September 2022. 	

Strategy

Youth

Strategy 4.1

The District will provide K- 12 youth with career development activities and paid work-based training opportunities (e.g. apprenticeships, internships, work experience) so they become familiar with a wide range of occupational opportunities and related educational and skill requirements. The District will connect these activities to year-round services and supports.

Accomplishments

Youth Group Presentations

- The group has heard a presentation from StreetWise Partners, an organization that pairs youth mentees with established mentors to receive professional development training.
 - Outcome: This presentation, along with others from the previous year, continue to expose members to opportunities in the District. Since this presentation, more members have been engaged in the meetings, they have reached out for more resources and shared more resources and are more have volunteered to present to the group.

Launch Survey to Collect Activities and Events/Build Calendar of Events and Activities

- Using Qualtrics, the youth group has been given a survey to help track and compile a list of activities and events that occur within their agency. By April, approximately five members have completed the survey.
 - Outcome: The outcome of this survey being shared/completed by members will lead the WIC to develop a calendar of events and activities to share with youth group members.

Developing strategy to build out solicitation requirements for youth providers to include employability skills

• The WIC is currently working on developing a plan to include employability skills in youth solicitation requirements. (**Note, since this is in the

Strategy	Accomplishments
	beginning stages, I am not sure if you
	want to share it with the Board).
	 Outcome: To develop universal standards of employability skills that youth learn in the District and ensure that youth are being prepared to enter the workforce. Employability skills have been found to have a significant impact on youth development in all stages of workforce (application stage, networking
	stage, interviewing stage,
	retention stage, and career
	advancement stage); developing
	a clear definition of employability
	skills and possibly a curriculum
	could overall benefit all youth.

WIOA Working Groups	Agencies Represented
AJC Partners	WIC
	OSSE
	DOES
	Potomac Job Corps
	DCHA
	NCBA
	DHS/CSBG
	DDS
	UDC
	One Stop Operator
Training and Skills Development	WIC
Training and Skills Development	OSSE
	DOES
	DME
	Potomac Job Corps
	DCHA
	NCBA
	DHS
	DDS
	UDC
Youth	WIC
	OSSE
	DOES
	DME
	DHS
	DCHA
	Potomac Job Corps
	DCPL
	One Stop Operator
Business Engagement	WIC
2 actives 21.g.genient	OSSE
	DOES
	DME
	DHS
	DHS DCHA
	Potomac Job Corps
	DDS
	UDC
	DMPED
	One Stop Operator
Data and Performance	WIC
	OSSE
	DOES
	DDS
	DHS
	DCHA
	Potomac Job Corps
	UDC
	One Stop Operator
	DCPL

FY2020

Associates for Renewal in Education

Community College Preparatory Academy

Dance Institute of Washington

Dramatic Solutions

HealthWrite Training Academy

Nai Xander

Toni Thomas

Youth Entrepreneur Institute

FY2021	FY2022
Adult Career Technical Academy	Bay Atlantic University
Bay Atlantic University	Captivate Perspectives Corporation
Community College Preparatory Academy	Career Technical Institute
DC Central Kitchen	Constituent Services WorldWide
Healthwrite	Dramatic Solutions
KBEC Group	Opportunities Industrialization Center
Next Tech	Toni Thomas
OIC	Urban Ed
Solutions by SF, LLC	
Toni Thomas	

FY2023 YTD

Bay Atlantic University

Captivate Perspectives Corporation

Constituent Services WorldWide

Dramatic Solutions

Opportunities Industrialization Center

Toni Thomas

Urban Ed



DISTRICT OF COLUMBIA WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) WORKFORCE IMPLEMENTATION GUIDANCE LETTER (WIGL)

☑ POLICY & GUIDANCE □ INFORMATION & UPDATES

- **DATE:** May 2, 2022
- NO: DC-WIGL-2022-001-WIOAYouthProgramDesignandServiceProvision
- TO:LOCAL WORKFORCE DEVELOPMENT SYSTEM STAKEHOLDERS
AMERICAN JOB CENTERS
WIOA YOUTH SERVICE PROVIDERS
WIOA ELIGIBLE TRAINING PROVIDERS
DEPARTMENT OF EMPLOYMENT SERVICES (DOES)
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)
DEPARTMENT ON DISABILITY SERVICES (DDS)
DEPARTMENT OF HUMAN SERVICES (DHS)
UNIVERSITY OF THE DISTRICT OF COLUMBIA COMMUNITY COLLEGE
(UDC-CC)
- FROM:
 Ahnna Smith and Executive Director, Workforce Investment Council (DC WIC)

SUBJECT: WIOA TITLE I YOUTH PROGRAM DESIGN AND SERVICE PROVISION

PURPOSE:

To provide guidance on the WIOA requirements for the provision of youth services and the selection of youth service providers, and describe the roles and responsibilities of the DC WIC, the Department of Employment Services, and the Office of Contracting and Procurement in carrying out this policy.

REFERENCES:

WIOA Section 107(10)(B)(i); WIOA Section 107(12)(B)(i); WIOA Section 123; WIOA Section 129(c); 20 CFR §679.430; 20 CFR §681.400; 20 CFR §681.420; 20 CFR §681.460; 20 CFR §681.470; Training and Employment Guidance Letter (TEGL) No. 21-16; DC Law 18-371. Procurement Practices Reform Act of 2010; DC WIOA Unified State Plan; District of Columbia Workforce Investment Council Policy Manual; DC-WIGL-2017-002-WIOAYouthProgramEligibility; All policy guidance to be housed at http://dcworks.dc.gov.



2235 Shannon Place SE, Suite 3031 Washington, DC 20020 **T** (202) 715-2843

w www.dcworks.dc.gov

BACKGROUND:

Under section 129 of the Workforce Innovation and Opportunity Act (WIOA), the District is required to provide services for eligible youth. The WIOA Youth program prepares vulnerable youth and other job seekers for successful employment, providing services that increase the youth's knowledge of and ability to enter in-demand career pathways. Combinations of services, aligned to meet the interests and abilities of each participant are provided directly to participants or through facilitated connections between participants and other providers through the One-Stop system. Connections may be facilitated through direct referrals or procurement of services when referrals are not available.

In the District of Columbia, the DC Workforce Investment Council (DC WIC) performs all duties and tasks assigned to the State Workforce Development Board and to the Local Workforce Development Board under WIOA. The Department of Employment Services (DOES) is the designated WIOA Title I grant recipient and fiscal agent for the District of Columbia.

On March 2, 2017, DOL published Training and Employment Guidance Letter (TEGL) No. 21-16 which provided guidance on WIOA youth program implementation. This WIGL addresses key provisions in the WIOA law, regulations, and TEGL 21-16, and provides guidance to assist the local area in serving District youth.

YOUTH PROGRAM DESIGN

WIOA outlines the key components of youth program design, and requires local youth programs to provide youth services within this framework:

Objective Assessment (OA). An objective assessment of each youth participant includes a review of the academic and occupational skill levels, as well as the service needs and strengths of each youth for the purpose of identifying appropriate services and career pathways for participants and informing the individual service strategy. Every objective assessment must include an evaluation of these elements:

- **Basic Skills** standardized testing may be used to evaluate and numeracy skill level, such as the TABE or CASAS, to make this determination for Out-of-School Youth (OSY). For In-School Youth (ISY), the educational institution is to provide an assessment of basic skills including digital literacy. Digital literacy skills may also be assessed.
- **Occupational Skills** industry- or occupation-specific skills the youth currently has, and/or skill gaps for the youth's desired career.
- **Prior Work Experience** job experience the youth has gained through gained by previous employment, either paid or unpaid.
- **Employability** skills that are required to secure and maintain employment, including job readiness skills.
- **Interests** personal and work-related interests that can help identify potential training and occupational goals. Interest inventories can be utilized to discover interests.
- **Aptitudes** (including interests and aptitudes for nontraditional jobs) talent and abilities utilized to identify potential training and occupational goals. Career and Aptitude Assessments can be used.
- **Supportive Service Needs** potential barriers to full and active participation in youth activities, education, and employment.
- Developmental Needs skills needed to develop employment and career potential.

Each element of the objective assessment must be addressed to develop a comprehensive understanding of the youth's individual circumstances and to ensure the program meets the youth's needs. DOES or

another identified service provider must perform an objective assessment on each participant using interviews, questionnaires, standardized tests, recent school records, and other approved assessment tools. When appropriate, the DC WIC encourages DOES and any other youth providers to utilize standardized assessments to strengthen the quality of the youth's objective assessment.

Individual Service Strategy (ISS). An ISS is the plan that identifies short and long-term goals, career pathways that include education and employment goals, and the associated services, timeframes, and outcomes necessary to achieve the goals. Staff should use the results of the objective assessment to develop an ISS for the youth participant that is directly linked to one or more indicators of performance described in WIOA Section 116(b)(2)(A)(ii). The ISS must be completed and signed by the participant and the participant's case manager.¹ For participants under the age of 18, the participant, parent and case manager signatures are required. Those participants receiving education or training leading to a recognized post-secondary credential or employment must identify the skills gains to be measured. Skills gains may be documented by one or more of the following:

- Achievement of at least one educational functioning level for a participant who is receiving instruction below the postsecondary education level;
- Attainment of high school diploma or recognized equivalent secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the District's academic standards;
- Satisfactory or better progress report, towards established milestones as documented in the training plan (such as completion of OJT or completion of one year of an apprenticeship program or similar milestones) from an employer or training provider who is providing training; and/or
- Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade- related benchmarks such as knowledge-based exams.

A new objective assessment and/or individual service strategy is not required if the case manager or program provider determines it is appropriate to use a recent objective assessment or individual service strategy developed under another education or training program, if such previous assessments have been conducted within the last six months.

Case Management. Case Management is the infrastructure for delivering effective services that will facilitate the growth and development of a participant and the achievement of their performance goals. The process extends from recruitment through follow-up. The case manager motivates participants and coordinates services and information to prepare youth for post-secondary education opportunities, academic and occupational training or employment and training opportunities as appropriate.

Follow-up Services. Participants will "exit" the program when they have completed the services outlined in the ISS and achieved their goals. Any youth who has not received services for 90 days and is not scheduled for future services, except follow-up services, must exit the program. The exit date is based on the end date of the last service, and follow-up services are provided for a minimum of 12-months following the exit date. Follow-up services include, and are not limited to, monthly contact with the youth to provide assistance with work or training related challenges that may arise; participation in peer support groups; adult mentoring; counseling; assistance in securing a better paying job; additional career development support; and/or other supportive services. DOES and other selected service providers are encouraged to consider the needs and barriers of the program's target population(s) in

¹ WIOA replaced the term "case manager' with "career planner" in a few places and some local areas seem to have adopted the term widely.

determining the appropriate levels and types of follow-up services.

YOUTH PROGRAM ELEMENTS

WIOA specifies 14 youth elements that local youth programs must make available to youth participants:

- Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies
- Alternative secondary school offerings or dropout recovery services
- Paid and unpaid work experiences with an academic and occupational education component
- Occupational skill training, with a focus on recognized postsecondary credentials and in-demand occupations
- Leadership development activities (e.g., community service, peer-centered activities)
- Supportive services4
- Adult mentoring
- Follow-up services for at least 12 months after program completion
- Comprehensive guidance and counseling, including drug and alcohol abuse counseling
- Integrated education and training for a specific occupation or cluster
- Financial literacy education
- Entrepreneurial skills training
- Services that provide labor market information about in-demand industry sectors and occupations
- Postsecondary preparation and transition activities

DOES is not required to provide every program service to each participant; the specific program services a youth participant receives are based on each participant's objective assessment and individual service strategy. USDOL encourages local programs to partner with existing local, State, or national entities that can provide program elements at no cost to the local youth program.²

YOUTH SERVICE PROVIDER SELECTION

The District's WIOA State Plan must describe the youth program in the local area and how the required 14 program elements will be made available within that framework, including a description of the relationships developed and documented with partner organizations, through memorandum of understanding(s), grants, or contracts, to provide services, as well as relationships that need to be established in order to provide the required youth services. 20 CFR § 681.400 provides Local WDBs with flexibility to determine how to provide youth services most efficiently, and DOL expects Local WDBs to use youth service providers that are best positioned to provide program elements resulting in strong outcomes for participants.

Consistent with 20 CFR § 681.400, DOES, as the grant recipient or designated fiscal agent, may "provide directly some or all of the youth workforce investment activities." This approach allows DOES to directly provide the WIOA youth program services that it can most efficiently and cost-effectively provide, such as labor market and employment information and framework services including intake, assessment, supportive services, and follow-up services.

² While all 14 youth elements must be made available, they do not all have to be funded through WIOA youth funds; partner resources may be leveraged to provide program elements that are available in the local area through other funding streams.

For those program elements not provided directly, the DC WIC must ensure appropriate links to providers of services that will foster the participation of eligible local area youth³ and meet the WIOA referral requirements in WIOA Section 129(c)(3)(A) for all youth participants including:

- Providing participants with information about the full array of applicable or appropriate services available through One Stop partners or eligible providers.
- Referring participants to appropriate training and educational programs which have the capacity to serve them either on a sequential or concurrent basis.
- When a youth applies for enrollment in a program of workforce investment activities and either does not meet the enrollment requirements for that program or cannot be served by that program, the provider of that program must ensure the youth is referred for further assessment, if necessary, or referred to appropriate programs to meet the skills and training needs of the youth.

When grants or contracts are awarded to youth service providers to carry out youth workforce investment activities, the DC WIC has delegated the competitive solicitation process of youth service providers to DOES. DOES with oversight from the DC WIC, shall identify youth service providers using a competitive process based on criteria established in the WIOA State Plan; take into consideration the ability of the provider to meet performance accountability measures based on the primary indicators of performance for youth programs; conduct oversight with respect to such providers; and may terminate for cause the eligibility of such providers.⁴ However, if the DOES determines there are an insufficient number of eligible youth providers in the local area, it may award grants or contracts on a sole source basis subject to prior approval from the DC WIC. (see Section 107(d)(10), Section 123(b), and 20 CFR § 679.370(l)(1)).

PROCUREMENT PROCESS

DC WIC has delegated the responsibility for facilitating the processes of awarding grants or contracts on a competitive basis to DOES.

Procurement Plan. DOES shall submit to DC WIC a proposed plan for youth services procurement, including proposed procurement type, priorities, and timeline by December prior to the following program year. DC WIC will review and provide any feedback on the plan in a timely manner, and within no more than 21 days.

Solicitations. DC WIC and DOES staff shall cooperate in developing Requests for Proposals (RFPs) or Requests for Applications (RFAs), as the case may be, consistent with District procurement and grantmaking laws and regulations, depending on the funding vehicle. DOES will draft and share grant and/or contract solicitations with the DC WIC for review and feedback. DC WIC will review and provide feedback to ensure solicitations align with workforce system priorities

³ Such as local area justice and law enforcement officials; local public housing authorities; local education agencies; local human service agencies; WIOA title II adult education providers; local disability-serving agencies and providers and health and mental health providers; Job Corps representatives; and representatives of other area youth initiatives, such as YouthBuild, and including those that serve homeless youth and other public and private youth initiatives.

⁴ According to the District's Citywide Grants Manual and Sourcebook, grants are generally appropriate where "the principal purpose of the relationship is the transfer of money, property, services, or anything of value to the subgrantee to accomplish a public purpose of support and stimulation authorized by statute, rather than an acquisition of goods or services for the direct benefit of the District government." Because the benefits of the WIOA Youth program are intended to flow to youth participants rather than to the District government, the DC WIC believes the use of a grants process is appropriate.

and implementation of the District's WIOA State Plan. DOES will consider DC WIC's feedback and provide written notification of how recommendations were subsequently incorporated prior to posting the solicitation.

Any solicitation for youth services shall include the following components:

- A description of providers of youth services that are eligible applicants under the solicitation;
- A description of the youth participants eligible to be served under the solicitation;
- A requirement that the applicant provides a program, service or activity required by the District's program design (as described above);
- A requirement that if an eligible youth does not meet the eligibility requirements of the particular program or cannot be served, the provider shall refer such youth to DOES for further assessment, as necessary, and to other appropriate programs to meet the basic skills and training needs of the applicant;
- A description of performance and reporting requirements under the solicitation that aligns with WIOA youth performance requirements;
- A description of award amounts available and payment structures under the solicitation, including the condition under which an award may be renewed;
- A description of the application process to be used by providers seeking funds under the solicitation;
- A description of the review process to be used to select providers under the solicitation;
- A description of any materials or information that a provider must submit in order to demonstrate compliance with federal or District law; and
- Any other information or materials that the DC WIC determines is necessary to carry out its responsibilities in accordance with this policy.

Contracts. DOES will manage the contracting process with applicable direction and assistance from the District of Columbia Office of Contracting and Procurement (OCP). In addition to applicable D.C. procurement regulations and procedures,⁵ DOES and OCP must procure the youth service providers in accordance with the Procurement Standards found at Uniform Guidance at 2 CFR parts 200 and 2900. The Uniform Guidance at 2 CFR 200.317 requires States to adhere to the same procurement procedures it uses for non-Federal funds for procurements using Federal funds when it is responsible for conducting the procurement. Contracts with the selected providers will be reviewed on an annual basis, following local contracting regulations, and renewed when appropriate based on available funding and successful program performance.

Grants. Depending on the source of the grant funding, the terms of the DOL primary grant, if applicable, and in conformity with applicable Federal and District laws and regulations, DOES may issue grants to youth services providers. Subject to those legal requirements, when appropriate DOES will also utilize the policies and procedures for implementing best practices in grants management as detailed in the Citywide Grants Manual and Sourcebook.⁶ DC WIC Board members may serve on grant review panels, barring a conflict of interest.

PROVIDER AGREEMENTS

If a program element is not funded with WIOA title I youth funds, DOES must have an agreement in

⁵ DC Law 18-371. Procurement Practices Reform Act of 2010.

⁶ The Office of Internal Services manages the development and implementation of the <u>Citywide Grants Manual and</u> <u>Sourcebook</u>.

place with the partner organization to ensure that the program element will be offered and is closely connected and coordinated with the WIOA youth program. OCP shall be responsible for negotiating contracts and DOES shall be responsible for developing grant agreements with each awarded contractor or grantee, consistent with the terms of the solicitation. Memorandum of understanding, contracts and grants shall be duly executed by the required parties pursuant to District law and regulation.

PAYMENTS

The Department of Employment Services (DOES), acting as the WIOA Grant Recipient/Fiscal Agent for the District, is responsible for carrying out enrollment, monitoring and performance reporting activities as prescribed by the DC WIC, and is responsible for issuing WIOA Youth grant funds to youth service providers selected by the DC WIC.

Incentive Payments. WIOA provides for incentive payments to enrolled youth for recognition and achievement directly tied to education, training activities, and work experiences. Such incentives for achievement could include improvements marked by acquisition of a credential or other successful outcomes; as opposed to activities such as recruitment, submitting eligibility documentation, and participation in the program. DOES must have written policies and procedures in place governing the award of incentives and must ensure that such incentive payments are tied to the goals of the specific program; are outlined in writing before the commencement of the program that may provide incentive payments; align with the local program's organizational policies; and follow all applicable rules and guidance. The activity must be posted in the case management system, and case notes must accompany the youth activity and incentive payment. If utilized by a local youth provider, incentive payments are to be provided in the manner described in DOES's policy.

ACTION REQUESTED:

Effective immediately. Please distribute this WIGL to appropriate administrators, youth provider staff, subgrantees, and other individuals with youth program responsibility and oversight.

ATTACHMENTS:

None.

INQUIRIES:

Inquiries regarding this guidance should be directed to the DC WIC Executive Director.

EXPIRATION:

Continuing.



DISTRICT OF COLUMBIA WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) WORKFORCE IMPLEMENTATION GUIDANCE LETTER (WIGL)

☑ POLICY & GUIDANCE □ INFORMATION & UPDATES

- **DATE:** May 2, 2022
- NO: DC-WIGL-2022-001-WIOAYouthProgramDesignandServiceProvision
- TO:LOCAL WORKFORCE DEVELOPMENT SYSTEM STAKEHOLDERS
AMERICAN JOB CENTERS
WIOA YOUTH SERVICE PROVIDERS
WIOA ELIGIBLE TRAINING PROVIDERS
DEPARTMENT OF EMPLOYMENT SERVICES (DOES)
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)
DEPARTMENT ON DISABILITY SERVICES (DDS)
DEPARTMENT OF HUMAN SERVICES (DHS)
UNIVERSITY OF THE DISTRICT OF COLUMBIA COMMUNITY COLLEGE
(UDC-CC)
- FROM:
 Ahnna Smith and Executive Director, Workforce Investment Council (DC WIC)

SUBJECT: WIOA TITLE I YOUTH PROGRAM DESIGN AND SERVICE PROVISION

PURPOSE:

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w www.dcworks.dc.gov

BACKGROUND:

Under section 129 of the Workforce Innovation and Opportunity Act (WIOA), the District is required to provide services for eligible youth. The WIOA Youth program prepares vulnerable youth and other job seekers for successful employment, providing services that increase the youth's knowledge of and ability to enter in-demand career pathways. Combinations of services, aligned to meet the interests and abilities of each participant are provided directly to participants or through facilitated connections between participants and other providers through the One-Stop system. Connections may be facilitated through direct referrals or procurement of services when referrals are not available.

In the District of Columbia, the DC Workforce Investment Council (DC WIC) performs all duties and tasks assigned to the State Workforce Development Board and to the Local Workforce Development Board under WIOA. The Department of Employment Services (DOES) is the designated WIOA Title I grant recipient and fiscal agent for the District of Columbia.

On March 2, 2017, DOL published Training and Employment Guidance Letter (TEGL) No. 21-16 which provided guidance on WIOA youth program implementation. This WIGL addresses key provisions in the WIOA law, regulations, and TEGL 21-16, and provides guidance to assist the local area in serving District youth.

YOUTH PROGRAM DESIGN

WIOA outlines the key components of youth program design, and requires local youth programs to provide youth services within this framework:

Objective Assessment (OA). An objective assessment of each youth participant includes a review of the academic and occupational skill levels, as well as the service needs and strengths of each youth for the purpose of identifying appropriate services and career pathways for participants and informing the individual service strategy. Every objective assessment must include an evaluation of these elements:

- **Basic Skills** standardized testing may be used to evaluate and numeracy skill level, such as the TABE or CASAS, to make this determination for Out-of-School Youth (OSY). For In-School Youth (ISY), the educational institution is to provide an assessment of basic skills including digital literacy. Digital literacy skills may also be assessed.
- **Occupational Skills** industry- or occupation-specific skills the youth currently has, and/or skill gaps for the youth's desired career.
- **Prior Work Experience** job experience the youth has gained through gained by previous employment, either paid or unpaid.
- **Employability** skills that are required to secure and maintain employment, including job readiness skills.
- **Interests** personal and work-related interests that can help identify potential training and occupational goals. Interest inventories can be utilized to discover interests.
- **Aptitudes** (including interests and aptitudes for nontraditional jobs) talent and abilities utilized to identify potential training and occupational goals. Career and Aptitude Assessments can be used.
- **Supportive Service Needs** potential barriers to full and active participation in youth activities, education, and employment.
- Developmental Needs skills needed to develop employment and career potential.

Each element of the objective assessment must be addressed to develop a comprehensive understanding of the youth's individual circumstances and to ensure the program meets the youth's needs. DOES or

another identified service provider must perform an objective assessment on each participant using interviews, questionnaires, standardized tests, recent school records, and other approved assessment tools. When appropriate, the DC WIC encourages DOES and any other youth providers to utilize standardized assessments to strengthen the quality of the youth's objective assessment.

Individual Service Strategy (ISS). An ISS is the plan that identifies short and long-term goals, career pathways that include education and employment goals, and the associated services, timeframes, and outcomes necessary to achieve the goals. Staff should use the results of the objective assessment to develop an ISS for the youth participant that is directly linked to one or more indicators of performance described in WIOA Section 116(b)(2)(A)(ii). The ISS must be completed and signed by the participant and the participant's case manager.¹ For participants under the age of 18, the participant, parent and case manager signatures are required. Those participants receiving education or training leading to a recognized post-secondary credential or employment must identify the skills gains to be measured. Skills gains may be documented by one or more of the following:

- Achievement of at least one educational functioning level for a participant who is receiving instruction below the postsecondary education level;
- Attainment of high school diploma or recognized equivalent secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the District's academic standards;
- Satisfactory or better progress report, towards established milestones as documented in the training plan (such as completion of OJT or completion of one year of an apprenticeship program or similar milestones) from an employer or training provider who is providing training; and/or
- Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade- related benchmarks such as knowledge-based exams.

A new objective assessment and/or individual service strategy is not required if the case manager or program provider determines it is appropriate to use a recent objective assessment or individual service strategy developed under another education or training program, if such previous assessments have been conducted within the last six months.

Case Management. Case Management is the infrastructure for delivering effective services that will facilitate the growth and development of a participant and the achievement of their performance goals. The process extends from recruitment through follow-up. The case manager motivates participants and coordinates services and information to prepare youth for post-secondary education opportunities, academic and occupational training or employment and training opportunities as appropriate.

Follow-up Services. Participants will "exit" the program when they have completed the services outlined in the ISS and achieved their goals. Any youth who has not received services for 90 days and is not scheduled for future services, except follow-up services, must exit the program. The exit date is based on the end date of the last service, and follow-up services are provided for a minimum of 12-months following the exit date. Follow-up services include, and are not limited to, monthly contact with the youth to provide assistance with work or training related challenges that may arise; participation in peer support groups; adult mentoring; counseling; assistance in securing a better paying job; additional career development support; and/or other supportive services. DOES and other selected service providers are encouraged to consider the needs and barriers of the program's target population(s) in

¹ WIOA replaced the term "case manager' with "career planner" in a few places and some local areas seem to have adopted the term widely.

determining the appropriate levels and types of follow-up services.

YOUTH PROGRAM ELEMENTS

WIOA specifies 14 youth elements that local youth programs must make available to youth participants:

- Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies
- Alternative secondary school offerings or dropout recovery services
- Paid and unpaid work experiences with an academic and occupational education component
- Occupational skill training, with a focus on recognized postsecondary credentials and in-demand occupations
- Leadership development activities (e.g., community service, peer-centered activities)
- Supportive services4
- Adult mentoring
- Follow-up services for at least 12 months after program completion
- Comprehensive guidance and counseling, including drug and alcohol abuse counseling
- Integrated education and training for a specific occupation or cluster
- Financial literacy education
- Entrepreneurial skills training
- Services that provide labor market information about in-demand industry sectors and occupations
- Postsecondary preparation and transition activities

DOES is not required to provide every program service to each participant; the specific program services a youth participant receives are based on each participant's objective assessment and individual service strategy. USDOL encourages local programs to partner with existing local, State, or national entities that can provide program elements at no cost to the local youth program.²

YOUTH SERVICE PROVIDER SELECTION

The District's WIOA State Plan must describe the youth program in the local area and how the required 14 program elements will be made available within that framework, including a description of the relationships developed and documented with partner organizations, through memorandum of understanding(s), grants, or contracts, to provide services, as well as relationships that need to be established in order to provide the required youth services. 20 CFR § 681.400 provides Local WDBs with flexibility to determine how to provide youth services most efficiently, and DOL expects Local WDBs to use youth service providers that are best positioned to provide program elements resulting in strong outcomes for participants.

Consistent with 20 CFR § 681.400, DOES, as the grant recipient or designated fiscal agent, may "provide directly some or all of the youth workforce investment activities." This approach allows DOES to directly provide the WIOA youth program services that it can most efficiently and cost-effectively provide, such as labor market and employment information and framework services including intake, assessment, supportive services, and follow-up services.

² While all 14 youth elements must be made available, they do not all have to be funded through WIOA youth funds; partner resources may be leveraged to provide program elements that are available in the local area through other funding streams.

For those program elements not provided directly, the DC WIC must ensure appropriate links to providers of services that will foster the participation of eligible local area youth³ and meet the WIOA referral requirements in WIOA Section 129(c)(3)(A) for all youth participants including:

- Providing participants with information about the full array of applicable or appropriate services available through One Stop partners or eligible providers.
- Referring participants to appropriate training and educational programs which have the capacity to serve them either on a sequential or concurrent basis.
- When a youth applies for enrollment in a program of workforce investment activities and either does not meet the enrollment requirements for that program or cannot be served by that program, the provider of that program must ensure the youth is referred for further assessment, if necessary, or referred to appropriate programs to meet the skills and training needs of the youth.

When grants or contracts are awarded to youth service providers to carry out youth workforce investment activities, the DC WIC has delegated the competitive solicitation process of youth service providers to DOES. DOES with oversight from the DC WIC, shall identify youth service providers using a competitive process based on criteria established in the WIOA State Plan; take into consideration the ability of the provider to meet performance accountability measures based on the primary indicators of performance for youth programs; conduct oversight with respect to such providers; and may terminate for cause the eligibility of such providers.⁴ However, if the DOES determines there are an insufficient number of eligible youth providers in the local area, it may award grants or contracts on a sole source basis subject to prior approval from the DC WIC. (see Section 107(d)(10), Section 123(b), and 20 CFR § 679.370(l)(1)).

PROCUREMENT PROCESS

DC WIC has delegated the responsibility for facilitating the processes of awarding grants or contracts on a competitive basis to DOES.

Procurement Plan. DOES shall submit to DC WIC a proposed plan for youth services procurement, including proposed procurement type, priorities, and timeline by December prior to the following program year. DC WIC will review and provide any feedback on the plan in a timely manner, and within no more than 21 days.

Solicitations. DC WIC and DOES staff shall cooperate in developing Requests for Proposals (RFPs) or Requests for Applications (RFAs), as the case may be, consistent with District procurement and grantmaking laws and regulations, depending on the funding vehicle. DOES will draft and share grant and/or contract solicitations with the DC WIC for review and feedback. DC WIC will review and provide feedback to ensure solicitations align with workforce system priorities

³ Such as local area justice and law enforcement officials; local public housing authorities; local education agencies; local human service agencies; WIOA title II adult education providers; local disability-serving agencies and providers and health and mental health providers; Job Corps representatives; and representatives of other area youth initiatives, such as YouthBuild, and including those that serve homeless youth and other public and private youth initiatives.

⁴ According to the District's Citywide Grants Manual and Sourcebook, grants are generally appropriate where "the principal purpose of the relationship is the transfer of money, property, services, or anything of value to the subgrantee to accomplish a public purpose of support and stimulation authorized by statute, rather than an acquisition of goods or services for the direct benefit of the District government." Because the benefits of the WIOA Youth program are intended to flow to youth participants rather than to the District government, the DC WIC believes the use of a grants process is appropriate.

and implementation of the District's WIOA State Plan. DOES will consider DC WIC's feedback and provide written notification of how recommendations were subsequently incorporated prior to posting the solicitation.

Any solicitation for youth services shall include the following components:

- A description of providers of youth services that are eligible applicants under the solicitation;
- A description of the youth participants eligible to be served under the solicitation;
- A requirement that the applicant provides a program, service or activity required by the District's program design (as described above);
- A requirement that if an eligible youth does not meet the eligibility requirements of the particular program or cannot be served, the provider shall refer such youth to DOES for further assessment, as necessary, and to other appropriate programs to meet the basic skills and training needs of the applicant;
- A description of performance and reporting requirements under the solicitation that aligns with WIOA youth performance requirements;
- A description of award amounts available and payment structures under the solicitation, including the condition under which an award may be renewed;
- A description of the application process to be used by providers seeking funds under the solicitation;
- A description of the review process to be used to select providers under the solicitation;
- A description of any materials or information that a provider must submit in order to demonstrate compliance with federal or District law; and
- Any other information or materials that the DC WIC determines is necessary to carry out its responsibilities in accordance with this policy.

Contracts. DOES will manage the contracting process with applicable direction and assistance from the District of Columbia Office of Contracting and Procurement (OCP). In addition to applicable D.C. procurement regulations and procedures,⁵ DOES and OCP must procure the youth service providers in accordance with the Procurement Standards found at Uniform Guidance at 2 CFR parts 200 and 2900. The Uniform Guidance at 2 CFR 200.317 requires States to adhere to the same procurement procedures it uses for non-Federal funds for procurements using Federal funds when it is responsible for conducting the procurement. Contracts with the selected providers will be reviewed on an annual basis, following local contracting regulations, and renewed when appropriate based on available funding and successful program performance.

Grants. Depending on the source of the grant funding, the terms of the DOL primary grant, if applicable, and in conformity with applicable Federal and District laws and regulations, DOES may issue grants to youth services providers. Subject to those legal requirements, when appropriate DOES will also utilize the policies and procedures for implementing best practices in grants management as detailed in the Citywide Grants Manual and Sourcebook.⁶ DC WIC Board members may serve on grant review panels, barring a conflict of interest.

PROVIDER AGREEMENTS

If a program element is not funded with WIOA title I youth funds, DOES must have an agreement in

⁵ DC Law 18-371. Procurement Practices Reform Act of 2010.

⁶ The Office of Internal Services manages the development and implementation of the <u>Citywide Grants Manual and</u> <u>Sourcebook</u>.

place with the partner organization to ensure that the program element will be offered and is closely connected and coordinated with the WIOA youth program. OCP shall be responsible for negotiating contracts and DOES shall be responsible for developing grant agreements with each awarded contractor or grantee, consistent with the terms of the solicitation. Memorandum of understanding, contracts and grants shall be duly executed by the required parties pursuant to District law and regulation.

PAYMENTS

The Department of Employment Services (DOES), acting as the WIOA Grant Recipient/Fiscal Agent for the District, is responsible for carrying out enrollment, monitoring and performance reporting activities as prescribed by the DC WIC, and is responsible for issuing WIOA Youth grant funds to youth service providers selected by the DC WIC.

Incentive Payments. WIOA provides for incentive payments to enrolled youth for recognition and achievement directly tied to education, training activities, and work experiences. Such incentives for achievement could include improvements marked by acquisition of a credential or other successful outcomes; as opposed to activities such as recruitment, submitting eligibility documentation, and participation in the program. DOES must have written policies and procedures in place governing the award of incentives and must ensure that such incentive payments are tied to the goals of the specific program; are outlined in writing before the commencement of the program that may provide incentive payments; align with the local program's organizational policies; and follow all applicable rules and guidance. The activity must be posted in the case management system, and case notes must accompany the youth activity and incentive payment. If utilized by a local youth provider, incentive payments are to be provided in the manner described in DOES's policy.

ACTION REQUESTED:

Effective immediately. Please distribute this WIGL to appropriate administrators, youth provider staff, subgrantees, and other individuals with youth program responsibility and oversight.

ATTACHMENTS:

None.

INQUIRIES:

Inquiries regarding this guidance should be directed to the DC WIC Executive Director.

EXPIRATION:

Continuing.

OMB Control Number 1205-0526 Expiration Date: 05-31-2024

State	wide Performance	Report												
PROGRA	Μ	•			TITLE (se	lect one):								
	Dist. Of Columbia IG PERIOD COVERED (Required fo	Title I Local Area: r current and three	preceding years.)		Title I Adu		rker				dult Educ Wagner-Pe			
From(mm	/dd/yyyy): 7/1/2020	To(mm/d	d/yyyy): 6/30/2	021	Title I You Title I and	th Title III coi	mbined			Title IV Y	Vocationa	l Rehabilita	tion	х
SUMMA	RY INFORMATION													
Service		Participants Se (Cohort Perio 07/01/2020 - 06/3	od: (Cohor	Participant: t Period: 07/01/		30/2021)	(Cohi	Funds Exp ort Period: (06/30/2	07/01/20)20 -		ost Per Parti hort Period 06/30		
Career Se	rvices		3,747			1,432				505,919		•		\$1,203
Training S	ervices		713			129			\$3,2	116,656				\$4,371
Percent tr	aining-related employment ¹ :		Percent	enrolled in more	than one	core progra	am:		Percent	Admin B	Expended	:		
	N/A				35.09	%						N/A		
BY PARTI	CIPANT CHARACTERISTICS													
		Total Participants Served (Cohort Period: 07/01/2020 - 06/30/2021)	Total Participan Exited (Cohort Period 07/01/2020 - 06/30/2021)		(C (Cohort 07/01	nent Rate (2) ² t Period: /2019 - /2020)	(Cohor 01/01	ment Rate Q4) ² t Period: L/2019 - 1/2019)	Earr (Cohort 07/01,	dian hings : Period: /2019 - /2020)	(Cohor 01/01	tial Rate ³ t Period: ./2019 - 1/2019)	Ga (Cohor 07/01	rable Skill ains ³ t Period: L/2020 - D/2021)
		06/30/2021)	06/30/2021)		Num	Rate	Num	Rate	Earr	nings	Num	Rate	Num	Rate
	Total Statewide	4,797	1,605	Negotiated Target		Baseline		Baseline	Base	eline		Baseline		20.0%
	I			Actual	475	35.9%	401	26.6%	5,3	390	34	18.4%	95	36.3%
Sex	Female	2,276	743		241	37.0%	200	27.3%	5,4	174	19	21.6%	51	40.8%
	Male	2,521	862		234	34.9%	201	26.0%	5,0	012	15	15.5%	44	32.1%
	< 16	57	-		0	0.0%	0	0.0%	(0	0	0.0%	0	0.0%
	16 - 18	874	166		70	43.5%	49	37.1%	4,5	549	19	28.8%	45	37.8%
	19 - 24	834	254		79	37.6%	64	30.9%	4,9	954	6	14.3%	20	29.0%
Age	25 - 44	1,531	585		177	39.3%	146	27.5%	5,7	789	6	15.8%	25	50.0%
	45 - 54	732	316		83	34.6%	78	23.0%	5,8	324	-	-	4	36.4%
	55 - 59	403	148		39	26.2%	43	24.7%	5,4	160	-	-	-	-
	60+	366	135		27	24.1%	21	16.8%	3,7	750	0	0.0%	0	0.0%
	American Indian / Alaska Native	22	6		-	-	4	30.8%	4,3	368	0	0.0%	0	0.0%
	Asian	54	22		-	-	5	38.5%	5,8	323	-	-	-	-
Race	Black / African American	4,291	1,457		424	35.6%	354	25.8%	5,1	186	27	17.9%	74	34.7%
Ethnicity/Race	Hispanic / Latino	241	59		24	41.4%	20	27.0%	6,9	955	5	21.7%	9	45.0%
Ethi	Native Hawaiian / Pacific Islander	22	7		-	-	-	-	8,0)94	-	-	-	-
	White	345	102		31	35.6%	28	29.5%	6,8	390	-	-	12	38.7%
	More Than One Race	50	15		8	53.3%	7	29.2%	4,0	019	0	0.0%	-	-

BY EMPLOYMENT BARRIER ⁴												
	Total Participants Served (Cohort Period: 07/01/2020 - oc (20/2021)	Total Participants Exited (Cohort Period: 07/01/2020 - 06 (20(2021))		(Q (Cohort) 07/01,	nent Rate 2) ² : Period: /2019 - /2020)	(C (Cohor 01/01	ment Rate 24) ² t Period: ./2019 - 1/2019)	Median Earnings (Cohort Period: 07/01/2019 - 06/30/2020)	(Cohor 01/01	tial Rate ³ t Period: /2019 - L/2019)	Ga (Cohor 07/01	rable Skill ains ³ t Period: ./2020 - D/2021)
	06/30/2021)	06/30/2021)		Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide	4,797	1,605	Negotiated Target		Baseline		Baseline	Baseline		Baseline		20.0%
	4,737	1,005	Actual	475	35.9%	401	26.6%	5,390	34	18.4%	95	36.3%
Displaced Homemakers	39	11		7	46.7%	-	-	5,850	0	0.0%	-	-
English Language Learners, Low Levels of Literacy, Cultural Barriers	1,623	504		141	31.3%	107	21.1%	4,633	8	12.7%	23	34.3%
Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)	56	18		9	34.6%	12	38.7%	6,229	0	0.0%	-	-
Ex-offenders	653	295		84	29.9%	73	24.7%	5,681	-	-	-	-
Homeless Individuals / runaway youth	313	131		29	32.2%	29	25.0%	5,727	0	0.0%	-	-
Long-term Unemployed (27 or more consecutive weeks)	2,817	1,057		265	29.9%	223	21.2%	4,955	21	19.3%	41	33.6%
Low-Income Individuals	3,228	1,180		333	34.4%	287	25.4%	5,177	16	16.3%	41	32.8%
Migrant and Seasonal Farmworkers	6	0		0	0.0%	-	-	0	0	0.0%	0	0.0%
Individuals with Disabilities (incl. youth)	4,797	1,605		475	35.9%	401	26.6%	5,390	34	18.4%	95	36.3%
Single Parents (incl. single pregnant women)	476	192		60	44.8%	45	30.2%	4,979	-	-	7	63.6%
Youth in foster care or aged out of system	36	9		4	44.4%	5	62.5%	8,078	0	0.0%	-	-

¹Applies to Title I only.

²This indicator also includes those who entered into a training or education program for the Youth program.

³Credential Rate and Measurable Skill Gains do not apply to the Wagner-Peyser program.

⁴Barriers to Employment are determined at the point of entry into the program.

Public Burden Statement (1205-0526)

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondent's reply to these reporting requirements is required to obtain or retain benefits (Workforce Innovation and Opportunity Act, Section 185(a)(2)). Public reporting burden for this collection of information is estimated to range between 240 and 360 minutes which averages 300 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate to the Office of Policy Development and Research • U.S. Department of Labor • Room N-5641 • 200 Constitution Ave., NW, • Washington, DC • 20210. Do NOT send the completed 9169 application to this address.

OMB Control Number 1205-0526 Expiration Date: 05-31-2024

expiration	Date: 05-31-2024														
State	wide Performance	Report													
PROGRAI	М					TITLE (se	lect one):								
STATE:	Dist. Of Columbia	Title I Local Area: N	N/A			Title I Adu	lt				Title II A	dult Educa	ation		
REPORTIN	G PERIOD COVERED (Required for	r current and three	preceding	years.)		Title I Disl	ocated Wo	rker			Title III \	Wagner-Pe	eyser		
From:	7/1/2021	To:		6/30/2022		Title I You					Title IV \	Vocational	Rehabilita	tion	х
						Title I and	Title III co	mbined							
SUMMAR	Y INFORMATION														
Service		Participants Se (Cohort Perio 07/01/2021 - 06/3	od:	(Cohort Pe	Participants eriod: 07/01/2		30/2022)	(Coho	Funds Exp ort Period: 06/30/2	07/01/2	021 -		st Per Part hort Period	•	
Career Ser	vices		3,752				1,505		00,00,1		945,172		00,00	,	\$785
Training Se	ervices		721				131				057,710				\$4,241
Percent tr	aining-related employment ¹ :	•	Р	Percent enr	olled in more	than one	core progra	am:		Percent	: Admin E	Expended:			
	N/A					55.0%	6						N/A		
BY PARTI	CIPANT CHARACTERISTICS														
		Total Participants Served (Cohort Period: 07/01/2021 - 06/30/2022)	Exi (Cohort 07/01/	rticipants ited t Period: /2021 -)/2022)		(Q (Cohort 07/01,	nent Rate 2) ² : Period: /2020 - /2021)	(C (Cohor 01/01	ment Rate (24) ² t Period: ./2020 - 1./2020)	Earr (Cohort 07/01	dian nings t Period: /2020 - I/2021)	(Cohori 01/01	tial Rate ³ t Period: /2020 - /2020)	Ga (Cohor 07/01	rable Skill hins ³ t Period: ./2021 - D/2022)
		00/30/2022/	00, 50,	, 2022)		Num	Rate	Num	Rate	Earr	nings	Num	Rate	Num	Rate
	Total Statewide	4,400	1,5	580	Negotiated Target		N/A		N/A	N	/A		N/A		20.0%
	1				Actual	511	32.2%	407	27.2%	\$4	,800	45	19.4%	154	39.8%
Sex	Female	2,118	79	92		255	34.5%	203	28.8%	\$4	,875	23	20.2%	72	38.1%
0,	Male	2,280	78	88		256	30.2%	204	25.8%	\$4,	,680	22	18.6%	82	41.4%
	< 16	76	9	9		0	0.0%	0	0.0%	N	/A	0	0.0%	7	53.8%
	16 - 18	986	23	39		71	43.3%	53	33.8%		,033	18	19.6%	82	39.8%
	19 - 24	758	25	59		86	34.1%	67	29.0%	\$2,	,644	11	17.5%	35	36.1%
Age	25 - 44	1,326	55	58		197	33.9%	161	30.9%	\$6,	,000	12	30.0%	22	39.3%
	45 - 54	568	23	34		94	30.0%	76	24.7%	\$6	,248	-	-	5	71.4%
	55 - 59	355	15	53		41	28.3%	33	21.4%	\$4	,875	0	0.0%	-	-
	60+	331	12	28		22	16.7%	17	13.7%	\$5,	,160	-	-	0	0.0%
	American Indian / Alaska Native	31	1	11		-	-	-	-	\$7,	,810	0	0.0%	0	0.0%
	Asian	49	1	16		10	45.5%	5	27.8%	\$9	,713	0	0.0%	5	71.4%
/Race	Black / African American	3,921	1,4	410		454	31.5%	364	26.9%	\$4	,680	31	16.9%	128	40.0%
Ethnicity/Race	Hispanic / Latino	261	9	95		24	40.7%	17	34.0%	\$5,	,930	6	33.3%	9	21.4%
Eth	Native Hawaiian / Pacific Islander	25	٤	8		4	57.1%	-	-	\$5,	,855	0	0.0%	-	-
	White	312	10	05		40	39.2%	27	27.6%	\$6,	,427	12	30.8%	14	37.8%
	More Than One Race	53	2	23		6	40.0%	4	25.0%	\$6	,315	0	0.0%	-	-

BY EMPLOYMENT BARRIER ⁴												
	Total Participants Served (Cohort Period: 07/01/2021 - 06/30/2022)	Total Participants Exited (Cohort Period: 07/01/2021 - 06/30/2022)		(Q (Cohort 07/01/	nent Rate 2) ² Period: /2020 - /2021)	(C (Cohor 01/01	ment Rate (4) ² t Period: /2020 - L/2020)	Median Earnings (Cohort Period: 07/01/2020 - 06/30/2021)	(Cohor 01/01	tial Rate ³ t Period: /2020 - /2020)	Ga (Cohor 07/01	rable Skill ains ³ t Period: ./2021 - D/2022)
	06/30/2022)	06/30/2022)		Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide	4,400	1,580	Negotiated Target		N/A		N/A	N/A		N/A		20.0%
Total Statewide	4,400	1,500	Actual	511	32.2%	407	27.2%	\$4,800	45	19.4%	154	39.8%
Displaced Homemakers	31	12		4	36.4%	5	50.0%	\$4,463	-	-	-	-
English Language Learners, Low Levels of Literacy, Cultural Barriers	1,577	516		154	30.9%	123	26.7%	\$4,836	10	14.9%	46	42.6%
Exhausting TANF within 2 years (Part A Title IV of the Social Security Act)	45	16		8	44.4%	7	28.0%	\$3,573	0	0.0%	-	25.0%
Ex-offenders	506	240		75	25.8%	67	21.1%	\$5,200	-	-	-	-
Homeless Individuals / runaway youth	245	123		25	19.2%	21	17.1%	\$4,376	0	0.0%	-	-
Long-term Unemployed (27 or more consecutive weeks)	2,253	891		256	24.5%	216	21.3%	\$4,680	31	20.4%	61	41.5%
Low-Income Individuals	2,828	1,108		328	28.1%	271	24.7%	\$4,914	20	19.0%	63	39.1%
Migrant and Seasonal Farmworkers	6	-		0	0.0%	0	0.0%	N/A	0	0.0%	0	0.0%
Individuals with Disabilities (incl. youth)	4,400	1,580		511	32.2%	407	27.2%	\$4,800	45	19.4%	154	39.8%
Single Parents (incl. single pregnant women)	392	177		80	41.7%	57	35.4%	\$5,298	-	-	7	41.2%
Youth in foster care or aged out of system	37	14		-	-	-	-	\$1,950	0	0.0%	0	0.0%

¹Applies to Title I only.

²This indicator also includes those who entered into a training or education program for the Youth program.

³Credential Rate and Measurable Skill Gains do not apply to the Wagner-Peyser program.

⁴Barriers to Employment are determined at the point of entry into the program.

Public Burden Statement (1205-0526)

Persons are not required to respond to this collection of information unless it displays a currently valid OMB control number. Respondent's reply to these reporting requirements is required to obtain or retain benefits (Workforce Innovation and Opportunity Act, Section 185(a)(2)). Public reporting burden for this collection of information is estimated to range between 240 and 360 minutes which averages 300 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate to the Office of Policy Development and Research • U.S. Department of Labor • Room N-5641 • 200 Constitution Ave., NW, • Washington, DC • 20210. Do NOT send the completed 9169 application to this address.

1

WIOA COMMON MEASURES

	Common mensures		1			PY20						1		Р	Y21							PY22		
			Q	21	Q	2	Q.	3	Q4	4		Q	1	Q	2	C)3	(24		Q	21	Q	2
		Negotiated Outcome	N (number)	Percent	Negotiated Outcome	N (number)	Percent	N (number)	Percent	N (number)	Percent	N (number)	Percent	Negotiated Outcome	N (number)	Percent	N (number)	Percent						
	Participants Served (N only)	N/A	641	N/A	602	N/A	641	N/A	650	N/A	N/A	675	N/A	708	N/A	713	N/A	686	N/A	N/A	548	N/A	490	N/A
1	Employment rate (2d quarter after exit)	67%	78.50%	100%	74.20%	100%	53.50%	79.90%	53.10%	79.10%	67%	83.00%	100%	50%	75%	67.60%	100%	76.50%	100%	67%	81.40%	100%	80.6%	100%
	Employment rate (4th quarter after exit)	70%	76.90%	100%	69.50%	99%	52.60%	75.10%	75.30%	100%	70%	67.40%	96.30%	46.70%	66.70%	78.30%	100.00%	70%	100%	71%	57.70%	81.30%	76.50%	100%
Title I Adult	Median earnings (2d quarter after exit)	\$6,000	\$9,111	100%	\$9,286	100%	\$6,286	100%	\$11,726	100%	\$6,400	\$12,981	100%	\$11,798	100%	\$9,419	100%	\$11,677	100%	\$7,600	\$10,925	100%	\$12,099	100%
	Credential attainment	60%	40.20%	67%	62.70%	100%	62.40%	100%	56.10%	94%	60%	65.20%	100%	57.10%	95%	66.70%	100%	62.50%	100%	60.5%	70.60%	100%	60%	99%
	Measurable skills gain	34%	55.30%	100%	50%	100%	63.20%	100%	62.50%	100%	34%	59.00%	100%	56%	100%	61.80%	100%	80.80%	100%	65.5%	67.40%	100%	75%	100%
	Participants Served (N only)	N/A	186	N/A	180	N/A	208	N/A	186	N/A	N/A	192	N/A	215	N/A	226	N/A	211	N/A	N/A	173	N/A	164	N/A
1	Employment rate (2d quarter after exit)	71%	82.10%	100%	69.20%	97%	59.40%	83.70%	87.50%	100%	74%	84.80%	100%	60%	81.10%	83.90%	100%	85.20%	100%	74.5%	63.20%	85%	75%	100%
Title I Dislocated	Employment rate (4th quarter after exit)	70%	79.20%	100%	72.00%	100%	51.70%	73.90%	76.70%	100%	70%	71.00%	100%	71.40%	100%	82.80%	100%	80%	100%	71%	74.20%	100%	92.60%	100%
Worker	Median earnings (2d quarter after exit)	\$8,000	\$11,726	100%	\$14,899	100%	\$8,023	100%	\$14,702	100%	\$8,000	\$19,369	100%	\$15,539	100%	\$12,795	100%	\$9,880	100%	\$10,900	\$10,464	96%	\$7,531	69.10%
1	Credential attainment	60%	20.00%	33.30%	51.60%	86%	53.30%	88.80%	28.60%	47.70%	60%	66.70%	100%	100%	100%	72.70%	100%	66.70%	100%	60%	66.70%	100%	60%	100%
	Measurable skills gain	56%	56.50%	100%	40%	71%	63.60%	100%	50%	89.30%	56%	57.10%	100%	66.70%	100%	71.40%	100%	80%	100%	71.5%	76.90%	100%	100%	100%
	Participants Served (N only)	N/A	145	N/A	173	N/A	186	N/A	166	N/A	N/A	26	N/A	45	N/A	91	N/A	124	N/A	N/A	102	N/A	98	N/A
	Employment and education rate (2d quarter after exit)	58%	66.50%	100%	57.70%	99%	50.00%	86.20%	66.70%	100%	60%	84.80%	100%	100%	100%	83.30%	100%	66.90%	100%	60.5%	75.00%	100%	50%	83%
Title I Youth	Employment and education rate (4th quarter after exit)	56%	58.30%	100%	50%	89%	39.80%	71.10%	73.10%	100%	58%	33.30%	57.40%	0%	0%	81.80%	100.00%		100%	58%	66.70%	100.00%	67.50%	100%
Thic Trouch	Median earnings (2d quarter after exit)	\$3,200	\$5,191	100%	\$4,530	100%	\$10,433	100%	\$3,769	100%	\$3,200	\$8,014	100%	\$5,272	100%	\$8,019	100%	\$4,331	100%	\$4,500	\$7,110	100%	\$2,120	47.10%
	Credential attainment	53%	100%	100%	85.20%	100%	44.50%	84.00%	23.80%	44.90%	53%	66.70%	100%	0%	0%	57.60%	100%	100%	100%	53.5%	66.70%	100%	20.50%	38%
	Measurable skills gain	20%	4.80%	24%	0.60%	3%	21.50%	100%	8.70%	43.50%	20%	71.40%	100%	37.50%	100%	54.50%	100%	61.50%	100%	32%	62.60%	100%	46.60%	100%
	Participants Served (N only)	N/A	1413	N/A	1276	N/A	2008	N/A	2097	N/A	N/A	2212	N/A	1891	N/A	2005	N/A	1981	N/A	N/A	1749	N/A	1501	N/A
	Employment rate (2d quarter after exit)	56%	66%	100%	59%	100%	30.50%	54.50%	61.50%	100%	56%	55.90%	99.80%	34.50%	61.60%	59.10%	100.00%	65.40%	100%	57%	56.40%	98.90%	58.60%	100%
Title III Employment	Employment rate (4th quarter after exit)	75%	68.70%	91.60%	62.70%	83.60%	40.70%	54.30%	59.70%	79.60%	75%	54.10%	72.10%	46.50%	62%	61.70%	82.30%	64.10%	85.50%	60%	65.00%	100.00%	66.60%	100%
Services	Median earnings (2d quarter after exit)	\$5,400	\$7,524	100%	\$8,457	100%	\$6,612	100%	\$6,368	100%	\$5,400	\$6,787	100%	\$7,542	100%	\$9,116	100%	\$8,244	100%	\$6,600	\$6,252	95%	\$6,760	100%
	Credential attainment	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Measurable skills gain	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
1 1	Participants Served (N only)																							
Title II	Employment rate (2d quarter after exit)			İ		i l							Ì											
Adult Education	Employment rate (4th quarter after exit) Median earnings (2d quarter after exit)												ł											
	Credential attainment																							
	Measurable skills gain																							
	Participants Served (N only)																							
Title IV	Employment rate (2d quarter after exit)																							
Vocational	Employment rate (4th quarter after exit) Median earnings (2d quarter after exit)																							
Rehabilitation	Credential attainment																							
1 1	Measurable skills gain			1		i l							İ			l								

QUESTION 55. For each WIOA title and program, please provide the following information for each quarter of FY21, each quarter of FY22, and for Q1 of FY23:

- The number of participants served;
 The employment rate 2nd quarter after exit;
 The employment rate 4th quarter after exit;
 The median earnings 2nd quarter after exit;

- 5. The credential attainment rate; and
- 6. Measurable skills gain.

Chart A - OSSE Adult and Family Education FY2020-21 (July 1, 2020 (Quarterly data was not collected. Only aggregate end-	WIOA Title II Outcome Data – June 30, 2021)
Number of Participants Served	1,086
Employment Rate Second Quarter after Exit	15.12%
Employment Rate Fourth Quarter after Exit	12.01%
Median Earnings Second Quarter after Exit	\$6,890
Credential Attainment Rate	44.87%
Measurable Skill Gains	55.64%

	Chart I Family Education 2021-22 (July 1, 202	- WIOA Title II Outo	come Data	
	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Number of Participants Served	58%	79%	92%	100%
Employment Rate Second Quarter after Exit	5.30%	19.54%	25.49%	38.36%
Employment Rate Fourth Quarter after Exit	19.05%	17.70%	20.96%	26.65%
Median Earnings Second Quarter after Exit	\$6,676.80	\$7,800.00	\$7,800.00	\$7,800.00
Credential Attainment Rate	21.57%	32.16%	32.11%	33.68%*
Measurable Skill Gains	31.47%	45.88%	54.77%	58.46%
*From a national reporting perspective, the creder secondary credentials. The attainment of IRCs is or some industry-recognized credentials require a pro relevant because the pandemic negatively impacted	ne of the critical ber acticum component	nefits of the IE&T serv to be completed befo	ice model. It should be pre earning the creden	e noted that tial. This is

programs, thus decreasing the number of students who successfully earned industry-recognized credentials.

	Chart C Family Education - WIOA Title II Out 022-23 (July 1, 2022 – June 30, 2023)	come Data	
	Quarters 1 & 2 Combined	Quarter 3	Quarter 4
Number of Participants Served	681	N/A	N/A
Employment Rate Second Quarter after Exit	20%	N/A	N/A
Employment Rate Fourth Quarter after Exit	28.66%	N/A	N/A
Median Earnings Second Quarter after Exit	\$8,372	N/A	N/A
Credential Attainment Rate	34.18%	N/A	N/A
Measurable Skill Gains	39.79%	N/A	N/A



DISTRICT OF COLUMBIA WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) WORKFORCE IMPLEMENTATION GUIDANCE LETTER (WIGL)

\boxtimes POLICY & GUIDANCE \Box INFORMATION & UPDATES

- DATE: <<date>>
- NO: DC-WIGL-2017-010-NewWIOAETPLApplicationProcess-R-1
- TO:LOCAL WORKFORCE DEVELOPMENT SYSTEM STAKEHOLDERS
AMERICAN JOB CENTERS
ONE-STOP OPERATOR
WIOA YOUTH SERVICE PROVIDERS
WIOA ELIGIBLE TRAINING PROVIDERS
DEPARTMENT OF EMPLOYMENT SERVICES (DOES)
OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE)
DEPARTMENT ON DISABILITY SERVICES (DDS)
DEPARTMENT OF HUMAN SERVICES (DHS)
UNIVERSITY OF THE DISTRICT OF COLUMBIA COMMUNITY COLLEGE
(UDC-CC)
- FROM:Ahnna Smith and
Executive Director, Workforce Investment Council (DC WIC)

SUBJECT: DISTRICT OF COLUMBIA WIOA ELIGIBLE TRAINING PROVIDER POLICY

PURPOSE:

To establish the requirements and procedures for initial and continued eligibility determinations for training providers, including policies relating to appeals.

REFERENCES:

WIOA Section 122; 20 CFR §680.200-680.230; 20 CFR §680.410 20; CFR §680.420 20; CFR §680.430 20; 20 CFR §680.450; 20 CFR §680.460; 20 CFR §680.480; U.S. Department of Labor Training and Employment Guidance Letter (TEGL) 10-16, Change 2; DC Law 20-263; all policy guidance to be housed at <u>dcworks.dc.gov</u>.

BACKGROUND:

Under the Workforce Innovation and Opportunity Act (WIOA), training is provided to eligible adults and dislocated workers through the Eligible Training Provider List (ETPL), comprised of entities with



2235 Shannon Place SE, Suite 3031 Washington, DC 20020 **T** (202) 715-2843

w www.dcworks.dc.gov

demonstrated capability to train individuals to enter quality employment.¹ The DC WIC is responsible for establishing and ensuring that programs meet ETPL eligibility criteria and performance requirements and ensuring the success of the ETPL in collaboration with other partners, such as the Higher Education Licensing Commission (HELC) and the DC Department of Employment Services (DOES).

This policy outlines the DC WIC policies and procedures for approving and evaluating eligible training providers and programs, including eligibility criteria, performance measures, and data reporting requirements, to ensure the following:

- 1. WIOA participants have a sufficient number and types of training providers and programs to maximize customer choice;
- 2. ETPL processes and procedures are streamlined to reduce the burden on training providers and to enhance accountability, maintain the quality and integrity of training services, and promote continuous improvement; and
- 3. Training providers are enrolling and serving WIOA program participants in a nondiscriminatory way.

ELIGIBLE TRAINING PROVIDERS

In accordance with 20 CFR 680.410, to become an ETP, an applicant must be one of the following:

- 1. An institution of higher education that provides a program that leads to a post-secondary credential;
- 2. An entity that carries out programs registered under the National Apprenticeship Act (29 U.S.C. 50 et seq.); or
- 3. Other public or private providers of a training program, which may include community-based organizations, joint-labor organizations, and eligible providers of adult education and literacy activities under WIOA Title II, if such activities are provided in combination with training services described at 20 CFR 680.350.

ELIGIBLE TRAINING PROGRAMS

According to 20 CFR 680.420, a "program of training services" is defined as one or more courses or classes or a structured regimen that, upon successful completion, leads to an industry-recognized post-secondary credential, secondary school diploma, or its equivalent; employment; or measurable skill gains toward such a credential or employment. Training programs may be delivered as stackable services and may be provided in person, online, or in a blended approach. The list is not all-inclusive; consistent with 20 CFR 680.200, additional training services may be included on the ETPL, such as non-credentialed training, including incumbent worker training, work-based learning opportunities, or single courses that fall within a career pathway, or a course of three days or less, if the course leads to one of the outcomes described above.

INITIAL ELIGIBILITY APPLICATION PROCESS

Training providers applying for initial program eligibility must:

- 1. Must first apply and receive a Certificate of Approval from the Higher Education and Licenses Commission (HELC) using the online information and <u>application form</u>.
- 2. Complete and submit an online <u>ETPL application</u> to the DC WIC.

Once the application has been received, the DC WIC will confirm the application receipt in writing.

¹ WIOA's requirements regarding the ETPL pertain to WIOA Title I, Subtitle B funds only. Core programs and partners other than the WIOA Title I programs are not required to use the ETPL.

INITIAL ELIGIBILITY REQUIREMENTS

- 1. <u>Requirements</u>. An applicant seeking to be certified as an ETP in the District of Columbia must provide all of the following:
 - a. Information about the provider and each proposed training program;
 - b. Evidence of program accreditation and/or provider educational license with appropriate state or governing entity;
 - c. Information identifying the industry-recognized post-secondary credential received by program completers;
 - d. A description of the training program's relationship or partnership with industry-related employers;
 - e. Information demonstrating alignment of the training program with the <u>DC High Demand</u> <u>Sectors and Occupations List;</u>
 - f. Information on program cost per participant, including course catalog or brochures demonstrating that all program-related costs are standard rates charged to the public;
 - g. A copy of the provider's WIOA Section 188 equal opportunity, refund, grievance, drug testing (if applicable), equal employment opportunity, and ADA accessibility policies;
 - h. Current proof of commercial liability insurance coverage;
 - i. A description of training facilities and equipment to be utilized for each program, including evidence that such training facilities and equipment are safe, accessible by public transportation, and ADA compliant to provide an environment conducive to student achievement;
 - j. Performance information for the most recent twelve (12) month period for all programs included in the application including the:
 - i. Percentage of all individuals who complete the program;
 - ii. Percentage of all individuals who obtain unsubsidized employment after program exit;
 - iii. Hourly wage rate at the time of employment; and
 - iv. Percentage of program completers who attained a post-secondary credential; and secondary school diploma, or equivalent during program participation or within 1 (one) year after program completion;
 - k. Any additional information requested by the DC WIC.
- 2. <u>Determinations</u>. The DC WIC staff will review the application for completion within thirty (30) calendar days of receipt.
 - a. <u>Incomplete applications</u>. If an application is determined to be incomplete, the DC WIC shall notify an applicant and the applicant shall submit a completed application within ten (10) business days of the notice. If an applicant fails to submit all required information or materials within the ten (10)-day period, the DC WIC shall deny the application, and the applicant must wait thirty (30) calendar days before submitting a new application.
 - b. <u>Completed applications</u>. Completed applications are submitted to the Education and Workforce Alignment Committee of the Workforce Investment Council for approval or denial. An initial eligibility determination will be decided for each training provider on a program-to-program basis and be based on the following criteria:
 - i. The ability of the provider to offer education and/or training programs, necessary resources, and services to support student success, demonstrated by past program performance data;
 - ii. The degree to which the program relates to in-demand industry sectors and occupations within the District;
 - iii. Whether the program leads to an industry-recognized certificate or credential, including recognized post-secondary credentials; and
 - iv. The degree to which program completion is directly connected to related industry employment.

- 3. <u>Approval of Initial Eligibility Application</u>. A decision letter will be sent to the provider within five (5) business days of the Education and Workforce Alignment (EWA) committee review. Providers approved by the EWA Committee will be included on the District of Columbia's ETPL. Providers approved by the EWA Committee must apply with the Office of Contract and Procurement to obtain a Human Care Agreement (HCA) to provide ITA for the Department of Employment Services.
- 4. <u>Denial of Initial Eligibility Application</u>. If the DC WIC denies a provider's initial eligibility application, the DC WIC must, within 30 days of receipt of the application, inform the provider in writing, including the reason(s) for the denial and how to appeal the determination. A training provider and/or its program(s) may be denied inclusion on the ETPL for the following reasons:
 - a. The applicant fails to meet the minimum criteria for initial eligibility as specified in this policy.
 - b. The initial eligibility application is not complete.
 - c. The applicant intentionally supplied inaccurate information. Penalties are described in WIOA Sec. 122(f)(1)(A) and subparagraph (C).
- 5. <u>Period of Eligibility</u>. New providers will be continually added to the eligible training list as they become eligible. Initial eligibility remains in effect for one (1) year from the initial eligibility determination date.

CONTINUED ELIGIBILITY APPLICATION PROCESS

- 1. The DC WIC will send the continued eligibility application to all ETPs with the annual report notification and template sixty (60) days prior to the expiration of provider's eligibility.
- 2. ETPs must submit the continued eligibility application for each of their programs on the ETPL no later than thirty (30) days prior to the expiration of provider's eligibility.
- 3. Once the application has been received, the DC WIC will confirm the application receipt in writing.

CONTINUED ELIGIBILITY REQUIREMENTS

- 1. <u>Requirements</u>. ETPs seeking continued eligibility must provide the following to the DC WIC on an annual basis, thirty (30) days prior to the expiration of provider's eligibility:
 - a. Information on any additions or modifications to programs and services offered including course summary, breakdown of costs, credentials to be attained, and class schedule;
 - b. Currently published course catalog with student cost information;
 - c. Student roster information for all program participants for each approved program (this information can be provided to the DC WIC on a quarterly basis);
 - d. A current academic calendar;
 - e. Current copies of the provider's WIOA Section 188 equal opportunity, refund, grievance, drug testing (if applicable), equal employment opportunity, and ADA accessibility policies, if changes have occurred since the initial eligibility period;
 - f. Current proof of commercial liability insurance coverage;
 - g. Most recent program accreditation and/or provider educational license;
 - h. Updated information pertaining to the alignment of the training program with the <u>DC High</u> <u>Demand Sectors and Occupations List</u>;
 - i. Performance Data Report for each approved training program that includes data on all program participants both WIOA Title 1-B programs and Non-WIOA enrolled that includes the Social Security Number for each participant. The report must include the following information (on a quarterly basis as described below):
 - i. Total students served;
 - ii. Total students exited;
 - iii. The percentage of students that completed;

- iv. The percentage of students obtaining a credential within 6 months of completion;
- v. The percentage of students in unsubsidized employment second quarter after exit;
- vi. The percentage of students in unsubsidized employment fourth quarter after exit; and
- vii. Median hourly wage at placement.
- j. Any additional information required by the DC WIC.
- 2. <u>Determinations</u>. The DC WIC staff will review all applications and make a determination on continued eligibility within thirty (30) calendar days of receiving all required information. The DC WIC will notify an applicant if an application is determined to be incomplete and will keep such application open until the expiration of the provider's ETPL eligibility. If a provider fails to submit all required information or materials before the expiration of provider's eligibility, the DC WIC will deny subsequent eligibility, and the provider must reapply under the terms of initial eligibility. A continued eligibility determination will be decided for each training provider on a program-to-program basis and be based on the following criteria:
 - a. The ability of the program to offer education and/or training programs, necessary resources, and services to support student success;
 - b. The degree to which the program relates to in-demand industry sectors and occupations within the District;
 - c. Whether the program leads to an industry-recognized certificate or credential, including recognized post-secondary credentials;
 - d. The degree to which program completion is directly connected to related industry employment; and
 - e. The ability to meet minimum performance measures described in Attachment A.
- 3. <u>Approval of Continued Eligibility Application</u>. After the review, a continuation determination letter will be sent to the provider within five business days of the determination.
- 4. <u>Denial of Continued Eligibility Application</u>. A training provider and/or its program(s) may be denied inclusion on the ETPL for the following reasons:
 - a. The applicant fails to meet the minimum criteria for initial eligibility as specified in this policy;
 - b. The initial eligibility application is not complete; or
 - c. The applicant intentionally supplied inaccurate information. Penalties are described in WIOA Sec. 122(f)(1)(A) and subparagraph (C).
- 5. <u>Period of Eligibility</u>. Continued eligibility remains in effect for one (1) year from the initial eligibility determination date.

ELIGIBILITY EXEMPTIONS

All adult and dislocated worker training must be provided through the ETPL with the exception of:

- 1. <u>Registered Apprenticeship Programs</u>. Under WIOA section 122(a)(3), registered apprenticeship programs with the District's Office of Apprenticeship Information and Training (OAIT) are not subject to the Eligible Training Provider List requirements and, therefore, not required to submit performance data or undergo review for the initial or continuing eligibility determination. The Department of Employment Services Office of Apprenticeship Information and Training (OAIT) notifies registered apprenticeship programs of their eligibility to be on the District's ETPL. Registered Apprenticeship programs will be included and remain on the list as long as the program is registered with OAIT or until the program sponsor notifies OAIT that it no longer wants to be included on District's ETPL.
- 2. <u>On-the-Job Training, Customized Training, Incumbent Worker Training, and Other Training</u> <u>Exceptions</u>. Pursuant to WIOA section 122(h), providers of on-the-job training, customized training, incumbent worker training, internships, paid or unpaid work experience opportunities, or transitional employment, as those terms are defined by WIOA, are not subject

to the Eligible Training Provider List requirements and therefore not required to undergo review for the initial or continuing eligibility determination, but are required to provide performance information established by the Mayor.

- 3. <u>In-Demand Industry Sectors and Occupations</u>. A training program that does not directly align with the <u>DC High Demand Sectors and Occupations List</u> will be eligible for consideration if:
 - a. There is written verification from an employer that an employment offer is contingent upon completion of the said training program; or
 - b. If the training provider submits a letter of support from at least two relevant employers certifying that the proposed training is well aligned with their projected hiring needs in the occupation(s) specified within the next year; or
 - c. If the provider submits <u>Onet online</u> labor market data demonstrating that at least fifty (50) job openings within the target occupation(s) are projected within the DC Metro area, including Maryland and Virginia, during the current or subsequent year and that the occupation(s) specified have a median wage that is equal or greater than the District's current Living Wage, as determined by the Department of Employment Services pursuant to the Living Wage Act of 2006.
- 4. <u>Additional Exemptions</u>. Pursuant to WIOA Section 134(c)(3)(G)(ii), training providers will not be subject to eligibility criteria if the DC WIC determines that:
 - a. There are an insufficient number of providers;
 - b. There is a training program with demonstrated effectiveness offered by a provider that serves individuals with barriers to employment, as defined in WIOA Section 3(24);
 - c. An institution of higher education, or another training provider, can facilitate the training of multiple individuals in a high-demand sector or occupation, and this training does not limit customer choice; or
 - d. The provider is contracted for services through a pay-for-performance contract instead of an ITA.
- 5. <u>Reciprocity</u>. An individual may choose a training provider or program physically located outside of the District, provided that the training program is on the District's ETPL. Training Providers physically located outside of the District of Columbia may be added to the District's ETPL and provide services to District residents if:
 - a. The eligibility requirements from the other jurisdiction align with the District's requirements;
 - b. The provider can present a letter from the local workforce board stating that the provider is active and in good standing on its ETPL;
 - c. The provider has provided evidence of licensure through another jurisdiction's higher education licensing organization to and received a waiver from HELC; and
 - d. The provider has been awarded a Human Care Agreement by the Office of Contracting and Procurement, on behalf of DOES.

PROGRAM MODIFICATIONS

- 1. <u>Current Programs</u>. An ETP seeking to make modifications to an approved program shall submit a written request to the DC WIC describing the proposed modifications and the purpose for such modifications. Upon receipt of the request, the DC WIC shall approve or deny such modifications within ten (10) business days.
- 2. <u>Additional Programs</u>. An ETP seeking to add new programs to an approved application for initial or continued eligibility shall submit a written request to the DC WIC that includes all information listed in this policy under Initial Eligibility for each additional program. Upon

receipt of the request, the DC WIC shall approve or deny additional programs within thirty (30) days.

NONDISCRIMINATION AND EQUAL OPPORTUNITY

All ETPs are subject to the equal opportunity and nondiscrimination requirements set forth in WIOA Section 188 and 29 CFR Part 38 to ensure that all individuals have equal opportunity and access to services and facilities without regard to race, religion, color, sex, age, national origin or ancestry, marital status, parental status, sexual orientation, disability, or veteran status.

PERFORMANCE REQUIREMENTS

ETP required performance measures are described in Attachment A.

QUARTERLY PERFORMANCE REPORTING

The DC WIC requires ETPL programs (except exempt programs) to report on performance on a quarterly basis. The DC WIC will provide instructions for submitting the performance data report and a reporting template ten (10) business days prior to the end of every quarter. Performance data reports are due to the DC WIC quarterly no later than July 10, November 10, January 10, and April 10. The DC WIC will use the data to develop and submit the District's annual ETPL report required by US DOL.

FAILURE TO MEET PERFORMANCE REQUIREMENTS

If an ETP fails to meet required annual performance levels for one or more of the WIOA's performance indicators but has either a) met or exceeded performance levels for two or more of the performance indicators, they shall be placed on probationary status. The DC WIC may approve an application for subsequent eligibility for an ETP on probationary status for one (1) year if the eligible training provider enters into a performance improvement plan that describes how the provider will meet or exceed performance levels for the subsequent year.

If an eligible training provider on probationary status fails to meet or exceed annual performance levels for each of the five performance indicators during the subsequent year, they will be removed from the District's ETPL and will be ineligible to apply for the ETPL for a period of one (1) year.

REMOVAL OF PROVIDER OR PROGRAM FROM THE ETPL

A training provider and/or its program(s) may be removed from the ETPL by written notice.

- 1. <u>Removal by the DC WIC</u>. Prior to removal, the DC WIC must inform the provider in writing, with at least ten business days of notice, that it will be removed from the ETPL and must share information with the provider on how to appeal the decision. A provider who is terminated must be terminated for a minimum of one year. if:
 - a. The training provider fails to meet the minimum criteria for continued eligibility as specified in this policy;
 - b. The training provider fails to submit the performance data report required for continued eligibility;
 - c. It is determined that the training provider intentionally supplied inaccurate information;
 - d. It is determined that the training provider substantially violated any requirement under WIOA. Penalties, as described in WIOA Sec. 122(f)(1)(B) and (C), include but are not limited to, removal from ETPL for a two (2) year period, possible repayment of funds issued to the provider, and civil and or criminal liability.
 - e. The training provider or program loses its educational license or accreditation;
 - f. The training provider or program fails to meet the minimum levels of performance described in Attachment A.
 - g. The training provider fails to notify the DC WIC of any program changes including, but not

limited to, costs or location of training; or

- h. It is determined the training provider is not eligible to do business with the District of Columbia.
- i. The DC WIC may remove a program at its discretion.
- 2. <u>Removal by an ETP</u>. An ETP may submit a written request to the DC WIC to remove its program from the ETPL.

APPEALS

An applicant may appeal a decision within thirty (30) days of the decision. The appeal must be in writing and include a statement of the desire to appeal, the program(s) in question, the reason(s) for the appeal (i.e. grounds), and the signature of the appropriate ETP official. Appeals may be sent to: <u>dcworks@dc.gov</u>. The EWA Committee will review the appeal and notify applicant of its final decision within thirty (30) days. In the event that the applicant is not satisfied with the EWA Committee final decision, the applicant may request a review by the DC WIC Executive Committee, in which case the DC WIC staff shall schedule a hearing to be held at the next quarterly meeting of the Executive Committee. Both the applicant and the EWA Committee shall have the opportunity to request documents relevant to the issues(s), to present oral and written arguments, and to call and question witnesses.

DISTRIBUTION OF ETPL INFORMATION

The ability of WIOA customers to make informed decisions about training programs depends on their ability to access accurate and comprehensive information. 20 CFR 680.340 requires the DC WIC, through the one-stop center, to make the ETPL information, available to the public in a way that is easily understood. At a minimum, such information must include a description of the training programs, program performance, and cost information to assist participants in choosing training programs and services. Unless a program has exhausted training funds for the program year, the one-stop center must refer an individual to their selected provider and establish an Individual Training Account to pay for training.²

The DC WIC will develop and maintain ETPL information, including a current list of eligible training providers, and make it available on the <u>DC WIC Website</u>. In accordance with WIOA Section 188, the related Final Rules and 29 CFR Part 38, the ETPL information must be distributed in formats that are accessible to individuals with disabilities.

USDOL distributes ETPL information through the website <u>TrainingProviderResults.gov</u>, which is searchable by career group and location. Their website includes program performance data, from the annual reports.

ACTION REQUESTED:

Effective after submission to the DC Council and a ten (10)-day period of review, excluding days of Council recess, per DC Law 20-263. If the Council does not approve or disapprove this policy within the ten (10)-day period of review, it shall be deemed approved. Please distribute this WIGL to appropriate administrators, provider staff, subgrantees, and other individuals with program responsibility and oversight.

² An ETP is the only type of entity that receives funding for training services through an ITA. This means that if an entity is not on the District's ETPL, the entity cannot receive ITA funds for training services. Per DC Law 20-263, effective January 1, 2016, no ETP shall be eligible to receive funding for more than five (5) ITAs in a calendar year unless at least 50% of the students participating in the entity's training programs are funded by sources other than ITAs. The DC WIC ITA policies may be found <u>here</u> and <u>here</u>.

ATTACHMENTS:

Attachment A: <u>ETPL Performance Requirements</u> Attachment B: <u>ETPL Application</u>

INQUIRIES:

Inquiries regarding this guidance should be directed to <u>dcworks@dc.gov</u>.

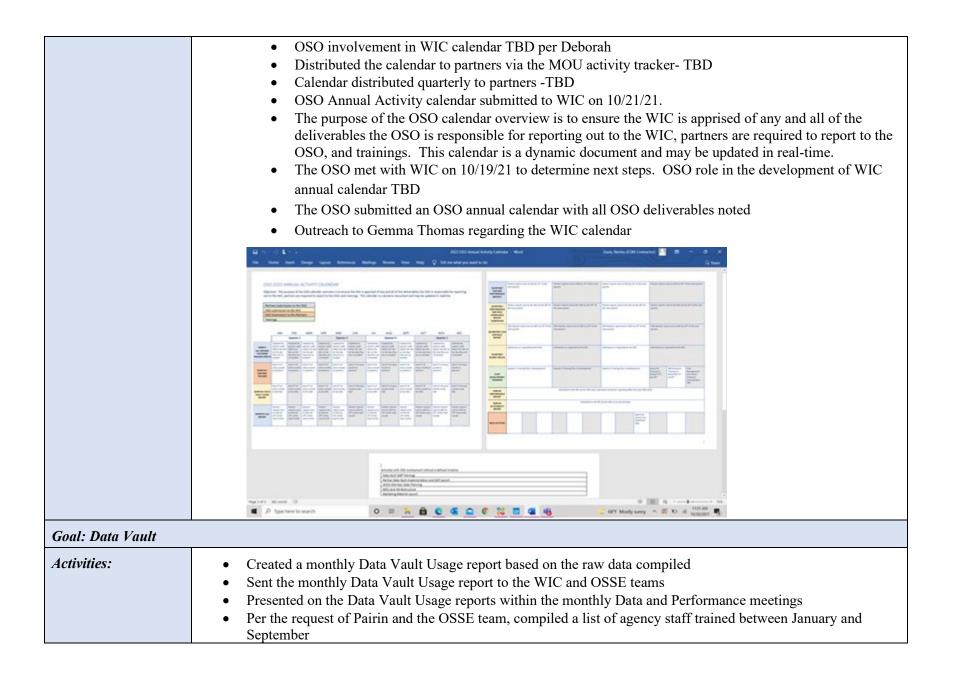
EXPIRATION:

DC-WIGL-2017-010-NewWIOAETPLApplicationProcess (Dated April 20, 2017)

OSO WORK PLA	AN AND DELIVERABLES FOR 2021	-2022 CONTRACT
	ORGANIZATION CONTACT LIST	Γ
OSO Quality Assurance Analyst	Ahmad Thomas 202-730-2686 ext. 217 <u>Ahmad.thomas@dc.gov</u>	<u>AThomas@americaworks.com</u>
OSO Director	Dr. Lisa Saye 202-730-2686 ext. 206 <u>Lisa.saye@dc.gov</u>	Lsaye@americaworks.com
AW IT Manager	Sid Krishnadat	skrishnadat@americaworks.com
VP and Regional Director	Marsha Netus	mnetus@americaworks.com
Chief Financial Officer	Mark Mackler	MMackler@americaworks.com

	OCTOBER 2021
Goal: Marketing	
,Activities:	 Met with the marketing team Seaberry to discuss the marketing plan proposed and the OSOs role within collecting information Discussed with the marketing team the best ways to provide outreach to the district Landed on the best platforms to use (social media, bus, commercials, etc) Created a marketing plan to include plan for distribution of materials printed (The OSO will personally distribute material to partners to meet them in person OSO sent a request to all partners on 9/17/21 to request that they update all 3 documents. A form was created and shared with them to assist with their updates. Partners were updated and reminded of the need for the training content to be submitted by 10/1/21. DCPL was sent the DC Networks brochure for their update on 10/5/21

	 Campaign details regarding messaging were flushed out by the DOES team and the WIC with the assistance of the OSO Compiled all information for Seaberry Researched the Stevenson Amendment for compliance with DOL funded agencies Requested the Stevenson amendment for all partners Marketing Details: Campaign will begin late winter/early spring Special attention is put on the LEP/NEP population and the used of QR codes for translations 3,000 copies are available for print out (focus areas are DCPL, DOES AJC, DHS SNAP and TANF, DDS and CBO sites)
Goal: Q1 Training	
Activities:	 The OSO created a Quarter 1 training plan that outlines four training discussed and approved by the WIC. The OSO sent the training plan to the WIC with formalized steps of achievement The AJC Partner were polled in their availability within the AJC partner meeting on 10/1/2021 The OSO sent an email out to all partners on 10/4/2021 to request partners POC for the Access DC presentation being held in the 3rd and 4th week of October. The OSO created a flyer for the Access DC training and got approval from partners The OSO sent the flyer out to staff and tracked the registration The OSO requested new information from the America Works NY office regarding the trainings being developed The OSO reached out to CBOs regarding the second training Met with CBOs to provide guidance for the training CBO training flyer was created for distribution to the frontline staff Access DC training materials sent to partners in preparation for the training Access DC training schedules Determine cross training costs and budget Continue to survey partners at a quarterly basis on training content needed Work with AWNY for Training Q2 plan
Goal: Annual Calendar	r
Activities:	• Created an annual calendar of partner and OSO activities and deliverables for the WICs review



• Waiting on next steps from WIC regarding the Data Vault transition to the WIC team
 Updated the monthly partner tracker with all updated partner information form the year 2020-2021 Created the new Partner MOU Activity Tracker for partner with updated reporting forms Demonstrated for partners the new MOU activity tracker with new reporting templates Wrote and submitted to the WIC the Quarter 4 report with documents and narrative attached Compiled all the performance reporting from the year 2020-2021 and created an annual report based on trends and gaps Created a next steps section of the reporting templates The OSO will update the current list of data points being requested by the DOES team to include additional data points discussed by the WIC
Group
 Met with the Business Engagement team lead to discuss the hiring event options Updated the WIOA State Plan Created a resource compilation document Created a youth working group chat for resource sharing 11/5/21 the OSO is a participant of this working group and no longer the lead per WIC.
 Confirm coverage and partner schedules Get customer flow description Operationalize hybrid based of info collected Determine mode and frequency of data collection for pilot Determine and confirm space for partners Receive updates on what's working form DOES team Provide ongoing feedback to DOES team Create a Direct Linkage SOP for WIC review Meeting with the OSSE and DOES team to understand logistics of how direct linkage will be put into practice.

	• The OSO created a Direct Linkage Checklist to ensure compliance on the agreed method of Direct Linkage delivery.
Goal: Equity Officer	
Activities:	 Researched WIOA 188 Included activities in 2022 Accessibility report Met with Lauren on OSO roles and access to complaint logs Created OSO EO SOP based off of training Collect updated WWO posters Identify ongoing trainings and resources Monthly meetings with DC EO's will be determined by WIC EO Reviewed WIC nondiscrimination plan Shared OSO EO SOP with WIC
Goal: CSBG Onboard	ing
Activities:	 The OSO emailed the CSBG team to confirm the point of contact for the AJC meeting and logistics of them integrating as partners. The OSO called Christopher Gray to confirm outstanding information. Christopher Gray was sent AJC partner meeting invitation.
Goal: DOES Orientatio	n and Partner Integration
Activities:	 DOES reviewed the AJC website with all partners and was asked for any suggestions for modifications The OSO will request partners share the recommendations for AJC website

NOVEMBER 2021	
Goal: Data Vault Transition	
Activities:	 The OSO reviewed the role within Data Vault given the transition being made to WIC contract Continued to share the Data Vault usage reports on a monthly basis

	 Continued to participate in monthly Data and Performance working group and led Data Vault usage discussions Reviewed information with the WIC regarding Data Vault training Outreach to the UDC team regarding a trial run of implementation into Data Vault Enroll participants within Data Vault via the co-enrollment between NCBA and DHS
	Outreach to DCHA regarding their intake challenges
	Created a Data Vault user form for the CSBG/UPO team
	Input the CSBG/UPO team members into Data Vault Outroach to Dath recording setting up a CSBC/UPO training session
	Outreach to Beth regarding setting up a CSBG/UPO training session
Goal: Community Outreach	
Activities:	• Updated AJC shorts scripts with the support of the DOES team
	Review the marketing material drafts and sent several rounds of edits to the Seaberry team based on changing information
	Co-led the marketing material meetings with Seaberry
	Outreach to the DOES team regarding the information needed for the DC Networks short
	• Updated the DOES contact regarding the video short and invited them to the marketing meeting
	• Collected the amount for printed copies partners need. Continued work with partners around the number of prints being requested by their teams
	Updated Stevenson information
	• Updated the marketing plan to include a distribution plan
	 11/30/21 Requested DOES and DCPL implement shorts within their media (online and looped on tv screens within sites)
Goal: Quarter 1 Training	
Activities:	Sent out staff the registration for the CBO resource training
	 Identified training resources for frontline staff and youth working group participants
	• Outlines next steps for the 3 rd and 4 th training within the training plan
	• Created the training plan for the contract year with outlined steps for each training
	Reviewed the CBO resource training participants and feedback
	• Reviewed survey feedback with AJC partners on 11/5 and 11/12
	• Met with DSLBD to confirm their participation in the business focused training
	Scheduled the business focused training
	Created a flyer for the business focused training

	 Began strategizing for the Town Hall sessions to begin end of February. Determined topics for Hot Topic series 11/30/21 Sent WIC Business flyer for approval Meeting with Marsha regarding training for FY 2021-2022, regarding topic and budget Received AWNY training content for Q2 and Q4 and updated training plan Identified business to include in the Q1 and Q3 training plan; requires further vetting
Goal: Direct Linkage	
Activities:	 Created data points for the direct linkage partners and input them into the performance reporting document The OSO finalized the direct linkage overview document The OSO requested the Bookings information from the DOES team 11/4/21 Reviewed the updated Direct Linkage plan submitted by OSSE Next steps to follow up with Direct Linkage is to input the partners into the Booking schedule once it is submitted by DOES Met with OSSE to discuss alternative ways to increase traffic via Direct Linkage
Goal: DOES Additional Data	Points
Activity:	 The OSO team sent an email to Jonathan Toye regarding the data request form needed for additional data points. The OSO sent the WIC the data points request form along with the data points being requested from DOES The OSO shared the form needed with the WIC to request from DOES additional data points
Goals: CSBG Onboarding	
Activities:	 The OSO will meet with CSBG and UPO for an introduction on 11/4/2021 The CSBG team will be asked to brief the AJC partners on the services and programs they provide on 11/12/2021 11/4/21 met with CSBG and UPO team to discuss next steps Requested an intro meeting with DOES and CSBG Shared the need of space with DOES DOES responded with 1 cubicle Need to schedule 1 off for CSBG and UPO

	 10/29/21 introduced Christopehr Gray to AJC partners 11/5/21 UPO introduced to AJC partners 11/10/21 CSBG/UPO introduction with the DOES team 11/17/21 CSBG/UPO follow up meeting with OSO 11/19/2021 the CSBG team provided partners with an overview presentation on their services The OSO created a Data Vault user form for the CSBG team and is awaiting finalized users to schedule a training.
Goals: DOES Orientation and	d Partner Integration
Activities:	 11/4/21 Shared with DOES that OSO will include a standing agenda item for DOES updates and how are things going in the AJC's every other week 11/5/21 2nd request for DOES template to capture partner feedback sent Within the 11/17/2021 DOES check-in, an agenda item was added regarding the partner scheduling system within the AJC to discuss the process of integrating partners into the process. The OSO requested within the 11/17/21 DOES check-in that they are able to attend an orientation for the AJC as the site was demonstrated with the AJC partner meeting. 11/30 Agenda items added for DOES check in on the OSO tour and bookings template to capture partner feedback 11/30/21 DOES informed the OSO that capacity was decreasing in all sites for various reasons and the information was shared with the WIC. The WIC will forward to WIC leadership for follow-up
Goals: Annual Calendar	
Activities:	• The OSO reached out to Gemma Thomas regarding the integration of the OSO annual calendar with the WIC efforts. Partners will be provided an annual calendar once further information is received from the WIC.

December 2021	
Goal: Marketing and Outreach	
Activities:	 Reviewed the "What is an AJC?" video and provided feedback Requested high quality logos from partners and followed up several times regarding receiving the logos Developed a distribution plan for partners printed materials

	 Requested print numbers, addresses and contact staff members from partners Input information for partners into a table Sent the distribution plan and print numbers info to Torren Met with the Marketing team weekly to address challenges, provide updates, and determine next steps
Goal: Direct Linkage	
Activities:	 Outreach to the DOES team regarding providing information to partners regarding the Bookings system DOES team present ed the Bookings system on 12/7/2021 within the AJC partner meetings Submitted Bookings template to partners with instructions to fill it out Scheduled meetings with partners and the DOES team regarding Bookings Created guidelines for Booking's meetings with partners Requested interim plan from partners to ensure direct linkage during holiday season Shared DL requirements with all partners
Goal: Staff Developmen	nt/Training Plan
Activities:	 Communicated with the presenters for the business resource training Per the request of the WIC, rescheduled the business resource training Reviewed the proposal for the Forland and Wheeler training in January Submitted the Forland and Wheeler proposal to the America Works team for approval 12/1/21- Quarter 2 Business content approved by Deborah 12/3/21- Met with CNHED to review their training content and provide support 12/17/21- Per the request of the WIC, cancelled the Business Resource meeting scheduled on 12/10/2021 12/12/21- Forland and Wheeler submitted a training proposal 12/15/21- 2022 Training Plan sent to WIC for review and feedback Strategized implementing of a Hot Topic series to run concurrently with training plan Updated Training Plan to the WIC for their review
Goals: AJC Site Visit	
Activities:	 Outreach conducted to the DOES team regarding a site visit 12/14/21 Site visit to the AJC HQ location and met with Pablo
Goals: Training Provide	er Outreach

Activities:	 Outreach to 14 new training providers regarding trainings
	 Communicated with training providers who responded to outreach
	• Sent out meetings invitations for providers interested in trainings
	 Provided an introductory meeting with responsive trainers to the OSO
	Communicated with the Forland and Wheeler team regarding trainings
	Identified potential trainings that provide certifications to staff
	Created a menu of training providers on Training Plan
	• 12/15/21 Sent training plan to the WIC
Goal: Reporting	
Activities:	Created a new monthly OSO performance reporting on OSO deliverables
	• Updated the WIC team regarding the missing DOES data points
	• Updated the monthly tracker and sent the trackers to all partners
	Reviewed all partners performance reports submitted
	• Sent the IFA reports to the DOES team
	• 12/15/21 Sent WIC Outstanding items from each partner
	• 12/15/21 Sent WIC IFA and performance reports
	• 12/15/21 Sent WIC AJC meeting minutes and agendas
	• 12/15/21 Sent WIC The OSO monthly deliverable activity tracker (new item)
Goal: CSBG Onboardii	ng/Data Vault Training
Activities:	Sent the UPO team information regarding Data Vault
	 Created a user form for the UPO team and sent it to the team for their input
	 Reviewed the UPO information submitted and created Data Vault accounts and location within the site
	Outreach to the Data Vault team regarding training the UPO team
	 Scheduled the training and lead the collaboration between the teams

	January 2022
Goal: Bookings Implementation	
Activities:	• The DOES IT team along with the OSO continues to meet with each partner to provide an introduction to the Bookings system that will be used moving forward to ensure AJC customer connectivity to the appropriate

	programs. These introductions have included looking at Bookings from the customer perspective as well as
	the partner perspective to determine what information is needed unique to each partner.
	Conducted group system introduction
	• Partners completed and submitted template to OSO two weeks prior to their introduction to the system
	Reviewed options for none dc.gov partner emails
	Scheduled Bookings Build meeting with each partner
	• Identified staff that will be involved
	• Scheduled group TA for each partner
	• Ensured all Direct Linkage partners have a global email
	• Worked with each partner to ensure consistent communication regarding customer scheduling
	• Asked each partner plan to include bookings on their websites
	• OSSE 1/3/22- Michelle Johnson, Sean Bernstein, OSO, Gilenda Jones, Ashley Shepard, Veronica Simmons,
	Bryan Diaz
	• DDS 1/4/22- Andy Andrianantoandro, Ricky Wright, Angela Spinella, OSO, Sean Berstein
	• UDC 1/5/22- OSO, Gilenda Jones, Sean Berstein, Dr. Smith
	• PJC- No response to meeting date request
	• UPO 1/10/2022- OSO, Gilenda Jones, Sean Berstein, Ivan Cruz, Ivan Laney, Talisha Jefferson
	• 1/14/22 Parterns informed of gap plan while booking is being developed during an AJC meeting
	• DHS 1/18/2022- OSO, Gilenda Jones, Sean Berstein, Ivan Cruz,
	• DDS Mark Agosto 1/11/2022- OSO, Gilenda Jones, Sean Berstein, Ivan Cruz, Mark Agosto
	• 1/18/22 OSSE Build with DOES IT
	• 1/24/22 Met with DOES IT to determine accessibility and accommodations
	• 1/25/22 Met with Sheree to discuss customer flow, accessibility, Language Access, and accommodations
	• OSSE ready to launch 2/7/22
	• DOES OIT stated the system needed to be tested and the OSO asked for an example, action steps, an
	instruction for testing on 2/4/22
Goal: Direct Linkage	
	• 1/14/22 Sent each partner (DHS, DDS, UPO, UDC) a request for updated plans to address gap in connectivity
	while Bookings is being established
	• Shared with all partners Direct Linkage expectations in 1/14/22 AJC meeting
	Trained DOES IT on Direct Linkage criteria

	• Created a DL SOP
Goal: Certification Mon	nitoring
	 1/13/22 Meeting with Deborah on next steps 1/14/22 In depth review of all certification documents 1/15/22 OSO in depth review and strategy meeting on new monitoring template OSO created a monitoring system within the MOU activity tracker to be sent to the WIC monthly 2/4/22 Tracker sent to the WIC
Goal: Staff Developmer	nt
	 1/10/22 met with David Quick of DCPL to discuss needs to use space and implement a resource event 1/13/22 met with Deborah and informed her of feedback from DCPL fore resource event 1/19/22 met with Deborah about customer tracker trainings and staff development trainings
Goal: Customer Flow	
	 Reformatting interim plan during AJC remote work to a visual flow chart in prep for hearings. Due 2/4/22 Meet with Sheree 1/25/22 to confirm customer flow, customer navigator support, and accessibility. Requested an introduction meeting with DOES Customer Experience team
Goal: DCPL partnershi	ip
	 Discussed establishing access point/points using the libraries Planned to create a pilot by April 2022 Researched WIOA standards for Access Points Met with David Quick Researched other Access Points (UPO) Listed pain points Reviewed staff capacity and needs Reviewed costs associated Discuss Customer development trainings
Goal: Training Plan Up	pdate
	 1/6/22- OSO met with the Aspen Institute 1/7/22- OSO met with The People Institute 1/7/22- OSO met with ICF Consulting, Ed Trumble, VP for workforce Innovation

	 1/7/22- Marsha/WIC meeting about training plan 1/10/22- Per the request of the WIC, sent Forland and Wheeler an update of the cancelation of the January trainings 1/10/22- OSO meeting with the WIC regarding the training plan 1/13/21- OSO, Marsha, Deborah meeting regarding training plan OSO updated the training plan per the WIC request
Goal: DOES Relations	hip Development
	 Met with Sheree to discuss ongoing DOES and OSO related work Created monthly meeting with the OSO and Sheree
Goal: Marketing	
Goal: Hearing Respons	 Communicated with the Seaberry team regarding the shipment of the marketing materials Updated all partners on the progress of the shipment update Requested logos from partners missing the information Updated the website embedment within the marketing strategy Requested partner embedment Shared DDS embedment with the WIC and Torren on 2/2 and 2/8
Goul: Hearing Kespons	
	 Reviewed within the WIC program team meeting, the hearing questions Reviewed document and input answers relevant to the work of the OSO Sent the information with the customer flow to the WIC team
Co Enrollment	
	 Connected UPO with America Works team Connected UPO with Friendship Place Connected Street Wise with WIC for Youth Working Group
	February 2022
Goal: Bookings Implementation	
Activities:	2/3/22 Confirmed with OSSE on lauch date for Bookings

	 2/4/22 send request for next steps to OIT for Bookings
	 2/4/22 DHS shared thei lunch times to be updated in Bookings
	• 2/4/22 Received response form OIT that they were not ready to lauch unitl some issues were worked out in the
	system, leaderships signed off, and partners tested the services in Bookings
	• 2/7/22 Bookings updated DHS lunch times for appointments
	• 2/7/22 OSO followed up with OIT for nex steps and testing instructions
	• OSSE ready to launch 2/7/22
	 DOES OIT stated the system needed to be tested and the OSO asked for an example, action steps, an instruction for testing on 2/4/22
	• 2/9/22 Sent PJC request for Bookings system step up date and cc'd WIC
	• 2/10/22 Updated partners on status of Bookings in an AJC meeting
	• 2/10/22 Followed up with OIT on next steps and asked for them to provide an update in the AJC meeting
	• 2/10/22 set up UDC booking system build meeting
	• 2/14/22 Followed up with OSSE on Bookings status
	• 2/17/22 UDC bookings build and shared template with team
	• 2/18/22 requested TA form OIT for DDS scheduling issue
	 Continued to follow up with OTI on next steps for partners
	 Invited OTI to the AJC meeting for an update however they declined
	 Continue to follow up with OTI
Goal: Direct Linkage	
	• 2/16/22 sent WIC OSO SOP for Ex Remote Work for certification process
	• 2/25/22 Received UPO's DL and Interim plan
	• Updated the work plan AJC calendar and Bookings strategy
	 Requested partners updates on returning to work and any changes in their remote plan
	• Updated Bookings document along with partner AJC calendar to share with DOES
Goal: Certification Mo	
	• 2/4/22 Tracker sent to the WIC
	 2/4/22 Tracker sent to the WTC 2/16/22 shred certification tracker with Lauren in prep for meeting
	 2/17/22 meet Lauren to discuss Certification tracker and shared next steps with WIC
	 2/25/22 asked to meet again to discuss activity tracker
	- 2/25/22 asked to meet again to discuss activity flacked

	 2/28/22 OSO met with Deborah to address questions for certification process and WIC was reminded that tracker had been shared on 2/4/22
	WIC asked OSO to schedule another m
	Meeting in prep for DOL response to certification
Goal: Training Plan U	pdate and Staff Development
	• 2/3/22 Updated Training plan
	• 2/3/22 sent WIC updated plan
	• 2/9/22 updated training plan per meeting with Deborah
	• 2/10/22 sent updated plan to Suzanne
	 2/10/22 Sent request to Forland and Wheeler for an updated proposal to include employment indicators as it was noted in the council hearings
	• 2/14/22 sent training plan and next steps with WIC
	 2/16/22 met with Christian for ETPL collaboration and including in the WIC enhancements and as training providers
	 2/25/22 Meeting with Sheree form DOES to discuss OSO involvement in AJC frontline staff training scheduled however was canceled by Sheree
	• 3/2/22 Shared plan with Chirstian for ETPL engagement for trainers and training opportunities
Goal: DCPL partnersh	ip
	Created DCPL action plan to include Access Point pilot and staff training
	• 2/28/22 Met with Deborah to discuss next steps for DCPL plan
	• Need to schedule an in person meeting with David
Goal: MOU	
	 2/7/22 updated OSO partner activity tracker
	• Reviewed MOU to create a data grid for the WIC on what current data points are being collected
Goal: Marketing	
	 Shared DDS embedment with the WIC and Torren on 2/2 and 2/8 2/1/22 Marketing meeting 2/2/22 Requested update from UDC, DCHA, and OSSE on marketing embedment
	 2/2/22 Requested update non ODC, DOTA, and OSSE on marketing embedment 2/2/22 Requested PJC embed marketing material on website

	 2/4/22 DHS confirmed their embedment of marketing material on website 2/9/22 Sent PJC request for noncompliance for open marketing items 2/9/22 Reviewed partner feedback for AJC/OSO/WIC newsletter 2/15/22 marketing meeting 2/16/22 Requested marketing embedment updates form OSSE, DCHA, and UDC 2/16/22 request TA from Fern for DOES not receiving material and confirmed it was sent to HQ for distribution 2/23/22 Followed up with DHS on marketing embedment 		
СВО	• 2/25/22 Followed up with DHS on marketing embedment		
	 2/2/22 Sent CBO's Youth Hiring Event from Urban Ed 2/2/22 Sent CBO's Culinary Hiring Evnet from Henry's Soul Café 2/2/22 Sent CBO's First Source Hiring Event from DOES 2/7/22 Introduced OSO to Jazmine Moore of Streetwise 2/8/22 Introduced Streetwise to Youth Engagement Group lead for potential membership Continue to identify new CBO's Reached out to CSOSA Sent Brittany ICHY contact info for Youth Engagement Working group 		
Reporting	 Collected IFAs from partners and inserted them in tracker Identified outstanding reports 2/3/22 Submitted OSO 1st quarter report along with a link to all supporting documents 2/9/22 Sent PJC request for noncompliance IFA reports 		
	March 2022		
Goal: Bookings Implementation			
Activities:	 Followed up weekly with OIT for next steps and testing instructions Met with DOES to ask for next steps Sheree form DOES stated that a ticket had been entered to have the system tested and she is awaiting next steps form Gelinda to support partners OSO requested that DOES update partners in the 3/11/22 AJC meeting Bookings agenda added to the 3/11/22 agenda 3/23 shared UPO updated description with OIT team 		

	Requested a meeting for final steps
	 3/29/22 final steps meeting with the team
Goal: Direct Linkage	
	Updated Bookings document along with partner AJC calendar to share with DOES
	• 3/9/22 received a request from WIC to develop a policy for DL and a meeting to discuss new template
Goal: CBO	
	Continue to identify new CBO's
	Shared Street wise with Youth Working group
	Street wise presented in 3-4-22 Youth Working Group
	Reach out to request AJC support with identifying new CBO's and providing an introduction via
	email or a Teams to the OSO. I am currently looking for CBO's to support with our annual training
	series for frontline staff, engage new CBO's to include in the Data Vault Community Catalogue, and
	to identify additional resources for future AJC activities. Although I have an existing CBO network,
	which I have listed below, I would like to engage those not listed that support your agencies on
	various activities that may add value to our workforce efforts.
	Provided a draft email below to send out to your network. Please feel free to edit in any way. I
	would like for interested organizations to respond to you by March 25, 2022. I will provide all follow
	up and support with interested agencies.
	Sent follow up emails to identified presenters for training series
Goal: Data Vault Con	nmunity Catalogue Update
	• 3-4-22 Ex meeting with the WIC to discuss the immediate updating of the ETPL, Expenditure Guide, and
	Community Catalogue in DV
	• The OSO will be responsible for keeping the catalogue updated to include consistent wording and information,
	removal of old information, entering new CBO's, and ensuring POC's are correct
	• A spreadsheet needs to be created of all of the CBO's to share with the DV team
	• Determine cadence of request for updates, formatting of requests for updates, and cadence of updating in DV
	• 3/23 met with DV team to review spreadsheet
	Shared OSO spreadsheet with WIC
	• Determined only engaged vendors will be added at this time
Goal: Newsletter	
Jour. Inconsidual	

	• Create template on Mail Chimn
	Create template on Mail Chimp Sent next store and respect for fixed healt to the WIC on 2.4.22
	• Sent next steps and requests for feed back to the WIC on 3-4-22
	• Received Deborahs feedback on color, style, and content on 3-7-22
	• 3-7-22 reported to the WIC team in the Program Team meeting on Newsletter next steps
	 Make any necessary changes and updates per your feedback (the email blast will be slightly longer once I add more content but will not view as pages)
	 Imbedding partner links to their websites in the "Meet the Partners" section
	 Inserting highlights from partners (they have been notified) in the "Partner Highlight" section
	 Insert stories partners share in the "Success Stories" section
	 Expound on services (with your help) in the "WIC Enhancement" section which I have included place holders for what the WIC has coming down the pipeline
	 Include our training series calendar in the "Upcoming Events" section
	 Imbed the link to our new marketing material under the "Resources" section
	 Present in our WIC program meeting on March 21st
	• Present to partners in the March 25 th AJC meeting
	Release to approved population on April 8th
Goal: Training Plan Upd	late and Staff Development
	 3/2/22 Shared plan with Chirstian for ETPL engagement for trainers and training opportunities 3-7-22 Requested status of training plan form Deborah and received new information need for the plan however was given the approval to move ahead with preparing partners Dates to be assessed by partners for last week of April 18th and 25th CBO's to engage: Street Wise, TGI, Briya Charter, SOME Confirmed presenters for first series
	 4/21 and 4/29 surveyed and set for training
	 Worked with Parin to create a DV training series on the community catalogue
Goal: DCPL partnership	
	Need to schedule an in-person meeting with David
	Researched Access Point DOL guidance
	Updated strategy of engagement
Goal: Access Points	

	Researched AP guidance in DOL and other states
	Entered updated guidance into strategy
Goal: Policy Developm	
	 3/9/22 received a request from WIC to develop a policy for DL and referrals. WIC requested a meeting to discuss new template Reviewed WIC WIGL Prepared questions for 3/14/22 meeting with WIC on next steps 3/23/21 met with WIC for policy next steps OSO to provide policy/procedure for DL and Referrals to submitted in April Began research on San Franciso, NJ, CA, and Tennessee guidance for DL and Referrals
Goal: Marketing	
	 Shared DC networks update with Toren form OSSE Followed up with Toren on updates 3/24 received updated guide with OSSE team and connected Toren and Michelle for payment for edited marketing material
Goal: Board Report	
	 Reviewed all performance data from AJC partners Created a new AJC Partner performance aggregated report bord review Submitted 2nd board report to the WIC on 3/29/22
	April 2022
Goal: Bookings Impler	nentation
Activities:	 4/4/22 Staff training provided, 12 staff trained. 4/6/22 Staff training provided, 12 staff trained 4/22/22 Bookings check-in session for AFE, 2 staff trained 4/15/22 Bookings Launch Pilot 2 weeks until 4/29/22 Schedule check in meeting for pilot results
Goal: Marketing	
	 Confirmed payment for updated marketing material Pinged partners in AJC meeting for Bookings marketing to their networks to increase usage

Goal: Policy Developm	ont
Gou. Toncy Developm	 Weekly update for the referral and DL policy 4/26/22 Submitted DL policy to the WIC 4/27/22 Submitted Referral policy to the WIC
Goal: DCPL Access Po	ints
	 Research AP guidance in DOL Scheduled a meeting with David Quick for Access Point Development in May
Goal: Training Plan U	pdate and Staff Development
	• Trainings scheduled and sent to partner and CBOS for 4/21 and 4/29 at 11am
	 CBO's to engage: Street Wise, TGI, Briya Charter, SOME, IALAS Met with all CBO's in preparation for trainings Received all presentations from CBO for review and provided feedback for edits Confirmed presenters for first series Per Deboah, met with Brittany to run a survey using Qualtrics Created survey questions and sent to Brittany Approved survey for 21st and 29th use Worked with PAIRIN to create a DV training series on the community catalogue Staff development, 31 participants in 21st training, 18 on 29th Reviewed training recordings
	 4/1/22 Provided 1:1 training and update to Dr. Eboda and Dean Levy-Cruz on OSO activities, performance reporting, DV requests, IFA 4/19/22 Onboarded Ahmad Thomas 4/20/22 shared all relevant documents with AT 4/25-4/29 trained AT on all partner reporting
Goal: Newsletter	
	 Received Deborahs feedback on Newsletter and updated template Assigned to new staff to spearhead efforts Sent Ahmad Newsletter Shift Newsletter from Mailchimp to Canva.

	Redesign layout of Newsletter
	 Input partner focus & key highlights from Partners for the month of April
Goal: Data Vault Com	nunity Catalogue Update
Gour Dura / and Com	 4/7/22 DV User Information session 4/14/22 DV Metrics meeting
	 4/19/22 DV Performance and Reporting meeting Collection of permission spreadsheet request to all partners Forward submission of permissions to Allison
	 4/28/22 Sent DV recording, PPT, and request for permissions to David Quick, NCBA, and UPO Received UPO and shared with Allison 4/26/22 DV Community Catalogue Training- Resource Managers
Goal: Direct Linkage	
0	Submitted DL policy to WIC on 4/26/22
Goal: Policy Developm	ent
	 3/9/22 received a request from WIC to develop a policy for DL and referrals. WIC requested a meeting to discuss new template
Goal: CBO Engagemen	<i>it</i>
	Shared 18 job, training, and wrap around resources to CBO network throughout month
Goal: Reporting	
	 Collected Performance reports from all partners Aggregated data Sent to WIC on Trained new staff for WIC and OSO on performance reporting Sent DOES IFA report on IFA- Checked on discrepancy between DHS Snap numbers During review of DHS snap numbers, noticed discrepancy of numbers, contacted Bridgette, the resolution was based off of the amount of people that may have become ineligible due to different qualifications of DHS snap.
Goal: CSBG Onboardin	ng/Data Vault Training
Activities:	Sent the UPO team information regarding Data Vault

Goal: Survey	 Created a user form for the UPO team and sent it to the team for their input Reviewed the UPO information submitted and created Data Vault accounts and location within the site Outreach to the Data Vault team regarding training the UPO team Updated SCBG team with the removal of Christopher Gray Scheduled the training and lead the collaboration between the teams 4/1/22 OSO training for Dr. Eboda 	
Activities:	 4/21 and 4/29 Survey sent to all participant of staff development trainings 4/29/22 Survey results presented in WIC team meeting Survey will be shared with AJC on 5/6/22 	
	May 2022	
IFA Activities:	 Jess Hinkson sent an email stating IFA soft launch will be delayed. Transitioning away from original training environment 5/11/22 Admin check in 5/25, 6/1 Admin meeting and next steps 6/1/22 is launch, partners informed to submit May through new system via octo form Deborah. IFA Trainings conducted with Ahmad, Deborah, and Jess Hinkson to further train on TA help. (May 9th and May 10th) May IFA time sheets are the first timesheets to be submitted on the new system. Due 6/1 from partners. 	
Goal: Bookings Implen	Goal: Bookings Implementation	
Activities:	 5/5/22- 14 Participants trained 5/16/22 Began receiving weekly reports to monitor usage and shared with WIC 5/31/22 Received UPO and UDC c.gov email and shared with DOES and each team to determine next steps 5/31/22 Scheduled Booking training for WIC team Created standardized language for partners to utilize regarding bookings to increase traffic to bookings. 	

Goal: DCPL Access Points	
	• 5/16/22 met with KRA, WIC, and DCPL to discuss training opportunities, use of DCPL space, access points
Goal: Reporting	
	• 5/9/22 began submitting weekly reports for OSO activities to the WIC. Due every Monday by 10 am.
Goal: Data Vault Com	nunity Catalogue Update
	 5/4/22 DV Partner Check In WIC asked OSO to manage invitations and participant list moving forward 5/24/22 DV Community Catalogue Training google sheet 5/25/22 Community Catalogue Training google sheet Ahmad worked with Allison and Mary to create two more DV trainings for partners in June. One training will be an overview trainings, the other will be a more targeted training for those who pull reports.
Goal: AJC Partner Cal	endar
	 5/27/22 received TANF calendar from DHS and it was shared by DHS with DOES DOES approved AJC calendar for partners.
	June 2022

Goal: Bookings Implen	nentation
Activities:	 Meet with DOES IT team set up for 6/22/22 for Bookings next phase conversation. Working to build a virtual portal for users to access.
Goal: Reporting	

	 In the last Monday of each Month for our weekly meetings with Deborah will be focused on reviewing reports and quarterly reports with Lauren Scott. The first one on 6/27/22. Will be pulling monthly reports for Bookings and reporting it to Deborah. 6-15-22 submit document to WIC for Board Meeting in July.
Goal: Data Vault Com	nunity Catalogue Update
	 OSO team partnered with the Pairin team will conduct two more Data Vault trainings, giving an overview of the system, it's useability and all other features. Trainings are on 6/28/22 & 6/29/22
Goal: Bookings Trainin	ng
Activities:	• Bookings training sessions 6/2/22 and 6/22/22, 12 staff members trained.

	August 2022	
Goal: Bookings implen	Goal: Bookings implementation	
Activities:	 Meet with DOES IT team and OSO to discuss next steps regarding in-person Bookings appointment system. Receive next steps in regarding to in-person appointment system. Ahmad Thomas receives access to Bookings in-person appointment system to begin user-testing system. Will test out the In-person system and highlight any faults in system. 	
Goal: Reporting		
	Collect August IFA time entries from partners.	

September 2022

Goal: Workforce Deve	Goal: Workforce Development Month	
Activities:	 WIC CBO Roundtable; DOES Sponsored Staff Development Training; <i>Email in the Workplace</i>; September 22-23 Conduct survey on training. Survey done on Qualtrics by Brittany Silver. Present the Survey training results to AJC partners in order to prepare for future trainings. Update newsletter with new information received from Deborah, prepare to launch in September for Workforce Development Month. 	
Goal: Reporting		
	 Conduct survey on Staff Development Training, present survey results to AJC partners in order to prepare for future trainings. Collect IFA time reporting entries from partners. 	
Goals: Onboarding of	РЈС	
Activities:	 The OSO PJC and WIC meet for an introduction on 9/15/2022 The PJC team will be asked to introduce and brief the AJC partners on the services and programs they provide on 9/16/2022 PJC Luncheon at Potomac Job Corps 	
Goal: Bookings implen	ientation	
Activities:	 Indicate points of contact from each agency that will test out the in-person appointment system of Bookings. Onboard DCHA and NCBA into Bookings. Work with each agency to fill out Bookings grid. Get DC.gov licensed emails for DCHA and NCBA in order to access and utilize Bookings. 	

October 2022

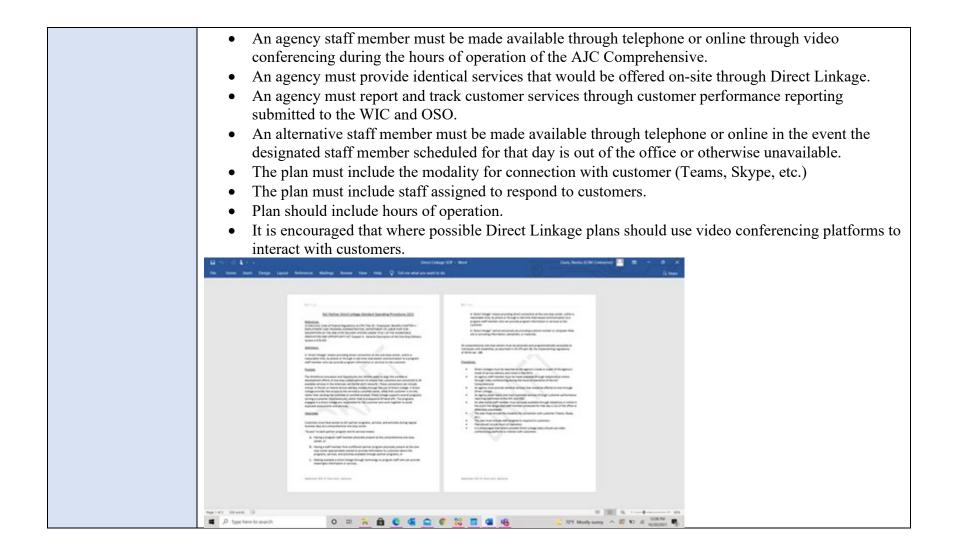
Goal:	
Activities:	 DC One Fund Campaign Kickoff, October 13th Planning Meeting, Deborah Russell, WIC Associate Dir Performance and Impact Newsletter Data Vault Training on new system
Goal: Reporting	
	 The OSO conducted weekly referral reports for Data Vault referrals. In doing so, was able to cut down the referral response time by partners. Monthly Bookings appointments reported out to Deborah and AJC partners, tracking trends in appointments and services being requested by customers. Report out on Referral trends in Data Vault Collect, aggregate, and analyze partner Q4 Performance Numbers. Create PY21-22 AJC customer performance report, present to partners and WIC. Present OSO accomplishments for PY221-22 as well as 'what to expect from OSO for PY23. Present to Partners. Create OSO PY23 full year work plan and submit to Marsha and WIC. Share topics/date for future staff development trainings with Partners. Collect AJC proposed delivery method/schedule from each AJC partner. Cross reference the partner proposals with Sheree. Submit final document to Deborah and WIC.
Goals: Onboarding of	PJC
Activities:	 The OSO PJC and WIC meet for an introduction on 9/15/2022 The PJC team will be asked to introduce and brief the AJC partners on the services and programs they provide on 9/16/2022 10/4/22 met with PJC team to discuss next steps. PJC and OSO meet to introduce Data systems to team. (Bookings, Data Vault, IFA, etc.) Shared the need of space with DOES. Receive PJC proposed service delivery method and schedule for PY23. Scheduled 1 off for OSO, PJC, and Deborah

	 10/20/22, received PJC data vault user information and permissions from staff members of PJC 10/21/22, all users onboarded and added onto Data Vault and sent over all DV training videos 10/25/22, added PJC into the Community Catalog 				
Goal: Data Vault Com	nunity Catalogue Update				
	Update and clean up the Community Catalog				
	Add PJC to community catalog				
	• Reengage CBO's that's in Data Vault, to ensure there know that their receiving referrals and how to properly respond to referrals.				
	• Add more transportation and other services/resources to the Community Catalog.				

OSO ACTIVITIES AND PROGRESS 2021-2022					
	OSO Activities				
<u>Marketing and</u> <u>outreach</u>	 Marketing workforce services in the District of Columbia is a multi-faceted activity, as it originates from various sources within our system. Under the Workforce Innovation and Opportunity Act of 2014 (WIOA), all entities providing services to our common target customers are partners in the American Job Center Network. Our marketing objective for customers is to build an identity around system branding, to ensure customer access to all partner services, and to provide a seamless connection to partner services through in person service deliver or direct linkage. Methods used of advertise will include various ads on buses, bus stops, social media blasts, website updates for each partner, marketing materials (brochures, PPT, merch), QR codes, and a site dedicated to connecting interested customers in agency services. 				
<u>Bookings</u>	• The DOES IT team along with the OSO continues to meet with each partner to provide an introduction to the Bookings system that will be used moving forward to ensure AJC customer connectivity to the appropriate programs. These introductions have included looking at Bookings from the customer perspective as well as the partner perspective to determine what information is needed unique to each partner.				

	• To ensure a seamless connection and a positive customer experience, partners are meeting initially with the
	OSO/DOES IT teams to ask any questions and subsequent meetings are being scheduled to discuss the
	required details of the template needed to build the portals of each partner.
	• The launch of partners using the Bookings System may be scattered depending on each partners needs to build
	their portal which will impact launch dates.
	• Because the Bookings launch date may vary for partners and the AJC's are still open for appointments only,
	we wanted to remind partners that everyone should have a plan in place to ensure AJC frontline staff have the
	ability to connect customers to each partner program. The OSO is reaching out to each partner to request
	these plans to ensure the AJC staff are prepared to address customer needs while Bookings is being developed.
	• For DL partners sharing the information already developed to connect customers is sufficient. For non DL
	partners identifying staff and a method to connect customers to staff (phone number, teams, ets) is suggested
	to ensure a successful connection while all partners are operating from a virtual posture.
	Bookings launched on 4/15/22
Direct Linkage	Confirmed coverage and partner schedules
	Received customer flow description
	Operationalized hybrid based off information collected
	 Determined mode and frequency of data collection for pilot
	Determined and confirmed space for partners
	 Provided ongoing feedback to DOES team
	• A standing agenda item will be added to DOES/OSO/ WIC bi-weekly meetings where a update from he
	DOES team will be given on the status of those partners who provide services through Direct Linkage.
	 The OSO add a standing agenda item to each direct linkage partner to discuss the status of direct linkage delivery model.
	• Within the monthly MOU activity trackers, the OSO will include an update of the direct linkage service
	delivery method that is shared with the WIC.
	• Bimonthly, an agenda item will be added to the AJC Partner meeting for teams to provide an update around
	direct linkage service delivery and partners within the AJC centers.
	Reviewed the Bookings system with DOES
	 DOES presented to the partners on the Booking system
	 Set up meetings with each partner to review the bookings system with DOES
	 Requested partners submission of the bookings template
	Provided the WIC with a SOP for Direct Linkage on 9/15/21, see below:
	Definitions:

•	A "direct linkage" means providing direct connection at the one-stop center, within a reasonable
	time, by phone or through a real-time web-based communication to a program staff member who can
	provide program information or services to the customer.
•	Purpose:
٠	The Workforce Innovation and Opportunity Act (WIOA) seeks to align the workforce development
	efforts of one-stop system partners to ensure that customers are connected to all available services in
	the American Job Center (AJC) network. These connections can include Virtual, In Person or
	Hybrid service delivery models through the use of Direct Linkage. A Direct Linkage provides fast
	access to the services a customer needs, while that customer is on-site, rather than sending the
	customer to another location. Direct linkage supports several programs serving a customer
	simultaneously, rather than in a sequence of hand-offs. The programs engaged in a direct linkage are
	responsible for the customer and work together to avoid duplicate assessments and services.
Objec	tives:
٠	Customers must have access to AJC partner programs, services, and activities during regular business
	days at a comprehensive one-stop center.
•	"Access" to each partner program and its services means:
٠	Having a program staff member physically present at the comprehensive one-stop center; or
٠	Having a staff member from a different partner program physically present at the one-stop center appropriately trained to
-	provide information to customers about the programs, services, and activities available through partner programs; or
•	Making available a direct linkage through technology to program staff who can provide meaningful information or services.
•	A "direct linkage" means providing direct connection at the one-stop center, within a reasonable
	time, by phone or through a real-time Web-based communication to a program staff member who
	can provide program information or services to the customer.
•	A "direct linkage" cannot exclusively be providing a phone number or computer Web site or
	providing information, pamphlets, or materials.
•	All comprehensive one-stop centers must be physically and programmatically accessible to
	individuals with disabilities, as described in 29 CFR part 38, the implementing regulations of WIOA
	sec. 188.
Procee	
	Direct Linkages must be reported as the agency's mode or a part of the agency's mode of service
	delivery and noted in the MOU.



<u>MOU updates for 3</u> <u>year plan</u>	• The OSO will get from partners more standardized next steps to support the AJC staff with ensuring those participants interested in each partners services are connected to a person, that traffic is able to be tracked, and folks have staff support if a computer and phone is not available to ensure a connection. This information will also support AJC teams in preparation for sharing agencies plan to ensure direct linkage for the next years MOU. Additionally, this activity will support the direct linkage pilot as well as next steps to update the 2023					
	MOU for each agency.					
Dorformanaa	• The OSO met with northeast the end of last quarter with northeast to identify data reside that evaluate					
Performance Reporting	• The OSO met with partners at the end of last quarter with partners to identify data points that could be collected an the cadence in which they can be collected from all partners.					
Keporting	 Based on the information collected, the performance report template was modified to note the caveats of each partner and provides a detailed list of data points agreed upon. 					
	• For any absence of data, partners will note the reason for it on the reporting templates.					
	• The OSO sends partners their MOU activity tracker on a monthly basis with information about their					
	performance reporting status.					
	Reviewed the performance reporting templates with the partners					
	Reviewed submitted partner performance reports					
	 Trained new staff on aggregation Created a new training report with an analysis of AJC partner performance 					
	 Created a new training report with an analysis of AJC partner performance Will review performance in AJC Friday meetings 					
	 Will review performance in AJC Friday meetings Conducted weekly Data Vault Referral Reports 					
	 Conducted weekly Data Vault Referral Reports Monthly Data Vault Referral Trend reports 					
	 Market trends, management skills and analysis reports 					
	 DOES monthly reporting 					
Staff Development	 Provide frontline staff with trainings from the quarter 1 training plan created by the OSO team 					
	• Provided an Access DC Training with the collaboration with partners					
	• Provided a CBO Resource Training with the collaboration of CBOs in the district					
	• Worked with the Forland and Wheeler consultants to provide staff with trainings					
	Engaged with partners and SME's around training topics					
	 Engaged with local business partners regarding a business focused training 					
	Continued to develop a training plan based off of the information shared by the AWNY team					
	Communicated with the Forland and Wheeler team regarding their proposal					
	 Submitted the Forland and Wheeler proposal to the America Works team 					
	 Met with the WIC and Marsha Netus to discuss the training plan 					
	Updated the training plan and submitted it to the WIC					

	 Added AJC customer discussion to AJC Friday meetings Shared link to training plan On boarded PJC to AJC partner
<u>Co-Enrollments</u>	 Met with the NCBA and DHS teams on a bi-weekly cadence to monitor the co-enrollment Worked with the NCBA and DHS SNAP teams to trial run the co-enrollments within Data Vault Continue to identify new opportunities for CBO's and AJC partners Review current MOU programs for co-enrollment opportunities for partners UDCs course Introduction to Personal Computers for Seniors- Beginners for NCBA. Opportunities for enrollment of NCBA customers) Connected OSSE to Streetwise Connected UDC to Briya
<u>Youth Working</u> <u>Group</u>	 Met with the BE lead to discuss the hiring event options Updated the WIOA State Plan Created a resource compilation document Created a youth working group chat for resource sharing Review the apprentice programs in the district Shared streetwise resource with group lead Invited Streetwise to present to AJC and frontline staff
<u>Certification</u> <u>Monitoring</u>	 1/13/22 Meeting with Deborah on next steps 1/14/22 In depth review of all certification documents 1/15/22 OSO in depth review and strategy meeting on new monitoring template OSO created a monitoring system within the MOU activity tracker to be sent to the WIC monthly The OSO supported the WIC with setting up a WIOA Policy briefing on 4/29/22 for the WIC Board
OSO In-depth monitoring	• 5/3/22 the WIC requested the OSO submit a weekly report of activities, meetings, and trainings

DOES relations	 On 10/6/21 the OSO met with the DOES team to gauge interested in meeting having 1:1 meeting without the participation of the WIC. The OSO is developing a strategy in which data can be shared with DOES regarding Direct Linkage The OSO updated the WIC team on a monthly basis regarding the outstanding items requested of the DOES team The OSO met with Sheree Finley regarding ongoing project and scheduled monthly meetings Work with Sheree to confirm AJC partner schedule and delivery method.
<u>High Industry</u> <u>Connections</u>	• April 2022 the OSO engaged 3 new CBO's to provide frontline staff training g on free certification resources for Healthcare, IT, and Child Care
<u>CBO Engagement</u>	 Engaged CBOs regarding the resource training from frontline staff Identified CBOs in need of Data Vault training Continue to meet with CBOs to identify resources for each working group and potential training opportunities for staff and leadership Vet CBO's prior to presentation to Marsha and WIC Create a CBO one page resource document as a takeaway for CBOs Prepare CBO's and review their training content before meetings Continue to engage them in the sharing of resources Continue to assess resources to provide future trainings
Equity Office	 Researched WIOA 188 Included activities in 2022 Accessibility report Met with Lauren on OSO roles and access to complaint logs Created SOP's Collected updated WWO posters Identified ongoing trainings and resources Monthly meetings with DC EO's

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SO Newsletter	• Created a template for information to be put					
<u>100 mensietter</u>						
	Compiled resources to be used for a newsletter					
	Created a partner poll for feedback regarding a newsletter					
	Reviewed the partner newsletter feedback					
	 Updated News Letter with IFA, Bookings, & DV blurbs. 					
	• Held meeting with Deborah to focus newsletter and create a script to follow for each one.					
	Launch Newsletter in November 2022					
<u>Annual Calendar</u>	 The OSO calendar overview is to ensure the WIC is apprised of all of the deliverables the OSO is responsible for reporting out to the WIC, partners are required to report to the OSO, and trainings. The OSO reached out to the WIC team regarding the integration of the OSO calendar with the WIC efforts to create a calendar of WIC activities 					

Onboarding New Partners	 CSBG will currently be housed under the DHS MOU. The OSO needs to meet with the DHS team to determine AJC participation and the dissemination of information for all 3 teams. PJC will meet with each partner for an official introduction and to determine co-enrollment opportunities. The OSO will set up a meeting between the ne ED for PJC to meet with the WIC. The OSO emailed the CSBG team to confirm the point of contact for the AJC meeting and logistics of them integrating as partners. The OSO called Christopher Gray to confirm outstanding information. Christopher Gray is invited to attend the AJC partner meeting. The OSO met with CSBG and UPO for an introduction The CBSG team provided partners with an overview of the service and programs they provide within the AJC partner meeting The OSO met with CSBG team and DOES team to make an introduction The OSO created a data vault user form for the CSBG team Created Data Vault training meeting UPO trained on Data Vault The OSO team sent an email to Jonathan Toye regarding the data request form needed for additional data
<u>Data Points</u>	 points. The OSO sent the WIC the data points request form along with the data points being requested from DOES The WIC submitted the data points to the DOES team Reported to the WIC the missing data points in the December report from DOES
Physical Space for the OSO within the AJCs	 The OSO will request clearance with America Works regarding requesting a physical space within the AJCs. The OSO/Marsha Netus will request from DOES a space within the AJCs for the OSO team. The OSO will create a standing agenda item for check-ins with the WIC, the status of procedures within the AJC centers.
<u>Access Points</u>	 Reviewed the criteria for access points Met with David Quick regarding capacity Spoke with the San Fransisco office regarding access points
<u>Customer Flow</u>	 Reformatting interim plan during AJC remote work to a visual flow chart in prep for hearings. Due 2/4/22 Meet with Sheree 1/25/22 to confirm customer flow, customer navigator support, and accessibility. Requested an introduction meeting with DOES Customer Experience team

Item:	Deliverable:	Format/Method of Delivery	Due Date:	OSO Status:
1	Aggregate report, per month and cumulative, showing system- wide performance for one-stop partners that includes data on: number of referrals, number of enrollments, and length of time from referral to enrollment, as described in C.5.5(e)	Spreadsheet emailed monthly and incorporated in monthly meeting presentation	Monthly; contingent upon receipt of data from partners.	The OSO created reporting templates for each partner based on their direct feedback regarding the data points they are able to collect and at what cadence they are able to collect them. The WIC and partner approved the new reporting templates to be used within 2021-2022. Partners submission will be collected on the cadence agreed upon. The OSO will continue to collect data regarding referrals, enrollment and the length of time between referral and enrollment via the Data Vault User reports. The OSO aggregates and analyses the Data Vault User reports on a monthly basis for WIC submission.
2	Raw data file for aggregate report mentioned in item 1 that includes data on: number of referrals, number of enrollments, and length of time from referral to enrollment, as described in C.5.5(e)	Spreadsheet transmitted via secure portal		The OSO created reporting templates for each partner based on their direct feedback regarding the data points they are able to collect and at what cadence they are able to collect them. The WIC and partner approved the new reporting templates to be used within 2021-2022. Partners submission will be collected on the cadence agreed upon. The OSO will continue to collect data regarding referrals, enrollment and the length of time between referral and enrollment via the Data Vault User reports. The OSO aggregates and analyses the Data Vault User reports on a monthly basis for WIC submission.
3	Quarterly report containing: 1. Partner performance report including data on: percent of referrals successfully	Emailed report to WIC	Quarterly	The OSO created reporting templates for each partner based on their direct feedback regarding the data points they are able to collect and at what cadence they are able to collect them. The WIC

	enrolled, percent of enrollees who complete program, percent of enrollees who obtain employment, and percent of enrollees who maintain employment for at least three months, as described in C.5.5(e) 2.Partner performance report for customers to help inform their selection of training programs or services that they are qualified to receive, as described in C.5.5(c) and C.5.5(e) 3.MOU adherence report detailing whether agreements are being honored, gaps in adherence, and recommendations for enhancing MOU adherence, as described in C.5.2(d)			and partner approved the new reporting templates to be used within 2021-2022. The OSO will be submitting the MOU Activity tracker quarterly to the WIC which includes all partner performance data, IFA reports, new partner activities within the quarter and an MOU compliance tracker.
4	Proposed standard operating procedures as described in C.5.2(c)	Report emailed to the WIC Staff	Within 3 months of award; Review Annually	The OSO developed a DL and referral policy for the WIC 4/25/22. Eight SOP's and policies have been developed by the OSO since contract award.
5	Meeting materials as described in C.5.2.(g-h)	Materials emailed	As needed	All partners have access to the AJC Partner Shared Drive which houses, meeting materials including minutes, recourses shared by partners, reporting templates, cross training slide decks and data vault user information forms. AJC meeting materials are emailed out to all partners on a weekly basis and additional information is pushed out as needed. The OSO realigned the AJC Friday meetings to ensure that specific Fridays of the month aligned with a goal or topic.

6	Draft proposal of	Report emailed to WIC	Within 3 months of award	The OSO created an MOU activity tracker for each
	notification process for	Staff		partner with various deliverable trackers embedded.
	informing WIC about			The tracker contains a narrative section for each
	partners seeking			partner regarding functional clusters and new
	new, additional, or expanded			partner activities. The tracker will be submitted to
	workspace, funding,			the WIC on a monthly basis.
	programs, or projects as			2
	described in C.5.2(e)			
7	Report on new services,	Report emailed to WIC	Quarterly	The OSO created an MOU activity tracker for each
	service organizations and	Staff		partner with various deliverable trackers embedded.
	development of functional			The tracker contains a narrative session for each
	clusters as described			partner regarding function clusters and new partner
	in C.5.3(a) and C.5.3(d).			activities. The tracker will be submitted to the WIC
				on a quarterly basis.
8	Develop recommendations	Report emailed to WIC	Within 6 months of award	The OSO will continue to work with Pairin and the
	for the implementation of a	Staff		WIC regarding the implementation of Data Vault
	shared referral process			into partners existing systems. The OSO is working
	among the AJCs and each			with agencies and the DOES team to improve the
	individual partner as			referrals of customers via Bookings and Data
	described in C.5.4(b)			Vault.
9	Workforce System Training		As needed	The OSO will be created a quarterly training plan
	Plan, to ensure staff capacity	Staff		in collaboration with the WIC around partner
	and competency, as			requested topics. The Quarter 2 training plan has
	described in C.5.6(a) and			been created and is being implemented for the 2nd
	defined in C.3.15			two trainings within the series.
10	Staff needs assessment	Annual report with	Annually	The OSO requested feedback from partner agencies
	identifying existing skills	quarterly progress		regarding skills gaps and training needs for staff
	gaps among WIC and	updates emailed to WIC		within the end of year survey. The survey results
	partner agency staff as	staff		are being used to inform the topics of the training
	described in C.5.6(c)			within 2021-2022. The OSO shared the 4 th iteration
				of the training plan with the WIC as well as a link
				to the plan to allow the WIC to view in real time
				and prevent delays of review.
11	Staff training results	Report emailed to WIC	As needed	The OSO will be tracking the registration and
	reported as described in	Staff		attendance of the trainings provided. Follow up
	C.5.6.(f)			surveys will be sent to participants for the trainings

	provided. A report will be created and submitted to
	the WIC with all collected information and next
	steps for continuous improvement.

FY22 New WIC Requests:

Direct Linkage (Outcomes of the service delivery method)		
October 26, 2021	Meeting with the OSSE and DOES team to understand logistics of how direct linkage will be put into practice.	
October 26, 2021	The OSO will create a Direct Linkage Checklist to ensure compliance on the agreed method of DL delivery.	
Upon Submission to the OSO	The OSO compile OSSE/PJC SOP information regarding direct linkage and add written steps given by the DOES team and the OSSE/PJC team to ensure that a process map is established for customers. The document will include the data points being collected and report out cadence regarding direct linkage.	
BI-Weekly	A standing agenda item will be added to DOES/OSO/ WIC bi-weekly meetings where a update from he DOES team will be given on the status of those partners who provide services through Direct Linkage.	
Monthly	The OSO add a standing agenda item to each direct linkage partner to discuss the status of direct linkage delivery model.	
Monthly	Within the monthly MOU activity trackers, the OSO will include an update of the direct linkage service delivery method that is shared with the WIC.	
AJC Partner Meetings (Once a Month)	Once a month, an agenda item will be added to the AJC Partner meeting for teams to provide an update around direct linkage service delivery.	
DOES Reporting		
October 26, 2021	The OSO will update the current list of data points being requested by the DOES team to include additional data points discussed by the WIC.	
November 3, 2021	The OSO team will send an email to Jonathan Toye regarding the data request form needed for additional data points.	

Upon receiving the data point request form	Send the WIC the data points request form along with the data points being requested from DOES
December 2021	The OSO reported to the WIC not having received the requested additional data points
January 2022	The use of a shared box
February 2022	Shared AW, DW, Youth, and Veterans reports for aggregation
March 2022	Met with Dr. Manabí from DOES to talk about performance reporting
DOES Orientation and Partner Integra	ition
October 22, 2021	DOES reviewed the AJC website with all partners and was asked for any suggestions for modifications.
October 29, 2021	The OSO will request partners share the recommendations for AJC website.
November 17, 2021	Within the DOES check-in, an agenda item will be added regarding the partner scheduling system within the AJC to discuss the process of integrating partners into the process.
November 17, 2021	The OSO will request within the DOES check-in that they are able to attend an orientation for the AJC as the site was demonstrated with the AJC partner meeting.
Contingent on attendance of the orientation	The OSO will attend an orientation for the AJCs, taking notes on where the partners are able to be plugged into the information.
Post attending the AJC orientation	The OSO will schedule a meeting with the DOES team to discuss adding partner content into the AJC orientation and hosting workshops in the AJC centers.
December/January 2021/2022	The OSO is meeting with all partners and the DOES team regarding setting up a booking system for all partners
February 2022	Bookings portal customized for each partner
March 2022	Bookings training provided to each partner
April 2022	Bookings check ins provided to each partner and launched.
Physical Space for the OSO within the	e AJCs
Week of 11/1/2021	The OSO will request clearance with America Works regarding requesting a physical space within the AJCs.

Upon America Works approval	The OSO/Marsha Netus will request from DOES a space within the AJCs for the OSO team.
WIC Check-ins	The OSO will create a standing agenda item for check-ins with the WIC, the status of procedures within the AJC centers.
America Works confirmation	The OSO has confirmed that co-location will not occur at this time due to the rise in covid-19 rates
OSO confirmation	December-March ongoing outreach to partners to confirm the return to the AJC, POC, days, and locations.
March 2022	All partners have returned to the AJC with the exception of DHS. The updated calendar and POC's was shared with DOES.
April 2022	Sent a request to DOES asking for the approval of calendar
CSBG Onboarding	
October 25, 2021	The OSO emailed the CSBG team to confirm the point of contact for the AJC meeting and logistics of them integrating as partners.
October 26, 2021	The OSO will call Christopher Gray to confirm outstanding information.
October 29, 2021	Christopher Gray will be invited to attend the AJC partner meeting.
November 4, 2021	The OSO will meet with CSBG and UPO for an introduction
November 12, 2021	The CSBG team will be asked to brief the AJC partners on the services and programs they provide.
December 2021	The UPO team was trained on the Data Vault system
January 2022	The UPO team submitted their interim plan to connect with customers.
February 2022	UPO met with DOES OIT to build Bookings.
March 2022	UPO submitted updates to program description for Bookings and updated calendar to locate within the AJC.
April 2022	Updated CSBG on OSO activities. Updated UPO team on status of engagement in the AJC's.
Policy Development	
March 2022	Requested policies for DL and Referrals
April 2022	Submitted policies for the above
<u> </u>	

May 2022		
Data Vault Customer Catalogue Update		
March 2022	Asked to help update Community Catalogue	
April 2022	Spearheading all updates for partners and CBO's	
October 2022	Update Community Catalog, removed all CBO's that are no longer active	

OSO Reporting Cadence:

Send in a Quarterly report to the WIC

Within the MOU Partner Adherence Tracker

- New partner activities and CBO related activities and any functional clusters between other partners (One tab within the partner tracker)
- Partner MOU adherence as a tracker (Partners get their own tabs)
- Partner IFA and performance reporting (Stored within their individual partner tab as a MOU adherence item)
- Quarterly Data Vault usage report (added into the partner tracker individual partner tab)
- Quarterly list of Data Vault users within their agency with instructions on edits to the list for upkeep of Data Vault Users

AJC Meeting following submission will include partner performance discission

Sent in the 4th Quarter to the WIC in documents separate from the Quarterly reporting

- Report on accessibility within the AJC/partner programs
- Annual Performance Report of the board

Bookings Partner Management SOP Development

DOES/OSO Support		
Purpose:	All AJC partners with the support of the Department of Employment Services Office of Information Technology (DOES OIT) and facilitated by the OSO, will use Booking's portals for each of the eight (9) AJC partners. The Booking system will support the improvement of Direct Linkage and the customer experience by ensuring direct access to partners and their services through the use of an online scheduling system, customized to encompass the AJC partners programs, that can be accessed by customers from anywhere, virtual or within an American Job Center.	
Booking <u>Appointment</u> <u>System:</u>	 Microsoft Bookings enhances staff's ability to schedule and manage appointments. Bookings includes a web-based booking calendar and integrates with Outlook to optimize staff calendars and give your customers flexibility to book a time that works best for them. Email and SMS text notifications reduces no-shows and enhances customer satisfaction. Through the use Bookings, partners will be able to provide residents Direct Linkage to services through the immediate scheduling of meetings virtually via Microsoft Teams and Skype. Each appointment booked as an online meeting creates a unique meeting link that is sent to attendees so they can join via a web browser, phone dial-in, or the Skype or Teams app. Bookings is also available as an app within Teams, which allows partners to create Bookings calendars, assign staff, and both schedule new and manage existing appointments without ever leaving Teams. Post the launch of the Bookings appointment system, partners co-locating appointments will shift to either in-person or virtual Bookings portal. Partners will then have access to run daily reports to support with adjusting staff schedules, manage staff availability, and reassign appointments as needed to ensure customer connectivity. 	
<u>Support:</u>	The DOES IT team along with the OSO continues to meet with each partner to provide an introduction to the Bookings system that will be used moving forward to ensure AJC customer connectivity to the appropriate programs. These introductions have included looking at Bookings from the customer perspective as well as the partner perspective to determine what information is needed unique to each partner. Post introduction meeting with partners, the Booking system template is submitted to the OSO and DOES team and a secondary meeting is schedule to set up the partners Bookings system. Any additional TA needed by partners is scheduled throughout the process. Partners provide the OSO team with their proposed launch date and the OSO communicated the launch date with the DOES team	
Achievement Steps:	communicated the launch date with the DOES team.To ensure a seamless connection and a positive customer experience, partners are meeting initially with the OSO/DOES IT teams to ask any questions and subsequent meetings are being scheduled to discuss the required details of the template needed to build the portals of each partner.The launch of partners using the Bookings System may be scattered depending on each partners needs to build their portal which will impact launch dates.Because the Bookings launch date may vary for partners and the AJC's are still open for appointments only, we wanted to remind partners that everyone should have a plan in place to ensure AJC frontline staff have the	

	 ability to connect customers to each partner program. The OSO is reaching out to each partner to request these plans to ensure the AJC staff are prepared to address customer needs while Bookings is being developed. For Direct Linkage partners sharing the information already developed to connect customers is sufficient. For non-Direct Linkage partners, identifying staff and a method to connect customers to staff (phone number, teams, ets) is suggested to ensure a successful connection while all partners are operating from a virtual posture. Group system introduction Partners complete and submit template to OSO 2 week after their initial meeting Review options for none dc.gov partner emails Schedule Bookings Build meeting with each partner Identify staff that will be involved Schedule group TA for each partner Ensure all Direct Linkage partner to ensure consistent communication regarding customer scheduling
Initial Introduction:	 Ask each partner plan to include bookings on their websites
	OSSE 1/3/22- Michelle Johnson, Sean Bernstein, OSO, Gilenda Jones, Ashley Shepard, Veronica Simmons, Bryan Diaz
	DDS 1/4/22- Andy Andrianantoandro, Ricky Wright, Angela Spinella, OSO, Sean Berstein
	UDC 1/5/22- OSO, Gilenda Jones, Sean Berstein, Dr. Smith
	PJC- 1/24/22- OSO, Gilenda Jones, Sean Berstein, Ivan Cruz,
	UPO 1/10/2022- OSO, Gilenda Jones, Sean Berstein, Ivan Cruz, Ivan Laney, Talisha Jefferson
	DHS 1/18/2022- OSO, Gilenda Jones, Sean Berstein, Ivan Cruz, Ricky Wright, Tanesha Willims, Bridgette Acklin,
	DDS Mark Agosto 1/11/2022- OSO, Gilenda Jones, Sean Berstein, Ivan Cruz, Mark Agosto
Template Submission:	UPO- Submitted
	OSSE AFE- Submitted OSSE ReEngagement- Submitted
	UDC- Submitted DDS- Submitted
	PJC- Awaiting due by 2/7/2022
Virtual Bookings Build	DHS- Submitted OSSE- 1/19/22
<u>Phase I:</u>	UDC-1/27/22
<u></u>	DDS- 2/4/22
	DHS- 2/1/22 UPO- 2/3/22
	PJC, NCBA, DCHA- Needs to be scheduled
<u>Virtual Launch Date:</u>	OSSE, UDC, DDS, DHS- 4/15/22 UPO, UDC- 6/8/22
In Person Appt Bookings	OSO/OIT-6/22/22
Build Phase 2	OSO/OIT/WIC-7/7/22
Notes:	Last AJC partner schedule shared with OIT on 6/22/22

HQ: (3 partners a day)
2 Monday (UPO, DDS)
2 Tues (DDS,TANF)
2 Wed (UDC, DDS)
3 Thur (SNAP/DDS/TANF)
2 Fri (SNAP, DDS)
BB NE: (1 partner a day)
bb NE. (I partifer a day)
1 Mon (TANF)
1 Tues (DDS)
1 Wed (UPO)
1 Thur (SNAP)
1 Fri (SNAP)
R NW: (2 partners a day)
1 Mon (DDS)
1 Moli (DDS)
1 Tues (DDS)
2 Wed (DDS, TANF)
2 Thur (DDS, SNAP)
2 Fri (SNAP, TANF)
• Final schedule includes more DDs days and still needs DOES final
approval of space
 Ensure DCHA and NCBA are included in Bookings per metho of service delivery written in MOU
 Ensure WIC team has access to pull reporting
 Determine frequency of reporting pulled by OSO
Determine frequency of reporting pulled by partner
• Determine frequency or reporting shared by the OSO with partners (Qtr performance reporting meeting last Friday)
(vir performance reporting incerning inser i riday)

OSO Communication SOP

PURPOSE

To ensure that a system has been established for communication, participation, and consultation with respect to the One Stop Operator (OSO) and Workforce Investment Council (WIC) with employees and American Job Centers (AJC) partners.

SCOPE

Develop a notification process and methods of how the OSO regularly communicates with the WIC.

RESPONSIBILITIES

Serve as a liaison between the WIC, AJCs, and partners, as necessary, to ensure implementation of workforce system policies related to one-stop services.

Work with the WIC and partners to define and provide a means to meet compliance and service delivery needs, such as training, technical assistance, and additional resources

PROCEDURE

Participation & Consultation Core Team (OSO/WIC) Participation

Core team, OSO and WIC, reviews the implementation of its recommendations for improving AJC performances. The members of the team review various activities, goals, and efforts every month and monitor the AJC collaboration. The decisions to improve AJC activities, taken by the team, during these reviews, are documented and circulated to all partners for feedback, modification, and dissemination among partner networks. Partners will be given opportunity to interact with the team during these inspections.

- The identification and risk assessment for all the activities and services shall be done by the core team and the process owners.
- The OSO and WIC are involved in developing the operational control procedures, identifying objectives, and preparing management goals.

Suggestion Schemes (Continual Improvement)

Partners and core team members are encouraged to submit suggestions to the OSO for improving the AJC system. The OSO core team in monthly meetings evaluates all suggestions received in that month. Meaningful suggestions are implemented after considering feasibility. The partners, whose suggestions are useful, shall be reviewed, vetted, and embedded if appropriate into the various systems and activities.

COMMUNICATION

Internal communication with respect to OSO documentation is through the eail, weekly, and bimonthly meetings. All communication to this effect is communicated by the OSO to the WIC for approval, operational control procedures, and formats for effective implementation. Interdepartmental communication is through electronic media – e-mail, telephone, Teams, etc. Core team communicates the Quality, Environment, Occupational Health & Safety Policy to employees in their department through general training program and displays at appropriate locations.

All complaints and suggestions pertaining to WIOA goal implementation, AJC environmental, training, and partner access issues are brought to the notice of the OSO and after taking necessary actions, it is communicated to the WIC.

The AJC internal audit findings and AJC performance, as defined in the AJC Guidance Document, are communicated in the weekly review meetings by the OSO, WIC, and core team members.

Any new or changed environmental aspect and associated impact within the AJC's, or any new or changed associated risk within the AJC's, shall be communicated to the OSO for review, triage, and addressing the impacts.

Specific roles and responsibilities of AJC, OSO, and WIC personnel are communicated to the partners through cross training programs and customer flow charts.

External Communication -

External communication includes receiving and documenting information, suggestions, concerns and requests from interested parties. All the external communications shall be communicated by the OSO promptly and shall maintain the record of such communication.

The OSO SOP is made available to the interested parties on request. While reviewing the OSO SOP, feedback from the WIC and partners shall be taken and considered wherever necessary. The OSO shall maintain the records of communication with the each partner.

Methods of communication:

- Telephone inquiry / mail services.
- Submissions to the OSO and WIC teams.
- Communications with partners.
- The OSO will attend all AJC related meetings and WIC meetings to communicate with the AJC to facilitate conversations and connect related topics to each other.
- Co-enrollment activities will be facilitated by the OSO to ensure collaboration and resource sharing on the workforce system.
- The OSO will meet with a member of the WIC at least weekly to share updates and communicates with the WIC team members regarding updates via email.
- The OSO will meet with the Associate Director of Data and Performance every Monday at 10am.
- The OSO will meet with the Associate Director of Data and Performance and the WIC Deputy Executive Director bimonthly on Tuesdays at 1pm.
- The OSO will participate in the WIC Program team meeting bimonthly on Mondays at 12:30pm.
- The OSO will share updates with all AJC partners to include the WIC every Friday at 9am.-
- Compliance and service delivery needs, such as training, technical assistance, and additional resource will be discussed during weekly WIC meetings and will be discussed during individual partner meetings.



SOP for Partner Referral System 2022

Date: April 21, 2022

No:

<u>To:</u>

From:

Subject: Partner Referral Policy

1. Purpose:

The Partner Referral System supports American Job Centers' ability to refer individuals to partners and track outcomes. The Workforce Innovation and Opportunity Act (WIOA) requires all partner staff to be trained and knowledgeable about all programs/services offered in the American Job Center. The partner referral system is for the partners of local one-stop centers. This includes all WIOA core and required partners and any additional partners as defined by the Workforce Investment Council.

2. <u>References:</u>

Electronic Code of Federal Regulations (e-CFR) Title 20 - Employees' Benefits CHAPTER V - EMPLOYMENT AND TRAINING ADMINISTRATION, DEPARTMENT OF LABOR PART 678 - DESCRIPTION OF THE ONE-STOP DELIVERY SYSTEM UNDER TITLE I OF THE WORKFORCE INNOVATION AND OPPORTUNITY ACT Subpart A - General Description of the One-Stop Delivery System § 678.305 What is a comprehensive one-stop center and what must be provided there?

3. Definitions:

A referral is the action of connecting a participant or partner with a specific agency that may best suit them with their needs.

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4. Background:

The partner referral system was created to support and improve American Job Centers' ability to refer individuals to partners and track outcomes. The Workforce Innovation and Opportunity Act (WIOA) requires all partner staff to be trained and knowledgeable about all programs/services offered in the American Job Center.

5. **Objectives:**

The Workforce Investment Council (WIC) encourage program co-enrollment to ensure the holistic needs of District residents are met. Participants who may be eligible for any of the partner programs are referred to the appropriate programs through the partner referral system known as Data Vault. All core partner programs will encourage participants to complete an intake on DC's labor exchange system/partner referral system (DC Networks/Data Vault). Through using this universal intake, the registration information, other data including services provided is then shared behind the scene with each program to help improve the quality of services and reduce duplication.

The use of the partner referral system is critical to the 'warm hand-off' for the one-stop center referral process. The Data Vault System supports "warm hand-off" referrals because it ensures individuals receive information about the referrals they receive, the referrals will be accepted by a partner, and the referrals can be tracked.

6. Procedures:

Partner responsibilities related to the system includes:

- Maintain Partner Information
- Maintain staff access to system and update information
- Make referrals to other partners
- Receive and respond to referrals from partners
- Review reports
- Maintain the organization's contact information

The Data Vault System supports staff knowledge about partner programs by providing updated information for each partner that display:

- Partner name and description
- Services provided



- Eligibility criteria
- Referral process
- Contact information
- All program locations

7. Implementation:

• Review and update your information content at least once per year in the Community Catalogue.

• Include the web address and check the validity of the web link each year during the review/update.

• Indicate whether it is mandatory for the individual to apply on the website, whether it is possible to set up a meeting with staff and if there are accommodations available and what those are. Clearly indicate whether there is a "Self Service" option to make an appointment.

• Review referral reports/information at American Job Center (AJC) meetings and discuss what is working well and what could be improved based on the partner referral system reports/information.

• Track referral information across time so you can discern changes and have the information available for review.

• Review reports regarding the demographics of referrals. Discuss how well the partners are serving populations with barriers and how the process can be improved.

Ensure each partner has an established process to maintain use of the system

• Provide ongoing training and expectations that ensure staff understand when to make a referral using the system.

• Determine a specified deadline for staff response to a referral.

• Develop requirements governing when and how Staff are required to check their referrals and follow up on issues.

• Provide instructions for staff explaining what to do when a referral is not completed

8. Action Requested:

Partners will be utilizing the partner referral system to enhance partner referrals. All partner staff will receive training during and full implementation of the system will be completed by 2022.

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9. Parties Notified:

The partners that make up the American Job Center network:

Department of Employment Services (DOES) Workforce Investment Council (WIC) District of Columbia Housing Authority (DCHA) Office of the State Superintendent of Education (OSSE) Potomac Job Corps (PJC) Department of Human Services (DHS) Department on Disability Services/Rehabilitation Services Administration (DDS/RSA) University of the District of Columbia (UDC) National Caucus and Center on Black Aging (NCBA) One-Stop Operator (OSO)



AJC Partner Meeting 1/20/2022 9:00am - 10:00am

AGENDA

- I. AJC Service Delivery Schedule Sheree Finley, DOES
- II. Workforce Summit Update
- III. Newsletter Content Reminder and Due Dates
- **IV.** Partner Updates

2235 Shannon Place SE, Suite 3031 Washington, DC 20020 **T** (202) 671-1554



AJC Partner Meeting 5/20/2022 9:00am - 10:00am

AGENDA

- I. Understanding the App-Based Workforce: Kristin Sharp, CEO, Flex Association
- II. Upcoming Data Vault Training
- III. IFA Training Reminder May 20, 2022
- IV. WIC Updates
- V. Partner Updates

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WORKFORCE INVESTMENT COUNCIL AJC Partner Meeting 7/22/2022 9:00am - 10:00am

AGENDA

- I. WIC Updates
 - a. IFA progress update
 - b. Data Vault updates
- II. Career Coach DC Joseph Seymour, KRA Corporation

III. OSO Updates

- a. Bookings Report
- b. Reminder about Partner Performance Reports
- c. Workforce Community Newsletter launch
- d. Training save the dates?
- **IV.** Partner Updates

2235 Shannon Place SE, Suite 3031 Washington, DC 20020 T (202) 671-1554w www.dcworks.dc.gov



WORKFORCE INVESTMENT COUNCIL AJC Partner Meeting 12/2/2022 9:00am - 10:00am

AGENDA

- I. Welcome and Introductions Deborah Russell
- II. 2022/23 AJC Partner Resource Sharing Agreement Presentation Shilonda Wiggins, Taneka Simmons OCFO
- III. WIC/Partner Updates Time permitted

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WORKFORCE INVESTMENT COUNCIL AJC Partner Meeting 8/12/2022 9:00am - 10:00am

AGENDA

- I. Skyland Workforce Center presentation Ann-Marie Bairstow
- II. DME Jobs Analysis Presentation Monica Dodge/Ashley Fite

III. WIC Updates

- a. Data Vault Referrals
 - i. Application Development
 - ii. Issues/Challenges with functionality
 - iii. Referral POCs
- b. WIOA Working Group POCs
- c. Community Partner Roundtable
- d. Workforce Development Month Activities

IV. OSO Updates

a. AJC Partner Staff Schedule in the American Job Centers



WORKFORCE INVESTMENT COUNCIL AJC Partner Meeting 6/10/2022 9:00am - 10:00am

AGENDA

I. WIC Updates

- II. Discussion AJC Service Delivery
 - a. Bookings Report
 - **b.** AJC Updates Sheree Finley
 - c. Partner Schedule
- III. DOES Email Blast
- **IV.** Partner Updates

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WORKFORCE INVESTMENT COUNCIL AJC Partner Meeting 9/30/2022 9:00am - 10:00am

AGENDA

- I. WIC Updates
 - a. WIOA Working Groups update
- II. Introduction of Dr. Lisa Saye, OSO Director
- III. Debrief of Workforce Development Community Roundtable
- IV. Data Vault
 - **a.** Referrals update
 - **b.** Office Hours, October
- **V.** Bookings Update
- **VI.** Staff Development Recap
- VII. Newsletter Update
- VIII. Partner Updates

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WORKFORCE INVESTMENT COUNCIL AJC Partner Meeting 10/14/2022 9:00am - 10:00am

AGENDA

- I. WIC Updates
 - a. Discussion on New Infrastructure Agreement regarding MOU
- II. OSO Updates
- III. Partner Updates

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Eligible Training Provider Performance Summary Rep

Provider: ALL

Program: ALL

Report Period: 2021 Program Year - Annual

				Com	pleted
Provider	Program	Served	Exited	Num	Rate
Toni Thomas Associates	Commercial Drivers License (CDL) - Class B	123	91	69	75.82%
Opportunities Industrialization Center of Washington-OIC/DC	Home Health Care Aide	125	115	80	69.57%
Opportunities Industrialization Center of Washington-OIC/DC	CompTIA A+ Computer Repair	113	104	78	75.00%
Healthwrite Training Academy	Home Health Aide	13	13	n≤10	53.85%
Opportunities Industrialization Center of Washington-OIC/DC	Customer Service for Hospitality & Retail Sales	21	11	n≤10	63.64%
Opportunities Industrialization Center of Washington-OIC/DC	Business Office Support Specialist (BOSS)	0	0	0	0.00%
Toni Thomas Associates	CompTIA A+	n≤10	0	0	0.00%
1st CDL Training Center of NOVA	Commercial Driver's License (CDL), Class A (Tractor Trailer)	357	260	245	94.23%
1st CDL Training Center of NOVA	Commercial Driver's License (CDL), Class B (Automatic Bus)	55	47	39	82.98%
1st CDL Training Center of NOVA	Commercial Driver's License (CDL), Class B (Manual Dump Truck)	17	14	14	100.00%
Destined for Greatness/ Amala Lives	Culinary Arts	26	25	24	96.00%
Destined for Greatness/ Amala Lives	Hospitality	n≤10	n≤10	n≤10	100.00%
Byte Back	Microsoft Office Specialist (MOS) Excel	70	69	58	84.06%
Byte Back	Microsoft Office Specialist (MOS) Outlook	n≤10	n≤10	n≤10	100.00%
Byte Back	Comp TIA A+ Certification	111	111	85	76.58%
Urban Ed, Inc.	CompTIA A+	59	23	17	73.91%
Urban Ed, Inc.	CompTIA Network+	n≤10	n≤10	n≤10	100.00%
Urban Ed, Inc.	CompTIA Security+	21	12	12	100.00%

Report Totals:		<u>1,370</u>	<u>1,096</u>	<u>897</u>	100.00%
				Con	npleted
Provider	Program	Served	Exited	Num	Rate
Jrban Ed, Inc.	Cisco Certified Network Administrator (CCNA)	n≤10	n≤10	n≤10	100.00%
Constituent Services Worldwide	Green Infrastructure Certificate	0	0	0	0.00%
Constituent Services Worldwide	National Green Infrastructure Certification Training	16	0	0	0.00%
Constituent Services Worldwide	Green Building Practices Certificate	0	0	0	0.00%
Constituent Services Worldwide	Governance, Risks, and Compliance (GRCP) Training	n≤10	0	0	0.00%
Constituent Services Worldwide	Home Health Aide Career Diploma	n≤10	n≤10	0	0.00%
Constituent Services Worldwide	Paralegal Career Diploma	n≤10	n≤10	n≤10	100.00%
Constituent Services Worldwide	Lean Six Sigma Yellow Belt	113	113	77	68.14%
Constituent Services Worldwide	Electronic Medical Records Certificate	n≤10	n≤10	n≤10	100.00%
Constituent Services Worldwide	Medical Billing & Coding Career Diploma	n≤10	0	0	0.00%
Constituent Services Worldwide	IT Fundamentals Training	0	0	0	0.00%
Constituent Services Worldwide	A+ Training (Distance)	0	0	0	0.00%
Constituent Services Worldwide	A+ Training	0	0	0	0.00%
Constituent Services Worldwide	Diploma IT Fundamentals Training (Distance)	0	0	0	0.00%
Constituent Services Worldwide	Medical Administrative Assistant Career	0	0	0	0.00%
Constituent Services Worldwide	Pharmacy Technician Career Diploma	n≤10	n≤10	n≤10	100.00%
Constituent Services Worldwide	Readiness Medical Assistant Career Diploma	n≤10	n≤10	n≤10	100.00%
Constituent Services Worldwide	ACT WorkKeys National Career Work	51	51	51	100.00%
Toni Thomas Associates	CompTIA Security+	0	0	0	0.00%
Healthwrite Training Academy	Certified Nursing Assistant	11	11	n≤10	90.91%

	1	All Students	Performa	nce								
	Employed (22	Eı	nployed C	24	A	ttained Creden	tial				Com
Num	Den	Rate	Num	Den	Rate	Num	Den	Rate	Median Earnings Q2	Served	Exited	Num
48	79	60.76%	35	66	53.03%	n≤10	66	15.15%	\$7,937.50	65	49	35
38	84	45.24%	19	45	42.22%	21	45	46.67%	\$5,449.00	23	15	11
n≤10	69	14.49%	n≤10	56	8.93%	n≤10	56	5.36%	\$8,296.00	n≤10	n≤10	n≤10
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0	0	0
n≤10	n≤10	75.00%	0	0	0.00%	0	0	0.00%	\$3,770.14	0	0	0
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0	0	0
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	n≤10	0	0
78	213	36.62%	67	136	49.26%	105	136	77.21%	\$9,516.00	128	92	81
11	42	26.19%	10	33	30.30%	26	33	78.79%	\$2,996.18	25	17	11
n≤10	12	8.33%	0	n≤10	0.00%	n≤10	n≤10	100.00%	\$5,600.00	n≤10	n≤10	n≤10
n≤10	24	37.50%	n≤10	24	16.67%	23	24	95.83%	\$5,785.00	n≤10	n≤10	n≤10
n≤10	n≤10	33.33%	0	n≤10	0.00%	n≤10	n≤10	100.00%	\$168.00	n≤10	n≤10	n≤10
n≤10	64	12.50%	n≤10	64	7.81%	20	64	31.25%	\$11,930.53	n≤10	n≤10	n≤10
n≤10	n≤10	28.57%	0	n≤10	0.00%	0	n≤10	0.00%	\$3,080.00	0	0	0
n≤10	59	8.47%	n≤10	50	4.00%	n≤10	50	12.00%	\$6,865.00	n≤10	n≤10	n≤10
n≤10	20	5.00%	n≤10	15	6.67%	n≤10	15	60.00%	\$4,528.24	n≤10	n≤10	n≤10
0	n≤10	0.00%	0	n≤10	0.00%	n≤10	n≤10	100.00%	\$0.00	n≤10	0	0
0	12	0.00%	0	n≤10	0.00%	n≤10	n≤10	100.00%	\$0.00	0	0	0

<u>219</u>	<u>875</u>	25.03%	<u>148</u>	<u>601</u>	24.63%	<u>316</u>	<u>601</u>	52.58%	\$5,692.50	<u>291</u>	<u>198</u>	<u>155</u>
		All Students	Performa	nce								
	Employed (22	E	mployed C	24	А	ttained Creden	tial				Con
Num	Den	Rate	Num	Den	Rate	Num	Den	Rate	Median Earnings Q2	Served	Exited	Num
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0	0	0
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0	0	0
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	n≤10	0	0
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0	0	0
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	n≤10	0	0
0	n≤10	0.00%	0	n≤10	0.00%	0	n≤10	0.00%	\$0.00	0	0	0
0	n≤10	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0	0	0
0	113	0.00%	0	39	0.00%	30	39	76.92%	\$0.00	0	0	0
0	n≤10	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	n≤10	0	0
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0	0	0
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0	0	0
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0	0	0
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0	0	0
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0	0	0
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0	0	0
0	n≤10	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	n≤10	0	0
0	n≤10	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0	0	0
0	51	0.00%	0	39	0.00%	39	39	100.00%	\$0.00	0	0	0
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0	0	0
0	0	0.00%	0	0	0.00%	0	0	0.00%	\$8,460.00 \$0.00	0	0	0

WIOA Participants Performance											
oleted		Employed (Q2	Employed Q4			Att	Attained Credential			
Rate	Num	Den	Rate	Num	Den	Rate	Num	Den	Rate	Median Earnings Q2	Male
71.43%	37	42	88.10%	31	41	75.61%	n≤10	41	7.32%	\$8,240.00	40
73.33%	n≤10	11	81.82%	n≤10	10	80.00%	n≤10	10	50.00%	\$3,853.00	n≤10
50.00%	n≤10	n≤10	66.67%	n≤10	n≤10	33.33%	n≤10	n≤10	66.67%	\$32,501.00	n≤10
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
88.04%	65	84	77.38%	67	82	81.71%	52	82	63.41%	\$9,571.00	124
64.71%	11	16	68.75%	10	15	66.67%	n≤10	15	53.33%	\$2,996.18	18
100.00%	n≤10	n≤10	100.00%	0	n≤10	0.00%	n≤10	n≤10	100.00%	\$5,600.00	n≤10
80.00%	n≤10	n≤10	50.00%	n≤10	n≤10	100.00%	n≤10	n≤10	75.00%	\$5,785.00	n≤10
100.00%	n≤10	n≤10	50.00%	0	n≤10	0.00%	n≤10	n≤10	100.00%	\$168.00	n≤10
100.00%	n≤10	n≤10	100.00%	0	n≤10	0.00%	0	n≤10	0.00%	\$11,930.53	n≤10
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
66.67%	n≤10	n≤10	33.33%	n≤10	n≤10	33.33%	0	n≤10	0.00%	\$6,865.00	n≤10
42.86%	n≤10	n≤10	20.00%	n≤10	n≤10	20.00%	0	n≤10	0.00%	\$4,528.24	n≤10
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	n≤10
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0

78.28%	<u>132</u>	<u>173</u>	76.30%	<u>123</u>	<u>168</u>	73.21%	<u>76</u>	<u>168</u>	45.24%	\$6,325.00	<u>209</u>
			A Participa		• •						
eted	E	Employed (Q2	E	Employed C	24	At	ained Cred	ential	-	
Rate	Num	Den	Rate	Num	Den	Rate	Num	Den	Rate	Median Earnings Q2	Male
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	n≤10
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0
0.00%	0	0	0.00%	0	0	0.00%	0	0	0.00%	\$0.00	0

	WIOA Participa									
Female	Age: 16-18	Age: 19-24	Age: 25-44	Age: 45-54	Age: 55-59	Age: 60+	Hispanic	Ameri. Indian/ Alaskan Native	Asian	Afric. Amer / Black
25	0	n≤10	46	11	n≤10	n≤10	0	0	0	62
18	0	n≤10	16	n≤10	n≤10	n≤10	n≤10	0	0	21
n≤10	0	0	n≤10	n≤10	0	0	n≤10	0	0	n≤10
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
n≤10	0	0	n≤10	0	0	0	0	0	0	n≤10
n≤10	0	n≤10	85	27	n≤10	n≤10	n≤10	n≤10	n≤10	116
n≤10	0	n≤10	15	n≤10	0	n≤10	n≤10	n≤10	0	23
n≤10	0	n≤10	n≤10	n≤10	0	0	0	0	0	n≤10
n≤10	0	n≤10	n≤10	n≤10	0	n≤10	0	0	0	n≤10
n≤10	0	0	n≤10	0	0	0	0	0	0	n≤10
n≤10	0	0	n≤10	n≤10	0	0	n≤10	n≤10	0	n≤10
0	0	0	0	0	0	0	0	0	0	0
n≤10	0	n≤10	n≤10	0	0	0	0	0	0	n≤10
n≤10	0	0	n≤10	n≤10	0	0	0	0	0	n≤10
0	0	0	n≤10	0	0	0	0	0	0	n≤10
0	0	0	0	0	0	0	0	0	0	0

<u>82</u>	0	<u>22</u>	<u>199</u>	<u>50</u>	<u>n≤10</u>	<u>10</u>	<u>n≤10</u>	<u>n≤10</u>	WIOA <u>n≤10</u>	A Participa <u>259</u>
Female	Age: 16-18	Age: 19-24	Age: 25-44	Age: 45-54	Age: 55-59	Age: 60+	Hispanic	Ameri. Indian/ Alaskan Native	Asian	Afric Amei / Black
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	n≤10	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
n≤10	0	0	0	n≤10	0	0	0	0	0	n≤10
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
n≤10	0	0	n≤10	0	0	0	0	0	0	n≤10
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
n≤10	0	0	n≤10	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0

Characterist	tics	1		I		1			1	I
Native Hawaiian	White	More Than One Race	With Disability	Displ. Homemaker	Low Income	ExOffender	Homeless /Runaway	Foster Care Youth	BDS /English Learn	Single Parent
0	n≤10	n≤10	n≤10	0	54	n≤10	11	0	21	13
0	0	0	0	0	19	0	0	0	n≤10	n≤10
0	n≤10	0	0	0	n≤10	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	n≤10	0	n≤10	0	0	0	0	n≤10
n≤10	n≤10	n≤10	n≤10	0	95	30	12	0	61	n≤10
0	n≤10	n≤10	n≤10	0	20	n≤10	n≤10	0	12	n≤10
0	0	0	0	0	n≤10	0	0	0	0	n≤10
0	0	0	0	0	n≤10	n≤10	n≤10	0	n≤10	0
0	0	0	0	0	n≤10	0	0	0	n≤10	n≤10
0	0	0	0	0	n≤10	0	0	0	0	n≤10
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	n≤10	0	0	0	0	n≤10
0	0	0	n≤10	0	n≤10	n≤10	n≤10	0	0	n≤10
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0

<u>n≤10</u>	<u>n≤10</u>	<u>n≤10</u>	<u>11</u>	0	228	<u>50</u>	27	0	<u>102</u>	<u>40</u>
haracterist	ics									
Native Hawaiian	White	More Than One Race	With Disability	Displ. Homemaker	Low Income	ExOffender	Homeless /Runaway	Foster Care Youth	BDS /English Learn	Single Paren
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	n≤10	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	n≤10	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	n≤10	0	0	0	n≤10	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	n≤10	0	0	0	0	n≤10
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0	0

Long-Term Unemployed
14
n≤10
n≤10
0
0
0
n≤10
37
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	ETPL F	Providers						
Provider Name	Contact Information	Course Name						
	899 North Capitol Street, NE	CompTIA A+						
<u>Byte Back</u>	Washington, DC 20002 (866) 942-0143	Word Microsoft Office Specialist (MOS) Excel Microsoft Office Specialist (MOS)						
<u>Constituent</u> Services Worldwide	605 Rhode Island Avenue, NE Washington, DC 20002 (888) 550-6259, Ext 134	ACT WorkKeys National Career Work Readiness Course A+ Training A+ Training (distance learning) Governance, Risks, and Compliance (GRCP) Training IT Fundamentals Training IT Fundamentals Training (Distance) National Green Infrastructure Certified Professional Electronic Medical Records Certificate Green Building Practices Certificate Green Infrastructure Certificate Home Health Aide Career Diploma Lean Six Sigma Yellow Belt Medical Administrative Assistant Career Diploma Medical Assistant Career Diploma Paralegal Career Diploma Pharmacy Technician Career Diploma						
<u>Opportunities</u> <u>Industrialization</u> <u>Center of</u> <u>Washington (OIC)</u>	3016 Martin Luther King Jr. Ave, SE Washington, DC 20032 (202) 839-3076	Comp TIA A+ Computer Repair Customer Services for Hospitality & Retail Sales Home Health Care Aide						
<u>Toni Thomas</u> <u>Associates</u>	3845 South Capitol Street, SW Washington, DC 20032 (202) 610-1080	Security Guard (unarmed) Information Technology-A + Information Technology-Security + Commercial Driver's License-Class A Commercial Driver's License-Class B						



		Commercial Driver's License (CDL), Class A (Tractor Trailer)					
<u>1st CDL Training</u> <u>Center of NOVA</u>	5716 Telegraph Road Alexandria, VA 22303 (703) 347-7999	Commercial Driver's License (CDL), Class B (Automatic Bus)					
		Commercial Driver's License (CDL), Class B (Manual Dump Truck)					
Battle's		Advanced Commercial Driver, Class A					
Transportation Inc.	3000 V St., NE	CDL Class A Refresher Course					
Commercial	Washington, DC 20018	CDL Class B Refresher Course					
<u>Driving Training</u> School	(202) 462-8658	Professional Driver, Class A					
		Commercial Driver License Class BP/B					
		PC Specialist Plus (Generalist Specialization)					
	1101 Vermont Avenue,	PC Specialist Plus (Bookkeeping Specialization)					
<u>Career Technical</u> Institute	NW Washington, DC 20005	Medical Office Professional					
mstitute	(202) 552-3040	Medical Assistant					
		Help Desk Professional					
Destined for	1800 Perry Street, NE	Culinary Art					
<u>Greatness/ Amala</u> <u>Lives</u>	Washington, DC 20018 (202) 753-7073	Hospitality					
	700 Pennsylvania Ave SE	Apprenticeship Program Work Process Medical Assistant					
<u>Dream Health</u> <u>Group</u>	Washington, DC 20003	Apprenticeship Program Work Process Medical Billing					
	(410) 610-5119	Apprenticeship Program Work Process Medical Coding					
<u>Dudley Beauty</u> <u>College*</u>	2031 Rhode Island Ave NE Washington, DC 20018 (202) 269-3666	Nail Technology Hybrid Course					
Forest Hills DC*	4901 Connecticut Avenue, NWWashington, DC 20008202-966-7623	Advanced CNA Apprenticeship Program					
Healthwrite	2303 14th Street, NW, Suite 100	Certified Nursing Assistant					
<u>Training Academy</u>	Suite 100 Washington, DC 20009 (202) 349-3934	Home Health Aide					
IEC Character	8751 Freestate Drive,	Four Year Electrical Apprenticeship Program					
<u>IEC Chesapeake</u> <u>Apprenticeship Inc.</u>	Suite #250 Laurel MD, 20723 (301) 621-9545	Three Year Telecommunications Technician Apprenticeship Program					



		HI-1000 Medical Front Office Assistant and Administration Specialist						
		HI-1100 Medical Billing Specialist						
	13955 Farmington Road,	HI-1200 Medical Front Office Administration Specialist						
<u>MedCerts</u>	Livonia, MI 48154 734-469-5193	HI-4000 Electronic Health Records and Reimbursement Specialist						
		HI-6000 Medical Assistant						
		IT-1000 IT Support Professional						
		IT-2000 IT Helpdesk Administrator						
		Medical Administrative Assistant (MAA)						
SOME Center for	4430 Benning Road, NE,	Medical Assistant (MA)						
Employment	Third Floor Washington, DC 20019	Electronic Health Records (EHR)						
<u>Training</u>	(202) 797-8806	Building Maintenance Service Technician (BMST)						
		Heating Ventilation and Air Conditioning (HVAC)						
	101 Xenia St. NW Suite	Nursing Assistant Program						
<u>Time for Change*</u>	200 Washington, DC	Pharmacy Technician Program						
	20021 (202) 765-1265	Emergency Medical Technician						
		Commercial Drivers' License (CDL) Training						
		Emergency Medical Technician (EMT)						
United Planning	301 Rhode Island Avenue,	IT Help Desk and Application Support Specialist						
<u>Organization</u>	NW Washington, DC 20001	Hospitality Hotel Industry Worker						
<u>(UPO)*</u>	(202) 238 4609	Electrical Technician						
		Plumbing Technician						
		Child Development Associate (CDA)						

2235 Shannon Place SE, Suite 3031 Washington, DC 20020 **T** (202) 545-3064



<u>University of the</u> <u>District of Columbia</u> <u>Continuing</u> <u>Education*</u>	University of the District of Columbia 4250 Connecticut Avenue, NW Suite 2339 Washington, DC 20008	Medical Track• Computer Skills for the Workplace \$115• Medical Terminology \$115• Medical Coding and Billing \$2995IT Track 1• Computer Skills for the Workplace \$115• Microsoft Office Suite \$2,485IT Track 2• Computer Skills for the Workplace \$115• Microsoft Office Suite \$2,485IT Track 2• Computer Skills for the Workplace \$115• Microsoft Office Suite \$2,485• Comp TIA A+ \$1,195Pharmacy Technician• Computer Skills for the Workplace \$115• Medical Terminology \$115					
	(202)274-7430	Pharmacy Technician \$2,595 Paralegal Track Paralegal Preparation \$115 Certified Paralegal \$2.485 Medical Coding and Billing Microsoft Office Suite					
		Comp TIA A+ Pharmacy Technician Certified Paralegal					
<u>Urban Ed, Inc</u>	2041 Martin Luther King Jr. Ave, SE Suite M-2 Washington, DC 20020 (202) 610-2344	AWS Cloud Practitioner CompTIA A+ CompTIA Network + CompTIA Security+ Cisco Certified Network Associate (CCNA)					
<u>Vets Group</u> <u>Training Academy</u>	1200 18th Street, NW Suite LL100 Washington, DC 20036 (202) 822-0011	Comp TIA A+ (Hardware and Software) Comp TIA Network + Comp TIA Security +					
<u>Westlink Career</u> <u>Institute</u>	3845 South Capitol Street, SW Washington, DC 20032 (202) 658-6082	EKG/ Phlebotomy Emergency Medical Technician –Basic – 20 weeks					

* New Provider as of FY 22 to date

T (202) 545-3064



Image: product in the produc	Provider name	Contact Information	For Profit or Non-Profit	Course name	Duration	Credentialing Organization or Institution, Where Applicable	Negotiated rate per ITA	Requirements	Total Enrolled ALL	Total Enrolled WIOA	Total Exited ALL	Total Exited WIDA	Completion Number and	Completion Number and	Credential Number and Rate	PY20 Credential Number and Rate	20 Employment Number and Rate 6 months after	Employment Number and Rate 6 months	Employment Number and Rate 12 months	Employment Number and Rate 12 months	Median Earnings 6 months after	Median Earnings 6 months after	Notes
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Math Math				CompTIA A+	7 weeks	CompTIA	\$ 4000.00	18 Yrs. of Age; DC Residency; English or Spanish sneaking: Minimum CASAS grade level: Math: 9.0	59		55	•	49 89%	* 0%	* 0%	* 0%	* 0%	* 0%	* 0%	* 0%	\$0.00	\$0.00	
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Image: Note of the state of	Byte Back		Non-Profit	Word Microsoft Office Specialist (MOS)	7 weeks	Microsoft	\$ 4,000.00	applicable); English or Spanish speaking; Minimum CASAS Grade Level: Math 9.0. Reading 9.0	•	*	*	*	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	i
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					6 weeks	CompTIA	\$ 2,370.00	Minimum CASAS Grade lever Reading 10.0, Math 10.0 WorkKeys Bronze +: CASAS Reaction 236+: CASAS	*	*	*	*	+			*, 0%			*, 0%		\$0.00	\$0.00	i
				National Green Infrastructure Certified Professional	12 weeks	NGICP	\$ 4,740.00	Iteracy and 9th grade math	٠	٠	*	٠	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	1
Image: state in the				Electronic Medical Records Certificate	12 weeks	DEAC, USDE, CHEA, IACET	\$ 4,740.00	CASAS Minimum Reading Grade Level: 10.0, CASAS Math Grade Level: 10.0	•	*	*	*	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	i
	Constituent Services	Avenue, NE		Green Building Practices Certificate	12 weeks	DEAC, USDE, CHEA, IACET	\$ 4,740.00	Math 226+: CASAS assessment of minimum 9th grade	•		*		*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	i
	Worldwide	Washington, DC 20002 (888) 550-6259, Ext 134	For Profit	Green Infrastructure Certificate	12 weeks	MSCHE	\$ 4,740.00	WorkKeys Bronze +; CASAS Reading 236+; CASAS Math 226+; CASAS assessment of minimum 9th grade	15		*		*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	i
								WorkKeys Bronze +; CASAS Reading: 231+; CASAS															i
Normal sector Nor				Home Health Aide Career Diploma	12 weeks	DEAC, USDE, CHEA, IACET	\$ 4,740.00	of Ork and de Stanson and Ork and A Anth will be used	•	•	*	•	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	i
Normal sector Nor				Lean Six Sigma Yellow Belt	1 week	CIHE and NEASC	\$ 1,185.00	WorkKeys Bronze + CASAS Reading 236+ CASAS Math 226+ CASAS assessment of minimum 9th grade	113		88	*	56, 64%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	i
Normal set in the set in t				Medical Administrative Assistant Career Dioloma	25 weeks	DEAC, USDE, CHEA, IACET	\$ 4.740.00		•	*	*		*. 0%	*. 0%	*. 0%	*. 0%	*. 0%	*. 0%	*. 0%	*. 0%	\$0.00	\$0.00	1
<table-container> New problem New problem</table-container>									•	*	*	•	+										i
<table-container>Part is also be also b</table-container>				Medical Billing & Coding Career Diploma	10 months	DEAC, USDE, CHEA, IACET	\$ 4,740.00	10.0	٠	•	*	*		*, 0%			*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	1
Image: state				Paralegal Career Diploma	12 weeks	DEAC, USDE, CHEA, IACET	\$ 4,740.00	WorkKeys Bronze+ CASAS Reading 251+ CASAS Math 241+ CASAS assessment of minimum 12th		*	*		*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	1
Answer (1) Answer (1) <td></td> <td></td> <td></td> <td>Pharmacy Technician Career Dinloma</td> <td>26 weeks</td> <td>DEAC LISDE CHEA JACET</td> <td>\$ 4,740.00</td> <td>grade literacy and 12th grade math Minimum CASAS Grade Level: Reading 10.0, Math</td> <td></td> <td></td> <td>*</td> <td>*</td> <td>*, 0%</td> <td>\$0.00</td> <td>\$0.00</td> <td>1</td>				Pharmacy Technician Career Dinloma	26 weeks	DEAC LISDE CHEA JACET	\$ 4,740.00	grade literacy and 12th grade math Minimum CASAS Grade Level: Reading 10.0, Math			*	*	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	1
Marchard Ward Part art Part						DENC, GADE, CHEN, MOET		Be 18 years of age or older. Be a resident of the															
Image: state		Washington, DC 20018	For Profit	Culinary Art	576 hours		\$ 9,430.00	GED +Participate in an oral interview with the	26		24	•	23, 96%	*, 0%	10, 42%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$5,785.00	\$5,785.00	1
Name: Sector Prop. Sector Control Sector ector Sector	Amaia Lives	(202) 753-7073		Hospitality	576 hours	American Hotel and Lodging Educational	\$ 9,780.00	the culinary arts or hospitality industries •Minimum					*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	1
Image with and solution Image with and		2202 4 4h Prove NW																					
Image: constraint of the state of		Suite 100	For Profit	Certified Nursing Assistant	5 weeks		\$ 2,827.00	and math scores of 8th grade level, 18 years of age	-			-	^, 0%	-, 0%	^, 0%	-, 0%	-, 0%	^, 0%	^, 0%	-, 0%	\$0.00	\$0.00	1
Normal And Processing Statistics Processing Statistics </td <td></td> <td>(202) 349-3934</td> <td></td> <td>Home Health Aide</td> <td>5 weeks</td> <td>National Assoc. of Home care and Hospice</td> <td>\$ 2,815.00</td> <td>and math scores of 8th grade level, 18 years of age</td> <td>·</td> <td>•</td> <td>*</td> <td>*</td> <td>*, 0%</td> <td>\$0.00</td> <td>\$0.00</td> <td>i d</td>		(202) 349-3934		Home Health Aide	5 weeks	National Assoc. of Home care and Hospice	\$ 2,815.00	and math scores of 8th grade level, 18 years of age	·	•	*	*	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	i d
Mathematical Mathematimatical Mathamathematical Mathematical Mathematical Mathematical	Opportunities	3016 Martin Luther King						At least 18 years old; High School Diploma or GED; Minimum CASAS crade level: Math: 9.0 Reading 9.0	73	*	61	•				,	,	,	,	,			1
$ \begin{tabular}{ c c c c c c c c c c c c c c c c c c c$	Industrialization Center	Washington DC 20032	For Profit			Institute		N/A Resident of DC, high school diploma or GED,	•	•	•	*		,	,	,	-	-	,				1
Marcon Marcon<		(202) 839-3076				Hospice	•	minimum CASAS reading and math scores of 8th grade level	•	*	*	*		,	,			,			+		ļ
March M						C74	\$ 3,500.00	At least 18 years old; High School Diploma or GED;	:			:											1
Minings of states Markage of states Ma		3845 South Capitol					N/A	Minimum CASAS grade level: Math: 9.0, Reading: 9.0 IT Essentials (A+); Minimum CASAS grade level: Math:										-	,				1
Link of the state state of the state of the state of the state of the sta	Toni Thomas Associates	Washington, DC 20032	For Profit				\$ 5.000.00	All individuals must be able to speak, read, and write			*												New Program Added
$ \frac{1}{10000000000000000000000000000000000$		(202) 610-1080				Federal Motor Carrier Safety Administration		21 years of age-Must be able to pass a drug screening test-Must be able to secure D.O.T approved					,		,	,	,	,	,				
13 1 bit latter l				Commercial Driver's License-Class B	15 weeks		\$ 5,000.00	Math 6.0, Reading 6.0	99	62	70	45	53. 76%	35, 78%	10.14%	*, 0%	33, 47%	33, 73%	25, 36%	25, 56%	\$8,240.00	\$8,240.00	1
Link Link Part Ham Complix Second Total Complix Second Total Second								Ecceptials is recommended	17	•	*	*						-			\$0.00		
Link Link Part Ham Complix Second Total Complix Second Total Second		2041 Martin Luther King						At least 18 years old; High School Diploma or GED; Minimum CASAS grade level: Math: 9.0. Reading: 9.0	46	•	19	·											1
Lad 1 Windset Column of the last of th	Urban Ed. Inc.	Washington, DC 20020	For Profit					9.0. Reading: 9.0	•						· · · ·								1
		(202) 610-2344						grade level: Math: 9.0. Reading: 9.0 GED/HS Dinioma Basic computer literacy. Basic	16			<u> </u>	.,	,	,	,	,	,	,	,			1
Set 1 Telepret Mark 1 Telepret Mark 1 Telepret Mark 1 Set 1 Set 1 Telepret Mark 1 Set 1 Set 1 Telepret Mark 1 Set 1				Cisco Certified Network Associate (CCNA)	200 hours	Cisco	\$ 4,100.00	internet usage skills, Basic PC operating system navigation skills.	•				*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	L
American America								New and Inactive	Provid	ers									-				
All Cit 2 manual bits in the contract Diverse (DC). Class B (DC					160 hours		\$ 4,500.00		284	121	170	87	162, 95%	79, 91%	62, 36%	40, 46%	69, 41%	56, 64%	54, 32%	54, 62%	\$9,461.00	\$9,597.50	1
d BOXA Problem Part Losses Part Main Administration Administration<								All individuals must be able to speak, read, and write					+	<u> </u>			 						i i
Image: Space Processing Concentration is Located (CDL), Class B 100 how		5716 Telegraph Road Alexandria, VA 22303	For Profit	Commercial Driver's License (CDL), Class B (Automatic Rus)	120 hours		\$ 4,500.00	the English Language-All individuals must be at least 21 years of age-Must be able to pass a drug screening test-Must be able to secure D.O.T. approved	50	24	40	17	34, 85%	11,65%	*, 0%	*, 0%	10, 25%	10, 59%	* 0%	*, 0%	\$2,509.50	\$2,509.50	
And Construction And Construction<	0.0000	(703) 347-7999				PARTICIPATION IN CONTRACT		medical fitness card; Minimum CASAS grade level:					 	ļ			 						
Advanced Communication Drane, Class A Advanced Communication Drane, Class A				Commercial Driver's License (CDL), Class B (Manual Dump Truck)	120 hours		\$ 4,500.00		15		*		*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$5,600.00	\$5,600.00	1
Intel 1 Transport Sol V S. N. (20) 452-000 Concent for transport Concent for transport Concent for transport Sol V S. N. (20) 452-000 Sol V S. N. (20) 452-00					49 hours		\$ 4700.00						* 0%	* 0%	* 0%	* 0%	* 0%	1.01/	* 0%	* 0%	\$0.00	\$0.00	
Inclusion di registione Pre-Pretti Chancend Locard Observatione S andonga Pre-pretti S andonga S	Rattle's Transportation	2000 V C NF						the English Language-All individuals must be at least	*	٠	*	*											1
Instruction Product Name Product Name Product Name S S.0000 Instruction Instr	Inc. Commercial Driving	Washington, DC 20018	For Profit			Federal Motor Carrier Safety Administration		21 years of age-Must be able to pass a drug screening test-Must be able to secure D.O.T approved	•	•	*	•											New Provider
Care Technical Institute NM Wampson, C229 552-3640 Pare Park Discussion In Structure production (C) (201 552-3640) S. 112250 (201 552-3640)	raining School	(202) 462-8658						medical fitness card; Minimum CASAS grade level: Math 6.0, Reading 6.0	*	•	· ·	*											
Constrained Intel Wannings, Diagnostic Assession (20) 953-0400 For Product (20) 953-0400 For Product (20) 953-0400 For Prod									•		*												
Institute Washington, UL 20000 Medical Academic 000 huns \$ 15,95:00 * * * * * * * * * * * * * * * * * * *	Career Technical	NW	For Profit	PC Specialist Plus (Bookkeeping Specialization)	26 weeks	CTI is a credentialed institution	\$ 16,295.00		:	*	*	;	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	Provider not currently
	Institute			Medical Assistant Help Desk Professional	900 hours		\$ 16,995.00 \$ 13,795.00		;	;	*										\$0.00	\$0.00	receiving referrals
		700 Pennsylvania Ave		Apprenticeship Program Work Process Medical Assistant					•	•	*	*	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%			

	SE																						
Dream Health Group	Washington, DC 20003		Apprenticeship Program Work Process Medical Billing						•	•	*	*	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	New Apprenticeship Provider
	(410) 610-5119		Apprenticeship Program Work Process Medical Coding						•	•	•	•	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
Dudley Beauty College	2031 Rhode Island Ave NE Washington, DC 20018 (202) 269-3666	For Profit	Nail Technology Hybrid Course	350 hours	DCRA License	\$	4,390.00		•	•	٠		*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	New Provider
Forest Hills DC	4901 Connecticut Avenue, NW Washington, DC 20008 202-966-7623	For Profit	Advanced CNA Apprenticeship Program	10 Months 1000 hours	DC Health Board of Nursing	s	5,000.00		·	•	·	·	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	New Provider
IEC Chesapeake	8751 Freestate Drive, Suite #250		Four Year Electrical Apprenticeship Program	4 years					٠		*		*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	New Apprenticeship
Apprenticeship Inc.	Laurel MD, 20723 (301) 621-9545		Three Year Telecommunications Technician	3 Years									*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	Provider
			HI-1000 Medical Front Office Assistant and	19 weeks	Both the American Medical Certification Association (AMCA) and National	e	4 000 00	High School Diploma or GED					*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*. 0%	*, 0%	\$0.00	\$0.00	
			Administration Specialist		Healthcareer Association (NHA)	~																	
			HI-1100 Medical Billing Specialist HI-1200 Medical Front Office Administration	12 weeks	Association (AMCA)	\$	2,000.00	High School Diploma or GED	· ·	•	·		*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
			Specialist	13 weeks	National Healthcareer Association (NHA) Both the American Medical Certification	s	2,000.00	High School Diploma or GED	· · · ·	*	*	*	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
MedCerts	13955 Farmington Road, Livonia, MI 48154	For Profit	HI-4000 Electronic Health Records and Reimbursement Specialist	17 weeks	Association (AMCA) and National	s	4,000.00	High School Diploma or GED	•		*		*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	New Provider
	734-469-5193		HI-6000 Medical Assistant	27 weeks	Healthcareer Association (NHA) Both the National Healthcareer Association (NHA) and Professional Association for Customer Engagement	s	4,000.00	High School Diploma or GED		٠	٠		*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
			IT-1000 IT Support Professional	10 weeks	(PACE) CompTIA and Professional Association	s	4.000.00	High School Diploma or GED			*	*	*. 0%	*, 0%	*, 0%	*, 0%	*. 0%	*, 0%	*. 0%	*. 0%	\$0.00	\$0.00	
			IT-2000 IT Helpdesk Administrator	18 weeks	for Customer Engagement (PACE) CompTIA	s		High School Diploma or GED		•			*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
			Medical Administrative Assistant (MAA)	720 hours	National Healthcareer Association (NHA)		5,000.00	sobens must be substance nee at time of enrolment in SOME CET. Students are required		•	*		*, 0%	*, 0%	*. 0%	*, 0%	*, 0%	, 0%	*. 0%	*, 0%	\$0.00	\$0.00	
1	4430 Benning Road, NE,						5.000.00	enforment in SOME CET. Students are required to complete a urinalysis drug screening as part of the speciation percent.			l .				,			,	,				
SOME Center for	4430 Benning Road, NE, Third Floor Washington, DC 20019	Non-Profit	Medical Assistant (MA) Electronic Health Records (EHR)	760 hours 91 hours	National Healthcareer Association (NHA) National Healthcareer Association (NHA)	°	5,000.00	apprication process. 2. Students may not consume alcoholic beverages or take illegal drugs on SOME CET premises.			1		*, 0%	*, 0%	*, 0% *. 0%	*, 0%	*, 0%	*, 0% *. 0%	*, 0%	*, 0%	\$0.00 \$0.00	\$0.00 \$0.00	New Provider
Employment Training	Washington, DC 20019 (202) 797-8806		Building Maintenance Service Technician		FPA	•	1,242.15	take illegal drugs on SOME CET premises. 3. Students may not report to training under the influence of drugs or alcohol.			1		*, 0%	*, 0%	,	*, 0%	*, 0%	,	*, 0%	*, 0%	\$0.00 \$0.00	\$0.00 \$0.00	
			(BMST) Heating Ventilation and Air Conditioning (HVAC)	660 hours 540 hours	EPA	5 e	5,000.00	4. Students are subject to random drug testing during				÷	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
			Nursing Assistant Program	125 hours	Board of Nursing	s	5.000.00	eccelment at SOME CET			*	*	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*. 0%	*, 0%	\$0.00	\$0.00	
	101 Xenia St. NW Suite 200		Pharmacy Technician Program	225 hours	Board of Pharmacy		5.000.00						*, 0%	*, 0%	*, 0%	*. 0%	*, 0%	*, 0%	*. 0%	*, 0%	\$0.00	\$0.00	
Time for Change	Washington, DC 20021 (202) 765-1265	Non-Profit	Phantacy recinician Program	225 Hours		•	5,000.00						, 0 /8	,0%	,0%	,0%	, 0 %	, 0 %	, 0 %	, 078	\$0.00	30.00	New Provider
	(202) 705-1205		Emergency Medical Technician	200 hours	National Registry of Emergency Medical Technicians	s	8,000.00		•	•	*	*	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
			Commercial Drivers' License (CDL) Training	200 hours	Federal Motor Carrier Safety Administration	\$	3,500.00		٠	*	*	*	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
			Emergency Medical Technician (EMT)	640 hours	National Registry of Emergency Medical Technicians	s	5,000.00				*		*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
United Planning	301 Rhode Island Avenue, NW		IT Help Desk and Application Support Specialist	144 hours plus 12 week internship	CompTIA	s	6,000.00						*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
Organization (UPO)	Washington, DC 20001 (202) 238 4609		Hospitality Hotel Industry Worker	120 hours	Golden Opportunities International	s	2,800.00			•		•	*. 0%	*, 0%	*. 0%	*, 0%	*, 0%	*, 0%	*. 0%	*, 0%	\$0.00	\$0.00	New Provider
	(202) 250 4005		Electrical Technician Plumbing Technician	202 hours 450 hours	NCCER	s s	4,000.00		:	:	*	:	*. 0% *. 0%	*. 0% *. 0%	*. 0% *. 0%	*, 0% *, 0%	*. 0% *. 0%	*. 0% *. 0%	*. 0% *. 0%	*, 0% *, 0%	\$0.00 \$0.00	\$0.00 \$0.00	
			Child Development Associate (CDA)	600 total hours (120	Professional Council of Recognition	s	5,000.00						*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
			Medical Track Computer Skills for the Workplace \$115	Inseraceon: 460 Com																			
			Medical Terminology \$115 Medical Coding and Billing \$2995 If Track 1	15 months		s	3,225.00		•	•	•	•	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
			Computer Skills for the Workplace \$115 Microsoft Office Suite \$2,485 IT Track 2	8 months		s	2,600.00		•	•	•	•	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
			Computer Skills for the Workplace \$115 Microsoft Office Suite \$2, 485 Como TIA A+ \$1.195 Pharmacy Technician	14 months		s	3,795.00		·	•	•	•	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
	Beverly Lucas	University of the District of Columbia	Computer Skills for the Workplace \$115 Medical Terminology \$115 Pharmacv Technician \$2 595 Paralegal Track	27 months		s	2,825.00		·	•	•	•	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
University of the District of Columbia Continuing Education	Beverly.lucas @udc.edu	4250 Connecticut Avenue, NW Suite 2339	Paralegal Preparation \$115 Certified Paralegal \$2,485	9 months		s	2,600.00		·	•	*	•	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	New Provider
COLUMN T		Washington, DC 20008 (202)274-7430	Medical Coding and Billing	12 months		s	2,995.00		·	•	·	·	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
			Microsoft Office Suite	6 months		s	2,485.00		·	•	·	•	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
			Comp TIA A+	6 months		s	1,195.00		·	•	•	•	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
			Pharmacy Technician	12 months		s	2,595.00		٠	•	*	•	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
			Certified Paralegal	6 months		s	2,485.00			٠	٠		*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
1	1200 18th Street, NW		Comp TIA A+ (Hardware and Software)		CompTIA			At least 18 years old; High School Diploma or GED; Minimum CASAS grade level: Math: 9.0, Reading: 9.0		•		•	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	
Vets Group Training Academy	Suite LL100 Washington, DC 20036	For Profit	Comp TIA Network +		CompTIA			IT Essentials (A+): Minimum CASAS grade level: Math:					*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*. 0%	*, 0%	\$0.00	\$0.00	Provider not currently receiving referrals.
	(202) 822-0011		Comp TIA Security +	4 weeks	CompTIA	s	3 792 00	9.0. Reading: 9.0 IT Essentials (A+) and Network+; Minimum CASAS					*. 0%	*, 0%	*. 0%	*, 0%	, 0%	, 0%	*. 0%	*. 0%	\$0.00	\$0.00	
	1513 Rhode Island Ave,		EKG/ Phiebotomy	20 weeks	National Health Career Association	s	4,000.00	orade level: Math: 9.0. Reading: 9.0			*		*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*. 0%	*. 0%	*, 0%	\$0.00	\$0.00	
Westlink Career Institute	NE, Suite A Washington, DC 20018	For Profit	Emergency Medical Technician -Basic - 20		National Registry of Emergency Medical						Ι.							,	,				Provider not currently receiving referrals.
	(202) 529-5465		weeks	20 weeks	Technicians	5	4,000.00		•	•	*	*	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	*, 0%	\$0.00	\$0.00	

* The value was suppressed to protect Personally Identifiable Information (PII) or no data was reported.



DISTRICT OF COLUMBIA WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) WORKFORCE IMPLEMENTATION GUIDANCE LETTER (WIGL)

DATE: April 20, 2017

NO: DC-WIGL-2017-010-NewWIOAETPLApplicationProcess

- TO: LOCAL WORKFORCE DEVELOPMENT SYSTEM STAKEHOLDERS AMERICAN JOB CENTERS WIOA ELIGIBLE TRAINING PROVIDERS DEPARTMENT OF EMPLOYMENT SERVICES (DOES) OFFICE OF THE STATE SUPERINTENDENT OF EDUCATION (OSSE) DEPARTMENT ON DISABILITY SERVICES (DDS) DEPARTMENT OF HUMAN SERVICES (DHS)
- **FROM:** DIANE PABICH United Interim Executive Director, Workforce Investment Council (WIC)

SUBJECT: NEW WIOA ELIGIBLE TRAINING PROVIDER LIST APPLICATION PROCESS

1. Purpose.

To provide guidance to training providers on the new process for submitting an application for review and approval by the Workforce Investment Council.

2. <u>References.</u>

WIOA Section 122 20 CFR §680.410 20 CFR §680.420 20 CFR §680.430 20 CFR §680.450 WIOA Eligible Training Provider Policy All Policy Guidance to be housed at http://dcworks.dc.gov

3. Definitions.

WIGL – Workforce Implementation Guidance Letter
 WIC – District of Columbia Workforce Investment Council
 DOES – District of Columbia Department of Employment Services
 AJC – American Job Center
 COP – Community of Practice



ETP – Eligible Training Provider
ETPL – Eligible Training Provider List
EWA – Economic and Workforce Alignment
ITA – Individual Training Account
LWDA – Local Workforce Development Area
LWDB – Local Workforce Development Board (the DC WIC)
SWDB – State Workforce Development Board (the DC WIC)
WIA – Workforce Investment Act
WIOA – Workforce Innovation and Opportunity Act
USDOL – United States Department of Labor
R – Revised. When updates are made to WIGL letters, the R will serve as an indicator that a revision has been made, along with a revision number if multiple adjustments are made.

4. Background.

WIOA emphasizes informed consumer choice, job-driven training, provider performance, and continuous improvement. The quality and selection of service providers and training programs is vital to achieving these core principles. The District's procedures for approving eligible training providers and programs ensure the accountability, quality and labor-market relevance of the training services provided to District residents through WIOA title I, subtitle B funding. The District's list of eligible training providers and programs is also a means for ensuring informed customer choice for individuals eligible to receive training.

On December 14, 2015, the WIC WIOA Eligible Training Provider Policy went into effect. Through this policy, the WIC established eligibility criteria, performance requirements, and application procedures governing the District's ETPL. The WIC has amended the policy to include an updated application process that enhances the efficiency of submission, review, and approval and ensures a comprehensive assessment of the quality of each provider's training services.

5. Guidance.

Under the new application process, as outlined in Attachment A, the training provider applicant is required to download the ETPL application and submit completed materials through the WIC website at https://dcworks.dc.gov. WIC staff will review application materials and submit them to the WIC Board Economic and Workforce Alignment (EWA) Committee for approval or denial. Providers who are deemed eligible by the Committee must then be determined suitable to do business with the District.

T (202) 671-1554



6. Technical Assistance.

TRAINING PROVIDER ENGAGEMENT FORUM

The WIC will be holding a Training Provider Engagement forum on Friday, April 28, 2017, from 10:00am to 12:00pm at the District of Columbia Housing Finance Agency, located at 815 Florida Avenue, NW, Washington, DC, 20001. The purpose of the forum will be to outline details and provide guidance for providers under the new application process. Interested parties may RSVP to attend the Training Provider Engagement Forum by e-mailing <u>dcworks@dc.gov</u> and submitting any anticipated questions in advance to the same address.

COMMUNITY OF PRACTICE

As a part of the enhancements to the ETPL process, the WIC will provide facilitated professional development and technical through the Career Pathways Community of Practice (COP). Through the Community of Practice providers will develop:

- Increased expertise in subject areas, greater knowledge of evidenced-based practices, and ability to implement expertise and knowledge at the program level
- Stronger linkages between program design/curriculum and business needs, informed by LMI data and employer relationships
- A clearer understanding of how and where they fit into a sector pathway and relevant career maps
- Relationships between providers for troubleshooting, sharing of promising practices, and leveraging partnerships
- Enhanced performance outcomes due to implementation of best and evidencedbased practices

Participation in the Community of Practice is expected of all eligible training providers. Participation includes: attending virtual and in-person training seminars and events (schedule is TBD), responding to surveys and inquiries as requested, and receiving COPrelated communications. The WIC will provide further information about the COP and related events beginning in spring 2017.

7. Action Requested.

Effective Monday, May 1, 2017, providers should use the updated procedure to apply for the District of Columbia ETPL. Please distribute this WIGL to appropriate individuals.

8. Attachments.

Attachment A - WIOA Eligible Training Provider Policy

9. Inquiries.

Inquiries regarding this guidance should be directed to:



Rosalyce Broadous-Brown Policy Analyst | Workforce Investment Council (WIC) W: 202.715. 2854 | E: rosalyce.broadous-brown@dc.gov

10. <u>Expiration.</u> Continuing.

2235 Shannon Place SE, Suite 3031 Washington, DC 20020

T (202) 671-1554

			Fund	ing amount (\$)	
	Funding stream		FY2021	FY2022	FY2023
		DOES	286,185.79	221,058.19	162,483.04
	WIOA Title I Adult state	WIC	410,600.06	410,600.06	410,600.06
		Total	696,785.85	631,658.25	573,083.10
		DOES	3,948,453.15	3,579,396.75	3,247,470.90
	WIOA Title I Adult local	WIC	N/A	N/A	N/A
		Total	3,948,453.15	3,579,396.75	3,247,470.90
		DOES	312,043.51	239,512.21	176,935.96
	WIOA Title I Youth state	WIC	456,222.29	456,222.29	456,222.29
		Total	768,265.80	695,734.50	633,158.25
		DOES	4,353,506.20	3,942,495.50	3,587,896.75
	WIOA Title I Youth local	WIC	N/A	N/A	N/A
		Total	4,353,506.20	3,942,495.50	3,587,896.75
	WIOA Title I Dislocated Worker state	DOES	1,019,351.49	856,610.34	721,899.39
		WIC	653,918.61	653,918.61	653,918.61
		Total	1,673,270.10	1,510,528.95	1,375,818.00
	WIOA Title I Dislocated worker local	DOES	9,481,863.90	8,463,849.40	7,796,302.00
		WIC	N/A	N/A	N/A
		Total	9,481,863.90	8,463,849.40	7,796,302.00
	WIOA Governor's reserve (state set-aside)	DOES	1,617,580.79	1,317,180.74	1,061,318.39
		WIC	1,520,740.96	1,520,740.96	1,520,740.96
		Total	3,138,321.75	2,837,921.70	2,582,059.35
*	WIOA Title II (Adult Education)	OSSE	1,327,168.00	1,332,037.00	1,353,622.00
*	WIOA Title III (Wagner- Peyser/Employment Services	DOES	2,223,242.00	1,918,142.00	N/A
	WIOA Title IV (Vocational Rehabilitation)	DDS	See attachment Q55_DDS_WIOA Outcomes PY2021	See attachment Q55_DDS_WIOA Outcomes PY2021	See attachment Q55_DDS_WIOA Outcomes PY2021

Q71 WIOA Funding FY2021-2023

Note:

* This program is not DOES'. Other agency's program.

The allocations listed do not include carryover from prior fiscal years

Funding from the WIOA State-wide Rapid Response grant is included in the total for WIOA Title I Dislocated Worker Local amounts

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EV21 Number of Participants In Program	Participants	FY20 Number of Participants in Program
		FY21 Number of Participants In Program

	FY22 Number of Participants In Program
	FY21 Program Participant Capacity
	FY22 Program Participant Capacity
	FY20-21 TOTAL PARTICIPANTS CHANGE YOY (%)
	FY21-22 TOTAL PARTICIPANTS CHANGE YOY (%)
	FY20 Number of Participants that Completed Program
	FY21 Number of Participants Completed Program
	FY22 Number of Participants Completed Program
	Participation and Completion Notes
	FY20- 21 TOTAL PARTICIPANTS COMPLETED YOY (%)
	FY21-22TOTAL PARTICIPANTS COMPLETED YOY (%)
Eligibility: Input	
yes" if this	
opulation is eligible	
or your program.	
	Education
	Age
	Displaced Homemaker
	Dislocated Worker
	Long-Term Unemployed
	Low-Income Individuals
	Individuals with Disabilities
	Ex-Offenders
	Homeless Individuals
	Youth Aged Out of Foster Care
	Additional Eligibility Requirements
Reporting Tools	Agency Reporting Tools

Agency	Agency Acronym	
	Agency Full Name	
	Program Name	
Program Description		
	Provider Name	
	Workforce Activity Name	
	Industry Sector	
	Provided Services	
	Provided Services Notes	
	Credential Name	
	Associated Occupational Job Title and Code	
	Workforce Activity Duration	
Program Budget &	,	
Funding Sources	FY20 Total Budget for Workforce Activity	
	FY21 Total Budget for Workforce Activity	
	FY22 Total Budget for Workforce Activity	
	FY20-FY21 TOTAL BUDGET CHANGE YOY (%)	
	FY21-FY22 TOTAL BUDGET CHANGE YOY (%)	
	FY20 Total Expenditures for Workforce Activity	
	FY21 Total Expenditures for Workforce Activity	
	FY22 Total Expenditures for Workforce Activity	
	FY20-FY21 TOTAL SPENT CHANGE YOY (%)	
	FY21-FY22 TOTAL SPENT CHANGE YOY (%)	
	Total Budget/Expenditures Notes	
	Is funding per participant?	
	FY21 Dollar Amount per Participant, if applicable	
	FY22 Dollar Amount per Participant, if applicable	
	Is activity Earn and Learn? If yes, input the amount participants r	eceive.
	Does activity have a published tuition?	
	FY21 Published Tuition Amount, if applicable	
	FY22 Published Tuition Amount, if applicable	
Participants	FY20 Number of Participants in Workforce Activity	
	FY21 Number of Participants in Workforce Activity	
	FY22 Number of Participants in Workforce Activity	
	FY20-FY21 TOTAL PARTICIPANTS CHANGE YOY (%)	
	FY21-FY22 TOTAL PARTICIPANTS CHANGE YOY (%)	
	FY20 Participants Completed Workforce Activity	
	FY21 Participants Completed Workforce Activity	
	FY22 Participants Completed Workforce Activity	
	Participation Notes	
	FY20-FY21 TOTAL PARTICIPANTS COMPLETED CHANGE YOY (%)	
	FY21-FY22 TOTAL PARTICIPANTS COMPLETED CHANGE YOY (%)	
	Female	
	Male	
	Nonbinary	
	Asian	
	Black or African American	

	LatinY/Llispania
	LatinX/Hispanic
	American Indian
	Native Hawaiian or Other Pacific Islander
	Two or More Races
	White
	Other (Race/Ethnicity not included as an option)
	Not Identified (Participant did not identify).
Performance	Does activity report WIOA Performance Measure?
	FY20 Number of Participants who Earned Credential
	FY21 Number of Participants who Earned Credential
	FY22 Number of Participants who Earned Credential
	FY20-FY21 TOTAL CREDENTIAL CHANGE YOY (%)
	FY21-FY22 TOTAL CREDENTIAL CHANGE YOY (%)
	FY20 Number of Participants Employed
	FY21 Number of Participants Employed
	FY22 Number of Participants Employed
	FY20-FY21 TOTAL EMPLOYED CHANGE YOY (%)
	FY21-FY22 TOTAL EMPLOYED CHANGE YOY (%)
WIOA Performance	
Measures	Employment 2nd Quarter after Exit- Target
	FY20 Employment 2nd Quarter After Exit- Outcome
	FY21 Employment 2nd Quarter After Exit- Outcome
	FY22 Employment 2nd Quarter After Exit- Outcome
	Employment 2nd Quarter Date Available
	Employment 4th Quarter After Exit- Target
	FY20 Employment 4th Quarter After Exit- Outcome
	FY21 Employment 4th Quarter After Exit- Outcome
	FY22 Employment 4th Quarter After Exit- Outcome
	Employment 4th Quarter After Exit Date Available
	Employment Notes
	FY20 Median Earnings
	FY21 Median Earnings - Outcome
	FY22 Median Earnings - Outcome
	Median Earnings Date Available
	Median Earnings Notes
	FY20 Credential Attainment- Outcome
	FY21 Credential Attainment- Outcome
	FY22 Credential Attainment- Outcome
	Credential Attainment Notes
Eligibility	Education
	CASAS Score
	Driver's License
	Drug Test
	Criminal Background Check
	Additional Eligibility Requirements
Delivery of Service	Was activity offered virtually, in person, or through a hybrid mo

Table of Contents

How to Use this page: This table of contents page is meant to help you find items in the spreadsheet with ease. You can select each item below and it will take you to the corresponding cell. You will notice that not every data request is linked below; however, the most important sections are linked.

Budget Section

FY22 Program BudgetFY22 Program SpentFY22 Local Amount ReceivedFY22 Federal Amount ReceivedFY22 Special Purpose Amount ReceivedFY22 Miscellaneous Funding Amount ReceivedFY22 Workforce Activity BudgetFY22 Workforce Activity Spent

Participants Section

Program- FY22 Number of Participants Program- FY22 Number of Participants Completed Workforce Activity- FY22 Number of Participants Workforce Activity- FY22 Number of Participants Completed

Performance Section

Workforce Activity- FY22 Number of Participants who Earned Credential Workforce Activity- FY22 Number of Participants Employed

Eligibility Section

Programs- Eligibility Requirements Workforce Activity- Eligibility Requirements

Data Dictio	nary	
Tab	Data Field	Definition
		The full name of the program. We describe the program as the umbrella term from which workforce activities
Program-	Program Name	are provided (e.g., courses, trainings, etc.).
Program-	Program Description	A brief description that includes and overview
Program-	Program Duration Program Duration Notes	How long does it take for the program to be completed. Additional notes about how long does it take for the program to be completed.
Program-	Program Duration Notes	Additional notes about now long does it take for the program to be completed.
		The associated industry sectors for the program, typically Construction; IT & Business Administration; Law &
		Security; Educational Services; Infrastructure & Transportation; Hospitality; Healthcare; etc. When adding
Program-	Industry Sectors	multiple industry sectors, separate each using a semi colon.
Program-	Services Provided	All services that are provided by the program. For example: Case Management; Credential/Occupational Skills Training; Employer Service; Job/Workforce Readiness; Job Search/Placement; Work Experience, etc.
Program-	FY20 Program Total Budget	The budget for FY20
Program-	FY21 Program Total Budget	The budget for FY21
Program-	FY22 Program Total Budget	The budget or FY22.
Program-	BUDGET CHANGE YOY FY20-21 (%)	This column measures the amount of change from FY20-FY21.
Program-	BUDGET CHANGE YOY FY21-22 (%)	This column measures the amount of change from FY20-FY21.
Program- Program-	FY20 Program Total Expenditures FY21 Program Total Expenditures	The total amount spent from the budget. The total amount spent from the budget.
Trogram		The total amount spent from the program's budget. Ideally, this amount should not exceed the budget amount,
Program-	FY22 Program Total Spent	unless the program was overbudget.
Program-	FY20-21 SPENT CHANGE YOY (%)	This column measures the amount of change from FY20-FY21.
Program-	FY20-22 SPENT CHANGE YOY (%)	This column measures the amount of change from FY20-FY21.
Program-	Program Budget Notes	Any additional budget notes.
Program-	FY20 Local Funding Amount FY21 Local Funding Amount	The total amount received from a local source The total amount received from a local source
Program- Program-	FY21 Local Funding Amount FY22 Local Funding Amount	The total amount received from a local source
Trogram	1122 Local Funding Fundant	This section identifies where the source of the funding came from. For example, if the funding was from ARPA
		funds, a specific program, etc. Please note, this information is not a priority and can be reported in the
Program-	Identify the source of the funding	following year.
Program-	FY20 Federal Funding Amount	The total amount received from a federal source.
Program-	FY21 Federal Funding Amount	The total amount received from a federal source.
Program-	FY22 Federal Funding Amount	The total amount received from a federal source. This section identifes where the source of the funding came from. For example, if the funding was from ARPA
		funds, a specific program, etc. Please note, this information is not a priority and can be reported in the
Program-	Identify source of the federal funding	following year.
Program-	FY20 Special Purpose Funding Amount	The total amount receivied from a special purpose source
Program-	FY21 Special Purpose Funding Amount	The total amount received from a special purpose source
Drogrom	EVan Special Rumore Funding Amount	The total amount received from a special purpose funding sources. An example of special purpose funding
Program-	FY22 Special Purpose Funding Amount	includes when funding is redirected from another agency. This section identifes where the source of the funding came from. For example, if the funding was from ARPA
		funds, a specific program, etc. Please note, this information is not a priority and can be reported in the
Program-	Identify source of the special purpose funding	following year.
Drogrom	FY20 Additional Funding Amount (Any amount that does not fall within identified categories)	The total amount received from a non local, non federal, or non special purpose amount.
Program-	that does not fail within identified categories)	The total amount received from a non local, non rederal, or non special purpose amount.
	FY21 Additional Funding Amount (Any amount	
Program-	that does not fall within identified categories)	The total amount received from a non local, non federal, or non special purpose amount.
Duo ano an	FY22 Additional Funding Amount (Any amount	The total amount received from a new local men federal or new model numbers an out
Program-	that does not fall within identified categories)	The total amount received from a non local, non federal, or non special purpose amount. The amount of funding in dollar amount or percentage of the budget that is used for wage subsidies for
Program-	Portion of Funding Utilized for Wage Subsidies	participants.
		There are three options for funding vehicle types: grants, contracts, or MOUs. This tracks how funding is given
Program-	Program Funding Vehicle Type	to providers (Some agencies also included how they receive funding, if so, it is noted in the spreadsheet).
Program	Grant/Contract/MOU Tracking Information	Add the tracking information of the grant, contract, or MOU.
Program-	(Tracking Number)	Au me tracking mormation of the grant, contract, or MOU.
Program-	Grant/Contract/MOU Stakeholders	The names of the partnering agencies/providers that are included in the grant, contract, or MOU.
÷		The total number of participants in the program. This number should align to the number of participants
Program-	FY20 Number of Participants in Program	reported in the activities tab.
D	INter Mouth on of Destining of A. D.	The total number of participants in the program. This number should align to the number of participants
Program-	FY21 Number of Participants In Program	reported in the activities tab. The total number of participants in the program. This number should align to the number of participants
Program-	FY22 Number of Participants In Program	The total number of participants in the program. This number should align to the number of participants reported in the activities tab.
		If the program has a set capacity for the number of participants that can be served. For some programs the
		capacity may be determined by the cost per participant and the budget; by the number of participants
Program-	FY21 Program Participant Capacity	employees are eligible to work with; or by another factor.
		If the program has a set capacity for the number of participants that can be served. For some programs the
Program	EVan Program Participant Canonity	capacity may be determined by the cost per participant and the budget; by the number of participants employees are eligible to work with; or by another factor.
Program-	FY22 Program Participant Capacity FY20-21 TOTAL PARTICIPANTS CHANGE YOY	employees are engine to work with, or by another factor.
Program-	(%)	The amount of change from FY20-FY21.
	FY21-22 TOTAL PARTICIPANTS CHANGE YOY	
Program-	(%)	The amount of change from FY20-FY21.
Drogram	FY20 Number of Participants that Completed	Total number of portionants who completed
Program-	Program	Total number of participants who completed
Program-	FY21 Number of Participants Completed Program	Total number of participants who completed
		· · · · · · · · · · · · · · · · · · ·

Program-	FY22 Number of Participants Completed Program	Total number of participants who completed	
December	FY20- 21 TOTAL PARTICIPANTS COMPLETED		
Program-	YOY (%) FY21-22TOTAL PARTICIPANTS COMPLETED	The amount of change from FY20-FY21.	
Program-	YOY (%)	The amount of change from FY20-FY21.	
Program- Program-	Education	If there is a specific set of education (e.g., high school diploma, GED, bachelor's degree, vocational certificate, etc.) that a participant must possess to participate in this program, add the specific requirement. The education here should align with the education requirements reported in the Workforce Activity tab. If there is a specific age that a participant must be to participate in the program, add the specific age. The age listed here should align with the activities reported in the Workforce Activity tab.	
Program-	Displaced Homemaker	If participants who meet the definition of a displaced homemaker are eligible to participate in the program, input "Yes". To review the definitions for individuals with barriers to employment, visit: https://educateiowa.gov/sites/files/ed/documents/WIOA%20Barriers%20to%20Employment%20-%20Definitions.pdf	
Program-	Dislocated Worker	If participants who meet the definition of a dislocated worker are eligible to participate in the program, input "Yes". To review the definitions for individuals with barriers to employment, visit: https://educateiowa.gov/sites/files/ed/documents/WIOA%20Barriers%20to%20Employment%20- %20Definitions.pdf	
Program-	Long-Term Unemployed	If participants who meet the definition of a long term unemployed individual are eligible to participate in the program, input "Yes". To review the definitions for individuals with barriers to employment, visit: https://educateiowa.gov/sites/files/ed/documents/WIOA%20Barriers%20to%20Employment%20-%20Definitions.pdf	
Program-	Low-Income Individuals	If participants who meet the definition of a low-income individual are eligible to participate in the program, input "Yes". To review the definitions for individuals with barriers to employment, visit: https://educateiowa.gov/sites/files/ed/documents/WIOA%20Barriers%20to%20Employment%20-%20Definitions.pdf	
Program-	Individuals with Disabilities	If participants who meet the definition of an individual with disabilities are eligible to participate in the program, input "Yes". To review the definitions for individuals with barriers to employment, visit: https://educateiowa.gov/sites/files/ed/documents/WIOA%20Barriers%20to%20Employment%20- %20Definitions.pdf	
Program-	Ex-Offenders	If participants who meet the definition of an ex-offender are eligible to participate in the program, input "Yes". To review the definitions for individuals with barriers to employment, visit: https://educateiowa.gov/sites/files/ed/documents/WIOA%20Barriers%20to%20Employment%20- %20Definitions.pdf	
Program-	Homeless Individuals	If participants who meet the definition of a displaced homemaker are eligible to participate in the program, input "Yes". To review the definitions for individuals with barriers to employment, visit: https://educateiowa.gov/sites/files/ed/documents/WIOA%20Barriers%20to%20Employment%20- %20Definitions.pdf	
Program-	Youth Aged Out of Foster Care	If participants who meet the definition of a youth aged out of foster care are eligible to participate in the program, input "Yes". To review the definitions for individuals with barriers to employment, visit: https://educateiowa.gov/sites/files/ed/documents/WIOA%20Barriers%20to%20Employment%20-%20Definitions.pdf	
Program- Program-	Additional Eligibility Requirements Agency Reporting Tools	Any additional eligibility requirements, please add. It is implied that all participants must be District residents. The reporting tools that the agency uses to record and report data.	
	rigency reporting 10015	The reporting tools that the agency uses to record and report data.	
Workforce Activity-	Program Name	The program name that is associated with the activity. The program name should also be found in the programs tab.	
~		The name of the provider/the organization that directly delivers the service. If the service is completed at the	
Workforce Activity-	Provider Name	agency, then add the agency's name here. The official full title of the activity, without any spelling errors or abbreviations. The activity may be a course,	
Workforce Activity-	Workforce Activity Name	internship, training, etc.	
		The associated industry sectors for the activity. For example, Construction; IT & Business Administration; Law & Security: Educational Services; Infrastructure & Transportation; Hospitality; Healthcare; etc. When adding	
Workforce Activity-	Industry Sector	multiple industry sectors, separate each using a semi colon.	
Workforce Activity-	Services Provided	The services that are provided by the activity. For example: Case Management; Credential/Occupational Skills Training; Employer Service; Job/Workforce Readiness; Job Search/Placement; Work Experience, etc.	
Workforce Activity-	Services Provided Notes	If there are any additional notes about the services provided, please add here.	
Workforce Activity-	Credential Name	The name of the credential that participants are eligible to earn.	
Workforce Activity-	Associated Occupational Job Title and Code	Add the SOC Code associated with each activity. In this section, add the job title and code associated and it should be added as "[Code]; Job Title](for example "15-1212; Information Security Analysts"). To search the specific SOC codes associated with each activity, refer to ONET where you can search job titles/industries and identify the specific SOC codes. If you are unsure about which SOC code to use, select the SOC code that is most related to the activity. If a SOC code is not applicable, then add "data not applicable."	
•	*		
	Workforce Activity Duration FY20 Total Budget for Workforce Activity	How long it takes to complete the activity. Total budget	
Workforce Activity-	FY21 Total Budget for Workforce Activity	Total budget	

Workforce Activity-	FY22 Total Budget for Workforce Activity	Total budget
Workforce Activity-	FY20-FY21 TOTAL BUDGET CHANGE YOY (%)	The amount of change from FY20-FY21.
Workforce Activity-	FY21-FY22 TOTAL BUDGET CHANGE YOY (%)	The amount of change from FY20-FY21.
Workforce Activity-	FY20 Total Spent for Workforce Activity	If there are any updates to the previous years' data, update it and highlight the cell in yellow.
Workforce Activity-	FY21 Total Spent for Workforce Activity	If there are any updates to the previous years' data, update it and highlight the cell in yellow.
Workforce Activity-	FY22 Total Spent for Workforce Activity	Add the total expenditures for the activity. The total spent includes all of the expenditures allocated for the activity.
Workforce Activity-	FY20-FY21 TOTAL SPENT CHANGE YOY (%)	The amount of change from FY20-FY21.
Workforce Activity-	FY21-FY22 TOTAL SPENT CHANGE YOY (%)	The amount of change from FY20-FY21.
Workforce Activity-	Total Budget/Spent Notes	Any additional notes to add about the budget or amount spent for the activity, please add here. An example is, agencies can provide an explanation in case all of the funding was not used or cannot be fully reported.
Workforce Activity-	Is funding per participant?	"Yes" if the activity has a funding cost for each participant.
Workforce Activity-	FY21 Dollar Amount per Participant, if applicable	Total dollar amount per participant
Workforce Activity-	FY22 Dollar Amount per Participant, if applicable	Total dollar amount per participant
Workforce Activity-	Is activity Earn and Learn? If yes, input the amount participants receive.	If participants are eligible to earn money (earn and learn) while they are participating in this program, select "Yes"
		If activity has a published tuition or expense that is owed by the participants, select "Yes"
Workforce Activity-	FY21 Published Tuition Amount, if applicable	If there is a published tuition, its total dollar amount
Workforce Activity-	FY22 Published Tuition Amount, if applicable	If there is a published tuition, its total dollar amount
Workforce Activity-	FY20 Number of Participants in Workforce Activity	Total number of participants in the activity. This amount should align with the participants in the program.
		Total number of participants in the activity. This amount should align with the participants in the program.
	FY22 Number of Participants in Workforce	
Workforce Activity-	Activity FY20-FY21 TOTAL PARTICIPANTS CHANGE	Total number of participants in the activity. This amount should align with the participants in the program.
Workforce Activity-	YOY (%) FY21-FY22 TOTAL PARTICIPANTS CHANGE YOY	The amount of change from FY20-FY21.
Workforce Activity-	(%)	The amount of change from FY20-FY21. Total number of participants who completed the activity. This amount should align with the participants in the
Workforce Activity-	FY20 Participants Completed Workforce Activity	program. Total number of participants who completed the activity. This amount should align with the participants in the
Workforce Activity-	FY21 Participants Completed Workforce Activity	program. Total number of participants who completed the activity. This amount should align with the participants in the
Workforce Activity-	FY22 Participants Completed Workforce Activity FY20-FY21 TOTAL PARTICIPANTS COMPLETED	program.
Workforce Activity-	CHANGE YOY (%)	The amount of change from FY20-FY21.
Workforce Activity-	FY21-FY22 TOTAL PARTICIPANTS COMPLETED CHANGE YOY (%)	The amount of change from FY20-FY21.
Workforce Activity-	Female	The total number of participants that identify as this demographic.
Workforce Activity-	Male	The total number of participants that identify as this demographic.
Workforce Activity-	Nonbinary	The total number of participants that identify as this demographic.
Workforce Activity-	Asian	The total number of participants that identify as this demographic.
Workforce Activity-	Black or African American	The total number of participants that identify as this demographic.
Workforce Activity-	LatinX/Hispanic	The total number of participants that identify as this demographic.
Workforce Activity-	American Indian	The total number of participants that identify as this demographic.
Workforce Activity-	Native Hawaiian or Other Pacific Islander	The total number of participants that identify as this demographic.
Workforce Activity-	Two or More Races	The total number of participants that identify as this demographic.
Workforce Activity-	White	The total number of participants that identify as this demographic.
Workforce Activity-	Other (Race/Ethnicity not included as an option)	The total number of participants that identify as this demographic.
Workforce Activity-	Not Identified (Participant did not identify).	The total number of participants that identify as this demographic.
Workforce Activity-	Does activity report WIOA Performance Measure?	If activity reports WIOA performance measures, select "Yes." If "Yes" is selected then agencies must input all WIOA performance measures data in the corresponding columns.
Workforce Activity-	FY20 Number of Participants who Earned Credential	Total number of participants who earned a credential.
Workforce Activity-	FY21 Number of Participants who Earned Credential	Total number of participants who earned a credential.
Workforce Activity-	oreachthai	זיטונו המחוסר טו participanto who carnet a נוכעכוונומו.

Workforce Activity-	FY22 Number of Participants who Earned Credential	Total number of participants who earned a credential.
	FY20-FY21 TOTAL CREDENTIAL CHANGE YOY	
Workforce Activity-	(%)	The amount of change from FY20-FY21.
Workforce Activity-	FY21-FY22 TOTAL CREDENTIAL CHANGE YOY (%)	The amount of change from FY20-FY21.
		ů – – – – – – – – – – – – – – – – – – –
Workforce Activity-	FY20 Number of Participants Employed	Total number of participants employed
Workforce Activity-	FY21 Number of Participants Employed	Total number of participants employed
Workforce Activity-	FY22 Number of Participants Employed FY20-FY21 TOTAL EMPLOYED CHANGE YOY	Total number of participants employed
Workforce Activity-	(%)	The amount of change from FY20-FY21.
Manutation Astinita	FY21-FY22 TOTAL EMPLOYED CHANGE YOY	The ensure of shares from EVec EVec
Workforce Activity-	(%)	The amount of change from FY20-FY21. Add the associated data. For more information, refer to WIOA Performance Indicators and Measures U.S. Department
Workforce Activity-	Employment 2nd Quarter after Exit- Target	of Labor (dol.gov)
Workforce Activity-	FY20 Employment 2nd Quarter After Exit- Outcome	Add the associated data. For more information, refer to WIOA Performance Indicators and Measures U.S. Department
WORKIOICE ACTIVITY-	FY21 Employment 2nd Quarter After Exit-	of Labor (dol.gov) Add the associated data. For more information, refer to WIOA Performance Indicators and Measures U.S. Department
Workforce Activity-	Outcome	of Labor (dol.gov)
Workforce Activity-	FY22 Employment 2nd Quarter After Exit- Outcome	Add the associated data. For more information, refer to WIOA Performance Indicators and Measures U.S. Department
Workforce Activity-	Outcome	of Labor (dol.gov)
Workforce Activity-	Employment 2nd Quarter Date Available	Add the date when the data is fully available.
Workforce Activity-	Employment 4th Quarter After Exit- Target	Add the associated data. For more information, refer to WIOA Performance Indicators and Measures U.S. Department of Labor (dol.gov)
Wolldoree Hearing	FY20 Employment 4th Quarter After Exit-	Add the associated data. For more information, refer to WIOA Performance Indicators and Measures U.S. Department
Workforce Activity-	Outcome	of Labor (dol.gov)
Workforce Activity-	FY21 Employment 4th Quarter After Exit- Outcome	Add the associated data. For more information, refer to WIOA Performance Indicators and Measures U.S. Department_ of Labor (dol.gov)
	FY22 Employment 4th Quarter After Exit-	Add the associated data. For more information, refer to WIOA Performance Indicators and Measures U.S. Department
Workforce Activity-	Outcome	<u>of Labor (dol.gov)</u>
Workforce Activity-	Employment 4th Quarter After Exit Date Available	Add the date when the data is fully available.
	Employment 4th Quarter After Exit Date Available Employment Notes	Add the date when the data is fully available. If there are any additional notes about the employment data, please add here. Add the associated data. For more information, refer to WIOA Performance Indicators and Measures U.S. Department
		If there are any additional notes about the employment data, please add here. Add the associated data. For more information, refer to WIOA Performance Indicators and Measures U.S. Department of Labor (dol.gov)
Workforce Activity-	Employment Notes FY20 Median Earnings	If there are any additional notes about the employment data, please add here. Add the associated data. For more information, refer to WIOA Performance Indicators and Measures U.S. Department of Labor (dol.gov) Add the associated data. For more information, refer to WIOA Performance Indicators and Measures U.S. Department
Workforce Activity-	Employment Notes	If there are any additional notes about the employment data, please add here. Add the associated data. For more information, refer to WIOA Performance Indicators and Measures U.S. Department of Labor (dol.gov)
Workforce Activity-	Employment Notes FY20 Median Earnings	If there are any additional notes about the employment data, please add here. Add the associated data. For more information, refer to WIOA Performance Indicators and Measures U.S. Department of Labor (dol.gov) Add the associated data. For more information, refer to WIOA Performance Indicators and Measures U.S. Department of Labor (dol.gov)
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Program Description			
Provider Name	Workforce Activity Name	Industry Sector	
Academy of Hope PCS (1)	Healthcare Academy #1: Certified Nursing Assistant (FY21 & FY22)	Healthcare	
	FY20 Activities: AoH Business Administration and Information Technology Academy, AoH Healthcare Academy 101, AoH Hospitality Academy 101 (phased out in FY 21)		
	and AoH Gateway to Career Pathways.		
Academy of Hope PCS (2)	Healthcare Academy #2: Phl	Healthcare	

Academy of Hope PCS (3)	21st Century Workplace (FY	Administration & Information Technology	
Academy of Hope PCS (4)	Career Academy 101 (FY21 & FY22)	Business Adminstration	
Academy of Hope PCS (5)	Career Development Acader	Business Adminstration	

Briya PCS (1)	Child Development	Education
	Associate Program (FY21 &	
	FY22)	

Briya PCS (2)	Medical Assistant Program (Healthcare
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Briya PCS (3)	Helping Professionals	Education; Healthcare
	Program (FY21 & 22)	

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Catholic Charities of the Arch		Construction
	Construction IE&T Program	
	(FY 21 & FY22)	
	FY 20 Activities: PATCH	
	Works IE&T ABE Training	
	Program	
	(Redesigned/renamed in	
	FY21), PATCH Works IE&T	
	Latinos in Finance Training	
	Program, PATCH Works Pre-	
	Apprenticeship	
	Construction Program,	
	PATCH Works IE&T	
	Hospitality and Guest	
Catholic Charities of the Arch	CCETC Bank Teller IE&T Prog	Business Administration
Catholic Charities of the Arch	CCETC Job Seekers' Culinary	Hospitality
	Skills (English Language	
	Learners) IE&T Program	
	(FY21 & FY22)	

Catholic Charities of the Arch	CCETC Workers and Scholars Bridge Program (FY21 & FY22)	Business Administration & Information Technology; Construction; Healthcare and Hospitality;
Catholic Charities of the Arch	CCETC Gateway to Career Pathways through Adult Basic Education Program (FY21 & FY22)	Construction; Hospitality
Congress Heights Communit	Facilities Management Solutions: Building Maintenance (FY21 & FY22)	Construction, Hospitality

Congress Heights Communit Facilities Management Solut Law & Security			
		Law & Security	
Four Walls Development, Ind	Careers Unlimited (FY21 & FY22) FY 20: Careers Unlimited; Core Curriculum; Heating, Ventilation & Air Conditioning; Electrical Wiring (phased out in FY22); Stationary Steam Engineering; Technology	Business Administration & Information Technology; Construction; Hospitality;	
Four Walls Development, Ind	Core Curriculum (FY21 & FY2	Construction	

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Four Walls Development, Inc	Heating, Ventilation & Air	Construction
	Conditioning (FY21 & FY22)	
Four Walls Development, Inc	Stationary Steam	Construction
	Engineering (FY21 & FY22)	
Four Walls Development, Inc	Technology (FY21 & FY22)	Business
		Administration &
		Information
		Technology

Latin American Youth Center	Information Technology (IT) Pathway (FY21 & FY22)	Business Administration & Information Technology
Latin American Youth Center	Medical Assistant (MA) Path	Healthcare
Opportunities Industrializatio	OIC-DC A+ Computer Repair Certification	Business Administration &
	Training (FY21 & FY22)	Information Technology
	FY 20: OIC-DC A+ Computer Repair Certification Training; OIC- DC Home Health Aide Certification Training; OIC-	
	DC Customer Service Work Readiness Certification Training (Redesigned/renamed in	
	FY21); Business Office Support Specialist with Microsoft Office Certification	

Opportunities Industrialization	OIC-DC Home Health Aide C	Healthcare
Opportunities Industrialization	OIC-DC Customer Service	Business
	Hospitality & Retail Sales	Administration &
	Certification Training (FY21	Information
	& FY22)	Technology
Opportunities Industrialization		Business
	Support Specialist	Administration &
	Certification Training (FY21	Information
	& FY22)	Technology
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So Others Might Eat (1)	Building Maintenance Service Technician (FY21 & FY22)	Construction
So Others Might Eat (2)	Heating, Ventilation & Air Conditioning (FY22)	Construction
So Others Might Eat (3)	Medical Administrative Assis	Healthcare

So Others Might Eat (4)	Medical Assistant (FY21 & FY22)	Healthcare
Southeast Welding Center (1	Pathways to the Future Project - Welding (FY21 & FY22)	Construction
The Family Place (1)	he Family Place Bridge to Careers in Childcare - Child Development Associate (FY21 & FY22)	Education
The Family Place (2)	The Family Place Bridge to C	Hospitality

Youth Build PCS (1)	Youth Build Futures (FY21 & FY22)	Construction
YWCA National Capital Area		Business
	Administrative Support Program (FY21 & FY22)	Administration & Information Technology
	FY 20: YWCA-NCA CETC Administrative Support Program; YWCA-NCA CETC Healthcare Program	
	(Phased out in FY21); YWCA-NCA CTEC Hospitality Program;	

YWCA National Capital Area	YWCA-NCA CETC Hospitality	Hospitality

Services Provided	Credential Name	Associated Occupational Job Title and Code
Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Education and Literacy, Workforce Preparation, Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment).	Certified Nursing Assistant	31-1131.00 - Nursing Assistants
Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Education and Literacy, Workforce Preparation, Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment).	Certified Phlebotomy	31-9097.00 - Phlebotomists

Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Education and Literacy, Workforce Preparation, Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment).	Microsoft Office Specialist Word Certificate; Microsoft Office Specialist Outlook Certificate; Microsoft Office Specialist Excel Certificate;	43-4051.00 - Customer Services Representatives; 43-1011.00 - First Line Supervisors of Office and Administrative Support Workers; 43-6014.00 - Secretaries and Administrative Assistants, Except Legal, Medical and Executive; 43-4171.00 - Receptionists and Information Clerks;
Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Education and Literacy, Workforce Preparation, Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment).	Certified Guest Service Professional; CPR;	35-9011.00 - Dining Room and Cafeteria Attendants and Bartender Helpers
Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Education and Literacy, Workforce Preparation, Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment).	CPR	39-3093.00 - Locker Room, Coatroom, and Dressing Room Attendants

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Intake; Educational and Career Assessment; Goal	Child Development	39-9011.00 – Childcare
Setting and Individual Career Pathway Planning;	Associate Certificate;	Workers;
Integrated Education and Training (Includes Adult	Pediatric CPR and	25-9042.00 Teaching
Education and Literacy, Workforce Preparation,	First Aid;	Assistants, Preschool,
Workforce Training and Work-based learning);	ServSafe Food	Elementary, Middle, and
Supportive Services (Links to Child Care,	Protection Manager	Secondary School,
Transportation, Public Benefits and other related	Certification;	Except Special;
services); Transitional Services (Links to	Briya Certificates:	
Training/Advanced Training, Postsecondary Education	Mandatory Reporters	
and/or Employment); Case management; Core	of Child Abuse and	
Outcome Follow-up Services (Employment 2nd Qtr.	Neglect, Medicine	
after exit and 4th Qtr. after exit, Median Earnings,	Administration for	
Credential Attainment).	Child Care Providers,	
	Prevention of Sudden	
	Infant Death	
	Syndrome,	
	Prevention of Shaken	
	Baby Syndrome and	
	abusive head trauma,	
	Emergency	
	preparedness and	
	response planning for	
	emergencies, Working	
	with children with	
	Asthma, Working with	
	children with Special	
	Needs, Promoting	
	Early Literacy in	

Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Education and Literacy, Workforce Preparation, Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment).	Registered/Certified Medical Assistant; CPR, First Aid & AED;	31-9092.00 - Medical Assistants
Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Education and Literacy, Workforce Preparation, Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment).	CPR & First Aid	31-9092.00 - Medical Assistants; 39-9011.00 - Child Care Workers; 25-9041.00 - Teacher Assistants;

Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Education and Literacy, Workforce Preparation, Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core	Core Curriculum: Introductory Craft Skills; 10-Hour Construction Safety and Health; Flagger Training Course; CPR, First Aid & AED;	47-2031.00 - Carpenters; 49-9071.00 - Maintenance and Repair Workers, General; 47-2061.00 - Construction Laborers;
Outcome Follow-up Services (Employment 2nd Qtr.		
after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment).		
Intake; Educational and Career Assessment; Goal	Unidos US, Latinos in	43-3071.00 - Tellers;
Setting and Individual Career Pathway Planning;	Finance Certification	43-4141.00 – New
Integrated Education and Training (Includes Adult		Accounts Clerks;
Education and Literacy, Workforce Preparation,		
Workforce Training and Work-based learning);		
Supportive Services (Links to Child Care,		
Transportation, Public Benefits and other related		
services); Transitional Services (Links to		
Training/Advanced Training, Postsecondary Education		
and/or Employment); Case management; Core		
Outcome Follow-up Services (Employment 2nd Qtr.		
after exit and 4th Qtr. after exit, Median Earnings,		
Credential Attainment). Intake; Educational and Career Assessment; Goal	ServSafe Food	35-2012.00 - Cooks,
Setting and Individual Career Pathway Planning;	Handlers;	Institution and Cafeteria;
Integrated Education and Training (Includes Adult	AllerTrain Lite;	35-2014.00 - Cooks,
Education and Literacy, Workforce Preparation,		Restaurants;
Workforce Training and Work-based learning);		nestaurants,
Supportive Services (Links to Child Care,		
Transportation, Public Benefits and other related		
services); Transitional Services (Links to		
Training/Advanced Training, Postsecondary Education		
and/or Employment); Case management; Core		
Outcome Follow-up Services (Employment 2nd Qtr.		
after exit and 4th Qtr. after exit, Median Earnings,		
Credential Attainment).		

Integrated Education and Training (Includes AdultEmployeeWorkersEducation and Literacy, Workforce Preparation,Certification;Workforce Training and Work-based learning);Microsoft Office	Intoko, Educational and Caroon Accounts Card	Machington English	42 4081 00 Ustal
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Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment).Stans49-9071.00-Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Education and Literacy, Workforce Preparation, Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,NRF Sales and Service CPR & First Aid;Here Sit and 4th Qtr. after exit, Median Earnings,	Transportation, Public Benefits and other related		
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after exit and 4th Qtr. after exit, Median Earnings,		· ·	

Intake; Educational and Career Assessment; Goal	Security Officer;	33-9032.00 - Security
Setting and Individual Career Pathway Planning;	Microsoft Office	Guards
Integrated Education and Training (Includes Adult	Specialist	Guards
Education and Literacy, Workforce Preparation,	Certification;	
Workforce Training and Work-based learning);	NRF Sales and Service	
Supportive Services (Links to Child Care,	Certification;	
Transportation, Public Benefits and other related	CPR & First Aid;	
services); Transitional Services (Links to		
Training/Advanced Training, Postsecondary Education		
and/or Employment); Case management; Core		
Outcome Follow-up Services (Employment 2nd Qtr.		
after exit and 4th Qtr. after exit, Median Earnings,		
Credential Attainment).		
Intake; Educational and Career Assessment; Goal	Customer Service and	49-9098.00 - Helpers
Setting and Individual Career Pathway Planning;	Sales;	Installation,
Integrated Education and Training (Includes Adult	Flaggers;	Maintenance, and
Education and Literacy, Workforce Preparation,	OSHA 10;	Repair Workers
Workforce Training and Work-based learning);	CPR/ First Aid;	
Supportive Services (Links to Child Care,		
Transportation, Public Benefits and other related		
services); Transitional Services (Links to		
Training/Advanced Training, Postsecondary Education		
and/or Employment); Case management; Core		
Outcome Follow-up Services (Employment 2nd Qtr.		
after exit and 4th Qtr. after exit, Median Earnings,		
Intake; Educational and Career Assessment; Goal	Customer Service and	47-3011.00 - Helpers
Setting and Individual Career Pathway Planning;	Sales;	Brickmasons,
Integrated Education and Training (Includes Adult	Flaggers;	Blockmasons,
Education and Literacy, Workforce Preparation,	OSHA-10;	Stonemasons, and Tile
Workforce Training and Work-based learning);	OSHA-30;	and Marble Setters
Supportive Services (Links to Child Care,	CPR & First Aid;	
Transportation, Public Benefits and other related		
services); Transitional Services (Links to		
Training/Advanced Training, Postsecondary Education		
and/or Employment); Case management; Core		
Outcome Follow-up Services (Employment 2nd Qtr.		
after exit and 4th Qtr. after exit, Median Earnings,		
Credential Attainment).		

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Integrated Education (Adult Education and Literacy) and Workforce Preparation, Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).Certification; Certification; Computer Technician; Computer Technician; Computer Technician; Distact Computer Technician; Computer Technician; Distact Computer Technician; Computer Technician; Computer Technician; Distact Computer Technician; Computer Technician; Certificat Clinical Medical Assistant Medical Assistant31-9092.00 - Medical AssistantsSupportive Services (Links to Training and/or Employment); Case management; Core Outcome Follow-up Services (Links to Training and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).Certification; Certification; Support Specialist15-1151.00 - Computer User Support Specialist; User Support Specialist; User Support Specialist; Support Specialist; Support Specialist; Support Specialist; Support Specialist; <td>Intake; Educational and Career Assessment; Goal</td> <td>Internet and</td> <td>15-1230.00 - Computer</td>	Intake; Educational and Career Assessment; Goal	Internet and	15-1230.00 - Computer
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Transportation, Public Benefits and other related services); Transitional Services (Links to Training and/or Employment); Case management; CoreCertification; Computer Technician; Computer Technician; Computer Technician; Computer Technician; Computer Technician; Computer Technician; Credential Attainment, as applicable).15-1232.00 - Computer User Support SpecialistsIntake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education (Adult Education and Literacy) and Workforce Preparation, Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).Certified Clinical Medical Assistant31-9092.00 - Medical AssistantsIntake; Educational and Career Assessment; Goal Outcome Follow-up Services (Links to Training and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).Business Office Support Specialist with Microsoft Word and Excel15-1151.00 - Computer User Support Specialist; Support Specialist; Supportive Services (Links to Child Care, Transportation, Public Benefits and other related Services); Transitional Services (Links to Child Care, Transportation, Public Benefits and other related Services (Employment 2nd Qtr. and ExcelBusiness Office Support Specialist; Support Specialist; Supportive Services (Links to Child Care, Transportation, Public Benefits and other related Services); Transitional Services (Links to National Professional Advanced Training, Postsecondary Ed			• •
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after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).Certified Clinical Medical AssistantIntake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education (Adult Education and Literacy) and Workforce Preparation, Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).Business Office Support Specialist with Microsoft Word ust Microsoft Word 15-1152.00 - Computer User Support Specialist; Integrated Education and Urer Pathway Planning; Supportive Services (Links to Child Care, Credential Attainment, as applicable).Business Office Support Specialist with Microsoft Word ust Microsoft Word ust Microsoft Word 15-1152.00 - Computer User Support Specialist; Supportive Services (Links to Child Care, CompTIA A+ 43-6014.00 - Secretaries and Administrative services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Certification in Certification in A3-4051.00 - Customer Assistants;Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,Certification in A3-4051.00 - Customer Service Representatives, Healthcare; 31-1011.00 - Home	and/or Employment); Case management; Core	Computer Technician;	
Credential Attainment, as applicable).Certified Clinical31-9092.00 - MedicalIntake; Educational and Career Assessment; GoalCertified ClinicalAssistantSetting and Individual Career Pathway Planning; Integrated Education (Adult Education and Literacy) and Workforce Preparation, Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).Business Office15-1151.00 - ComputerIntake; Education and Career Assessment; Goal Setting and Individual Career Pathway Planning; Support Specialist Integrated Education and Training (Includes Adult Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Tonsportation, Public Benefits and other related services); Transitional Services (Links to Training and Work-based learning); Support Specialist Support Specialist; Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,Certification in Castomer Service; Service Representatives, Healthcare; 31-1011.00 - Home			
Intake; Educational and Career Assessment; GoalCertified Clinical31-9092.00 - MedicalSetting and Individual Career Pathway Planning; Integrated Education (Adult Education and Literacy) and Workforce Preparation, Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).Business Office15-1151.00 - ComputerIntake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Workforce Training and Work-based learning); Supportive Services (Links to Child Care, CompTIA A+User Support Specialist; Its-1152.00 - ComputerWorkforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,Certification in Cartification in Cartification in Cartification in Castional Professional Castional Professional Castion in Castion in Ca			
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Integrated Education (Adult Education and Literacy) and Workforce Preparation, Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).Business Office15-1151.00 - ComputerIntake; Education and Training (Includes Adult Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related Setvices); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Coutcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Certification; Specialists; Certification; Specialists; Supportive Services (Links to Child Care, Transportation, Public Benefits and other related Services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Qutcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,Certification in Certification in 43-4051.00 - Customer Service Representatives, Healthcare; 31-1011.00 - Home			31-9092.00 - Medical
and Workforce Preparation, Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).Business Office15-1151.00 - ComputerIntake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Lucation and Training (Includes Adult Workforce Preparation, Workforce Training and Work-based learning);Support Specialist User Support Specialist; Integrated Education and Work-based learning); Certification;Specialists; Specialist; Integrated Education and Training (Includes Adult Workforce Training and Work-based learning); Certification;Specialists; Specialist; Integrated Education and Uteracy, Workforce Preparation, AduministrativeNetwork Support Specialist; Integrated Education and Uteracy, Workforce Preparation, AduministrativeNetwork Support Specialist; Support Specialist; CompTIA A+ A3-6014.00 - Secretaries AddinistrativeTransportation, Public Benefits and other related services); Transitional Services (Links to National Professional Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Certification inService Representatives, Healthcare; S1-1011.00 - Home	Setting and Individual Career Pathway Planning;	Medical Assistant	Assistants
Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).Business Office15-1151.00 - ComputerIntake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Workforce Training and Work-based learning);Business Office15-1151.00 - ComputerWorkforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,Curtification in Customer Service; Service Representatives, Healthcare; 31-1011.00 - Home	Integrated Education (Adult Education and Literacy)		
Transportation, Public Benefits and other related services); Transitional Services (Links to Training and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).Just services support SpecialistJust services support SpecialistJust services support SpecialistJust services support Specialist; User Support Specialist; User Support Specialist; Support SpecialistJust services support SpecialistJust services servicesJust servic	and Workforce Preparation, Work-based learning);		
services); Transitional Services (Links to Training and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable). Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Education and Literacy, Workforce Preparation, Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,	Supportive Services (Links to Child Care,		
and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).and services (Employment 2nd Qtr.Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Workforce Training and Work-based learning);Business Office15-1151.00 - ComputerWorkforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links toCertification; National Professional Assistants;AdministrativeTraining/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,Certification in Certification in43-4051.00 - Customer Assistants;Intaining/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,Certification in Certification in Certification; Customer Service; Service Representatives, Healthcare; Customer Service;	Transportation, Public Benefits and other related		
Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).Business Office15-1151.00 - ComputerIntake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Education and Literacy, Workforce Preparation, Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,Business Office Support Specialist User Support Specialist; User Support Specialist; User Support Specialist; with Microsoft Word and Excel Certification; National Professional Service; Service Representatives, Healthcare; 31-1011.00 - Home	services); Transitional Services (Links to Training		
after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).Business Office15-1151.00 - ComputerIntake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Education and Literacy, Workforce Preparation, Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,Business Office Business Office Support Specialist With Microsoft Word and Excel Certification; Certification; Certification; Specialists; CompTIA A+ Certification; Assistants; Certification in 43-4051.00 - Customer Service; Service Representatives, Healthcare; 31-1011.00 - Home	and/or Employment); Case management; Core		
Credential Attainment, as applicable).Intake; Educational and Career Assessment; GoalBusiness Office15-1151.00 - ComputerSetting and Individual Career Pathway Planning;Support SpecialistUser Support Specialist;Integrated Education and Training (Includes Adultwith Microsoft Word15-1152.00 - ComputerEducation and Literacy, Workforce Preparation,and ExcelNetwork SupportWorkforce Training and Work-based learning);Certification;Specialists;Supportive Services (Links to Child Care,CompTIA A+43-6014.00 - SecretariesTransportation, Public Benefits and other relatedCertification;and Administrativeservices); Transitional Services (Links toNational ProfessionalAssistants;Training/Advanced Training, Postsecondary EducationCertification in43-4051.00 - Customerand/or Employment); Case management; CoreCustomer Service;Service Representatives,Outcome Follow-up Services (Employment 2nd Qtr.Healthcare;31-1011.00 - Home	Outcome Follow-up Services (Employment 2nd Qtr.		
Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Education and Literacy, Workforce Preparation, Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,Business Office Business Office Support Specialist User Support Specialist User Support Specialist With Microsoft Word and Excel Certification; CompTIA A+ Certification; National Professional Certification in Certification in <br< td=""><td>after exit and 4th Qtr. after exit, Median Earnings,</td><td></td><td></td></br<>	after exit and 4th Qtr. after exit, Median Earnings,		
Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Education and Literacy, Workforce Preparation, Workforce Training and Work-based learning);Support Specialist with Microsoft Word and ExcelUser Support Specialist; 15-1152.00 - Computer Network SupportWorkforce Training and Work-based learning);Certification;Specialists;Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links toCompTIA A+43-6014.00 - SecretariesTraining/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,Curtification; Louring Support Care, Customer Service; Links toService Representatives, Healthcare; Support Care, Linter Care, Linter Care, Linter Care,Support Secretaries Linter Care, Linter	Credential Attainment, as applicable).		
Integrated Education and Training (Includes Adultwith Microsoft Word15-1152.00 - ComputerEducation and Literacy, Workforce Preparation,and ExcelNetwork SupportWorkforce Training and Work-based learning);Certification;Specialists;Supportive Services (Links to Child Care,CompTIA A+43-6014.00 - SecretariesTransportation, Public Benefits and other relatedCertification;and Administrativeservices); Transitional Services (Links toNational ProfessionalAssistants;Training/Advanced Training, Postsecondary EducationCertification in43-4051.00 - Customerand/or Employment); Case management; CoreCustomer Service;Service Representatives,Outcome Follow-up Services (Employment 2nd Qtr.Healthcare;31-1011.00 - Home	Intake; Educational and Career Assessment; Goal	Business Office	15-1151.00 - Computer
Education and Literacy, Workforce Preparation,and ExcelNetwork SupportWorkforce Training and Work-based learning);Certification;Specialists;Supportive Services (Links to Child Care,CompTIA A+43-6014.00 - SecretariesTransportation, Public Benefits and other relatedCertification;and Administrativeservices); Transitional Services (Links toNational ProfessionalAssistants;Training/Advanced Training, Postsecondary EducationCertification in43-4051.00 - Customerand/or Employment); Case management; CoreCustomer Service;Service Representatives,Outcome Follow-up Services (Employment 2nd Qtr.Healthcare;31-1011.00 - Home	Setting and Individual Career Pathway Planning;	Support Specialist	User Support Specialists;
Workforce Training and Work-based learning);Certification;Specialists;Supportive Services (Links to Child Care,CompTIA A+43-6014.00 - SecretariesTransportation, Public Benefits and other relatedCertification;and Administrativeservices); Transitional Services (Links toNational ProfessionalAssistants;Training/Advanced Training, Postsecondary EducationCertification in43-4051.00 - Customerand/or Employment); Case management; CoreCustomer Service;Service Representatives,Outcome Follow-up Services (Employment 2nd Qtr.Healthcare;31-1011.00 - Home	Integrated Education and Training (Includes Adult	with Microsoft Word	15-1152.00 - Computer
Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,CompTIA A+ CompTIA A+43-6014.00 - Secretaries and Administrative Assistants; Certification in Certification in Customer Service;Value Service Ser	Education and Literacy, Workforce Preparation,	and Excel	Network Support
Transportation, Public Benefits and other related services); Transitional Services (Links toCertification; National Professional Certification inand AdministrativeTraining/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,Certification; National Professional Certification inAssistants; 43-4051.00 - Customer Service Representatives, Healthcare; 31-1011.00 - Home	Workforce Training and Work-based learning);	Certification;	Specialists;
services); Transitional Services (Links toNational ProfessionalAssistants;Training/Advanced Training, Postsecondary EducationCertification in43-4051.00 - Customerand/or Employment); Case management; CoreCustomer Service;Service Representatives,Outcome Follow-up Services (Employment 2nd Qtr.Healthcare;31-1011.00 - Home	Supportive Services (Links to Child Care,	CompTIA A+	43-6014.00 - Secretaries
Training/Advanced Training, Postsecondary EducationCertification in43-4051.00 - Customerand/or Employment); Case management; CoreCustomer Service;Service Representatives,Outcome Follow-up Services (Employment 2nd Qtr.Healthcare;31-1011.00 - Home	Transportation, Public Benefits and other related	Certification;	and Administrative
and/or Employment); Case management; CoreCustomer Service;Service Representatives,Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,Customer Service;Service Representatives,31-1011.00 - Home	services); Transitional Services (Links to	National Professional	Assistants;
Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings,Healthcare; 31-1011.00 - Home	Training/Advanced Training, Postsecondary Education	Certification in	43-4051.00 - Customer
after exit and 4th Qtr. after exit, Median Earnings, 31-1011.00 - Home	and/or Employment); Case management; Core	Customer Service;	Service Representatives,
after exit and 4th Qtr. after exit, Median Earnings, 31-1011.00 - Home			•
	after exit and 4th Qtr. after exit, Median Earnings,		31-1011.00 - Home
			Health Aides;

Intake; Educational and Career Assessment; Goal	Home Health Aide	31-1121.00 - Home
Setting and Individual Career Pathway Planning;	License;	Health Aides
Integrated Education and Training (Includes Adult	CPR & First Aid;	
Education and Literacy, Workforce Preparation,		
Workforce Training and Work-based learning);		
Supportive Services (Links to Child Care,		
Transportation, Public Benefits and other related		
services); Transitional Services (Links to		
Training/Advanced Training, Postsecondary Education		
and/or Employment); Case management; Core		
Outcome Follow-up Services (Employment 2nd Qtr.		
after exit and 4th Qtr. after exit, Median Earnings,		
Credential Attainment).		
Intake; Educational and Career Assessment; Goal	NRF Customer Service	41-2031.00 - Retail
Setting and Individual Career Pathway Planning;	and Sales Certification	Salespersons
Integrated Education and Training (Includes Adult		
Education and Literacy, Workforce Preparation,		
Workforce Training and Work-based learning);		
Supportive Services (Links to Child Care,		
Transportation, Public Benefits and other related		
services); Transitional Services (Links to		
Training/Advanced Training, Postsecondary Education		
and/or Employment); Case management; Core		
Outcome Follow-up Services (Employment 2nd Qtr.		
after exit and 4th Qtr. after exit, Median Earnings,		
Credential Attainment).		
Intake; Educational and Career Assessment; Goal	Microsoft Office	43-4051.00 - Customer
Setting and Individual Career Pathway Planning;	Word Specialist;	Service Representatives
Integrated Education and Training (Includes Adult	Microsoft Office Excel	
Education and Literacy, Workforce Preparation,	Specialist;	
Workforce Training and Work-based learning);		
Supportive Services (Links to Child Care,		
Transportation, Public Benefits and other related		
services); Transitional Services (Links to		
Training/Advanced Training, Postsecondary Education		
and/or Employment); Case management; Core		
Outcome Follow-up Services (Employment 2nd Qtr.		
after exit and 4th Qtr. after exit, Median Earnings,		
Credential Attainment).		

Intake; Educational and Career Assessment; Goal	Preventative	49-9071 - Maintenance
Setting and Individual Career Pathway Planning;	Maintenance	and Repair Workers,
Integrated Education and Training (Includes Adult	Technician	General;
Education and Literacy, Workforce Preparation,	Certification;	49-9098 - Helpers
Workforce Training and Work-based learning);	EPA CFC 608 Universal	Installation,
Supportive Services (Links to Child Care,	(Type A, 1, R-410;	Maintenance, and
Transportation, Public Benefits and other related	CPR & AED;	Repair Workers;
services); Transitional Services (Links to		
Training/Advanced Training, Postsecondary Education		
and/or Employment); Case management; Core		
Outcome Follow-up Services (Employment 2nd Qtr.		
after exit and 4th Qtr. after exit, Median Earnings,		
Credential Attainment).		
	EPA CFC 608 Universal	49-9071.00 -
	(Type A, 1, 2, and 3);	Maintenance and Repair
	CPR & AED;	Workers, General;
		49-9021.00 - Heating, Air
		Conditioning, and
		Refrigeration Mechanics
		and Installers;
Intake; Educational and Career Assessment; Goal	Certified Medical	43-6013 Medical
Setting and Individual Career Pathway Planning;	Administrative	Secretaries
Integrated Education and Training (Includes Adult	Assistant;	
Education and Literacy, Workforce Preparation,	CPR & AED;	
Workforce Training and Work-based learning);		
Supportive Services (Links to Child Care,		
Transportation, Public Benefits and other related		
services); Transitional Services (Links to		
Training/Advanced Training, Postsecondary Education		
and/or Employment); Case management; Core		
Outcome Follow-up Services (Employment 2nd Qtr.		
after exit and 4th Qtr. after exit, Median Earnings,		
Credential Attainment).		

Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education and Training (Includes Adult Education and Literacy, Workforce Preparation, Workforce Training and Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training/Advanced Training, Postsecondary Education and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment).	Certified Clinical Medical Assistant; CPR & AED;	31-9092.00 - Medical Assistants
Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education (Adult Education and Literacy) and Workforce Preparation, Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).	American Welding Society D1.1 Welder Certification (3G)	49-9071.00 - Welding Maintenance and Repair Workers; 51-4121.00 - Welders, Cutters, Solderers, and Brazers;
Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education (Adult Education and Literacy) and Workforce Preparation, Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).	Child Development Associate	39-9011.00 - Childcare Workers; 35-9099 Food Preparation and Serving
Intake; Educational and Career Assessment; Goal Setting and Individual Career Pathway Planning; Integrated Education (Adult Education and Literacy) and Workforce Preparation, Work-based learning); Supportive Services (Links to Child Care, Transportation, Public Benefits and other related services); Transitional Services (Links to Training and/or Employment); Case management; Core Outcome Follow-up Services (Employment 2nd Qtr. after exit and 4th Qtr. after exit, Median Earnings, Credential Attainment, as applicable).	National Restaurant Association - ServSafe Food Handler; CPR & First Aid;	35-2021.00 - Food Preparation Workers

Intake; Educational and Career Assessment; Goal	Construction Home	47-2061.00 -
Setting and Individual Career Pathway Planning;	Builders Institute	Construction Laborers;
Integrated Education and Training (Includes Adult	(HBI) Pre-	47-3019.00 - Helpers,
Education and Literacy, Workforce Preparation,	Apprenticeship	Construction Trade, All
Workforce Training and Work-based learning);	Certification Training	Others;
Supportive Services (Links to Child Care,	(PACT);	
Transportation, Public Benefits and other related	National Consortium	
services); Transitional Services (Links to	for Construction	
Intake; Educational and Career Assessment; Goal	IC3 G5 Digital Literacy	43-9199.00 - Office and
Setting and Individual Career Pathway Planning;	Certification	Administrative Support
Integrated Education and Training (Includes Adult		Workers, All Other
Education and Literacy, Workforce Preparation,		
Workforce Training and Work-based learning);		
Supportive Services (Links to Child Care,		
Transportation, Public Benefits and other related		
services); Transitional Services (Links to		
Training/Advanced Training, Postsecondary Education		
and/or Employment); Case management; Core		
Outcome Follow-up Services (Employment 2nd Qtr.		
after exit and 4th Qtr. after exit, Median Earnings,		
Credential Attainment).		

	1	·
Intake; Educational and Career Assessment; Goal	Guest Services	35-3021.00 - Combined
Setting and Individual Career Pathway Planning;	Professional	Food Preparation and
Integrated Education and Training (Includes Adult	Certification;	Serving Workers; 35-
Education and Literacy, Workforce Preparation,	ServSafe Food	3041.00 - Food Servers,
Workforce Training and Work-based learning);	Handler's	Non-restaurant;
Supportive Services (Links to Child Care,	Certification;	35-9031.00 - Hosts and
Transportation, Public Benefits and other related		Hostesses, Restaurant,
services); Transitional Services (Links to		Lounge, and Coffee
Training/Advanced Training, Postsecondary Education		Shops;
and/or Employment); Case management; Core		43-4171.00 -
Outcome Follow-up Services (Employment 2nd Qtr.		Receptionists and
after exit and 4th Qtr. after exit, Median Earnings,		Information Clerks;
Credential Attainment).		39-6012.00 - Concierges;
	-	·

	Program Budget & Funding Sources			
Workforce Activity Duration	FY20 Total Budget for Workforce Activity	FY21 Total Budget for Workforce Activity	FY22 Total Budget for Workforce Activity	FY20 Total Spent for Workforce Activity
199 hours. 14.5 weeks or 4 months.	\$408,125.00	\$525,000.00	\$450,000.00	\$408,125.00
172.5 hours. 4 months.	-	-		

			1
108 hours (fall)/114	-	-	
hours (spring). 3.5			
months (fall)/4.5			
months (spring).			
102 hours (fall)/114	-	-	
hours (spring). 17			
weeks (fall)/19			
weeks (spring).			
51 hours (fall)/57	-	_	
	-	-	
hours (spring). 17			
weeks (fall)/19			
weeks (spring).			

The Council for	\$408,125.00	\$525,000.00	\$450,000.00	\$408,125.00
Professional				
Recognition requires				
a total of 600 hours				
comprised of 120				
hours of classroom				
instruction and 480				
practicum hours.				
Briya offers 375				
hours of classroom				
instruction and 480				
practicum hours for a				
total of 855 hours to				
ensure adult				
students are				
prepared to succeed				
as professionals and				
pass the credential				
exam. The additional				
255 hours includes				
the integrated				
education, training				
and workforce				
preparation activities				
such as academic				
skills attainment in				
reading, math, and				
writing; career				

MA students have	-	-	-	
720 clock hours of				
classroom				
instruction, including				
at least 160 clock				
hours of externship.				
Students complete				
12 hours per week of				
classroom instruction				
plus				
homework/blended				
learning				
assignments.				
Teacher led study				
sessions are also				
offered twice a				
week. 14 months				
(including externship				
and exam).				
400 hours. Helping	-	-	-	
Professions - 8				
months. NEDP -				
approximately 12				
months.				

120 hours. 10 Weeks.	\$408,124.97	\$525,000.00	\$544,461.00	\$408,124.97
	<i>•••••</i>	+	<i>+</i> , <i></i>	<i>•••••••••••••••••••••••••••••••••••••</i>
120 hours. 10 weeks.	-	-	-	
180 hours. Six (6)	-	-	-	
weeks.				

	-	-	-	
125 hours. 10 weeks.				
-	-	-	-	
800 hours. 12				
months.				
352 hours. 16 weeks.	\$448,124.08	\$535,000.00	\$564,461.00	\$448,124.08
552 HOUIS, 10 WEEKS.	÷ 10,127.00	<i>4333,000.00</i>	ÇUUT, TUI.00	÷ 10,127.00

288 hours. 39 weeks.	-	-	-	
180 hours. 36 weeks.	\$367,499.97	\$535,000.00	\$554,461.00	\$367,499.97
90 hours. 15 weeks.	-	-	-	

				
144 hours. 24 weeks.	-	-	-	
216 hours. 36 weeks.	-	-	-	
180 hours. 36 weeks.	-	-	-	
	1			

720 hours. 10 months.	\$0.00	\$525,000.00	\$450,000.00	\$0.00
720 hours. 10 months.	-	-	-	
336 hours. 14 weeks.	\$438,125.00	\$525,000.00	\$544,461.00	\$438,125.00

	· · · · · ·			· · · · · · · · · · · · · · · · · · ·
333 Hours. 15 weeks.	-	-	-	
288 hours. 12 weeks.	-	-	-	
336 hours. 14 weeks -	-	-	-	
(10 weeks in class				
and 4 weeks in				
internship).				

660 hours. 22 weeks.	¢ 400 404 07			¢ 400 4 2 4 2 7
660 Hours. 22 weeks.	\$408,124.97	\$525,000.00	\$544,461.00	\$408,124.97
540 hours. 18 weeks.				
720 Hours, 24 weeks	-	-	-	

670 haven 22				I
670 hours, 23 weeks		-		
360 hours. 20 weeks.	\$0.00		\$544,461.00	\$149,999.54
120 hours early childhood education training and 480 hours of professional work experience.	\$0.00	\$525,000.00	\$450,000.00	\$0.00
144 hours for one term depending on the student's career and education plan. Students must complete 11 weeks of classroom instruction and pass ServSafe Food Handler's exam.	-	-	-	

43 Weeks; 10 months (HBI-PACT); 4.5 months (NCCER- Core); 4.5 months (MC3);	\$408,125.00	\$525,000.00	\$450,000.00	\$408,125.00
288 Hours. Each term is approximately 12 – 14 weeks, depending on holidays, requirements for an internship, or work- based learning. The estimated completion time for	\$498,124.99	\$525,000.00	\$544,461.00	\$498,124.99
this program is two terms				

Minimum number of			
hours is 144 for one			
term depending on			
student career and			
education plan.			
Students will attend			
classes			
approximately 4 days			
a week for 15 -20			
hours per week, with			
an additional 4-6			
hours of online			
learning or a blended			
model of online and			
tutor supported			
instruction,			
depending on			
program enrollment.			
Distance learners and			
evening students will			
attend classes a			
minimum of 6 hours			
per week with an			
additional 18 hours			
allocated for distance			
learning and/or small			
group or one-to-one			
LI		\$6,091,227.00	

	Participants				
FY21 Total Spent for Workforce Activity	FY22 Total Spent for Workforce Activity	FY20 Number of Participants in Workforce Activity	FY21 Number of Participants in Workforce Activity		
\$524,999.94	\$449,999.97	144	93		

\$524,999.99	\$449,999.89	112	139

\$524,866.38	\$544,461.00	85	192

\$534,934.67	\$560,434.57	117	83

\$534,999.81	\$554,461.00	67	91

\$525,000.00	\$449,774.30	Not Active	86
ć524.000.00	Ć400.054.61	40	
\$524,999.99	\$498,054.61	46	82

\$525,000.00	\$538,003.15	74	89

\$524,988.84	\$522,517.14	70	81
\$524,999.97	\$450,000.00	Not Active	98

\$524,999.99	\$450,000.00	126	162	
\$524,999.93	\$488,897.19	69	74	

\$5,956,602.82	

FY22 Number of Participants in Workforce Activity	FY20 Participants Completed Workforce Activity	FY21 Participants Completed Workforce Activity
86	38	51

113	60	91

108	24	61

83	44	37

91	17	28

	×	
82	X	30
98	16	42

92	40	56
52		50

81	x	48
90	X	75

109	78	70
47	19	18

1080	336	607

Performance	
Does activity report WIOA Performance Measure?	FY20 Number of Participants who Earned Credential
Yes	-
	Does activity report WIOA Performance Measure?

91	Yes	-

41	Yes	-

	Vec	
49	Yes	-
	•	

43	Yes	-

47	Yes	-
50	Yes	-

62	Yes	-

42	Vee	
42	Yes	-
76	Yes	
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	105	
		-

81	Yes	
18	Yes	-

639	lI

FY21 Number of Participants who Earned Credential	FY22 Number of Participants who Earned Credential	FY20 Number of Participants Employed
56	38	-

78	70 -	

[
55	n<10	-

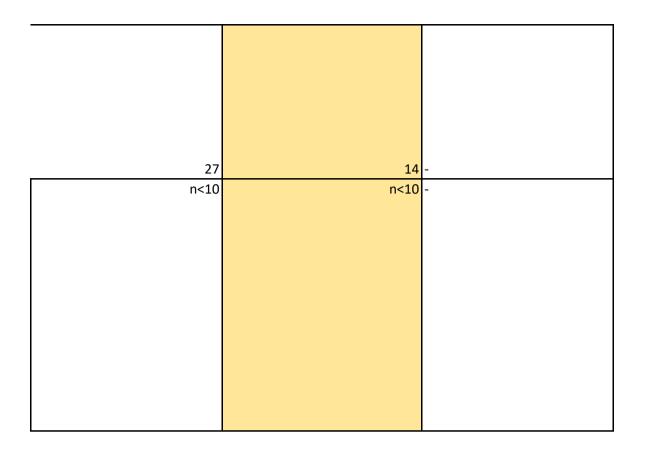
31	25	-

13	n<10	-

		1
No Data Available At This Time - First Year Grant Recipient	n<10	-
23	n<10	-

20	19	
20	13	-

20	10	
20	19	-
No Data Available At This Time	n<10	-



		WIOA Performance Meas
FY21 Number of Participants Employed	FY22 Number of Participants Employed	Employment 2nd Quarter after Exit- Target
27	18	19%

50	41	19%

n≤10	51	19%

n≤10	25	19%

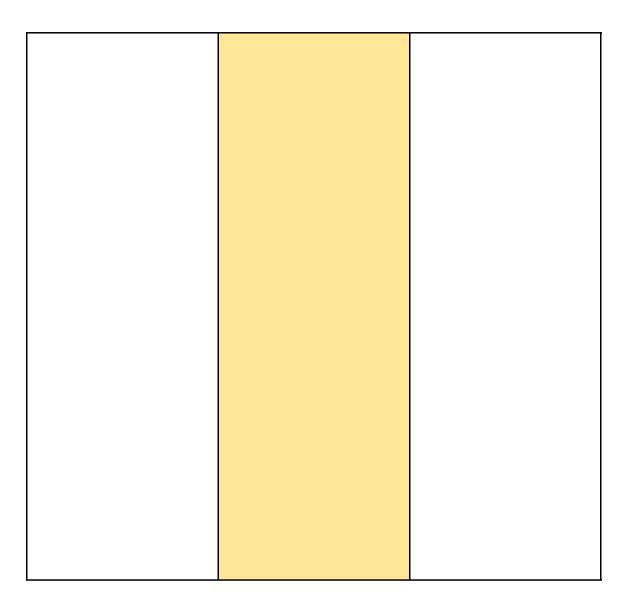
n≤10	28	19%

No Data Available At This Time	19	19%
- First Year Grant Recipient		
n≤10	13	19%

n≤10	16	19%

n≤10	16	19%
No Data Available At This Time	38	19%

		19%
11	26	
n≤10	n<10	19%



sures			
FY20 Employment 2nd Quarter After Exit- Outcome	FY21 Employm ent 2nd Quarter After Exit- Outcome	FY22 Employment 2nd Quarter After Exit- Outcome	Employment 2nd Quarter Date Available
8.10%	15.73%	21.69%	9/30/2021

49.40%	46.30%	45.05%	9/30/2021

8.00%	n<5%	41.13%	9/30/2021

37%	10%	38%	9/30/2021

12.90%	10.94%	57.14%	9/30/2021

0.00%	No Data Ava	73.08%	No Data Available At This Time
16.70%	7.89%	17.11%	9/30/2021
			0,00,2022

52.90%	9.84%	24.62%	9/30/2021

52.90%	9.84%	55.36%	9/30/2021
	No Data Available At This Time - First Year Grant Recipient		No Data Available At This Time

9/30/2021	22.81%	11.22%	19.50%
9/30/2021	28.00%	7.27%	12.60%
5,50,2022	2010077		12.007

Employment 4th Quarter After Exit- Target	FY20 Employment 4th Quarter After Exit- Outcome	FY21 Employment 4th Quarter After Exit- Outcome
23%	n<5%	20%

23%	0.507	29%

23%	n<5%	n<5%
25%		

23%	0.585	7%

23%	26.90%	10%

720/	No Data Available At This Time	No Data Available At This Time
2370		
220/	11.70%	n < F 9/
23%	11.70%	11<5%

23%	53.10%	22%

220/	F2.10%	220/
23%	53.10%	22%
23%	No Data Available At This Time	No Data Available At This Time

23%	0.261	8%
23%	4.00%	n<5%

FY22 Employment 4th Quarter After Exit- Outcome	Employment 4th Quarter After Exit Date Available	Employment Notes
15.29%	-	-

47.87%	-	-

34.78%	-	-

28.57%	-	-

42.59%	-	-

20.00%	No Data Available At This Time	-
20.75%	-	-

17.91%	-	-

50.00%	-	-
100.00%	No Data Available At This Time	-

13.95%	-	-	
11.11%	-	-	

FY20 Median Earnings	FY21 Median Earnings - Outcome	FY22 Median Earnings - Outcome
\$4,810.00	\$5,525.00	\$7,917.00

\$5,573.00	\$6,825.00	\$6,916.00

\$7,065.50	\$27,060.00	\$7,800.00

\$4,875.00	\$7,800.00	\$10,920.00

\$7,005.50	\$10,000.00	\$7,800.00

No Data Available At This Time	No Data Available At This Time - First Year Grant Recipient	\$6,448
\$7,696.00	\$7,410.00	\$8,164.00

\$7,475.00	\$9,100.00

\$7,280.00	\$7,475.00	\$8,840.00
No Data Available At This Time	No Data Available At This Time - First Year Grant Recipient	\$6,500

\$3,900.00	\$3,900.00	\$6,240.00
\$6,302.40	\$7,813.00	\$7,644.00

Median Earnings Date Available	Median Earnings Notes	FY20 Credential Attainment- Outcome
-	-	44.40%

-	-	72.60%

-	-	82.20%

 58.50%

-	-	11.80%
		11.00%
	L	

No Data Available At This Time	-	No Data Available At This Time
- First Year Grant Recipient		- First Year Grant Recipient
Thist real Grant Keeplent		
-	-	56.60%

-	-	52.10%

-	-	52.10%
_	-	52.10%
No Data Available At This Time	-	No Data Available At This Time
No Data Available At This Time - First Year Grant Recipient	-	No Data Available At This Time - First Year Grant Recipient
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	
	-	

-	-	32.40%
-	-	85.20%

FY21 Credential Attainment- Outcome	FY22 Credential Attainment- Outcome
58.18%	36.19%

69.10%	74.47%

37.50%	8.77%

61.43%	59.52%

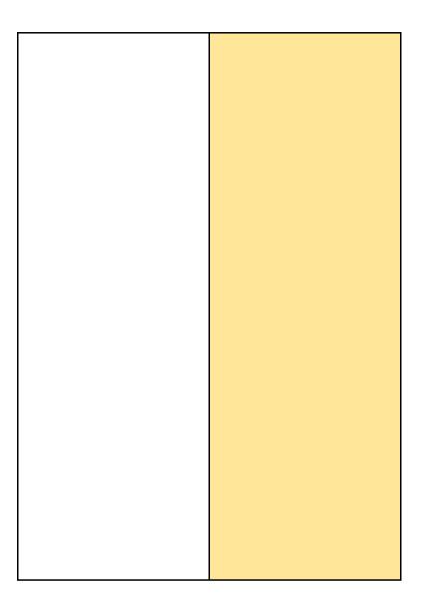
37.14%	11.11%

No Data Available At This Time	25.00%
56.60%	17.31%

51.35%	32.20%

51.35%	41.54%
No Data Available At This Time	n<5%

10.77%	
43.86%	22.86%



Report Specific Federal (ESSER) Funding Amount for Each Activity	Measurable Skills Gained by Percentage % (Col. O - NRS)
This OSSE AFE IE&T Local Education Agency (LEA) provider was awarded Elementary and Secondary School Emergency Relief (ESSER) funding directly from the OSSE Division of Systems and Supports, K-12, not through OSSE AFE. The per-pupil allotment was the same as the levels provided to the OSSE AFE IE&T Community Based Organizations (CBOs) that were funded by OSSE AFE. However, we are unsure of the total student enrollment that was used to determine their ESSER allocation and therefore it is not reflected on this document. The ESSER funds were non-recurring funds used to help schools and CBOs adjust to providing services during the Covid-19 pandemic.	44.83%

This OSSE AFE IE&T Local Education Agency (LEA) provider was awarded	80.53%
Elementary and Secondary School Emergency Relief (ESSER) funding directly	
from the OSSE Division of Systems and Supports, K-12, not through OSSE AFE.	
The per-pupil allotment was the same as the levels provided to the OSSE AFE	
IE&T Community Based Organizations (CBOs) that were funded by OSSE AFE.	
However, we are unsure of the total student enrollment that was used to	
determine their ESSER allocation and therefore it is not reflected on this	
document. The ESSER funds were non-recurring funds used to help schools and	
CBOs adjust to providing services during the Covid-19 pandemic.	

This OSSE AFE IE&T Community-Based Organization (CBO) provider was	37.61%
awarded \$94,461 in Elementary and Secondary School Emergency Relief	
(ESSER) funding through the OSSE Office of Adult and Family Education from the	
OSSE Division of Systems and Supports, K-12. The ESSER funds were non-	
recurring funds used to help schools and CBOs adjust to providing services	
during the Covid-19 pandemic.	

This OSSE AFE IE&T Community-Based Organization (CBO) provider was	59.04%
awarded \$94,461 in Elementary and Secondary School Emergency Relief	55.0170
(ESSER) funding through the OSSE Office of Adult and Family Education from the	
OSSE Division of Systems and Supports, K-12. The ESSER funds were non-	
recurring funds used to help schools and CBOs adjust to providing services	
during the Covid-19 pandemic.	

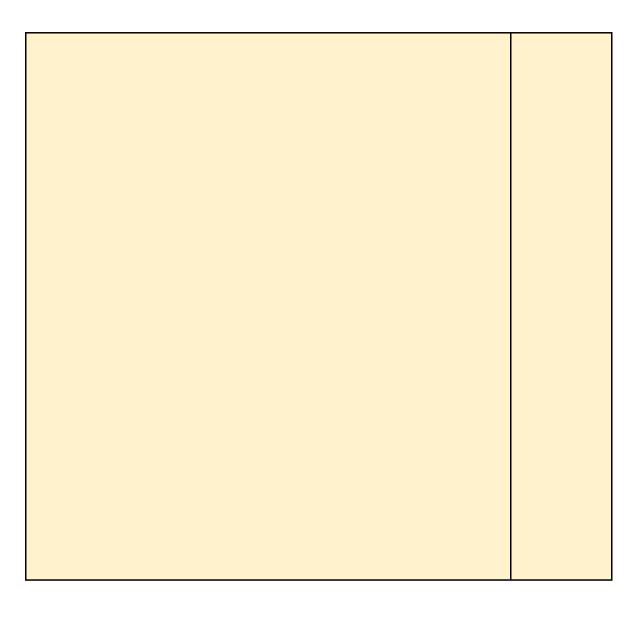
This OSSE AFE IE&T Community-Based Organization (CBO) provider was awarded \$94,461 in Elementary and Secondary School Emergency Relief (ESSER) funding through the OSSE Office of Adult and Family Education from the OSSE Division of Systems and Supports, K-12. The ESSER funds were non- recurring funds used to help schools and CBOs adjust to providing services during the Covid-19 pandemic.	47.25%

This OSSE AFE IE&T Local Education Agency (LEA) provider was awarded Elementary and Secondary School Emergency Relief (ESSER) funding directly from the OSSE Division of Systems and Supports, K-12, not through OSSE AFE. The per-pupil allotment was the same as the levels provided to the OSSE AFE IE&T Community Based Organizations (CBOs) that were funded by OSSE AFE. However, we are unsure of the total student enrollment that was used to determine their ESSER allocation and therefore it is not reflected on this document. The ESSER funds were non-recurring funds used to help schools and CBOs adjust to providing services during the Covid-19 pandemic.	55.29%
This OSSE AFE IE&T Community-Based Organization (CBO) provider was awarded \$94,461 in Elementary and Secondary School Emergency Relief (ESSER) funding through the OSSE Office of Adult and Family Education from the OSSE Division of Systems and Supports, K-12. The ESSER funds were non- recurring funds used to help schools and CBOs adjust to providing services during the Covid-19 pandemic.	50%

awa (ESS OSSI recu	OSSE AFE IE&T Community-Based Organization (CBO) provider was rded \$94,461 in Elementary and Secondary School Emergency Relief ER) funding through the OSSE Office of Adult and Family Education from the E Division of Systems and Supports, K-12. The ESSER funds were non- irring funds used to help schools and CBOs adjust to providing services ng the Covid-19 pandemic.	65.96%

This OSSE AFE IE&T Community-Based Organization (CBO) provider was awarded \$94,461 in Elementary and Secondary School Emergency Relief	51.22%
(ESSER) funding through the OSSE Office of Adult and Family Education from the OSSE Division of Systems and Supports, K-12. The ESSER funds were non-recurring funds used to help schools and CBOs adjust to providing services	
during the Covid-19 pandemic.	
This OSSE AFE IE&T Local Education Agency (LEA) provider was awarded Elementary and Secondary School Emergency Relief (ESSER) funding directly from the OSSE Division of Systems and Supports, K-12, not through OSSE AFE. The per-pupil allotment was the same as the levels provided to the OSSE AFE	85.39%
IE&T Community Based Organizations (CBOs) that were funded by OSSE AFE. However, we are unsure of the total student enrollment that was used to determine their ESSER allocation and therefore it is not reflected on this	
document. The ESSER funds were non-recurring funds used to help schools and CBOs adjust to providing services during the Covid-19 pandemic.	

This OSSE AFE IE&T Local Education Agency (LEA) provider was awarded	72.97%
Elementary and Secondary School Emergency Relief (ESSER) funding directly	
from the OSSE Division of Systems and Supports, K-12, not through OSSE AFE.	
The per-pupil allotment was the same as the levels provided to the OSSE AFE	
IE&T Community Based Organizations (CBOs) that were funded by OSSE AFE.	
However, we are unsure of the total student enrollment that was used to	
determine their ESSER allocation and therefore it is not reflected on this	
document. The ESSER funds were non-recurring funds used to help schools and	
This OSSE AFE IE&T Community-Based Organization (CBO) provider was	36.73%
awarded \$94,461 in Elementary and Secondary School Emergency Relief	
(ESSER) funding through the OSSE Office of Adult and Family Education from the	
OSSE Division of Systems and Supports, K-12. The ESSER funds were non-	
recurring funds used to help schools and CBOs adjust to providing services	
during the Covid-19 pandemic.	



DC WIC Career Pathway Maps



METARE GOVERNMENT OF THE DISTRICT OF COLUMBIA MURIEL BOWSER, MAYOR

Understanding Career Pathway Maps

In today's economy, it is imperative that the workforce has the skills required to meet the needs of local businesses and industries. Career pathway maps are tools that help policymakers, jobseekers, employers, and others identify and understand the employment opportunities within a local industry, including the skills and requirements necessary for economic mobility and professional growth for jobseekers.

Completed in November 2021, following input from local employers and workforce development professionals, these career pathway maps are intended to inform public investment in workforce development training, services, and supports, and support individuals seeking to enter the District's high-demand industries at low- to mid-level roles. Maps will be updated periodically to reflect current data and trends in the labor market.

Guide to the Career Pathway Maps:

Each map is broken down into a visual representation of potential career progression and advancement, sometimes referred to as the "pathwayability" of occupations within an industry. The pathway chevrons align to a table that provides insight into each of the job titles along the career pathway. Each column on the table corresponds with the job title above it. The map may contain several rows of job titles, compiled from recent analyses of in-demand occupations. Each row represents common entry points along the pathway, however individuals may enter pathways at any point and shift across pathways, too. This content is not inclusive of all in-demand occupations within an industry, but rather indicate options for mobility as communicated by local employers.

Job Titles:	All job titles are hyperlinked to <u>Career Coach DC</u> , which provides labor market data, information about related available training, and current District-specific and regional job openings.
Wage:	Data represents hourly income in the District of Columbia for the 10th to 90th percentile range, as calculated by Emsi labor market data across the last calendar year prior to the District's \$15.00 minimum wage increase ¹
Unique Postings:	Data represents the number of unique job postings in the District of Columbia for the previous year as calculated by Emsi labor market data.1
Job Zones:	A Job Zone is a group of occupations that are similar in how much education people need to do the work; how much re- lated experience people need to do the work; and how much on-the-job training people need to do the work. Job Zones have been defined by the U.S. Department of Labor, Employment and Training Administration, and can be found online at <u>onetonline.org</u> .
Attainability:	Identifies how achievable the occupational level is: entry, middle, high, or advanced levels.

¹"'June 2021 EMSI Occupations Report.' (Emsi Burning Glass, 2021)."

DC Career Pathway for Health Care Occupations - Nursing



Industry Profile

The U.S. Bureau of Labor and Statistics (BLS) defines the Health Care and Social Assistance sector as establishments providing health care and social assistance for individuals. The industries in this sector are arranged on a continuum starting with establishments providing medical care exclusively, continuing with those providing health care and social assistance, and finally those providing only social assistance. The services provided by establishments in this sector are delivered by trained professionals. All industries in the sector share this commonality of process, namely, labor inputs of health practitioners or social workers with the requisite expertise. Many of the industries in the sector are defined based on the educational degree held by the practitioners included in the industry.

Relevant Industry Data for the District of Columbia:

Supply for workers in this sector is low: An average area the size of the District would have approximately 52,491 Healthcare Occupation workers, and there are approximately 33,333 healthcare workers in the District of Columbia. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to increase over the next 5 years.

- The number of unique job postings in FY 2021 is 13,261.
- Jobs in this industry can be found in General Medical and Surgical Hospitals (16.8%), Home Health Care Services (15.4%), Federal Government, Civilian (14.2%), and Individual and Family Services (11.0%).
- The median compensation for Healthcare Occupation workers is \$16.94 per hour, 7% higher than the National median wage of \$15.86 per hour.
- 80.2% of Healthcare jobs in the District are held by females.
- 77.4% of Healthcare jobs in the District are held by racial minorities.
- 71.1% of Healthcare jobs in the District are held by individuals between the ages of 25-54.

The data provided in the section above is derived from the Emsi Occupations Snapshot Report for the District of Columbia, and is based on 29 occupations in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Healthcare Industry Zones 1-3 in District of Columbia Q3 2021.

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report¹** (see Footnote 1). data and will be updated annually.

Job titles are linked to <u>Career Coach DC</u> to obtain more detailed information on the position and programs that offer relevant training to District residents.

Map Specific Information:

Positions in this pathway map will require participants to have a background check and drug test.

Data for Personal Care Aide and Home Health Care Aide is similar because it is coded the same in Emsi LMI.

Jobseekers can begin Nursing pathway at Registered Nurse through attendance in a post secondary academic program.

	Home Heal Aide *	th Nursing Assistant *	Licensed Practical Nurse *	Registered Nurse
		Nursing Assistant *	Licensed Practical Nurse *	Registered Nurse
				Registered Nurse
Education/ Certification	Usually requires high school diploma or GED	Often requires certification from vocation- al school, OJT, or associate degree	Often requires certification from vocational school, OJT, or associate degree	Often requires a four-year degree
On-the-Job Requirements	Little to No Experience	Some Related Experience	Some Related Experience	Considerable Amount of Work-Related Skill
Job Training	A few days to a few months, usually learned on the job	A few months to a year of training, with apprenticeship or on-the-job	One or two years of train- ing	3+ years of training
Hourly Wage Range (10 th -90 th Percen- tile)	\$14.17 - \$16.55¹	\$14.28 - \$23.29 ¹	\$19.72 - \$33.591	\$27.59 - \$59.39 ¹
Yearly Unique Postings	2,091 ¹	1,303 ¹	1,0521	13,478¹
Attainability	Entry level	Middle level	Middle level	Middle level
Zone Information (see Footnote 1).	Zone 2		Zone 3	

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

DC Career Pathway for Health Care Occupations - Informatics



Industry Profile

The U.S. Bureau of Labor and Statistics (BLS) defines the Health Care and Social Assistance sector as establishments providing health care and social assistance for individuals. The industries in this sector are arranged on a continuum starting with establishments providing medical care exclusively, continuing with those providing health care and social assistance, and finally those providing only social assistance. The services provided by establishments in this sector are delivered by trained professionals. All industries in the sector share this commonality of process, namely, labor inputs of health practitioners or social workers with the requisite expertise. Many of the industries in the sector are defined based on the educational degree held by the practitioners included in the industry.

Relevant Industry Data for the District of Columbia:

Supply for workers in this sector is low: An average area the size of the District would have approximately 52,491 Healthcare Occupation workers, and there are approximately 33,333 healthcare workers in the District of Columbia. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to increase over the next 5 years.

• The number of unique job postings in FY 2021 is 13,261.

- Jobs in this industry can be found in General Medical and Surgical Hospitals (16.8%), Home Health Care Services (15.4%), Federal Government, Civilian (14.2%), and Individual and Family Services (11.0%).
- The median compensation for Healthcare Occupation workers is \$16.94 per hour, 7% higher than the National median wage of \$15.86 per hour.
- 80.2% of Healthcare jobs in the District are held by females.
- 77.4% of Healthcare jobs in the District are held by racial minorities.
- 71.1% of Healthcare jobs in the District are held by individuals ages 25-54.

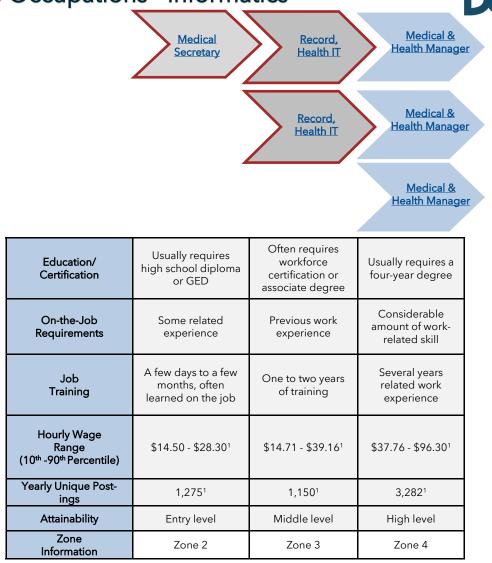
The data provided in the section above is derived from the Emsi Occupations Snapshot Report for the District of Columbia, and is based on 29 occupations in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Healthcare Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report¹** (see Footnote 1). data and will be updated annually.

Job titles are linked to <u>Career Coach DC</u> to obtain more detailed information on the position and programs that offer relevant training to District residents.

Map Specific information:

Positions in this pathway map may require participants to have a background check and drug test.



(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of workrelated experience or on job

DC Career Pathway for Health Care Occupations - Dental



Industry Profile

Industry Profile

The U.S. Bureau of Labor and Statistics (BLS) defines the Health Care and Social Assistance sector as establishments providing health care and social assistance for individuals. The industries in this sector are arranged on a continuum starting with establishments providing medical care exclusively, continuing with those providing health care and social assistance, and finally those providing only social assistance. The services provided by establishments in this sector are delivered by trained professionals. All industries in the sector share this commonality of process, namely, labor inputs of health practitioners or social workers with the requisite expertise. Many of the industries in the sector are defined based on the educational degree held by the practitioners included in the industry.

Relevant Industry Data for the District of Columbia:

Supply for workers in this sector is low: An average area the size of the District would have approximately 52,491 Healthcare Occupation workers, and there are approximately 33,333 healthcare workers in the District of Columbia. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to increase over the next 5 years.

- The number of unique job postings in FY 2021 is 13,261.
- Jobs in this industry can be found in General Medical and Surgical Hospitals (16.8%), Home Health Care Services (15.4%), Federal Government, Civilian (14.2%), and Individual and Family Services (11.0%).
- The median compensation for Healthcare Occupation workers is \$16.94 per hour, 7% higher than the National median wage of \$15.86 per hour.
- 80.2% of Healthcare jobs in the District are held by females.
- 77.4% of Healthcare jobs in the District are held by racial minorities.
- 71.1% of Healthcare jobs in the District are held by individuals ages 25-54.

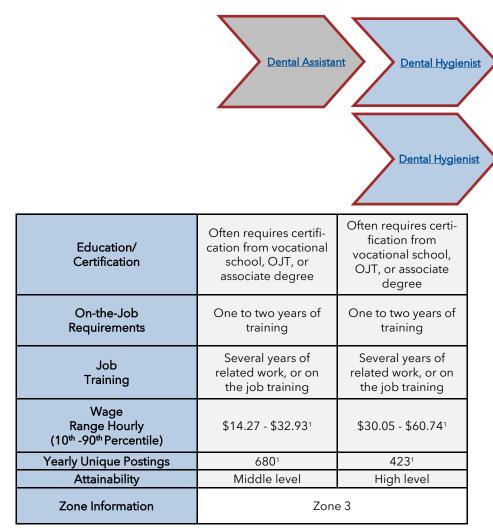
The data provided in the section above is derived from the Emsi Occupations Snapshot Report for the District of Columbia, and is based on 29 occupations in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Healthcare Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report¹** (see Footnote 1). data and will be updated annually.

Job titles are linked to <u>Career Coach DC</u> to obtain more detailed information on the position and programs that offer relevant training to District residents.

Map Specific information:

Positions in this pathway map may require participants to have a background check and drug test.



(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

DC Career Pathway for Information Technology Occupations - Hardware



Industry Profile

The North American Industry Classification System (NAICS) states that this industry comprises establishments primarily engaged in providing expertise in the field of information technologies through one or more of the following activities: (1) writing, modifying, testing, and supporting software to meet the needs of a particular customer; (2) planning and designing computer systems that integrate computer hardware, software, and communication technologies; (3) on-site management and operation of clients' computer systems and/or data processing facilities; and (4) other professional and technical computer related advice and services.

Relevant Industry Data:

Supply is higher than the National Average for IT Occupations in the District. An average area the size of the District would have 27,062 employees. There are 51,632 employees in DC. This higher than expected supply may make it easier to find candidates. The gap between expected and actual employment is expected to remain roughly the same over the next 5 years.

The number of unique Job Postings in FY 2021 is 107,485.

- Jobs in this industry can be found in Federal and Local Government (33.6%), Computer Systems Design and Related Services (28.3%), Management, and Scientific, and Technical Consulting Services (6.4%).
- The median compensation is \$55.84 per hour, 25% higher than the National median wage of \$44.58 per hour.
- 29.7% of IT jobs in the District are held by females.
- 52.2% of IT jobs in the District are held by racial minorities.
- 80.7% of IT jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the Emsi Occupations Snapshot Report for the District of Columbia, and is based on 15 occupations all in Job Zones 1-5. SOURCE: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report IT Industry Zones 1-5 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report¹** (see Footnote 1). data and will be updated annually.

Job titles are linked to <u>Career Coach DC</u> to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map may require participants to have a background check and drug test.

	Administrativ Assistant	e <u>Computer</u> <u>User</u> Support	Computer Network Support Specialists	Computer Systems Analyst	Computer Network Architect
Education/ Certification Contract positions may require more education	Usually requires high school diploma or GED	Often requires certification from vocational school, OJT, or associate degree	Usually requires a four-year degree	Usually requires a four-year degree	Usually requires a four-year degree
On-the-Job Requirements	Little to No Experience	Some Related Experience	Considerable amount of work-related skill	Considerable amount of work-related skill	Considerable amount of work-related skill
Job Training	A few days to a few months, usually learned on the job	One or two years of training	Several years work related experienced or on-the-job training	Several years work related experienced or on-the-job training	Many years work related experienced or on-the-job training
Hourly Wage Range (10 th -90 th Percentile)	\$14.92- \$34.56 ¹	\$20.70 - \$49.431	\$24.41 - \$53.10 ¹	\$29.43 - \$76.00 ¹	\$36.76 - \$88.891
Yearly Unique Postings	4,470 ¹	2,516¹	154 ¹	2,301 ¹	266 ¹
Attainability	Entry level	Middle level	Middle level	Advanced level	Advanced level
Zone Information	Zone 2	Zone 3		Zone 4	

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

DC Career Pathway for Information Technology Occupations - Software



Industry Profile

The North American Industry Classification System (NAICS) states that this industry comprises establishments primarily engaged in providing expertise in the field of information technologies through one or more of the following activities: (1) writing, modifying, testing, and supporting software to meet the needs of a particular customer; (2) planning and designing computer systems that integrate computer hardware, software, and communication technologies; (3) on-site management and operation of clients' computer systems and/or data processing facilities; and (4) other professional and technical computer related advice and services.

Relevant Industry Data:

Supply is higher than the National Average for IT Occupations in the District. An average area the size of the District would have 27,062 employees. There are 51,632 employees in DC. This higher than expected supply may make it easier to find candidates. The gap between expected and actual employment is expected to remain roughly the same over the next 5 years.

- The number of unique Job Postings in FY 2021 is 107,485.
- Jobs in this industry can be found in Federal and Local Government (33.6%), Computer Systems Design and Related Services (28.3%), Management, and Scientific, and Technical Consulting Services (6.4%).
- The median compensation is \$55.84 per hour, 25% higher than the National median wage of \$44.58 per hour.
- 29.7% of IT jobs in the District are held by females.
- 52.2% of IT jobs in the District are held by racial minorities.
- 80.7% of IT jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the Emsi Occupations Snapshot Report for the District of Columbia, and is based on 15 occupations all in Job Zones 1-5. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report IT Industry Zones 1-5 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report**¹ (see Footnote 1). data and will be updated annually.

Job titles are linked to <u>Career Coach DC</u> to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map may require participants to have a background check and drug test.

	Administrativ Assistant	e Computer User Support	Computer Programme	
Education/ Certification Contract positions may require more education	Usually requires high school diplo- ma or GED	Often requires certification from vocation- al school, OJT, or associate degree	Usually requires a four- year degree	Usually requires a four-year degree
On-the-Job Requirements	Little to No Experience	Some Related Experience	Considerable amount of work -related skill	Considerable amount of work-related skill
Job Training	A few days to a few months, usually learned on the job	One or two years of train- ing	Several years work related experienced or on-the-job training	Several years work related experienced or on-the-job training
Hourly Wage Range (10 th -90 th Percentile)	\$14.92- \$34.56 ¹	\$20.70 - \$49.431	\$35.19 - \$79.731	\$34.43 - \$80.261
Yearly Unique Postings	4,470 ¹	2,516 ¹	2,316 ¹	6,283 ¹
Attainability	Entry level	Middle level	Middle level	Middle level
Zone Information	Zone 2	Zone 3	Zon	e 4

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

DC Career Pathway for Infrastructure Occupations - Transportation Operators



Industry Profile

The infrastructure industry sector is broken down into three subsectors, Transportation and Warehousing , Utilities, and Machinery Manufacturing.

BLS provides that following reports for each of the subsectors in this industry:

The Transportation and Warehousing subsector includes industries providing transportation of passengers and cargo, warehousing and storage for goods, scenic and sightseeing transportation, and support activities related to modes of transportation. The Utilities subsector comprises establishments engaged in the provision of the following utility services: electric power, natural gas, steam supply, water supply, and sewage removal. Within this sector, the specific activities associated with the utility services provided vary by utility. Industries in the Machinery Manufacturing subsector create end products that apply mechanical force, for example, the application of gears and levers, to perform work. Some important processes for the manufacture of machinery are forging, stamping, bending, forming, and machining that are used to shape individual pieces of metal.

Relevant Industry Data:

Supply is lower than the National Average for Infrastructure Occupations in the District. An average area the size of the District would have 54,299 employees. There are 21,142 employees in DC. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to remain roughly the same over the next 5 years.

- The number of unique Job Postings in FY 2021 is 18,160.
- Jobs in this industry can be found in Federal Government, Civilian (19.2%), Other Personal Services (7.5%), and Other Companies and or Agencies (52.4%).
- The median compensation is \$23.22 per hour, 12% higher than the National median wage of \$20.64 per hour.
- 9.9% of Infrastructure jobs in the District are held by females.
- 62.6% of Infrastructure jobs in the District are held by racial minorities.
- 66.9% of Infrastructure jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based on 48occupations all in Job Zones 1-3. Source: Emsi Burning Glass - eco-

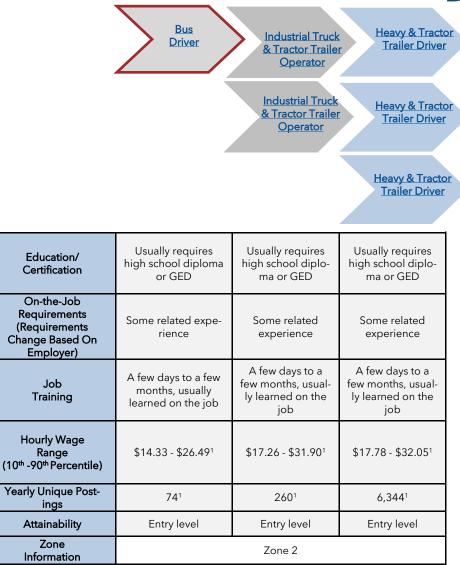
nomicmodeling.com - Occupation Snapshot Report Infrastructure Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report**¹ (see Footnote 1). data and will be updated annually.

Job titles are linked to <u>Career Coach DC</u> to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map require participants to be at least 21 years old, and may require a background check, and drug test.



(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of workrelated experience or on job

DC Career Pathway for Infrastructure Occupations - Manufacturing



Industry Profile

The infrastructure industry sector is broken down into three subsectors, Transportation and Warehousing, Utilities, and Machinery Manufacturing. BLS provides that following reports for each of the subsectors in this industry:

The Transportation and Warehousing subsector includes industries providing transportation of passengers and cargo, warehousing and storage for goods, scenic and sightseeing transportation, and support activities related to modes of transportation. The Utilities subsector comprises establishments engaged in the provision of the following utility services: electric power, natural gas, steam supply, water supply, and sewage removal. Within this sector, the specific activities associated with the utility services provided vary by utility. Industries in the Machinery Manufacturing subsector create end products that apply mechanical force, for example, the application of gears and levers, to perform work. Some important processes for the manufacture of machinery are forging, stamping, bending, forming, and machining that are used to shape individual pieces of metal.

Relevant Industry Data:

Supply is lower than the National Average for Infrastructure Occupations in the District. An average area the size of the District would have 54,299 employees. There are 21,142 employees in DC. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to remain roughly the same over the next 5 years.

- The number of unique Job Postings in FY 2021 is 18,160.
- Jobs in this industry can be found in Federal Government, Civilian (19.2%), Other Personal Services (7.5%), and Other Companies and or Agencies (52.4%).
- The median compensation is \$23.22 per hour, 12% higher than the National median wage of \$20.64 per hour.
- 9.9% of Infrastructure jobs in the District are held by females.
- 62.6% of Infrastructure jobs in the District are held by racial minorities.
- 66.9% of Infrastructure jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based

on 48occupations all in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Infrastructure Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report**¹ (see Footnote 1). data and will be updated annually.

Job titles are linked to <u>Career Coach DC</u> to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map require participants to be at least 21 years old, and may require a background check, and drug test.

	Maintenance and Repair Worker	Maintenance Worker, Machine	
Educational/ Certification	Often requires certification from vocational school, OJT, or associate degree	Often requires certification from vocational school, OJT, or associate degree	Often requires certification from vocational school, OJT, or associate degree
On-the-Job Requirements	Previous Related Experience	Previous Related Experience	Previous Related Experience
Job Training	One or two years of training	One or two years of training	One or two years of training
Hourly Wage Range (10 th -90 th Percentile)	\$14.73 - \$37.73 ¹	\$18.94 - \$41.01 ¹	\$17.79 - \$41.22 ¹
Yearly Unique Postings	2,921 ¹	2 ¹	2471
Attainability	Middle level	Middle level	Middle level
Zone Information		Zone 3	

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work -related experience or on job

DC Career Pathway for Infrastructure Occupations - Transportation Mechanical Maintenance



Industry Profile

The infrastructure industry sector is broken down into three subsectors, Transportation and Warehousing , Utilities, and Machinery Manufacturing.

BLS provides that following reports for each of the subsectors in this industry:

The Transportation and Warehousing subsector includes industries providing transportation of passengers and cargo, warehousing and storage for goods, scenic and sightseeing transportation, and support activities related to modes of transportation. The Utilities subsector comprises establishments engaged in the provision of the following utility services: electric power, natural gas, steam supply, water supply, and sewage removal. Within this sector, the specific activities associated with the utility services provided vary by utility. Industries in the Machinery Manufacturing subsector create end products that apply mechanical force, for example, the application of gears and levers, to perform work. Some important processes for the manufacture of machinery are forging, stamping, bending, forming, and machining that are used to shape individual pieces of metal.

Relevant Industry Data:

Supply is lower than the National Average for Infrastructure Occupations in the District. An average area the size of the District would have 54,299 employees. There are 21,142 employees in DC. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to remain roughly the same over the next 5 years.

- The number of unique Job Postings in FY 2021 is 18,160.
- Jobs in this industry can be found in Federal Government, Civilian (19.2%), Other Personal Services (7.5%), and Other Companies and or Agencies (52.4%).
- The median compensation is \$23.22 per hour, 12% higher than the National median wage of \$20.64 per hour.
- 9.9% of Infrastructure jobs in the District are held by females.
- 62.6% of Infrastructure jobs in the District are held by racial minorities.
- 66.9% of Infrastructure jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based on 48occupations all in Job Zones 1-3. Source: Emsi Burning Glass economicmodeling.com - Occupation Snapshot Report Infrastructure Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report**¹ (see Footnote 1). data and will be updated annually.

Job titles are linked to <u>Career Coach DC</u> to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map require participants to be at least 21 years old, and may require a background check, and drug test.

	Auto Services Technician/ Mechanic	Maintenance <u>& Repair</u> <u>Worker</u> <u>Maintenance</u> <u>& Repair</u> <u>Worker</u>	Bus/Truck Mechanic & Dies Bus/Truck Mechanic & Diese	Industrial Machinery
Educational/ Certification	Often requires certi- fication from voca- tional school, OJT, or associate degree	Often requires certi- fication from voca- tional school, OJT, or associate degree	Often requires certification from vocational school, OJT, or associate degree	Often requires certification from vocational school, OJT, or associate degree
On-the-Job Requirements	Some Related Experience	Some Related Experience	Previous Related Experience	Previous Related Experience
Job Training	One to two years of training	One to two years of training	One to two years of training	One to two years of training
Hourly Wage Range (10 th -90 th Percentile)	\$14.95 - \$54.78 ¹	\$15.01 - \$37.70 ¹	\$16.25 - \$40.33 ¹	\$19.36 - \$41.19 ¹
Yearly Unique Post- ings	799 ¹	2,918 ¹	460 ¹	247 ¹
Attainability	Entry level	Middle level	Middle level	Middle level
Zone Information		Zone	3	

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of workrelated experience or on job

DC Career Pathway for Construction Occupations

Industry Profile

BLS reports that the Construction sector comprises establishments primarily engaged in the construction of buildings or engineering projects (e.g., highways and utility systems). Establishments primarily engaged in the preparation of sites for new construction and establishments primarily engaged in subdividing land for sale as building sites also are included in this sector. Construction work done may include new work, additions, alterations, or maintenance and repairs. Activities of these establishments generally are managed at a fixed place of business, but they usually perform construction activities at multiple project sites. Production responsibilities for establishments in this sector are usually specified in (1) contracts with the owners of construction projects (prime contracts) or (2) contracts with other construction establishments (subcontracts).

Relevant Industry Data:

Supply is lower than the National Average for Construction Occupations in the District. An average area the size of the District would have 33,315 employees. There are 12,905 employees in DC. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to remain roughly the same over the next 5 years.

• The number of unique Job Postings in FY 2021 is 5,110.

- Jobs in this industry can be found in Building Equipment Contractors (16.6%), Foundation, Structure, and Building Exterior Contractors (13.9%), Federal Government, Civilian (11.2%), and Nonresidential Building Construction (10.4%).
- The median compensation is \$27.50 per hour, 24% higher than the National median wage of \$22.20 per hour.
- 3.4% of Construction jobs in the District are held by females.
- 61.5% of Construction jobs in the District are held by racial minorities.
- 73.0% of Construction jobs in the District are held by individuals ages 25-54.

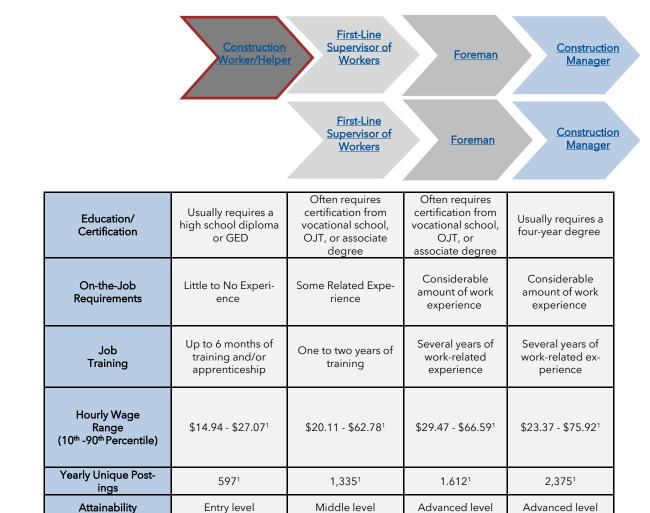
The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based on 37 occupations all in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Construction Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report**¹ (see Footnote 1). data and will be updated annually.

Job titles are linked to <u>Career Coach DC</u> to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map may require participants to have a drug test and may require a background check.



(see Footnote 1).

Zone

Information

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

Zone 1

Zone 4

DC Career Pathway for Hospitality Occupations - Food and Beverage Front of House



Industry Profile

BLS reports that the Hospitality Accommodation and Food Services sector comprises establishments providing customers with lodging and/or preparing meals, snacks, and beverages for immediate consumption. The sector includes both accommodation and food services establishments because the two activities are often combined at the same establishment. Businesses that provide customers with lodging or that provide services to meet varied cultural, entertainment, and recreational interests of their patrons.

Relevant Industry Data:

Supply is lower than the National Average for Hospitality Occupations in the District. An average area the size of the District would have 81,404 employees. There are 61,401 employees in DC. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to increase over the next 5 years.

- The number of unique Job Postings in FY 2021 is 10,627.
- Jobs in this industry can be found in Restaurants and Other Eating Places (49.0%), Traveler Accommodation (8.9%), and Special Food Services (7.1%).
- The median compensation is \$16.07per hour, 30% higher than the National median wage of \$12.36 per hour.
- 53.7% of Hospitality jobs in the District are held by females.
- 67.7% of Hospitality jobs in the District are held by racial minorities.
- 62.6% of Hospitality jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based on 26 occupations all in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Hospitality Industry Zones 1-3 in District of Columbia Q3 2021

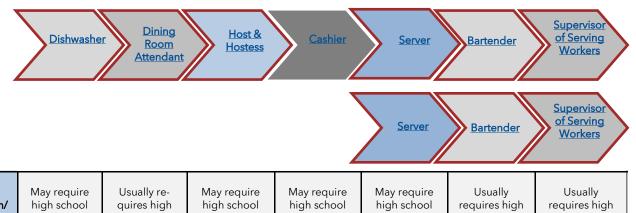
Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report**¹ (see Footnote 1). data and will be updated annually.

Job titles are linked to <u>Career Coach DC</u> to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map may require participants to have a background check and drug test.

Wage data for Server and Bartender positions is revised to account for tips. Current minimum wage for these occupations is \$5.05 per hour in Washington, DC.



Education/ Certification	high school diploma or GED	quires high school diplo- ma or GED	high school diploma or GED	high school diploma or GED	high school diploma or GED	requires high school diplo- ma or GED	requires high school diploma or GED
On-the-Job Require- ments	Little to No Experience	Little to No Experience	Little to No Experience	Some related experience	Some related experience	Some related experience	Some related experience
Job Training	A few days to a few months, usually learned on the job	A few days to a few months, usually learned on the job	A few days to a few months, usually learned on the job	A few months to a year of training,	A few months to a year of training	A few months to a year of training	One or two years of training
Hourly Wage Range (10 th -90 th Percentile)	\$14.21 - \$20.781	\$14.27 - \$24.17 ¹	\$14.34 - \$21.651	\$14.30 - \$18.621	\$14.05 - \$49.261	\$14.04 - \$42.371	\$14.75 - \$33.031
Yearly Unique Postings	374 ¹	342 ¹	459 ¹	801 ¹	1,023 ¹	422 ¹	1,719¹
Attainability	Entry level	Entry level	Entry level	Entry level	Entry level	Middle level	Middle level
Zone Information		Zone 1			Zor	ne 2	

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

DC Career Pathway for Hospitality Occupations - Food and Beverage Culinary

Industry Profile

BLS reports that the Hospitality Accommodation and Food Services sector comprises establishments providing customers with lodging and/or preparing meals, snacks, and beverages for immediate consumption. The sector includes both accommodation and food services establishments because the two activities are often combined at the same establishment. Businesses that provide customers with lodging or that provide services to meet varied cultural, entertainment, and recreational interests of their patrons.

Relevant Industry Data:

Supply is lower than the National Average for Hospitality Occupations in the District. An average area the size of the District would have 81,404 employees. There are 61,401 employees in DC. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to increase over the next 5 years.

- The number of unique Job Postings in FY 2021 is 10,627.
- Jobs in this industry can be found in Restaurants and Other Eating Places (49.0%), Traveler Accommodation (8.9%), and Special Food Services (7.1%).
- The median compensation is \$16.07per hour, 30% higher than the National median wage of \$12.36 per hour.
- 53.7% of Hospitality jobs in the District are held by females.
- 67.7% of Hospitality jobs in the District are held by racial minorities.
- 62.6% of Hospitality jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based on 26 occupations all in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Hospitality Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report**¹ (see Footnote 1). data and will be updated annually.

Job titles are linked to <u>Career Coach DC</u> to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map may require participants to have a background check and drug test.

	Fast Fo Cook			Restaurant Cook	Food Service Manager
Education/ Certification	May require high school diploma or GED	May require high school diploma or GED	Usually requires high school diploma or GED	Often requires certification from vocational school, OJT, or associate degree	Often requires certification from vocational school, OJT, or associate degree
On-the-Job Requirements	Little to No Experience	Little to No Experience	Some Related Experience	Some Related Experience	Some Related Experience
Job Training	A few days to a few months, usually learned on the job	A few days to a few months, usually learned on the job	A few months to a year of training, with apprenticeship or on-the-job	One or two years of training	One or two years of training
Hourly Wage Range (10 th -90 th Percentile)	\$14.34 - \$20.351	\$14.27 - \$22.871	\$14.75 - \$33.031	\$14.27 - \$23.27¹	\$25.19 - \$54.42 ¹
Yearly Unique Postings	1,507¹	475 ¹	1,719 ¹	1,067 ¹	939 ¹
Attainability	Entry level	Entry level	Middle level	Middle level	Middle level
Zone Information	Zon	ie 1		Zone 2	

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of workrelated experience or on job

DC Career Pathway for Hospitality Occupations - Lodging Guest Services



Industry Profile

BLS reports that the Hospitality Accommodation and Food Services sector comprises establishments providing customers with lodging and/or preparing meals, snacks, and beverages for immediate consumption. The sector includes both accommodation and food services establishments because the two activities are often combined at the same establishment. Businesses that provide customers with lodging or that provide services to meet varied cultural, entertainment, and recreational interests of their patrons.

Relevant Industry Data:

Supply is lower than the National Average for Hospitality Occupations in the District. An average area the size of the District would have 81,404 employees. There are 61,401 employees in DC. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to increase over the next 5 years.

• The number of unique Job Postings in FY 2021 is 10,627.

- Jobs in this industry can be found in Restaurants and Other Eating Places (49.0%), Traveler Accommodation (8.9%), and Special Food Services (7.1%).
- The median compensation is \$16.07 per hour, 30% higher than the National median wage of \$12.36 per hour.
- 53.7% of Hospitality jobs in the District are held by females.
- 67.7% of Hospitality jobs in the District are held by racial minorities.
- 62.6% of Hospitality jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based on 26 occupations all in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Hospitality Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report**¹ (see Footnote 1). data and will be updated annually.

Job titles are linked to <u>Career Coach DC</u> to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map may require participants to have a background check and drug test.

	Bell Staff	Guest Services Desk Clerk	Guess Service Manager	es <u>General</u> Manager
		<u>Guest</u> <u>Services</u> <u>Desk Clerk</u>	<u>Guess Servic</u> Manager	es <u>General</u> <u>Manager</u>
Education/ Certification	Usually requires high school diploma or GED	Usually requires high school diploma or GED	Often requires certification from vocational school, OJT, or associ- ate's degree	Usually requires a four-year degree
On-the-Job Requirements	Some Related Expe- rience	Some Related Expe- rience	Considerable amount of work experience	Considerable amount of work experience
Job Training	A few months to a year of training, with apprenticeship or on-the-job	A few months to a year of training, with apprenticeship or on-the-job	Several years of work-related experience	Several years of work-related ex- perience
Hourly Wage Range (10 th -90 th Per- centile)	\$14.28-\$23.81 ¹	\$14.14 - \$25.25 ¹	\$22.66 - \$59.85 ¹	\$26.19 - \$91.20 ¹
Yearly Unique Post- ings	51 ¹	187 ¹	5,372¹	83 ¹
Attainability	Entry level	Entry level	Advanced level	Advanced level
Zone Information	Zone 2	Zone 3	Zoi	ne 4

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

DC Career Pathway for Security and Law Enforcement Occupations - Physical Security

Industry Profile

The North American Industry Classification System (NAICS) states that this industry is comprised of two subsectors, Police Protection and Security Guards and Patrol Services. This industry comprises establishments primarily engaged in providing guard and patrol services, and government establishments primarily engaged in criminal and civil law enforcement, police, traffic safety, and other activities related to the enforcement of the law and preservation of order.

Relevant Industry Data:

Supply is higher than the National Average for Security and Law Occupations in the District. An average area the size of the District would have 17,363 employees. There are 31,344 employees in DC. This higher than expected supply may make it easier to find candidates. The gap between expected and actual employment is expected to remain roughly the same over the next 5 years.

The number of unique Job Postings FY 2021 is 5,547

- Jobs in this industry can be found in Investigation and Security Services (34.2%), Federal Government, Civilian and Sate and Local Government 48.6%).
- The median compensation is \$30.80 per hour, 47% higher than the National median wage of \$21.02 per hour.
- 27.5% of Security and Law jobs in the District are held by females.
- 70.9% of Security and Law jobs in the District are held by racial minorities.
- 76.3% of Security and Law jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based on 20 occupations all in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Security and Law Enforcement Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects June 2021 EMSI Occupations Report¹ (see Footnote 1). data and will be updated annually.

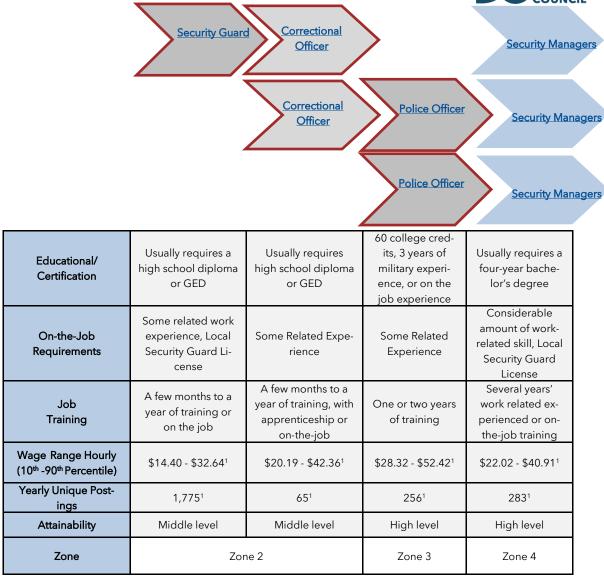
Job titles are linked to <u>Career Coach DC</u> to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map will require participants to have a background check , polygraph, and psychosocial assessment, and drug test.

Security positions can lead to pathways in the public and private sectors, and across sectors. Often, individuals retiring from the public sector will pursue a career in the private sector.

Jobseekers can begin the Security pathway at Police Officer if they attend the police academy or participate in the high school cadet program delivered in partnership with DC Public Schools.



(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

Position on the District of Columbia High-Demand Sectors and Occupations List

HCWP Members FY21

CONVENER & INTERMEDIARY

District of Columbia Hospital Association Program Services, Inc.

Public Funding Partner DC Workforce Investment Council

HEALTH CARE EMPLOYERS/BUSINESSES

Acute Care The George Washington University Hospital Children's National Hospital *BridgePoint Hospital MedStar Health Psychiatric Institute of Washington

AMBULATORY AND BEHAVIORAL HEALTH SERVICES

Providence Health Whitman-Walker Health Mary's Center McClendon Center Unity Health Care *Volunteers of America Chesapeake & Carolinas Kaiser Permanente

NURSING, RESIDENTIAL, AND LONG TERM CARE SERVICES

Ascension Living Carroll Manor Nursing and Rehabilitation Center *Volunteers of America Chesapeake & Carolinas *BridgePoint Hospital Skilled Nursing & Rehabilitation Facility Premier Health Services

CORE PARTNERS

Coalition for Nonprofit Housing & Economic Development **DC Primary Care Association** DC Health Care Association DC Coalition on Long Term Care AmeriHealth Caritas DC SOME Center for Employment Training UDC Community College Division of Workforce Development & Lifelong Learning DCPS Academy of Health Sciences - Coolidge **Trinity Washington University** 1199 SEIU Greater Washington Community Foundation Office of State Superintendent of Education **Community College Preparatory Academy** Jane Bancroft Robinson Foundation **Stoddard Baptist Home Foundation**

NETWORK SUPPORTERS

Dress for Success Washington, DC Rodham Institute Pathways for All to Health Careers Campaign for Fair Sentencing of Youth Department of Aging and Community Living DC Health Care Finance DC Appleseed Center for Law and Justice Department of Employment Services

DC Health Care Workforce Partnership



		are Workforce 2021 12:00 F	Partnership Meeting PM – 1:30 PM		
Partnership Ambassadors Jacqueline D. Bowens District of Columbia Hospital Association	Zoom Web Conference <u>https://us02web.zoom.us/j/83995586871?pwd=OHcxVHdKME1</u> <u>MdjUzQ04xUURyWERsUT09</u> Meeting ID: 839 9558 6871 Passcode: 241 537				
Program Services Company	12:00 PM	Welcome Overview of		Jacqueline Bowens Ruth Pollard	
<i>Kimberly D. Russo</i> The George Washington University Hospital	12:10 PM	A Report out from Action Teams			
		Health Care	assador: Vince Keane)		
Vincent A. Keane Unity Health Care		12:10 PM	Action Team 1&2	Sheandinita Dyson Dania O'Connor	
		12:18 PM	Collaborative Discussion		
Lakesha McAllister			size & Tesisies (Ambasseday		
Ascension Living			sign & Training (Ambassador:		
Carroll Manor		12:26 PM	Action Team 4	Veronica Wright Ayanna Ali	
		12:33 PM	Action Team 3	Amy Beales Daniel Hall	
		12:39 PM	Collaborative Discussion		
		Career Path	way System (Ambassador: Kir	n Russa)	
		12:47 PM	Action Team 5	Ruth Pollard	
		12:53 PM	Action Team 6	Paul Hagens	
		1:00 PM	Action Team 7	Naseema Shafi Steve Glaude	
		1:07 PM	Collaborative Discussion		
	1:15 PM	Collaboratin	g with Funding Partners	DC WIC Justin Palmer	
	1:25 PM	Next Steps Closing Rem	arks & Adjourn	Ruth Pollard Jacqueline Bowens	
6					

The Partners (current)

CONVENER & INTERMEDIARY

District of Columbia Hospital Association Program Services, Inc.

Public Funding Partner - DC Workforce Investment Council

HEALTH CARE EMPLOYERS/BUSINESSES

ACUTE CARE

The George Washington University Hospital Children's National Hospital BridgePoint Hospital* MedStar Health Psychiatric Institute of Washington Sibley Memorial Hospital Howard University Hospital

AMBULATORY AND BEHAVIORAL HEALTH SERVICES

Whitman-Walker Health Mary's Center McClendon Center Unity Health Care Volunteers of America Chesapeake & Carolinas* Kaiser Permanente

NURSING, RESIDENTIAL, AND LONG-TERM CARE SERVICES

Ascension Living Carroll Manor Nursing and Rehabilitation Center Volunteers of America Chesapeake & Carolinas* BridgePoint Hospital Skilled Nursing & Rehabilitation Facility* Premier Health Services Stoddard Baptist Nursing Home

CORE PARTNERS

Coalition for Nonprofit Housing & Economic Development DC Primary Care Association DC Health Care Association DC Coalition on Long Term Care AmeriHealth Caritas DC SOME Center for Employment Training UDC Community College Division of Workforce Development & Lifelong Learning DCPS Academy of Health Sciences - Coolidge Trinity Washington University 1199 SEIU Greater Washington Community Foundation Office of State Superintendent of Education Community College Preparatory Academy Jane Bancroft Robinson Foundation Stoddard Baptist Home Foundation

NETWORK SUPPORTERS

Dress for Success Washington, DC Rodham Institute Pathways for All to Health Careers Campaign for Fair Sentencing of Youth DC Health Care Finance DC Appleseed Center for Law and Justice Department of Employment Services



DC Health Care Workforce Partnership



Partnership Ambassadors Jacqueline D. Bowens District of Columbia Hospital Association Program Services Company	March 30, 202 Zoom Web Co https://us02w	are Workforce Partnership Meeting 22 1:00 PM – 2:30 PM onference veb.zoom.us/j/86026773616?pwd=Z1ZIUkRDSGZNOFdDZ 60 2677 3616 Passcode 152 857	<u>GVHaWlwaGMvdz09</u>
<i>Kimberly D. Russo</i> The George Washington	1:00 PM	Gather & Sign-In	
University Hospital	1:05 PM	Overview of the Day	Ruth Pollard
Naseema Shafi Whitman-Walker Health	1:10 PM	Welcome & State of The Partnership	Jacqueline Bowens
	1:18 PM	The Work of the Action Teams Featured Action Team: Website	Yolette Gray Jennifer Hirt
Lakesha McAllister Ascension Living Carroll Manor	1:35 PM	Informing the Health Care Occupations Report 2022 (Breakout Session)	Elizabeth Abrams
	1:59 PM	Career Pathway System Framework	Ruth Pollard
	2:05 PM	Sustainability	Justin Palmer
	2:16 PM	Commitment to The Work	Naseema Shafi
	2:22 PM	Closing Remarks	Jacqueline Bowens





Partnership Ambassadors

The Health Care Workforce Partnership Meeting

June 29, 2022 | 1:00 PM - 2:30 PM

Zoom Web Conference

https://us02web.zoom.us/j/81697126860?pwd=WIBYUWpGVEF1YIVKbmV5ZzgxTmVRdz09

Inpany	Meeting ID 8	16 9712 6860 Passcode 509872	
Russo ington	1:00 PM	Gather & Sign-In	
ospital	1:03 PM	Welcome & Opening Remarks	Jacqueline Bowens
a Shafi Health	1:09 PM	Annual Health Care Occupations Report 2022	Justin Palmer Ruth Pollard Yolette Gray Jennifer Hirt
Allister Living Manor	1:35 PM	Mayoral Health Care Taskforce (Breakout Session)	Jacqueline Bowens
	2:22 PM	Next Steps & Closing	Jacqueline Bowens

Jacqueline D. Bowens District of Columbia Hospital Association

Program Services Company

Kimberly D. Russo The George Washington University Hospital

Naseema Shaf Whitman-Walker Health

> Lakesha McAllister Ascension Living Carroll Manor





Partnership Ambassadors

Jacqueline D. Bowens District of Columbia Hospital Association Program Services Company

Kimberly D. Russo	
The George Washington University Hospital	

Naseema Shafi Whitman-Walker Health

> Lakesha McAllister Ascension Living Carroll Manor

September 27, 2022 10:00 AM – 12:00 PM					
Zoom Web Co https://us02we	nference eb.zoom.us/j/84395514121?pwd=Mk55aWViRngxUEx1a	GxKTWhvY1ZnZz09			
Meeting ID 84	Passcode 254678				
9:55 AM	Gather & Sign-In				
10:00 AM	Welcome & Opening Remarks	Jacqueline Bowens			
10:08 AM	The Work of the DC Workforce Investment Council	Ahnna Smith			
10:13 AM	The Work of Today: Introduction of the Topic: Job Quality	Ruth Pollard			
10:18 AM	Panel Discussion Topic #1-Role Stressor: Role Clarity & Importance Topic #2-Skill Level Required & Skill Variety Topic #3-Autonomy, Control, Independence	Ruth Pollard Jacqueline Bowens Veronica Sharpe			
10:31 AM	Think Tank Discussion: Job Quality: Connecting Engagement at Work to Elements of the Job Experience (Breakout Session) Topic #1-Role Stressor: Role Clarity &	<i>Facilitators</i> Yolette Gray			
	Importance of the Task	Bolutife Omoloju			
	Topic #2-Skill Level Required & Skill Variety	Ruth Pollard Gemma Thomas			
	Topic #3-Autonomy, Control, Independence	Dawnn Leary Jennifer Hirt			
11:35 AM	Closing: Tomorrow's Work	Justin Palmer			

The Health Care Workforce Partnership Meeting



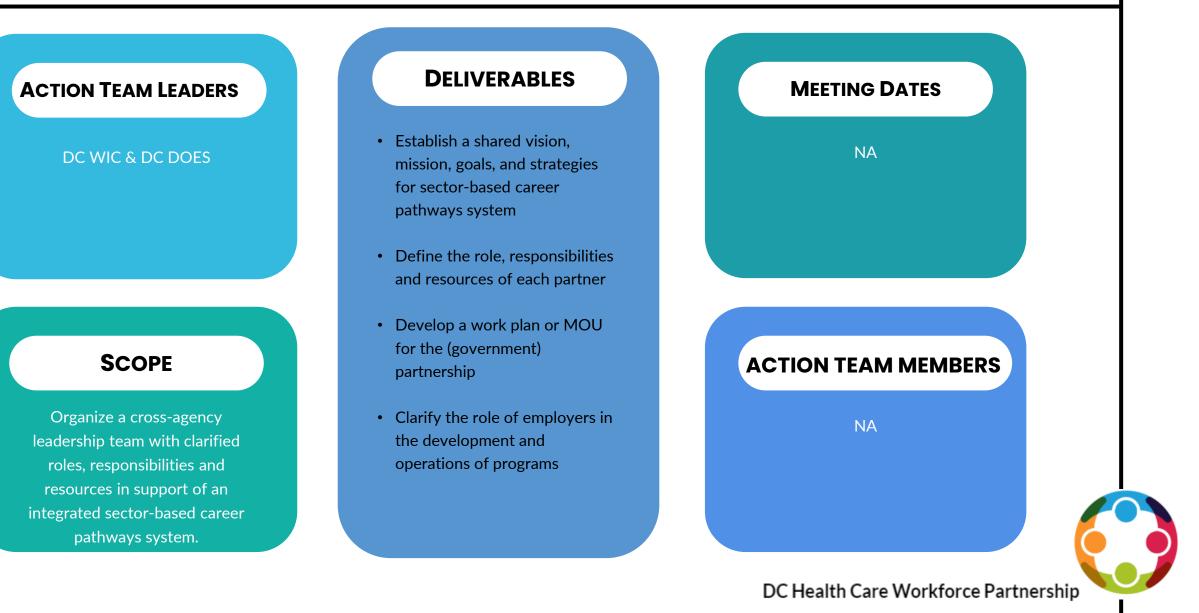




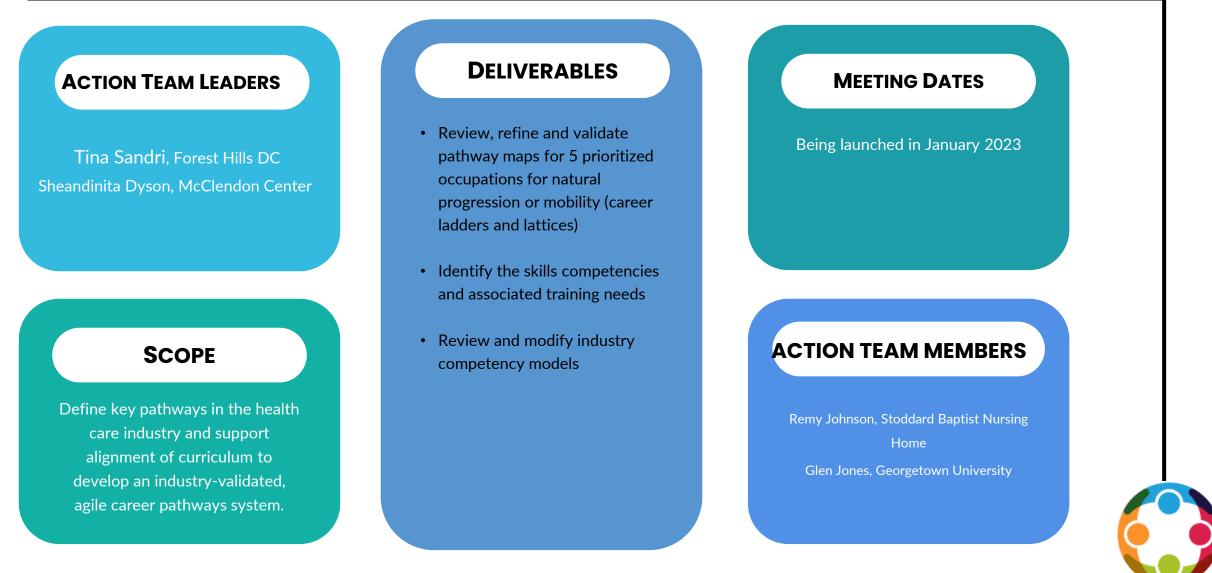
Process Management for the Career Pathways System Action Teams

CPS ACTION TEAM #1 (via Mayor's Task Force)

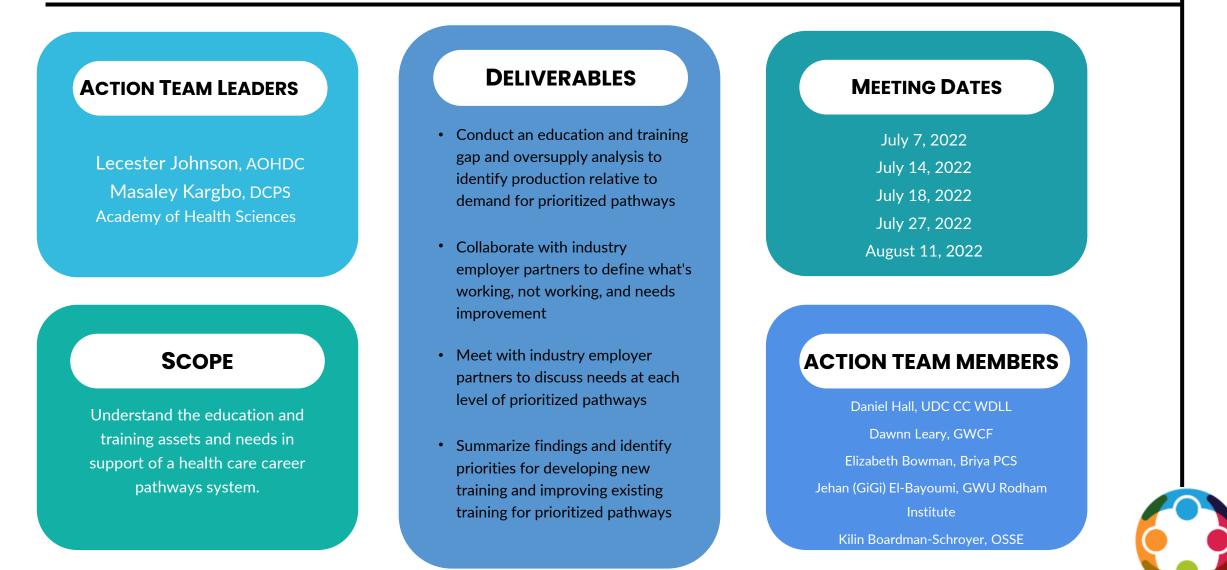
GOVERNMENT AGENCIES ROLES, RESPONSIBILITIES & RESOURCES



FOUNDATIONAL DEVELOPMENT OF HEALTH CARE INDUSTRY CAREER PATHWAYS



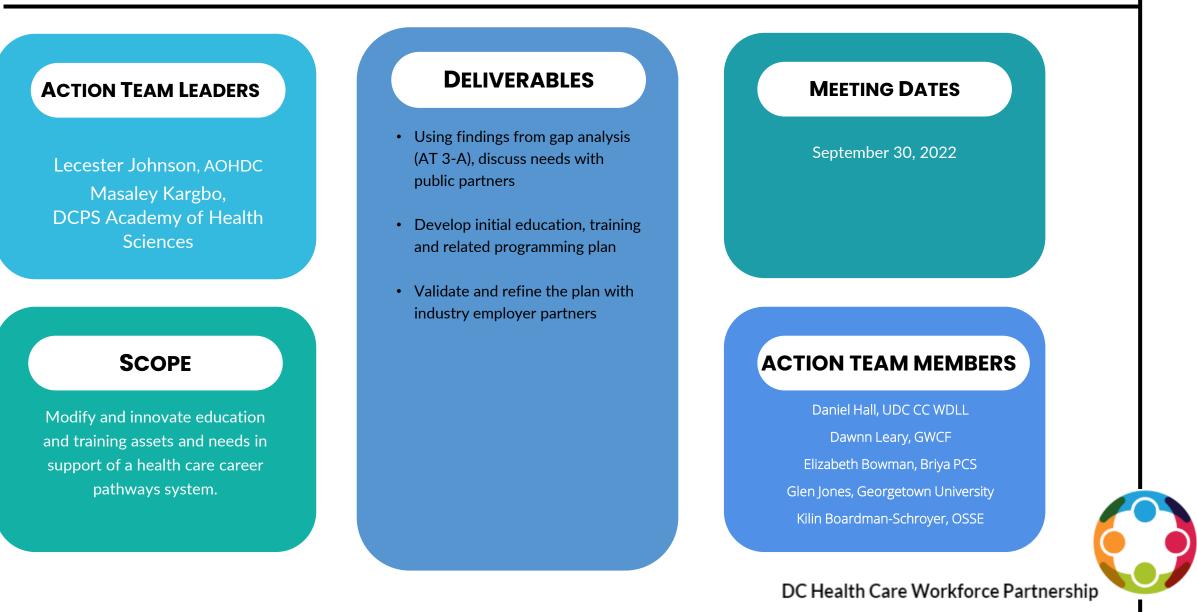
EDUCATION & TRAINING GAP ANALYSIS



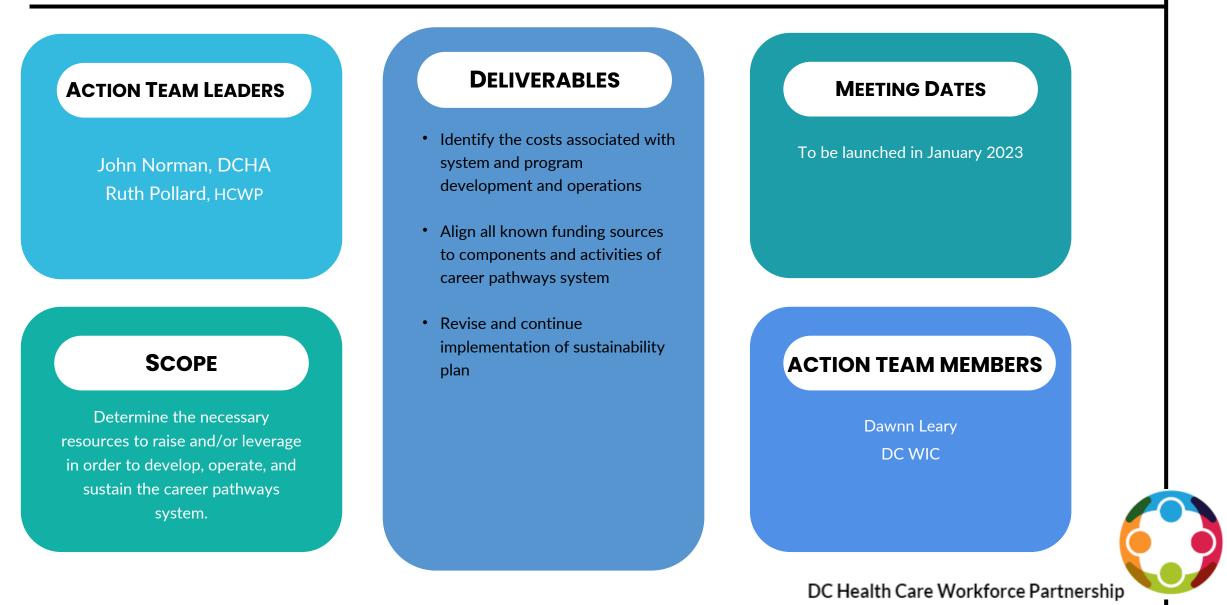
DC Health Care Workforce Partnership

CPS ACTION TEAM # 3-B

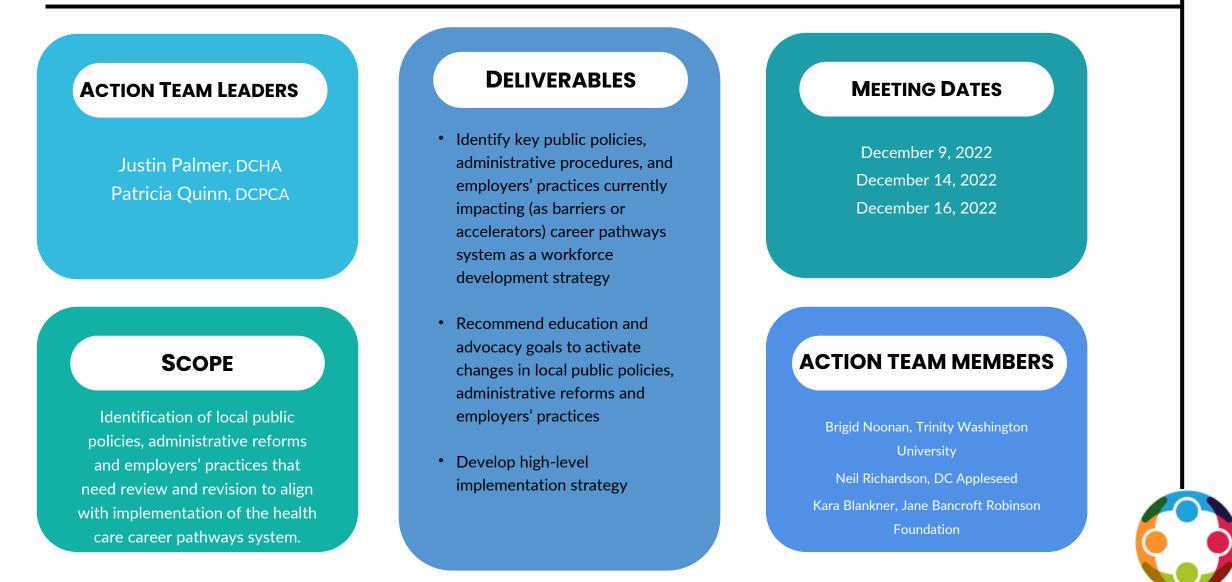
EDUCATION & TRAINING MODIFICATION AND INNOVATION



IDENTIFY FUNDING NEEDS & SOURCES

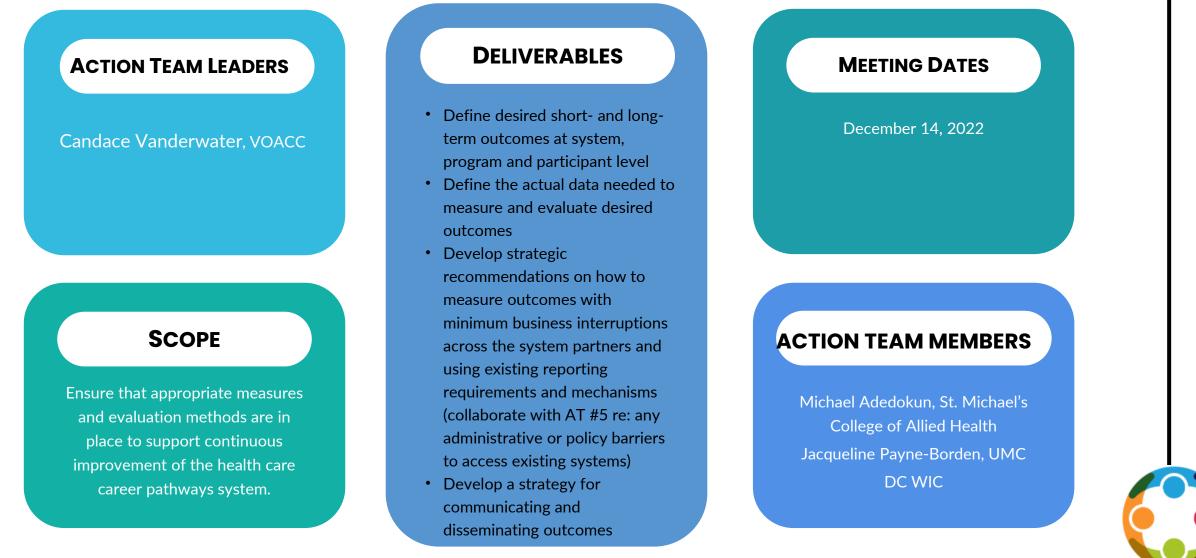


ALIGN POLICIES & PROGRAMS



DC Health Care Workforce Partnership

MEASUREMENT & PERFORMANCE DESIGN PROCESS



ADVANCE ANTI-RACISM & DEI&B/Accessibility PRACTICES





DC Health Care Workforce Partnership

A program of the District of Columbia Hospital Association

Question 83 - IT and Healthcare Grant Detailed Update

Learnix Tree, LLC

VETS Group

Q78 IT and Healthcare Grant Detailed Update

FY22 IT and Healthcare Sector Training Grants Healthcare Sector - Direct Care Occupational Training (H-DCOT) Grant Start Date: Awarded Grantee: Academy of Hope Public Charter School June 22, 2022 Captivate Perspectives Corporation July 1, 2022 Opportunities Industrialization Center of DC June 30, 2022 July 1, 2022 Time for Change Summa Prime Healthcare June 30, 2022 Healthcare Sector - Workforce Partnership Occupational Training (H-WPOT) Awarded Grantee: Grant Start Date: DCHA Program Services Company, Inc June 30, 2022 Time For Change July 1, 2022 Information Technology Sector Occupational Training (IT-OT) Grant Starte Date Awarded Grantee: Academy of Hope Public Charter School June 22, 2022 BuildWithIn June 30, 2022 ByteBack June 30, 2022 Community Tech, LLC August 24, 2022

June 30, 2022

June 30, 2022

Request For Applications (RFAs)	Anticipated or Actual Amount of
	Award per RFA
FY22 IT and Healthcare Sector Training Grant	\$5,634,673
Healthcare Sector - Direct Care Occupational Training (H-	\$1,366,370
DCOT)	
Academy of Hope Public Charter School	\$297,210
Captivate Perspectives Corporation	\$300,000
Opportunities Industrialization Center of DC	\$300,000
Time for Change	\$170,308
Summa Prime Healthcare	\$298,852
Healthcare Sector – Workforce Partnership Occupational	\$1,126,337
Training (H-WPOT)	
DCHA Program Services Company, Inc.	\$696,928
Time for Change	\$429,409
Information Technology Sector Occupational Training (IT-	\$3,141,966
OT)	
Academy of Hope Public Charter School	\$589,126
BuildWithIn	\$599,000
ByteBack	\$590,892
Community Tech, LLC	\$472,759
Learnix Tree, LLC	\$590,920
VETS Group	\$299,269

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Question 83 – IT and Healthcare Grant Detailed Update

Request For	Industry or	Credential(s)	#	#	# Earned
Applications	Occupation	Credential(S)	[#] Enrolled	[#] Completed	a Earneu
(RFAs)	Occupation		Linoned	Training	Credential
	- Direct Care	Occupational Training (H-DCOT)	Training	creacilitia
Academy of	Healthcare	Certified Nursing	15	In- Progress	In
Hope Public		Assistant (CNA)	10	15- Month	Progress –
Charter School				Grant-	15-Month
				Testing and	grant
				Certification	c
				Issues with	
				BON	
Captivate	Healthcare	Home Health Aid	30	15	12
Perspectives					
Corporation					
Opportunities	Healthcare	Home Health Aid	15	In Progress	In
Industrialization				- 15-Month	Progress –
Center of DC				grant	15-Month
Time for	Healthcare	Certified Nursing	<10	<10	grant In
Change	Treatmeate	Assistant (CNA)	~10	~10	III Progress –
Change		Assistant (CIVA)			15-Month
					grant
					grunt
Summa Prime	Healthcare	Certified Nursing	42	12* In	In
Healthcare		Assistant (CNA)		Progress -	Progress -
				15-Month	15-Month
				grant	grant
		Partnership Occupational			
DCHA Program	Healthcare	Certified Nursing	38	14	<10
Services		Assistant (CNA),			
Company, Inc.		Certified Medical Assistant and			
		Pharmacy Technician			
Time for	Healthcare	Certified Nursing	14	<10	In
Change	Treatureate	Assistant (CNA) and	14	~10	m Progress –
Change		Pharmacy Technician			15-Month
		r narmaey reenneral			grant
					0
Information Technology Sector Occupational Training (IT-OT)					
Academy of	Information	CompTia	17	<10	<10
Hope Public	Technology	Certification			
Charter School					
BuildWithIn	Information	CompTia A+ Core 1	11	<10	0
	Technology	and Core 2			

ByteBack	Information	CompTia	<10	<10	<10
	Technology	Certification			
Community	Information	AWS, ACA	16	<10	<10
Tech, LLC	Technology				
Learnix Tree,	Information	Software Quality	<10	<10	<10
LLC	Technology	Assurance Specialist			
VETS Group	Information	CompTia Security,	13	<10	<10
	Technology	Certified Cloud			
		Practitioner/Solutions			
		Architect			
		Certification			

Question 83 – IT and Healthcare Grant Detailed Update

 Certification

 *Information is preliminary as grants are in progress.



UDC/WIC FY22 MOU Reporting Closeout DUE—September 29, 2022

FY 2022 Information Technology Investment Program

Use of Funds	FY22 Budget	FY22 Actual
UDC-WDLL/# of Studer	nts Served—48 Students	
Financial Support to Students	\$100,000 (100 students @ \$1000)	\$48,000 (48 students)
Facility upgrades	\$60,000	\$18,054.50
Equipment	\$100,000	\$126,878.10
Supplies/tools	\$15,000	\$9920.15
Memberships	\$10,000	\$6633.22
TOTALS	\$285,000	\$209,485.97

Considerations from WDLL-IT

- Due to the late start of the financial support to students, Year Two projections would be higher given current enrollment trends and the established process.
- Due to lower enrollment numbers (post-Covid normalization has not occurred yet), reaching 100 students in the program was not feasible. If *funding were to be expanded to other programs within the IT Pathway*, we would be able to come closer to hitting our target, given that enrollment in IT is robust.
- Meeting Facility Upgrades/Equipment/Supplies/ Memberships were also delayed due to when the funding was released, the length of the procurement process, and issues with the supply chain. While most of the items were received, we are currently pending \$7945 in Equipment that may not arrive by 9/30/22; an extension for these items would be appreciated due to supply chain issues.
 - Please note the shift in expense for Equipment vs. Facilities. We overspent on Equipment by \$26,878.10 but underspent on facilities; these two areas are tied together, and the expenditures are related.

Use of Funds	FY22 Budget	FY22 Actual
UDC-CC/# of Students Ser	wod_20 Students	
-		
Tuition	\$224,000 (56 students	\$\$\$\$* (39 students); <i>pending</i>
	@ \$3K)	
Facility upgrades	\$35,000	\$0
Equipment	\$100,000	\$0
Supplies/tools	\$15,000	\$0
Memberships	\$15,000	\$0
TOTALS	\$333,000	\$0; <i>pending</i>

Considerations from UDCCC-IT

- Due to the late start of the financial support to students, Year Two projections would be higher given current enrollment trends and the process being established.
- The *total tuition support is still being calculated for eligible students enrolled in UDCCC's computer science/information technology pathway. We will report any updated numbers by October 6, 2022.

Use of Funds	FY22 Budget	FY22 Actual
UDC SEAS/# of Students Se	erved0	
Tuition	\$80,000 (20 students @ \$4K)	\$0 (0 students)
Facility upgrades	\$96,000	\$0
Equipment	\$50,000	\$0
Supplies/tools	\$15,000	\$0
Memberships	\$15,000	\$0
TOTALS	\$256,000	\$0

Considerations from UDC SEAS-IT

- In summary, it seems the expenditures on tuition assistance did not get off the ground because Dr. Wellman and Dr. Jeong had been waiting for a budget index they did not receive from the Budget Office.
- There are *students identified to receive this funding based on eligibility for Fall 2022*. The charges will be billed to FY23 (October/November)

Use of Funds	FY22 Budget	FY22 Actual
UDC-WDLL/# of Students	Served—17	
Financial Support to	\$200,000 (80 students @	\$42,500 (17 students)
Students	\$2500)	
Facility upgrades	\$50,000	\$46,951.72
Nurse Educator *	\$100,000	\$0
Supplies/tools	\$25,000	\$26, 765.41
Memberships	\$10,000	\$6.349.29
TOTALS	\$385,000	\$122,566.42

FY 2022 Nurse Education Enhancement Program

Considerations from WDLL-Nursing

- Due to the late start of the financial support to students. Year Two projections would be higher given current enrollment trends and established processes.
- The *Nurse Educator** position has been posted since the beginning of the summer; very few applicants (less than 10), and the applicants we've interviewed seek compensation above \$100k, above the allocation. We will continue to seek a candidate, but a *reallocation of \$10K in funding for this position* would significantly improve our chances of hiring a candidate.
- Meeting Facility Upgrades//Supplies/ Memberships are on track.

Use of Funds	FY22 Budget	FY22 Actual
UDC-CC/# of Students Serve	d—76 Students	
Tuition	\$136,000 (34 students @ \$4K)	\$35,000 (76 students)
Facility upgrades	\$50,000	\$0
Equipment	\$150,000	\$0
Supplies/tools	\$25,000	\$0
Memberships	\$10,000	\$0
TOTALS	\$371,000	\$35,000

Considerations from UDCCC-Nursing

- Due to the late start of the financial support to students. Year Two projections would be higher given current enrollment trends and established processes.
- There may be other *tuition fees, given the number of eligible students based on* Fall 2022 enrollments. We will report any updated numbers by October 6, 2022.
- We found that many of the UDCCC nursing students (AASN) tuition costs were met if they were Pell eligible; however, several students had personal expenses (e.g., childcare, uniforms, test preparation cost) that far exceeded what they could afford. A key benefit would be to allow those UDCCC nursing students whose tuition fees are paid to receive financial support (as a

direct payment) to reduce financial barriers in their every day lives. If approved, we would be able to use the same process and third-party contractor in place for WDLL.

Use of Funds	FY22 Budget	FY22 Actual
UDC CAUSES/# of Students Ser	rved—0	
Tuition	\$300,000 (50 students @\$6K)	\$0 (0 students)
Facility upgrades	\$50,000	\$0
Equipment	\$75,000	\$0
Supplies/tools	\$20,000	\$365.00
Memberships	\$10,000	\$5,000.00
TOTALS	\$455,000	\$5,365.00

Considerations from UDC CAUSES-Nursing

Financial Support for Students

Given the student eligibility requirements outlined in Appendix C (Nurse Education Enhancement Program), Criterion 4, "have previously obtained a credential as a CNA, HHA, or LPN." Criterion 5, "have been employed in the District for a minimum of 2 years as a CNA, HHA, or LPN with a healthcare employer," BSN students did not meet the eligibility requirements. *Students in the BSN program are registered nurses - not certified nursing assistants, licensed practical nurses, or home health aides. Further, many students in the BSN program have NOT completed a CNA, HHA, or LPN credential.*

- The eligibility criteria are too restrictive for the BSN program. *We recommend expanding the eligibility criteria to employment as a registered nurse for a minimum of two years in the DMV area.* This inclusive language will expand the pool of students who meet the eligibility requirements.
- The BSN program is rigorous for a cohort of students who maintain full-time or part-time employment. *The financial stipends have the potential to*:
 - Minimize financial burden,
 - Decrease the number of work hours,
 - Increase the number of study hours, and therefore
 - Improve program completion rates through student retention.

Equipment

• The funds were allocated to the District of Columbia Board of Nursing Application for RN-BSN Program Approval and supplies. The faculty have secured quotes for Equipment and supplies/tools for purchase requisitions. Based on the lateness in FY22, these purchase requisitions were denied. *However, they are being resubmitted on October 1 to use dollars for much-needed Equipment*.

Use of Funds	FY22 Budget	FY22 Actual
Edquity-WDLL/CAO		
Contract to support direct payments to students	\$40,000	\$33,600, with approximately \$6,000 to be billed by September 30
TOTALS	\$40,000	\$33,600

FY 2022 Vendor to Support Financial Support to Students

MEMORANDUM OF UNDERSTANDINGBETWEEN THE UNIVERSITY OF THE DISTRICT OF COLUMBIA ("UDC"), AND THE WORKFORCE INVESTMENT COUNCIL ("WIC")

I. INTRODUCTION

This Memorandum of Understanding ("MOU") is entered into by and between the District of Columbia ("District") Workforce Investment Council ("WIC") and the University of the District of Columbia ("UDC"), referred to herein individually as "Party" and collectively as "Parties."

II. OVERVIEW OF PROGRAM GOALS AND OBJECTIVES

The purpose of this Memorandum of Understanding (MOU) is to formalize the partnership between the University of the District of Columbia (UDC) and WIC to provide industry-informed, up-to-date information technology (IT) and healthcare training and certification at no cost to eligible District residents.

UDC, a public, historically black urban-focused, land grant university in the nation's capital, is dedicated to serving and meeting the changing needs of District residents and producing lifelong learners who are transformative leaders in the workforce, government, nonprofit sectors and beyond. Continuing its long and distinguished tradition of preparing District residents for indemand careers, UDC has prioritized pathway programs in Nursing and Information Technology/Computer Science at the Workforce Development site (certificates), UDC-Community College site (associates degree level), and UDC Van Ness site (baccalaureate degree level) to ensure students are receiving the necessary education, training, and skills to prepare them for in-demand careers across the District of Columbia. UDC, through its Workforce Development in the District of Columbia by enhancing the skills of District of Columbia residents. UDC WDLL achieves its mission by offering courses at no cost to DC residents in high- demand, high-wage industries in the DC Metropolitan region. WDLL programming targets economically disadvantaged District residents.

WIC serves as the state workforce board, empowered to advise the Mayor on the development, implementation, and continued improvement of an innovative, integrated, and effective workforce development system. WIC is charged with assisting the Mayor and District agencies in developing a demand-driven system and programs to meet the workforce needs of business and industry, support career development and self-sufficiency, and enhance the productivity and competitiveness of the District's workforce.

III. SCOPE OF SERVICES

A. RESPONSIBILITIES OF UDC

UDC agrees to:

1. Establish the Information Technology (IT) Investment Program (IT Program) to provide financial assistance to District residents who seek to obtain IT occupational credentials through IT Program training and to support District residents in obtaining IT jobs.

	FY 202	2 UDC/WIC IT MOU	<u> </u>	
Workforce Development & Lifelong Learning	Spring 22	Summer 22	Fall 22	
WDLL Information Technology Pathway	 A+ (10 students) Network+ (5 students) Network+ (5 students) 	 A+ (15 students) Network+ (5 students) Security+ (5 students) Intro to IT fundamentals (10 DCPS students) Total Students Served 	A+ (25 students) Network+ (10 students) Security+ (10 students) 45 Total Students Served	
	Served		45 Total Students Served	
	FY 202	2 UDC/WIC IT MOU		
UDC-Community College	Spring 22	Summer 22	Fall 22	
Information Technology Courses	 CCNA 101C – Introduction to Networking CCNA 102C – Routing and Switching APCT 110C – Intro to Programming – Python; APCT 111C – Lab APCT 231C – Computer Science I – JAVA; APCT 231C Lab Projected #s- 60 student 	 CCNA 101C – Introduction to Networking Projected #s – 10 students 	 CCNA 101C – Introduction to Networking CCNA 102C – Routing and Switching APCT 110C – Intro to Programming – Python; APCT 111C – Lab APCT 231C – Computer Science I – JAVA; APCT 231C Lab Windows Operating System Foundation 	
	EV 202	L UDC/WIC IT MOU		
UDC School of Engineering & Applied Sciences	Spring 22	Summer 22	Fall 22	
Information Technology/Compu ter Science Courses	 APCT 110/111 Intro to Programming (10 Students) APCT 231/233 Computer Science I (5 students) CYSE 100 Intro to Cybersecurity (5 students) CMOP 131/132 Intro to 	 APCT 110/111 Intro to Programming (10 Students) APCT 231/233 Computer Science I (10 students) CYSE 100 Intro to Cybersecurity (10 students) 	 APCT 110/111 Intro to Programming (10 Students) APCT 231/233 Computer Science I (10 students) APCT 233/234 Computer Science I (10 students) CYSE 100 Intro to Cybersecurity (10 students) CMOP 131/132 Intro to Networking) CISCO CCNA I (10 students) 	

Served	Served	Served
25 Total Students	30 Total Students	50 Total Students
students)		
CCNA 1 (5		
Networking- CISCO		

- b. Use funds to support UDC-WDLL, UDC-CC, and UDC administrative functions and costs to deliver the services included in the MOU, including facility upgrades, equipment, supplies, tools, memberships, and data collection and reporting, according to the costs identified in Appendix A.
- c. Use funds for the payment of tuition for students enrolled in IT Program courses, to the extent charged and payment of other academic costs, including books, supplies, and membership fees.
- d. Submit reports on IT Program participants and outcomes, as identified in Appendix B.
- e. Enroll eligible students in IT Program courses, in accordance with eligibility requirements identified in Appendix C.
- 2. Establish the Nurse Education Enhancement Program (Nurse Program) to provide training to District residents to obtain an occupational credential and employment in nursing care occupations.
 - a. Provide the following courses: Certified Nursing Assistant (CNA) credential training; Associate of Applied Science (AAS) in Nursing; and RN to BSN degree.
 - b. Use funds to support UDC-WDLL, UDC-CC, and UDC administrative functions and costs to deliver the services included in the MOU, including facility upgrades, equipment, supplies, tools, memberships, and data collection and reporting, according to the costs identified in Appendix A.
 - c. Use funds for the payment of tuition for students enrolled in Nurse Program courses, to the extent charged and payment of other academic costs, including books, supplies, and membership fees.
 - d. Submit reports on Nurse Program participants and outcomes, as identified in Appendix B.
 - e. Enroll eligible students in Nurse Program courses, in accordance with eligibility requirements identified in Appendix C.
 - f. Review the recommendations and implement relevant sections, where applicable, of the Healthcare Occupations Report developed by the Healthcare Workforce Partnership pursuant to section 2075(e) of the Healthcare Workforce Partnership Act of 2020, effective December 3, 2020 (D.C. Law 23-149; D.C. Official Code § 32-1684(e)), to maintain and enhance course offerings to meet the workforce needs of nursing care occupations in the District.
- 3. Provide program marketing to attract residents to the programs and for the duration of the programs.
- 4. Manage and monitor the responsibilities performed by UDC and the WIC as stated in this MOU.
- 5. UDC, through Edquity, will provide a stipend (beginning, middle, and end of program) to eligible students enrolled in Workforce Development Lifelong Learning (WDLL) courses in the

IT Program (\$1000) and Nurse Program (\$2500) and disperse stipends through Edquity in a timely manner. Stipends may be used at the discretion of the enrolled students for such items as, but not limited to:

- a. Fees associated with occupational licensing exams;
- b. Transportation costs to and from classes;
- c. Housing costs; and
- d. Childcare costs.

B. RESPONSIBILITIES OF WIC

WIC agrees to:

- 1. Remit \$2,125,000 to UDC for the services identified above in Section A: Responsibilities of UDC and as further set forth in Appendix A, Appendix B, and Appendix C.
- 2. Manage and monitor the responsibilities performed by the WIC and UDC as stated in this MOU.
- 3. Provide support for program marketing to attract residents to the programs and provide referrals of eligible students to the programs for the duration of the programs.

IV. RECORDS AND REPORTS

UDC and the WIC will maintain records and receipts for the expenditures of all funds. UDC and the WIC shall maintain records of project activities for a minimum of three (3) years from the date of expiration or termination of the MOU and, upon request, make these documents available for inspection by duly authorized representatives of any Party and/or other District officials, at its sole discretion.

V. RELATIONSHIP POINTS OF CONTACT

The primary point of contact for routine administration of this MOU is Dr. Lawrence T. Potter, Jr. or designee for UDC and Ahnna Smith for the DC Workforce Investment Council. Either Party may designate a substitute point of contact by providing written notice to theother Party of the change. Points of contact are distinct from the contact points for Legal Notices set forth hereinafter.

VI. DURATION OF THE MOU

The period of the MOU shall commence on January 1, 2022 and end on September 30, 2022, unless earlier terminated as provided in Section VII below. The Parties may extend the term of this MOU by exercising a maximum of two (2) one-year option periods. UDC shall provide written notice of its intent to renew an option period prior to the expiration of the MOU, and the WIC will make a determination based on performance results from previous years.

VII. AMENDMENTS AND MODIFICATIONS

This MOU may be amended or modified only upon prior written agreement of the Parties. Amendments or modifications should be dated and signed by the authorized representatives of the Parties.

VIII. CONSISTENT WITH LAW

The Parties shall comply with all applicable laws, rules, and regulations whether now in effect or hereafter enacted or promulgated.

In the event that student educational records are disclosed to the WIC under this MOU, the Parties recognize that the student educational records are protected by the Family Educational Rights and Privacy Act (FERPA). FERPA permits disclosure of student "educational records" to "school officials" that have a "legitimate educational interest" in the information. In accordance with FERPA, UDC can designate other entities, including vendors and consultants, as "other school officials." For purpose of this MOU only, the WIC is determined to fall within the category of "school official." Neither Party, their agents, nor their assignees shall disclose student educational records to any third party, except with the prior written consent of the student (or parent, where applicable) and as permitted by law. Approved re-disclosures to third parties shall not exceed the purpose for original disclosure. Further, the WIC, should it disclose student educational records, is obligated to maintain a list of entities, agencies, ororganizations to whom the records were disclosed, identifying which records were disclosed and the purpose for each disclosure.

Any disclosures made shall comply with UDC's definition of "legitimate educational interest." The Parties agree and warrant that they shall use student educational records solely to accomplish their obligations and solely in a manner and for purposes consistent with the terms and conditions of this MOU and UDC policies and procedures. The Partiesagree to take appropriate legal action against any unauthorized use or disclosure of any student educational record.

The Parties agree to comply with all Federal and District of Columbia statutes that prohibit discrimination. The Parties certify that all persons employed by and students served by theParties shall be treated equally without regard to race, religion, ancestry, national origin, sex, age, disability, marital status, political affiliation, or beliefs.

IX. TERMINATION

Either party may terminate this MOU in whole or in part by giving ninety (90) calendardays advance written notice to the other Party.

X. ANTI-DEFICIENCY CONSIDERATIONS

The Parties acknowledge and agree that their respective obligations to fulfill financial obligations

of any kind pursuant to any and all provisions of this MOU, or any subsequentagreement entered into by the Parties pursuant to this MOU, are and shall remain subject to the provisions of (i) the federal Anti-Deficiency Act, 31 U.S.C. §§1341, 1342, 1349, 1351, (ii) the District of Columbia Anti-Deficiency Act, D.C. Official Code §§47-355.01-355.08 (2001), (iii) D.C. Official Code §47-105 (2001), and (iv) D.C. Official Code §1-204.46 (2006 Supp.), as the foregoing statutes may be amended from time to time, regardless of whether a particular obligation has been expressly so conditioned.

XI. NOTICES

The following individuals are the contact points for each Party:

For WIC:

Ahnna Smith, Executive Director 2235 Shannon Place SE, Suite 3031 Washington, DC 20020 202-735-4509 ahnna.smith@dc.gov

For UDC: Lawrence T. Potter, Jr., Ph.D., Chief Academic Officer 4200 Connecticut Ave NW Washington, DC 20008

With a copy not constituting notice to:

Office of the General Counsel University of the District of Columbia 4200 Connecticut Ave., Building 39, Suite 301Q Washington, DC 20008 Attention: General Counsel

XII. CONFIDENTIAL INFORMATION

The Parties will use, restrict, safeguard, and dispose of all information related to services provided by this MOU in accordance with all relevant federal and local statutes, regulations, and policies.

XIII. LEGAL AUTHORITY

Fiscal Year 2022 Budget Support Act of 2021, Section 4097. D.C. Code § 1-301.01(k)(1).

XIV. FISCAL IMPACT [COST OF SERVICES]

FY2022 MOU BETWEEN UDC AND WIC

FY2022 MOU BETWEEN UDC AND WIC

WIC will remit \$2,125,000 to UDC

IN WITNESS WHEREOF, the Parties hereto have executed this MOU as follows:

WIC:

1/13/2022

Date

UDC:

Ahnna Smith

Executive Director

tonal hso

Ronald Mason, Jr. President

Reviewed by the Office of General Counsel for Legal Sufficiency:

Amis Marie Russell

Name: Avis Marie Russell ^{Title:} General Counsel

1/18/22

Date

1/18/2022

Date

APPENDIX A FY2022 Program Funding

FY 2022 Information Technology Investment Program

FY 2022 Information Technology Investment Program

Use of Funds	FY22 Budget
UDC-WDLL	
Financial Support to Students	\$100,000 (100 students
	@ \$1000)
Facility upgrades	\$60,000
Equipment	\$100,000
Supplies/tools	\$15,000
Memberships	\$10,000
TOTALS	\$285,000

Use of Funds FY22 Budget	
UDC-CC	
Tuition	\$224,000 (56 students
	@ \$3K)
Facility upgrades	\$35,000
Equipment	\$100,000
Supplies/tools	\$15,000
Memberships	\$15,000
TOTALS	\$333,000

Use of Funds FY22 Budget	
UDC Flagship	
Tuition	\$80,000 (20 students @
	\$4K)
Facility upgrades	\$96,000
Equipment	\$50,000
Supplies/tools	\$15,000
Memberships	\$15,000
TOTALS	\$256,000

FY 2022 Nurse Education Enhancement Program

Use of Funds	FY22 Budget	
UDC-WDLL		
Financial Support to Students	\$200,000 (80	
	students@ \$2500)	
Facility upgrades	\$50,000	
Nurse Educator	\$100,000	
Supplies/tools	\$25,000	
Memberships	\$10,000	
TOTALS	\$385,000	

Use of Funds FY22 Budget	
UDC-CC	
Tuition	\$136,000 (34 students
	@ \$4K)
Facility upgrades	\$50,000
Equipment	\$150,000
Supplies/tools	\$25,000
Memberships	\$10,000
TOTALS	\$371,000

Use of Funds	FY22 Budget
UDC	
Tuition	\$300,000 (50 students
	@\$6K)
Facility upgrades	\$50,000
Equipment	\$75,000
Supplies/tools	\$20,000
Memberships	\$10,000
TOTALS	\$455,000

FY 2022 Vendor to Support Financial Support to Students

Use of Funds	FY22 Budget
Edquity	
Contract to support direct payments to students	\$40,000
TOTALS	\$40,000

APPENDIX B Program Reporting Requirements

Information Technology Investment Program

At the termination of each semester, UDC shall furnish to the WIC a statement of:

(1) The disaggregated number of Program participants by course who, during that semester, participated in one or more Program training courses;

(2) The total number of Program training course enrollments attributable to the Program participants identified pursuant to paragraph (1) of this subsection;

(3) The disaggregated number of Program participants included in the response to paragraph (1) of this subsection who successfully completed each Program training course and, who dropped out or otherwise did not complete a Program training course in which the Program participant had enrolled;

(4) The disaggregated number, by occupational credential, of Program participants who successfully secured an IT occupational credential; and

(5) The total number of Program participants who successfully secured employment in an IT occupation and the average starting wage.

At the end of each fiscal year, the University shall furnish to the WIC a written accounting, for the previous year, of the monthly stipends dispersed, the number of Program participants who received monthly stipends, the average amount of stipend per Program participant, and the approved purposes for the monthly stipends.

Nurse Education Enhancement Program

At the termination of each semester, UDC shall furnish to the WIC a statement of:

(1) The disaggregated number of Program participants by course who, during that semester, participated in each Program course;

(2) The total number of Program training course enrollments attributable to the Program participants identified pursuant to paragraph (1) of this subsection;

(3) The disaggregated number of Program participants included in the response to paragraph (1) of this subsection who successfully completed each Program training course and who dropped out or otherwise did not complete the Program training course in which the program participant had enrolled;

(4) The disaggregated number, by occupational credential, of Program participants who successfully secured a nursing care occupation credential; and

(5) The total number of Program participants who successfully secured employment in a nursing care occupation and average starting wage.

At the end of each fiscal year, UDC shall furnish to the WIC a written accounting, for the previous year, of the monthly stipends dispersed, number of Program participants who received monthly stipends, average amount of stipend per Program participant, and the approved purposes for the monthly stipends.

APPENDIX C Program Student Eligibility Requirements

The following outlines program student eligibility requirements for programs articulated in this agreement. The WIC and UDC will agree upon the documentation that will be submitted by UDC to the WIC, if and as requested, in order to verify student eligibility.

Information Technology Investment Program

A. To be eligible for Program assistance to pursue a UDC-CC degree, an individual shall:

(1) Meet the relevant enrollment requirements for a UDC-CC degree;

(2) Be a resident of the District;

(3) Not have already completed an associate degree in IT or a bachelor's degree at an institution of higher education; and

(4) (a) Have experienced unemployment or significant loss of income due to the public health emergency; or

(b) Be an individual with multiple barriers to employment as defined by the Workforce Innovation and Opportunity Act (WIOA) Section 3(24).

B. To be eligible for IT Program assistance and financial stipend to pursue WDLL courses, an individual shall: (1) Meet the eligibility criteria established pursuant to subsection (A)(2), (3), and (4) of this section; and (2) Meet the enrollment requirements for WDLL courses.

Nurse Education Enhancement Program

A. To be eligible for Program assistance while pursuing an RN to BSN degree through UDC, an individual shall:

(1) Have met the enrollment requirements of UDC;

(2) Be a resident of the District;

(3) Have not already completed a bachelor's degree at an institution of higher education;

(4) Have previously obtained a credential as a CNA, HHA, or LPN; and

(5) Have been employed in the District for a minimum of 2 years as a CNA, HHA, or LPN with a healthcare employer.

B. To be eligible for Program assistance while pursuing an LPN to AASN degree through UDC-CC, an individual shall:

(1) Meet the conditions outlined in subsection (A)(2), (3), and (4) of this section;

(2) Meet the enrollment requirements of UDC-CC;

(3) Have previously obtained a credential as a CNA, HHA, or MA-C; and

(4) Have been employed in the District for a minimum of 2 years as a CNA, HHA, or MA-C with a healthcare employer.

To be eligible for Program assistance and financial stipend while pursuing certification as a CNA through

WDLL, an individual shall:

- (1) Meet the conditions outlined in subsection (A)(2), (3), and (4) of this section; and
- (2) Meet the enrollment requirements of WDLL.

Question 83 – WIC Employer Partnership Training Grant detailed update

Request For Applications (RFAs)	Anticipated or Actual Amount of		
	Award per RFA		
FY22 Employer Partnership Training Grant	\$3,359,844		
A Wash & Associates	\$189,858		
Atmos Solutions, Inc.	\$591,867		
Excalibur Legal Staffing, LLC	\$507,708		
Health and IT 2 Business Solutions (Codice)	\$749,752		
Medici Road	\$730,310		
United Planning Organization	\$593,349		
FY23 Employer Partnership Training Continuation	\$1,405,991		
Grant			
Atmos Solutions, Inc	\$268,196		
Excalibur Legal Staffing, LLC	\$670,421		
Medici Road*	\$13,461*		
United Planning Organization	\$467,374		
FY23 Employer Partnership Training Grant	Projected - \$5,500,000		

Request For	Industry or	Credential(s)	# Enrolled	#	# Earned
Applications	Occupation			Completed	а
(RFAs)				Training	Credential
	FY22 Em	ployer Partnership T	Fraining Gra	nt	
A Wash &	Construction	Construction Safety	37	21	N<10
Associates		and the NCCER			
		CORE Certification			
Atmos	Construction	Asbestos and	41	40	40
Solutions, Inc.		Abatement			
		Certification			
Excalibur Legal	Information	J-STD-001	29	19	15
Staffing, LLC	Technology	certification, IPC-A-			
	and Insurance	610 Certification,			
		CompTia A+			
Health and IT 2	Information	Microsoft Excel	25	20	12
Business	Technology	Specialist, CompTIA			
Solutions		A+, CompTIA			
(Codice)		Security+ and			
		CompTIA Network+,			
		Web Development			
		Credentials			
Medici Road	Hospitality	Servsafe	58	46	43
		Certification			
United Planning	Education	CDA Certification,	32	32	32
Organization		ASQ3, CLASS			
F	FY23 Employer Partnership Training Continuation Grant				

Atmos Solutions, Inc	Construction	OSHA 30, Asbestos Abatement Supervisor, Asbestos Building Inspector, Lead Worker, Asbestos Abatement Refresher, Lead Paint Supervisor, Lead Paint Risk	*Incomplete	data with gran	t in progress
		Assessor			
Excalibur Legal Staffing, LLC	Information Technology and Insurance	J-STD-001 certification, IPC-A- 610 Certification, CompTia A+	*Incomplete	data with gran	t in progress
United Planning	Education	CDA Certification,	*Incomplete data with grant in progress		
Organization		ASQ3, CLASS		0	1 0
	FY23 Em	ployer Partnership T	Fraining Gra	nt	
TBD – Awards not yet made	TBD – Training to New or Incumbent workers in Construction, Infrastructure, Security & Law, Healthcare, Information Technology, Hospitality and Retail	TBD	TBD	TBD	TBD

Question 83 – WIC Employer Partnership Training Grant detailed update

*Medici Road applied and was not awarded an FY23 continuation grant. The WIC instead approved extending Medici Road's FY22 Grant Award until November 30, 2022. The extension involved carrying over unused FY22 Grant Program funds totaling \$13,461.11 for use towards achieving Program Goals in the months of October and November.



DISTRICT OF COLUMBIA GOVERNMENT OFFICE OF THE DEPUTY MAYOR FOR EDUCATION (DME)

WORKFORCE INVESTMENT COUNCIL (WIC)

FY2022 IT and Healthcare Sector Training Grants

Request for Applications (RFA) Release date: March 23, 2022

Application closing: Wednesday, April 27, 2022 @ 8:00 PM EST

Applications must be submitted via Zoomgrants www.zoomgrants.com/zgf/FY22SectorTrainingGrants

Award Period: June 13, 2022 – September 30, 2023



2235 Shannon Place SE, Suite 3031 Washington, DC 20020 **T** (202) 715-2843

w www.dcworks.dc.gov

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OVERVIEW

The DC Workforce Investment Council (WIC) is a private sector led board responsible for advising the Mayor, Council, and District government on the development, implementation, and continuous improvement of an integrated and effective workforce investment system.

The mission of the WIC is to lead with a sense of urgency to help create a fully integrated, comprehensive workforce development system that effectively meets jobseeker and business needs, while ensuring accountability, high performance, coordination, transparency, and effective leadership at all levels.

The WIC seeks to create equitable opportunities for DC residents to access training that leads to meaningful careers. In recent years, the District's population has grown to more than 700,000, with expanding job opportunities across the public and private sectors, in fields as diverse as professional services and arts and entertainment. In early 2020, as noted in the District's recently updated 2022 Workforce Innovation and Opportunity Act (WIOA) State Plan, the District's labor force participation rate of 70% was above the U.S. average and steadily rising, and the District's 5.3% unemployment was its lowest in the past 30 years.

The COVID-19 pandemic that began in March 2020 has impacted the District's businesses, residents, and economy, as it has in much of the rest of the world. The effects of the pandemic and the consequences of the necessary steps taken to mitigate the spread of the virus, have been broad and have had disparate impact on residents—particularly those most at risk of disconnection and of falling further behind as the region and nation recover from the pandemic.

Those groups already experiencing economic disparities now face both lower labor force participation and higher unemployment rates. These groups include females, Hispanics, persons with less than a high school education, persons with some college or associate degree but no bachelor's degree, and non-citizens. To support equitable recovery, the WIC is investing in opportunities to connect DC residents to occupational training that leads to meaningful career opportunities.

The WIC has identified sectors and occupations with a strong current demand and future growth outlook that can provide pathways for opportunity and advancement to DC's residents. The WIC has identified three Absolute Priorities to support occupational skills training investments in Information Technology and Healthcare. The three priorities are:

Absolute Priority 1: Information Technology Sector - Occupational Training (IT-OT) Absolute Priority 2: Healthcare Sector - Direct Care Occupational Training (H-DCOT) Absolute Priority 3: Healthcare Sector – Workforce Partnership Occupational Training (H-WPOT) program

The WIC is now soliciting grant applications in this Request for Applications (RFA) from qualified organizations to provide full- or part-time Healthcare or Information Technology (IT) occupational

training to DC residents that lead to an industry recognized credential or certificate, and employment in a high-demand industry.

Applicants are encouraged to identify partnerships and collaborate with employers, communitybased organizations, nonprofits, two- and four-year institutions of higher education, local departments of social services, labor unions, industry associations, philanthropic organizations, other training providers, and other relevant partners to develop projects that address barriers to employment to ensure Training Participants develop the requisite skills to successfully earn employment and career advancement, including earn an industry recognized credential or certificate.

Applications are due by **April 27, 2022, at 8:00 EST** and grant awards will be made within 45 days from the application deadline.

AVAILABLE FUNDING

The award amounts will range from a minimum of \$100,000 to a maximum award amount of \$300,000 per grant period, subject to funding for an additional continuation grant.

All grant expenditures and project activities must occur within the grant period. Any costs that are incurred either before the start of the grant period or after the expiration of the grant period are not allowable The grant period does not officially start until a grant agreement is fully executed.

The Workforce Investment Council also reserves the right to, without prior notice, reduce or cancel one or more programs listed in the RFA, reject all applications, adjust total funds available, or cancel in part or whole.

Absolute Priority 1: Information Technology Sector Occupational Training (IT -OT)

Approximately \$1 million is available to fund occupational training in the IT sector. Grants will be funded for a 15-month grant period, with two budget periods. This grant may be subject to an additional 12-month continuation grant at the end of the initial 15-month grant period pending the availability of funds and WIC's determination that the Grantee's performance has been of a high quality.

The source of the funds for this grant is the Coronavirus State and Local Fiscal Recovery Funds ¹and shall be used as permitted by American Rescue Plan Act of 2021 (ARPA) § 9901, Pub. L. No. 117-2, codified at 42 U.S.C. § 802 et seq. Grantee must comply with 2 CFR Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.

 ¹ American Rescue Plan Act of 2021: <u>https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf</u>
 31 CFR Part 35 Interim Final Rule: <u>https://www.govinfo.gov/content/pkg/FR-2021-05-17/pdf/2021-10283.pdf</u>

Funding for Absolute Priority 2: Healthcare Sector - Direct Care Occupational Training (H-DCOT)

Up to \$662,000 is available to fund Healthcare sector training. Grants will be funded for a 15-month grant period, with two budget periods. This grant may be subject to an additional 12-month continuation grant at the end of the initial 15-month grant period pending the availability of funds and WIC's determination that the Grantee's performance has been of a high quality.

The source of the funds for this grant is the Coronavirus State and Local Fiscal Recovery Funds and shall be used as permitted by American Rescue Plan Act of 2021 (ARPA) § 9901, Pub. L. No. 117-2, codified at 42 U.S.C. § 802 et seq. Grantee must comply with 2 CFR Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards.

Funding for Absolute Priority 3: Healthcare Sector – Workforce Partnership Occupational Training (H - CWP) Program

Up to \$659,000 is available to fund training programs that will address recommendations made in the Healthcare Workforce Partnership Healthcare Occupations Report. Grants will be funded for a 15-month grant period, with two budget periods. This grant may be subject to an additional 12-month continuation grant at the end of the initial 15-month grant period pending the availability of funds and WIC's determination that the Grantee's performance has been of a high quality.

The source of funds for this grant are the Establishment of a Healthcare Training Program under the Healthcare Workforce Partnership D.C. Official Code § 32–1685.

ALLOWABLE USES OF FUNDS

Funds must be used for the purpose and goals of the project. Costs must be allocable, reasonable, and necessary. Allowable costs are those that the WIC shall determine as valid expenditures and outlined in the approved budget and in accordance with the purpose of the funds. Funds shall not be applied to other activities not authorized in the approved budget.

Allowable uses of funds include costs to support occupational training leading to credential attainment; space and materials for delivery of the training; provision of stipends and supportive services to ensure success of Training Participants; and other costs that may be required to support the proposed Program.

Non-allowable costs are costs that are unallocable, unreasonable, and unnecessary. Examples of nonallowable costs include but are not limited to:

- Alcoholic beverages
- Entertainment
- Fundraising or lobbying costs
- Fines and penalties

Applicant's Indirect Costs Calculation

An Applicant may include its indirect costs in its budget calculation. (See the Nonprofit Fair Compensation Act of 2020, D.C. Act 23-565 [effective March 2021])

This may be done through use of a cost rate. In budget backup materials the Applicant should identify the basis for the calculation, addressing one of the following bases that District law permits it to choose:

- 1. Its current, unexpired, federal Negotiated Indirect Cost Rate Agreement (NICRA) rate, a negotiated rate with the federal government; OR
- 2. One of the following methods:
 - a. 10% of the grant's direct costs;
 - b. A new negotiated rate with WIC;
 - c. The same indirect rate that it has used with any District agency in the past 2 years; or
 - d. An independent Certified Public Account's (CPA) calculated rate using federal Office of Management and Budget (OMB) guidelines

If the Applicant proposes to use the services of a nonprofit subgrantee or contractor, it must propose to apply the same indirect cost rate to that entity's services. Federal rules always control for federal funding. For federal funding that passes through the District to the grantee, the indirect cost rate must be consistent with federal regulation 2 CFR 200.331 or its successor.

APPLICANT ELIGIBILITY AND AWARD LIMITATIONS

Nonprofit organizations, community-based organizations, and for-profit organizations are eligible to apply.

Applicants must agree to provide two full years of financial statements upon request to be considered for a grant. Financial statements may be needed to determine that the Applicant is a viable candidate for funding.

All Applicants must submit evidence of being a legally authorized entity (e.g., 501(c) (3) determination letter) and/or submit a current license to conduct business within the District of Columbia, if relevant for the Applicant's business status, and any correspondence or other communication received from the IRS within three years before submission of the grant application that relates to the Applicant's tax status.

Applications that do not meet the technical requirements (e.g., incomplete application, ineligible organization(s), or missing documentation) will not be considered for funding.

Sensitive information such as trade secrets, commercial, or financial information disclosed in the application for, or administration of, Grantee project is protected from public record in accordance

with D.C. Code § 2–534(a)(1). In general, all financial statements and information pertaining to the earnings of individual employees will be protected from public record. Any additional trade secrets, commercial, or financial information that should be protected from public record should be identified by Applicants or grant recipients.

Each Applicant must demonstrate its ability to carry out the activities for the grant for which it applies (called a Project). A review panel will evaluate the applications for the grant according to the stated list of criteria in each project's description and may request additional information or clarification from the Applicant, if required to fully review and score the application.

Specifically, grant awards will be made based on eligibility, the extent to which the proposed project fits within the scope and available funding of the grant, strength of the application, and the Applicants' capacity to achieve the grant's goals.

Continuing conditions of eligibility are that the information in the application is complete and truthful and that the Applicant at all times is able to meet any material conditions stated in its application. For instance, if an Applicant's ability to fulfill the terms of the grant is based on the availability of skilled staff and those staff should leave after the application's submittal or the grant award to the Applicant, the Applicant has the responsibility to advise WIC in writing of this change in material conditions.

Additionally, Grantees will be asked to participate in regularly scheduled meetings with WIC to discuss performance, disseminate and/or obtain information relevant to their program, discuss policy changes and related requirements with Grantees. Grantees will be asked to participate in capacity building, networking, and training offered by WIC and its partners.

REQUIREMENTS

Grantee, subgrantees, and all individuals trained with these funds will be expected to comply with COVID-19 vaccination requirements as outlined in <u>Mayor's Order 2021-099</u>.

All programs must include:

- Training that leads to an industry recognized credential or certification in IT or Healthcare (see Absolute Priority requirements below); training may be in person, virtual, or a hybrid model, depending on the requirements of the proposed training.
- If training will be hybrid or virtual, a description of how participant digital access and literacy needs will be addressed must be included.
- Employment preparation, including job-readiness support.
- Preparation and support with job placement.
- Payment of academic costs, including the costs of books, supplies, and membership fees.
- A stipend for participants performance with a minimum stipend of \$750.00 and a maximum stipend of \$1,500.00 to be used by Participants toward living expenses and transportation.

Programs may include:

• Earn and learn opportunities;

- Internship or other on-the-job experience;
- Approved apprenticeships programs that can be completed in six (6) months or less;
- Wraparound supports or services, including but not limited to financial and career counseling;
- Other services, training, or experiences that address barriers to employment that individuals may face; and
- Integrated Education and Training (IE&T) training models.

All Applicants must:

- Propose Projects that best align with the identified high-demand sector and the occupations impacted by the Project.
- Establish a plan for recruitment, assessment, case management, career counseling, support services, contextualized learning and employer partnerships.
- Conduct outreach and recruitment to identify Training Participants.
- Provide qualified instructors and facilities for classroom related instruction and hands-on training.
- Provide qualified instructors and technological support for virtual or hybrid model instruction and training.
- Provide tools, other equipment and supplies that are required for participants' training and on-the-job learning, if applicable.
- Maintain weekly time and attendance records for each participant during the program period and submit attendance records to WIC as part of required monthly reporting to the WIC.
- Demonstrate the ability to connect program participants to the needed externship hours required for licensure.
- Provide test preparation assistance and pay for at least attempt at the licensing or certification exam(s) for each program participant.
- Administer tests and evaluate participants' performance during the program period.
- Submit monthly reports to WIC, such as participant attendance, training goals reached, and any participant challenges.
- Provide training that leads to portable, industry recognized credentials.
- Applications for a training provider and employer partnership must include a letter of commitment from the employer.
- Demonstrated relationships with healthcare or IT businesses and other industry partners, which will facilitate the ability to refer candidates to employers for interviewing and hiring purposes.
- Provide at a minimum of four hours of work readiness/employability skills training. These activities may include resume assistance, mock interviewing, test preparation etc. per month.
- Assist in the placement of individuals who successfully complete training into gainful employment.
- Grantee shall incorporate the provided WIC logo on programs, activities, and services funded by WIC, with review and approval by the WIC.
- Identify the roles of all partners, including subgrantees, if applicable, and include letters of commitment for partners named in the application.

• Provide financial literacy assistance to Training Participants, that may include providing information and/or assistance with opening a bank account, budgeting etc.

All Training must:

- Be completed in six months or less.
- Lead to an industry-recognized credential or certification.
- Be delivered by a licensed Training Provider or institution of higher education.
- Prepare participants to enter full-time, year-round employment.

This grant seeks to achieve the following outcomes for each funded Project:

- At least 75% of Training Participants will successfully complete training.
- At least 75% of Training Participants will obtain an industry recognized credential or certification and must receive documentation of skills gained in a format approved by the WIC and the Grantee.
- At least 50% of Training Participants that successfully complete training will be placed in unsubsidized jobs at or above 120% of DC's current minimum wage level of \$15.20 or \$18.24 per hour and are retained for at least six months after being hired.

ABSOLUTE PRIORITIES

Each Applicant must identify which Absolute Priority outlined below it is seeking to address. Only grants that meet one of the Absolute Priorities will be considered for funding. Applicants wishing to develop a training program to address more than one Absolute Priority must submit a separate application for each absolute priority.

Absolute Priority 1: Information Technology Sector Occupational Training (IT -OT)

Grants funded under this Absolute Priority support the establishment of the Information Technology training grants. <u>§ 32-1603(c)</u>

As the demand and wages for skilled IT workers remains high, the WIC seeks to develop opportunities for District residents and increase the capacity of licensed training providers to meet the skills development needs for in-demand occupations identified by District businesses and employers that have been engaged by the WIC.

Applicants seeking to provide training for careers in IT must ensure all training results in an industry recognized credential and/or certification. In addition, all participants must have adequate access to a computer as part of the education design. Training providers must offer access to Digital Literacy resources for participants who express or exhibit a lack of understanding of basic computer skills.

Training aligned with occupations identified in the <u>WIC's career pathway maps</u> for the IT sector will be considered, with a priority on training for certifications that lead to jobs in:

• Cloud and Web Development

Course must offer these components: Writing JavaScript programs using functions, for loops, and conditional statements. Use HTML to construct a web page with paragraphs, dials, images, links, and lists, add styles to a web page with CSS IDs and classes; Use conditionals and loops in a Java program, Use Java API documentation in writing programs, debug a Java program using the scientific method and write a Java method to solve a specific problem. Certifications: AWS Cloud Practitioner or Certified Web Development.

• Computer Programming

The course must offer these components. Identify core aspects of programming and features of the Python language, understand and apply core programming concepts like data structures, conditionals, loops, variables, and functions, Writing and running Python code, and design and write fully functional Python programs using commonly used data structures, custom functions, and reading and writing to files. Certifications: Certified Software Developer, Python PCEP, JavaScript Developer.

• Certified Fiber Optic Technician

The course must offer these components. Preparing cable for installation, installing fiber optic cable, preparing cable for splicing or termination, preparing cable for splicing, Mechanical splicing, Fusion splicing, preparing cables for termination, Installing connectors, Inspecting connectors, Testing connectors, Cable tracing/polarity, Connector inspection and cleaning, Cable and cable plant testing, Cable and cable plant troubleshooting, Optical power and system testing. Certifications: Fiber Optics Technician, Certified Fiber Optic Specialist, Fiber Optics Installer or Fiber Optic Splicer.

• Network Specialist

The course must offer these components: installation, configuration, and troubleshooting of a variety of desktop, server, and mobile operating systems, the installation, configuration, and maintenance of virtualization products and cloud platforms, installation, administration, and troubleshooting of networks, router setup and configuration, cybersecurity concepts and implementation of security solutions, and support for office applications. Certifications: Certified Network Associate, Network +, or Network Visualization.

• Computer Support Specialist

The course must offer these components: Setting up a workstation including conducting software installations and managing the safety and preventative maintenance of computers. Installing, using, and understanding operating systems, programs, technologies and file types. Configuring basic networks, including sharing, storage, and connection types and identifying and preventing security risks. Creating and formatting spreadsheets and analyzing and sharing information to make informed decisions and coordinating an email corresponds to provide integrated solutions for information management. Certifications: Information Technology Fundamentals (ITF) and Microsoft Office Certification must include Word, Excel and Outlook.

Absolute Priority 2: Healthcare Sector - Direct Care Occupational Training (H-DCOT)

Grants funded under this Absolute Priority support the establishment of healthcare direct care worker training grants $\frac{\S 32-1603(c)}{S}$

The goal of this Absolute Priority is to provide solutions and training for Districts residents and employer partners; to solve the dire shortage of direct care workers that provide hands-on care to seniors and people with disabilities. The District relies on small private, mostly for-profit training schools that are certified and overseen by the Board of Nursing. The Higher Education Licensure Committee (HELC) approved trainers have very limited capacity and may experience difficulties in scaling up due to fund limitation required to hire more nurse instructors. The issue has been made a critical concern for the District to be responsive to the employers in the long-term care sector (which includes home health care and home support agencies, assisted living communities, adult day health and nursing facilities) and the need for funding assistance to help resolve the current trained staff shortage, which has been exacerbated by the COVID-19 global health pandemic. The WIC aims to provide funding for training such as Certified Nursing Assistant and Home Health Aid bridge classes, which can then be offered at no cost to District residents. This funding can also be used to provide training for stackable credentials such as training needed to become a Certified Medication Aide (MA-C), among other credentials.

Healthcare direct care worker training must include training that leads to a:

- Certified Nursing Assistant;
- Home Health Aide; or
- Certified Medical Assistant or a Certified Clinical Medical Assistant.

Applicants seeking to provide training for careers under Absolute Priority 2 must:

- 1. Provide mandatory internship and externship placements for all participants based on the program of study for District residents at job sites located in the District under the supervision of skilled program staff, to facilitate training outcomes and on-the-job learning.
- 2. Cultivate business relationships that lead to participants having the opportunity to job shadow and extern, with the goal of completing any required hours for licensure or employment.

Absolute Priority 3: Healthcare Sector – Workforce Partnership Occupational Training (H-WPOT) program

The WIC-funded Healthcare Workforce Partnership is charged with increasing the number of District residents employed in the healthcare sector and to meet the staffing needs of District healthcare employers. Grants funded under this Absolute Priority support the establishment of a healthcare training program, as informed by the annual <u>Healthcare Occupations Report</u> (HOR). The HOR is produced by the Healthcare Workforce Partnership, a District-wide sector partnership funded and launched by the WIC in FY21 (§ 32-1684(e)).

Top five non-degreed healthcare occupations from 2021 Healthcare Occupations Report include:

- Certified Nursing Assistant (CNA)
- Certified Medical Assistant (CMA)
- Home Health Aide (HHA)
- Licensed Practical Nurse (LPN)*
- Pharmacy Technician (PT)

*Funding for Licensed Practical Nursing training will only be considered if the proposal includes training designed to upskill incumbent workers in the healthcare industry, and if training can be completed within a six-month period.

Grants will fund licensed training providers (must by licensed by the Higher Education Licensure Commission, HELC, if training is delivered in the District; must be licensed by other similar licensing bodies if training is proposed to be delivered outside of the District).

Applicants seeking to provide training for careers under Absolute Priority 3 must:

- 1. Provide mandatory internship and externship placements for all participants based on the program of study for District residents at job sites located in the District under the supervision of skilled program staff, to facilitate training outcomes and on-the-job learning.
- 2. Cultivate business relationships that lead to participants successfully completing the job shadow and externships requirements for certification requirement, with the goal of ensuring attainment of required hours for licensure or employment.
- 3. Must demonstrate alignment with the recommendations developed by the Healthcare Workforce Partnership, such as recommended curricula, training models, or other training program aspects included in the Healthcare Occupations Report.

DEFINITIONS

Applicant	Organization submitting the grant application.
Training Provider	Organization that will provide training proposed in the grant application. Must have appropriate licensure or accreditation, if applicable.
Grantee	The organization provided a grant by the District, including sub- grantees.
Industry-recognized	An industry-recognized credential is a verification of an individual's
Credential or Certification	qualification or competence. A third party with authority (U.S.
	Department of Labor, 2010) issues a credential. Industry-recognized
	credentials are valued in the labor market and are a validation of

	knowledge and skill. They can take many forms, including certifications, certifications, and licenses.		
Project	Activities proposed in the grant application, to include at minimum occupational training, credential preparation, and support connecting to employment.		
Training Participant	Individual participating in training.		
Digital Literacy	Supports and/or training that ensures Participants have the skills		
	they require to live, learn, and work in a society where communication and access to information is increasingly through digital technologies like internet platforms, social media, and mobile devices. Training and supports that support digital literacy should support Participants' ability to find, evaluate, and clearly communicate information through typing and other means of digital communication.		
Digital Access	Participants will be required to have access to tools and technologies, such as the Internet, virtual platforms and		
Digital / locost			
Supportive Services	 computers, that allow for full participation in the program. Supportive services are services that are necessary to enable an individual to participate in activities authorized under the grant. These services may include, but are not limited to, the following: Assistance with transportation; Needs-related payments; Assistance with educational testing; Reasonable accommodations for individuals with disabilities; Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear; Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and Payments and fees for employment and training-related applications, tests, and certifications. 		

ELIGIBLE TRAINING PARTICIPANTS

All Training Participants under Absolute Priority 1 and Absolute Priority 2 must:

- Currently reside in the District of Columbia and remain residents for the duration of the training program.
- Be least 18 years old and have earned a high school diploma or equivalent.
- Sign a self-attestation indicating that they were impacted by the COVID-19 pandemic.
- Not yet have completed a bachelor's degree or higher from an institution of higher education OR, if they have completed a bachelor's degree, provide documentation demonstrating that

they are from a low- or moderate-income household (up to 80% of the Washington Metropolitan Statistical Area Median Family Income (MFI), previously referred to as Area Median Income (AMI). The MFI for a household of 4, as published by the U.S. Department of Housing and Urban Development (HUD) on April 1, 2021 is \$129,000).

All Training Participants under Absolute Priority 3 must:

- Currently reside in the District of Columbia and remain residents for the duration of the training program.
- Be least 18 years old and have earned a high school diploma or equivalent.
- Sign a self-attestation indicating that they were impacted by the COVID-19 pandemic.

INFORMATION SESSION

The WIC will host an online information session for interested Applicants on **Monday, April 4th at 11:00 AM EST**. To register, please send an email to <u>dcworks@dc.gov</u> by **Friday, April 1st**. Recordings of the information session will be available within 4 business days following the live presentation. Registration for the information session is encouraged but not required, and the link to the information session will be available on the WIC's website at <u>www.dcworks.dc.gov</u>.

SUBMISSION GUIDELINES

All Applicants are requested to submit a Letter of Intent notifying their interest in applying. A Letter of Intent can simply be an email to <u>dcworks@dc.gov</u> by Friday, April 8th, including *SUBJECT: IT and Healthcare Sector Training Grant Letter of Intent*, and the name of the Applicant organization in the body of the email. While not required, this will help ensure all interested Applicants receive any updates regarding this grant solicitation.

All applications must be submitted via the ZoomGrants online application system. Additional information regarding registration and use of this tool will be posted to the WIC's website and provided during the information session.

All applications must be submitted in the online system no later than: Wednesday, April 27, 2022 at 8:00 PM EST.

All applications will be recorded upon receipt. Any applications received after the deadline will not be accepted. Unless requested by the WIC, any additions or deletions to an application will not be accepted after the specified deadline.

WIC is not responsible for malfunctions of the online platform. WIC advises prospective Applicants to upload any documents according to the online application guideline.

<u>Submission Components</u> - The response to the following should be for the entire 15-month grant period through September 30, 2023.

1) Project Summary

A. Provide a brief one paragraph summary that explains the project.

2) Experience and Qualifications

- A. Provide a brief explanation of the Applicant's mission, years in operation, and legal structure (for-profit, nonprofit, etc.).
- B. Provide a description of the Applicant's experience and qualifications. This should contain information on prior experience in providing training for industry recognized credentials; case management of Training Participants; job readiness and/or job placement experience. Highlight experience in the District of Columbia.
- C. Describe the Applicant's track record of fiscal responsibility and stewardship.
- D. Identify any sub-Grantees and/or Partners included in the application. Provide information on their role(s), a brief organizational profile and their qualifications.
- E. If Applicant identifies Sub-grantees and/or Partners that they will work with to deliver the project, no more than 25% of funds can be sub-granted, and letters indicating a commitment to this project and detailing their role(s) are required.
- F. Identify key personnel that will be involved in delivering the grant, including staff of the Applicant and any other partner or subgrantee organizations. Describe their roles and relevant qualifications. Resumes of key personnel should also be included, at minimum for those with the Applicant organization.
- G. Applicants must include an organizational chart with the application.
- H. Please provide any prior awarded contract or grant, evaluations and/or data that would highlight your organizations past performance and capability of successfully completing the stated program requirements.

3) Past Performance

- A. Please provide data and a narrative that details experience providing the proposed training and/or supportive services to customers—this should include how long the organization has been providing this training; data regarding participant success rates in completing the training as well as earning industry-recognized credentials; and information regarding job-placement and wages earned of those who have successfully completed training.
- B. Please include reference letters from past Training Participants, employer partners, grantors, and/or contracting organizations; these letters should provide examples or attestation of Applicant's ability to successfully deliver proposed training and support for Training Participants.

4) **Project Description**

- A. Identify which Absolute Priority this project seeks to address, as explained in this RFA.
- B. Describe how the Applicant will prioritize diversity, equity, and inclusion among its

staff and Training Participants.

- C. Identify the industry-recognized credential(s) Applicant proposes to offer Training Participants and identify the type and length of training that is being proposed.
- D. List the anticipated skills gained or sought to be enhanced through the proposed training.
- E. Describe the potential impact of the training on the Applicant's industry.
- F. Describe the instructional format (in-person, remote, or hybrid) and how this Project will support individuals who may have limited or no access to internet or devices required to participate in training.
- G. Identify where training will be provided, including whether it will be provided in Applicant's facility(ies) or at another location. If training will be provided at another location, please provide details for that location, if known, or how Applicant will identify a location if awarded a grant.
- H. If Applicant is not the proposed Training Provider, they must provide information about the proposed Training Provider that will deliver training, including an explanation of how and why the provider was selected.
- Applicants must provide a syllabus or detailed course outline for proposed training. The syllabus or training course description should list and describe topics and subtopics included with the sequence, allotment of time, and relevant information about how instruction will be delivered. Inadequate course descriptions will result in delays or rejections.
- J. Applicant is encouraged to provide any additional information that may assist reviewers in evaluating whether the training is applying best practices, distinguishable from consulting services, reasonably priced, appropriate for proposed Training Participants, an allowable use of grant funds, and is logically related to the objectives and success metrics proposed.
- K. Describe how the Applicant will provide job placement and post-job placement support to Training Participants that successfully complete training and earn industry-recognized credentials.
- L. Provide a work plan that includes milestones and timelines for:
 - establishing the proposed training;
 - hiring of staff, if applicable;
 - recruiting Training Participants;
 - training start and end dates for each cohort;
 - delivering training and supportive services;
 - delivering job-readiness preparation and/or work-based learning, if applicable; and
 - engaging in follow-up and post-employment support.
- M. Describe how the Applicant plans to collect input or feedback throughout the grant period to ensure successful completion of the Project.
- N. Briefly describe how the project management model will encompass all relevant required project activities.
- O. Briefly describe how and if Applicant will be able to sustain the proposed Program

beyond this grant period.

P. Please describe how the Applicant will serve and track participant data for persons with Limited English Proficient (LEP) and Non-English Proficient (NEP).

5) Training Participants

- A. How many individuals will participate in the proposed training?
- B. If multiple cohorts are proposed during the grant period, please provide additional information regarding cohort sizes.
- C. Describe the assessment and enrollment process for Training Participants and identify any minimum requirements for participation.
- D. How does applicant propose identifying, recruiting, and assessing Training Participants? Provide additional information about any partnerships, resources, or strategies Applicant proposes to meet projected training enrollment targets, and any assessments or tools Applicant plans to use.
- E. Describe how Applicant intends on identifying and addressing any barriers to training and/or employment including but not limited to, Low Literacy or Numeracy, Digital Literacy and Accessibility, transportation, Limited English Proficiency and Accessibility, that Training Participants may have or encounter.
- F. Will Applicant seek to recruit from historically underserved populations, including women or communities of color; formerly incarcerated individuals; low- or moderate-income individuals; or individuals who are currently unemployed?
- G. What supports will be provided to individuals that successfully complete training, including supports during and after they are placed in employment?

6) Performance Measures

- A. The Grantee will be required to track, and report on the required measures identified in this solicitation to assess the quality and success of the Project.
- B. The Grantee will be required to meet the required reporting requirements including monthly and quarterly reports.
- C. Please describe how the Applicant will monitor and report on each of the performance indicators and explain what existing or new systems and tools Applicant will use to track and report progress. Provide details on how the indicator is defined, the source of the data and the frequency of collection to ensure that grantee can adhere to the WIC required reporting requirements.

7) Project Budget

The Applicant must submit a budget narrative, budget workbook, and spend plan. WIC strongly urges Applicants to use the budget templates provide in the online application system.

A. The budget narrative must explain and justify every line item in the numeric budget. The explanation should be thorough enough to allow a reviewer to understand why expenditure levels were chosen and how the line-item amounts were derived. For example: "personnel will be paid \$xx per hour times xx hours."

- B. The budget spend plan should outline the projected expenses by month and should align with the milestones and timelines outlined in the work plan. Please note that funds in the spend plan should be monitored very closely by the Grantee. The WIC will track the spend rate and may make adjustments if spending appears to be off track from the final approved budget and spend plan.
- C. This 15-month grant period will include two budget periods. Applicant will need to clearly delineate the funds requested per budget period. Grant payments will be capped at the awarded amount per budget period.
 - a. Start of grant through September 30, 2022.
 - b. October 1, 2022 September 30, 2023.
- D. If the Applicant seeks an advance payment, it must request advance payment in its proposal and explain why an advance payment is requested.

REPORTING REQUIREMENTS

The Grantee will be required to identify, track, and report on implementation and progress specified in the grant's workplan and the status of the grant outcomes for all participants that receive grant funded services. The Grantee must submit the following reports as a condition of continuing eligibility for funding.

- Monthly Performance Reports (MPR)
- Quarterly Narrative Report (QNR)
- Final Performance Report

Applicants will be required to use a WIC designated performance and reporting system for reporting and will receive training and support with the use of the system as part of the grant implementation process.

Please refer to Appendix C for a list of data metrics grantees will be expected to report on. The WIC will provide additional details regarding programmatic reporting, including templates and a final list of data in the grant award package. This will include information such as qualitative and quantitative reporting on the extent to which the Project outcomes are met throughout the grant period.

Monthly Performance Report (MPR) –MPR is a quantitative report of all participants served through the grant program. The MPR aggregates individual participant records that the grantee has collected and uploaded as a data file on a monthly basis. The MPR is used to communicate outcomes of program activities. The WIC will use the grant-to-date data to assess grant progress and performance accountability.

Quarterly Narrative Report (QNR) – The QNR is a qualitative summary of grant activities that occurred during the reporting quarter, which include a status update on program activities, as well as participant information. Quarterly Progress Reports assist the WIC in tracking grant activities and outcomes as well as providing a "snapshot" of grant-funded activities for the current quarter and

cumulative quarters throughout the grant period of performance.

Final Performance Report contains a cumulative monthly progress reports submitted for the last reporting quarter at the end of the grant will serve as the grant's Final Performance Report. The final performance report will provide both monthly and quarterly and cumulative information that reflect the grantee's activities for the entire grant period of performance. The final performance report must summarize project activities, employment outcomes, certifications/credentials, other deliverables, and related results of the project, and should thoroughly document the training approaches used by the grantee during the entire period of performance.

Report Due Dates

Reports will be due on the following date. If a report's due date falls on a weekend or District holiday, the report will be due the next business day. The information collected will determine financial reimbursement. WIC will provide a report template with the grant award.

Report Type	Reporting Period	Due Date
Monthly Performance Report	1 st day of month – last day of the month	The 5 th of each month. First
		report is due July 5, 2022
Quarterly Narrative Report #1	Start of Grant – September 30, 2022	October 5, 2022
Quarterly Narrative Report #2	October 1, 2022 – December 31, 2022	January 5, 2023
Quarterly Narrative Report #3	January 1, 2023 – March 31, 2023	April 5, 2023
Quarterly Narrative Report #4	April 1, 2023 – June 30, 2023	July 5, 2023
Quarterly Narrative Report #5	July 1, 2023 – September 30, 2023	October 5, 2023
Final Performance Report	Start of Grant – September 30, 2023	October 19, 2023

REIMBURSEMENT OF PROJECT EXPENDITURES AND DISBURSEMENT OF FUNDS

WIC will reimburse the Grantee only for expenditures incurred to perform work under the grant. In limited cases, the Grantee may be approved by the WIC to receive advance payments in accordance with WIC advance payment policies. If the Applicant seeks to be paid on an advance payment basis, it must request such payment in its proposal and explain why an advance payment method is being requested. The WIC reserves the right to suspend, deny, or limit advance payments to high-risk award recipients or any grantee that is not in compliance with its reporting requirements.

To request payment, Grantees must submit invoices electronically through the DC Vendor Portal: <u>https://vendorportal.dc.gov.</u> Vendors are required to register on the vendor portal prior to submitting an invoice. Payments are processed according to the DC Quick Payment Act Of 1984.

Grantees will receive payment once the documentation (detailed above) has been submitted. If any documentation is missing or unclear, your payment may be delayed or withheld. Payment will be capped at the awarded amount per budget period. Reimbursements will only be made on eligible and documented costs incurred.

Grantees may submit requests for reimbursement as frequently as monthly but no less than quarterly. Please pay special note to the reimbursement of project expenditures through September 30, 2022, as well as the final 3 months of the grant.

- Reimbursement requests for all activities through September 30th of each year must be submitted no later than October 5th. Failure to submit request for reimbursement by October 5th may not be paid.
- The final quarter of each grant period's costs will be considered a close-out payment for the grant and will not be reimbursed until reporting requirements outlined in grant agreement have been fulfilled. The payment will be paid in full if grantees meet the stated grant outcomes. If the project goals and outcomes fall below the projections, the payment will be pro-rated accordingly. If no goals are met, the close-out payment may be forfeited.

MODIFICATIONS OF PROJECT SCOPE

- Modifications to project scope must be approved by WIC staff.
- Grantees are expected to keep WIC staff apprised of the project's progress and to alert staff of any possible divergences from the approved original scope. Divergences could include, but are not limited to changes in:
 - o Cost
 - Changes with Sub-Grantees and/or Partners
 - Hiring timelines
 - Training timelines and/or materials used to deliver training
- Grantees have up to 30 days after the final grant execution date to propose modifications to their project plan. Modifications proposed after 30 days may result in a reduced or forfeited close-out payment at project completion or unconditional rescission of award.
- WIC staff reserves the right to approve or deny these requests based on executive level review of modified application materials submitted by the Grantee.

REQUIRED DOCUMENTS

Each of the following documents must be filed as part of the grant application, if applicable. If the document is not in this filing, WIC may not deem the application complete. However, if a government agency must issue a required document, and the Applicant has requested the document but not received it, WIC may accept a copy of the Applicant's request to the agency for the purpose of deeming the Application complete.

1) Clean Hands Certificate

Obtain a Clean Hands Certificate from the District of Columbia Office of Tax and Revenue (OTR) verifying that the applicant is current and shall remain current on the payment of all federal and District taxes throughout the pre-award process and the grant's period of performance.

2) Promises, Certifications, Assertions, and Assurances

Each Applicant must sign and submit the "Promises, Certifications, Assertions, and Assurances" ("PCA"). Signing the PCA is a condition of eligibility for this grant. If the Applicant is not prepared to sign the PCA, it should not apply for a grant. Compliance with the promises, certifications, and assurances in the PCA is a continuing condition of eligibility for this grant.

The PCA must be signed by the Applicant or, if the Applicant is an organization, by a duly authorized officer of the organization.

The PCA also includes a sworn statement verifying that the Applicant is not in arrears (i.e. is "current") on all obligations outstanding to the District, including all District agencies. The Applicant must be "current" as of the date of the application and the date of a grant award. WIC requires, as a condition of continuing eligibility, that a Grantee stay current on such obligations during the period of the grant.

3) IRS W-9 Tax Form

The Applicant must submit a current completed W-9 form prepared for the U.S. Internal Revenue Service (IRS). WIC defines "current" to mean that the document was completed within the same calendar year as that of the application date.

4) Tax Exemption Affirmation Letter (if applicable)

The tax exemption affirmation letter is the IRS's determination letter of nonprofit status. If this letter is not available, then the Applicant should provide its most recent IRS Form 990 tax return, if one was submitted. If no return has yet been filed, the organization can submit its application for tax-exempt status. If the group has a supporting organization with an IRS tax-exempt status determination, then that organization's tax exemption affirmation letter should also be submitted.

5) Financial Statements

All Applicants are required to submit a copy of the most recent and complete set of audited financial statements available for the Applicant organization. If audited financial statements have never been prepared due to the size or recent establishment of an organization, the Applicant must provide, at a minimum, an organizational budget, an income statement (profit and loss statement), and a balance sheet certified by an authorized representative of the organization, and any letters, filings, etc. submitted to the IRS within three years before the date of the grant application.

6) All Applicants are required to submit their Employee Identification Number (EIN) System Award Management (SAM) status, and Dun & Bradstreet (DUNS) number. If documents are not available at the time of submission, they must be available at the time of the award. 7) If applicable, Applicants will be required to provide a copy of their subcontracting plan including Policies and Procedures Manual and/or another document that details their subcontracting plan. The Plan should include governing certain obligations of under the Small and Certified Business Enterprise Development and Assistance Act of 2005, as amended (D.C. Law 16-33; D.C. Official Code §§2-218.01, et seq.).

AWARD ANNOUNCEMENT

Anticipated time for processing applications is forty-five (45) days after the deadline for submission of applications. WIC will send a response letter to Applicants, informing them of their application status. WIC may request supplemental documentation. If an application is not approved, a summary of review findings may be requested.

UPDATES AND QUESTIONS AND ANSWERS (Q&A)

Additional information may become available before the application is due. It is the Applicant's responsibility to stay up to date on the status and requirements of the grant for which it is applying.

The agency welcomes questions seeking clarification of matters in this RFA. Questions about the RFA should be sent via email to <u>dcworks@dc.gov</u>.

The agency will publish updates and Questions and Answers (Q&A) regarding the RFA online at <u>www.dcworks.dc.gov</u> within four (4) business days after the information session and one week prior to the application deadline.

The deadline for receipt of any questions is ten (10) days prior to the application deadline.

APPLICATION REVIEW

1) Initial Screening

Prior to the formal review process, each application will receive an initial administrative screening to ensure that all required forms, signatures, and documents are present. An application will not be evaluated by the review panel if:

- A. The application is received after the closing date;
- **B.** The application package is not complete (see requirements in Application Checklist);
- **C.** The application narrative fails to address purpose or goals of the grant; or,
- **D.** The application does not fall within the scope this RFA.

2) Independent Review Panel

This is a competitive grant. To ensure fair assessment of grant applications, WIC will convene a diverse review panel to evaluate eligible applications and submit a recommendation for funding. The review panel will consist of neutral, qualified individuals selected for their knowledge of the District's community, their experiences in grant-making and program development, and their familiarity with the goals of this RFA. The panel members will review screened applications and submit scoring, ranking and comments to WIC.

3) Final Review

Based on the independent review panel recommendations, the Mayor's budget priorities, the resources available, and the goals of the program, WIC will make the final funding decision after taking into consideration the independent review panel's recommendations. **The final funding decision cannot be contested or appealed.**

SCORING CRITERIA

Applications will be evaluated based on the criteria outlined below. Failure to demonstrate how the proposed services meet these criteria may reduce the application's score. Applications should include the elements for each section to be eligible for the maximum consideration. Applications that fail to include all the necessary elements may not be reviewed or considered and may be disqualified.

Each reviewer will independently review and objectively score applications against the specific scoring criteria outlined in Table 2, based on a 100-point scale.

The application must provide sufficient information for WIC to make a determination of merit of the applications.

Technical Rating Scale			
Numeric Rating	Rating Adjective Description		
1	Poor	Marginally meets minimum requirements; major deficiencies which may be correctable	
2	Minimally Acceptable	Marginally meets minimum requirements; minor deficiencies which may be correctable	
3	Acceptable	Meets requirements; no deficiencies	
4	Good	d Meets requirements and exceeds some requirements; no deficiencies.	
5	Excellent	Exceeds most, if not all, requirements; no deficiencies.	

Scoring Criteria

٠	Organization Profile	10 points
•	Participant Profile	20 points
•	Program Description	40 points
٠	Past Performance	15 points
•	Budget and Budget Narrative	15 points

Table 2: Scoring Criteria

ITEM	SCORING CRITERIA	Pts.
1	 Organization Profile The extent to which the applicant's mission is relevant to the project. The extent to which the applicant has described the history of the organization (year founded and by whom) and its size (budget and staff). The extent to which the applicant has demonstrated that their staff is well equipped with the skills necessary to effectively deliver the proposed strategic category. The extent to which the applicant has demonstrated experience engaging employers and partners. 	10
2	 Participant Profile The extent to which the applicant has described the participants to be served under the grant including the number and/or demographics. The extent to which the applicant has described how the proposed programming is designed to provide quality outreach, recruitment, and pre-qualification of eligibility. The extent to which the applicant has described its experience working with the target population, anticipated challenges, and strategies to overcome them. 	20
3	 Program Description The extent to which the applicant has described their proposed program and how they will achieve targeted outcomes. The extent to which the applicant has provided a description of proposed sites where program activities will be carried out. Applicants must specify if sites have been secured at the time of this proposal. The extent to which the applicant has provided a clear, detailed, timeline or schedule for the successful completion of the grant. 	40
4	 Past Performance The extent to which the applicant has demonstrated prior success in accomplishing similar goals outlined in the RFA. The extent to which the applicant has provided supporting evidence and data to support their prior success in accomplishing the goals outlined in the RFA. 	15
5	 Budget and Budget Narrative The extent to which the applicant provides a clear explanation of how the budget amount is derived. The extent to which the budget will effectively support the proposed program and achievement of target outcomes, and the allocation constitutes an effective use of resources. 	15
TOTAL	POINTS	100

APPLICATION CHECKLIST

Instru	uctions for Applicants: Ensure that the answers to all of the questions below are answ	ered.
In the	e column to the right, indicate Yes, No, or NA for not applicable.	
1		1
1.	Is the applying organization eligible for funding from WIC according to the eligibility requirements?	
2.	Does the proposal include a project description and all the information required of the proposal?	
3.	Is a numeric budget, budget narrative and spend plan included in the application?	
4.	Do the line items in the proposal budget consider the allowable and non-allowable costs?	
5.	Does the application package include a Certificate of Clean Hands that is active for the performance period?	
6.	Does the application package include IRS W-9 Tax Form?	
7.	Does the application package include a Tax Exemption Affirmation Letter, if applicable?	
8.	Does the application package include the Applicant's most recent audited financial statements?	
9.	Does the application package include the organization's Policies and Procedures manual or another document that details a subcontracting plan, if applicable?	
10.	Is the Applicant registered in the System for Award Management (SAM)?	
11.	Does the Applicant provide a DUNS number?	
12.	If applicable, does the application include resumes of key personnel mentioned in the proposal?	
13.	Does the application package include Letters of Commitment?	
14.	Does the application package include Reference Letters?	
15.	Does the application package include a workplan with all milestones and defined timelines?	
16.	Does the application meet at least one Absolute Priority?	

APPENDIX A

TERMS AND CONDITIONS

Funding for this grant is contingent upon continued funding. This RFA does not commit WIC to make a grant award.

WIC reserves the right to accept or deny any or all applications if it is determined to be in the best interest of WIC to do so. WIC shall notify the Applicant if it rejects their application. WIC reserves the right to suspend or terminate an RFA pursuant to its own grantmaking rules or any applicable federal regulation or requirement.

WIC reserves the right to issue addenda and/or amendments subsequent to the issuance of this RFA, or to amend, extend, or rescind this RFA. WIC reserves the right to request additional information from any Applicant.

WIC shall not be liable for any costs incurred in the preparation of applications in response to this RFA. The Applicant agrees that all costs incurred in developing the application for this grant are the Applicant's sole responsibility.

WIC may conduct pre-award on-site visits to verify information submitted in the application and to determine if the Applicant's facilities are appropriate for the services intended.

WIC may enter into negotiations with an Applicant and adopt a firm funding amount or other revision of the Applicant's proposal that may result from negotiations.

WIC shall provide the citations to the statute and implementing regulations that authorize the grant or sub-grant; all applicable federal and District regulations and payment provisions identifying how the Grantee will be paid for performing under the grant agreement; reporting requirements, including programmatic, financial, and any special reports required by WIC; and compliance conditions that must be met by the Grantee.

If there are any conflicts between the terms and conditions of this RFA and any applicable federal or local laws or regulations, or any ambiguity related thereto, then the provisions of the applicable laws or regulations shall control, and it shall be the responsibility of the Applicant to ensure compliance.

WIC reserves the right to withhold funds and/or withdraw a grant award to Applicants who change vendors during the period of performance prior to submission and approval by WIC.

APPENDIX B

REQUIRED GRANTEE FORMS

To remain eligible for this grant, all supplemental documentation must be submitted to WIC within 5 business days of receipt of grant award letter. An Applicant that cannot provide these materials **WITHIN 5 BUSINESS DAYS** will be deemed ineligible to receive grant funds.

- 1. Proof of Insurance.
- Automated Clearing House (ACH) Form Approved Grantees will receive disbursed tranche via an electronic transmission to the bank account designated for this grant. To establish this transfer, approved Grantees must fully complete and submit an ACH Form that includes the signature of an authorized representative from their financial institution.
- 3. EEO Policy Statement Applicants are required to sign an Equal EmploymentOpportunity (EEO) Statement with the District's Office of Human Rights.
- 4. Grant Agreement Applicants are required to sign an agreement setting forth theterms and obligations that will serve as conditions for Applicant's receipt of the applicable grant funds.
- 5. If applicable, the selected Applicant will be required to execute a First Source Employment Agreement with the District Department of Employment Services governing certain obligations of Grantees regarding job creation and employment generated as a result of the grant under the Workforce Intermediary Establishmentand Reform of the First Source Amendment Act of 2011 (D.C. Law 19-84, D.C. Official Code §§ 2-219.01 et seq.) and the rules and regulations promulgated thereunder, and Mayor's Order 83-265.

APPENDIX C

Below is a summary of the data that will be captured in the reports due through the project period. The WIC will provide additional details regarding programmatic reporting, including templates and a final list of data in the grant award package.

Monthly Performance Repo (MPR)	orts 5th Day of Every Month
articipant Roster/ Attendance Log I emographics Male Female Veterans Disabilities Adult Youth (18-24) Ward Education Level Employed Unemployed Incumbent Worker	 Participant Progress Report Program Narrative Program Participant Date of Enrollment Status Report Participant Roster Credential Attainment OJT, Work Experience, Internships and Externship Work Verification LEP/NEP
Quarterly Narrative Report (QN Quarterly Narrative Data Program Narrative Program Activities Success Stories Program Challenges Achievement	 Quarterly Quantitative Data Number of District residents reached through referral, outreach, and recruitment activities, by source and/or activity. Number of participants receiving assistance with barriers and supportive services, including types of barriers and needs identified. Number of participants enrolled in the in the program and completing the
• Concerns	 first two weeks of training and/or other program activities (required outcome); Number of participants withdrawing or dropping out of the program; Number of enrolled participants that completed all required program activities and assessments; Number of participants earning any relevant credentials offered; Number of participants obtaining employment and wage data Number of enrolled participants successfully retained for six months in a qualifying employment placement position
Final Performance Report Close-out Report Achievement Success Stories Expenditures and Budget	



WORKFORCE INVESTMENT COUNCIL EXECUTIVE COMMITTEE MEETING Monday, January 30, 2023 12:00pm – 1:30pm

AGENDA

Meeting Objectives:

- Executive Committee will provide guidance and direction to WIC Board Committees regarding priority-setting for 2023.
- WIC staff will identify highest priority projects/initiatives that will require Board input, direction, and participation in 2023.
 - Employer and workforce system partner engagement
 - WIOA State Plan Development (due early 2024)
 - Alignment and support for Mayor's Comeback Plan (5-year economic development plan)
 - I. Call to Order and Comments

Antwanye Ford, Chairman

(Exec Committee Only)

II. Executive Committee Priorities a. Staff: Priorities for WIC in 2023 Ahnna Smith

- i. Employer engagement
- ii. COVID recovery investments
- iii. Data modernization
- iv. WIOA State Plan
- v. Mayor's Comeback Plan
- b. Board: What additional opportunities, priorities, initiatives are critical from your perspective that the WIC (staff and/or Board) support this year?
- I. Board Committee Updates Committee Chairs
 - a. Share initial thoughts about priority setting (see attached) for each committee.
- II. Closing

Antwanye Ford, Chairman



Workforce Investment Council Committee Priorities 2022-2023

Executive Director's big goals for the year are:

- Expand business engagement and launch an inclusive hiring grant to increase the number of employers implementing skills-based hiring and other inclusive talent development practices.
- Continue to support the modernization of workforce development data to increase transparency, strengthen and improve services for residents and employers, and inform investments.
- Continue to deliver the Mayor's COVID recovery investments (employer-led training grants; IT and healthcare occupational skills training; and Career Coach DC) and prepare for potential shifts in FY24.
- Increasing workforce system coordination of public, private, and non-profit sector partners through engagement and policy development and implementation.
- Begin planning for March 2024 WIOA State Plan submission.

Reflection and Discussion Questions:

- As you reflect on each of these goals, how do they tie into your work as a committee?
- How will you support each of these goals?
- Additionally, how are we developing ourselves as a committee? What development do we want or need to do?
- How are we strengthening our practice/ implementation/people?
- Who else do we need to engage or consult with to inform and support our work?

Please use the tables below to fill out your committee's planning.

Committee: Committee Priorities in 2022-2023 Benchmarks By the April Board meeting, this committee hopes to: By the September Board retreat, this committee hopes to: Committee Development and Engagement Work Priorities to develop ourselves as a committee and as individuals in this work: Activities or actions we hope to take to strengthen our practice/implementation: Groups, individuals, and/or organizations we hope to engage or consult to support our work:



WORKFORCE INVESTMENT COUNCIL Education and Workforce Alignment Committee March 11, 2022 1:00 PM MS Teams Meeting AGENDA

Meeting Attendees:				
Anthony Cancelosi	Ahnna Smith	Lillian Speranza		
Nathan Smith	Suzanne Towns			
Antoinette Mitchell	Anika Holmes			
LaTara Harris	Christian Jones			

I. Welcome

II. Roll Call & Quorum

III. Action Items

- A. Approval of Minutes from Meeting
- B. Information and Discussion
 - 1. ETPL Finalized Policy
 - i. Contains performance data that matches the WIOA agreed upon metrics
 - ii. Reciprocity information has been added to provide capacity for expanding the ETPL with providers outside of the District
 - iii. Contains language that allows for training programs outside of the High Demand Industries to be added to the ETPL
 - iv. Includes a recommendation to move data collection from an annual basis to a quarterly basis
 - v. Requires that Providers remain in good standing with HCA requirements and states that corrective action plans with HCA will result in probationary status with WIC
 - 2. New ETPs to Add to ETPL
 - i. Dudley Beauty College
 - ii. Time for Change
 - iii. UPO
 - 3. Program Addition to Existing ETPL Provider
 - i. Toni Thomas to add CDL Class A Training
 - 4. Motion to institute a quarterly meeting schedule
- C. Prospective ETPs Information
 - 1. ADV
 - 2. Community Tech

IV. Meeting Ajourn



WORKFORCE INVESTMENT COUNCIL Education and Workforce Alignment Committee March 11, 2022 1 PM MS Teams Meeting AGENDA

- I. Welcome
- II. Roll Call & Quorum
- III. Action Items
 - a. Approval of Minutes from Meeting
 - b. Information and Discussion
 - i. ETPL Policy
 - 1. Contains performance data that matches the WIOA agreed upon metrics
 - 2. Reciprocity information has been added to provide capacity for expanding the ETPL with providers outside of the District
 - 3. Contains language that allows for training programs outside of the High Demand Industries to be added to the ETPL
 - 4. Includes a recommendation to move data collection from an annual basis to a quarterly basis
 - 5. Requires that Providers remain in good standing with HCA requirements and states that corrective action plans with HCA will result in probationary status with WIC
 - ii. New ETPs to Add to ETPL
 - 1. Dudley Beauty College
 - 2. Time for Change
 - 3. UPO
 - iii. Program Addition to Existing ETPL Provider
 - 1. Toni Thomas to add CDL Class A Training
 - iv. Motion to institute a quarterly meeting schedule
 - v. Prospective ETPs
 - 1. ADV
 - 2. Community Tech
- IV. Adjourn



WORKFORCE INVESTMENT COUNCIL Education and Workforce Alignment Committee March 28, 2022 10:30 AM MS Teams Meeting AGENDA

Meeting Attendees:		
LaTara Harris	Christian Jones	
Nathan Smith	Suzanne Towns	
Anthony Cancelosi	Anika Holmes	
Antoinette Mitchell	Lillian Speranza	

- I. Welcome
- II. Roll Call & Quorum
- III. Action Items
 - a. Approval of Minutes Template
 - b. Approval of EWA September 1st, 2021, Minutes
 - c. Approval of EWA March 11th, 2022, Minutes
 - d. Information and Discussion
 - i. ETP Review and Vote
 - 1. UPO
 - ii. Proposed EWA Committee Meeting Dates
 - iii. ETPL Policy Discussion
 - 1. Contains performance data that matches the WIOA agreed upon metrics
 - 2. Reciprocity information has been added to provide capacity for expanding the ETPL with providers outside of the District
 - 3. Contains language that allows for training programs outside of the High Demand Industries to be added to the ETPL
 - 4. Includes a recommendation to move data collection from an annual basis to a quarterly basis
 - 5. Requires that Providers remain in good standing with HCA requirements and states that corrective action plans with HCA will result in probationary status with WIC
- IV. Adjourn



WORKFORCE INVESTMENT COUNCIL Education and Workforce Alignment Committee July 14, 2022 10 AM MS Teams Meeting AGENDA

Meeting Attendees:		
LaTara Harris,	Suzanne Towns	
Nathan Smith	Anika Holmes	
Antoinette Mitchell	Christian Jones	
Anthony Cancelosi	Lillian Speranza	

- I. Welcome
- II. Requested Data Information Discussion Items
 - a. ETPL Provider Data Review
 - b. Site Visit Schedule Discussion
- III. Next Meeting Date
- IV. Meeting Adjourned

2235 Shannon Place SE, Suite 3031 Washington, DC 20020 **T** (202) 671-1554



WORKFORCE INVESTMENT COUNCIL Education and Workforce Alignment Committee Friday, December 16th, 2022 10 AM MS Teams Meeting AGENDA

Meeting Attendees:				
LaTara Harris, Committee Chair	Liz DeBarros	Antoinette Mitchell		
Nathan Smith	Sybongile Cook	Darryl Wiggins		
Korey Gray	Laura Zeilinger	Bernadette Harvey		
Paul Kihn	Lawrence Potter			
WIC Staff:				
Anika Holmes	Christian Jones	Gemma Thomas		
Derrick Colbert	Lillian Speranza			

- I. Welcome
- II. Roll Call & Quorum
- III. Committee Chair's Comments
 - a. Committee Priorities

IV. Performance Data

V. Action Items

- a. Programs Added to ETPL
- b. ETPL Approval Process

VI. Adjourn



WIC Board Committee Overview and Proposed Assignments

updated 9.15.22

The following are the 2022-2023 WIC Board Committees and the bodies of work they will be responsible for and support. The proposed committee assignments are based on interests expressed by Board members and ensuring that all committees reflect a balance of employer and non-employer perspectives.

Committee	Responsibilities/Bodies of Work	Committee Members
Executive	 Decision-making body for some Board decisions Meet quarterly, at minimum, prior to full board to vet/advise on strategic issues WIC budget and internal operations, strategic positioning Inform/receive/review work of committees 	Antwanye Ford Steven Boney Angela Franco Nicole Hanrahan Thomas Penny <i>WIC Staff Support: Ahnna Smith</i>
Policy and Compliance	 American Job Center services and One Stop Operator work WIOA Implementation/operations/system integration WIOA funding Workforce Policy 	Joe Andronaco Unique Morris-Hughes Elissa Silverman Nathan Smith Laura Zeilinger WIC Staff Support: Deborah Russell
Education and Workforce Alignment	 Eligible Training Provider List (ETPL) and WIC-funded Training Grants Healthcare Intermediary and sector partnership work Career pathway work Business engagement Work-based learning and career-connected learning (liaise and align with K-12, CTE, apprenticeships, etc.) Post-secondary articulation 	Liz DeBarros Sybongile Cook Korey Gray LaTara Harris Bernadette Harvey Paul Kihn Antoinette Mitchell Lawrence Potter Nathan Smith



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		Darryl Wiggins Laura Zeilinger WIC Staff Support: Anika Holmes
Equity, Inclusive Hiring, and Special Populations	 Focus on innovation in serving special populations (i.e., youth, returning citizens, veterans) Develop recommendations for policies, practices, and system supports Liaise with other organizations and bodies tackling work related to special populations 	Kunta Bedney Drewana Bey Tony Cancelosi Darryl Evans Solomon Keene Kenyan McDuffie <i>WIC Staff Support: Suzanne Towns</i>
Ad Hoc: WIOA Steering Committee	 Provides guidance and direction on the development and implementation of the District's Unified WIOA State Plan. 	Steve Boney Darryl Evans Paul Kihn Antoinette Mitchell Unique Morris-Hughes Laura Zeilinger WIC Staff Support: Deborah Russell/Ahnna Smith



WIC Executive Committee Meeting (Virtual) February 2, 2022 9:00am – 10:00am

I. Welcome and Objectives for the Meeting (5 min)

- a. Provide an overview of the 2022 WIOA State Plan modification
- b. Provide briefing and discuss DOL Monitoring report and DOES/WIC response
- c. Preview February 2022 WIC Board meeting

II. 2022 WIOA State Plan Modification (15 min)

- a. US DOL Requirements
- b. Progress to date and remaining milestones
- c. Summary of public engagement feedback
- d. Summary of proposed plan update
 - Goals and strategies remain the same
 - Additions: COVID recovery enhancements
 - Discussion: Youth and Expanding Access

III. DOL Monitoring Report and Response (15 min)

- a. DOL monitored grantee (DOES—and WIC as subgrantee)
 - DOES is WIOA "Administrative Entity" per Mayor's Order
- b. Three Findings/Corrective Action (see Appendix)
- c. Notable Practice (kudos) = AJC MOUs and IFA development

IV. WIC Quarterly Board Meeting, February 16th (10 min)

- a. WIOA State Plan (VOTE)
- b. ETPL Policy (FYI/Input)
- c. DOL Monitoring (FYI/Input)

V. FYI and Other Updates (5 min)

- a. Data Governance and Infrastructure
- b. Expenditure Guide Submission
- c. Good Jobs Challenge Applications
 - FC2/DMPED
 - DOEE/DOES

VI. Closing and Next Steps (5 min)





Appendix: Summary of US Department of Labor Monitoring and Response

Finding	Details	DOES/WIC Response	"So What"
WIC not	WIC Policy	Addressed	This is an opportunity for WIC
conducting its	Manual states		to receive additional
required	that DOES will	In addition to WIOA	information that we haven't
oversight	submit to WIC	reporting monthly, DOES	previously—question for the
	quarterly info	will provide to WIC the	Board will be how it wants to
	about services	quarterly fiscal report on	review info and what/how we
	and fiscal	WIOA grant that they also	want to use it. We are
	reporting on	submit to DOL.	codifying a process that's
	WIOA grant.		never been established, that
		WIC will update our Policy	with DOL backing, can now be
		Manual to reflect this	created.
		update.	
DOES procures	WIC is required	Addressed	This has been raised by
Youth Services	to provide		Council and WIC for some
without	direction on	DOES will submit to WIC	time—now, with backing from
consulting WIC	procurement of	draft solicitations for Youth	DOL, we have identified a
	Youth Services	Services for	process that works to ensure
	and has not	review/feedback 2 weeks	compliance, expand and
	historically done	before posting with OCP.	enable WIC to fulfill its role,
	so.		and works within DOES/OCP
			processes and requirements.
			Question for Board will be
			how they want to review
			and/or weigh-in, and what
			that could look like given
			procurement regs.
WIC did not	Information must	Addressed	Much of the information had
publish ETPL list	be posted on		already been available in DC
in accordance	ETPL for public	The ETPL has been updated	Networks, however, was not
with DOL	that includes	to include all required	easily accessible. WIC and
requirements	information	information	DOES will continue to work
	about courses		together to ensure this
	and participant		information is maintained and
	outcomes.		posted.

INTRODUCTION

This position is in the Office of the Deputy Mayor for Education (DME), which is responsible for establishing, implementing, and maintaining the Mayor's vision for education and the workforce in the District of Columbia. Through this vision, DME is focused on ensuring that all DC residents have learning options that are empowering, individualized based on needs, and easily accessible from birth to sustained employment. DME envisions a city where all children, youth and adults thrive; every child knows joy, feels safe, and can read well; every student attends a high-quality school; and every youth and adult have opportunities for strong continuing education and family-sustaining jobs.

The primary purpose of this position is to serve as a Resource Allocation Analyst on assignments/projects related to budget formulation, execution processes, and financial performance management, which includes making budget recommendations/decisions based on expectations performance-wise from DME and Cluster agencies. The incumbent identifies funding priorities; prepares financial and programmatic justification; and serves as the focal point for introduction of new funding allocation, resource management, and financial performance management systems with emphasis on those cross-functional areas. The incumbent collaborates with the Office of the City Administrator (OCA), the Office of the Chief Financial Officer (OCFO), and agencies within the education cluster including, but not limited to, District of Columbia Public Schools (DCPS), Department of Parks and Recreation (DPR), the Office of the State Superintendent for Education (OSSE), the Department of Employment Services (DOES), the Workforce Investment Council (WIC), and independent agencies including DC Public Library (DCPL), DC State Athletics Commission, the Public Charter School Board (PCSB) and public charter schools, the State Board of Education (SBOE), and the University of the District of Columbia (UDC) for solutions to fiscal performance issues arising out of budget enhancements, reductions, redirections and reprogramming of funds.

MAJOR DUTIES

Responsible for the granting and monitoring processes required by the "School Financial Transparency Amendment Act of 2020" which requires DME to create common financial reporting standards for both DCPS and public charter schools by May 2021.

Supports the Director and relevant staff at DME cluster agencies, and the Deputy Mayor to develop, align, track, and report on fiscal performance plans, including agencies' Strategic Initiatives, Key Performance Indicators (KPIs) and Workload Measures, in order to link to, track, evaluate, and recommend budget decisions.

Participates in the formulation and execution of the operating and capital budgets performance management plans for both the DME and education cluster agencies.

Performs financial analysis and researches financial issues, as requested. Detects any deficiencies or errors in information concerning financial matters, and determines whether they are reasonable, fair and consistent with agency regulatory standards. Maintains historical financial data to project trends and future spending patterns.

Executes contracts and agreements which include the preparation of Requests for Proposals and/or Requests for Applications; the evaluation of proposals; the preparation and negotiation of contracts and/or agreements, and the selection of contractors and/or grantees.

Where work is contracted or granted out, provides technical requirements and descriptions of the work to be accomplished; plans and establishes work schedules, deadlines and standards for acceptable work; coordinates and integrates contractor and/or grantee work schedules and processes with work of subordinates or others; and tracks progress and quality of performance.

Gathers, compares, and correlates information about projected costs of current and future programs and activities. Assures that obligations incurred and resulting expenditures of funds are in accordance with existing laws and regulations.

Develops short-term and/or long-range financing plans, including those which require financing through several sources. Conducts studies and analyses to determine financial feasibility. Analyzes financial statements, operating and project reports, cost data, and other sources of financial information.

Develops resource execution forecasting models, tools, and strategies for the Deputy Mayor's use in the planning, programming and budgeting processes.

Analyzes data flows and relationships with an objective to improve efficiency and be adaptive to systems developed in the future. Analyzes and researches existing data requirements, procedures and reports to ensure data integrity.

Develops and maintains control of information systems supporting budgetary and funds allocation resources, as well as fiscal performance management plans.

Coordinates and participates in meetings with subject matter experts and relevant agency personnel to establish cooperative relationships, determine objectives, identify project parameters, etc. to properly execute on-time project deliverables.

Attends meetings to gain knowledge of the concept and operations of related data systems and their role in budget performance management processes.

Performs other related duties as assigned.

KNOWLEDGE REQUIRED BY THE POSITION

Expert knowledge of the District of Columbia budget, funding allocation performance management processes, generally accepted accounting principles and standards, resource management procedures, laws and regulations governing the budget process and fund control, DME mission and responsibilities, and resource management objectives.

Expert knowledge of District Government budget preparation, justification and administration. Expert knowledge of the theory and practices of budget formulation, and financial performance management.

Expert knowledge and skills in selecting and adapting quantitative and qualitative methods and techniques to perform a variety of analytical assignments concerned with assessing the effectiveness and efficiency of agency operations, developing innovative proposals for improving and streamlining the analytical and administrative processes of the agency.

Excellent skills in identifying, evaluating, and analyzing issues from complex factual situations, financial reports, synthesizing disparate financial performance information, and preparing budgetary forecasts.

Thorough understanding of DC government-funded activities, the types and legal limitations of funds, and management of funds.

Thorough knowledge of DC Government information systems; and the ability and skill to identify, extract, and manipulate relational data from multiple electronic sources into useful, accurate reports and files.

Excellent verbal and written communication skills to conduct fact-finding interviews, establish and maintain effective staff coordination, deliver briefings, and prepare study reports and position papers.

SUPERVISORY CONTROLS

The supervisor makes assignments in terms of overall objectives and resources available. The incumbent independently plans, designs and executes the assignment, resolving most problems that arise, and keeps the supervisor apprised of progress and potentially controversial matters. The work is reviewed only from an overall standpoint in terms of feasibility, compatibility with other work, or effectiveness in meeting requirements or expected results.

GUIDELINES

Guidance is in the form of DC law, executive orders, and other forms of information that are stated in both general and specific terms. These guidelines provide parameters within which to operate, however, detailed instructions are rarely available or of limited use. The incumbent must be able to exercise judgment and ingenuity in adapting these guidelines to specific situations or in developing and implementing new methods and procedures.

COMPLEXITY

The work requires considerable ingenuity in resolving various non-routine financial performance management program, system, and operational problems. Projects assigned usually consist of

substantive issues, problems, or concepts resulting from or required for program, system, or financial performance management policy changes that are not always susceptible to direct observation and analysis (e.g. changes in scope or complexity of missions, or funding). Work, also, requires developing alternative courses of action, analyzing costs, quantitative benefits, and non-quantitative benefits of the courses of action, presenting recommendations, and coordinating implementation plans.

SCOPE AND EFFECT

The work involves identifying funding priorities; preparing financial justification; and developing project selection and evaluation criteria in relations to financial management. The work contributes to the efficiency of DME financial performance management processes; and the accuracy and validity of all financial management reports.

PERSONAL CONTACTS

Typical contacts are with agencies under the authority of the Office of the Deputy Mayor for Education, budget and funding allocation representative within and outside of DME, the Office of the Chief Financial Officer, and the Office of Contracting and Procurement.

PURPOSE OF CONTACTS

Contacts are made to enhance funds allocation and resource management processes; to resolve resource management problems; to identify possible improvements to resource management procedures and systems; and to explain, justify and gain acceptance for proposed process changes.

PHYSICAL DEMANDS

Work is primarily sedentary.

WORK ENVIRONMENT

Work is performed in an office setting.

OTHER SIGNIFICANT FACTS

The incumbent of this position will be subject to enhanced suitability screening pursuant to Chapter 4 of DC Personnel Regulations, Suitability – Security Sensitive.

INTRODUCTION

This position is located in the Workforce Investment Council (WIC), under the administrative oversight of the Deputy Mayor for Education. The mission of the Office of Workforce Investment Council is to oversee, plan, develop and administer programs of comprehensive employment, employment related and unemployment compensation services and directly deliver the full array of services to the public.

This position serves as an expert Workforce Investment Specialist, responsible for evaluating the effectiveness of District workforce development policies and programs; identifying existing programs and strategies that can be expanded, reduced, or adjusted in ways that will allow the District to deliver a coherent workforce development system that connects District residents to career jobs; provide quantitative and qualitative data collection and analysis related to current workforce development trends; and propose new policies or programs for efficiently targeting resources toward hiring and training services that provide the greatest benefits to local residents.

MAJOR DUTIES

Reviews current labor market trends and relevant community employment needs. Uses workforce development program data to evaluate the performance of services and providers.

Develops and implements strategies and initiatives using new and evolving technologies, including but not limited to data management systems, tracking tools and reporting applications.

Evaluates relevant legislation and project the impact on workforce development strategies and initiatives. Defines problems, identifies and evaluates alternatives, and assesses impacts when participating in planning activities that involve long-range, complex and potentially politically sensitive issues.

Conducts extensive best practice research designed to inform the development of applicable benchmarks, new programming, and funding opportunities. Conducts a variety of complex studies and analysis with regard to assigned research assignments.

Makes recommendations regarding adjustments to current, and the development of new, programming needed to better prepare District residents for the jobs available in the regional economy.

Conducts special studies or projects primarily for the purpose of improving program operations, services, reporting procedures and systems, etc. Participates in long-range planning for proposed changes in assigned functions and programming areas.

Formulates short and long term plans that reflect an integrated workforce development system with operations focused on the assessed workforce and economic development needs of the District of Columbia, utilizing knowledge of best practices in recommending system enhancements.

Contributes to the development of a District-wide strategy for workforce development. Develops and evaluates long and short-range strategies in relationship to the overall goals and objectives of the strategy.

Serves as a source of expertise, giving advice and feedback to agency staff on various projects. Works with other D.C. Government entities to develop and implement coordinated workforce and adult education policies, programming, and performance monitoring.

Monitors and coordinates projects that receive funding through the WIC or funding requiring WIC oversight. Provides technical assistance to workforce development service providers.

Develops tools to assist key partners and stakeholders in becoming more data and outcomes-driven. Exercises substantial judgment in choosing precisely how to create these products.

Prepares recommendations, plans, and reports on specific topics as requested by the WIC Executive Director and Board. Exercises substantial judgment in choosing precisely how to create these products.

Participates in meetings with public stakeholders, interagency working groups, and community organizations.

Maintains awareness of both federal and District workforce development activities and policies.

Performs other related duties as assigned.

KNOWLEDGE REQUIRED BY THE POSITION

Expert knowledge of the Workforce Investment Act, and other District and federal laws, rules, codes and regulations governing employment/unemployment benefits programs and services. Expert knowledge of the goals, methods, principles, and practices pertinent to workforce development programs, activities, and operations. Expert knowledge of issues, concepts, and practices related to domestic workforce development or community economic development.

Expert knowledge of a wide range of qualitative and/or quantitative analysis and methods for gathering, evaluating, interpreting information and data for the assessment and improvement of WIC effectiveness or the improvement of complex management processes and systems. Expert knowledge of and skill in, problem-solving, negotiation strategies, and project management.

Excellent oral and written communication skills sufficient to advise and consult with a variety of executives and managers, present findings and recommendations, negotiate agreements, and secure cooperation; and to speak and write convincingly to audiences including outside agencies and local representatives and groups. Excellent interpersonal skills to establish and maintain an effective working relationship with all levels of management officials.

Ability to work with a range of audiences and stakeholders from diverse backgrounds. Demonstrated ability to exercise tact and discretion in dealing with persons at various levels and in various job categories.

Knowledge of and experience with the use of a range of computer-related tools, including Excel (pivot tables and macros), data-management software packages, and online survey instruments.

SUPERVISORY CONTROLS

The incumbent works under the direction and supervision of the Deputy Director of the Workforce Investment Council, who sets the overall objectives and specifies the resources available. The incumbent having developed expertise in workforce development policies and programming, is responsible for planning and carrying out the assignment, resolving most of the conflicts that arise, coordinating the work with others as necessary, and interpreting policy on his/her own initiative in light of the established objectives. The incumbent informs the supervisor of potentially controversial findings, issues, or problems that have the potential for widespread impact. Completed projects, evaluations, reports, or recommendations are reviewed by the supervisor for compatibility with organizational goals, guidelines, and effectiveness in achieving intended objectives.

GUIDELINES

Guidelines include DME and WIC directives, program policies and regulations, priorities and long-term program goals, and verbal instructions are used as guidelines when directing and monitoring special projects and assignments. The incumbent exercises judgment and creativity in deviating from traditional methods and adapts and/or

develops new methods as required. The incumbent uses exceptional technical judgment in identifying and isolating essential and pertinent issues and facts; adapting or extending guides or precedents; and developing new techniques for performing work assignments.

COMPLEXITY

There are complex situations requiring application of extensive analysis, and seasoned judgment. The work requires creativity in developing new techniques, establishing new criteria and developing new programs to resolve problems. Adaptability and flexibility are essential and incumbent must exercise discretion and sound judgment in determining proper course of action. The incumbent is confronted with novel and obscure problems that require the extension of existing methodologies and the development of new approaches. Decisions concerning how to proceed are complicated by conflicting program goals and objectives, which may be influenced by legislative or regulatory guidelines, court decisions and orders, and variations in program services required.

SCOPE AND EFFECT

The purpose of the work is to provide sound advice and recommendations to the Workforce Investment Manager, WIC Executive Director and Board; and to assist in the achievement and fulfillment of DME's responsibility to advise the Mayor, Council, and District government on the development, implementation, and continuous improvement of an integrated and effective workforce investment system. The work product affects the work of other WIC personnel, the development of major aspects of development planning missions and long-range plans of the District if Columbia.

PERSONAL CONTACTS

Contacts are with all levels within DME, and with other agencies and organizations within the District of Columbia government such as the Department of Employment Services, Department of Human Services, and Office of the State Superintendent for Education, as well as external stakeholders including education and workforce training providers.

PURPOSE OF CONTACTS

Contacts are for the purpose of defining and developing solutions to complex research problems; developing new and applicable procedures; conducting and monitoring special projects and assignments; and representing the organization at meetings.

PHYSICAL DEMANDS

The work is sedentary in nature but requires some walking, standing, bending and carrying light items such as books and papers.

WORK ENVIROMENT

Work is performed in an office setting.

GRANTS MANAGEMENT SPECIALIST CS-1109-12

INTRODUCTION

This is a standard position description designed for use in any District of Columbia Government departments, agencies, and offices. The position description depicts generalized duties and responsibilities required of a position with primary responsibility for negotiating and overseeing the development of grants and sub-grants to ensure compliance with all related requirements.

MAJOR DUTIES

Serves as liaison with external customers, recipients, and awardee to clarify, interpret, and resolve issues associated with grant appropriateness, and allocations are in compliance. Negotiates grants following proper District government procedures. Reviews, analyzes, and evaluates grants, applications, plans, and estimates. Monitors services and related activities funded under local and federal grants.

Oversees the development and negotiation of subcontracts; develops standardized reporting forms and mechanisms for monitoring sub-grantees; and reviews grant expenditures both internal and by sub-recipients to ensure the proper expenditure of funds in accordance with costs and principles.

Manages and coordinates sub-grants awards and ensures that all grant reporting and financial requirements are strictly adhered to, consistent with local and Federal laws and policies. Maintains contact with grantor agencies and entities, as necessary, to ensure compliance.

Participates in the grant planning and sub-grant making process, preparation of policy guidelines, standards and criteria to ensure sub-grantee compliance through program monitoring activities. Develops and refines strategies for monitoring grant recipients and conducts site monitoring visits to ensure that grant monies are applied properly.

Monitors grants and grant-related activities consistent with the agency's directives, grantor regulations and District of Columbia grants policies and procedures; establishes and maintains a grants information database; conducts developmental seminars; and providing technical support to program staff. Reviews and evaluates research findings regarding grant-related data and reports.

Conducts periodic site visits from a grants management perspective to ensure that the subrecipients have the required infrastructure components (insurance, personnel system, accounting system, licensures, certifications, etc.) in place to administer a grant and a system in place to ensure established timelines, and evaluate performance.

Oversees components of fund allocations processes in connection with the Financial Officer; coordinates grantor requirements and needs with internal program staff and sub-recipient grant partners, and follows up to ensure actions are met.

GRANTS MANAGEMENT SPECIALIST CS-1109-12

Maintains grants management planning tools, such as automated databases, reporting requirements, and review/evaluation techniques. Recommends changes to enhance program effectiveness.

Investigates and resolves payments disputes; participates in the resolution of audit findings and the development of corrective action plans requested by the grantor. Researches and investigates new sources of funds within District and federal governments.

Performs other related duties as assigned.

KNOWLEDGE REQUIRED BY THE POSITION

Thorough knowledge of and familiarity with grants management, including proposal review and program monitoring. Through knowledge of District and federal guidelines relative to financial management and record maintenance. Knowledge of grants and contracting principles, procedures and guidelines.

Knowledge of performance management principles as they apply to the measurement and monitoring of sub-grant programs, and to the collection of data used to measure agency performance.

Thorough knowledge of and skill in grant research, writing and acquisition. Ability to exercise independent judgment within established priorities to resolve grantor and sub-grantee concerns.

Ability to gather, assemble, and analyze facts, draw conclusions and devise solutions to assigned problems. Ability to communicate effectively to negotiate grants/contracts, and the development of subcontracts.

Excellent communication skills both orally and in writing. Ability to communicate clearly with sub-grantees, stakeholders and colleagues within the agency and throughout District government.

SUPERVISORY CONTROLS

Works under the general supervision of the supervisor, who provides general direction as to the desired final product, and sets overall goals and objectives to be accomplished, however, the incumbent is responsible for planning and carrying out the assignments, resolving most of the conflicts that arise, coordinating the work with others, as necessary, and interpreting policy on own initiative in terms of established objectives. The incumbent keeps the supervisor informed of progress and potentially controversial matters. Completed work is reviewed only from an overall standpoint of feasibility, or effectiveness in meeting requirements and expected results.

GUIDELINES

Guidelines include various types of manuals, policies and procedures established for processing correspondence, performing research or preparing reports. Other guides include the District Personnel Manual, agency regulations, directives or guidelines in dealing with issues that affect

GRANTS MANAGEMENT SPECIALIST CS-1109-12

or impact the agency. Incumbent exercises sound judgment in using initiative and resourcefulness on deviating from traditional methods and patterns to develop new methods.

COMPLEXITY

The work typically includes varied duties that require many different and unrelated processes and methods. Decisions regarding what needs to be done include the assessment of unusual circumstances, variations in approach, and incomplete or conflicting data. The work requires making many decisions and using independent judgment in interpretation of policies and procedures, using critical thinking and analysis to solve problems, planning work, setting priorities and proposing refinement the operational procedures. Adaptability and flexibility are essential and incumbent must exercise discretion and judgment in determining proper course of action.

SCOPE AND EFFECT

The purpose of the work is to negotiate and oversee the development of grants and sub-grants to ensure compliance with all related requirements; administer sub-grants awarded by the organization and to help ensure the proper administration of federal and local grant funds. The work ensures the efficiency, effectiveness, and well-managed service delivery to all residents, business owners, and visitors.

PERSONAL CONTACTS

Contacts may be with District and federal government agencies, staff and officials, private corporations, non-profit and organizations.

PURPOSE OF CONTACTS

The purpose of contacts may be to justify, defend, or settle matters involving grants-related issues or to coordinate strategic planning, selection activities and technical assistance activities. The work may involve active participation in conferences or meetings to develop plans, resolve problems, or reach consensus.

PHYSICAL DEMANDS

The work mostly is sedentary. However, there may be some walking, standing, bending and carrying of light items such as books, paper and small boxes. Site monitoring visits and on-site meetings will require travel within the District on an infrequent basis.

WORK ENVIRONMENT

The work is performed in an office setting.

PROGRAM ANALYST CS-0343-12

INTRODUCTION

This is a standard position description designed for use in any District of Columbia Government departments, agencies, and offices. This position description depicts generalized duties and responsibilities required of a position with primary responsibility for analyzing current and proposed operating program(s) to evaluate their actual or potential effectiveness in achieving objectives, and monitoring projects and special assignments.

MAJOR DUTIES

Plans, develops, and conducts program analyzes of substantial scale and impact concerning all aspects of current or projected operating programs for actual or potential effectiveness in achieving planned goals and objectives.

Develops, maintains, and monitors projects, and integrated reporting system(s) affecting program(s) throughout the activity. Communicates information to supervisor for effective evaluation of program operations and milestones.

Analyzes, extracts, summarizes, and identifies significant trends and issues. Forecasts and estimates program requirements and prepares programmatic reports, justifications, charts, graphs, statistical and narrative data, etc, for presentations and briefings.

Conducts management surveys, audits, projects, etc., and provides advisory services to operating or management officials. Program study assignments involve organizations, operations, and functions of significant complexity with extensively interrelated program(s) throughout an extremely complex activity.

Oversees execution of programs of broad scope and mission impact. Reviews and interprets new and established directives, instructions, regulations, and delegations of authority for potential impact on major program objectives, operating policies, work operations, and progress. Assures program goals, objectives, and operations.

Prepares internal instructions, operating policies, procedures, and guidelines concerning assigned program(s) and recommends required changes and adjustments to assure proper and adequate accomplishment of program goals and objectives.

Performs other related duties as assigned.

KNOWLEDGE REQUIRED BY THE POSITION

Thorough knowledge of a wide range of program management policies, concepts, practices, and principles in order to analyze and develop recommendations for improvement in program operations and objectives.

Knowledge of extensive operating programs and the interrelationships among such programs to perform program analysis by developing and evaluating the effectiveness of new or modified program objectives and operations.

PROGRAM ANALYST CS-0343-12

Knowledge of complex, interrelated activity missions, organization, functions, and operations. Knowledge of, and skill in using management information system(s) principles, and techniques. Ability to develop and implement systems for support of interrelated program operations.

Knowledge of basic statistical, accounting, budget and economic principles and techniques. Skill in applying complex fact-finding, analytical and problem solving methods and techniques to identify interrelated program problems, draw conclusions and recommend appropriate action or solutions to improve program efficiency and effectiveness.

Skill in oral and written communication to prepare and present recommendations and solutions regarding complex issues based on analysis and evaluation, including the preparation and presentation of reports, proposals, charts, and graphs.

SUPERVISORY CONTROL

Works under the supervision of the supervisor, who make assignments by setting overall objectives and resources. Incumbent independently plans assigned work and develops analytical methods and detailed procedures, deviating from accepted practices to the extent required to meet the objectives. Supervisor is kept informed of unexpected issues or controversies that arise, and presents recommendations and/or solutions, which are normally accepted. Completed work is reviewed for soundness of overall approach and conformance with controlling policies.

GUIDELINES

Guidelines consist of established analytical procedures and techniques that are not always directly applicable to specific assignments. The employee uses initiative and resourcefulness in deviating from traditional methods. Initiates new or substantially modified methods and procedures, which may result in significant program changes.

COMPLEXITY

The work involves the application of the full range of analytical methods and techniques to identify and analyze issues and resolve complex problems. Studies and projects typically consist of fact finding, problem identification and definition, determination of cause and effect relationships, conclusions, and recommendations for decision and action. The work often requires the employee to make decisions based on incomplete or conflicting information, to assess unusual circumstances, and to adapt and modify analytical methods and techniques to meet the requirements of individual assignments.

SCOPE AND EFFECT

Assignments or objectives involve special studies, analyzes and investigations to promptly detect problem conditions in connection with program objectives and operations, organizations and other management matters throughout an extremely complex activity. Investigations and analyses of numerous projected, proposed and/or existing programs and the resulting advice and recommendations may immediately impact several interrelated programs and have strong impact

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PROGRAM ANALYST CS-0343-12

on the efficiency and effectiveness of future activity program operations.

PERSONAL CONTACTS

Contacts are made with co-workers, supervisors, program managers and technical, personnel, and other representatives of the activities studied. Outside contacts are with management officials of the organizations studied, representatives of other agency activities, private industry and vendors of related program services.

PURPOSE OF CONTACTS

The purpose of the contacts is to exchange information concerning analytical study assignments and to justify, negotiate or settle matters involving significant issues.

PHYSICAL DEMANDS

The work is primarily sedentary, although some slight physical effort may be required. The work may involve visits to work sites, and requires periods of standing, bending, stooping and carrying of light items.

WORK ENVIRONMENT

Work is performed in an office setting which is adequately heated, lighted, and ventilated.

INTRODUCTION

This position is in the Workforce Investment Council (WIC), under the administrative oversight of the Deputy Mayor for Education (DME). The mission of the Office of Workforce Investment Council is to oversee, plan, develop and administer programs of comprehensive employment, employment related and unemployment compensation services and directly deliver the full array of services to the public.

This position serves as a Data Analyst, responsible for planning and administering systems for the acquisition, storage, retrieval, analysis, reporting, and practical application of data. The work involves identifying, extracting, integrating, and analyzing multiple, complex data and data sets in support of workforce development projects, initiatives, and tasks. Incumbent provides data visualization support, and various data analysis services that include, but are not limited to, data mining, exploratory data analysis, data visualization, and report development. The work frequently includes cleaning, transforming, validating, or modeling data with the purpose of understanding, or making conclusions from the data for decision-making purposes.

MAJOR DUTIES

Performs initial analysis to assess the quality of the data; to determine the meaning of the data; and to provide additional data screening. Analyzes and defines data requirements and specifications; designs, develops, implements, modifies, and manages databases. Ensures the accuracy and accessibility of data sources.

Provides technical expertise on data analysis, business intelligence tools, data visualization and systems analysis and design. Interprets data; analyzes results, using statistical techniques; and provides ongoing reports for the Executive and Deputy Executive Director of WIC.

Provides a data environment that ensures availability, reliability, maintainability, and recoverability of agency databases. Ensures adequate safeguards for confidentiality and security of data.

Develops and implements data collection systems, and other strategies to optimize statistical efficiency and data quality. Develops and maintains guiding documents for the use and application of established data warehouse and databases, as well as relevant technology tools.

Responsible for data clean-up which includes identifying and resolving duplicate and erroneous records. Resolves complex business process and information requirements problems, via a combination of analytic judgment, process improvement techniques, and proven analytic practices.

Acquires data from multiple data sources; and maintains data systems and reports. Designs and develops relational databases for collecting data; and builds or design data input or data collection screens.

Locates and defines new process improvement initiatives and opportunities. Conducts trend and predictive analysis to drive innovative solutions to improving service delivery.

Designs and produces weekly reports/compliance data for supervisor, such as assessment spreadsheets, retail market competitors, compliance tracking, case management, demand indicators, and geographic distributions, and responds to technical questions.

Develops alternative approaches to solving and developing strategies for database management and business intelligence implementation.

Coordinates with colleagues on special projects, initiatives, programs, data calls, etc. Participates in the implementation of PSC projects and initiatives, defining new program needs and recommending the establishment of new and/or revised policies, procedures, and other documentation.

Advises the Deputy Executive Director on projects and initiatives; and recommends improvement strategies based on business process improvement techniques and best practice research.

Keeps abreast of current trends regarding all aspects of database management. Keeps informed of latest concepts, developments, approaches, and solutions to effective agency data management and business intelligence.

Performs other related duties as assigned.

KNOWLEDGE REQUIRED BY THE POSITION

Expert knowledge of appropriate laws, technical requirements, and guidelines necessary for the implementation of the Integrated Case Management System (ICMS) project, as well as other data driven initiatives.

Expert business process and analytic skills, with the ability to collect, organize, analyze, and disseminate significant amounts of information with attention to detail and accuracy, including expert knowledge of management and organization principles.

Extensive knowledge of business intelligence, data visualization, digital analytics and/or systems analysis and design. Strong data analysis and critical thinking skills. Ability to judge quality of data; and to ensure accuracy of unfamiliar data.

Expert knowledge of and skill in working with and manipulating large databases, including merging databases, creating new data variables, reformatting data, and ensuring data is both complete and valid.

Ability to effectively communicate orally and in writing to a diverse set of stakeholders to prepare and present recommendations and solutions regarding complex issues based on analysis and evaluation. Ability to work with diverse teams and work in a team environment; and to establish and maintain excellent working relationships with a variety of groups and individuals,

Demonstrated ability to use PC and software packages with a strong knowledge of Excel, SQL/ORACLE, query building, and business intelligence tools.

SUPERVISORY CONTROLS

The supervisor assigns work within the framework of priorities and overall objectives, the incumbent and supervisor develop a mutually acceptable plan which typically includes identification of work to be done, the scope, objectives and nature of the assignment/project, and deadline for its completion. Incumbent independently plans and organizes the study within the parameters of the approved plan, coordinating with others when required to retrieve or collect data. This may involve definitive interpretation of regulations and procedures, and the initial application of new methods. Incumbent informs the supervisor of potentially controversial findings, issues, or problems. Work is reviewed for compatibility with the Office's goals, guidelines, and effectiveness in achieving intended objectives.

GUIDELINES

Guidelines include Mayoral directives; workforce system policies; rulemaking, procedures and budgetary, procurement, etc.; and other administrative support processes under the auspices of the agency. The incumbent uses expert judgment in interpreting the intent of existing guidelines, in identifying areas that need further development or study, and in evaluating the significance and impact of new developments in the assigned area.

COMPLEXITY

The work involves varied duties requiring many different and unrelated processes and methods that are applied to a broad range of activities or substantial depth of analysis. Decisions regarding what needs to be done include major areas of uncertainty in approach, methodology, or interpretation and evaluation processes that result from such elements as continuing changes in program, or conflicting requirements. Complexities may involve the development and application of new techniques and original methods of attach to the solution of important and unusual problems; or the defining and conducing of auxiliary statistical studies necessary to the solution of the assignment problem. The incumbent develops innovative approaches to complex situations or problems that are unique, and assesses the feasibility, effectiveness, and necessity of unusual approaches. The work requires originating new techniques, establishing criteria, or developing new information.

SCOPE AND EFFECT

The purpose of the work is to identify, extract, integrate and analyze multiple, complex data and data sets in support of workforce development projects, initiatives, and tasks. The work involves providing data visualization support, and various data analysis services that include, but are not limited to, data mining, exploratory data analysis, data visualization, and report development. The work assignments are essential to the mission of WIC and DME.

PERSONAL CONTACTS

Contacts are with staff throughout the agency, other District agencies, the business community, representatives of private industry, and the general public.

PURPOSE OF CONTACTS

The purpose of contacts is to exchange or provide information concerning data request; to obtain clarification on data issues; and to resolve data transfer problems and issues.

PHYSICAL DEMANDS

The work is primarily sedentary.

WORK ENVIRONMENT

The work is primarily performed in the normal office setting.

OTHER SIGNIFICANT FACT

The incumbent of this position is subject to enhanced suitability screening pursuant to Chapter 4 of DC Personnel Regulations, Suitability – Security Sensitive.

COVID-19 Vaccination: All employees of the District of Columbia must be vaccinated against the Coronavirus disease 2019 (SARS-CoV-2) as a condition of employment.