



DISTRICT OF COLUMBIA

WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA)

UNIFIED STATE PLAN

JULY 2020 - JUNE 2024





MURIEL BOWSER

MAYOR

Dear Stakeholders:

As Mayor, I am committed to investing in Washington, DC's most valuable resources: District residents and business owners. And, I am committed to having the strongest workforce system in the country that best serves those residents and businesses. DC has grown by 100,000 residents in the last decade alone, and while taxpayers have made historic investments in our community in housing, education, and infrastructure, not all of our residents have shared in our prosperity—and economic opportunity has not reached every corner of Washington, DC. To make Washington, DC's prosperity more inclusive, we are focused on expanding training in new technologies, preventing displacement, and we are placing an emphasis on our vulnerable populations.

In a city as prosperous as ours, we are committed to ensuring everyone has a fair shot. One of the most effective ways we can give more Washingtonians a fair shot is by connecting our residents to not only high-quality education, training, and jobs, but to pathways to the middle class and to economic independence. The District's Workforce Innovation and Opportunity Act (WIOA) State Plan is our roadmap to delivering upon that commitment. With this plan, we will continue to be bold and innovative as we strengthen an education and workforce ecosystem that is coordinated, easily accessible, efficient, and focused on preparing residents and businesses to be resilient in the face of an ever-changing economic landscape.

In addition to our WIOA investments, 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; we know that as they invest in our residents, residents will empower their communities. Strong communities and a well-educated workforce are the backbone of the District of Columbia's continued economic growth. With the clear purpose laid out in our State Plan, and in partnership with community organizations and businesses, we will ensure more residents participate and benefit from Washington, DC's prosperity.

Sincerely,

A handwritten signature in black ink, appearing to read "Muriel Bowser".

Muriel Bowser
Mayor

TABLE OF CONTENTS

I. WIOA STATE PLAN TYPE AND EXECUTIVE SUMMARY	6
II. STRATEGIC ELEMENTS	12
(a) Economic, Workforce, and Workforce Development Activities Analysis	12
(b) State Strategic Vision and Goals	68
(c) State Strategy	71
III. OPERATIONAL PLANNING ELEMENTS	77
(a) State Strategy Implementation	77
(b) State Operating Systems and Policies	88
IV. COORDINATION WITH STATE PLAN PROGRAMS	109
V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)	110
VI. PROGRAM-SPECIFIC STATE PLAN REQUIREMENTS FOR CORE PROGRAMS	112
Adult, Dislocated Worker, and Youth Programs Activities and Assurances	112
Wagner-Peyser Act Program (Employment Services)	142
Adult Education and Family Literacy Program Activities and Assurances	150
Vocational Rehabilitation Program Activities and Assurances	167
Major Accomplishments of DCRSA	169
Appendix 1: Performance Goals for the Core Programs	252
Appendix 2: Detailed Job Growth and Projections for High-Demand Sectors and Occupations	258
Appendix 3: Activities Overview	268
Appendix 4: District of Columbia Organizational Chart	286
Appendix 5: List of DCWIC Board members	288
Appendix 6: List of State Rehabilitation Council members	290
Appendix 7: High-Demand Sector Career Pathway Maps	291

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
DOL	U.S. Department of Labor
DOLETA	U.S. Department of Labor Employment and Training Administration
DPW	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

UNIFIED STATE PLAN

WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA)

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
JVSG	Jobs for Veterans State Grants
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) **Unified or Combined State Plan.** Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

(b) **Plan Introduction or Executive Summary.** The Unified or Combined State Plan may include an introduction or executive summary. This element is optional.

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 program.

Executive Summary

The Workforce Innovation and Opportunity Act (WIOA) requires that the District of Columbia submit a plan to the U.S. Secretary of Labor and the U.S. Secretary of Education that outlines a four-year workforce development strategy for the State's workforce development and adult education system. WIOA envisions a workforce development system that meets employers' needs for a skilled labor force and gives individuals access to education, training, and skills to be competitive. That vision is achieved through a high-quality workforce development system that aligns education and training with labor market demand and makes career opportunities truly accessible to all individuals, despite barriers they may face. The District has made a number of improvements over the past four years to strengthen its workforce system and improve access and outcomes for residents. This plan demonstrates the District's continued commitment to the

vision of WIOA and to providing all residents the opportunity to participate in Washington, DC's growing economy.

The plan includes two major components: a strategic elements section that includes the vision, goals, and strategies for the state and an operational elements section that details the necessary infrastructure, policies, and activities to meet strategic goals and support ongoing program development and coordination. The following is a summary of each of these two major elements.

Strategic Elements

WIOA requires that all states provide an analysis of their economic conditions, workforce characteristics, workforce development, and adult education activities. After conducting these analyses, the District developed a vision, goals, and strategies driven by the current and anticipated trends in the economy. A summary of findings for each subsection of the strategic elements section of the WIOA plan can be found below:

a. Economic and Workforce Analysis

Washington, DC's population has grown to more than 700,000, and its business climate has been thriving in recent years, continuing a trend that began more than twenty years ago with the District's economic resurgence in the late 1990s. 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 persons, 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 DC population is 46% Black or African American, 42% White, 4% Asian, and 8% other or multiple races. Eleven percent of District residents are of Hispanic or Latino origin.¹

In October 2019, there were a total of 801,800 jobs in the District, and more than 2.7 million jobs in the Washington metropolitan area.^{1,2} Of jobs within the District, about 238,000 were government jobs (30%) and 564,300 were private sector jobs (70%). Of the government sector jobs, 195,900 (82%) were federal government and 41,600 (18%) were local government. Private sector employment has grown by 25% over the past decade. In January 2020 the District's unemployment rate was 5.3%, its lowest in the past 30 years.³

While 52% Washington metropolitan area residents have a college degree, which is 1.5 times the national average,⁴ nearly 50,000 DC residents do not have a high school diploma or its equivalent

1 BLS, Local Area Unemployment Statistics, Series Id: LAUDV114789400000005

2 "2018 State of the Business Report: Towards a More Inclusive Economy," DC Chamber of Commerce. Data source: U.S Census Bureau

3 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

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

and over 200,000 lack a bachelor's degree. Though unemployment has decreased in the District, it remains well above the national average in many areas of Washington, DC. 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.⁵ And with more than 550,000 persons who live outside of DC commuting into DC to work⁶, over 70% of all DC jobs are held by non-DC residents.⁷

Given the high skill requirements for many jobs and the regional workforce dynamics, it is unsurprising that many District residents with lower education and skill levels struggle to find success in the labor market. District residents without any college education have lower labor force participation rates (25 percentage points lower) and higher unemployment rates (a rate five times higher) than persons with a bachelor's or advanced degree. Median earnings for persons without a bachelor's degree are one-half to one-quarter the level of those with bachelor's or advanced degrees. In 2018, the total number of District residents experiencing poverty (at or below \$25,100 for a family of four) was 109,930 or 16.6%. The poverty rate for African Americans was 25.8%, Asian Americans 15.0 percent, Latinos 13.1% and 6.6% for white residents.⁸ 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 makes up 9% of the total population of 16 to 24-year-olds in DC.

Disparities also exist geographically across the District of Columbia's eight wards—and are particularly evident in Wards 7 and 8. Of residents in these two wards, 55% have no college education and only 17% have a bachelor's degree or higher versus 27% of persons have no college education and 55% have a bachelor's degree or higher in other areas. Median income for persons in Wards 7 and 8 is one-third that of persons in the rest of Washington, DC.

For persons with low education levels, limited work experience, low income, and other barriers to employment, most job opportunities are out of reach. Entry-intermediate skill jobs tend to be low wage and middle-skill job opportunities are relatively scarce. Persons with low education levels require a coordinated approach that meets them where they are; provides on-ramps to career pathways; and supports them through challenges as they prepare for an occupation and seek employment, in order to receive a fair shot at inclusion in the economy.

To that end, the Workforce Investment Council (DCWIC) and its partners have set the vision, goals, and strategies that follow.

⁵ Location quotient data from the Bureau of Labor Statistics Occupational Employment Statistics May 2018.

⁶ US Census Bureau 2011-2015 5-Year ACS Commuting Flows (most recent data available).

⁷ See section "Where Do District Residents Work?"

⁸ Center for American Progress. Talk Poverty: District of Columbia profile. 2019. Accessed from <https://talkpoverty.org/state-year-report/district-of-columbia-2018-report/>; U.S. Department of Health and Human Services. 2018 Poverty Guidelines. Accessed from <https://aspe.hhs.gov/2018-poverty-guidelines>

b. 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.

c. 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 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.

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 DCWIC 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 DCWIC 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 DCWIC will create standardized annual report cards on service providers across the workforce system to facilitate informed customer choices.

Operational Planning Elements

The District's American Job Centers (AJCs) are the hub of service delivery in the workforce system, where services are available from WIOA core partners, other government agencies, and CBOs that who collectively provide a range of employment, education, training, and supportive services to jobseekers and employers. To enhance system alignment to best meet their needs, the DCWIC and One-Stop Operator (OSO) will convene partners to discuss and evaluate service delivery processes and tools that will help connect District residents to the right mix of services to prepare them for work. The District will ensure continuous collaboration by cross-training staff of partner agencies and organizations.

To strengthen the connections between employers and District residents with the skills those employers seek, Washington, DC must continue to make the workforce system easily navigable. To develop stronger connections to employers, and enhance services available to them, District partners will analyze existing data on businesses and their needs, and the array of employer engagement and services offered by core partners and other federally- and locally-funded workforce programs throughout the District. DCWIC has captured this information through surveys and interviews, and will use the data to develop recommendations to strengthen government coordination of business outreach and engagement; this will ensure businesses have greater clarity about supports and talent pipelines available to them to meet their hiring and training needs. The DCWIC and OSO will also work with core partner agencies and businesses to expand work-based learning opportunities (earn and learn, apprenticeships, internships, job shadowing, mentoring, etc.) for District residents to increase their readiness for work, acquisition of employment, and transition from subsidized to unsubsidized employment and/or from job to job.

Youth services will be improved by expanding work-based learning opportunities and strengthening Career and Technical Education (CTE) opportunities at educational organizations under the Perkins state plan. To increase opportunities for work-based learning and career exploration for youth, District agencies will collaborate to ensure all youth in WIOA core programs have access to varied work-based learning experiences throughout the year. Under the Carl D. Perkins Career and Technical Education Act (Perkins), progress in CTE programs will include an increased focus on career awareness in middle schools; establishing high-school level programs of study that culminate in an industry-recognized credential; more opportunities to earn postsecondary credit through dual enrollment and articulation agreements; and will allow all CTE concentrators participating in the Marion Barry Summer Youth Employment Program (MBSYEP) to complete a paid internship aligned with their program of study. For opportunity youth (those 16 to 24 who are neither in-school nor employed), the District will expand entry points for engaging youth by further integrating the work of the DC Reengagement Center with partners across the workforce system, and creating a three-phase process for advancing youth from the points of entry with the goal of helping them to enter post-secondary education and training.

To increase workforce system performance and accountability, Washington, DC will use survey data from customers (jobseekers, employers, and training and service providers) to inform a process of continuous improvement. The DCWIC will develop and implement a process for collecting the survey data from all partners on a quarterly basis. These data will be shared with partners to allow for a common understanding of the survey 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 will develop and make available reports on training and service provider effectiveness. Placing these data into an online tool will allow residents to search providers and make informed decisions about which will best meet their needs. The DCWIC will work with all core partners and relevant providers and other partners, to ensure that the appropriate contextual information is provided in a way that doesn't misrepresent outcomes or lead to perverse incentives such as providers turning away customers with greater barriers to employment.

II. STRATEGIC ELEMENTS

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

(a) Economic, Workforce, and Workforce Development Activities Analysis

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

(1) Economic and Workforce Analysis

As the District of Columbia moves into a new decade, Washington, DC's dynamic economy and talented workforce are sources of fiscal strength and civic pride. The District's population has grown to more than 700,000, and its business climate has been thriving in recent years, continuing a trend that began more than twenty years ago with the District's economic resurgence in the late 1990s. Washington, DC's skyline is dotted with cranes, demonstrating large-scale construction projects in every ward, including areas that had not seen significant

development in decades. Economic indicators show the positive effects of this robust economy. The labor force participation rate of 70% is above the U.S. average and has been steadily rising, contrary to the national trend. DC's 5.3% unemployment rate in January 2020 is its lowest in the past 30 years.⁹

With its unique role as the nation's capital, the District is at the center of a strong and highly competitive regional economy. And even as it continues to serve its critical and historic role as home of the federal government, private sector employment has grown by 25% over the past decade, and Washington, DC has extended its identity and economy into new avenues for growth in the private sector, including in technology, entrepreneurship, residential and commercial development, and hospitality and tourism.

Despite these positive trends, tens of thousands of District residents have not been able to share in this prosperity. Residents who lack education and skills, or face other personal and social barriers, are competing in a region where 52% of residents have a college degree, which is 1.5 times the national average.¹⁰ And with more than 550,000 persons who live outside of DC commuting into DC to work¹¹, over 70% of all DC jobs are held by non-DC residents.¹² 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.¹³

Given the high skill requirements for many jobs and the regional workforce dynamics, it is unsurprising that many District residents with lower education and skill levels struggle to find success in the labor market. District residents without any college education have lower labor force participation rates (25 percentage points lower) and higher unemployment rates (a rate five times higher) than persons with a bachelor's or advanced degree. Median earnings for persons without a bachelor's degree are one-half to one-quarter the level of those with bachelor's or advanced degrees. Families headed by a person lacking any college education have poverty rates 12 to 16 times higher than families headed by a person with a bachelor's or advanced degree.¹⁴

Disparities also exist geographically across the District of Columbia's eight wards—and are particularly evident in Wards 7 and 8. Of residents in these two wards, 55% have no college education and only 17% have a bachelor's degree or higher. For the rest of Washington, DC, those rates are very different: 27% of persons have no college education and 55% have a bachelor's

⁹ 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.

¹⁰ <https://censusreporter.org/profiles/31000US47900-washington-arlington-alexandria-dc-va-md-wv-metro-area/>

¹¹ US Census Bureau 2011-2015 5-Year ACS Commuting Flows (most recent data available).

¹² See section "Where Do District Residents Work?"

¹³ Location quotient data from the Bureau of Labor Statistics Occupational Employment Statistics May 2018.

¹⁴ See section "Correlation of Income and Educational Attainment"

degree or higher. Median income for persons in Wards 7 and 8 is one-third that of persons in the rest of Washington, DC.

Economic outcomes are also significantly lower on average for African American residents throughout the District. The African American labor force participation rate is 21 percentage points lower than the District average, and the African American unemployment rate is nearly double the overall DC rate. Median income for African Americans is less than half that of other races.

Finally, many other factors can present major barriers to participation in the District's prosperity, including experiencing poverty, low literacy, and lack of basic skills. Many District residents, in addition to those factors, experience housing insecurity, limited English proficiency, disability, a history of incarceration, or are engaged in the foster care system.

These factors have become persistent impediments to economic participation and inclusion: more than 67,000 residents of Washington, DC were formerly incarcerated, and in the District, immigrants have an unemployment rate nearly double the overall District rate. Nearly half of Latino immigrants are not English proficient. Only 44% of residents 18-64 with a disability are employed. There are 2,700 working-age civilian veterans with a disability. An estimated 6,521 persons experienced homelessness in January 2019.¹⁵

In response to economic disparities and the desire to enable all residents the opportunity for inclusion in the growing economy, in 2017 the Mayor's Office developed DC's Economic Strategy to continue growing the economy and creating new jobs and defined two specific and measurable goals to guide economic development strategies and activities through 2021.¹⁶ These goals are:

1. Grow a vibrant and resilient economy driven by private sector expansion. Specifically, grow the DC private sector economy to \$100 billion (by 20%), by the end of 2021.
2. Foster economic prosperity for all Washingtonians by increasing job opportunities and decreasing employment disparities by the end of 2021. Reduce unemployment across wards, races, and educational attainment levels, bringing unemployment levels below 10% in all segments by the end of 2021.

Washington, DC has experienced many measurable economic improvements since the development of the District's 2016 WIOA state plan:

- The number of DC private sector jobs has increased by 49,000, a 9.4% increase.
- The unemployment rate has decreased by 2.0 percentage points (a 27.0% decrease).

¹⁵ See "Targeted Populations" sections

¹⁶ <https://dceconomicstrategy.com/>

- The total number of unemployed residents has decreased by 6,600, and the total number of employed residents has increased by 33,000.
- Unemployment in two wards with the highest unemployment rates has decreased by 3.9 percentage points (30.2% decrease) and 4.3 percentage points (26.7% decrease) respectively.
- The average weekly median duration of unemployment for Black and African-American residents decreased by 17.2 weeks.¹⁷
- Initial monthly unemployment insurance benefits claimants have decreased by 10%.
- Overall homelessness has decreased by 22% and family homelessness has decreased by 45%.¹⁸

Ward 8 remains the only ward with more than 10% unemployment—but more positively, of all wards, it has seen the greatest improvement in the unemployment rate over several years. In 2015, the unemployment rate was over 16%, and it was down to 11% in September 2019.

DC's Economic Vision and Strategy

DC's Economic Strategy presents a vision of DC as the global model for inclusive economic growth and resilience, demonstrating how diversity and innovation can drive economic prosperity.

- Growth means continuing to support and encourage a thriving economy via increased commercial tax base and job creation across all DC's major economic sectors.
- Inclusiveness occurs when people from all backgrounds, neighborhoods, and incomes—longtime and new—have an opportunity to contribute to, benefit from and live in a prosperous District.
- Innovation 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.
- Economic resilience involves developing an economy that is diversified in its focus across industrial sectors, and minimizes inequalities of wealth, income, and access to opportunities.

The goals are set in an action framework with the following focus areas:

- **Business Environment:** Creating a customer-centric business and regulatory environment

¹⁷ DOES LMI report, October 2019

¹⁸ District of Columbia 54-month progress report

- **Funding:** Improving access of local businesses to capital and funding
- **DC Identity and Promotion:** Promoting and preserving the identity of DC and its sub-markets
- **Talent:** Attracting and retaining talent in DC; 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
- **Space, Housing and Supports:** 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 is responsible for oversight of agencies in the education and workforce development cluster; 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, which includes a number of priority strategies to help build the Pathways to the Middle Class 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 team manages a portfolio of projects worth more than \$13 billion across all eight wards ranging from small-scale neighborhood retail to the \$10 billion initiative to reclaim the long-neglected Anacostia Waterfront. Under Mayor Bowser, the team has been charged with helping to direct investment to underserved communities, and support production of more affordable housing. Recent successes include the opening of the Entertainment and Sports Arena, a 4,200 seat arena that is home to the Washington Mystics; the

ribbon cutting for Audi field, a new 20,000-seat stadium that is expected to spur over \$1.6 billion in economic activity; and breaking ground on Phase I of Bryant Street, a 13-acre mixed-use development that will deliver nearly 500 homes, with retail and a new cinema.

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-related agencies. With the Mayor moving the Workforce Investment Council (DCWIC) and the Department of Employment Services (DOES) under DME, they are now in the same cluster as other critical education and workforce agencies, including Office of the State Superintendent for Education (OSSE), DC Public Schools (DCPS), and the University of the District of Columbia (UDC).

The Washington DC Economic Partnership (WDCEP) is a non-profit, 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.

Targeted Funds and Programs to Support DC's Economic Strategy

DC government has a number of initiatives, included in the FY 2020 budget, that make its Economic Strategy goals a reality. The District Government has created several smaller programs that specifically target the following disadvantaged subpopulations and areas of Washington, DC: high unemployment areas, Ward 7 and Ward 8 generally, justice-involved residents, and underrepresented entrepreneurs. These programs are as follows:

- The Neighborhood Prosperity Fund supports mixed-used, real estate, or retail development projects in targeted census tracts where unemployment is at 10 percent or higher. An amount of \$3 million was provided for the fund in FY 2020.
- The Dream Grants Program provides business development support for microbusinesses in Wards 7 and 8, and was funded at \$350,000 in FY 2020.
- Aspire to Entrepreneurship is a small business pilot incubator grant process started in 2016 by Mayor Muriel Bowser to build the entrepreneurship ecosystem supporting justice-involved residents to pursue wealth-building opportunities. It was funded at \$250,000 in FY 2020.
- The DC Inclusive Innovation Fund invests in pre-seed, seed, and pre-series A stage companies with at least 51% ownership by underrepresented entrepreneurs (i.e. those who identify as African American, Latino, Native American, women, LGBTQ, or disabled). The fund targets companies with potential to scale. Washington, DC

provides seed funding of \$1.5 million to help the fund raise private capital.

- The District of Columbia Business Capital Program (DC BizCAP) is funded by the U.S. Treasury State Small Business Credit Initiative. DC BizCAP provides capital to small businesses and entrepreneurs in Washington, DC who continue to encounter reductions in the availability of credit and heightened requirements to obtain financing. DC BizCAP provides critical capital through three programs that provide alternatives to traditional commercial financing to facilitate private lending and investments in DC's small businesses. These programs, the Collateral Support Program, Loan Participation Program, and Innovation Finance Program have approximately \$7 million combined funds available to assist small businesses in Washington, DC.

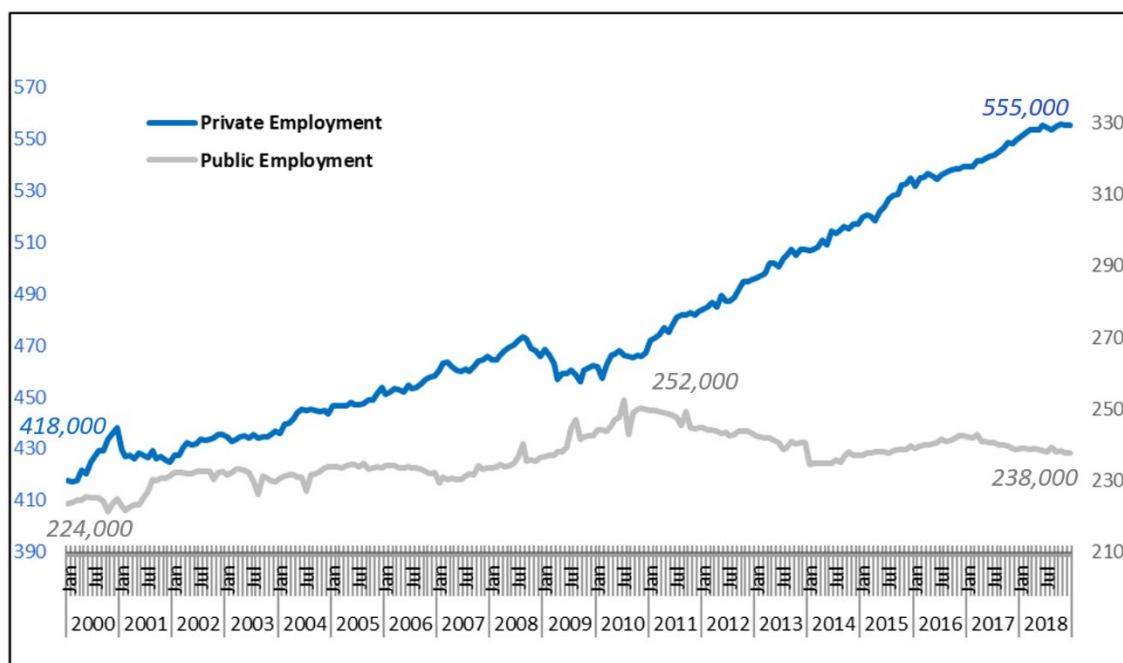
Investments in these programs and initiatives will yield increased opportunities for District residents who are striving for greater inclusion in DC's vibrant economy. These activities are intended to promote growth while diversifying the District's commercial base and spreading into neighborhoods the economic benefits that they have not consistently experienced. In concert with the strategies for the workforce development system described in this plan, these efforts aim to support the ability of District residents to access career pathways and advance along those pathways so that they may fully participate in DC's prosperity.

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

(i) Existing Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which there is existing demand.

DC's Public and Private Sectors

Figure 1: Private Versus Public Sector Employment, 2000-2018 (left axis is private sector, right axis is public sector)



Source: DC Department of Employment Services, DC Monthly Labor Market Indicators

The composition of public versus private jobs in DC has changed significantly over time. While public sector employment has remained generally flat since 2000, private sector employment has increased.

In October 2019, there were a total of 801,800 jobs in the District. Of those, about 238,000 were government jobs (30%) and 564,300 are private sector jobs (70%). Of the government sector jobs, 195,900 (82%) were federal government and 41,600 (18%) were local government.

Figure 1 shows the trends in public and private sector employment between 2000 and 2018. Although DC has a large government sector that comprises nearly 30% of total employment,

growth between 2016 and 2019 has occurred entirely in the private sector.¹⁹ Public employment does vary, but is generally flat in the long term. Public sector employment rose between 2008 and 2011, but it subsequently fell and the trend has flattened level of 238,000 jobs in July 2018.

Private employment grew 33% from 418,000 to 555,000 from 2000 to 2018. The growth of private employment was rapid and resilient over an almost 20-year period. Between 2015 and 2019, the total number of jobs in Washington, DC grew by 44,300, of which nearly all (42,700) came from the private sector.

Total Jobs, Growth and Wages by Industry

Table 1: Number of District of Columbia Jobs and Job Growth 2016 - 2019 and Average Annual Wages by Industry (thousands of jobs)

	Total Jobs Oct 2016	Total Jobs Oct 2019	3-year Job Growth 2019-2016	Avg Annual Wage 2019
Total Jobs	780.3	801.8	2.8%	96,174
Government	241.8	237.5	-1.8%	108,648
Professional and Business Services	165.4	172.1	4.1%	119,496
Education and Health Services	128.1	131.9	3.0%	64,636
Leisure and Hospitality	74.9	81.8	9.2%	40,430
Other Services	73.8	77.7	5.3%	95,264
Trade, Transportation, and Utilities	33.0	33.1	0.3%	62,270
Financial Activities	29.5	30.0	1.7%	168,844
Information	17.4	20.6	18.4%	142,324
Construction	15.2	15.8	3.9%	70,278
Manufacturing	1.2	1.3	8.3%	99,086

Note: Jobs are seasonally adjusted. Wages are annualized from weekly wages 2019 Q1 and Q2.

Source: Jobs data from BLS Current Employment Statistics; Wages from Quarterly Census of Employment and Wages

Government employment, which includes both the federal and local government, employs more persons (237,500) than any other single industry. But government employment decreased by 1.8% between 2016 and 2019. It is the only major sector to experience net job losses in this three-year period. For the federal government, this has been due to changing budget priorities as well as the migration of some federal government agencies away from the District. Government wages (\$108,648) are above the DC average.

Professional and Business Services is the next largest industry. It is the largest private sector industry (172,100 jobs) and has experienced an above average growth rate of 4.1% over the past three years. Average annual wages of \$119,500 are the third-highest of any industry. The strength of this industry reflects the District's significant knowledge economy inclusive of

¹⁹ Bureau of Labor Statistics Current Employment Statistics.

engineering, law, accounting, architecture, and medicine, as well as various types of research and consulting.

The Education and Health services industry employs 131,900 persons and has grown at a rate slightly above average (3.0%). The education sector comprises all levels of education including the DC's thirteen major colleges and universities. The health care industry includes hospitals, medical offices and clinics, and nursing and residential care facilities, as well as social assistance, which includes personal care aides and childcare workers. Average wages (\$64,636) are only slightly more than half those in professional and business services.

The Leisure and Hospitality industry experienced the largest growth of any of the top five private industries (9.2%), growing to a total of 81,800 jobs. This growth reflects DC's appeal to both tourists and business travelers and its thriving downtown and neighborhood cultural, culinary, and entertainment attractions. Average wages in this industry are the lowest of any industry listed (\$40,430), and many of these jobs are filled by persons with less than a college degree.

"Other Services" in DC primarily exist in religious, grantmaking, civic, professional, and similar organizations. This industry comprises most of DC's "impact economy," including international development institutions, grantmaking and social advocacy organizations, philanthropies, service organizations and more. This sector employs 77,700 persons, has grown at a robust 5.3% since 2016, and has wages nearly the same as the DC average (\$95,264).

The trade, transportation, and utilities sector (33,100 jobs) has had nearly zero growth in this three-year period. The transportation and utilities industries are DC high-demand sub-sectors under the utilities sector. The high-demand occupations under these sectors are discussed below.

The financial activities industry (30,000 jobs) includes banking, real estate, investment, and insurance companies. This sector has experienced below average growth (1.7%) in recent years, while having the largest average annual wages (\$168,844) of any industry.

The information industry includes publishing, broadcasting, and the technology sector, including telecommunications, internet hosting, data processing, and software. It is the seventh largest private industry group (20,600 jobs), but it has experienced the largest growth rate by far since 2016 (18.4%) and has the second highest average annual wage (\$142,324). The growth rate of the information industry highlights technology's role as a driver of both employment and innovation in DC.

Construction (15,800 jobs) grew at a slightly above average rate, reflecting the new development and infrastructure projects that have been ongoing throughout the District for many years. Average wages (\$70,278) are smaller than those in government and more heavily white-collar industries, but greater than those in industries that employ a larger share of workers with lower skill levels and less experience such as Leisure and Hospitality.

Manufacturing represents less than 1% of all DC jobs (1,300 jobs), but from that small base, it has been growing since 2016, and in that time, has had an 8.3% growth rate.

In summary, demand exists across all industries due to either the size of the industry, the growth of the industry, or both. The demand for government sector jobs is apparent by its large share of the DC economy and the need for replacement workers, yet recent negative job growth limits demand. The private sector is growing both in absolute terms and as a share of the economy, creating demand in a variety of sectors, and with a range of wage levels that reflect demand for high and lower skill jobs.

Table 2: Trade, Transportation, and Utilities District of Columbia Jobs and Job Growth Detail 2016 – 2019 (thousands of jobs)

	Total Jobs Oct 2016	Total Jobs Oct 2019	3-year Job Growth 2019-2016
Trade, Transportation, and Utilities Jobs	33.0	33.1	0.3%
Retail Trade	22.9	22.7	-0.9%
Transportation and Utilities	5.1	5.7	11.8%
Wholesale Trade	5.0	4.7	-6.0%

Note: Jobs are seasonally adjusted. Wage data are not available for industry detail.

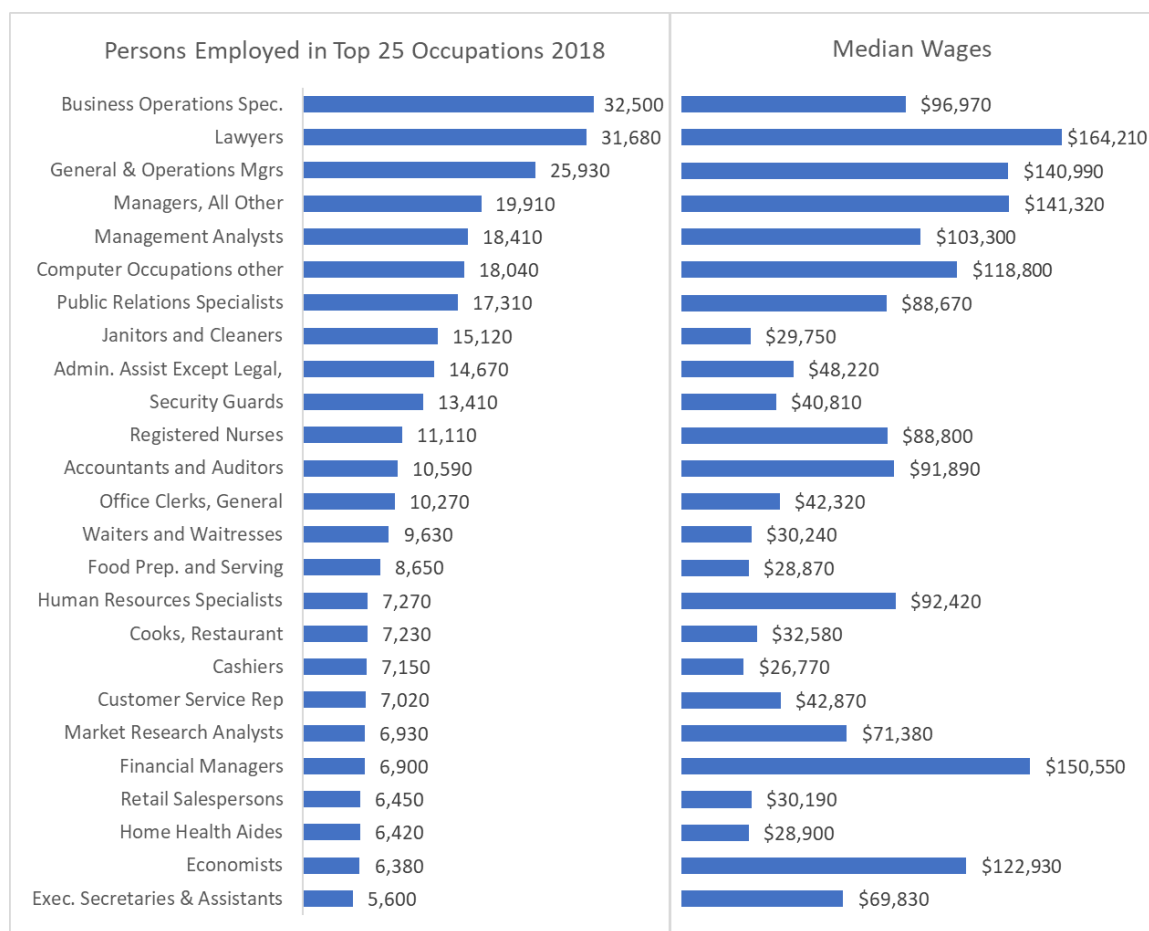
Source: Jobs data from BLS Current Employment Statistics.

Table 2 shows the three components of the trade, transportation, and utilities separately. The overall flat growth (0.3%) in this industry is the result of negative growth in the wholesale trade (-6.0%) and retail trade (-0.9%) industries, offset by a large growth rate (11.8%) in the transportation and utilities industries. It is possible that the increase in transportation and utilities employment is due to persons working as drivers for rideshare services such as Uber or Lyft. Although the data do not directly provide a way to determine if that is the case, a separate dataset by the Bureau of Economic Analysis shows a dramatic increase in the number of persons in the detailed industry category of transit and ground passenger transportation.²⁰

²⁰ A direct comparison of the Bureau of Labor Statistics data in Table 2 and the Bureau of Economic Analysis is not possible because of differences in the inclusion of sole proprietors. For a thorough discussion of data measurement challenges and estimates for “gig economy” participation in the Washington region, see https://sfullerinstitute.gmu.edu/wp-content/uploads/2018/10/SFI_Gig_and_Independent_Work_1018.pdf.

Top Twenty-Five Occupations

Figure 2: Top 25 DC Occupations and Median Wages, 2018



Source: U.S Bureau of Labor Statistics, Occupational Employment Statistics

Figure 2 shows the number of persons and median wages for the top 25 DC occupations. The top seven occupations, which account for nearly 150,000 DC jobs, are high skill jobs that require at least a bachelor's degree. Most have median wages above \$100,000, and all median wages are above \$85,000. This illustrates the prominence of Washington, DC's knowledge economy.

Median wages in the next three occupations are roughly one-quarter to one-half of the wages in the top seven occupations. Janitors and cleaners, administrative assistants (except legal, medical, and executive), and security guards have about 13,000 to 15,000 jobs each. The remainder of the top 25 occupations primarily have median wages above \$85,000 or below \$45,000, with few in the middle. Many of the lower paying jobs reflect the size and the growth noted above in the leisure and hospitality industry, such as waiters and waitresses, food preparation and serving workers (including fast food), and cooks.

Ultimately, what this means is that there is demand available for persons looking for entry level jobs, and there is demand to attract highly educated workers, but far fewer job opportunities in the middle.

Demand Sectors and Occupations List

The introduction to this plan, and the Workforce Analysis section below, discuss the challenges of many DC residents who are not included in the thriving economy due to a lack of education and other barriers. Unemployed residents need gainful employment in the short-term, and the District's workforce system is designed to help them gain access to jobs that match their current skill level while also helping them advance through progressive levels of training, education, and work experience.

To that end, the DC Workforce Investment Council (DCWIC) maintains the District's Demand Sectors and Occupations List, which contains the occupations that are in high demand and also attainable by persons lacking high levels of skills and education. High-demand status is based on a data analysis method that accounts for projected job openings, hourly wage paid compared to the DC living wage standard,²¹ and the preparation and education attainment level required for the job. The high-demand occupations are organized by sector. The current high-demand sectors are Business and Information Technology, Construction, Healthcare, Hospitality, Security and Law, and Infrastructure.²²

High-demand occupations within each sector are separated into entry-intermediate skill and middle skill. Each occupation's skill level is determined by its U.S. Department of Labor Job Zone category, which accounts for the relevant education, training, and experience needed to gain entry to an occupation. Entry-intermediate skill occupations are those in Job Zone 1 or 2. These occupations need little or no preparation to some preparation and typically require a high school diploma or less for entry. They are likely to be best suited for individuals that are transitioning from adult basic education and/or job readiness programs, and who may or may not require additional occupation-specific training for entry.

Middle skill occupations need medium preparation and often require an associate degree or significant amounts of additional training or experience. These occupations are likely to be best suited for individuals that have at least some post-secondary education or vocational training and/or significant experience in relevant positions.

²¹ <https://does.dc.gov/service/office-wage-hour-compliance>

²² This list is structured around sectors, which are organized based on a Career Clusters framework that groups all occupations into 16 defined career clusters and 79 career pathways within these clusters. The District used the National Career Clusters Framework (Career Clusters), developed by the National Association for State Directors of Career Technical Education Consortium (NASDCTEC) and recognized by the Department of Education, Office of Vocational and Adult Education (OVAE).

High-skill occupations are not included on the high-demand occupations list because they are likely to be best suited for individuals that have attained at least a 4-year degree, other advanced training, and/or extensive experience in relevant occupations. They are not likely to be well suited as an initial focus for ITA training consideration due to its limited time scope of up to one year. Therefore, this analysis focuses entirely on entry-intermediate and middle skill occupations.

Demand Sectors and Occupations Data

In the following analysis, information is presented about demand for occupations at entry-intermediate and middle-skill levels in each of the high-demand sectors. For each sector, information is presented about current demand (number of jobs and median annual wage), recent trends (prior 3-year job growth and wage growth), and expectations for the future (projected 2016-2026 job growth and average annual job openings)²³. Sectors are sorted by the number of jobs in 2018.

The projected job growth and annual job openings for the period of 2016 – 2026 are estimates. They are the best estimates available based on job projections methodology, but the numbers should be interpreted as a general indicator of trend and scale rather than an absolute. They also represent an average year in the ten-year projection period, and not every year will have the same level of openings. In reality, job openings for some sectors may trend up or down during the ten-year period. Also, future wage growth has not been estimated, so only 2018 wages are presented in this analysis.

²³ Estimates of projected job growth and job openings at the occupation level have been provided by the Department of Employment Services Office of Labor Market Research and Performance.

Table 3: Job outlook summary for all sectors and skill levels of DC high-demand occupations

Skill-level and Sector	Number of jobs 2018	Recent job growth 2015-2018	Median annual wage 2018	Recent wage growth 2015-2018	Projected job growth 2016 - 2026	Avg annual openings through 2026
Entry-Intermediate Skill						
Hospitality	81,114	10%	\$31,813	29%	9%	13,897
Business and IT	23,220	-8%	\$44,518	10%	-1%	3,247
Infrastructure	22,418	11%	\$37,134	13%	5%	3,044
Security and Law	14,570	1%	\$42,147	12%	11%	2,653
Healthcare	10,140	8%	\$29,734	6%	37%	1,399
Construction	6,048	2%	\$45,801	4%	12%	791
Total	157,510					25,031
Middle Skill						
Business and IT	66,600	3%	\$77,287	7%	1%	7,171
Security and Law	11,727	-5%	\$78,448	7%	-6%	903
Healthcare	11,226	13%	\$50,873	5%	16%	1,176
Infrastructure	9,461	13%	\$57,207	14%	7%	796
Construction	2,340	20%	\$73,697	16%	10%	255
Hospitality	1,050	-19%	\$63,150	19%	10%	167
Total	102,404					10,468

Source: 2015-2018 job and wage data are from Bureau of Labor Statistics Occupational Employment Statistics. Projections and annual openings are from DC Department of Employment Services.

As of 2018, there are 157,510 jobs in DC that are high-demand entry-intermediate skill occupations and 102,404 that are high-demand middle skill occupations. More than half of entry-intermediate skill jobs (81,114) and more than half of projected annual job openings (13,897) are in the Hospitality sector. This sector has the second-lowest median annual salary (\$31,813). The Business and IT and Infrastructure sectors are the next largest behind Hospitality, and both have approximately 23,000 current jobs and 3,100 projected annual job openings. The number of high-demand jobs in the Business and IT sector has been shrinking in recent years (-8% growth) and is projected to continue to contract slightly over the next ten years (-1%). High-demand jobs in Infrastructure have been growing in recent years (11% growth), and continued growth is projected (5% over ten years). But because Business and IT started from a larger base, the contraction by Business and IT combined with the expansion of Infrastructure results in their having similar outlooks for job openings. Median annual wages for Business and IT high-demand occupations (\$44,518) are higher than those for Infrastructure (\$37,134).

Security and Law is the next largest sector for entry-intermediate high-demand occupations, with 14,570 current jobs and 2,653 projected annual openings. Security and Law median annual salaries are ranked in the middle of all sectors at \$42,147.

High-demand Healthcare entry-intermediate skill jobs have the largest projected growth over the next ten years. This is growth from a smaller base than the larger sectors, so projected annual openings (1,399) are lower than all sectors except Construction. Healthcare jobs also have the lowest median annual salary at \$29,734.

Construction has the smallest current and projected number of entry-intermediate skill jobs. The sector has projected growth over the next ten years (12%), but it from a small base. The Construction sector has the highest median annual salary (\$45,801) for entry-intermediate level jobs.

For middle-skill high-demand occupations, the landscape is dominated by the Business and IT sector. Jobs in this sector account for 65% of all current middle-skill high demand jobs and 69% of projected openings. Its median annual wage for middle-skill jobs (\$77,287) is the second highest.

Healthcare and Security and Law have the next-largest categories of projected middle-skill job openings of 1,176 and 903. Healthcare has the lowest median wage (\$50,873) and Security and Law has the highest (\$78,448). Infrastructure has 796 projected annual openings and the second-lowest median annual earnings of \$57,207.

Construction and Hospitality are the smallest sectors for middle skill high-demand occupations, both in terms of current jobs and projected openings. Hospitality has only one occupation (chefs and head cooks) identified as middle skill.

This analysis shows that even sectors with flat or negative growth may have a large number of annual openings due to incumbent workers leaving the DC workforce or transferring to other occupations. If the base of jobs is large, as is the case with positions in the Business and IT sector, the need for replacement workers results in job openings is significant (e.g. over 7,000 annual middle-skill openings), even if the total number of jobs in that sector is contracting.

Similarly, sectors with large growth may only have a small number of openings, if the base is small. For example, high-demand middle-skill jobs in the Construction sector grew by 20% between 2015 and 2018 and are projected to grow by 10% over the ten-year projection period, yet that is projected to result in only 255 annual job openings.

Detailed information on job growth and projections for high-demand occupations and sectors is contained in Appendix 2, Detailed Job Growth and Projections for High-Demand Sectors and Occupations.

(ii) Emerging Demand Industry Sectors and Occupations. Provide an analysis of the industries and occupations for which demand is emerging.

Emerging industries

For this analysis, emerging industries are defined as those with a 2016 employment level of fewer than 5,000 jobs and projected ten-year job growth in the top 20% of all DC industries. This definition highlights smaller industry categories that are expected to emerge as new sources of job growth.

Table 4: Emerging industries defined as industries with fewer than 5,000 jobs and projected employment growth in the top quintile of all DC industries

Industry	Detailed Industry	Employment 2016	Projected employment 2026	Difference	Projected annual growth rate
Education and Health Services	Total of emerging detailed industries	8,960	11,788	2,828	2.8%
	Outpatient Care Centers	3,081	4,239	1,158	3.2%
	Educational Support Services	2,613	3,518	905	3.0%
	Offices of Dentists	1,760	2,093	333	1.8%
	Offices of Other Health Practitioners	949	1,240	291	2.7%
	Other Ambulatory Health Care Services	282	356	74	2.4%
	Medical and Diagnostic Laboratories	275	342	67	2.2%
Information	Total of emerging detailed industries	5,607	7,291	1,684	2.6%
	Other Information Services	4,390	5,871	1,481	3.0%
	Software Publishers	672	804	132	1.8%
	Data Processing, Hosting and Related	545	616	71	1.2%
Leisure and Hospitality	Total of emerging detailed industries	8,183	9,772	1,589	1.8%
	Performing Arts, Spectator Sports, & Related	4,757	5,824	1,067	2.0%
	Amusement, Gambling, and Recreation	2,492	2,862	370	1.4%
	Museums, Historical Sites, and Similar	934	1,086	152	1.5%
Construction	Heavy and Civil Engineering Construction	2,863	3,497	634	2.0%
Professional & Bus. Svcs.	Waste Management and Remediation Service	367	421	54	1.4%

Source: Employment, projections and growth data from DC Department of Employment Services "Table 1: District of Columbia long-term industry projections, 2016 and projected 2026"

The industries and detailed industry categories in Table 4 are sorted by projected job gains through 2026. Education and Health Services has the most detailed industry categories and the largest ten-year projected total job growth (2,828) from emerging industries. Outpatient care centers and educational support services have the highest projected job growth. Outpatient care centers are part of the Ambulatory Health Care industry. They provide a range of services such as family planning, diagnosis and treatment of mental health disorders and alcohol and other

substance abuse, and other general or specialized outpatient care.²⁴ Offices of dentists, other health practitioners, other ambulatory health care services, and medical and diagnostic laboratories are also emerging in this industry and are part of the Ambulatory Health Care industry. Nationally, the Ambulatory Health Care Industry hires large numbers of medical assistants, medical secretaries, and licensed practical and licensed vocational nurses²⁵, all of which are on the District's high-demand occupations list.

Education support services has projected ten-year job growth of 905. These firms provide services such as educational testing, consulting, and guidance counseling services. Nationally, they primarily hire teachers, instructors, and other education, training, and library occupations. But they also hire a moderate number of persons for two occupations on the high-demand list: business operations specialists and other office and administrative support workers.²⁶

Information has three emerging industries with a total ten-year projected gain of 1,684 jobs. The largest one, other information services, accounts for the large majority (1,481) of these gains. This industry includes social media, search engine, and internet news providers. Software publishing and data processing, hosting, and related companies are also emerging in the Information industry. These include companies providing web-based software and cloud computing solutions. Nationally, these firms primarily hire software developers and sales representatives. But they also hire three occupations on the high-demand list: business operations specialists, information and record clerks, and other office and administrative support workers.²⁷

Emerging industries in Leisure and Hospitality account for nearly 1,600 projected ten-year job gains. The largest of these is performing arts, spectator sports and related. DC's professional sports teams and varied music, dance, and other theatre establishments constitute this category. These industries hire persons in several occupations on the high-demand list: ushers, lobby attendants, and ticket takers; amusement and recreation attendants; and waiters and waitresses.²⁸

Construction has one emerging industry, heavy and civil engineering construction. This industry has a 634 ten-year job gain projection. Nationally, this industry hires a large number of construction laborers, an occupation on DC's high-demand occupations list.²⁹

Professional and Business Services is so large in DC that it only has one industry that fits the criteria for emerging industry, waste management and remediation service. This has the lowest

²⁴ NAICS Association, <https://www.naics.com/naics-code-description>.

²⁵ Bureau of Labor Statistics Industries at a Glance, <https://www.bls.gov/iag/home.htm>

²⁶ U.S. Bureau of Labor Statistics May 2018 National Industry-Specific Occupational Employment and Wage Estimates

²⁷ Ibid.

²⁸ Bureau of Labor Statistics Industries at a Glance, <https://www.bls.gov/iag/home.htm>

²⁹ Ibid.

ten-year projected job gains on this list (54) and nationally this industry does not hire any significant numbers of occupations on DC's high-demand list.³⁰

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

Job Postings Analysis

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 as evidenced by online job postings as categorized by the DC Networks system.

The highlighted text in the tables shows skills that are listed in more than one sector. The large number of highlighted skills indicates that most skills cross sectors. The non-highlighted items in each list show what skills are particular to a given sector's top twenty skills.

There are two skills mentioned in job postings across all sectors and both skill levels: customer service and "must be flexible." Customer service skills are required most often for entry-intermediate positions in Infrastructure (83% of listings) and Business and IT (66%) and least often for entry-intermediate Health sector listings (8%), middle skill Security (5%), and middle skill Construction (1%).

In addition to these two skills, there are three skills mentioned across all sectors for entry-intermediate positions: interpersonal skills, verbal communication skills, and "keyboard" – although for Hospitality positions, keyboard is only mentioned in less than 1% of all listings.

There are three skills mentioned across all sectors for all middle-skill positions: Microsoft Office, problem solving, and "work independently."

³⁰ Ibid.

Table 5: Top Twenty Skills Required in Job Listings for High-Demand Entry-Intermediate Level Positions by Sector, January 2020

Business and IT Skill/Prevalence		Construction Skill/Prevalence		Healthcare Skill/Prevalence	
Customer service	66%	Ladders	47%	Critical thinking	59%
Attention to detail	37%	Work independently	47%	Knowledge of medical term.	51%
Microsoft Office	36%	Interpersonal skills	42%	Keyboard	42%
Organizational skills	25%	Keyboard	37%	Blood draws	35%
Time management	24%	Computer keyboard	32%	Personal Computer (PC)	28%
Word processing	21%	Microsoft Office	26%	Sterilizing equipment	27%
Greet clients	15%	Preventative maint.	21%	Blood Pressure Cuff	27%
Microsoft PowerPoint	14%	Customer service	16%	Must be flexible	11%
Cash Register	13%	Maintain equipment	16%	Provide personal care	9%
Interpersonal skills	13%	Loaders	16%	Customer service	8%
Microsoft Word	12%	Building maintenance	16%	Treatment planning	4%
Process payroll	11%	End loaders	16%	Assisting w/ activities daily liv.	4%
Typing	11%	Gauges	16%	Interpersonal skills	4%
Prioritization skills	9%	Excavator	16%	Restraints	3%
Self motivated	9%	Welding	16%	Glucometer	3%
Work independently	9%	Spray guns	11%	Verbal communication	3%
Problem solving	8%	Plastering	11%	Effective listening skills	2%
Operating office equip.	7%	Must be flexible	11%	Assists patients in ambulating	2%
Facilitate travel	7%	Straight edges	11%	Computer documentation sys.	2%
Greeting visitors	7%	Repair doors	11%	Communicate professionally	2%

Hospitality Skill/Prevalence		Infrastructure Skill/Prevalence		Security and Law Skill/Prevalence	
Customer service	18%	Customer service	83%	Customer service	33%
Food preparation	10%	Microsoft Office	18%	Interpersonal skills	29%
Attention to detail	9%	Interpersonal skills	17%	Risk management	22%
Positive attitude	8%	Must be flexible	15%	Microsoft Office	21%
Able to multitask	7%	Attention to detail	13%	Ladders	20%
Point of sale (POS) sys.	5%	Problem solving	12%	Must be flexible	18%
Cash handling	5%	Work independently	11%	Organizational skills	12%
Problem solving	5%	Suggestive selling	9%	Microsoft PowerPoint	12%
Organizational skills	5%	Positive attitude	9%	Problem solving	12%
Adjust to change	5%	Cash Register	8%	Nessus	11%
Verbal communication	3%	Verbal communication	7%	Work independently	10%
Interpersonal skills	3%	Inventory control	6%	Linux software	9%
Be a team player	3%	Microsoft PowerPoint	6%	Application security	8%
Mops floors	3%	Self motivated	6%	Attention to detail	7%
Welcome patrons	3%	Organizational skills	6%	Penetration testing	6%
Inventory management	3%	Microsoft Word	6%	Background investigations	6%
Assist wait staff	3%	Point of sale (POS) sys.	6%	Vulnerability management	6%
Time management	3%	Honesty	5%	Decision making	6%
Process payments	3%	Stock merchandise	5%	Intrusion detection	6%
Empty trash	3%	Developing new bus.	4%	Windows Server	5%
Stand extended periods	3%	Ladders	4%	Alarms	5%

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 job postings skills data from DC Networks.

UNIFIED STATE PLAN

WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA)

Table 6: Top Twenty Skills Required in Job Listings for High-Demand Middle-Skill Positions by Sector, January 2020

Business and IT Skill/Prevalence		Construction Skill/Prevalence		Healthcare Skill/Prevalence	
Microsoft Office	24%	Preventative mainten.	6%	Customer service	26%
Customer service	16%	Ladders	5%	Typing	17%
Attention to detail	14%	Circuit breakers	4%	Regulatory compliance	12%
Microsoft PowerPoint	13%	Transformers	3%	Conflict management	12%
Problem solving	11%	Microsoft Office	3%	Workstations	12%
Organizational skills	9%	Problem solving	3%	Interpersonal skills	12%
Work independently	9%	Repair electrical wiring	2%	Sterilizing equipment	9%
Interpersonal skills	9%	Climbing ladders	2%	Must be flexible	8%
Facilitate travel	8%	Intercom systems	2%	Personal Computer (PC)	8%
Calendars	8%	Interpersonal skills	1%	Knowledge of medical termin.	7%
Microsoft Word	6%	Intrusion detection	1%	Blood Pressure Cuff	5%
Time management	6%	Work independently	1%	Keyboard	5%
Word processing	5%	Personal protect. equip.	1%	Scheduling appointments	4%
Must be flexible	5%	Customer service	1%	Organizational skills	4%
Verbal communication	5%	Safety glasses	1%	Problem solving	4%
Conflict management	4%	Hard Hat	1%	Verbal communication	3%
Prioritization skills	4%	Motor vehicles	1%	Microsoft Office	3%
Typing	4%	Perform prevent. maint.	1%	Assists physicians	3%
Providing information	3%	Positive attitude	1%	Exercise good judgment	3%
Microsoft Excel	3%	General repairs	1%	Computer keyboard	3%

Hospitality Skill/Prevalence		Infrastructure Skill/Prevalence		Security and Law Skill/Prevalence	
Food preparation	28%	Ladders	13%	Microsoft Office	16%
Customer service	27%	Customer service	13%	Attention to detail	14%
Menu planning	15%	Empty trash	13%	Word processing	12%
Menu development	13%	Delivery Truck	13%	Organizational skills	11%
Staff management	12%	Fryers	13%	Microsoft PowerPoint	10%
Attention to detail	10%	Preventative mainten.	11%	Facilitate travel	10%
Financial management	10%	Work independently	7%	Interpersonal skills	9%
Positive attitude	7%	Air conditioning sys.	6%	Microsoft Word	8%
Assist the executive che.	7%	Must be flexible	6%	Background investigations	8%
Microsoft Office	6%	Verbal communication	6%	Must be flexible	7%
Kitchen management	6%	General maintenance	6%	Calendars	7%
Restaurant mgmt.	6%	Organizational skills	5%	Typing	7%
Must be flexible	5%	Boilers	4%	Time management	6%
Production planning	5%	Microsoft Office	4%	Risk management	6%
Decision making	4%	Circuit breakers	4%	Conduct fed. background inv.	6%
Cooks foods of all types	4%	Interpersonal skills	4%	Prioritization skills	6%
Creates decorative food	4%	Alarm Systems	4%	Problem solving	5%
Adjust to change	4%	Positive attitude	3%	Customer service	5%
Work independently	4%	Transformers	3%	Verbal communication	4%
Collaborative skills	4%	Refrigeration systems	3%	Critical thinking	3%

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 job postings skills data from DC Networks.

(B) **Workforce Analysis.** The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA.³¹ This population must include individuals with disabilities among other groups³² in the State and across regions identified by the State. This includes—

(i.) **Employment and Unemployment.** Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

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

(iii.) **Education and Skill Levels of the Workforce.** Provide an analysis of the educational and skill levels of the workforce.

(iv.) **Skill Gaps.** Describe apparent ‘skill gaps’.

The District’s central location in the Washington metropolitan regional economy provides DC residents with access to opportunity. In 2017, whereas the District’s GDP was a robust \$134 billion³³, the gross regional product for the entire metropolitan area was roughly four times as large at \$530 billion.³⁴ Washington, DC has just over 800,000 jobs, but there are more than 2.7 million jobs in the Washington metropolitan area.³⁵ Slightly less than one-third of employed DC residents access these employment opportunities by working outside of the District.³⁶

Along with this opportunity comes competition. Of all the jobs within DC, more than two-thirds are held by non-District residents. The Washington region is home to one of the most educated populations in the nation, and that skillset is desirable in attracting businesses. This also represents a barrier for those DC residents who lack the education necessary to qualify for these jobs. 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.

³¹ Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals.

³² Veterans, unemployed workers, and youth, and others that the State may identify

³³ <https://fred.stlouisfed.org/series/DCNGSP>

³⁴ <http://sfullerinstitute.gmu.edu/research/fast-facts/>

³⁵ BLS, Local Area Unemployment Statistics, Series Id: LAUDV114789400000005

³⁶ “2018 State of the Business Report: Towards a More Inclusive Economy,” DC Chamber of Commerce. Data source: U.S Census Bureau.

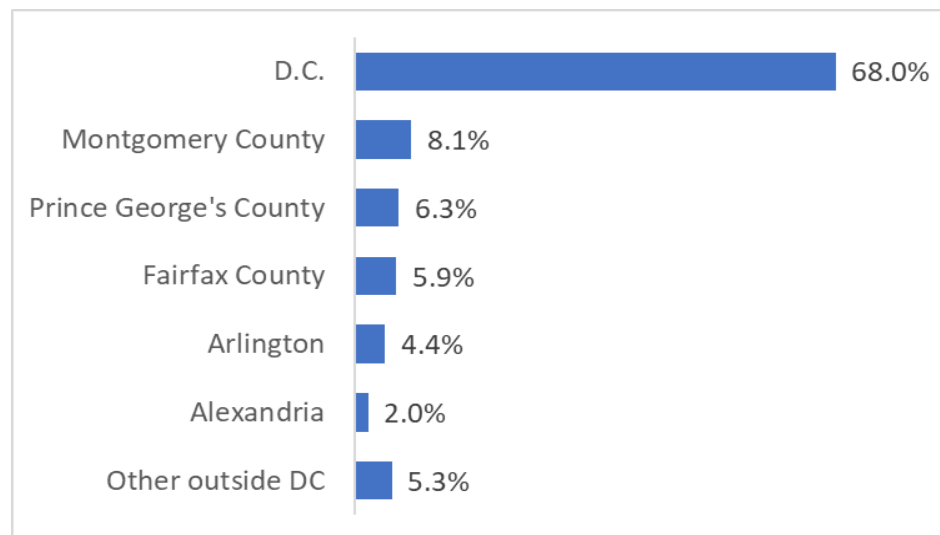
An understanding of the District's economy must account for both of these facts. Population, labor force participation, and employment are all strong and show sustained positive trends. But disparities by education level, race, disability status, and Ward along with limited middle skill job opportunities 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.

Integration in a Regional Labor Market

The District's workforce is made up of commuters from outside DC, including highly skilled and educated workers, placing DC within a highly competitive regional economy. A majority of people who work in the District do not live in the District. Of those District residents in the labor force, a majority stay within Washington, DC limits for their job, and most other employed residents work in the jurisdictions immediately bordering the District. Washington, DC residents compete with residents from Maryland and Virginia, as well as candidates from across the country interested in working in the Nation's capital, for available job opportunities.

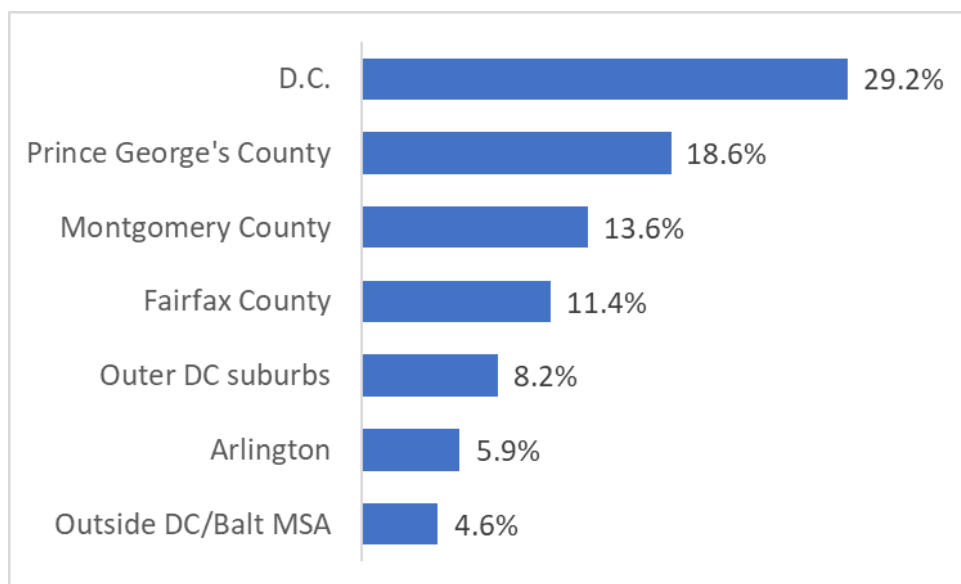
The following charts show in detail where District residents work, and where those who work in the Washington, DC live.

Figure 3: Location of Employment for Working DC Residents



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

Most DC residents who are in the labor force work in the District (68%). After that, working District residents commute to Montgomery County (8%), Prince George's County (6%), Fairfax County (6%), and Arlington County (4%). These four destinations total almost 25%. Alexandria and all other distinct locations are each at 2% or less, totaling about 7%. Only 1% of District residents commute outside the DC-Baltimore area.

Figure 4: Residency of Persons Working in DC

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

District employers draw from throughout the Washington metropolitan area and surrounding areas in Virginia and Maryland. Of those employed in the District, about 29% live here. Residents of Prince George's (19%), Montgomery (14%), and Fairfax (11%) counties combine for almost 44% of workers in the District. Arlington and Alexandria share borders with Washington, DC and contribute a total 9%. Outlying counties and suburbs combine for about 5%. Four percent of workers come from the rest of the country.

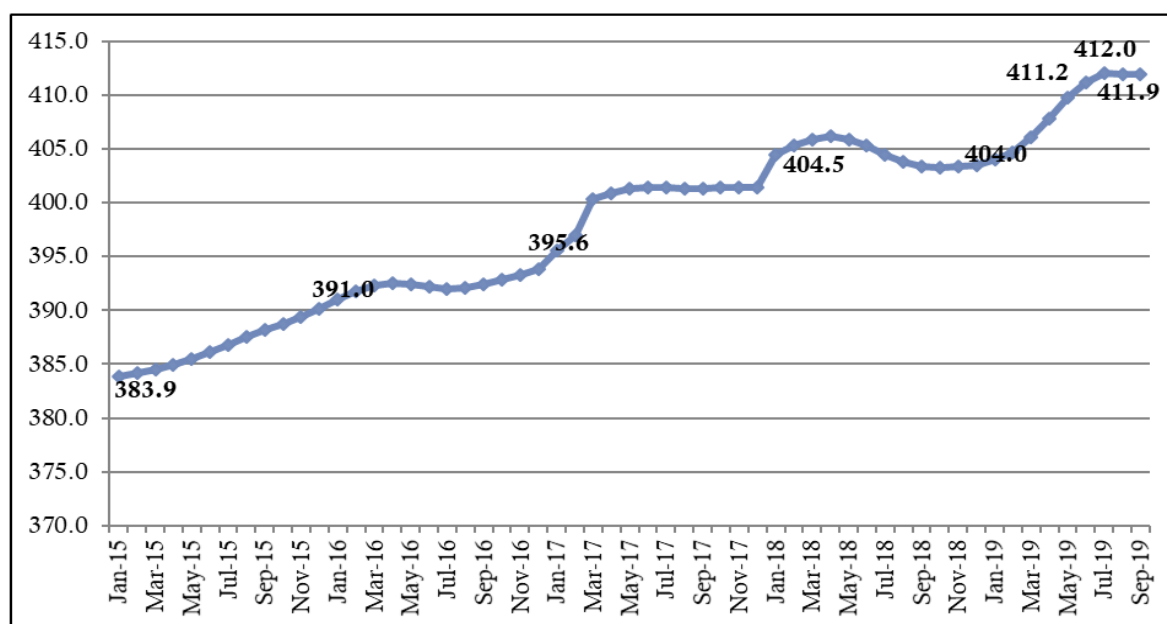
Table 7: The District Labor Force at a Glance, 2018

Total DC Residents (all ages)	702,455
DC Residents <i>Civilian non-institutional population ages 16 and older</i>	574,695
DC Residents in labor force	404,610
DC Residents employed	382,140
DC Residents unemployed	22,470
DC Resident unemployment rate	5.6%
Percentage of DC residents who work in the District	68%

Source: Bureau of Labor Statistics, <https://www.bls.gov/lau/staadata.txt>

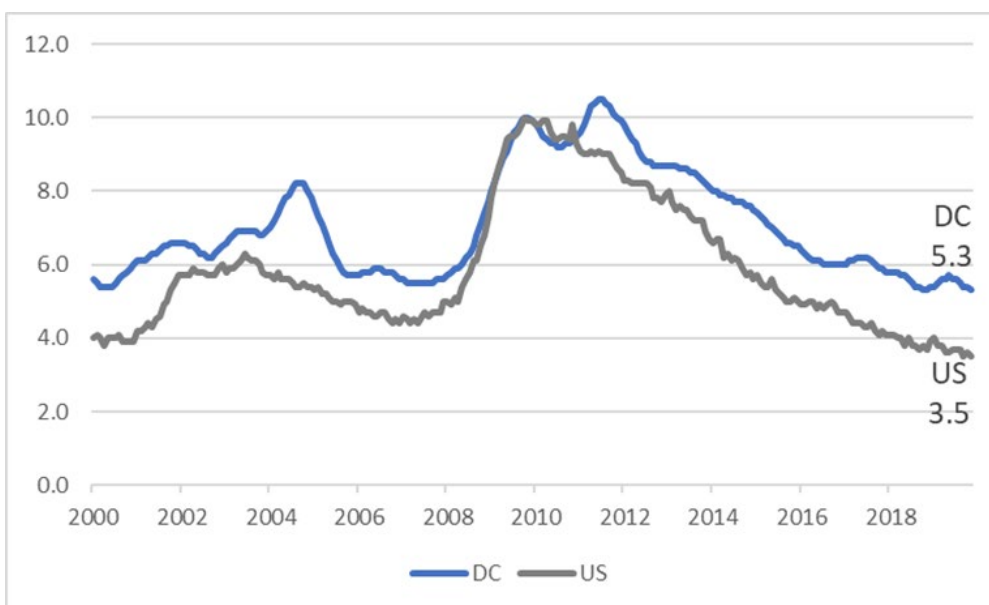
Using 2018 figures, the last full year available, the potential pool of the District labor force begins with the population of 702,455, of which 594,695 are eligible for the workforce (civilian, non-institutional, age 16 and older). Of that number, 404,610 are in the labor force (employed or actively seeking). This is split into 382,140 employed and 22,470 unemployed, which yields an unemployment rate of 5.6%. By comparison, nationally the labor participation rate is 62.9% and the unemployment rate is 3.5%.

In the decade between 2010 and 2020, employment trends for Washington, DC residents are all positive, showing increased population, increased size of the labor force, increased labor force participation rate, and decreased unemployment. The District's population has increased steadily since 2000 to its current level of 702,455 in 2018. A steady and robust rate of population growth slowed somewhat from a recent high of 2.5% growth in 2013 to a moderate 1.0% in 2018. The size of the labor force has been increasing since 2015 to the current 412,000. The labor force participation rate had been increasing since 2011, leveling off over the last two years, to the present value of 70.4%, significantly higher than the US rate of 62.9%. The unemployment rate has been falling steadily since 2011 along with the US unemployment rate. The District rate has not fallen as sharply as the national unemployment rate and it is consistently between 1.5 to 2 percentage points higher than the US rate over the past few years.

Figure 5: District of Columbia Labor Force 2015 - 2019

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

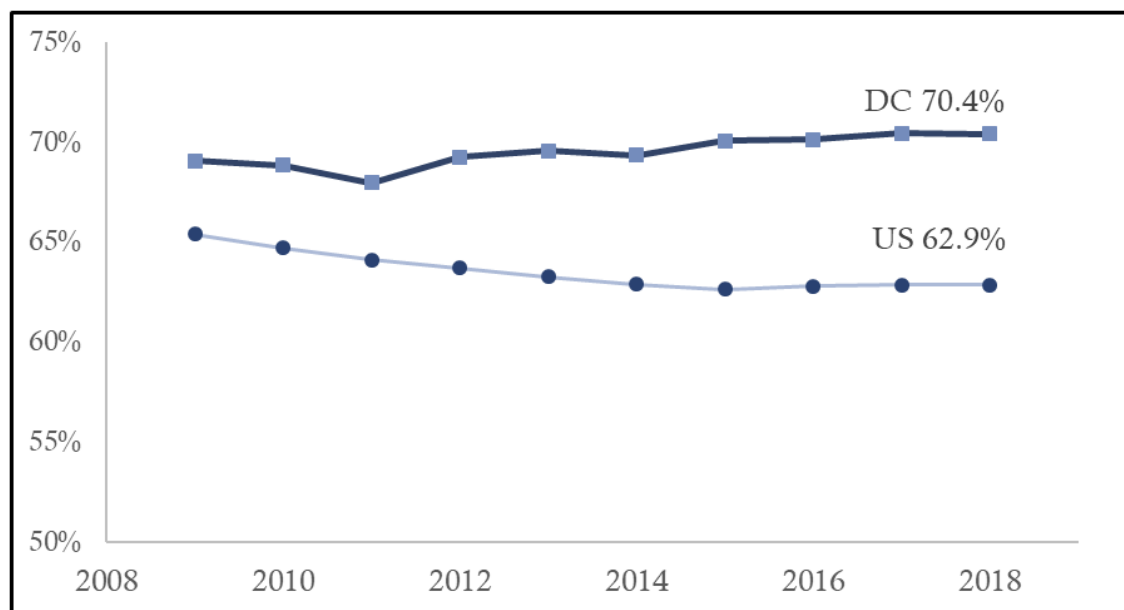
In the five-year period from January 2015 to September 2019, the District labor force grew from about 384,000 to about 412,000, an increase of 7.3%.

Figure 6: US and DC Monthly Unemployment Rates since 2000

Source: Bureau of Labor Statistics Local Area Unemployment Statistics retrieved through FRED Federal Reserve Bank of St. Louis.

In the last decade, the District unemployment rate has recovered well from its high of 10.4%, but at 5.4% it remains higher than the national rate of 3.5%. In the 2000s, prior to the Great Recession of 2008 – 2009, the District unemployment rates were typically 1 – 2 percentage points higher than the US. During the Great Recession, the US unemployment rate spiked slightly surpassed the DC rate. Since 2011, both the US and DC rates have fallen to their lowest points in this century, and the persistent gap between US and DC rates has returned.

Figure 7: US and DC Labor Force Participation Rates 2009 - 2018



Source: US data: Bureau of Labor Statistics, Current Population Survey, Series ID LNS11300000. DC data: Local Area Unemployment Statistics (LAUS) program of the Bureau of Labor Statistics.

Labor force participation reflects the number of adults of working age who are actually active in the workforce, either as workers or jobseekers. District residents have a labor force participation rate much higher than the national rate, and so it makes sense that the rate of growth has slowed and in fact evened out.

DC Subpopulation Differences in Labor Force and Employment

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 persons, is 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 DC population is 46% Black or African American, 42% White, 4% Asian, and 8% other or multiple races. Eleven percent of District residents of Hispanic or Latino origin.³⁷

³⁷ Source: Census 2018 1-Year ACS Estimates

The Census Bureau's five-year American community survey data give a comprehensive picture of the working-age population, the labor force participation, and unemployment rate by demographic subgroup in the District of Columbia. The data supplied are 5-year American Community Survey data from years 2015 and 2018 to show the recent short-term trends.

Table 8: Labor Force Participation by Subgroups of DC Residents, 2015 and 2018

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
<u>Age</u>			
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
<u>Race - Age 16 and older*</u>			
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
<u>Ethnicity - Age 16 and older</u>			
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
<u>Poverty Level - Ages 20-64 years</u>			
Below poverty level	47.0	45.7	-1.3
At or above the poverty level	88.4	89.1	0.7
<u>Disability - Ages 20-64 years</u>			
With any disability	42.3	46.2	3.9
Total, Ages 25-64 years	82.2	83.1	0.9
<u>Educational Attainment - Ages 25-64</u>			
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
*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			

Table 9: Unemployment Rate by Subgroups of DC Residents, 2015 and 2018

Unemployment Rate	2015 Unemployment Rate	2018 Unemployment Rate	Change 2015 to 2018
District Total - Ages 16 and older	9.6	7.4	-2.2
<u>Age</u>			
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
<u>Race - Age 16 and older*</u>			
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
<u>Poverty Level - Ages 20-64 years</u>			
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
<u>Educational Attainment - Ages 25-64</u>			
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
*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			

Table 8 and Table 9 show labor force participation rates and unemployment rates for the all District residents and for demographic subgroups, showing data from 2018 (the last full year available), 2015, and the changes over those three years.

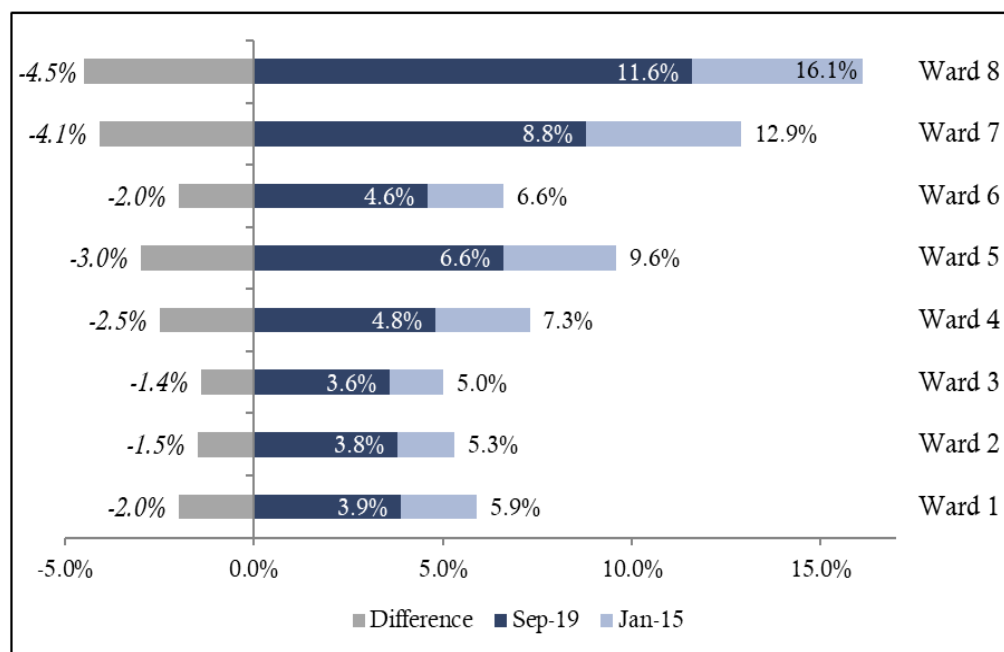
For certain subgroups, unemployment rates are notably low, 4% or lower: white residents at 2.8% and Asian residents at 2.7%, and residents with bachelor's degrees at 3.0%. Among the age cohorts, unemployment is lowest at 4.4% for those 30-34 years of age and those 65 and older at 4.2%.

For other subgroups, unemployment rates are notably high. Rates are highest for youth under 25 years old (15%), African-Americans (14%), persons below the 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. Those wards with very high African American population, over 80% or even 90%, also have low percentages of bachelor's degree completion and high poverty levels. These wards also have higher concentrations of youth.

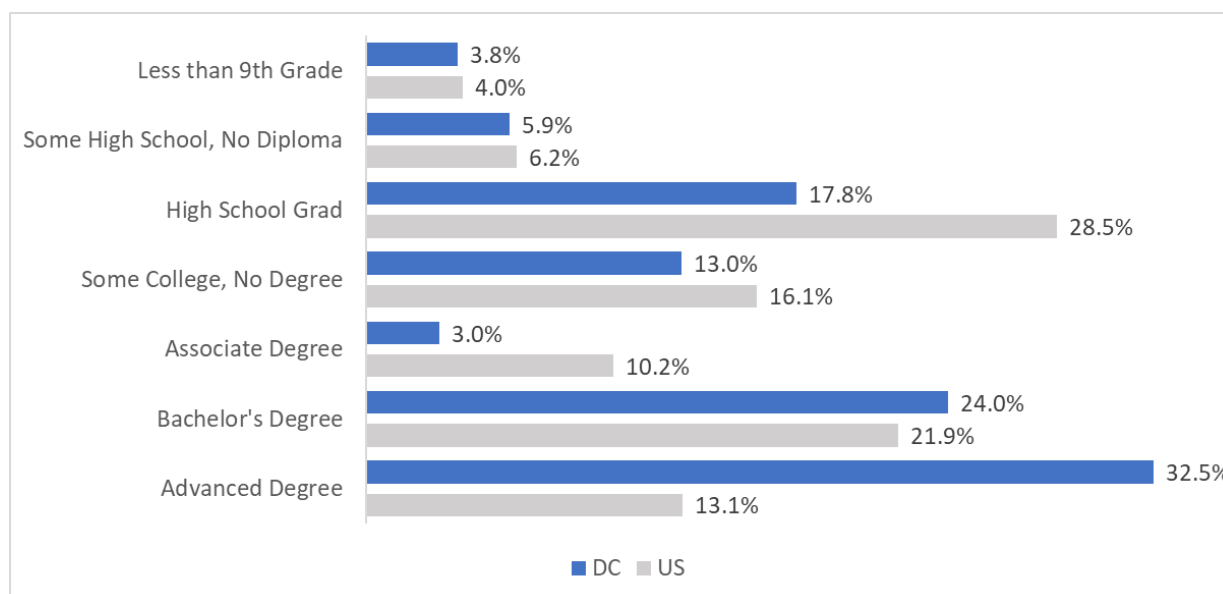
Between 2015 and 2018, the labor force participation rate for persons with disabilities increased by nearly 10%, from 42% to 46%, and the unemployment rate fell by 16% from just over 25% to about 21%. These numbers seem to indicate that the renewed economic prosperity of the District does offer improved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

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 has fallen, and labor force participation has increased between 2015 and 2018.

Figure 8: Unemployment rates by Wards, January 2015 and September 2019

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

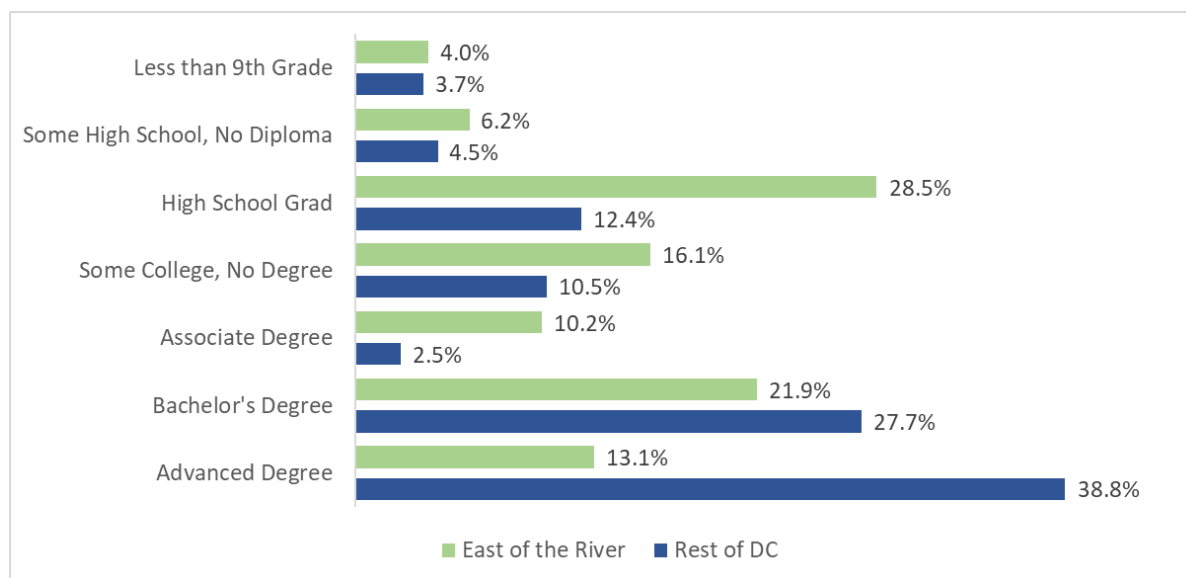
The unemployment rates of District residents vary widely across different areas of Washington, DC, but the fall in unemployment rates has taken place across all District wards. The greatest decreases in unemployment rates have been in the wards with the highest unemployment rates, Wards 8, 7, 5, and 4 (in that order). Unemployment rates in Wards 3, 2, and 1 are lowest, and are very close to the national unemployment rate. Unemployment rates fell by large proportions in all wards, ranging from a 28% decrease in the unemployment rate in Ward 8 and a 34% decrease in Ward 4.

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

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

Comparing DC residents to the US as a whole, shows that the DC population contains a far greater percentage of persons with advanced degrees (32.5%) than the rest of the nation (13.1%). DC 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's degrees. DC 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 education attainment spectrum, however, does not negate the District's significant needs for those with less education. There are 49,000 persons in DC with no HS diploma or GED. Given the high skills of the rest of the population both in DC and throughout the Washington metropolitan region, this puts those persons at a tremendous economic disadvantage.

Figure 10: Comparison of Education Attainment Levels East of the River (Wards 7,8) versus Rest of DC

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

Education attainment levels East of the River (Wards 7 and 8) show a very different picture than the rest of the District. The percentage of persons with only a high school degree (28.%) is drastically higher than in the rest of the District. The percentage of persons 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 tremendous need for services and supports to enable residents with lower education attainment levels to have a fair shot at economic inclusion.

Target Populations

Target populations receive special attention because of the higher barriers to employment that they experience. For the District, these are:

- 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

Youth

Young people in the Washington, DC 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%.³⁸

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 makes up 9% of the total population of 16 to 24-year-olds in DC. Of these 8,350 young people:

- 24% were aged 16-19;
- 76% were aged 20-24;
- 50% were male;
- 50% were female;
- 87% were African-American; 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's 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 are not employed but 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 persons unemployed in the year. But using alternative measures of labor underutilization published by the Bureau of Labor statistics³⁹ highlights the additional persons not counted in the traditional unemployment rate.

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

- An additional 1,400 persons 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. But they had not searched for work in the prior 4 weeks, for the specific reason that they believed no jobs were available for them.

³⁸ American Community Survey (ACS) 5-Year Estimates - Public Use Microdata Sample, US Census Bureau, retrieved from <https://data.census.gov>

³⁹ <https://www.bls.gov/lau/stalt.htm>

- An additional 4,200 persons are “marginally attached”. Marginally attached includes all discouraged workers as well as persons with any reason for not having searched for work 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.
-

Of the 22,470 unemployed persons, 56% were unemployed for 15 weeks or longer.

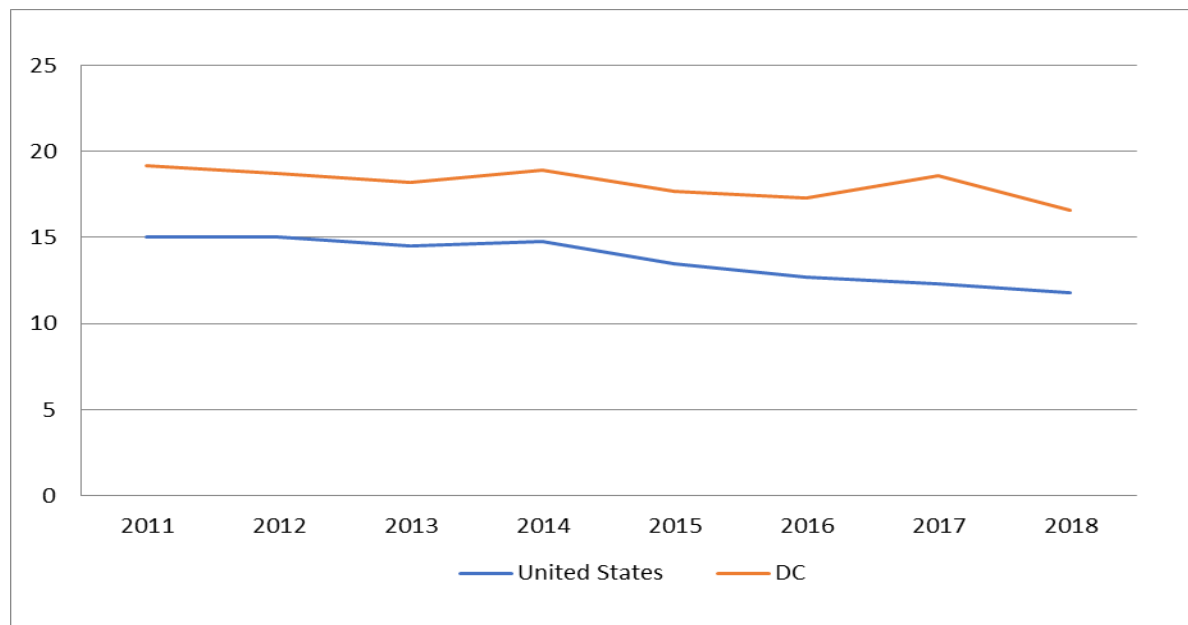
Low income individuals, including TANF and SNAP Participants

Overall, poverty in Washington, DC has improved over the past seven years. Though the total number of residents experiencing poverty has remained static – 109,930 residents in 2018 and 109,423 residents in 2011 –the poverty rate has gone down.⁴⁰ In 2018, 16.6 percent of all District residents were under the poverty line (at or below \$25,100 for a family of four), down from 19.2 percent of District residents in 2011.⁴¹ In 2018, the poverty rate in Washington, DC for African Americans is 25.8 percent, Asian Americans 15.0 percent, Latinos 13.1 percent and 6.6 percent for white residents.⁴²

⁴⁰ Center for American Progress. *Talk Poverty: District of Columbia profile*. 2019. Accessed from <https://talkpoverty.org/state-year-report/district-of-columbia-2018-report/>; U.S. Department of Health and Human Services. 2018 Poverty Guidelines. Accessed from <https://aspe.hhs.gov/2018-poverty-guidelines>

⁴¹ Ibid.

⁴² Ibid.

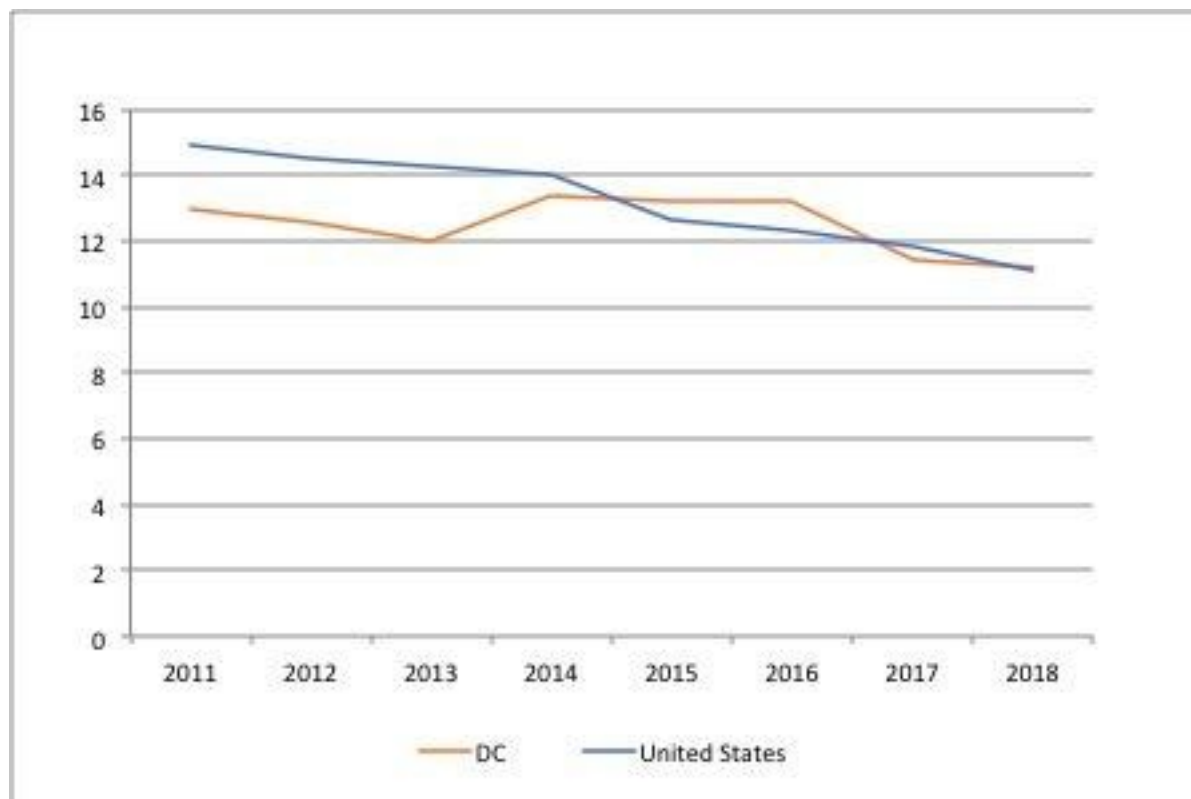
Figure 11: Percent of People Living Below Federal Poverty Level, 2011 to 2018

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

Washington, DC has also seen improvements in the percent of people who report 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 2011.⁴³ In 2018, Washington, DC ranked 18th in the nation on this measure.⁴⁴

⁴³ Ibid.

⁴⁴ Ibid.

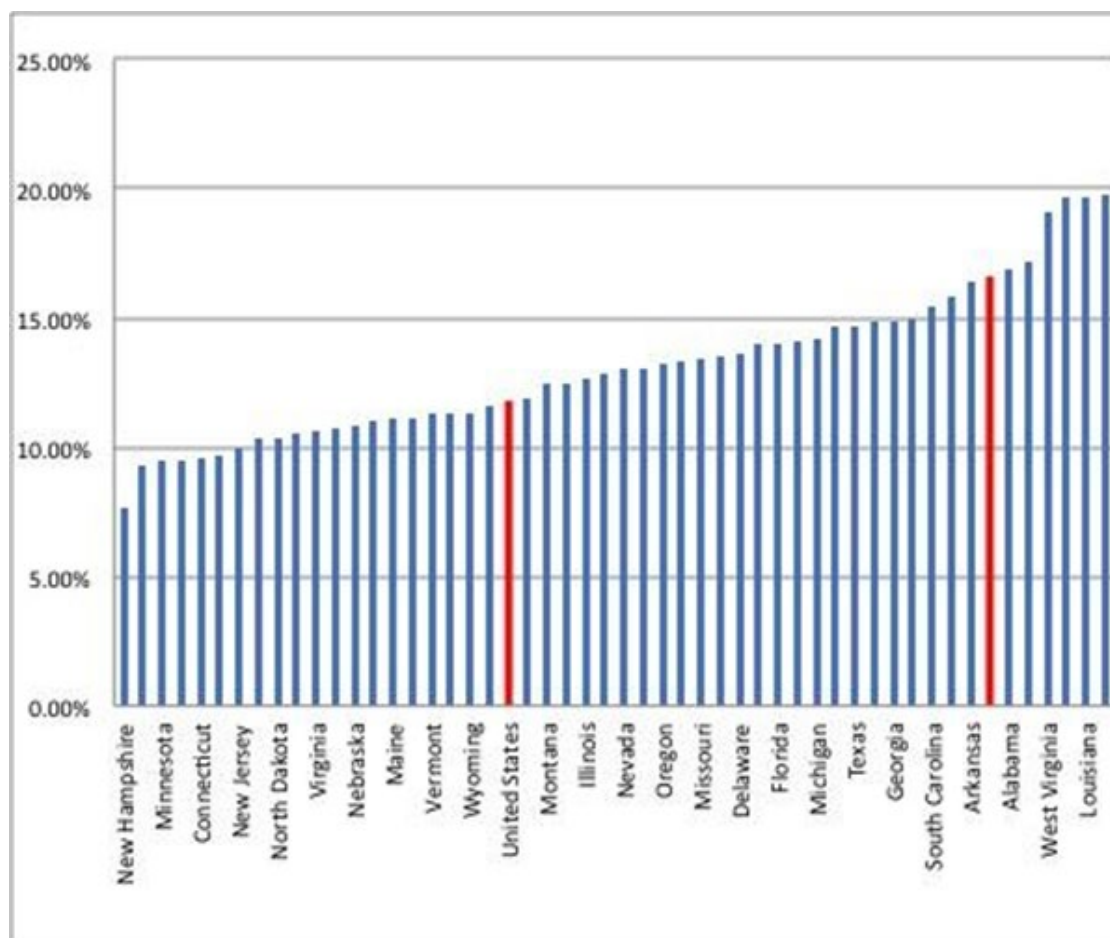
Figure 12: Percent of Households Living with Food Insecurity

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

Though the decrease in poverty rate is encouraging, Washington, DC still has a significantly higher poverty rate than the national average. In 2018, compared to other states the District ranked 45th in the nation, an improvement from its rank of 49th in 2011, but still significantly worse than neighboring Virginia and Maryland, which are ranked 11th and 2nd respectively.⁴⁵

⁴⁵ Center for American Progress. *Poverty by State*. 2019. Accessed from <https://talkpoverty.org/poverty>

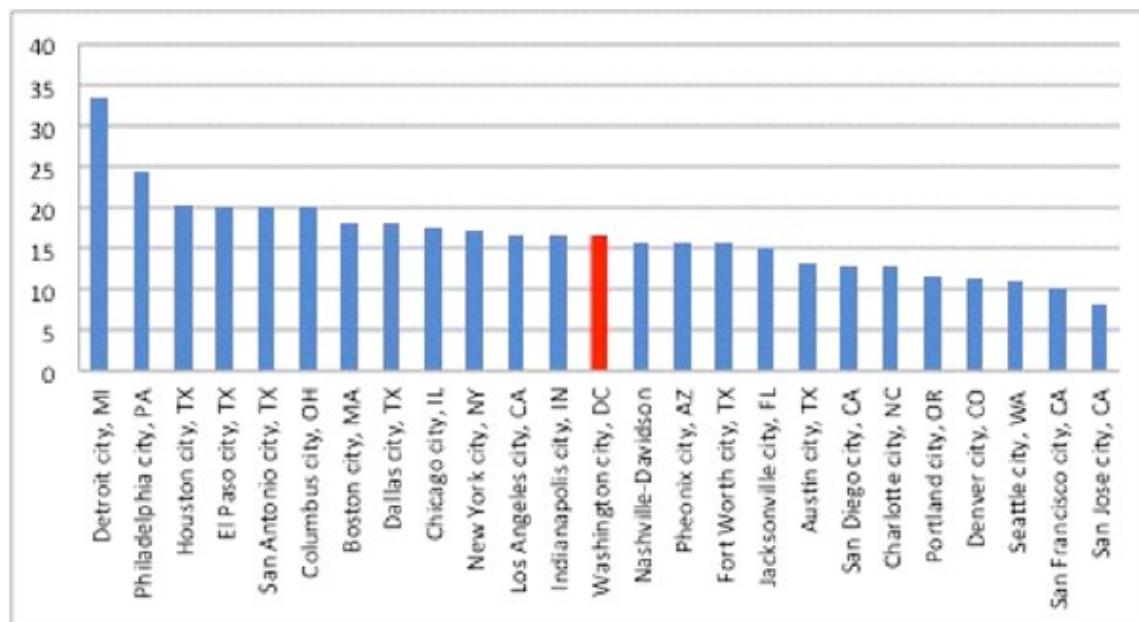
Figure 13: District of Columbia Ranks Among States with Highest Poverty: Percent of People in Poverty, 2018



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

When Washington, DC is compared to cities of similar size, the poverty rate is average. Among the 25 most populated cities in the United States, the District of Columbia ranks squarely in the middle at 13th with San Jose, CA ranking 1st with a having the lowest poverty rate of 8.3 percent and Detroit, MI having the highest poverty rate of 33.4 percent.⁴⁶

⁴⁶ Statista. Percentage of people who live below the poverty level in the most populated cities in the U.S. in 2018. 2019. Accessed from <https://www.statista.com/statistics/205637/percentage-of-poor-people-in-the-top-20-most-populated-cities-in-the-us/>

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 resources to help families with children facing economic hardship. The TANF program is operated by the Department of Human Services (DHS) and is funded through a mix of federal and local funds. As of October 2019, 12,268 families or 31,632 individuals (including 21,226 children) received TANF cash assistance.⁴⁷ DHS has implemented new incentives for TANF participants designed to encourage workforce participation and engagement in career pathways. According to preliminary findings from a recent DHS survey of TANF participants, more than a third of respondents (of a total 2,171) are engaged in education, training, and related activities. Almost half of respondents (46%) are engaged with an employment provider whose goal is to assist TANF recipients with attaining and retaining employment and job promotions.⁴⁸

DHS also administers the Supplemental Nutrition Assistance Program (SNAP) for the District. As of October 2018, an estimated 68,007 low-income District households receive SNAP assistance.⁴⁹ These households include 41,564 children, 15,889 seniors, and 56,087 adults.⁵⁰ Though a majority of these households had at least one working family member, 32.4 percent of households had no family member that had been employed in the past 12 months—compared

⁴⁷ Department of Human Services. October 25, 2019 ESA Caseload Trends Report.2019

⁴⁸ Department of Human Services. TANF 2019 Survey Preliminary Findings. 2019

⁴⁹ Department of Human Services. October 25, 2019 ESA Caseload Trends Report.2019

⁵⁰ Ibid.

to 9.1 percent among the households not receiving food stamp assistance.⁵¹ Similar to TANF, SNAP also offers employment and training programming to help SNAP customers get connected or reconnected to the workforce. These services are voluntary. Washington, DC is at risk of losing its existing waiver that exempts SNAP recipients categorized as able-bodied adults without dependents (ABAWDs) from work requirements. This puts about 14,500 District residents at risk of losing SNAP benefits unless they are able to demonstrate participation in 80 hours of work-related activities each month, which may include employment and training initiatives. The SNAP Employment and Training program (SNAP E&T) is designed to serve this population and can assist some of these individuals but is only currently structured and funded to serve about 2,000 participants. DHS is currently working with partner agencies to provide SNAP participants with access to the full set of resources available through the workforce system. DHS will work through the DCWIC to factor this population's needs into WIOA State Plan implementation.

Individuals with disabilities

In 2017, of 53,816 civilians age 18-64 with a disability living in the community, only 44.1% (23,746 persons) were employed.⁵² The percentage of the same age group with no disability who were employed was 78.2%, a 34 percentage-point gap for disabled persons. A high percentage of working-age persons with disabilities also have income below the poverty line. Of 52,314 residents age 18 – 64 with disabilities, 32.3% (16,879 persons) were below the poverty level. This percentage was higher than every U.S. State except two. The same age subpopulation of persons without disabilities had a poverty rate of 12.4%, a 19.9 percentage point increase in the rate of poverty for persons with disabilities. Median earnings for disabled persons age 16 – 64 was \$40,637, which is \$15,396 less than the median for persons with no disability.

There are 2,933 civilian veterans age 18-64 in DC with a disability, which is 19.1% of all such veterans in this age group. Of these, 25.5% are living at or below the poverty level.

Older individuals

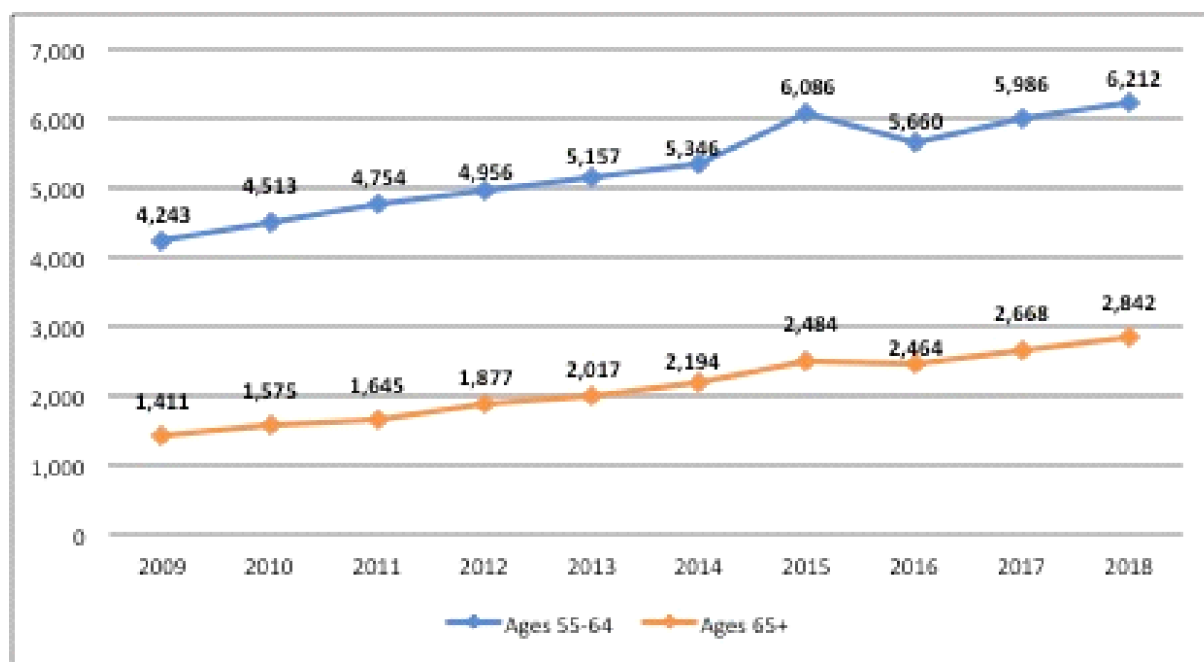
In 2018, the unemployment rate among workers 55-64 was 4.5%, compared with 5.6% in the District overall. Among those 65 and older, the unemployment rate was slightly higher (6.0%), but this is not a statistically significant difference from the overall District rate.⁵³

As noted above, 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.

⁵¹ US Census Bureau. 2017 American Community Survey 5-year estimates. Accessed from https://factfinder.census.gov/faces/nav/jsf/pages/guided_search.xhtml

⁵² 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.

⁵³ Bureau of Labor Statistics, <https://www.bls.gov/lau/table14full18.pdf>

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

The overall picture of hires of persons age 55 and older is encouraging. As shown in the chart above, since the Great Recession hiring of this population has been steadily increasing. Data from the U.S. Census Bureau for the first quarter of 2017 indicates the top five (5) 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.

Returning citizens

The District of Columbia is home to approximately 67,000 previously incarcerated residents. 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 of Columbia. The Mayor's Office on Returning Citizens (MORCA) provides services to re-entrant residents for the District government and connects them with services.

CSOSA has supervision of 1 in 71 of the District residents. There were 9,669 supervised persons as of September 2018. The Mayor's Office on Returning Citizens (MORCA) provided re-entrant 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. 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.

Table 10: CSOSA Supervised Offenders by Supervision Type, 2016 - 2018

CSP Supervised Offenders by Supervision Type on September 30, 2016/2017/2018 ²

Supervision Type	September 30, 2016		September 30, 2017		September 30, 2018	
	N	%	N	%	N	%
Probation ¹	6,321	59.6	6,369	63.0	6,337	65.6
Parole	1,228	11.6	1,045	10.3	950	9.8
Supervised Release	3,053	28.8	2,696	26.7	2,382	24.6
TOTAL	10,602	100.0	10,110	100.0	9,669	100.0

¹ Includes clients with Civil Protection Orders and offenders with Deferred Sentence Agreements

² Data for FY 2018 are preliminary.

Source: Court Services and Offender Supervision Agency's (CSOSA) FY 2018 Agency Financial Report (AFR)

People experiencing or with recent histories of homelessness

Homelessness is a major issue in the District, with 6,521 persons counted as experiencing homelessness, according to the District of Columbia's annual point in time (PIT) count conducted on January 23, 2019.⁵⁴ This includes:

- 3, 875 single unaccompanied adults;
- 2,646 individuals living in families (1, 053 adults and 1,593 children);
- 608 persons who were unsheltered, i.e. living on the street or places not meant for habitation;
- 4,679 persons in Emergency Shelters; and
- 1,234 persons in transitional housing programs.

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). Only 28.5 percent of single adults and 35.2 percent of adults in families report receiving income from employment. In addition to not having stable housing, many individuals experiencing homelessness have other barriers to

⁵⁴ The Community Partnership. 2019 Point-in-Time Count of Persons Experiencing Homelessness, 2019. Accessed from

https://dhs.dc.gov/sites/default/files/dc/sites/dhs/page_content/attachments/2019%2BDC%2BPIT%2BResults%20%281%29.pdf

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.⁵⁵

The total number of persons experiencing homelessness decreased by 5.2 percent since the 2018 PIT count.⁵⁶ The primary driver of the decrease has been a significant reduction in the number of families experiencing homelessness. The number of families experiencing homelessness in the District has decreased by 12 percent since PIT 2018 and by 45 percent since 2016.⁵⁷ DHS's housing first strategy has focused on quickly moving families out of shelter and into stable housing so that families are better situated to find and maintain employment.

Individuals who are English language learners or facing substantial cultural barriers

According to the Migration Policy Institute – 2017 DC State Immigration Profile, for DC residents (age 5 and older), about 33 percent (32,966 of 99,896) of foreign-born individuals, 20 percent (7,879 of 38,629) of naturalized citizens and 42 percent (25,915 of 61,267) noncitizens speak English less than “very well”/have limited English proficiency.

Additionally, for DC residents (age 25 and older), about 20 percent (17,493 of 87,467) of foreign-born individuals, 12 percent (4,254 of 35,458) of naturalized citizens and 26 percent (13,522 of 52,009) of noncitizens have less than a high school diploma. Of the 67,300 foreign born civilian employed workers age 25 and older in the District, about 19 percent (12,900) are low educated workers (i.e. individuals without a high school diploma).

This data also suggests that 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, skill attainment, and higher wages. The system must also address the fact that race has 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, 2013-2017 American Community Survey, an estimated 10 percent (7,538 of 76,490) 18-24-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.

⁵⁵ National Alliance to End Homelessness. Overcoming Employment Barriers. 2013. Accessed from <https://endhomelessness.org/resource/overcoming-employment-barriers/>

⁵⁶ The Community Partnership. 2019 Point-in-Time Count of Persons Experiencing Homelessness, 2019.

⁵⁷ Ibid.

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; and
- 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; and
- \$89,265 for individuals with a graduate or professional degree.

Skills Gaps

Skills gaps have been reported by employers from a variety of sources over the past several years. According to the 2016 US Census Bureau Annual Survey of Entrepreneurs data reported on by the DC Chamber of Commerce, 17% of District of Columbia firms surveyed responded that difficulty finding qualified labor is a factor that results in negative impact on profitability. That number is even higher (28%) for firms in the entire Washington metropolitan area.

Furthermore, this problem is experienced to a greater degree by larger employers who account for a larger share of employment. Based on the share of employment, 25% of DC firms and 30% of Washington metropolitan area firms report difficulty finding qualified labor.⁵⁸

In a prior survey of 1,377 employers in DC, employers reported that the most difficult occupations reported to fill are computer programmers, software developers for applications and systems software, civil engineers, and registered nurses. For these occupations, more than 80% of

⁵⁸ 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

employers require a minimum of a bachelor's degree. In yet another survey of 250 employers, the greatest deficiencies of the talent pool in the District were written communication, the ability to use math, analytical ability, and problem solving.

The DCWIC and DOES have facilitated a number of feedback sessions with employers over the last few years where challenges related to “soft”, foundational, job readiness skills, such as professional communication and timeliness, are often cited. Many employers have indicated that they are willing to hire District residents with minimal levels of technical skills or relevant experience for entry-level positions if they demonstrate strong interpersonal skills, and the need for appropriate work readiness screening and training has been consistently cited. Some employers in the hospitality and construction sectors have also noted that they do not typically have trouble identifying qualified candidates for job openings, but instead have trouble identifying enough qualified District residents.

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 workforce system needs to help District residents hone the core job readiness skills that employers require, as well as have the supports in place to be successful in all aspects of their lives. Many District workforce programs do provide significant supports that help individuals meet employer needs. For example, individuals served through DHS workforce programs such as TANF and SNAP E&T receive comprehensive case management services and assistance with transportation, childcare, and tools and equipment that may be needed for employment.

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

(A) The State's Workforce Development Activities. Provide an analysis of the State's workforce development activities, including education and training activities of the core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop delivery system partners.

Activities Overview

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 DC American Job Centers (AJC), and the District is expanding existing service coordination efforts among these partners through interagency agreements, increased co-location, and staff training. AJCs are certified by

the Workforce Investment Council (DCWIC), which also helps facilitate coordination efforts across agency partners and programs.

Activities Analysis

The District compiles and shares information about workforce development programs administered by the WIOA core partners and the DCWIC annually. This includes information on program funding and services provided to District residents, including support services, employment services, and workforce education and training programs.

The following table lists workforce development programs by agency and program, the services provided, the populations and industry sectors served. A more comprehensive description of each program is provided in Appendix 3.

Table 11: DC Workforce Development Training Programs

Agency	Program	Population	Services	Industry Sectors
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 Skills Training; Case Management; 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
DOES	WIOA – (Youth)	WIOA-eligible youth: in-school youth ages 14-21 and out-of-school youth ages 16-24	Academic enrichment activities, work-readiness skills, project-based learning, life skills, and leadership development, occupational skills training, career awareness counseling, work readiness modules, basic education, GED preparation, supported internship experiences, vocational skills training	Hospitality; Infrastructure and Transportation; IT and Business Administration; Other

UNIFIED STATE PLAN

WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA)

Agency	Program	Population	Services	Industry Sectors
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
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
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
DDS	DDS- RSA- Evidence Based Supported Employment Services	Individuals with disabilities	Evidence Based and Supported Employment Services	Variety of sectors
Required American Job Center Partners				
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
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

UNIFIED STATE PLAN

WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA)

Agency	Program	Population	Services	Industry Sectors
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
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
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
DHS	Community Services Block Grant (CSB)	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
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

UNIFIED STATE PLAN

WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA)

Agency	Program	Population	Services	Industry Sectors
DOES	Unemployment Compensation	Unemployed persons	Referrals to AJC programs	Any
DHS	TANF Education & Employment 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 Partners				
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
Other Programs Operated by the Department of Employment Services				
DOES	Reemployment Services and Eligibility Assessment (RESEA) Program	Unemployment insurance claimants	RESEA Workshops; Referrals to Services	Variety of identified high-demand industry sectors
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

UNIFIED STATE PLAN

WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA)

Agency	Program	Population	Services	Industry Sectors
DOES	Learn Earn Advance and Prosper (LEAP)	Adults ages 21 or older	Credential Preparation; Occupational Skills Training	IT and Business Administration
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
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
DOES	Summer Youth Employment Program (MBSYEP)	Youth ages 14-24	Other Services	Government and Public Sector
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
DOES	Youth Earn and Learn Program (YEALP)	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	Variety of sectors

UNIFIED STATE PLAN

WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA)

Agency	Program	Population	Services	Industry Sectors
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 the Office of the State Superintendent for Education				
OSSE	Re-Engagement Center	Youth age 16 -24 not enrolled in school	Case management, career counseling, referrals to AJC partners	Educational Services; Other
Other Programs Operated by the Department of Human Services				
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
DHS	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
Other Programs				

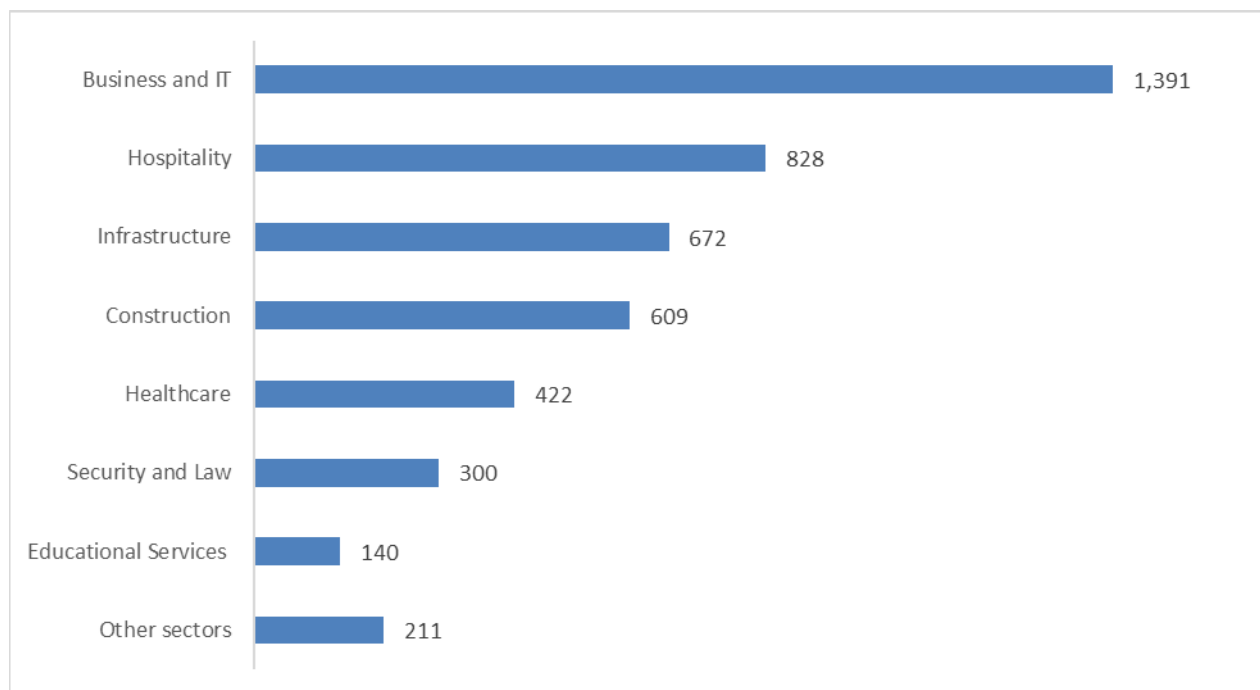
UNIFIED STATE PLAN

WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA)

Agency	Program	Population	Services	Industry Sectors
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
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
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
DCWIC	Workforce Intermediary - Workforce Readiness and Placement	Underemployed or unemployed persons	Work-Readiness or Job-Readiness Training; Workforce Preparation; Job Search and Job Placement; Case Management; Assistance to Employers Regarding Hiring or Training	Hospitality; Construction; Infrastructure and Transportation
DCWIC	Career Pathways	All persons	Career pathways guidance and coordination to partners	All

More persons are trained for IT and Business Administration than for any other occupations. This matches their large presence in the DC economy and the prevalence of IT and Business Administration job opportunities. Hospitality has the next highest number of persons trained, which also matches the needs of the DC labor market.

Comparing number of persons in training programs to job openings by sector for Entry-Intermediate and Middle high-demand jobs in those sectors provides a sense of the alignment between training and labor demand.

Figure 16: Sectors of DC Training Programs: Persons Trained by Sector FY 2018

Source: DCWIC analysis of 2019 DC Workforce Development System Expenditure Guide data

Not included in the chart are certain programs that provide training across several high-demand sectors. The largest of these is the TANF Education & Employment Program (TEP) program, which in FY 2018 served 1,800 DC residents. DOES youth-related programs also allow for education, training, and work experiences geared toward a variety of sectors. In FY 2018, 960 youth participated in these programs. DDS supported employment programs served 536 persons in FY 2018 across many high-demand sectors.

(B) The Strengths and Weaknesses of Workforce Development Activities. Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A), directly above.

The District's strengths reflect improvements made during the current four-year strategic planning cycle that began July 2016. During this period, the District expanded and substantially improved services delivered through the AJCs. The partnerships and working relationships between the core partners—DOES, OSSE and DDS—were expanded and improved as the MOU covering the District's workforce system was finalized, implemented and refined. Linkages with many other workforce system partners were also expanded through MOUs, including with DHS and UDC-CC. In addition, DOES and the DCWIC improved operations and administration which resulted in DOL removing the District's high-risk status designation.

Apprenticeship connections have been increased and many more District residents are receiving paid earn-and-learn opportunities, particularly in the construction/infrastructure and hospitality sectors. The District also developed a guide providing information about services offered, training provided, and outcomes achieved for training providers across the workforce system. This guide reflects a cross-agency data standardization and collection process that provides stakeholders with information about programs available by agency. For each program, the guide describes the target populations, types of services provided, industry sectors and occupations for which training is provided, funding, and costs. Data are collected and reported at the individual training provider level where such data are available, with data reported on numbers of persons served, characteristics of persons served, and outcomes achieved.

AJC job seekers, many of whom receive or have recently received unemployment compensation, have enhanced employment prospects as AJC services continuously improve and the economy remains strong. Employers and labor organizations noted improved business service delivery through the AJCs.

The District continues to pursue opportunities to form a stronger relationship and programmatic delivery structure between the four titles of WIOA and the workforce efforts of the TANF and Career and Technical Education programs, as well as align the workforce system with education systems at all levels. Partner agencies have a strong vision for enhanced service and system integration through data sharing and integration, and progress to date includes drafting a cross-agency Memorandum of Agreement/Data Sharing Agreement to participate in the Data Vault initiative. Partners will continue to explore additional strategies that can support this vision, including the development of longitudinal data systems.

The District has many excellent providers of workforce development, education, and social services—including government agencies, the AJCs, private sector organizations, and CBOs. However, lack of coordination across providers can create confusion and frustration for individuals and businesses which are forced to navigate multiple systems with disparate programmatic and administrative structures, duplicative requirements to receive services, and differing measures of success. District employers and labor organizations are often contacted by multiple organizations from across the workforce system; businesses and apprenticeship programs do not have a straightforward, simple way to connect to a District-wide talent pool of work-ready job seekers or to arrange for a skills upgrade for their incumbent employees.

Education, training, and service providers lack a common way to assess, appropriately refer, and jointly serve individuals who have varying degrees of job readiness. This is a particular challenge for individuals with significant barriers to employment who may require a variety of supportive services delivered by different workforce development, education, and social services organizations. As the District's unemployment rate drops, a greater percentage of job seekers who remain unemployed require supportive services and counseling to succeed in gaining and retaining employment.

Another opportunity for improvement is the District’s development of sector partnerships. Sector partnerships are a proven approach to aligning the training, education and workforce programs within a community with the skills and competencies needed by employers in a given industry or sector, leading to the development of robust and effective career pathways. Career pathways create avenues of advancement for the unemployed, underemployed, individuals with barriers to employment, incumbent workers, and future labor market entrants. While some sector partnerships exist within the District, there is a need for greater connectivity across partners and programs to create a more streamlined system of talent development, as well as increased investment to expand sector partnership capacity.

Finally, District partners have made progress in recent years in collecting and using data for continuous improvement through the development of the Workforce Development System Expenditure Guide. This report, first released in 2019, includes data about locally and federally-funded workforce training and support programs. This report will continue to be developed and published on an annual basis, and will support other areas of reporting and analysis regarding the District’s workforce investments and programs. The DCWIC and included agencies will continue to strengthen the accuracy, validity, and completeness of the data included in this report, as well as work toward developing local common measures that can be captured across all programs, regardless of their funding source or delivering agency.

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

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, and have represented more than \$130 million annually for programs that have at least some workforce development components.⁵⁹ More than \$50 million of these funds are provided by the federal government each year towards programs that include workforce components at each of these agencies.

In addition to direct service provision through District agencies, a significant portion of workforce funding is distributed to more than 140 external service providers. This diversity in service providers allows the District to provide a number of services not provided by government entities that can be targeted to meet very specific needs of customers. However, this system has the disadvantage of being difficult for residents to navigate. It also can make it difficult to ensure that high-quality services are consistently provided to customers and that those services are consistently measured and reported. The various grants and other procurements that fund these

⁵⁹ 2015 DCWIC staff analyses of data from multiple sources, including the District of Columbia Office of Washington, DC Administrator, Fiscal Year 2016 Budget Support Act of 2015, and other secondary sources. Exact figures are unavailable due to program complexity and varying definitions of workforce services.

providers also often have different performance measures and expectations, making it difficult to compare services across programs and agencies.

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's division of Adult and Family Education (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 FY 2018 and at least 5,800 in FY 2019.

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 District 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 DCWIC 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.

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

(b) State Strategic Vision and Goals

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

(1) Vision. Describe the State’s strategic vision for its workforce development system.

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.

This vision is further supported by the District’s five workforce goals described below.

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

(A) Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers to employment⁶⁰ and other populations.⁶¹

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

The District has developed the following 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.

- 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 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.
- 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.

⁶⁰ Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; eligible migrant and seasonal farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting lifetime eligibility under the Temporary Assistance for Needy Families Program; single parents (including single pregnant women); and long-term unemployed individuals

⁶¹ Veterans, unemployed workers, and youth and any other populations identified by the State.

sections (b)(1), (2), and (3) and how it will use the results of this assessment and other feedback to make continuous or quality improvements.

- **Goal 5: Increase Performance and Accountability:** The DCWIC 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.** Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

The District's Performance Goals are provided in Appendix 1.

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

The District will use several activities to assess and monitor the progress towards accomplishing the Mayor's strategic vision and goals for the workforce development system previously discussed. Additionally, the District will:

Convene Required Partners: DCWIC will convene required agency partners and conduct at least bi-annual reviews of progress to goals and the strategies identified in the WIOA State Plan. 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 Customers and Providers: At least annually, the DCWIC will convene employers; education, training, and support service providers; community-based organizations, and other community members, to share progress on implementing the WIOA State Plan and to receive feedback on continued areas for improvement.

Quarterly Performance Data Reviews: Leaders of partner agencies will engage in a performance accountability process that is informed by data on the status of strategy implementation and the results achieved for jobseekers and employers. Under the leadership of the Executive Office of the Mayor, these quarterly deep dives, analytical reviews will engage agency leaders on areas for continued strengthening related to cross-agency coordination and delivery of the WIOA State Plan.

DCWIC Oversight: The DCWIC will continue to hold quarterly board meetings to engage the Board on important issues and to make decisions on key workforce-related items. Additionally, the DCWIC's Executive Committee meets regularly on behalf of the full DCWIC Board on more detailed policy, performance management, fiscal and administrative issues related to the local

workforce investment system. These meetings provide the opportunity to present the Board with assessment results for input and to make policy-related changes.

(c) State Strategy

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

(1) Describe the strategies the State will implement, including industry or sector partnerships related to in-demand industry sectors and occupations and career pathways, as required by WIOA section 101(d)(3)(B), (D). "Career pathway" is defined at WIOA section 3(7) and includes registered apprenticeship. "In-demand industry sector or occupation" is defined at WIOA section 3(23).

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

The District will continue to work to create a unified public workforce system over the next four years. This strategy will include 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. These efforts embody the five major goals identified for the State above.

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.

The District must ensure coordination and collaboration with government agencies and community partners, to best meet the needs of customers. The DCWIC and OSO will convene workforce development, education and social service providers to discuss, evaluate and develop joint intake, assessment, referral, and service delivery processes and tools to help immediately connect District residents to the right mix of services to prepare them to be competitive for opportunities in the local economy. Currently, the DCWIC and OSSE convene a working group that includes representatives from all WIOA Core Partners and the one-stop operator. This group is working to develop electronic intake and referral processes that will improve data sharing, program accessibility, and accountability regarding program referrals. The District will continue this work and will similarly explore additional approaches to improve data sharing among information systems impacting the four core programs under WIOA, and potentially even to include other community-based providers. Data sharing agreements have been developed, and a data matching process is underway to enable partner agencies to access data about customers' needs and strengthen communication and coordination between agencies.

The District will ensure continuous collaboration by developing and providing cross-training opportunities for District partner agencies and organizations, including AJC staff and education, training, workforce development, and social service professionals throughout the District of Columbia. This periodic training will include information about quality workforce, education, and social services programming offered in the District, as well as how to support customers seeking access to those services, and will be supplemented by informational resources and tools made available through a variety of media that can be used as reference documents for staff and supervisors to ensure implementation fidelity. This universal training and access to shared resources and tools will allow the District to continue moving towards a “no wrong-door approach” to accessing workforce development services.

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 providers.

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.

The DCWIC, through the Career Pathways Task Force, has engaged business leaders and training providers to develop career pathway maps for the District’s identified high-demand industries. These maps will be deployed across the American Job Centers and to other community partners, to assist job seekers and training providers in understanding and accessing career pathways. Additionally, the career pathway maps will drive further analysis by the DCWIC to identify gaps in services and the need to expand access to high-quality education, training, and workforce providers that align with the high-demand occupations within each pathway.

Access to the full range of workforce development, education and social services will be enhanced in three primary ways. First, cross-trained and knowledgeable career counselors at the District’s current AJC sites will provide broad access to all system services. To more effectively reach individuals from priority populations, the centers will expand outreach and service hours. Second, new “pop-up” access points will be created through partnerships with other District agencies and community-based service organizations, particularly in wards with high unemployment. Staff at these partner sites will also be similarly cross-trained and equipped as discussed above. In addition, the Workforce-on-Wheels (WOW) mobile unit will provide access to services in non-traditional environments to reach target audiences who have difficulty visiting AJC sites. Finally, through expanded use of technology and greater coordination of online resources, users will be 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
- Nepris
- Virtual Job Shadow

These and other similar resources provide invaluable information which will continue to be made available to residents and service providers. However, in an effort to streamline and simplify the user experience, the District will work with all relevant partners to determine how these resources can be better aligned, more comprehensive, more easily navigable, and better communicated to relevant stakeholders and the general public.

Implementing strong case management for job-seekers continues to be a focus for District agencies as tailored services are provided to meet customers’ needs. For jobseekers, the efforts will enhance coordination and communication between case workers and/or workforce

specialists who may be supporting an individual customer. Many District jobseekers are enrolled in multiple local and federal programs that provide case management, and greater coordination and information-sharing about strengths, goals, and needs of customers, will ensure resources and impact can be maximized. The District will continue to refine its ability to share data via a common data platform, where possible, and data sharing among platforms for additional connections. Cross-agency professional development will be provided for staff who enter data and staff who utilize the data for advising customers. Professional development will be provided within the context of Career Pathways so that multiple career entry and exit points among multiple programs and providers are transparent to system customers and staff.

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.

The number of workforce programs offered by District government agencies can be confusing for employers to decipher and understand. The DCWIC will work with the four core programs to streamline business engagement and services. In late 2019 and early 2020, the DCWIC 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, will be used to develop recommendations for enhancing collaboration and coordination across the workforce system.

The DCWIC and OSO will work with core partner agencies and businesses to expand work-based learning opportunities (earn and learn, apprenticeships, internships, job shadowing, mentoring, etc.) for District residents to increase their readiness for work; acquisition of employment; and transition from subsidized to unsubsidized employment and/or from job to job. The WIC will also emphasize work-based learning opportunities in updating and streamlining processes for training providers to apply for the Eligible Training Provider List (ETPL). The 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. Paid work experience combined with classroom training is particularly relevant in the current low-unemployment economy and provides an opportunity to engage job seekers who cannot participate in classroom training without a means of earned income while doing so.

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 District will measure success through an increased number of Registered Apprenticeship offerings and trainees. The Office of Apprenticeship, Information and Training (OAIT) has received and is implementing 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.

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 will continue to provide 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 DCWIC's high demand industries to prepare adult learners to pursue a career in their desired career path. Both AFE and CTE have made work-based learning a priority in their programmatic models. Furthermore, OSSE plans to increase the focus on work-based learning in the next round of IE&T grants, and will allow sub-grantees to use awards to provide incentives/stipends to those participating in work-based learning opportunities.

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, among others.

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 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.

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).

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 will include, 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.

The DCWIC will work 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.

Goal 5: Increase Performance and Accountability: The DCWIC 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 DCWIC 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 DCWIC will create standardized annual report cards on service providers across the workforce system to facilitate informed customer choices.

The District is committed to ongoing use of customer feedback for continuous improvement of the system. In order to provide best-in-class customer service, DC will expand the use of customer surveys to gain feedback from jobseekers, employers, workforce training, and other service providers. The DCWIC will develop and implement a process for collecting the survey data from all partners on a quarterly basis. These data will be shared with partners to allow for a common understanding of the survey 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 will use 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 will allow residents to search service providers and make informed decisions about which providers meet their needs. The DCWIC will work with all core partners and relevant providers/partners that will be included in this public tool to ensure that the appropriate contextual information is provided.

III. OPERATIONAL PLANNING ELEMENTS

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

(a) State Strategy Implementation

The Unified or Combined State Plan must include—

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

The DC Workforce Investment Council (DCWIC) 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 DCWIC Board has five committees that enable the DCWIC 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 DCWIC 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 District-specific 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 DCWIC'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 DCWIC 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.

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

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

Leadership from agencies responsible for the core programs collaborated to set goals that will guide the District's delivery and alignment of workforce services. Reviewing the District's progress against the last WIOA Unified State Plan, and with input from workforce system and community representatives, they developed corresponding strategies for implementation of workforce services for the next four years. 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 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.

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, 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 tuition assistance for post-secondary education, on-the job training, job coaching, employment follow along, work readiness training, independent living skills training, pre-employment transition services, disability-related skills training, benefits counseling, assistive technology, and support services.

The District has embraced WIOA and remains focused on increasing service alignment and decreasing service silos. Workforce agencies hold monthly AJC partner meetings. These meetings align workforce goals and services, improve opportunities for blending and braiding workforce resources, and prevent service duplication.

Co-enrollment offers District residents a chance to receive a richer, more varied set of resources and services. For example, a nineteen-year-old out-of-school youth could receive expert youth-oriented counseling and case management from a youth service provider while getting placed into a construction apprenticeship by the DOES adult program. The District will provide training and guidance to the core partners to increase co-enrollment when it can benefit workforce system customers. The one-stop operator will also advise partners on co-enrollment options.

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

In 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 DCWIC and its committees, and through coordination across existing networks of education and workforce system groups, the District will continue to further align its 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 development of 18 Career Academies and is currently funding the planning year for an additional Career Academy. These academies are supported by core industry advisory boards made up of local employers from the relevant industry sectors. Currently there are industry advisory boards for the five industry themes associated with the existing Career Academies. However, as stated in the Perkins V State Plan, OSSE's CTE team plans to strategically engage and align the efforts of advisory boards at the state and program level to ensure all CTE programs of study can benefit from the insights and supports of these entities. To that end, OSSE will work with existing board structures and members, all relevant LEAs, the University of the District of Columbia, and other key partners such as the DCWIC and DOES to determine the most effective structure to achieve this goal. Additionally, given the overlap of industries and employers participating in the advisory boards and engaging with the DCWIC, greater emphasis will be placed on 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 and the 18 Career Academies associated with the Career Academy Network (CAN) established a partnership that uses the SYEP infrastructure and funding to place rising seniors who are part of a CTE CAN program into summer work experiences aligned to their CTE program of study. This partnership has helped hundreds of students access paid internships over the years, and it has set a precedent that could be brought to scale. Moving forward, OSSE will work with DOES to capitalize on the success of this partnership and expand it so that all CTE concentrators are able to use their SYEP experience as a paid internship aligned with their program of study during the summer between their junior and senior year. Further efforts will explore additional collaboration that would build on this model to allow CTE students who are in their fourth year of a program of study to similarly participate in DOES's in-school year-round youth employment program for longer paid internships aligned to industries related to their CTE program of study. Given the extensive network of employers that participate in these summer work experiences, the DCWIC will collaborate with DOES and OSSE, as well as with other AJC partners, to support greater alignment in outreach, engagement, and delivery of services to employers participating in this and other talent pipeline development programs. The focus will be 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.

University of the District of Columbia – Community College (UDC-CC)

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, 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 pre-apprenticeship 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 implemented 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 through the workforce system.

Youth Apprenticeships

OAIT has begun to coordinate first youth apprenticeship partnerships with Dunbar Senior High School, DCRA and Independent Electrical Contractors. 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 SYEP 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. Youth apprenticeships will continue to be an important part of the District's overall workforce system strategies.

Additional information about programs providing employment-related services in the District may be found in Appendix 3.

(C) Coordination, Alignment and Provision of Services to Individuals. Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and required and optional one-stop partner programs will coordinate activities and resources to provide comprehensive, high- quality, customer-centered services, including supportive services (e.g. transportation), to individuals, including those populations identified in

section II(a)(1)(B), and individuals in remote areas. The activities described shall conform to the statutory requirements of each program.

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 DCWIC and in accordance with the established MOUs. DOES manages and operates the four AJCs, which have been certified in accordance with federal and DCWIC criteria.

One-stop staff is 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. Currently, the One-stop operator 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 the WIOA, and provide job seeker and employer access to AJC partner services listed in Section 121(b). 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 DCWIC, 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. Table 13 highlights some key District programs for target populations.

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

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 District-based

businesses are met and that residents are prepared to meet labor market demands, particularly those of high-growth industries. In tandem with core partner programs, a wide range of other District agencies, community-based organizations and private enterprises provide employment-related services and training to support companies' increasing needs for talent.

WIOA will support further engagement, as well as streamlining of services to address feedback from businesses that the sheer volume and array of District training programs can be confusing or difficult to access. While services abound, feedback (e.g. surveys, focus groups, advisory bodies and input gathered from business-serving organizations, such as various chambers of commerce) continue to suggest that existing approaches to engage businesses lack synergy and fail to address obstacles employers face in determining how best to access the workforce system and gain access to the workforce talent they seek. 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.

To support the District's focus on streamlining employer engagement, in late 2019 and early 2020 the Workforce Investment Council 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 DCWIC will develop recommendations 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.

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

In April 2017, the DCWIC partnered with DOES and UDC to create a training program in direct response to an identified shortage of District residents qualified to fill underground lineman positions at PEPCO, the District's primary organization supporting its electricity infrastructure. Curriculum for the "Quick Path to Energy Program" was developed in collaboration with PEPCO to ensure that UDC's instruction was aligned with the Construction and Skilled Trade (CAST) Exam and workplace standards. The success of the partnership led to the opening of the DC Infrastructure Academy in March 2018, which now includes several other occupational training programs and is a partnership between WIOA core partners, UDC, and employers in energy, infrastructure, and information technology.

The DCWIC has also been engaged in conversations to solidify the addition of UDC-CC classes and programs on the District's Eligible Training Provider List (ETPL). In addition, the DCWIC is working with OSSE to identify industry recognized credentials, develop career pathways, and improve

data sharing among partners. There are currently standing meetings between executive leadership that continue to address how best to ensure a coordinated approach between workforce development, K-12, and higher education, to increase the District's capacity to provide quality, job-driven education and training opportunities.

The District of Columbia does not have any separate career and technical education schools. Rather, the District provides Career Academies within its high schools, a proven approach that results in higher grades, attendance rates, and graduation rates for students who participate. The Academies provide programs of study that align with the District's high-wage, high-demand careers. Students enrolled in CTE programs complete a three or four-year sequence of courses that incorporate work-based learning with District employers. Through this approach, students are able to attend core high school classes, participate in student activities of their home school, and make better use of school time by not having to be transported to a separate school.

(F) Partner Engagement with Other Education and Training Providers. Describe how the State's Strategies will engage the State's other education and training providers, including providers on the state's eligible training provider list, as partners in the workforce development system to create a job-driven education and training system.

In addition to efforts to expand partnerships with UDC-CC and other institutions of higher education, the District will engage with training providers and business to expand access to high-quality, in-demand training provided by other education and training providers—including Registered Apprenticeship programs, ETPL programs, and OSSE AFE programs—through outreach, grant awards, technical support, and the provision of other supports such as labor market information. The District's ETPL currently includes 21 providers, not including apprenticeship programs. The DCWIC is taking steps to streamline provider application and evaluation processes, and eliminate unnecessary hurdles that would prevent providers from being added to the ETPL. DCWIC staff interact frequently with eligible and interested providers to ensure a smooth process for inclusion on the District's ETPL. To increase participation and performance, the DCWIC will expand its work to support providers through technical assistance, and invest more capacity to conduct outreach to potential new providers. Orientation sessions are currently held for new providers, and will be 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, training best practices, and more.

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

The 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, District residents can access this training at no cost.

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

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 DCWIC 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 American Job Centers and to other relevant parties, to assist job seekers and training providers in understanding and accessing existing pathways. Additionally, they will drive further analysis by the DCWIC 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, to 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 17-19 enabled residents to secure nationally recognized credentials to enhance their eligibility for available apprenticeship opportunities. Residents enrolled in IT pre-apprenticeships secured industry credentials, including Amazon Web Services (AWS) Tech Professional, AWS TCO Cloud Engineer and AWS Business Professional.

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 industry-recognized credentials, while students have supports to earn measurable skills gains in reading and math.

Dual-Enrollment. 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. All OSSE AFE providers provide transition services to participants, which include agreements connecting secondary instruction with postsecondary education and training programs, including apprenticeship programs. OSSE AFE is working to connect these AFE programs with UDC-CC dual-enrollment offerings, including connections to both postsecondary credit towards an associate degree as well as connections to UDC's Workforce Development and Lifelong Learning (WDLL) division to explore stackable industry-recognized credentials aligned with the IE&T industry focus of AFE subgrantees.

In addition, OSSE is working with UDC to provide dual-enrollment and articulation opportunities for secondary students, including students enrolled in CTE programming, that could lead to postsecondary coursework aligned with each of DC's 42 newly developed programs of study 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 will be 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, and associated education and training requirements. OSSE is also developing a website with a comprehensive list of postsecondary 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. Describe how the activities identified in (A) will be coordinated with economic development entities, strategies, and activities in the State.

Representatives from the Deputy Mayor for Economic Planning and Development (DMPED) and the Department of Small and Local Business Development (DSLBD) are on the DCWIC 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

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

(1) The State operating systems that will support the implementation of the State’s strategies. This must include a description of—

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

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

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, DCWIC 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.

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 three 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. OSSE will also be exploring the feasibility of data matching and data sharing with other DC government agencies (DHS, DDS/RSA, UDC-CC) on student attainment of core indicators of performance under WIOA. Additionally, OSSE plans to take advantage of the SWIS data-sharing agreement, which will 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 has established a data-sharing agreement with OSSE and is finalizing an agreement with DOES in order to collect and report on post-closure employment and education performance indicators.

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 Health, 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.

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

With the passage of WIOA, the DCWIC released a WIOA policy manual that outlines the DCWIC's vision, structure, and functions, and those of the District of Columbia's one-stop system. The manual is available on the DCWIC website at dcworks.dc.gov. As guidance from DOL is released

and DCWIC staff continues to evaluate current policies and procedures, policy changes are communicated through Workforce Implementation Guidance Letters (WIGLs). The released WIGLs outline changes to guidance and policies in as much detail as possible. Staff from across workforce system agencies then have the opportunity to review and ask questions during technical assistance calls with relevant program specialists and division directors. DCWIC will continue to invest time and capacity to ensure policy guidance and technical assistance meet the needs of WIOA and the District's workforce system.

Training is also a critical component in ensuring that customers within the AJCs receive quality, professional service. Most recently, during the summer of FY 2019, the OSO hosted the summer T.R.A.I.N (Technical, Resources, Alignment and Information Network) series. The series consisted of 24 sessions on 9 different topic areas and more than 100 staff from across the AJCs and community partners participated in these sessions. Feedback was positive, with more than 80% of attendees reporting that the sessions offered valuable information to them. Upcoming plans for training include continuing the T.R.A.I.N. series in 2020 and annually moving forward, as well as regular workforce summits to bring together government, business, and community organizations to reflect and inform on continuous improvement of the District's workforce system. Staff may also receive computer-based training to supplement opportunities for in-person training.

(3) State Program and State Board Overview

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

The 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 (DCWIC) 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 DCWIC 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 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) programming 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 DCWIC 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.

The District's organizational chart, demonstrating these reporting relationships, is included in Appendix 4.

(B) State Board. Provide a description of the State Board, including-

(i) Membership Roster. Provide a membership roster for the State Board, including members' organizational affiliations.

The Workforce Investment Council (DCWIC) 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 DCWIC 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 the Department on Disability Services, or his or her designee;
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
 - a. 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
 - b. 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
 - a. Are owners of businesses, chief executives or operating officers of businesses, or other business executives or employers with optimum policymaking or hiring authority;
 - b. 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;
 - c. Are appointed from among individuals nominated by District business organizations and business trade associations; and
 - d. 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 DCWIC Chairperson, who shall serve as the chair of the Executive Committee;
2. Four (4) members of the DCWIC representing businesses in the District;
3. One (1) member of the DCWIC representing labor organizations; and
4. One (1) member of the DCWIC representing a youth-focused organization

A full Board Roster is included in Appendix 5.

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

As outlined in the response to Section III(a)(1) above, the DCWIC Board 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., One-stop operator procurements, one-stop center certifications, and Unified State Plan development.

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

(B) **Assessment of One-Stop Program Partner Programs.** Describe how other one-stop delivery system partner program services and Combined State Plan partner programs included in the plan will be assessed each year. Such state assessments should take into account local and regional planning goals.

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 DCWIC 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 DCWIC 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. In addition, the OSO provides timely local and regional labor market data, providing an overlay to performance by providing comparisons to similarly sized workforce development regions along with monitoring industries with current and future high growth and in-demand occupations.

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 DCWIC will work with the one-stop operator and one-stop partners to develop and implement a process of standard data collection, reporting, and analysis on a quarterly basis, to identify areas in which the workforce system can improve customer experience and outcomes. 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 DCWIC 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 DCWIC 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 DCWIC collected data across six agencies (DCHR, DDS,

DHS, DOES, DMGEO, OSSE, and DCWIC), based primarily on WIOA performance measures. The next report was expanded in the Act and will also include data from the following agencies: CFSA, DBH, DOEE, DSLBD, DDOT, CPS, DCHA, UDC, DMPED, MOAPIA, MORCA, MOLA, and OCTFME; additional agencies that implement workforce programs will also be included in this report when and as required.

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 failures) 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; and to provide data to support continuous improvement.

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

AJCs were reviewed by an independent third-party in 2018 as part of the process for AJC recertification determination. This review resulted in findings and recommendations based on mystery shopper site visits, announced site visits, key informant interviews, website reviews, and document reviews. Based on the criteria outlined in the DC Workforce Investment Council's Application for Certification of DC American Job Centers, each of the four AJCs met all criteria. However, opportunities for improvement were found, and those served as the focus for strategy adoption in this plan.

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

A key goal for the District's workforce system is to ensure that workforce services are evidence-based, 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 DCWIC 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 DCWIC'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. Describe the methods and factors the State will use in distributing funds under the core programs in accordance with the provisions authorizing such distributions.

(A) For Title I programs, provide a description of the written policies that establish the State's methods and factors used to distribute funds to local areas for—

- (i) Youth activities in accordance with WIOA section 128(b)(2) or (b)(3),
- (ii) Adult and training activities in accordance with WIOA section 133(b)(2) or (b)(3),

(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 DCWIC 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. DCWIC 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 and/or English language learners. 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 desk reviews, monthly reporting, local program self-assessments and onsite monitoring visits. 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 2020-21 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 shall make recommendations for awards to OSSE AFE. Further, per WIOA, OSSE will provide applications submitted by eligible providers in response to the RFA to the DCWIC for review prior to the selection of awardees. OSSE will consider both the recommendations of the independent review panel and the DCWIC in making awards.

Eligible applicants are not required to apply for an AEFLA grant through another agency, as OSSE will award 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 contacted 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) Title IV Vocational Rehabilitation:

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

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

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

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

(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.

(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.

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

Planning Note: States should be aware that Section 116(i)(1) requires the core programs, local boards, and chief elected officials to establish and operate a fiscal and management accountability information system based on guidelines established by the Secretaries of Labor and Education. States should begin laying the groundwork for these fiscal and management accountability requirements, recognizing that adjustments to meet the elements above may provide opportunity or have impact on such a fiscal and management accountability system.

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 amongst 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 will promote core programs' data systems interoperability in support of data exchange for assessment and evaluation. DCWIC is currently contracting with a data consultant to further support its ability to lead this effort, as well as identify additional supports or resources that may be required within partner agencies to deliver these goals. The development and use of a consistent set of data elements and formats for documenting content and structures makes data integration possible. These system elements include table structures, collection protocols, and data element terms and definitions. The Data Vault workgroup has already developed a data system and data element crosswalk and draft Memorandum of Agreement/Data Sharing Agreement to help facilitate service delivery and data system integration. This work will be continued moving forward.

The District is developing the Data Vault system to align the provision of assessment, education, training and other related services by integrating data from core partners, the DCWIC, and UDC-CC. Data from these agencies will be shared in the Data Vault in a manner that will streamline enrollment and service provision. It will also facilitate a warm hand-off and referral to other agencies 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; and 9) Facilitate cross agency communication and collaboration for services for District residents. Ultimately, data sharing will improve coordination, service delivery, customer experiences and outcomes through the alignment of processes and resources.

In collaboration with the DCWIC, OSSE AFE co-facilitates regular DC Data Vault 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. Training and onboarding activities began with DOES staff in 2016 and continued with DDS/RSA and DHS in Program Year 2018-2019. UDC, one-stop partners, training providers and vendors contracted by DC government agencies to provide direct services to District residents will also have an opportunity to participate in Data Vault training and onboarding activities.

Employment data-sharing agreements will be formalized between core programs to ensure agencies can access employment and wage data required for WIOA performance measures. Currently, only DOES has access to WRIS and UI data. However, with the pending implementation of the federal SWIS data, OSSE and DDS will also 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.

The DCWIC 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 DCWIC 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.

DOES (Titles I and III), OSSE (Title II) and VR (Title IV) will submit reports required under section 116, performance accountability separately.

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

The 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, postsecondary enrollment, and employment data to the extent available through existing partnerships with the Jacob France

Institute and the National Student Clearinghouse to determine student attainment of core indicators of performance. Additionally, OSSE has a data sharing MOA with DOES to share information on student attainment of core indicators of performance under WIOA. It will explore expanding this agreement with DHS, DDS/RSA, and UDC-CC.

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 be a part of the OSSE Data Vault project with hopes of being able to utilize this information 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 is 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. Explain how the State will meet the requirements to utilize quarterly UI wage records for performance accountability, evaluations, and as a source for workforce and labor market information, consistent with Federal and State law. (This Operational Planning element applies to core programs.)

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

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

The 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 DCWIC 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.

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

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

The 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 full-service 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

Describe the methods used for joint planning and coordination among the core programs, and with the required one-stop partner programs and other programs and activities included in the Unified or Combined State Plan.

DCWIC, DOES, DCPS, OSSE, UDC, and DCPCSB are under the oversight of the Deputy Mayor for Education. 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 DCWIC 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, DCWIC 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 DCWIC and OSSE AFE co-facilitate regular DC Data Vault 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 plan and implement improved service coordination through data sharing.

The one-stop operator also promotes planning and coordination across partners. Currently, the OSO holds monthly meetings among 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 DCWIC 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 Unified or Combined State Plan must include assurances that:	
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.	<p>(a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administering 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; YES</p> <p>(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</p>
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

UNIFIED STATE PLAN

WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA)

8.	The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program; YES
9.	The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs; YES
10.	The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA); YES
11.	Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate; and —YES
12.	Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. YES

VI. PROGRAM-SPECIFIC STATE PLAN REQUIREMENTS FOR CORE PROGRAMS

The State must address all program-specific requirements in this section for the WIOA core programs regardless of whether the State submits either a Unified or Combined State Plan.

Program-Specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B. The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B—

Adult, Dislocated Worker, and Youth Programs Activities and Assurances

(a) General Requirements

(1) Regions and Local Workforce Development Areas

(A) Identify the regions and the local workforce development areas designated in the State.

The District is a single workforce area and therefore does not designate regions or local workforce development areas.

(B) Describe the process used for designating local areas, including procedures for determining whether the local area met the criteria for “performed successfully” and “sustained fiscal integrity” in accordance with 106(b)(2) and (3) of WIOA. Describe the process used for identifying regions and planning regions under section 106(a) of WIOA. This must include a description of how the State consulted with the local boards and chief elected officials in identifying the regions.

The District is a single workforce area and therefore does not designate regions or local workforce development areas.

(C) Provide the appeals process referred to in section 106(b)(5) of WIOA relating to the designation of local areas.

The District is a single workforce area and therefore does not designate regions or local workforce development areas.

(D) Provide the appeals process referred to in section 121(h)(2)(E) of WIOA relating to determinations for infrastructure funding.

The District is a single workforce area and therefore does not designate regions or local workforce development areas.

(2) Statewide Activities

(A) Provide State policies or guidance for the statewide workforce development system and for use of State funds for workforce investment activities.

The DCWIC's policy manual, which updates and replaces past policies established under WIA, was approved at the July 20, 2016, DCWIC Executive Committee meeting. This manual includes policies governing the statewide workforce development system and the use of State funds for workforce investment activities. DCWIC staff updates the manual based on WIOA regulations and DC WIOA working group discussions as needed. It is publicly posted on the DCWIC's website at <https://dcworks.dc.gov/page/policy-and-technical-assistance>.

(B) Describe how the State intends to use the Governor's set aside funding. Describe how the State will utilize Rapid Response funds to respond to layoffs and plant closings and coordinate services to quickly aid companies and their affected workers. States also should describe any layoff aversion strategies they have implemented to address at-risk companies and workers.

The District will use its Governor's set aside funding to support DCWIC 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 the affected company to accommodate work schedules and assists companies and affected workers through transitions.

The Rapid Response 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. Ninety percent of dislocations occur within the District and federal governments; therefore, it is imperative the layoff aversion strategies are in line with District and federal personnel policies and are controlled by the human resource directorates of those entities. 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 Trade Adjustment Assistance (TAA), initiates trade petitions and informs employees of the benefits and services available if the company is certified as trade affected. 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.

The District provides 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.
- 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.

The District uses funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition. The District's funding structure for RR and TAA comprise two separate funding streams. The RR funding is dedicated to programming operations, which service TAA participants and agency personnel who work with dislocated workers. The TAA reserved funds are utilized for personnel and approved workers to utilize for training, TRA, job search and relocation allowances, ATAA, and RTAA benefits.

The Trade Adjustment Assistance Coordinator receives TAA petitions originating from the District or from another state that has been impacted and affected by trade. The Rapid Response Team also performs TAA services and actively works with the state agency from which the petition originates to ensure the timely transfer of all necessary documentation and involves necessary internal agency partners in the process.

These partners include the UI department, Finance, and the American Jobs Center. The TAA Coordinator also works with the Office of Policy, Performance, and Monitoring to ensure they are on track to provide the necessary services within the time allotted per the requirements of federal law. The TAA program helps workers who have lost their jobs as a result of foreign trade to quickly rejoin the workforce by providing them with the means to attain competitive and marketable skills for today's increasingly competitive work environment.

The TAA process typically unfolds in this manner:

- Company files a petition
- DOL investigates the petition. If approved, DOL issues a certification; a five-digit number is assigned to the certification
- Workers are notified about the Trade certification by DOES via the Business Engagement Division and the TAA Coordinator
- Workers visit the American Jobs Centers (AJC) for services and case management
- Benefits are executed by the Business Engagement Division and administered through the AJC and Unemployment Insurance

The TAA program assists workers who have lost their jobs as a result of foreign trade. The program offers a variety of benefits and services to eligible workers, including:

- Job training
- Income support (TRA)
- Job search and relocation allowances
- Tax credit to help pay the costs of health insurance (HCTC)
- Wage supplement to certain reemployed trade-affected workers 50 years of age and older (RTAA)

Under the new TAA rules, participants with petitions that number 70,000 or higher must be enrolled in training within the following timeline:

- 26 weeks from the date of petition certification OR
- 26 weeks from the worker's most recent total separation from the certified company
- 45 days "extenuating circumstances" extension is possible

Once a petition is approved, affected workers have 26 weeks from the date of petition certification to enroll in a TAA-approved training program. Because the District is usually the recipient of transferred petitions, the practice is to request no less than 60-day notice prior to the expiration of the open petition period. This timeframe is paramount to ensure that appropriate arrangements may be made regarding DC networks enrollment and TAA training program-related expenses including (but not limited to) tuition and fees related to applications, registration, certification, examinations, etc.

Upon completion of the participant's transfer from the originating state, the Rapid Response/TAA team maintains weekly contact with the affected worker and connects with appropriate officials at the training program to ensure timely exchange of required documentation within the approved time frame.

By utilizing in-house resources, TAA collaborates with UI, Business Services, and the American Jobs Centers while also keeping lines of communication open with the state from which the petition originated (if applicable) to ensure information is shared while maintaining a web of accountability towards ensuring the participants meet the deadline for eligibility. The participant is then eligible to receive all benefits allowed under TAA enrollment, gain access to relevant training, and obtain assistance finding reemployment.

[\(C\) In addition, describe the State policies and procedures to provide Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.](#)

The District of Columbia is uniquely fortunate in its geographic positioning as the Piedmont region does not often face the threat of many natural disasters. For entire regions of the country ravaged by hurricanes or communities devastated by tornado, fires or floods, however, WIA and

now WIOA have allowed states and Workforce Development Boards (WDBs) to play a significant role in recovery.

Although the District has not experienced major natural disasters, advanced planning is a crucial step to ensuring the appropriate local entities are prepared to respond. Some of the Advanced Planning areas the District considers are the following:

- Connecting with FEMA
- Planning for continued DC Government operation in the midst of the natural disaster.
- Generating a plan for UI registration after the disaster
- Establishing communication hubs in the midst of potential phone outage and down phone lines
- Generating a plan to support public service employment
- Establishing human resources functionality in the midst of diminished capacity and ensuring that the HR system is flexible enough to allow staff to get the job done

Developing an emergency plan is the first step in disaster preparedness. Rapid Response funds are flexible and permit the use of funds to support disaster planning, including, but not limited to the following activities:

- Devising prospective strategies to provide assistance to local areas experiencing disasters
- Identifying strategies for aversion of layoffs
- Developing mechanisms for regular exchange of information relating to potential dislocations
- Collect and analyze data and information for a number of purposes

The District of Columbia Rapid Response Team partners with disaster response entities to ensure it fulfills its obligation to deliver services and transition workers to new employment as quickly as possible. Some of the external agencies and government organizations Rapid Response will maintain effective partnerships with include:

- Emergency management organizations (i.e., state emergency management agencies and FEMA)
- Chief Elected Officials (CEO) (the Mayor, City Administrator's Office)
- DC Chamber of Commerce and the DCWIC
- Economic development organizations
- Labor and industry organizations
- DOL

Some of the internal agencies Rapid Response will coordinate with for its disaster planning and delivery of services include:

- Unemployment Insurance (UI)
- Workforce Development/ National Emergency Grant contact
- Workforce Investment Council
- American Job Centers (AJC)
- Business Services

The DC Rapid Response team is already in place to provide transition services to the unemployed as a result of employer layoffs, which most often occur last minute, allowing for little planning. Although there is not a great deal of guidance related to disaster response, there are some great examples from other states and jurisdictions from which the District's Rapid Response team has gleaned invaluable information from, including:

- Purchase and deployment of mobile units for service delivery in disaster areas
- Support for organizing physical locations for disaster relief centers
- Support to individuals with applying for unemployment insurance (and Disaster Unemployment Assistance (DUA))
- Support sharing information on services available, including temporary jobs through National Emergency Grants (NEG)
- Hiring staff to support a range of needs of impacted individuals, including counselors
- Job search assistance (i.e., evacuees from Hurricane Katrina, Baton Rouge floods)

The disaster dictates the response and the DC Rapid Response team seeks to position itself to be connected and embedded in the District's response to disaster recovery in order to provide much-needed employment and training services.

(D) Describe how the State provides early intervention (e.g., Rapid Response) to worker groups on whose behalf a Trade Adjustment Assistance (TAA) petition has been filed. (Section 134(a)(2)(A).) This description must include how the State disseminates benefit information to provide trade-affected workers in the groups identified in the TAA petitions with an accurate understanding of the provision of TAA benefits and services in such a way that they are transparent to the trade-affected dislocated worker applying for them (Trade Act Sec. 221(a)(2)(A) and Sec. 225; Governor-Secretary Agreement). Describe how the State will use funds that have been reserved for Rapid Response to provide services for every worker group that files a TAA petition.

See response in section VI(a)(2)(B).

(b) Adult and Dislocated Worker Program Requirements

(1) **Work-Based Training Models.** If the State is utilizing work-based training models (e.g. On-the-job training, Incumbent Worker training, Transitional Jobs, and Customized Training) as part of its training strategy and these strategies are not already discussed in other sections of the plan, describe the State's strategies for how these models ensure high quality training for both the participant and the employer.

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 of \$14.50 and does not exceed the District's average wage of \$23.95 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 \$14.00 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. Describe how the State will incorporate Registered Apprenticeship into its strategy for service design and delivery \(e.g., job center staff taking applications and conducting assessments\).](#)

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
- Orr 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 eight (8) new non-traditional registered apprenticeship programs in the information technology, hospitality and clean energy industries during FYs 18-19. The District Columbia will also use local resources to continue funding pre-apprenticeship cohorts to introduce residents to opportunities as apprentices, coupled with apprenticeship sponsor participation in the ETPL to create an attractive option for non-traditional sector employers to enter the system to include healthcare and expand existing non-traditional apprentice-able occupations. OAIT continues to encourage current and new apprenticeship sponsors to apply for the ETPL.

Apprenticeship is not limited to the private sector: state and federal government agencies have established registered apprenticeship programs, in which state and federal workers are employed in various apprentice-able occupation areas. During FY-18, the District was also successful in securing apprenticeship registration with three (3) District government agencies for DC resident employees. The District agencies include: Department of Public Workers (DPW), Department of Consumer and Regulatory Affairs and DC Water. The occupation areas include, automotive technician specialist, building inspector, wastewater treatment technician, quality assurance, 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. 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.

To support the ongoing growth and expansion of Registered Apprenticeship opportunities, DOES has focused on strategies related to the alignment of partner systems, the leveraging of federal, state, and private resources, and the inclusion of underrepresented groups. Recently, the District was awarded an Apprenticeship State Expansion Grant from DOL to expand registered apprenticeship in healthcare, hospitality and IT along with partnerships in traditional industries. The grant is for three (3) years.

Through the Career Pathways Task Force and other partner-led initiatives, 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 Provide the procedure, eligibility criteria, and information requirements for determining training providers' initial and continued eligibility, including Registered Apprenticeship programs (WIOA Section 122).

The DCWIC sets policies related to eligible training providers (ETP) 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>.

Key elements of the District's WIOA Eligible Training Providers policy include the following:

- Requirements for the types of ETPs and relevant licensures needed for eligibility;
- Requirements for the types of training allowed, with a focus on programming offering industry-recognized credentials or degrees directly related to employer needs in high demand sectors and occupations as defined by the DCWIC;
- Criteria to establish both initial and continued eligibility, including the submission of performance data for all program participants (not just those funded through WIOA);
- Exceptions to the full process, including for apprenticeship programs - which are automatically eligible for inclusion; and
- Approval and removal processes, including the process for denying eligibility based on performance and appeals to the process.

Key elements of the District's WIOA Individual Training Accounts policy include the following:

- ITA amounts allowed for ETPs based on a market rate determination relevant timeframe;
- Allowable services for ITA payments, including occupational training, related expenses, and career or support services;
- Requirements that other federal and state funds available to support training program participation, such as Pell grants, are utilized prior to ITA consideration; and
- Customer choice requirements.

(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.

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.](#)

Each program year the Department of Labor (DOL) provides funds to the state in two separate allotments. The first allotment begins July 1 and the second allotment begins October 1. Transfer requests can be submitted anytime during the two-year life of the funds. Funds transferred must stay within the original year of allocation. They must also stay within their respective allocation time period (i.e., July 1, first allocation funds, or October 1, second allocation funds). Accordingly, funds cannot be transferred between program years or between the first and second allocations. In addition, DOES will ensure that its funds are not overdrawn during the time a transfer takes place. If this condition occurs, the transfer will not be approved. In order to accommodate DOL reporting requirements, formula funds may not be transferred directly from the dislocated worker grant codes to the adult grant codes (501 to 201 and 502 to 202) or vice versa (201 to 501 and 202 to 502). Instead, the funds are transferred to distinct grant codes that remain attached to their original funding stream.

AJC Operations must submit transfer requests in writing to the OCFO and all requests must contain the reason(s)/rationale for the transfer.

- The OCFO will consider the following factors in its review of transfer requests:
- Changes in planned services to eligible participants
- Unexpected layoffs requiring additional funds
- Changes in the goals for serving eligible participants

- Changes in labor market conditions
- Effect of transfer on jointly funded employment and training programs in American Job
- Centers
- Effect on existing agreements for the delivery and/or coordination of employment and training services
- Effect on current workforce system employment and training systems
- Effect on the employment and training needs of eligible participants in the local programs

(c) Youth Program Requirements. 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.*

* Sec. 102(b)(2)(D)(i)(V)

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 DCWIC 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, e-mail 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 post-secondary 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.

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.*

* Sec. 102(b)(2)(D)(i)(I)

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 DCWIC 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 D.C. Code that define “not attending school” or “attending school.”

The DCWIC 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 DCWIC 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.** In States where there is only one local workforce investment area, the governor serves as both the State and local chief elected official. In such cases, the State must submit any information required in the local plan (WIOA section 106(d)(2)). States with a single workforce area must include—

(1) Any comments from the public comment period that represent disagreement with the Plan. (WIOA section 108(d)(3).)

[THIS SECTION WILL BE UPDATED AFTER THE PUBLIC COMMENT PERIOD]

(2) The entity responsible for the disbursement of grant funds, as determined by the governor, if different from that for the State. (WIOA section 108(b)(15).)

DOES serves as the District’s fiscal agent and disburses grant funds in conjunction with the Office of the Chief Financial Officer. The DCWIC sets policies related to WIOA funds and provides oversight.

(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).)

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 14-24. The services offered by both DOES OYP and its providers are described in Table 17.

Table 17: Services Offered by both DOES OYP and its Providers

Service	Description
Outreach/ Recruitment/ Eligibility	DOES will conduct outreach and recruitment and verifying participant eligibility. DOES will also make program referrals of eligible youth and will assist in establishing connections with partner agencies such as OSSE, DHS, and CFSA. Providers are encouraged 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.

Service	Description
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.
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.

The District is working to make its American Job Center (AJC) system the cornerstone of the workforce system and ensure that individuals receive coordinated and high-quality services from all one-stop partners. The agencies that comprise the one-stop partner programs have been meeting on a continual basis to examine the current model and identify where further integration needs to happen to solidify the District's vision for its one-stop system. This vision includes:

- Customers experience no wrong door. Regardless of customers' needs, they will receive the appropriate services or referrals to address barriers and assist them in

meeting their goals.

- Excellent customer service is provided to all customers. Staff is trained to provide high-quality and consistent services to both job-seekers and businesses in a welcoming and engaging environment.
- Service delivery is customer-centered. Partners integrate services to ensure customers experience seamless delivery of services and warm handoffs when necessary.

The American Job Center Partner Agencies and Programs include the following:

Department of Employment Services (DOES)

- WIOA Adults
- WIOA Dislocated Workers
- WIOA Youth
- Wagner-Peyser Act Programs and Activities
- Unemployment Insurance Programs authorized under the District of Columbia Unemployment Compensation Law
- Veterans' Workforce Programs
- Trade Adjustment Assistance
- Senior Community Service Employment Program (SCSEP), as authorized under Title V of the Older American Act of 1965

District of Columbia Department on Disability Services, Rehabilitation Services Administration (DDS/RSA)

- Vocational Rehabilitation Programs, as authorized under Parts A and B of the Title I of the Rehabilitation Act

District of Columbia Office of the State Superintendent of Education (OSSE)

- Any postsecondary career and technical education activities authorized under the Carl D. Perkins Career and Technical Education Act
- Adult Education and Family Literacy activities authorized under Title II of the Workforce Investment Act

Department of Human Services (DHS)

- Employment and training activities carried out under the Community Services Block Grant
- Temporary Assistance to Needy Families (TANF)

District of Columbia Housing Authority

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

Job Corps Washington, DC Outreach and Admissions

- Job Corps outreach activities

Additional information on the roles of one-stop partners and resource contributions is provided in the current Memorandums of Agreement and Understanding provided to DOL.

(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 training approaches will be coordinated. Describe how the State will meet informed customer choice requirements regardless of the 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 DCWIC 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 make referrals 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 DCWIC 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.

Customers eligible or in need of education and non-ETPL training services are referred to co-located OSSE providers for services including assessment of literacy and numeracy skills through the CASAS (Comprehensive Adult Student Assessment System), learning disability screenings, and referrals to the appropriate providers based in individual needs (ESL, literacy, etc.). Staff also track and monitor the educational attainment of individuals and provide technical assistance to DOES staff related to CASAS implementation. 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 Memorandums of Agreement and Understanding.

As previously mentioned, the District's AJC system is pursuing the development of a partnership with the Department of Human Services' Temporary Assistance for Needy Families (TANF) program. By integrating TANF programming into its delivery of services, the District can ensure that services are coordinated and not duplicated for those residents who may otherwise access TANF services at a DHS location as well as other workforce services at an AJC. The identification of supportive services will also be enhanced in this co-located model.

(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 DCWIC coordinates title I activities with the activities under title II:

- OSSE AFE and the DCWIC partnered to blend funding to support AFE's grant awards for the provision of Integrated Education and Training (IE&T) from 2018-2020.
- 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 DCWIC approved list of high-demand industries.
- The DCWIC Career Pathway funding supports work-based learning, employer partnerships and other key elements necessary for implementation of IE&T program models.

DCWIC and OSSE AFE will conduct a new grant competition in Spring 2020 for grant funding for 2021.

(8) Copies of executed cooperative agreements that 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.

Memorandums of Agreement and Understanding, including one-stop partner MOUs, have been provided to DOL.

(e) Waiver Requests (optional). States wanting to request waivers as part of their title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

(1) Identifies the statutory or regulatory requirements for which a waiver is requested and the goals that the State or the local area, as appropriate, intends to achieve as a result of the waiver and how those goals relate to the Unified or Combined State Plan;

(2) Describes the actions that the State or the local area, as appropriate, has undertaken to remove State or local statutory or regulatory barriers;

(3) Describes the goals of the waiver and the expected programmatic outcomes if the request is granted;

(4) Describes how the waiver will align with the Department's policy priorities, such as:

- (A) supporting employer engagement;
- (B) connecting education and training strategies

- (C) supporting work-based learning;
- (D) improving job and career results, and
- (E) other guidance issued by the Department.

5. Describes the individuals affected by the waiver, including how the waiver will impact services for disadvantaged populations or individuals with multiple barriers to employment; and

6. Describes the processes used to:

- (A) Monitor the progress in implementing the waiver;
- (B) Provide notice to any local board affected by the waiver;
- (C) Provide any local board affected by the waiver an opportunity to comment on the request;
- (D) Ensure meaningful public comment, including a comment by business and organized labor, on the waiver.
- (E) Collect and report information about waiver outcomes in the State's WIOA Annual Report

7. The Secretary may require that States provide the most recent data available about the outcomes of the existing waiver in cases where the State seeks renewal of a previously approved waiver;

The Department of Employment of Services (DOES) hereby requests a waiver to WIOA Section 129(a)(3)(A)(ii) that provides that no more than 5% of covered individuals who are not low income may be enrolled into the WIOA Title I Youth program at any given time. Currently, DOES identifies youth who require additional assistance through the 5% rule for special populations and local guidance defining these specialized groups. However, the 5% limitation is not sufficient for the number of youth who have barriers in the District.

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). DOES has defined and set criteria as guidance for identifying out-of-school youth "requiring additional assistance." The policy focuses on:

- 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 student
- Attending a Title I school, or school that is currently meeting the failing criteria as identified by the stated accountability system
- Lives in, or attends school in, a Police Service Area (PSA) identified as a high-crime area

As this policy allows us to define and identify youth who qualify for this category within the District, DOES recognizes that there is a greater need for youth who do not meet other qualifying categories.

Washington, DC has chosen to serve the hardest to serve by leveraging the federal WIOA allocation with a strong local investment. As a result, there have been large increases in WIOA youth enrollments across in-school and out-of-school funding streams. Despite these impactful strategic investments, the challenges exist in effectively serving special populations which include issues as listed above which are difficult to document at the time of enrollment.

The Department of Employment Services needs increased flexibility to deliver workforce services that allow us to respond effectively to youth who require additional assistance outside of the 5% rule. If the waiver is granted, DOES anticipates enrollment across Youth programs (ISY and OSY) will increase another 5 - 10% per program year.

Title I-B Assurances

The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; **Yes**
2. The State has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; **Yes**
3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. **Yes**
4. The State established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). **Yes**
5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. **Yes**

6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the State consults with chief elected officials in local areas throughout the State in determining the distributions. **Yes**
7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7). **Yes**
8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan. **Yes**
9. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I. **Yes**
10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. **Yes**
11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3); **Yes**

Wagner-Peyser Act Program (Employment Services)

All program-specific requirements provided for the WIOA core programs in this section must be addressed for either a Unified or Combined State Plan.

(a) Employment Service Professional Staff Development.

(1) 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 job seekers and employers.

The Wagner-Peyser Act offers employment services to job seekers and employers alike. The District is working to create new directives for its Wagner-Peyser program in order to address the challenges employers encounter in obtaining highly skilled talent. The demand driven system benefits the job seekers by directing individuals to prepare for jobs that are in-demand and matching talent to those jobs that are in-demand. Stronger partnerships are being created and renewed in order to improve service delivery, to avoid duplication of services there are efforts to share data across programs.

To utilize professional development activities for Employment Services staff, the Business Services Group (DOES) will continue coordinating with AJC and other core agency staff. The activities will be designed to enable staff to provide high-quality services to job seekers and employers. The activities will educate, inspire and train staff to meet the demand of the District system. Staff from BSG will be cross-trained by all partner agencies to ensure that they will work with these agencies to enable successful job matches with employers based on the skills and abilities of the resident, and the corresponding needs of the employer.

(2) 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 the 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 “real-time”. 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 Unemployment Insurance 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:

(1) Coordination of and provision of labor exchange services for UI claimants as required by the Wagner-Peyser Act;

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.

(2) Registration of UI claimants with the State's employment service if required by State law;

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.

(3) Administration of the work test for the State unemployment compensation system, including making eligibility assessments (for a referral to UI adjudication, if needed), and providing job finding and placement services for UI claimants; and

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.

(4) Provision of referrals to and application assistance for training and education programs and resources.

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--

(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.⁶² 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).

(A) 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 VI.e.1 above.

(B) 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 VI.e.1 above.

(2) Outreach Activities. The local office's outreach activities must be designed to meet the needs of MSFWs in the State and to locate and contact MSFWs who are not being reached through normal intake activities. Describe the state agency's proposed strategies for:

⁶² <https://data.ers.usda.gov/reports.aspx?StateFIPS=11&StateName=District%20of%20Columbia&ID=17854>

With no MSFW needs identified in the District, there are no plans to conduct specific outreach for MSFWs.

(A) Contacting farmworkers who are not being reached by the normal intake activities conducted by the employment service offices.

With no MSFW needs identified in the District, there are no plans to conduct specific outreach for MSFWs.

(B) Providing technical assistance to outreach workers. Technical assistance must include trainings, conferences, additional resources, and increased collaboration with other organizations on topics such as one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the employment service complaint system, information on the other organizations serving MSFWs in the area, and a basic summary of farmworker rights, including their rights with respect to the terms and conditions of employment.

With no MSFW needs identified in the District, the District does not staff outreach workers for the MSFW population.

(C) Increasing outreach worker training and awareness across core programs including the Unemployment Insurance (UI) program and the training on identification of UI eligibility issues.

With no MSFW needs identified in the District, the District does not staff outreach workers for the MSFW population.

(D) Providing State merit staff outreach workers professional development activities to ensure they are able to provide high-quality services to both job seekers and employers.

With no MSFW needs identified in the District, the District does not staff outreach workers for the MSFW population.

(E) Coordinating outreach efforts with NFJP grantees as well as with public and private community service agencies and MSFW groups.

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.

(3) Services provided to farmworkers and agricultural employers through the one-stop delivery system. Describe the state agency's proposed strategies for:

(A) Providing the full range of employment and training services to the agricultural community,

both farmworkers, and agricultural employers, through the one-stop delivery system. This includes:

(i) How career and training services required under WIOA Title I will be provided to MSFWs through the one-stop centers;

(ii) How the State serves agricultural employers and how it intends to improve such services.

Given the possibility of the growth of the MSFW population, the District's American Job Center staff will be prepared to provide the full range of employment and training services to farmworkers and their families who are in need of services, as they would for any individual. If these services are found to be insufficient, AJC staff will work to connect the individuals with appropriate MSFW services offered by neighboring jurisdictions, such as the NFJP grantees in Maryland and Virginia. As there are no identified agricultural employers in the District at this time, no services are provided to them.

(B) Marketing the employment service complaint system to farmworkers and other farmworker advocacy groups.

With no MSFWs needs to be identified in the District, DOES does not market an employment service complaint system to farmworkers or advocacy groups.

(C) Marketing the Agricultural Recruitment System to agricultural employers and how it intends to improve such publicity.

With no agricultural employers identified as being established in the District, DOES does not market an Agricultural Recruitment System to agricultural employers. However, an Urban Agriculture program is being established through the leadership of Department of Energy and Environment, and DOES stands ready to help.

(4) Other Requirements

(A) Collaboration. Describe any collaborative agreements the state workforce agency (SWA) has with other MSFW service providers including NFJP grantees and other service providers. Describe how the SWA intends to build upon/increase collaboration with existing partners and in establishing new partners over the next four years (including any approximate timelines for establishing agreements or building upon existing agreements).

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 co-located.

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.

(B) Review and Public Comment. In developing the AOP, the SWA must solicit information and suggestions from NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested organizations. In addition, at least 45 calendar days before submitting its final AOP, the SWA must provide a proposed plan to NFJP grantees, public agencies, agricultural employer organizations, and other organizations expressing an interest and allow at least 30 days for review and comment. The SWA must: 1) Consider any comments received in formulating its final proposed AOP; 2) Inform all commenting parties in writing whether their comments have been incorporated and, if not, the reasons therefor; and 3) Transmit the comments and recommendations received and its responses with the submission of the AOP. The AOP must include a statement confirming NFJP grantees, other appropriate MSFW groups, public agencies, agricultural employer organizations, and other interested employer organizations have been given an opportunity to comment on the AOP. Include the list of organizations from which information and suggestions were solicited, any comments received, and responses to those comments.

With no MSFW needs to be identified and no agricultural employers established in Washington, DC, the District determines that there is no need for MSFW-specific services and outreach. Consequently, the District did not solicit information and suggestions regarding MSFW services and outreach.

(C) Data Assessment. Review the previous four years of Wagner-Peyser data reports on performance. Note whether the State has been meeting its goals to provide MSFWs quantitatively proportionate services as compared to non-MSFWs. If it has not met these goals, explain why the State believes such goals were not met and how the State intends to improve its provision of services in order to meet such goals.

The data provided in section VI.e.1 shows the District has no identified MSFW needs and consequently did not make goals to serve this population.

(D) Assessment of progress. The plan must include an explanation of what was achieved based on the previous AOP, what was not achieved and an explanation as to why the State believes the goals were not achieved, and how the State intends to remedy the gaps of achievement in the coming year.

With no MSFW needs identified, the District has not conducted outreach to MSFWs or agricultural employers in the past and, consequently, did not make goals addressing these efforts.

(E) State Monitor Advocate. The plan must contain a statement confirming the State Monitor Advocate has reviewed and approved the AOP.

The District does not have a State Monitor Advocate.

Wagner-Peyser Assurances

The State Plan must include assurances that:

1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline have been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); **Yes**
2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; **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 services, Adult and Dislocated Worker programs and Youth Programs under Title I; and **Yes**
4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with the Department of Labor regulations. **Yes**

Adult Education and Family Literacy Program Activities and Assurances

The Unified or Combined State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under title II, the Adult Education and Family Literacy Act (AEFLA).

(a) **Aligning of Content Standards.** Describe how the eligible agency will, by July 1, 2020, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

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 in their instructional programs and lesson plans.

OSSE AFE monitors sub-grantees for compliance with these requirements via local program site visits, check-in sessions at OSSE, and desk reviews. 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 new CASAS GOALS Reading and Math assessments series approved by the U.S. Department of Education in 2019. 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) and CASAS National Office, OSSE AFE hosted a workshop for sub-grantees on the new CASAS GOALS assessments and their alignment with CCSS and CCRS. OSSE will continue to work with UDC to offer professional development and technical assistance to sub-grantees focused on standards integration and implementation in IE&T programs.

OSSE AFE staff will participate in professional development activities, including 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 will sustain the curriculum review protocol(s) at the conclusion of the SIA pilot by continuing

to review sample curricula; providing 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.

(b) Local Activities. Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide any of the following adult education and literacy activities identified in section 203 of WIOA, including programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of these local activities.

Adult Education and Literacy Activities (Section 203 of WIOA)

Adult education;

Literacy;

Workplace adult education and literacy activities; Family literacy activities;

English language acquisition activities; Integrated English literacy and civics education;

Workforce preparation activities; or

Integrated education and training that—

1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
2. Is for the purpose of educational and career advancement.

Special Rule. Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

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 (DCWIC), administers the DCWIC 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, DCWIC 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 DCWIC, will conduct a grant competition and award AEFLA Section 231 and DCWIC Career Pathways funding to 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 DCWIC'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 will be 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 DCWIC in the Request for Application.

Eligible individuals will 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 will 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 will provide 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 will continue 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 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 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.

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of title II, subtitle C, any of the following 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.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

OSSE AFE will provide 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 will require 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 will also be able to 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 will ensure 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 will encourage 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

Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.

Describe how the State will fund, in accordance with the requirements of title II, subtitle C, an Integrated English Literacy and Civics Education program and how the funds will be used for the program.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

Describe how the Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to integrate with the local workforce development system and its functions to carry out the activities of the program.

OSSE AFE will provide 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 will be used to serve English Language Learners who are adults, including professionals with degrees and credentials in their native countries. English Language Learners will 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 will be 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 will expend 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.

(e) State Leadership

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 will use 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 and literacy activities. This initiative is being led by the District's Workforce Investment Council (DCWIC), the Career Pathways Task Force and other key stakeholders in collaboration with OSSE AFE. 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. State leadership funds have and will continue to be used to bring national trainers from StandardsWork, World Education, the Comprehensive Adult Student Assessment System (CASAS), the National External Diploma Program (NEDP), the Center for Applied Linguistics, the American Institute for Research, and GED Testing Service to provide high quality professional development to program administrators, teachers and staff at all levels. Topics have and will include but are not limited to: implementation of the College and Career Readiness Standards in Reading/Language Arts and Mathematics, Differentiated Instruction, Contextualized Instruction, Evidence-Based Reading Instruction

(EBRI), instructional strategies for teaching Integrated Adult Basic Education (IABE), Integrated Adult Secondary Education (IASE), Integrated English Language Acquisition (IELA) and Integrated English Literacy and Civics Education (IELCE) students, occupational literacy, strategic planning, effective program management, leadership, integrated education and training, bridge programming, technology integration, blended learning/distance education, supporting adults with special needs and creating and sustaining work-based learning and other employment options for adult learners. OSSE has and 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 has and 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. Key personnel from PD provider agencies also provide TA to eligible providers on strategic planning, organizational development, project management, program design, program and student level outcomes, Career Pathways models and implementation, integrated education and training strategies, CASAS implementation, National External Diploma Program implementation, GED testing, bridge programming, supporting adults with special needs, curriculum development and instruction, technology integration, blended learning/distance education and other related 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 DCWIC, 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, News for You, The Change Agent, MyFoundationsLab, Career Coach DC, Virtual Job Shadow, Burlington English, Aztec, WIN Learning Solutions, NorthStar Digital Literacy, Microsoft Imagine Academy, EMSI and other software) available for use by providers and partners. State leadership funds also support the use (for potential and new users) and/or increased use (for existing users) of 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 has and 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 and annual basis and works with eligible providers to improve local program performance and student outcomes. Local program site visits, check-in sessions at OSSE, desk reviews, monthly/quarterly programmatic and fiscal reporting, classroom observations, folder samples, self-assessments 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, provides 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 has and 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 DCWIC, WIOA Core Programs, partners, providers and other stakeholders to avoid duplicating efforts in order to maximize the impact of the activities described above.

[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. Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223\(a\)\(1\)\(B\) of WIOA.](#)

OSSE will work 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 will measure 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 monthly statistical and quarterly narrative

reporting, OSSE AFE will monitor and evaluate providers on a monthly and annual basis via local program site visits, check-in sessions at OSSE, desks reviews, self-assessment and end-of-the-year monitoring review.

Eligible providers will be required to:

- A. Generate monthly Diagnostic Search Reports in LACES (Literacy Adult Community Education System) to ensure the validity and accuracy of data;
- B. Participate in Local Program Site Visits, Check-in Sessions at OSSE and Desk Reviews;
- C. Participate in Follow-up Technical Assistance and/or Monitoring Visits and Classroom Observations;
- D. Participate in a Self-Assessment/Final Monitoring Review;
- E. Submit monthly statistical reports and the required evidence (e.g. a Student Roster, Student Performance Report(s) and Student Outcome Report(s));
- F. Submit a quarterly narrative report and other required documents;
- G. Submit Student Follow-up Data, Program Income Expenditures, and other related data Quarterly; and
- H. Develop and implement continuous improvement plans.

OSSE will monitor local program providers 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 Community Education System). LACES will be used by the state to evaluate state and local program performance.

OSSE AFE staff will 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 2018 grant application that eligible programs describe the extent to which they employ scientifically based research in the design, implementation, and evaluation of their program. OSSE AFE will explore the use of one or more of the following activities for this measure including self-evaluation of program activities; assessments of progress in achieving state goals for adult education and literacy activities; the extent to which adult education goals for specific populations of adult learners have been met; the extent to which state education technology needs have been met; follow-up studies of former participants at 6-month, 12-month, and 15-month intervals; reviews of the effectiveness of teacher training; and the use of evaluation results to determine achievement of levels of performance for each of the core indicators for the eligible provider agencies.

OSSE AFE will use State leadership funds to conduct a comparative analysis of the outcomes achieved by local program providers implementing different instructional strategies to gain insight into their relative effectiveness and to identify those strategies that may merit further exploration and research. Information and insights gained from these evaluations and program monitoring 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 subgrantees 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) Imbed the Common Core State Standards, College and Career Readiness Standards, CASAS Competencies and Content Standards into 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 including: The Comprehensive Adult Student Assessment Systems (CASAS) Implementation Training; Literacy Adult Community Education System (LACES) Training; the National External Diploma Program (NEDP) New Advisor/Assessor Training, and workshops on other related topics. Adult educators also have participated in workshops on contextualized instruction, models of integrating education and training, improving instruction towards the new GED, implementation of College and Career Readiness standards, 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 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 an annual PD survey to determine adult educators' PD needs, preferred delivery formats (face-to-face, webinars, hybrid), and preferred schedule (days, evenings, weekends) for offerings. The annual 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 every day practices. The annual 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 and PD/TA providers will also assess the quality and application of PD lessons via the review of programs' lesson plans, classroom observations and data collected and reported through the OSSE AFE Self-Assessment/Final Monitoring Tool and student surveys. 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.

To illustrate OSSE AFE's evaluation of the implementation of PD lessons an example of this process 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 and review student surveys to determine if teachers are employing the instructional strategies, utilizing instructional resources and improving their practices based on the training that they have received.

Adult Education and Family Literacy Act Certifications and Assurances

States must provide written and signed certifications that:

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. **Yes**
8. The plan is the basis for State operation and administration of the program. **Yes**

Certification Regarding Lobbying

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the 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.

Applicant's Organization **Office of the State Superintendent of Education (OSSE)**

Full Name of Authorized Representative: **Julia Michelle Johnson**

Title of Authorized Representative: **State Director of Adult and Family Education**

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 OCTAE_MAT@ed.gov

Assurances

The State Plan must include assurances that:

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 supplement and not supplant provisions). **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**

Section 427 of the General Education Provisions Act (GEPA)

In the text box below, describe the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs provide the information to meet the requirements of Section 427 of the General Education Provisions Act (GEPA), consistent with the instructions posted at <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

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 three-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.

Vocational Rehabilitation Program Activities and Assurances

The Vocational Rehabilitation (VR) Services Portion of the Unified or Combined State Plan* must include the following descriptions and estimates, as required by section 101(a) of the Rehabilitation Act of 1973, as amended by title IV of WIOA:

** Sec. 102(b)(D)(iii) of WIOA*

(a) Input of State Rehabilitation Council. All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

(1) input provided by the State Rehabilitation Council, including input and recommendations on the VR services portion of the Unified or Combined State Plan, recommendations from the Council's report, the review and analysis of consumer satisfaction, and other Council reports that may have been developed as part of the Council's functions;

The 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 of, 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 RSA and provide for coordination and the establishment of working relationships between the RSA, 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 RSA, 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 in the composition of the State Rehabilitation Council. Appendix 6 lists the current membership representation composition.

Key Performance Indicators

RSA 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	Key Performance Indicator Met?
Number of people placed by RSA that remained employed for 90 calendar days or more	675	546	Not Met; Achieved 80%
Percent of people with a plan developed within 90 calendar days of eligibility determination.	90%	98.40%	Met; Achieved
Percent of people for whom eligibility is determined within 60 calendar days	90%	98.34%	Met; Achieved
Average entry level wages for people whose cases are closed successfully	\$14.00	\$16.08	Met; Achieved

Major Accomplishments of DCRSA

For fiscal year 2019, DCRSA continued forward in the pursuit of employment-preparation, attainment, advancement and job sustainability for DC residents whose impairment served as an impediment to employment. RSA has worked to engage the community in new ways this past fiscal year. Below are key areas of interest RSA accomplished in order to continue strengthening service delivery to the residents of the District:

- DCRSA continued to increase outreach efforts, ensuring accessibility of services for people identified as underserved or unserved according to the 2017 Comprehensive Statewide Needs Assessment. Five more bi-lingual Spanish Speaking staff members were added consistent with 34 CFR 361.18. This effort broadens the District's Hispanic community's access to RSA Services, career exploration and employment supports.
- DCRSA maintained and enhanced the effectiveness of outreach efforts through ongoing evaluation and utilization of outreach sites to ensure that DCRSA staff are placed in the community where the need for VR services is highest. RSA increased outreach up from 25 to 26 adding Charlie's Place, with the interest of exposing the Homeless to Vocational Rehabilitation service opportunities. This additional site broadens the milieu in outreach to District Residents.
- DCRSA worked with the American Job Centers (AJCs) to ensure counselors are on-site, at all four locations, along with the addition of Employment Coordinators five days per week to deliver support and services to individuals with disabilities seeking employment. One of the AJCs is located in Ward 7 and a second in Ward 8. The other AJC locations are in ward 1 and ward 5.
- 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. DDS 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
- DCRSA worked to 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.
- DCRSA worked to establish agreements with additional training providers and coordinate 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 worked to 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.

- DCRSA participated and supported the DC3C Alternative Spring Break, a job readiness program designed to sharpen the communication, time-management, resume development and interviewing skills for Transition and Youth clients. Up to 40 students from various DC Charter Schools participated in the weeklong experience. Each student also received etiquette tips during a networking luncheon.
- DCRSA held the 9th Annual Transition and Youth Voices of Change Conference hosted by SchoolTalk in collaboration with DDS/RSA—an event organized by students for students with disabilities to prepare them for life after high school through work-based learning experiences that could lead to employment.
- DCRSA held the 2019 National Disability Awareness Month Employer Recognition Program where RSA recognized business partners who've 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.
- 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 2018

The SRC participated in a number of activities with DDS-RSA this year. The following is a summary of the activities completed this year between the two entities:

- These Policies, which received SRC input in the prior year, were issued in 2019:
 - Intake, effective 2/25/2019
 - Eligibility, effective 2/25/2019
 - Individualized Plan for Employment, effective 2/25/2019
 - Pre Employment Transition Services, effective 2/25/2019
 - Transportation, effective 2/26/2019
 - Supported Employment Policy and Procedure, effective 2/25/2019
 - Services and Authorizations, effective 2/25/2019
 - Case Management, effective 2/25/2019
 - Due Process, effective 2/26/2019
 - Case Closure Procedure, effective 2/25/2019

- Employment Support Professionals Training Policy, effective 5/6/2019
- The SRC provided review of the following draft policy in 2019:
 - Sanctions Policy and Procedure.

Summary of FY 2018 Accomplishments

Goal 1: Increase the number of DC residents with disabilities who achieve quality employment outcomes in competitive integrated settings.

For FY 2019, DCRSA did not meet the successful closures goal of 675. However, DDS/RSA continued to work 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, Retail and Customer Service. Further, DCRSA expanded its focus to include programs facilitated by its Business Relations Specialist and four additional Employment Specialists who developed relationships with businesses throughout the Washington Metropolitan Area to ensure collaboration with businesses that utilize high demand occupations as part of their business model. This trifold approach increased education and awareness of the need for placement in the identified high demand occupancy areas. Additionally, training and supports to employers was increased in the interest of fostering job development and placement incentive in these occupancy areas.

RSA also worked with the American Job Centers (AJCs) to ensure counselors are on-site five days a week, at all four locations, to deliver supports and services to clients. One of the AJCs is located in Ward 7 and a second in Ward 8. The third and fourth AJCs are located in Ward 5 and Ward 1, respectively. RSA also has twenty-six outreach locations that counselors operated out of at varying intervals during the week. The outreach locations are spread throughout Washington, DC and provided access to clients in all wards. RSA now had a presence in five of the eight wards on a daily basis, with VR counselors available to serve clients.

While this performance indicator decreased for FY 2019, RSA redeveloped agency Performance and Case Management goals, to effect enhanced job placement rates, Employment Coordination and WIOA Compliance for successful closures moving forward.

Employment Outcome Descriptions for High Demand Occupations	FY 2019	FY 2018
People served by RSA and achieved successful outcomes	546	610
Percentage of placements in high demand occupations /Number Served	63.4%/346	64.3%/392
Construction/Infrastructure	4.6%/25	5.6%/34
Healthcare / Number Served	10.4%/57	10%/61
Hospitality/Culinary / Number Served	29.3%/160	30.2%/184
Business/IT /Number Served	14.8%/81	15%/91
Security/Law Enforcement / Number Served	4.2%/23	3.6%/22
Transportation / Number Served	5.9%/32	6.4%/39
Customer Service/Retail / Number Served	22%/120	20.3%/124

Based on this table, RSA increased the number of placements in high demand industries by 2%. RSA specifically showed growth in three of the high demand industries, to include Hospitality, Security/Law Enforcement, and Customer Service. Growth in the Hospitality industry was demonstrable, increasing the placements by over 14% from the previous year. RSA did have decreases in Healthcare and Transportation that were below 2% for the previous year. The two industries of note that RSA saw the biggest decrease in were for Construction and Business/IT, both of which were over 5%. RSA plans to leverage the DC Infrastructure Academy and the Department of Employment Services (DOES) to increase these placements and opportunities in these fields in the coming Fiscal Year.

Goal 2: Improve DCRSA service delivery through more efficient operations and a more effective, skilled workforce.

During FY 2019, RSA provided opportunities for professional development and training for new and existing staff and updated policies to align with the Workforce Innovation and Opportunities Act (WIOA) requirements. In FY 2019, all supervisory staff participated in Person-Centered Thinking (PCT) training. Additionally, staff throughout the agency worked to develop Unit Overviews using two of the PCT tools, leading to staff being able to better implement skills learned in training. RSA staff continued to participate in training for Data Vault registration and implementation, a continuing developing data share system designed to ensure all WIOA core partners are able to share data and successfully communicate on services provided for clients in the workforce system to improve service coordination and delivery across the district.

Case reviews are completed on a quarterly basis, 98.0% of cases were determined eligible within 60 days and 98.4% of individualized plans for employment (IPEs) were developed within 90 days, surpassing the compliance requirement of 90%. RSA baseline measures were established through the completion and submission of the 911 federal report. RSA developed a methodology to report out on quarterly wages after exit and measurable skill gains for FY 2019. RSA continues to work with the Workforce Innovation Technical Assistance Center (WINTAC) to specifically identify

ways to improve on reporting for WIOA key performance indicators moving forward which will include continued training to RSA staff.

In FY 2019 RSA focused on developing SOPs and internal documents to ensure all staff understand and can comply with the revised updated policies and procedures updated/revised in FY 2018. (Please see FY 2018 annual SRC report for list of revised/updated policies and procedures.)

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.

RSA continues to see growth with respect to this goal. Based on publicly available data compiled by the Office of the State Superintendent of Education (OSSE), approximately 3,500 students were potentially eligible for Pre-Employment Transition Services (Pre-ETS). These students have either already been determined eligible for VR services, 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 a student in the secondary educational environment between the ages of 14-21. RSA successfully reached 2,380 students during school year 2018-2019, which meant that 68% of students who were eligible to receive pre-employment transition services received at least one of the five required Pre-ETS services. This was a slight decrease from FY 2018 (78% reported) and an increase from FY 2017 (57% reported).

Within the data for Pre-ETS, RSA 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. RSA worked closely with local education agencies (LEAs) to provide paid work-based learning experiences (internships and/or job sampling experiences) for students with disabilities. RSA collaborated with DCPS to provide 162 paid work experiences to students in FY 2019, an increase of 9% from FY 2018 (148 students). Some of the students participated in transitional school-to-work programming including Project SEARCH program, Workforce Development Center at River Terrace Education Campus, General Explorations internship program, and the Competitive Employment Opportunities (CEO) Academy. RSA concurrently collaborated with DC Public Charters Schools (DCPCS) to provide 77 paid work-based learning experiences for charter school students, a 20% increase from FY 2018, through the High School Internship Program (HSIP). HSIP program partners include CVS Health, YMCA, and Walgreens Pharmacy. The total number of students who participated in paid workforce development training sponsored by RSA for program year 2018-2019 was 239, which was an increase over the previous fiscal year's number of 212, and the FY 2017 number of 199.

Beyond the work-based learning experiences, there are four other Pre-ETS categories for which potentially eligible or eligible students may receive youth transition services. The table below breaks down the five required reporting categories for Pre-ETS and the number of students

reached. There can be duplicates in the individual categories, but the unduplicated count for the number of students reached is 2,380.

Pre-ETS Activity	FY 2019
Work-Based Learning Experiences (paid)	239
Job Readiness Training	510
Counseling on Postsecondary Education	1,484
Career Exploration	946
Self-Advocacy Training	548

RSA continued to work with LEAs to ensure signed Memorandum of Agreements (MOA) were in place between RSA and the public charter high schools. To date, 18 Agreements have been developed and introduced to the schools for review and signature. These agreements were developed in compliance with the U.S. Department of Education, after receiving technical assistance consultation and guidance from the Workforce Innovation Technical Assistance Center (WINTAC), and National Technical Assistance Center on Transition (NTACT). The terms of the Agreement contain language that is specific to the implementation and scope of services for providing pre-ETS services to potentially eligible and eligible students. RSA has two fully-executed Agreements and three awaiting signature from RSA. RSA is continuing to collaborate with the DC Special Education Cooperative to provide outreach to the schools to ensure these agreements are signed and subsequently fully executed. RSA has a fully executed Memorandum of Understanding (MOU) with DCPS and continues to provide on-going supports to the public secondary schools with the delivery of Pre-ETS.

RSA coordinated with Department of Employment Services-Office of Youth Programs (DOES-OYP) and SchoolTalk DC to continue the JumpStart SYEP program for Summer 2019. The JumpStart SYEP program provides individualized supports and services, including travel training and supported employment, for students with significant disabilities to fully engage in the Marion Barry Summer Youth Employment Program (MBSYEP). JumpStart SYEP targets students with intellectual and/or developmental disabilities who require additional customized supports to access MBSYEP. The JumpStart SYEP program provided access for twenty-eight (28) students to have work readiness supports during the MBSYEP Summer 2019 program. SchoolTalk DC and RSA also provided technical assistance to MBSYEP employer partners, counseling on best practices to support students with disabilities in the workplace. Disability disclosure is voluntary for the MBSYEP program, however RSA continued to collaborate with DOES, OSSE, and LEAs to identify students with a documented disability and who would benefit from participating in the program. Based on data from DOES, approximately 9,000 in-school youth participated MBSEYP summer 2019.

Goal 4: Improve coordination with other workforce development agencies providing services at the American Job Centers.

RSA has improved coordination with the core WIOA partners through ensuring a Vocational Rehabilitation (VR) counselor is available at each of the AJCs five days per week. Additionally, RSA has been referring clients to the OSSE approved vendors for free training and remedial courses. RSA 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 RSA staff to work collaboratively with the Department of Employment Services (DOES) to directly connect clients with additional employment, job readiness, and/or training supports. In addition, this coordination has increased service delivery to individuals throughout all wards with counselors being out in the community at each AJC and other community agencies. RSA has improved upon existing and built new business relations within the community to increase job opportunities and expand RSA's employment network.

The following events took place in FY 2019 with different employers in the District:

Employer related events

- U.S. Department of Veteran Affairs (roundtable)
- U.S. Food and Drug Administration (roundtable)
- Amazon (roundtable)
- Career Day Event (attending employers included Pepco, Penn Parking, CVS Health, Amazon, ABM, Architect of the Capitol, Southwest Business Improvement District, Washington Metropolitan Airport Authority, Global Connections, and US. Secret Service)
- Making a District Difference (DCHR Mock Interviews)
- Invited to participate in the DC Board of Trade Human Capital Solutions Group

Disability Awareness Education for Employers

- National Disability Employment Awareness Month Event, October 2018
- Disability Awareness at the DC Department of Forensic Sciences
- Coordinated Disability Awareness Low Vision
- Coordinated Disability Awareness Deaf Awareness
- Co-facilitated two disability inclusion presentations for the DCHR Forum
- Served on a panel and presented at the Washington DC Economic Partnership Disability Inclusion event

Recommendations

In FY 2019 there has been a continued successful effort to improve data collection, financial accuracy, and overall communication. There is always a need to increase training and professional development programs for both provider staff and VR counselors. These opportunities will continue to ensure high quality, person-centered, competitive, community-based employment on an ongoing basis.

Closing

FY 2019 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.

The SRC looks forward to continuing its partnership with DCRSA.

(2) the Designated State unit's response to the Council's input and recommendations; and
The following are the Deputy Director of RSA's responses to the SRC recommendations:

After review and consideration of the State Rehabilitation Councils observations and suggested plan of action for FY 19, the Designated State Unit, DCRSA agrees with the 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. When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

(1) a local public agency will provide the non-Federal share of costs associated with the services to be provided in accordance with the waiver request;

This agency has not requested a waiver of statewideness.

(2) the designated State unit will approve each proposed service before it is put into effect; and

This agency has not requested a waiver of statewideness.

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.

(c) Cooperative Agreements with Agencies Not Carrying Out Activities Under the Statewide Workforce Development System. Describe interagency cooperation with and utilization of the services and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

(1) Federal, State, and local agencies and programs;

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. DCRSA currently has thirty (30) 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 RSA'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) (4 sites), DC Department of Behavioral Health (DBH), DC Child and Family Services Agency, DC Department of Youth Rehabilitation Services, Unity Health Care (three sites), N Street Village, Salvation Army Rehabilitation Center, The National Multiple Sclerosis Society, George Washington University Hospital Acute Rehabilitation Unit, Washington Literacy Council, Model Secondary School for the Deaf- Laurent Clerc National Deaf Education Center, Langston Housing Program, Covenant House, The Arc of DC, Ethiopian Community Center, Washington Hospital Center Outpatient Psychiatric Unit, DC Superior Court House, DC Office of Veterans Affairs, Court Services and Offender Supervision Agency (two sites), Office of Returning Citizens Administration (ORCA), National Rehabilitation Hospital, the Blair Underwood Health Centers, KRA Corporation, and Columbia Lighthouse for the Blind (CLB).

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 Hilton (which includes Embassy Suites), 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, DC Metropolitan Police Department, 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 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 meeting 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.

[\(3\) Programs carried out by the Under Secretary for Rural Development of the United States Department of Agriculture;](#)

N/A

[\(4\) Noneducational agencies serving out-of-school youth; and](#)

DCRSA collaborates with a number of community agencies in an attempt 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 & 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-of-school 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, DCRSA VR specialists share sites in common with DBH including 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 the Designated State Agency, DDS. 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, in order 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.](#)

See section 1.

[\(d\) Coordination with Education Officials. Describe:](#)

[\(1\) The designated State unit's plans, policies, and procedures for coordination with education officials to facilitate the transition of students with disabilities from school to the receipt of VR services, including pre-employment transition services, as well as procedures for the timely development and approval of individualized plans for employment for the students.](#)

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. With the passage of WIOA, DCRSA and DCPS updated the MOA to include provisions related to the delivery of pre-employment transition services for students with disabilities. In addition, in October 2015, DCRSA and DCPS finalized a Memorandum of Understanding (MOU) in order to transfer funds to DCPS to allow for staff to provide support for provision of pre-employment transition services in 10 DC Public Schools, including establishing relationships with employers to create work based learning experiences, providing career counseling and counseling on post-secondary options and providing independent living skills training.

DCRSA and the Office of the State Superintendent of Education (OSSE) established an MOA in 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 2015 with OSSE staff to amend the current MOA in order to make necessary changes to address issues related to requirements for WIOA for the provision of pre-employment transition services for students with disabilities. Following the publication of the final WIOA regulations, the U.S. Department of Education provided DCRSA technical assistance regarding implementation of transition and Pre-Employment Transition Services. Based on this technical assistance, DCRSA and OSSE have developed an agreement that outlines the roles and responsibilities of each agency to coordinate the delivery of pre-employment

transition services at the state and local education agency level, which should be finalized in FY 2020.

In FY 2015, DCRSA established a human care agreement with a community based agency that provides special education technical assistance to Public Charter Schools in the District to enlist their assistance in improving coordination between DCRSA and the Public Charter Schools in the efficiency and effectiveness of referrals for VR services, from Public Charter Schools to DCRSA and for assistance in coordinating the provision of pre-employment transition services to students in Public Charter Schools. There are currently nineteen Public Charter High Schools in the District and six Public Charter Adult Education Schools that provide services to students with disabilities. DCRSA has developed an MOA that has been shared with all LEAs for public charter high schools to better align with the specific and unique needs of each charter high school.

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 VR specialists, one project manager, one community liaison specialist, one employment specialist, two Rehabilitation Assistants, one administrative assistant, and one 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, develop Individual Plans for Employment (IPE), and provide and monitor the provision of pre-employment transition activities for all students with disabilities, those who have open VR cases, as well as all students who are potentially eligible for VR services. The VR Specialist determines a student's eligibility for vocational rehabilitation services, develops an IPE, and makes referrals for necessary transition services to assist the student 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;

See response no. 1 above.

(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;

See response no. 1 above.

(D) procedures for outreach to and identification of students with disabilities who need transition services.

See response no. 1 above.

(e) Cooperative Agreements with Private Nonprofit Organizations. Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

The State Agency establishes its cooperative agreements with service providers according to District regulations. In order 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 DDS /RSA services partnerships through the current fifty-six (56) Human Care Agreements (HCAs) and twenty-two (22) Small Purchase Contracts that represent local private non-profit, community rehabilitation providers as indicated in the charts below: Table 17: DDS/RSA Services Partnerships

DCSS TASK ORDERS			
National Associates, Inc.		Administrative Support for Trial Work Clients	
Dupont Computers, Inc.		Computer and Accessories	
Document Managers/Digi-Doc		Computers and Accessories	
ABC Technical Solutions Inc		Computers and Accessories	
Hi-Tech Solution, Inc		Computers and Accessories	
HCA Providers			
Interdynamics, Inc.		RSA Psychologist	
National Children s Center, Inc.		Vocational and Technical Trades Training and/or Certification Programs Vocational Services-Supported Employment, Job Placement, Job Readiness Training, Job Coaching, and Support Service Provider Benefits Planning,	
Community Academy	College	Prep	Vocational and Technical Trades Training and/or Certification Programs

Access Interpreting, Inc.	Sign Language Interpreter
Deaf Access Solutions, Inc.	Sign Language Interpreter
Deaf-Reach, Inc.	Sign Language Interpreter Evidence Based Supported Employment Vocational Services-Supported Employment and Job Readiness Training
TCS Interpreting	Sign Language Interpreter
MBI Health Services, LLC	Evidence Based Supported Employment Independent Living Core Services and Assistive Technology Devices and Services Vocational Services-Job Placement
PSI Services III, Inc.	Evidence-Based Supported Employment Vocational Services-Supported Employment, Job Placement, Customized Employment, Job Coaching, and Job Readiness Training
Community Connection, Inc.	Evidence-Based Supported Employment
Anchor Mental Health Association	Evidence Based Supported Employment
Psychiatric Center Chartered Inc.	Evidence-Based Supported Employment
Pathways To Housing DC	Evidence Based Supported Employment
Psychiatric Rehabilitation Services, Inc. (PRS)	Evidence Based Supported Employment
St. John's Community Services	Vocational Services-Supported Employment, Job Placement and Pre-ETS
Work Opportunities Unlimited Contracts, Inc.	Vocational Services- Job Placement, Supported Employment, and Job Readiness Training
Lt. Joseph P. Kennedy Institute	Vocational Services-Supported Employment and Job Readiness Training
Full Circle Employment Solutions, LLC	Vocational Services - Benefits Planning
Arc of DC, Inc.	Vocational Services-Supported Employment, Job Placement, Work Adjustment, Discovery Assessment, Customized Employment, Job Readiness, Job Coaching and trial work
Pendergrast Alston Consulting Services	Vocational Services - Benefits Planning, Supported Employment, Discovery Assessment,

Academy of Hope

Customized Employment, Job Coaching and Job Readiness Training, Job Placement, and Support Service Provider

School Talk, Inc.

Career Assessments

Vocational Services-Job Readiness Training and Pre-Employment Transition Services

Amazing Love Health Services, LLC

Vocational Services - Job Placement

Art Enables

Vocational Services-Job Readiness Training and Job Coaching

TCS Associates

Comprehensive Independent Living Assistive Technology Assessment, Training, and Devices

William Boules

Comprehensive Independent Living Assistive Technology Assessment, Training, and Devices

Global Resources and Support LLC

Vocational Services- Supported Employment and Job Readiness Training

Columbia Lighthouse for the Blind

Vocational Services - Job Placement, Supported Employment, Job Coaching, Support Service Provider, Job Readiness Training and Pre-ETS Assistive Technology Services & Devices

Health Resources Service Intake Center

Vocational Services- Job Readiness Training, Job Placement, Discovery Assessment, Customized Employment, Job Coaching, Supported Employment, Support Service Provider and Trial Work

SEEC

Vocational Services - Supported Employment, Job Readiness Training, Trial Work and Pre-ETS

Outstanding Possibilities Revealed

Vocational Services - Supported Employment and Job Readiness Training

Choices Unlimited

Vocational Services - Job Readiness and Supported Employment

Total Care Services, Inc.

Vocational Services - Supported Employment and Job Readiness Training, Job Placement, Job Coaching, and Support Service Provider

Art and Soul Solutions, Inc.

Vocational Services - Employment Readiness and Supported Employment

UNIFIED STATE PLAN

WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA)

Contemporary Family Services, Inc.

KBEC Group, Inc.

Verigreen Inc.

AudioNet America, Inc.

University Legal Services

Innovative Day

Broad Futures, Inc

Project ReDirect, Inc.

Time for Change

America Works of Washington DC

Capital Care, Inc.

Superior Caring Hands, LLC

Laura N. Fisher dba/MBA Non-Profit Solutions

The Brooks Group, LLC

I AM

HeadStart to Life, Inc.

Vocational Services-Supported Employment and Job Readiness

Vocational Services - Job Placement, Job Readiness, and Job Coaching

Vocational Services-Supported Employment, Employment Readiness

Medical Services

Assistive Technology Assessment, Training, and Devices

Vocational Services – Job Placement, Supported Employment, and Job Readiness Training

Vocational Services - Job Coaching, Job Readiness and Pre-ETS

Vocational Services-Supported Employment, Job Placement, Job Readiness Training, Job Coaching, and Support Service Provider

Vocational Services-Supported Employment, Job Placement and Job Readiness Training

Vocational Services - Job Placement, Job Readiness

Vocational Services - Supported Employment and Job Readiness Training

Vocational Services, Employment Readiness, Supported Employment, Job Training & Support

Vocational Services-Supported Employment, Job Placement and Job Readiness Training

Vocational Services, Job Readiness, Supported Employment

Vocational Services, Supported Employment, Employment Readiness

Vocational Services-Supported Employment, Job Placement, Job Readiness Training, Job Coaching, and Support Service Provider

Galaxy HealthCare Solutions, Inc

Vocational Services-Supported Employment, Job Placement, Job Readiness Training, Job Coaching, and Support Service Provider

Saint Coletta of Greater Washington, Inc.

Vocational Services-Supported Employment, Job Placement, and Job Readiness Training

Hillcrest Children's Center

Evidence Based Supported Employment

Volunteers of America Chesapeake, Inc.

Evidence Based Supported Employment

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)

RCM of Washington, Inc.

Vocational Services-Supported Employment, Job Placement, Discovery Assessment, Customized Employment, Job Coaching and Benefits Planning and Job Readiness Training

SMALL PURCHASE CONTRACTS

Grace & Mercy Health Services

Personal Care Assistant

T and R Staffing Health Care, Inc.

Personal Care Assistant

TCS Associates

Assistive Technology Assessments and Training

Community Audiology Services, LLC

Medical Professional Services – Audiology

Stanley T. Smith, DDS, PC

Medical Professional – Dentist

David P. Snizek, MD

Medical Professional Services

Metro Lab, LLC

Medical Professional Services - Laboratory Diagnostic Testing Services

George Washington University Speech & Hearing Center

Medical Professional Services – Audiology

Premier Health Services, Inc.

Personal Care Assistant

Total Care Services, Inc.

Personal Care Assistant

Art and Soul Solutions, Inc.

Tutoring and Academic Support Services

Pendergrast Alston Consulting Services

Tutoring and Academic Support Services

R&J Consulting Group, LLC dba Club Z! In Home Tutoring Services

Tutoring and Academic Support Services

Harper Career Services, LLC	Career Assessment
Elizabeth Anne Jones	Career Assessment
Personalized Career Services, LLC	Career Assessments
C.G. Dixon & Associates, Inc	Career Assessments
National Federation of the Blind	FSB-Newsline
CHW Solutions, Inc.	Medical Consultation
George Washington University	VR Professional Development Training (In-Class)
Low Vision Services, PLC	Medical Services
Morrow Consultant, LLC	Ticket to Work/Reimbursement Tracker for RSA

(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.

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.

The Administration's Evidence Based Supported Employment program (EBSE) for persons with persistent mental illness 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, rapid job search and placement, short-term training, follow-along (unlimited supports) and development of natural supports.

The Administration coordinates EBSE services with the Department of Behavioral Health (DBH). The Administration has significantly improved its coordination with DBH since 2015. The number of EBSE providers has doubled, from four providers to now eight; staff from the two agencies and the provider agencies meet monthly to ensure good coordination of services, and VR Specialists provide services at the EBSE provider locations in order to work as a team in provision of services

and to ensure seamless transition of referrals to DCRSA and of transition to extended services with DBH.

Developmental Disabilities Administration

In addition, DCRSA has improved its partnership with DDS's Developmental Disabilities Administration (DDA). DDA now requires all of its Medicaid waiver supported employment providers to become providers with DCRSA. This improves the transition from DCRSA to extended services with DDA. In addition, DCRSA and DDA have developed a protocol outlining the procedures for referral and coordination of services, and provided training for all staff on this protocol.

Extended services for consumers are provided by DDA and DBH. DDS/DDA administers a Medicaid Home and Community Based waiver, which includes long term supports for consumers with developmental disabilities in Supported Employment as well as an array of other services, such as residential, transportation, and homemaker services that may be required to support an individual. DBH provides on-going support through its core mental health agencies.

Eight (8) private non-profit organizations (Anchor Mental Health; Community Connections, Inc.; MBI Health Services, LLC; Pathways to Housing; Psychiatric Center Chartered Inc.; Hillcrest Children's Center; Volunteers of America Chesapeake Inc., and Psychiatric Rehabilitation Service, Inc.) are providing people with serious mental illness with Evidenced Based Supported Employment. Seventeen (17) providers (Columbia Lighthouse for Blind; Lt. Joseph P. Kennedy Institute; MBA Non-Profit Solutions; MBI Health Services, LLC; National Children's Center, Inc.; Pendergrast Alston Consulting; RCM of Washington; SEEC; St. John's Community Services; the ARC of DC; Health Resources Services Intake Center; Global Resources and Support Services; PSI Services III; Capitol Care, Inc; Innovative Day, LLC; Superior Caring Hands, LLC; and Work Opportunities Unlimited), provide supported employment services that include, but are not limited to, work readiness training, job coaching, and job placement services.

DCRSA also utilizes work readiness training to support students and youth in Project Search, specifically the Project Search-Hilton Capital Area Region hotel sites (Embassy Suites) and the Smithsonian and National Institutes of Health. Once a youth is placed in employment, upon successful completion of the program, DCRSA provides supported employment services. In addition, DCRSA provides work readiness training and supports for students participating in work experiences, either through the Mayor Marion Barry Summer Youth Employment Program or year-round school-based programming.

One of the challenges in the District has been the lack of an extended service provider 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 HCBS Waiver with DDA, that provides services to people with intellectual disabilities, supports provided through the Department of Behavioral Health for people with SMI or SED, 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.

(g) **Coordination with Employers.** Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

(1) VR services; and

DCRSA has one business relations specialist and four employment specialists who develop relationships with businesses throughout the Washington, DC Metropolitan Area. These staff collaborate with businesses to educate them about RSA services and to identify their staffing needs for the purpose of gaining exposure and identifying employment opportunities for qualified RSA job seekers. 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 market themselves to people with disabilities through industry spotlights; Creating opportunities for businesses to participate in mock interviews with job seekers and provide feedback; Sharing employment announcements with job seekers; Screening and identifying qualified employment candidates; Educating business about tax incentives; Sharing resources to assist businesses with retaining existing employees and sharing sources for reasonable accommodations; Brainstorming potential opportunities to increase the pipeline of qualified talent to businesses; Identifying candidates for internship/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 specialist to provide services to support the transition units. These services include supports to employers, job seekers, and students with disabilities. The employment specialist assigned to the transition units identifies businesses willing to provide paid part-time work experiences for students, as well as identifying permanent employment options for youth who have completed their education or training. This employment specialist also works in the DC Public Charter Schools to provide work readiness training for students with disabilities. In addition, this employment specialist provides the same technical assistance to employers identified above, as the employment specialists in the General VR units provide.

(h) **Interagency Cooperation.** Describe how the designated State unit will collaborate with the State agency responsible for administering each of the following programs to develop opportunities for competitive integrated employment, to the greatest extent practicable:

(1) the State Medicaid plan under title XIX of the Social Security Act;

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 or serious emotional disturbance. 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 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 DDA and RSA for supported employment services and extended services. The second protocol addresses coordination between the VR Specialist and DDA Service Coordinator, while a person is served by both administrations, and the provisions for ensuring referral back to DDA for extended services through the Medicaid Waiver, including a provision that DCRSA will maintain the case open for ninety days after waiver services are initiated to ensure there are no gaps in services..

(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 back 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. Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. Data System on Personnel and Personnel Development

(A) **Qualified Personnel Needs.** Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

(i) the number of personnel who are employed by the State agency in the provision of VR services in relation to the number of individuals served, broken down by personnel category;

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 109, with five (5) current vacancies. The total number of Vocational Rehabilitation (VR) Specialists is 46. 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 2019 was approximately 6,500 persons with disabilities. Based on improved and accurate data from current case management system, in FY 2019 the current number of active cases is approximately 4,300. A large number of inactive cases were closed during FY 2017 and FY 2018, which accounts for the shift in number of clients served from previous reporting metrics. Clients' cases were closed in this period for a variety of reasons, including: loss of contact, referrals that failed to progress to intakes, and client did not follow through on intake interview.

The current average VR specialist/person ratio 1:99; once the one (1) vacancy is filled, this will reduce to 1:97. The caseload standards will continue to be as follows: 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.

The transition unit works with youth referred by schools, the Department of Youth Rehabilitation Services and the Child and 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 consumer's needs.

Supervision

The Administration 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 other Program Manager supervises the two VR transition units, and the Intake and Outreach unit. This includes two Transition Supervisors, and one Intake/Outreach supervisor.

Support Staffing

There is a total of eight (8) 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 supervise 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 that supervise the Transition Youth units.

Recruitment and Language Specialization

There is currently one (1) VR Specialist vacancy and two Supervisory VR Specialist vacancies that are in the recruitment process.

Through specialized recruitment in 2018, the agency has been able to hire bilingual staff, including two VR specialists and one Supervisory VR Specialist who speak Spanish, one VR specialist who speaks Amharic, and one VR Specialist who speaks Tigrinya. Additionally, the employment specialist assigned to the transition unit is bilingual. There are three bilingual staff in the Intake and Outreach unit.

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 2019, the agency lost two (2) VR Specialists, two (2) support staff people, one (1) Project Manager, and one (1) of the four (4) Quality Assurance Monitors (Internal Quality Assurance Monitor) through retirement. There are also two (2) Quality Assurance Monitors (one internal, and one external), six (6) VR specialists, one (1) Supervisory VR Specialist, and one (1) administrative support staff who will be eligible for retirement within the next five years.

Staff Certifications, Development, and Performance

There are currently twenty-four VR Specialists who have their CRC; thirteen are eligible to sit for the CRC examination; there are four staff who still require additional course work to be eligible to sit for the examination. DCRSA may pay the cost for a VR Specialist to take the examination one time. The agency also pays for staff to take any necessary course work to be eligible to sit for the examination.

With the changes to the CSPD in the Workforce Innovation and Opportunity Act, DCRSA reviewed its decision to require that all VR counselors be eligible to sit for the CRC examination by October 1, 2015, in light of 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.

In reviewing the performance of the staff that 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 number of people placed in employment. Although the staff does not have the CRC credentials, they do seem to demonstrate an understanding of the evolving labor force and the needs of people with disabilities. Therefore, the agency made a determination not to terminate these individuals, but to continue to work with them 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 WINTAC trainings and the online 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.

(B) Personnel Development. Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

(i) a list of the institutions of higher education in the State that are preparing VR professionals, by type of program;

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 FY 2017, 2018 and 2019, the agency had interns from both UDC and George Washington University, six of which were hired as VR Specialists. The internship coordinator for the agency works closely with both institutions to coordinate internship opportunities. During FY 2017, 2018 and 2019, the agency had interns from both UDC and George Washington University, six of which were hired as VR Specialists.

Table 19: RSA Student Enrollment

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)
Coppin State University	84	0	*24 (School year 16/17)

(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 for which 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: Verified by school personnel via email
- 2) University of the District of Columbia
 - a. Source:

http://docs-do-not-link.udc.edu/irap/udc_factbook_ay_2016_2017.pdf
- 3) University of Maryland Eastern Shore:

a. Source:

https://www.umes.edu/uploadedFiles/_WEBSITES/IR/Content/Forms/Fall_2013_-_Spring_2018_Data_Book/Page86-91.pdf

4) Coppin State University

a. Source: <https://datausa.io/profile/university/coppin-state-university>

- b. *It should be noted that the number listed in the table above includes all masters degrees conferred in the category of “Other rehabilitation & therapeutic professions”, as Rehabilitation Counseling was not listed independently

(2) Plan for Recruitment, Preparation and Retention of Qualified Personnel

In FY 2019, 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 and a CRC. Furthermore, the administration 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 as well as to provide the training needed to effectively utilize the case management system, understand the organizational structure, and develop an understanding of the DC population of job-seekers at large and the subpopulation of job-seekers 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 on-going management training each fiscal year required as part of their individual performance plans.

DDS 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. In addition, DCRSA has begun the process of procuring an online training system 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 a number of bilingual staff. However, there is a shortage of VR Specialists who speak Spanish (currently three). Therefore, outreach is 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 Puerto Rico, 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.** Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

(A) standards that are consistent with any national or State-approved or -recognized certification, licensing, registration, or other comparable 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 a number of strategies. At the end of fiscal year 2019, DCRSA has fifty VR Specialist positions and seven VR supervisory staff. All current VR supervisors have a CRC. There are currently twenty-four VR Specialists who have their CRC and there are thirteen VR specialists who are potentially eligible to sit for the CRC examination. In light of the WIOA changes regarding ensuring that the agency has personnel with a 21st century understanding of the evolving labor force and the needs of individuals with disabilities, whether the staff who lacked the CRC credential and were not currently eligible to sit for the examination 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 continue to 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 Specialist staff 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.

In order to work toward ensuring that all staff both have the education and experience to ensure the personnel have a 21st century understanding of the evolving labor force and 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 for 3 credit hours a semester including books for on-line or classroom courses.
- DCRSA will pay the one-time cost of the CRC examination.
- DCRSA will allot hours during the work day 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 will 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. Describe the State agency's policies, procedures, and activities to ensure that, consistent with section 101 (a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

(A) a system of staff development for professionals and paraprofessionals within the designated State unit, particularly with respect to assessment, vocational counseling, job placement, and rehabilitation technology, including training implemented in coordination with entities carrying out State programs under section 4 of the Assistive Technology Act of 1998;

In 2018 and 2019 DCRSA staff attended various conferences and trainings which included the National Rehabilitation Leadership Institute (NRLI), 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, in order to ensure dissemination of knowledge learned. While DCRSA is no longer receiving direct training of staff from GWU as was in the past, following the reorganization of Technical Assistance and Continuing Education services provided through the US Department of Education and initiation of new training entities such as Workforce Innovation Technical Assistance Center (WINTAC) and engage Youth Technical Assistance Center (Y-TAC) by the Department of Education. These training entities are well equipped to provide needed rehabilitation counseling trainings as well as WIOA technical support. In 2017, DCRSA signed an intensive technical assistance agreement with WINTAC which has enhanced the training alliance and consequently provided opportunities for improved 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. In 2019 WINTAC staff provided technical training on the new WIOA Common Performance Measures and Pre-ETS to DCRSA staff that included management staff, supervisors, VR specialists, and other stakeholders. DCRSA is currently planning with WINTAC to provide training at the RSA All Staff retreat in January 2020. WINTAC be addressing topics including: measurable skills gains and 911 reporting and its connections to VR specialists' daily work. This training will assist in bolstering VR staff knowledge and skill base to assist clients with obtaining, maintaining, and sustaining employment.

(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 on-going 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 which allow them 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. Currently there is one intern and another contingent of interns is expected to start in spring semester of 2020. Since January 2018, the Agency has hired six interns as VR Specialists. DCRSA continues to improve coordination with the DC Assistive Technology (AT) Center in order to ensure that VR specialists are aware of services available there, and aware of AT services available for persons with disabilities, in order to know when a referral for an AT assessment is appropriate.

(5) Personnel to Address Individual Communication Needs

The Administration will continue to employ personnel who are able to communicate in the native languages of applicants for services and clients who have limited English speaking ability. 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 who are deaf or hard of hearing. The agency seeks to serve individuals with disabilities from the six languages identified by the DC Office of Human Rights. The languages include Spanish, Chinese, French, Vietnamese, Korean and Amharic. The agency will continue emphasize the bilingual capacity of staff in recruitment efforts. The agency includes a preference in hiring for candidates who are bilingual. The Agency is in compliance 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 DDS/RSA staff is as follows: Staff who speak Spanish: one Intake Specialist, two VR Specialists (one in transition and one in General VR); Staff who are fluent in American Sign Language (ASL): one Interpreter, two VR Specialists, one Business Relations Specialist, one Contract Administrator; Staff who speak Amharic: two VR Specialists; Staff who speak Yoruba: one Supervisory VR Specialist. Within DDS, in the offices shared with RSA, there are additional staff who speak some of the languages above as well as staff who speak Haitian Creole, Telugu, Hindi, German, Japanese, Yoruba, Mandarin, Portuguese and Kru. 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. As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

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 Transition Units that currently employ two 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 pre-employment 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 on-going 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 will work with DCPS and public charter schools to develop cross training for education and VR staff on VR and special education issues in transition. DCRSA maintains a Memorandum of Understanding with DC Public Schools to provide three staff (in FY 2020, it will be four staff) to support in the provision of pre-employment transition services, referrals to RSA, and job placements.

(j) Statewide Assessment

(Formerly known as Attachment 4.11(a)).

(1) Provide an assessment of the rehabilitation needs of individuals with disabilities residing within the State, particularly the VR services needs of those:

(A) with the most significant disabilities, including their need for supported employment services;

DCRSA, in coordination with the SRC contracted with San Diego State University (SDSU) to conduct a Comprehensive Statewide Needs Assessment (CSNA). SDSU had completed the agency's prior two CSNAs in 2013 and 2014. In both instances, this organization was selected

through a competitive process. SDSU had demonstrated experience with completing needs assessments for a number of other state rehabilitation programs across the country. The 2017 assessment was able to build on the findings of the previous assessments. DCRSA will coordinate with the SRC to complete the next CSNA in 2020. During the 2017 assessment, SDSU worked with DCRSA to obtain more input from employers. The needs assessment identified the following themes, and made the following recommendations for follow up:

I. The CSNA included the following recommendations in the Overall Agency Performance area: DCRSA should strive to increase the range and types of jobs that consumers obtain, in part by encouraging consumer participation in postsecondary education programs, including graduate level education, and through the regular use of labor market information in career exploration and vocational planning process. DCRSA should help educate the Mayor's office about the new common performance measures in WIOA and how these measures impact the definition of success in the Workforce Development core partners and the data that is reported. The need to develop a culture of responsiveness and customer service should remain a priority for the organization. DCRSA is encouraged to utilize technology to help ensure accountability in the rehabilitation process for consumers.

II. The CSNA included the following recommendations in needs of persons with the most significant disabilities, including their need for supported employment: DCRSA should conduct focused outreach to programs and organizations serving people with significant physical disabilities. DCRSA should develop a Disability 101 website that can act as a benefits planning tool for counseling staff and consumers. When purchasing assistive technology for consumers, DCRSA should ensure that appropriate training is authorized so consumers can effectively use the AT. DCRSA should continue to provide training to their staff and service providers on the traditional model of supported employment. DCRSA is entering into an intensive TA agreement to provide training to their staff and service providers in customized employment. The organization is encouraged to fully implement this training program. DCRSA should determine if natural supports are being identified and utilized for individuals that do not qualify for traditional Medicaid-waiver based services. DCRSA should investigate why individuals with blindness are not applying for services at the same rate as in previous years. If targeted outreach to community organizations serving the blind is needed, DCRSA should implement plans to increase that outreach.

(B) who are minorities;

III. The CSNA included the following recommendations in 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. DCRSA should recruit bilingual VR specialists as a matter of course for every vacant counseling position. DCRSA should investigate why the rate of individuals that are Asian and Pacific Islander and Latino that 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 or VR specialists that speak Spanish and any of the Asian and Pacific

Island languages may help with establishing community relationships with programs that serve these populations, which may potentially increase referrals.

(C) who have been unserved or underserved by the VR program;

Needs identified in this area included the following: Veterans appear to be an unserved population by DCRSA; Asian and Pacific Island and Latino individuals continue to apply for DCRSA services at a lower rate than they appear in the general population of the District; Language barriers affect minority populations from participating in DCRSA services; Individuals with physical disabilities may be an underserved population by DCRSA.

(D) who have been served through other components of the statewide workforce development system; and

IV. The CSNA included the following recommendations in needs of persons with disabilities served through other components of the statewide workforce investment system: The need for cross-training among DCRSA and the other core partners remains an ongoing recommendation. The AJC staff, due to regular and frequent turnover, need ongoing training on DCRSA processes and requirements. This is true for DCRSA staff regarding Adult Education as well. In addition, AJC staff need to receive training on how to use the assistive technology that they have at their sites. DCRSA and DOES should meet to identify ways that both programs can provide youth services in partnership and share resources to improve transition services to youth in the District. The relationship between Adult Education and Family Literacy and DCRSA should be strengthened through formal partnerships and shared planning. This partnership is especially important in the District, where literacy was frequently mentioned as need for DCRSA consumers. DCRSA and DOES should work to ensure that individuals with disabilities are actively targeted for training and employment opportunities available through the AJCs or as a result of job fairs.

(E) who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre-employment transition services or other transition services.

V. The CSNA included the following recommendations in needs of youth with disabilities in transition: The transition population represents a group that can greatly benefit from the pursuit of postsecondary education and increase the quality and pay of employment that they obtain in the future. In order to fully realize this potential for youth, DCRSA will need to ensure that they are identifying “504” students in addition to those students being served by Special Education. DCRSA needs to work with schools and CRPs to develop more work-based learning sites. The development of soft skills early in the youth’s life was stressed repeatedly by participants. It will be important for the organization to ensure that their transition staff are focused on ensuring a seamless transition to postsecondary education and employment as well as on whether they expend the Pre-ETS reserve requirement. DCRSA should continue to examine ways to engage youth in the VR process by utilizing technology and social media.

(2) Identify the need to establish, develop, or improve community rehabilitation programs

within the State; and

VI. The CSNA included the following recommendations in regarding the need to establish, develop, or improve CRPs in the District: Provide customized employment training for Human Care Agreement providers and DCRSA staff. DCRSA is encouraged to expedite the development and use of the vendor report card system they have been working on for several years. DCRSA should recruit providers for services to the blind and deaf, especially job placement and supported employment. Whenever possible, DCRSA should invite providers to be a part of any training provided to staff. DCRSA should work in partnership with Deaf Reach to determine if they are able to provide a communication and language skills program for deaf consumers. DCRSA should ensure that the payment structure for job development and placement is shared widely and frequently with staff to help reduce the confusion about how vendors are paid for placement services. DCRSA should consider establishing contracts that support consumers achieving the milestones contained in the common performance measures in WIOA.

(3) Include an assessment of the needs of individuals with disabilities for transition career services and pre-employment transition services, and the extent to which such services are coordinated with transition services provided under the Individuals with Disabilities Education Act.

II. Needs of persons in transition: A lack of work skills, soft skills, work experience and knowledge regarding the expectations of the work force are all barriers to employment for youth with disabilities in the District. DCRSA has expanded their staff and commitment of resources to youth and students with disabilities. DCRSA has done a good job of developing and implementing strategies to provide pre-employment transition services. The focus on pre-employment transition services may have overshadowed the larger transition picture.

Business needs, relations, and services

III. The CSNA included the following recommendations: The role of the former employees of the BRU was unclear to several individuals and focus group participants interviewed for this study. It would be helpful for the role to be clearly articulated for all staff. Whether the primary role is job development and placement, employer outreach and education/training, or a mixture of the two, confusion would be minimized by sharing the role among staff and partners.

(k) Annual Estimates. Describe:

(1) The number of individuals in the State who are eligible for services;

Of those of working age (18-64), 53,816 are estimated to have a disability (2017 data). The employment rate for all working age people with disabilities in the District is 44.1%. This compares with an employment rate of 78.2% for all people age 18-64 without disabilities.⁶³

⁶³ Lauer, E.A. & Houtenville, A.J., 2019. Annual Disability Statistics Compendium: 2018. Durham, NH: University of

Table 24: Cost of Services

Category	Title I or Title VI	Estimated Funds	Estimated Number to be Served	Average Cost of Services
Title I Part B (Priority Category 1)	Title I	\$9,926,798	4,213	\$2,356
Title VI Part B	Title VI	\$300,000	90	\$3,333
Title I Part B (Priority Category 2)	Title I	\$4,609,920	2,209	\$2,087
Title I Part B (Priority Category 3)	Title I	\$163,519	110	\$1487

Although the District is in an Order of Selection, DCRSA is currently serving all categories.

(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.

New Hampshire, Institute on Disability.

(I) State Goals and Priorities. The designated State unit must:

(1) Identify if the goals and priorities were jointly developed and agreed to by the State VR agency and the State Rehabilitation Council, if the State has a Council, and jointly agreed to any revisions.

In Fiscal Year 2019, the District of Columbia State Rehabilitation Council (SRC) had scheduled four meetings (March 14, 2019; June 13, 2019; September 12, 2019; and December 13, 2019); only four meetings occurred as a way 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, and for the DSU to provide information about services provided. Every effort is made to provide a variety of avenues for public input whenever issues, concerns, or policy changes are considered. The SRC has an active policy committee that reviews and comments on proposed regulatory, policy and procedure changes. Meetings of the SRC are held at the District of Columbia State Rehabilitation Administration offices at 250 E Street, SW, Washington, DC 20024 on no less than a quarterly basis.

In addition, the DSU held a meeting with agency staff, and the SRC seeking input into the update of the VR priorities and goals for the updated WIOA State Plan. Additionally, the review of the most recent Comprehensive Statewide Needs Assessment, which was published in October 2017; as well as agency consumer satisfaction surveys and agency performance reports helped in the development of this new plan.

The District published its last Unified Workforce Development State Plan in February 2018 and held a number of public forums to hear feedback on the plan, including the program specific plan for vocational rehabilitation and supported employment services.

DCRSA is currently looking for support and guidance from the SRC while looking to secure partners for the upcoming 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 the DC Department on Disability Services, Rehabilitation Services Administration 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 2017 Comprehensive Statewide Needs Assessment, and for people living in wards 7 and 8.

Strategies: DCRSA will:

1. 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, 2020 and ongoing through June 30, 2024:

- a. DCRSA will maintain sufficient staff fluent in Spanish to assign a Spanish speaking VR specialist to all LEP/NEP (i.e., limited English proficient or non-English proficient) Spanish speaking clients, consistent with the caseload standards included in the Comprehensive System of Personnel Development (CSPD)
- b. VR services will be provided 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 3 additional agencies based in Wards 7 and 8 in order 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 community-based agencies serving Ethiopian and Eritrean immigrants, two serving immigrants from Latin America and will re-establish its agreement in order to provide services at each location at least one 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:

5. 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.
6. Track the number of referrals received and clients seen at each outreach site on a monthly basis.
7. 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 32 outreach sites in the community, each of which will serve at least 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 are able to 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 in order 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. There will be an increase in job placements in high demand industries.

Objective 1.5: Increase the number of people with intellectual disabilities (IDD) and serious mental illness (SMI) or serious emotional disturbance (SED) who obtain and maintain employment through better coordination of supported employment services with the Developmental Disabilities Administration and the Department of Behavioral Health (DBH).

Strategies: DCRSA will:

1. Assign two VR specialists to work specifically with people referred from DDA supported employment services.
2. Assign three 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 DDA, make necessary changes and provide training to all DDA 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 DDA.
- b. There will be at least 100 successful closures for people with serious mental illness (SMI) or serious emotional disturbance (SED) referred by DBH to RSA 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 DDA or DBH
- d. All people in transition will receive 90 days of extended services through DDA or DBH before their case is closed successfully by RSA.

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 2020 and will maintain this increased level of referrals through PY 2021.
- b. DCRSA will increase the number of service providers who provide services for 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 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 in order 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 "train the trainer" 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/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, 2021 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 in order to improve outcomes.
- b. During Program Year (PY) 2020-2021, DCRSA will track WIOA performance measures in order to establish a baseline of performance. By June 30, 2021, 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 review 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 any trainings provided to staff beginning in 2018.
- 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 publication of final federal WIOA rules, review the District regulations, and make any necessary revisions.
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, 2021:

- 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 in order 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 non-public placement can be referred for VR services, including pre-employment transition services by 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 b. 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, and be available to see students to complete applications, determine eligibility, complete comprehensive assessment in order to develop IPE, 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, 2022:

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 non-public placement will be referred for VR services by age 14, with the consent of the student and their parent

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, and be available to see students to complete applications, determine eligibility, complete comprehensive assessment in order 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 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 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, in order to be successful in their MBSYEP summer work placements. The JumpStart Program (Summer Institute), 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 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 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, in order to be successful in their MBSYEP summer work placements

g. DCRSA will ensure that all students on a certificate pathway have at least one 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 post-secondary education or competitive integrated employment.

Strategies: DCRSA will:

1. VR Specialists will 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 pre-employment 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, 2021 and ongoing through June 30, 2022:

- 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 vault

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 in order to have access to system that will provide national aggregate employment data regarding employment for people who exit VR services.

Performance by June 30, 2021:

a. RSA 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, 2021 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, 2021 and ongoing through June 30, 2024:

- a. DCRSA will have at least two 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 2017; 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 in March 2020 and will hold a number of 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. Their 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 programs. These goals were developed, reviewed, and approved by DC RSA and the SRC. Planned program goals to be accomplished by the DC Department on Disability Services, Rehabilitation Services Administration 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 I above.

(3) Ensure that the goals and priorities are based on an analysis of the following areas:

See response I above.

(A) The most recent comprehensive statewide assessment, including any updates;

See response I above.

(B) the State's performance under the performance accountability measures of section 116 of WIOA; and

See response I 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 I above.

(m) Order of Selection. Describe:

(1) Whether the designated State unit will implement and order of selection. If so, describe:

(A) The order to be followed in selecting eligible individuals to be provided VR services.

DCRSA established Order of Selection priority categories as follows: Depending upon agency resources, the categories are closed for services in order beginning with Priority III, then II and, finally Priority Category I. Categories may be closed based on the following circumstances: Limitations of case service dollars or limitation in adequate staff to serve all eligible individuals. Notwithstanding these priority categories, DCRSA will continue to provide pre-employment transition services to students with disabilities, because these services are made available to students who are potentially eligible for services. However, students who require vocational rehabilitation services, in addition to pre-employment transition services, will receive those services based on the priority category into which they are assigned based on the determination made upon consideration for eligibility for VR services. In addition, DCRSA will provide services to people who require specific services or equipment in order to maintain employment, regardless of their priority category. This exception will be made for this individual service. People may receive these specific services only. If a person who receives this service requires other VR services, unrelated to those services or equipment necessary to maintain employment, they will be subject to the same order of selection as all other persons eligible for VR services, based on the priority category into which they are assigned. The agency will continue current outreach efforts, particularly those aimed at communities that were identified in the 2017 CSNA and the State Plan Modification in 2018, as underserved or unserved and will continue on-going efforts to coordinate services with the State Education Agency, and all Local Education Agencies, in order to conduct outreach and education for transition youth, their families, and school personnel regarding transition services.

Priority Category I: An individual with a most significant disability is an individual who has a severe physical or mental impairment that seriously limits three or more functional capacities. (mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome; whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and who also satisfies the requirements for Category II (directly below).

Priority Category II: an individual with a significant disability is an individual who has a severe physical or mental impairment that seriously limits one or more functional capacity. (mobility, communication, self-care, self-direction, interpersonal skills, work tolerance, or work skills) in terms of an employment outcome; whose vocational rehabilitation can be expected to require multiple vocational rehabilitation services over an extended period of time; and who have one or more physical or mental disabilities resulting from amputation, arthritis, autism, blindness, burn injury, cancer, cerebral palsy, cystic fibrosis, deafness, head injury, heart disease, hemiplegia, hemophilia, respiratory or pulmonary dysfunction, intellectual disability, mental illness, multiple sclerosis, muscular dystrophy, muscular-skeletal disorders, neurological disorders (including stroke and epilepsy), spinal cord conditions (including paraplegia and quadriplegia), sickle cell disease, specific learning disability, end-stage renal disease, or another disability or combination of disabilities determined on the basis of an assessment for determining eligibility and vocational rehabilitation needs to cause comparable substantial functional limitation.

Priority Category III: an individual with a physical or mental impairment which does not meet the criteria set forth in priority categories I and II; and whose disabilities constitute or result in a substantial impediment to employment; and who can benefit in terms of an employment outcome from the provision of vocational rehabilitation services.

[\(B\) The justification for the order.](#)

Over the past three years, DCRSA has seen a decrease in the number of people receiving services, the cost of services, and related personnel costs, as the agency continues to address issues identified in the administration's monitoring review in FY 2019 and the Comprehensive Statewide Needs Assessments completed in FY 2017.

In addition, with the changes required by the Workforce Innovation and Opportunity Act, DCRSA continues to develop strategies and processes to manage resources to ensure that it complies with required priorities in the Act, including increasing services to transition youth, including the provision of pre-employment transition services to students with disabilities to include 14- and 15-year-olds, and continuing the focus on the provision of services for people with most significant disabilities to help them find competitive, integrated employment.

The number of people receiving supported employment services has decreased over the last fiscal year. The agency continues to improve coordination with the Department of Behavioral Health and the Developmental Disability Administration located within DDS to ensure clients

eligible for supported employment plans, as opposed to incorrect VR plans. Although the number of supported employment plans has decreased, the supported employment outcomes for individuals served has been consistent.

In FY 2019, DCRSA showed a decrease versus FY 2018 of people with supported employment (SE) plans from 1130 in FY 2018, to 1087 in FY 2019. When DCRSA consolidated all SE into one unit, the agency had better oversight of counselors establishing SE plans for people who were more appropriate for a VR plan. This structural change allowed for improved employment outcomes for those with legitimate SE plans and service needs. The number of people receiving this service has remained relatively stable for the past two years (i.e., 1130 in FY 2018 and 1087 in FY 2019).

In addition, the administration has engaged in outreach efforts in order to ensure that services are being offered to individuals and communities identified as unserved or underserved in the 2017 CSNAs. These populations include people who are Latino, Asian and Pacific Islanders, and Ethiopian; people who are Blind; and residents of Wards 7 and 8.

This outreach has been done primarily through agreements with other government agencies (including the workforce agency) and private service providers in the community, to accept applications and see clients in the partner agency locations. The decision to close Priority Categories will be based on availability of funds, projected number and types of referrals; and, the number of eligible individuals and VR specialist caseloads. If the Order of Selection is implemented, RSA will work with the SRC to develop an effective information and referral system to ensure that individuals with disabilities who do not meet the agency's order of selection criteria have access to information, referrals, and guidance so that they can access other workforce development support.

[\(C\) The service and outcome goals.](#)

In FY 2019 the agency had a significant decrease in referrals, both to general VR, as well as transition services. The decreased number of transition youth in particular affects the cost per client because of the high current costs paid by the administration for post-secondary education and the number of transition applicants that require updated evaluations.

In FY 2018 and FY 2019, the transition unit saw a decrease in referrals due to a change in electronic referral submission process. This electronic process digitized the referral process; however, staff needed to be trained about the new process. VR specialists have continued to reiterate the message that RSA is an employment agency with its goal of decreasing and removing barriers to employment and helping clients secure, maintain, and advance in employment.

In addition, the agency has seen a significant increase in the cost of providing assistive technology services, particularly to consumers who are blind. Consistent with the recommendations from the CSNAs completed in 2017 and, the administration has increased outreach is providing more services to people who are blind.

In addition, the new requirements under WIOA, to reserve 15% of the grant funds and expend this exclusively on pre-employment transition services for students with disabilities continued to promote additional budget pressure.

In FY 2019, the agency began expanding outreach to transition students ages 14 and 15, with a goal of beginning to work with students in their freshmen and sophomore years. However, this work consisted primarily of collaborative workshops with the provider network, hosting onsite student events, and workshops planning for post-secondary services.

The agency continues its efforts to provide services to students in school. The expected cost of this is approximately \$1.91 million, as the agency has assigned VR specialists who are providing some pre-employment transition services as well as a MOU with DC Public Schools were the agency funds Pre-ETS servicing positions.

Based on the continued outreach efforts and continued strategy to increase referrals, it is anticipated to serve approximately 2625 eligible or potentially eligible high school students, which represents 75% of the total eligible student or potentially eligible high school student population in DC for FY 2020.

There are currently approximately 4261 current, active VR cases and 1,143 are assigned to the transition unit. The agency saw a decrease in the number of new referrals, there were 2,264 referrals in FY 2018 to general VR and approximately 320 referrals in FY 2019 to the transition unit.

Referral numbers rate for FY 2020 will be increased by increased and targeted outreach efforts to clients. The following chart shows the estimated number of individuals to be served in the state fiscal year 2020 by priority category and the estimated number of successful employment outcomes (Status 26 closures).

In addition, even if the agency is required to impose a waiting list for services, there will still be a requirement to reserve and expend funds for pre-employment transition services, as these services are required to be provided to students with disabilities who are eligible or potentially eligible for VR services. Therefore, this service would continue regardless of the VR status of individual students.

Priority Category I 4,253 (clients served) 420 (successful outcomes) - \$1,695,529.85

Priority Category II 2079 (clients served) 230 (successful outcomes) - \$709,307.72

Priority Category III and IV 126 (clients serviced) 25 (successful outcomes) - \$162,641.59

Total Costs Total 26 Closures 6,271 (clients served) 675 (successful outcomes) \$2,567,479.16

Priority Category	Number of individuals to be served	Estimated number of individuals who will exit with employment after receiving services	Estimated number of individuals who will exit without employment after receiving services	Time within which goals are to be achieved	Cost of services
1	4,253	420	347	07/01/2020 - 06/30/2021	\$10,986,500
2	2,085	230	187	07/01/2020-06/30/2021	\$5,108,250
3	130	25	17	07/01/2020-06/30/2021	\$180,830

(D)

The 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.

See response to 1 above.

(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.

In FY 2019, DCRSA continued to strengthen its partnerships with the Developmental Disability Administration (DDA) of the Department of Disability Services, which supports people with

intellectual disabilities and with the Department of Behavioral Health (DBH), which supports people with serious mental illness (SMI) and serious emotional disturbance.

As described elsewhere in this plan, this improved coordination has included refinement of a protocol with DDA regarding the referral process from DDA to DCRSA for VR services, the referral from DCRSA to DDA 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 administrations.

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.

There were a total of eight providers in FY 2018, a number expected to expand significantly for FY 2020 by having all DDA Providers become RSA Supported Employment providers as well. A consistent number of people were referred by DDA and DBH, as well as a fairly consistent number of successful employment outcomes, and with expectations to increase this number for FY 2020 while bringing on additional DDA providers to the RSA network as well as continued efforts to streamline the referral process.

It is expected that the funds received under section 603, if available, will only be sufficient to cover the cost of serving eighty people referred from DBH. It is planned to serve the remaining expected 380 referred from DBH and expected 200 referred from DDA through the use of approximately \$1.5 million in funds under section 110 of the Rehabilitation Act (vocational rehabilitation grant funds), and these funds are used to provide assessment and job development services for these clients since supported employment funds are not authorized for this purpose.

(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 Project Search and employed following completion of the Project Search Program. The agency currently supports two Project Search sites, at the Smithsonian Institution, and Embassy Suites Hotel. Participants in the Embassy Suites Hotel 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 youth at this site. DCRSA continues to support youth through extended service, who have completed the Project Search program year and are employed following the program completion.

The funds available to support youth in extended services are very 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 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.

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. Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

(1) The methods to be used to expand and improve services to individuals with disabilities.

DCRSA continues to engage efforts in expanding and improving 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 2017 CSNA, unserved and underserved populations include people who are blind, people of Latino and Asian and Pacific Island origin, as well as Ethiopians, DC Residents of Wards 7 and 8, and Veterans. 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. These include Charlie's Place, a site where services providers meet the homeless and engage in discussions of eligibility for VR services, Columbia Lighthouse for the Blind; the Ethiopian Community Center; and the Mayor's Office of Asian and Pacific Island Affairs. Additionally, for FY 2019, DCRSA signed a Memorandum of Understanding with the Workforce Investment Council in order 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 FY 2019, DCRSA, consistent with 34 CFR 361.18, increased the number of bi-lingual employees, with six Spanish speaking

employees complement the staffing ratio, holding various positions in the agency from Supervisory roles to VR specialist roles. In FY 2019 the agency continued to maintain compliance ratings for both Eligibility Determination and timely completion of Individual Plans for Employment at and above 90%.

DCRSA is engaged in a number of 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 continues working 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 2019, DCRSA assisted in supporting the resource plan of the SILC, in order 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. In FY 2019, the number of Evidence Based Supported Employment Providers that contract with the agency were expanded, and the agency 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), serious emotional disturbance (SED), and substance use disorders (SUD). Further, coordination of services is further strengthened with the Developmental Disability Administration in the Department on Disability Services in order to increase the number of people with intellectual disabilities who receive supported employment services. It is expected to see a significant increase in the number of people with SMI, SED 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.](#)

For FY 2019, DCRSA continues to employ an Assistive Technology Specialist.

The AT Specialist provides: 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 DDA.

In addition, the AT Specialist works with specialized providers, programs and centers such as: District Senior Programs, Public Charter Schools, DC Assistive Technology Program---University Legal Services, Senior Living Complexes, DC Center for Independent Living, Byteback, TCS Associates, Columbia Lighthouse for the Blind, and Integrated Technologies, Inc.

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 at least once a year 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 a private community-based provider that conducts 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 to conduct an assessment of current accessibility of all one-stop locations and provide recommendations for necessary accommodations to ensure accessibility services at the American Job Centers.

DCRSA currently provides support to make the National Federation for the Blind Newsline available to District residents. Through a Memorandum of Understanding with DC Public Libraries, outreach and training on how to access this service is provided (funded as part of the State Plan for Independent Living). However, the license to make the Newsline available is funded by DCRSA.

In addition, the District currently funds the Metropolitan Washington Ear, in order to make local publications and many local events (e.g., live theatre) available to District residents who are blind or visually impaired. If local funds are not available to cover the cost of this service, the agency may use Section 110 funds for this purpose.

(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.

During 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 2017 comprehensive needs assessment as unserved or underserved (i.e., 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 26 different offices across Washington, DC. The administration has focused on strengthening partnerships with agencies that represent unserved and underserved communities and is directly working with stakeholders to better understand their needs.

In FY 2019, DCRSA, in collaboration with agency partners, hosted the first 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 with access to information, support, and resources 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 session will be used by District agencies to inform practices to better engage this community.

The administration is also a member of the National Community of Practice on Cultural and Linguistic Competence, whose goal is to develop sustainable Cultural and Linguistic Competence strategies reflected in policies, structures, and practices to increase awareness and better engage underserved populations that have been harder to reach due to cultural and linguistic differences and barriers. Also in FY 2019, the agency was able to recruit two VR Specialists and one front desk staff member who are Spanish speaking. The VR Specialist will work at the outreach sites targeting people who are Latino. In addition, the agency is currently engaged in intensive efforts to recruit bilingual Amharic/English staff to ensure that language-appropriate services are available to people whose primary language is Amharic and are Non-English Proficient or Limited English Proficient. Pending greater ability to hire bilingual staff, the agency continues to rely on the Language Line, which provides interpretation via telephone. This service is available in all languages. In addition, the agency currently has staff who are fluent in ASL, including both Deaf and hearing staff; including two VR Specialists and one VR Supervisor.

(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 a number of 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 a current MOA with the State Education Agency, the Office of the State Superintendent of Education (OSSE). There is a draft, updated agreement, which addresses issues related to the provision of Pre-Employment Transition Services. It is expected for this agreement to be finalized during FY 2020. There is an updated MOA with the largest local education agency in the District, the DC Public School system. This MOA 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-two secondary schools and nine adult education schools that serve students with disabilities, under the age of 22. In order 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 IDEA to 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 in order to ensure that students with disabilities have access to the summer youth employment program, to provide any necessary supports, including supported employment services, in a timely manner, to ensure the success of students in their summer work experience. Through an RSA contract with an experienced provider, the 2019 SYEP JumpStart program provided job readiness training to 26 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, in the acquisitions of the knowledge, skills, and abilities necessary to obtain and maintain the economic self-sufficiency and independence that results from gainful employment.

During 2019 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. Youth receiving case management services were assigned a SchoolTalk SYEP JumpStart Case Manager (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 RSA, 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 or Practice to provide an annual transition forum for transition students and their families. For FY 2019, RSA sponsored the annual transition forum, which had over 700 attendees. There were over 300 students who participated in the annual forum. There were 68 youth leaders, who facilitated workshops throughout the course of the forum. There were over 100 educators in attendance and 50 exhibitors. This year's family program had 50 participants.

(5) 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 with us to provide an array of vocational rehabilitation services to consumers. As indicated above, the agency has increased the number of evidence-based supported employment providers in FY 2019. 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 three (3) 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 and increased employment outcomes for consumers, particularly those with developmental disabilities and chronic mental illness. This happens, in part, through monthly meetings in addition to other training. In FY 2019, 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/changes were made in the payment structure in order more closely align payment to the providers with successful employment placements. In addition, payment support was continued to supported employment providers to provide Discovery Assessments and Customized Employment, with increased emphasis to enforce this in FY 2020 to stimulate more successful outcomes for consumers. 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 better engage with providers in partnership to help people with most significant disabilities achieve employment outcomes.

(6) 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, performance measures for the vocational rehabilitation program officially changed. The specific performance standards will be addressed in the Unified State Workforce Development Plan. Because all of these measures are still in the baseline development, DCRSA is still having challenges obtaining data because there is no repository for all of the 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. In order to adhere to the performance metrics, the administration is taking a number of steps, including: working with the agency that provides the electronic case management system to ensure that data are captured that are required to be reported on including employment rates 2nd quarter after exit and 4th quarter after exit; working with other DOL partners and/or state agencies to develop reporting to account for median earnings 2nd quarter after exit; working with the other workforce agencies in the state to ensure that all measures have a common definition; collaborating with the performance management unit at DDS to help streamline and report on expected data; improving monitoring of progress in training and education programs in order to provide accurate information on performance regarding completion of training, credential attainment, and measurable skills gains, and to obtain more complete data about the performance of existing training providers to assist in improved informed choice of providers and

improved outcomes for clients; working with federal and local partners to become a member of the SWIS agreement to capture pertinent data for WIOA reporting; working with Case Management System purveyor to enhance the system to capture the necessary reporting data; and establishing new protocols for following up with clients post-closure 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 is able to capture the necessary employment/wage data to verify employment after exit.

Strategy 3: Work with the internal Performance Team to help develop tracking/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. As an abundance of caution DCRSA is looking to secure training through LMS learning system which will be 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 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 capture of the necessary employment/wage data to verify employment etc., after exit.

Strategy 3: Work with the internal Performance Team to help develop tracking/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. As an abundance of caution DCRSA is looking to secure training through LMS learning system which will be 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 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 capture of the necessary employment/wage data to verify employment etc., after exit.

Strategy 3: Work with the internal Performance Team to help develop tracking/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. As an abundance of caution DCRSA is looking to secure training through LMS learning system which will be 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 WINTAC 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 (OJT) 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: As part of the VR Specialists Performance Goals ensuring the proper follow ups with clients (i.e. 30, 60, and 90 days) are taking place so that this information is captured and readily available for desertion from the 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 (CA over Universities and Training) to ensure that as they engage Universities and training programs consistently and that they are tracking on a monthly basis credential attainment and then putting it in a format to share with programs every month.

Strategy 5: Connect with local colleges and universities to disseminate to students with disabilities information related to the agency's services; to aid in the success of the consumer and use this as another avenue to collect credential data once the student has been successful in completing the program(s).

Indicator E Measurable Skills Gains (MSG): The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, 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 OJT 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 doing the proper engagement with consumers to obtain progress and document MSG throughout the life of the case.

Strategy 2: As part of the VR Specialists Performance Goals ensuring the proper follow ups with clients (i.e. 30, 60, and 90 days) are taking place so that this information is captured and readily available for desertion from the case file.

Strategy 3: Work with the Performance team too set up monthly, quarterly, and annual reporting relative to MSG captured and reported.

Strategy 4: Connect with local colleges and universities to disseminate to students with disabilities information related to the agency's services; to aid in the success of the consumer and use this as another avenue to collect MSG data once the student has been successful in navigating the program(s).

Strategy 5: Continue to work with WINTAC 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 approaches designed to gauge three 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 Specialists on a monthly, quarterly and annual basis, making this a requirement of their job accountabilities.

Strategy 2: Ensure Business Relations Specialists 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.

[\(7\) 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. In this capacity, in FY 2015, he served on two work groups that seek to improve the coordination and quality of services provided through the workforce investment system. The two work groups included reviewing Employment Engagement strategies as well as coordination of State Agencies to provide resources, supports, and trainings to facilitate successful employment outcomes for consumers. The District, and the American Job Center Sub-Committee, continues meeting monthly in order to discuss how to coordinate services among core service providers at the American Job Centers. The District has four 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 with stationing Employment Coordinators at the AJC site as well as having the Business Relation Specialist concentrate 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 FY 2019, DCRSA continued its presence at the American Job Centers, keeping the number of days each week that DCRSA provides services at the four AJCs to five. The FY 2019 Workforce Investment Council meets quarterly and is comprised several smaller work groups and/or committees that address employment outcomes, challenges, and barriers for DC residents (Youth and Adults) as well as various forms of employer engagement and penetration forums.

(8) 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 will continue to work with the performance management system to help promote ongoing strategic planning and work to create 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, measuring 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. In order 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. In addition, in FY 2020, DCRSA will continue 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 Specialists current performance) from each VR Specialists case load. 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. Consistent with the recommendations regarding outreach to immigrant communities from Ethiopia and Latin America, the HR department of DDS has been engaged in an aggressive outreach plan to hire Spanish speaking VR Specialists.

(B) support innovation and expansion activities; and**Technology First**

In FY 2020, DDS/RSA in collaboration with the Developmental Disabilities Administration (DDA) and the Assistive Technology Center intends to increase the use of Enabling Technologies through the Technology First initiative. These technologies, now more accessible and affordable than at any time previous, allow persons supported to achieve greater levels of independence while also serving to reduce reliance on paid staff. Through RSA's support innovation and expansion activities, the Tech First initiative will develop strategies and establish partnerships in the District of Columbia to expand the use of Enabling Technology and where appropriate to better support people in realizing their goals for employment.

DSP Academy

In FY 2020, DDS/RSA 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' to 4 sessions 2 adult and 2 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. From April through May 2019, eleven (11) DC transitional youth participated in the pilot. As a result of attending the pilot, nine (9) of eleven (11) original cohort participants completed the training in full and received all required certifications to become Direct Support Professionals in the District of Columbia. During FY 2020, it is expected to expand and double the number of participants as well as the number of successful consumers finding employment post-graduation from the DSP Academies. Six (6) participants had been accepted into the employment readiness program, 'Project Search' during the academy and completed its twenty-five (25) hours per week requirement. Again, with the expansion of the DSP program it is expected in FY 2020 to increase the number of consumers accepted into the Project Search program to increase significantly as well providing more opportunity for consumers to find successful employment outcomes. 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.

DCRSA Learning and Innovations Retreat

In January of 2020, DCRSA will hold its second annual learning and innovations retreat titled "Evolving the Employment Experience, Building Capacity and Strengthening Connections". The retreat was attended by eighty DCRSA staff. Attendees: (1) gained knowledge on national best practices in person and family-centered thinking, WIOA, and Customized Employment to enhance the employment experience for people in need of services and supports; (2) participated in an interactive activity to enhance innovative and collaborative VR practices; and (3) participated in a discussion on the use of technology as a resource for successful employment. Based on the retreat evaluation survey feedback, ninety-three percent (93%) of attendees agreed that the information presented supported the work they do every day.

Latino Conference 2020

The District of Columbia's Department on Disability Services (DDS), in collaboration with partner agencies, will host the second annual Latino Conference for people with disabilities and their families. The conference is designed to provide Spanish speaking people with disabilities and their family members with access to information, support, and resources in their native language and assist District agencies to better understand the experiences and needs of Latinos within the disability community. During the day, conference participants will provide feedback as part of a listening session, and attended workshops on the following topics:

- Transition to Employment
- Coordination of Services
- Financial Literacy/Education

At the end of the conference, District agencies and community service providers will host a resource fair and provide information and resources to conference participants. This conference is a culmination of the efforts from the last two years of DDS's participation in the National Community of Practice on Cultural and Linguistic Competence and was a goal of the District's No Wrong Door initiative.

DC Government as Model Employer:

DDS continues to partner with DC Human Resources (DCHR) to work towards the District becoming a model employer of people with disabilities. First, DDS has continued with the Aspiring Professionals program. This is a paid internship program that places people with disabilities in positions throughout the DC government, in positions where the person has a real possibility of being hired. So far since FY 2018, DDS has placed 36 people with disabilities in internships and with 24 having successfully completed their internships, 14 have been hired to date, and finally there are 8 people who are currently working to complete the FY 2019 Internship program. Additionally, DDS/RSA will continue to fund a position within DCHR so that there is a staff person with 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 spend two days a week at DCRSA helping to facilitate this mission. Finally, for FY 2020 DCRSA will look to customized two positions one in General VR and one in the Transition Unit to continue to model employer possibilities.

(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.

In FY 2019, DCRSA has continued working on improving outreach in order to overcome barriers to access to VR services. The administration has 32 outreach sites as of November 2019. Additionally, for FY 2020, DCRSA expanded the number of days that employment coordinators are available at the AJCs in Wards 7 and 8. The plan is to expand the employment coordinators availability to complement the VR specialists that already attend five days per week in all AJCs. The administration is continuing to ensure that it targets these outreach efforts to reach populations identified in the FY 2017 CSNA as 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 2019-2020 school year, DCRSA will continue 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. Describe:

(1) An evaluation of the extent to which the VR program goals described in the approved VR services portion of the Unified or Combined State Plan for the most recently completed program year were achieved. The evaluation must:

(A) Identify the strategies that contributed to the achievement of the goals.

(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, including strategies contributing to goal achievement and factors impeding goal achievement:

Goal 1: Provide continued support to eight (8) 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 eight (8) providers of mental health supported employment services to support staff at each site to assist in increased referrals to DDS/RSA and the development of placement and employment opportunities through supported employment.

Goal 2: Implement improved procedures with DCDDA in order to ensure that more persons referred from DDA achieve a successful outcome. DCRSA made a number of changes throughout FY 2019 to improve the coordination of services and timeliness of referrals and moving people from referral into supported employment services. There are now four VR specialists designated and assigned to work specifically with this population which is an increase from three VR specialists. These VR specialists developed relationships with DDA staff, in order to ensure an effective referral.

(B) Describe the factors that impeded the achievement of the goals and priorities.

In FY 2019, high staff turnover with both provider agencies and RSA staff negatively contributed to reaching goals and priorities. Supported Employment VR specialists and provider agencies need retraining through participation in Employment First trainings, customized employment assessment, and discovery training.

(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 on the new performance accountability measures identified under section 116 of WIOA. DCRSA is currently working with OSSE and DOES in order to establish necessary Memoranda of Agreement to collect the data necessary to report on these measures. There are still barriers to collecting and sharing data among the agencies, as there are FERPA concerns related to sharing protected student 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 partner agencies to establish a central repository that would effectuate obtaining the necessary data required by WIOA. 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.

4. How the funds reserved for innovation and expansion (I&E) activities were utilized.

DSP Academy

In FY 2019, DDS/RSA in collaboration with RCM of Washington, Inc., a DC-based adult disability services provider, developed the Direct Support Professional (DSP) Academy, commonly referred to as the 'DSP Academy' and provided two sessions, one that serviced youth and one that serviced adults. The DSP Academy provides participants were exposed 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.

From April through May 2019, eleven (11) DC transitional youth participated in the pilot. As a result of attending the pilot, nine (9) of eleven (11) original cohort participants completed the training in full and received all required certifications to become Direct Support Professionals in the District of Columbia. During FY 2020, it is expected to expand and double the number of participants as well as the number of successful consumers finding employment post-graduation from the DSP Academies. Six (6) participants had been accepted into the employment readiness program, 'Project Search' during the academy and completed its twenty-five (25) hours per week requirement.

DCRSA Learning and Innovations Retreat

In January of 2019, DCRSA hosted its first annual learning and innovations retreat. The retreat was attended by approximately eighty DCRSA staff. Customized employment was a topic for the employment coordinators. VR Counselors were trained on WIOA standards. DCRSA had a trauma-informed care specialist provide a session on how trauma impacts clients DCRSA serves. Based

on the retreat evaluation survey feedback, ninety-three percent (93%) of attendees agreed that the information presented supported the work they do every day.

Latino Conference 2019

The District of Columbia's Department on Disability Services (DDS), in collaboration with partner agencies, hosted the first 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 with access to information, support, and resources in their native language and assist District agencies to better understand the experiences and needs of Latinos within the disability community. During the day, conference participants provided feedback as part of a listening session, and attended workshops on the following topics:

- Transition to Employment
- Coordination of Services
- Financial Literacy/Education

At the end of the conference, fifteen District agencies and community service providers hosted a resource fair and provided information and resources to conference participants. This conference is a culmination of the efforts from the last two years of DDS's participation in the National Community of Practice on Cultural and Linguistic Competence and was a goal of the District's No Wrong Door initiative.

(q) Quality, Scope, and Extent of Supported Employment Services. Include the following:

(1) The quality, scope, and extent of supported employment services to be provided to individuals with the most significant disabilities, including youth with the most significant disabilities.

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 or has been interrupted or intermittent as a result of that disability, and for whom an appropriate plan for extended services can be developed. DCRSA has identified two primary populations that require the use of supported employment services: persons with serious mental illness (SMI) or serious emotional disturbance (SED) and persons with intellectual and other developmental disabilities. The community rehabilitation providers provide to the two populations supported employment services which include intake, assessment and job coaching. In addition, in new human care agreements issued in FY 2015, DCRSA included Discovery Assessment and Customized Employment as services in the supported employment agreements. Other consumers may require a job coach model for their initial placement but do not require the extended services as provided under the provisions of supported employment services. Each provider provides individualized services to consumers. Their efforts are geared toward 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 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. An "any job will do" attitude is never acceptable. Employment Specialists/Job Coaches spend valuable time with clients teaching them about the workplace's expectations and the required tasks, assuring also that they know who to ask when assistance is needed. Time is spent with the person on the worksite who is identified as the natural support person as well to ensure that they are comfortable and prepared to provide workplace support as needed. The person identified as the natural support completes training in techniques and strategies to assist the assigned consumer to complete tasks required and identify the areas in which prompting or feedback may be appropriate in order to assure accurate completion of all assigned work tasks. The client is also provided with the name and telephone number of the Employment Specialist/Job Coach in the event of questions or problems. The workplace supervisor also receives training in order to assure 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/Job Coach with the consumer on an as-needed basis. Additional 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/Job Coach also provides travel training as needed. The Employment Specialist/Job Coach makes certain that transportation funds are available to assist the consumer in his/her job retention as needed. Additionally, all decisions are discussed jointly by the committee and with the consumer. Issues are seldom presented to consumers by only one party to ensure consumers see the group as united toward their goal of employment. Supported Employment providers are monitored, as are all 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. Problems are discussed with the provider and, when necessary, a corrective action plan is developed and implemented.

(2) The timing of transition to extended services.

In FY 2019, DCRSA finalized changes to its Supported Employment Policy and Procedure, and issued a Standard Operating Procedure on the Coordination of Case Management-Service Coordination Provided by RSA and DDA. These documents clarify issues related to the timing of transition to extended services. For people who will receive extended services through the Home and Community Based Waiver, when the person receiving supported employment job coaching services achieves stabilization in employment, as defined in the person's IPE, a referral is made to the DDA service coordinator advising him or her that the person is ready for transfer to extended services, that the services through the VR program will end in 30 days, and the VR case will be closed 90 days later. This allows sufficient time for the service coordinator to get supported employment services approved through the HCBS waiver. VR services remain in place until the services are in place through the waiver, ideally 30 days after notice is provided. Once

waiver services are in place, DCRSA maintains its case open for an additional 90 days in order to ensure that the person has transitioned successfully to extended services.

For people who will receive services through the Department of Behavioral Health (DBH), the agreement between DCRSA and DBH provides that the transition from services paid through VR to extended services funded through DBH occurs 90 days after placement. DCRSA provides support for the full 90 days after a person begins employment. DCRSA keeps cases open for 90 days following the transition to extended services. If the person loses the job, the 90 days starts over in the new position. DCRSA ensures that the person is stable in the position before the responsibility for funding extended services is transitioned to DBH.

Vocational Rehabilitation Certifications and Assurances

States must provide written and signed certifications that:

1. 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 I of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** **Yes**
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; **Yes**
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 Unified or Combined State Plan;** **Yes**
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; **Yes**
5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. **Yes**

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. **Yes**

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; **Yes**

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; **Yes**

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. **Yes**

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 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.

Applicant's Organization **Department on Disability Services - Rehabilitation Services Administration**

Full Name of Authorized Representative: **Darryl Evans**

Title of Authorized Representative: **Deputy Director**

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

Certification Regarding Lobbying — Supported Employment

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the 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.

Applicant's Organization **Department on Disability Services - Rehabilitation Services Administration**

Full Name of Authorized Representative: **Darryl Evans**

Title of Authorized Representative: **Deputy Director**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(<http://www2.ed.gov/fund/grant/apply/appforms/appforms.html>).

Assurances

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:

The State Plan must provide assurances that:

1. Public Comment on Policies and Procedures:

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

2. Submission of the VR services portion of the Unified or Combined State Plan and Its Supplement:

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3. Administration of the VR services portion of the Unified or Combined State Plan:

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

a. the establishment of the designated State agency and designated State unit, as required by section 101(a)(2) of the Rehabilitation Act.

b. the establishment of either a State independent commission or State Rehabilitation Council, as required by section 101(a)(21) of the Rehabilitation Act.

The designated State agency or designated State unit, as applicable **(B) has established a State Rehabilitation Council**

c. consultations regarding the administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(16)(B) of the Rehabilitation Act.

d. the financial participation by the State, or if the State so elects, by the State and local agencies, to provide the amount of the non-Federal share of the cost of carrying out the VR program in accordance with section 101(a)(3).

e. the local administration of the VR services portion of the Unified or Combined State Plan, in accordance with section 101(a)(2)(A) of the Rehabilitation Act.

The designated State agency allows for the local administration of VR funds **Yes**

f. the shared funding and administration of joint programs, in accordance with section 101(a)(2)(A)(ii) of the Rehabilitation Act.

The designated State agency allows for the shared funding and administration of joint programs: **Yes**

g. statewideness and waivers of statewideness requirements, as set forth in section 101(a)(4) of the Rehabilitation Act.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. **No**

h. the descriptions for cooperation, collaboration, and coordination, as required by sections 101(a)(11) and (24)(B); and 606(b) of the Rehabilitation Act.

i. all required methods of administration, as required by section 101(a)(6) of the Rehabilitation Act.

j. the requirements for the comprehensive system of personnel development, as set forth in section 101(a)(7) of the Rehabilitation Act.

k. the compilation and submission to the Commissioner of statewide assessments, estimates, State goals and priorities, strategies, and progress reports, as appropriate, and as required by sections 101(a)(15), 105(c)(2), and 606(b)(8) of the Rehabilitation Act.

l. the reservation and use of a portion of the funds allotted to the State under section 110 of the Rehabilitation Act for the development and implementation of innovative approaches to expand and improve the provision of VR services to individuals with disabilities, particularly individuals with the most significant disabilities.

m. the submission of reports as required by section 101(a)(10) of the Rehabilitation Act.

4. Administration of the Provision of VR Services:

The designated State agency, or designated State unit, as appropriate, assures that it will:

a. comply with all requirements regarding information and referral services in accordance with sections 101(a)(5)(D) and (20) of the Rehabilitation Act.

b. impose no duration of residence requirement as part of determining an individual's eligibility for VR services or that excludes from services under the plan any individual who is present in the State in accordance with section 101(a)(12) of the Rehabilitation Act.

c. provide the full range of services listed in section 103(a) of the Rehabilitation Act as appropriate, to all eligible individuals with disabilities in the State who apply for services in accordance with section 101(a)(5) of the Rehabilitation Act? **Yes**

d. determine whether comparable services and benefits are available to the individual in accordance with section 101(a)(8) of the Rehabilitation Act.

e. comply with the requirements for the development of an individualized plan for employment in accordance with section 102(b) of the Rehabilitation Act.

f. comply with requirements regarding the provisions of informed choice for all applicants and eligible individuals in accordance with section 102(d) of the Rehabilitation Act.

g. provide vocational rehabilitation services to American Indians who are individuals with disabilities residing in the State, in accordance with section 101(a)(13) of the Rehabilitation Act.

h. comply with the requirements for the conduct of semiannual or annual reviews, as appropriate, for individuals employed either in an extended employment setting in a community

rehabilitation program or any other employment under section 14(c) of the Fair Labor Standards Act of 1938, as required by section 101(a)(14) of the Rehabilitation Act.

i. meet the requirements in sections 101(a)(17) and 103(b)(2) of the Rehabilitation Act if the State elects to construct, under special circumstances, facilities for community rehabilitation programs

j. with respect to students with disabilities, the State,

i. has developed and will implement,

(A) strategies to address the needs identified in the assessments; and

(B) strategies to achieve the goals and priorities identified by the State, to improve and expand vocational rehabilitation services for students with disabilities on a statewide basis; and

ii. has developed and will implement strategies to provide pre-employment transition services (sections 101(a)(15) and 101(a)(25)).

5. Program Administration for the Supported Employment Title VI Supplement:

a. The designated State unit assures that it will include in the VR services portion of the Unified or Combined State Plan all information required by section 606 of the Rehabilitation Act.

b. The designated State agency assures that it will submit reports in such form and in accordance with such procedures as the Commissioner may require and collects the information required by section 101(a)(10) of the Rehabilitation Act separately for individuals receiving supported employment services under title I and individuals receiving supported employment services under title VI of the Rehabilitation Act.

c. The designated state unit will coordinate activities with any other State agency that is functioning as an employment network under the Ticket to Work and Self-Sufficiency program under Section 1148 of the Social Security Act.

6. Financial Administration of the Supported Employment Program:

a. The designated State agency assures that it will expend no more than 2.5 percent of the State's allotment under title VI for administrative costs of carrying out this program; and, the designated State agency or agencies will provide, directly or indirectly through public or private entities, non-Federal contributions in an amount that is not less than 10 percent of the costs of carrying out supported employment services provided to youth with the most significant disabilities with the funds reserved for such purpose under section 603(d) of the Rehabilitation Act, in accordance with section 606(b)(7)(G) and (H) of the Rehabilitation Act.

b. The designated State agency assures that it will use funds made available under title VI of the Rehabilitation Act only to provide supported employment services to individuals with the most significant disabilities, including extended services to youth with the most significant disabilities, who are eligible to receive such services; and, that such funds are used only to supplement and not supplant the funds provided under Title I of the Rehabilitation Act, when providing supported employment services specified in the individualized plan for employment, in accordance with section 606(b)(7)(A) and (D), of the Rehabilitation Act.

7. Provision of Supported Employment Services:

a. The designated State agency assures that it will provide supported employment services as defined in section 7(39) of the Rehabilitation Act.

b. The designated State agency assures that:

- i. the comprehensive assessment of individuals with significant disabilities conducted under section 102(b)(1) of the Rehabilitation Act and funded under title I of the Rehabilitation Act includes consideration of supported employment as an appropriate employment outcome, in accordance with the requirements of section 606(b)(7)(B) of the Rehabilitation Act
- ii. an individualized plan for employment that meets the requirements of section 102(b) of the Rehabilitation Act, which is developed and updated with title I funds, in accordance with sections 102(b)(3)(F) and 606(b)(6)(C) and (E) of the Rehabilitation Act.

[Additional Comments on the Assurances from the State](#)

Appendix 1: Performance Goals for the Core Programs

Each state submitting a Unified or Combined State Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan.

The state is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education, on state-negotiated levels of performance for the indicators for each of the first two years of the plan. For Program Year (PY) 2016-2019 plans, the Departments used the transition authority under section 503(a) of WIOA to designate certain primary indicators of performance as “baseline” indicators to ensure an orderly transition from the requirements of the Workforce Investment Act of 1998 to those under WIOA. A “baseline” indicator was one for which states did not propose an expected level of performance and did not come to agreement with the Departments on negotiated levels of performance because sufficient data was not available to establish such performance levels. As a result, “baseline” indicators were not used in the end of the year adjustment of performance levels and were not used to determine failure to meet adjusted levels of performance for purposes of sanctions. The Departments designated indicators as “baseline” based on the likelihood of a State having insufficient data with which to make a reasonable determination of an expected level of performance.

For PYs 2020-2023 Plans, Title I programs (Adult, Dislocated Worker, and Youth) and the Title II program (Adult Education and Family Literacy Act) will have two full years of data available to make reasonable determinations of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit)
- Employment (Fourth Quarter after Exit)
- Median Earnings (Second Quarter after Exit)
- Credential Attainment Rate
- Measurable Skill Gains

The Wagner-Peyser Act Employment Service program, authorized under the Wagner-Peyser Act, as amended by title III of WIOA, will have two full years of data available to make a reasonable determination of expected levels of performance for the following indicators for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit)
- Employment (Fourth Quarter after Exit)
- Median Earnings (Second Quarter after Exit)

The Credential Attainment Rate and Measurable Skill Gains indicators do not apply to the Wagner-Peyser Act Employment Service program; therefore, this program will not submit expected levels of performance for these indicators. For the first two years of PYs 2020-2023

Plans, the Vocational Rehabilitation (VR) program, authorized under title I of the Rehabilitation Act of 1973, as amended by title IV of WIOA, will have two full years of data available for the Measurable Skill Gains indicator only. Therefore, the Departments will designate the following indicators as “baseline” for the VR program for PY 2020 and PY 2021:

- Employment (Second Quarter after Exit)
- Employment (Fourth Quarter after Exit)
- Median Earnings (Second Quarter after Exit)
- Credential Attainment Rate

VR agencies must continue to collect and report on all indicators, including those that have been designated as “baseline, pursuant to section 116(d) of WIOA.” The actual performance data reported by these programs for indicators designated as “baseline” for PY 2020 and PY 2021 will serve as baseline data in future years. The Departments will require VR agencies to submit expected levels of performance for these indicators for PY 2022 and PY 2023.

The Departments determined that the Effectiveness in Serving Employers indicator will be measured as a shared outcome across all six core programs within each state to ensure a holistic approach to serving employers. The Departments will continue piloting approaches for measuring this indicator for the first two years of PY 2020-2023 plans. Therefore, states are not required to submit an expected level of performance for the Effectiveness in Serving Employers indicator for PY 2020 and PY 2021. However, core programs are expected to collect data and report on this indicator for PY 2020 and PY 2021 as they did for PYs 2016-2019 plans.

Each core program must submit an expected level of performance for all of the other indicators, as applicable, with the exception of the four indicators designated as “baseline” for the VR program in PY 2020 and PY 2021. The Departments will work with states during the negotiation process to establish negotiated levels of performance for each of the primary indicators for the core programs not listed as “baseline.” Each state must update its plan to include the agreed-upon negotiated levels of performance before the Departments approve a state’s plan.

States may identify additional indicators in the plan, including additional approaches to measuring Effectiveness in Serving Employers, and may establish levels of performance for each of the state indicators. Please identify any such state indicators under Additional Indicators of Performance.

According to Section 116 of WIOA, performance measures are developed by utilizing a statistical modeling tool provided by DOL-ETA and other relevant variables. The data provided in the tables below for Title I Adult Program, Title I Dislocated Worker Program, Title I Youth Program, and Wagner-Peyser Act Employment Service Program are initial projections and will be changed. The estimated data provided take into consideration current system performance, data analysis of current WIOA participants, labor market data, and training and education services offered within the system. Modification of the estimated performance data will occur after the public comment period, at which time a second comprehensive analysis and validation utilizing the DOL-ETA statistical modeling tool will occur.

	Title I – Adult Program			
	Program Year 2020		Program Year 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	67%*		67%*	
Employment (Fourth Quarter after Exit)	70%*		70%*	
Median Earnings (Second Quarter after Exit)	\$5,800*		\$5,800*	
Credential Attainment Rate	60%*		60%*	
Measurable Skill Gains	34%*		34%*	

* Subject to change pending negotiations with U.S. Department of Labor.

	Title I – Dislocated Worker Program			
	Program Year 2020		Program Year 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	69%*		69%*	
Employment (Fourth Quarter after Exit)	70%*		70%*	
Median Earnings (Second Quarter after Exit)	\$8,000*		\$8,000*	
Credential Attainment Rate	60%*		60%*	
Measurable Skill Gains	56%*		56%*	

* Subject to change pending negotiations with U.S. Department of Labor.

	Title I – Youth Program			
	Program Year 2020		Program Year 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	56%*		56%*	
Employment (Fourth Quarter after Exit)	48%*		48%*	
Median Earnings (Second Quarter after Exit)	\$3,200*		\$3,200*	
Credential Attainment Rate	53%*		53%*	
Measurable Skill Gains	20%*		20%*	

* Subject to change pending negotiations with U.S. Department of Labor.

UNIFIED STATE PLAN

WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA)

	Title II –Adult Education and Family Literacy Act Program			
	Program Year 2020		Program Year 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	19%*		21%*	
Employment (Fourth Quarter after Exit)	23%*		25%*	
Median Earnings (Second Quarter after Exit)	\$7,500*		\$8,000*	
Credential Attainment Rate	46%*		48%*	
Measurable Skill Gains	45%*		46%*	

* Subject to change pending negotiations with U.S. Department of Education.

	Wagner-Peyser Act Employment Service Program			
	Program Year 2020		Program Year 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	56%*		56%*	
Employment (Fourth Quarter after Exit)	75%*		75%*	
Median Earnings (Second Quarter after Exit)	\$5,400*		\$5,400*	
Credential Attainment Rate	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Measurable Skill Gains	Not Applicable	Not Applicable	Not Applicable	Not Applicable

* Subject to change pending negotiations with U.S. Department of Labor.

	Vocational Rehabilitation Program			
	Program Year 2020		Program Year 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Employment (Second Quarter after Exit)	Baseline	Baseline	Baseline	Baseline
Employment (Fourth Quarter after Exit)	Baseline	Baseline	Baseline	Baseline
Median Earnings (Second Quarter after Exit)	Baseline	Baseline	Baseline	Baseline
Credential Attainment Rate	Baseline	Baseline	Baseline	Baseline
Measurable Skill Gains	13.8%		13.8%	

	All WIOA Core Programs			
	Program Year 2020		Program Year 2021	
	Expected Level	Negotiated Level	Expected Level	Negotiated Level
Effectiveness in Serving Employers	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Additional Indicators of Performance
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Appendix 2: Detailed Job Growth and Projections for High-Demand Sectors and Occupations

Table A-1: Business and Information Technology sector recent job growth and projections for Entry-Intermediate level high-demand occupations

SOC code	Occupation title	Number of jobs 2018	Recent job growth 2015-2018	Median annual wage 2018	Recent wage growth 2015-2018	Projected job growth 2016 - 2026	Avg annual openings through 2026
	Totals and weighted avg	23,220	-8%	\$44,518	10%	-1%	3,247
43-9061	Office Clerks, General	10,270	3%	\$42,320	11%	-1%	1,216
43-4171	Receptionists and Information Clerks	4,080	-6%	\$35,350	6%	2%	614
43-4199	Information and Record Clerks, All Other	2,300	-24%	\$58,230	10%	2%	471
43-9199	Office and Administrative Support Workers, All Other	2,100	-27%	\$43,790	16%	5%	375
43-5052	Postal Service Mail Carriers	980	1%	\$62,480	5%	-9%	51
43-9051	Mail Clerks and Mail Machine Operators, Except Postal Service	820	-33%	\$46,860	8%	-14%	123
43-4071	File Clerks	520	4%	\$43,480	-1%	-11%	65
43-5071	Shipping, Receiving, and Traffic Clerks	410	-28%	\$51,730	15%	-1%	59
43-4111	Interviewers, Except Eligibility and Loan	370	42%	\$44,680	16%	4%	29
43-3051	Payroll and Timekeeping Clerks	370	-43%	\$62,190	9%	0%	47
43-9021	Data Entry Keyers	370	-16%	\$41,360	9%	-19%	34
43-9071	Office Machine Operators, Except Computer	290	-65%	\$46,710	20%	-10%	70
43-9022	Word Processors and Typists	240	-11%	\$51,590	14%	-31%	27
43-4121	Library Assistants, Clerical	100	-79%	\$47,170	35%	11%	66

Source: 2015-2018 job and wage data are from Bureau of Labor Statistics Occupational Employment Statistics. Projections and annual openings are from DC Department of Employment Services.

There are fourteen high-demand occupations at the Entry-Intermediate level in the Business and Information Technology sector. These have median wages of \$44,518 and 3,247 projected annual job openings. Office clerks (general) is twice as large (10,270 jobs) and has twice the average annual job openings (1,216) of the next largest occupation, receptionists and information clerks. The top four jobs in this segment, which make up over 80% of projected job openings, are workers in offices and reception areas providing general office support and often serving as an initial point of contact for visitors.

This segment has an average median wage of \$44,518, and one occupation, with 471 projected annual job openings (information and record clerks, all other), has a median wage of over \$58,000.

Table A-2: Business and Information Technology sector recent job growth and projections for Middle skill high-demand occupations

SOC code	Occupation title	Number of jobs 2018	Recent job growth 2015-2018	Median annual wage 2018	Recent wage growth 2015-2018	Projected job growth 2016 - 2026	Avg annual openings through 2026
	Totals and weighted avg	66,600	3%	\$77,287	7%	1%	7,171
13-1199	Business Operations Specialists, All Other	32,500	10%	\$96,970	7%	5%	3,580
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical, and Executive	14,670	4%	\$48,220	5%	-6%	1,534
43-6011	Executive Secretaries and Executive Administrative Assistants	5,600	-22%	\$69,830	13%	-18%	515
43-1011	First-Line Supervisors of Office and Administrative Support Workers	5,060	-5%	\$73,800	4%	1%	535
15-1151	Computer User Support Specialists	4,110	-5%	\$66,390	10%	14%	427
43-3031	Bookkeeping, Accounting, and Auditing Clerks	3,710	0%	\$54,040	3%	-2%	445
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	670	-19%	\$52,410	1%	-2%	97
43-3061	Procurement Clerks	280	-3%	\$55,100	6%	-3%	38

Source: 2015-2018 job and wage data are from Bureau of Labor Statistics Occupational Employment Statistics. Projections and annual openings are from DC Department of Employment Services.

Business and IT is the only sector for which Middle skill current jobs and projected job openings significantly exceed those at the Entry-Intermediate level. The Middle skill portion of the Business and IT sector is about twice the size of the Entry-Intermediate skill portion. The Middle-skill segment of the Business and IT sector has 66,600 current jobs and is projected to have 7,171 annual job openings. Median annual wages are over \$77,000. Roughly half of the current jobs and projected job openings in this segment are for business operations specialists (all other). The median wage for this occupation (\$96,970) is the second-highest of any on the DC high-demand list. The detailed occupations under this category are Energy Auditors, Security Management Specialists, Customs Brokers, Business Continuity Planners, Sustainability Specialists, and Online Merchants.⁶⁴

⁶⁴ O*NET occupation summary report at <https://www.onetonline.org/link/summary/13-1199.00>

The next three largest occupations are administrative assistants, executive assistants, and supervisors of office support workers, with annual job openings ranging from about 500 to 1,500 and median annual wages ranging from roughly \$48,000 to \$74,000. Despite negative projected growth, these occupations still have a large number of openings each year due to replacement needs for incumbent workers who leave their jobs due to exits or transfers.

Computer user support specialists and bookkeeping, accounting, and auditing clerks both have about 425 projected annual openings and median annual wages above \$50,000.

Table A-3: Construction sector recent job growth and projections for Entry-Intermediate level high-demand occupations

SOC code	Occupation title	Number of jobs 2018	Recent job growth 2015-2018	Median annual wage 2018	Recent wage growth 2015-2018	Projected job growth 2016 - 2026	Avg annual openings through 2026
	Totals and weighted avg	6,048	2%	\$45,801	4%	12%	791
47-2061	Construction Laborers	3,200	-5%	\$38,870	2%	14%	435
47-2051	Cement Masons and Concrete Finishers	550	34%	\$48,650	4%	11%	67
47-2073	Operating Engineers and Other Construction Equipment Operators	440	-20%	\$59,870	6%	14%	75
47-2141	Painters, Construction and Maintenance	440	7%	\$55,120	13%	6%	56
47-2171	Reinforcing Iron and Rebar Workers	282	9%	\$43,190	*	10%	21
49-9098	Helpers--Installation, Maintenance, and Repair Worker	220	-37%	\$52,970	37%	12%	45
47-2021	Brickmasons and Blockmasons	216	80%	\$62,940	9%	7%	19
47-2221	Structural Iron and Steel Workers	200	-13%	\$57,250	-3%	10%	28
47-2211	Sheet Metal Workers	170	21%	\$58,160	1%	*	*
47-2071	Paving, Surfacing, and Tamping Equipment Operators	130	8%	\$49,190	-8%	12%	24
47-2161	Plasterers and Stucco Masons	100	*	\$52,540	-11%	3%	6
47-2081	Drywall and Ceiling Tile Installers	60	*	\$48,020	*	-1%	8
47-2132	Insulation Workers, Mechanical	40	-67%	\$49,270	-23%	4%	7

* Data not available

Source: 2015-2018 job and wage data are from Bureau of Labor Statistics Occupational Employment Statistics. Projections and annual openings are from DC Department of Employment Services.

There are thirteen Entry-Intermediate skill occupations on the DC high-demand list in the Construction sector. This segment has median wages of \$45,801 and 791 projected average

annual job openings. Construction laborers account for more than 50% of current jobs and projected job openings. This occupation has a median wage of \$38,870, lower than all of the other occupations in this segment. Persons in these jobs perform tasks involving physical labor at construction sites and may operate hand and power tools of all types.⁶⁵

The other occupations in this segment have fewer than 100 projected annual job openings, and median annual wages between \$43,000 and \$63,000.

Table A-4: Construction sector recent job growth and projections for Middle skill high-demand occupations

SOC code	Occupation title	Number of jobs 2018	Recent job growth 2015-2018	Median annual wage 2018	Recent wage growth 2015-2018	Projected job growth 2016 - 2026	Avg annual openings through 2026
Totals and weighted avg		2,340	20%	\$73,697	16%	10%	255
47-2111	Electricians	1,230	10%	\$78,260	25%	8%	140
47-2152	Plumbers, Pipefitters, and Steamfitters	1,110	32%	\$68,640	6%	13%	115

Source: 2015-2018 job and wage data are from Bureau of Labor Statistics Occupational Employment Statistics. Projections and annual openings are from DC Department of Employment Services.

There are two Middle-skill Construction sector occupations, electricians and plumbers, pipefitters, and steamfitters. Both have similar job and projected job numbers. Median annual wages and recent wage growth are both higher for electricians.

Table A-5: Healthcare sector recent job growth and projections for Entry-Intermediate level high-demand occupations

SOC code	Occupation title	Number of jobs 2018	Recent job growth 2015-2018	Median annual wage 2018	Recent wage growth 2015-2018	Projected job growth 2016 - 2026	Avg annual openings through 2026
Totals and weighted avg		10,140	8%	\$29,734	6%	37%	1,399
31-1011	Home Health Aides	6,420	10%	\$28,900	10%	53%	965
31-1014	Nursing Assistants	3,500	5%	\$31,190	-3%	9%	404
31-1015	Orderlies	220	22%	\$30,910	6%	7%	30

Source: 2015-2018 job and wage data are from Bureau of Labor Statistics Occupational Employment Statistics. Projections and annual openings are from DC Department of Employment Services.

There are three Entry-Intermediate skill occupations in the Healthcare sector. About two-thirds of both current and projected jobs belongs to home health aides, and the other one-third is nursing assistants. Median wages for all occupations in this segment are very tightly clustered

⁶⁵ O*NET occupation summary report at <https://www.onetonline.org/link/summary/47-2061.00>

around the median of nearly \$30,000. This is the lowest median annual wage of any sector, just slightly lower than wages for Entry-Intermediate skill Hospitality occupations.

The home health aides occupation has the largest projected growth rate (53%) of any on this list, due to the aging baby-boomer cohort and growing population of elderly persons in need of care.

Table A-6: Healthcare sector recent job growth and projections for Middle skill high-demand occupations

SOC code	Occupation title	Number of jobs 2018	Recent job growth 2015-2018	Median annual wage 2018	Recent wage growth 2015-2018	Projected job growth 2016 - 2026	Avg annual openings through 2026
Totals and weighted avg		11,226	13%	\$50,873	5%	16%	1,176
31-9092	Medical Assistants	1,970	32%	\$41,500	7%	27%	242
29-2061	Licensed Practical and Licensed Vocational Nurses	1,790	11%	\$53,020	2%	14%	163
29-2041	Emergency Medical Technicians and Paramedics	1,660	33%	\$57,040	-5%	9%	109
43-6013	Medical Secretaries	1,270	-20%	\$44,510	17%	20%	238
29-2052	Pharmacy Technicians	840	6%	\$39,930	20%	13%	92
29-2012	Medical and Clinical Laboratory Technicians	716	43%	\$41,450	*	10%	39
31-9091	Dental Assistants	540	4%	\$46,630	15%	19%	92
29-2099	Health Technologists and Technicians, All Other	530	18%	\$48,280	15%	15%	37
29-2021	Dental Hygienists	520	18%	\$85,560	-19%	20%	34
29-2034	Radiologic Technologists	480	-9%	\$77,590	3%	8%	34
29-2071	Medical Records and Health Information Technicians	470	-23%	\$49,570	2%	14%	39
29-2055	Surgical Technologists	260	-10%	\$59,200	4%	5%	24
31-9099	Healthcare Support Workers, All Other	180	-40%	\$48,940	*	9%	33

* Data not available

Source: 2015-2018 job and wage data are from Bureau of Labor Statistics Occupational Employment Statistics. Projections and annual openings are from DC Department of Employment Services.

The size of the Middle skill portion of the Healthcare sector is about the same as the size of the Entry-Intermediate portion, but that is spread over four times as many occupations. The distribution of jobs and openings is more evenly spread than in other sectors. Medical assistants and medical secretaries lead other occupations with projected annual job openings of more than 200. Licensed practical and licensed vocational nurses is slightly below that at 163 projected annual openings, and emergency medical technicians and paramedics, pharmacy technicians, and dental assistance all at about 100 projected annual openings.

Table A-7: Hospitality sector recent job growth and projections for Entry-Intermediate level high-demand occupations

SOC code	Occupation title	Number of jobs 2018	Recent job growth 2015-2018	Median annual wage 2018	Recent wage growth 2015-2018	Projected job growth 2016 - 2026	Avg annual openings through 2026
	Totals and weighted avg	81,114	10%	\$31,813	29%	9%	13,897
37-2011	Janitors and Cleaners, Except Maids and Housekeeping Cleaners	15,120	-7%	\$29,750	5%	11%	2,606
35-3031	Waiters and Waitresses	9,630	-5%	\$30,240	52%	7%	1,758
35-3021	Combined Food Preparation and Serving Workers, Including Fast Food	8,650	1%	\$28,870	34%	18%	1,948
35-2014	Cooks, Restaurant	7,230	31%	\$32,580	23%	12%	979
35-3011	Bartenders	5,130	44%	\$37,250	62%	3%	731
37-2012	Maids and Housekeeping Cleaners	4,940	12%	\$41,240	21%	7%	1,053
35-9011	Dining Room and Cafeteria Attendants and Bartender Helpers	4,890	16%	\$30,260	50%	8%	881
35-9021	Dishwashers	4,190	-2%	\$28,670	25%	5%	706
35-1012	First-Line Supervisors of Food Preparation and Serving Workers	3,590	0%	\$38,470	-6%	10%	596
35-9099	Food Preparation Workers	3,292		\$38,340	92%	12%	81
35-2011	Cooks, Fast Food	2,410	18%	\$26,570	33%	-4%	268
35-9031	Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop	2,260	-6%	\$28,660	26%	8%	625
35-3022	Counter Attendants, Cafeteria, Food Concession, and Coffee Shop	2,060	60%	\$28,910	29%	6%	396
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	1,620	9%	\$39,360	-8%	11%	205
43-4081	Hotel, Motel, and Resort Desk Clerks	1,600	100%	\$33,650	-2%	6%	197
35-2012	Cooks, Institution and Cafeteria	1,600	21%	\$35,440	9%	14%	275
35-3041	Food Servers, Nonrestaurant	1,490	-17%	\$29,520	13%	-2%	248
39-3031	Ushers, Lobby Attendants, and Ticket Takers	650	28%	*	*	23%	248
35-2015	Cooks, Short Order	520	21%	\$26,580	2%	-5%	43
39-3091	Amusement and Recreation Attendants	242	203%	\$26,630	13%	17%	53

* Data not available

Source: 2015-2018 job and wage data are from Bureau of Labor Statistics Occupational Employment Statistics. Projections and annual openings are from DC Department of Employment Services.

There are twenty high-demand Entry-Intermediate occupations in the Hospitality sector. This segment is at or near the top of nearly all categories presented in this analysis: number of jobs,

recent job growth, projected job growth, and average annual openings. This segment has nearly 14,000 projected job openings annually, about double the next largest segment (Business/IT middle skill) and between four and ten times the size of other Entry-Intermediate segments. The strong positive recent job growth, recent wage growth, and projected job growth for occupations in this sector are consistent with the District's popularity as a destination for area residents, business travelers, and tourists. These are the occupations that sustain the bustling operations of DC's hotels and restaurants.

Median wages for these jobs (\$31,813) are lower than all other entry-intermediate sectors except Healthcare (\$29,734). Two occupations are above or close to a \$40,000 median annual wage: maids and housekeeping cleaners and first-line supervisors of housekeeping and janitorial workers.

Table A-8: Hospitality sector recent job growth and projections for Middle skill high-demand occupations

SOC code	Occupation title	Number of jobs 2018	Recent job growth 2015-2018	Median annual wage 2018	Recent wage growth 2015-2018	Projected job growth 2016 - 2026	Avg annual openings through 2026
	Totals and weighted avg	1,050	-19%	\$63,150	19%	10%	167
35-1011	Chefs and Head Cooks	1,050	-19%	\$63,150	19%	10%	167

Source: 2015-2018 job and wage data are from Bureau of Labor Statistics Occupational Employment Statistics. Projections and annual openings are from DC Department of Employment Services.

In contrast to the long list of occupations at the Entry-Intermediate skill level, the Middle-skill segment of Hospitality only has a single occupation. The chefs and head cooks occupation, with a median annual income of \$63,150, is projected to have 167 annual openings.

Table A-9: Security and Law sector recent job growth and projections for Entry-Intermediate level high-demand occupations

SOC code	Occupation title	Number of jobs 2018	Recent job growth 2015-2018	Median annual wage 2018	Recent wage growth 2015-2018	Projected job growth 2016 - 2026	Avg annual openings through 2026
	Totals and weighted avg	14,570	1%	\$42,147	12%	11%	2,653
33-9032	Security Guards	13,410	2%	\$40,810	11%	11%	2,284
33-1099	First-Line Supervisors of Protective Service Workers, All Other	980	0%	\$58,850	22%	10%	113
33-9099	Protective Service Workers, All Other	180	-87%	\$50,810	41%	4%	256

Source: 2015-2018 job and wage data are from Bureau of Labor Statistics Occupational Employment Statistics. Projections and annual openings are from DC Department of Employment Services.

There are three Entry-Intermediate occupations in the Security and Law sector, but one occupation – security guards – is overwhelmingly larger than the other two. There are over 2,600 projected annual openings for security guards, and the median annual wage is over \$42,000.

The importance of the other two occupations on this list (all other protective service workers and their supervisors) should not be overlooked. At over 350 projected annual job openings combined, these two positions have more projected job openings than many other on the high-demand occupations list.

Table A-10: Security and Law sector recent job growth and projections for Middle skill high-demand occupations

SOC code	Occupation title	Number of jobs 2018	Recent job growth 2015-2018	Median annual wage 2018	Recent wage growth 2015-2018	Projected job growth 2016 - 2026	Avg annual openings through 2026
	Totals and weighted avg	11,727	-5%	\$78,448	7%	-6%	903
33-3051	Police and Sheriff's Patrol Officers	5,450	4%	\$71,570	1%	2%	394
43-6012	Legal Secretaries	3,540	-20%	\$90,010	16%	-20%	356
33-3012	Correctional Officers and Jailers	1,307	*	\$49,640	*	-11%	55
33-1012	First-Line Supervisors of Police and Detectives	1,250	*	\$107,180	*	2%	85
33-9021	Private Detectives and Investigators	180	*	\$68,940	*	16%	13

* Data not available

Source: 2015-2018 job and wage data are from Bureau of Labor Statistics Occupational Employment Statistics. Projections and annual openings are from DC Department of Employment Services.

Two occupations make up roughly 70 – 80% of jobs and openings in the Security and Law Middle-skill segment. These are police and sheriff's patrol officers and legal secretaries. These two occupations are trending in very different directions, with the former showing slight growth and legal secretaries showing sharp reductions. But despite the difference in trend, openings for both are projected at 350 – 400 annually. Legal secretaries also have a salary of \$90,010 compared to \$71,570 for police and sheriff's patrol officers.

Table A-11: Infrastructure sector recent job growth and projections for Entry-Intermediate level high-demand occupations

SOC code	Occupation title	Number of jobs 2018	Recent job growth 2015-2018	Median annual wage 2018	Recent wage growth 2015-2018	Projected job growth 2016 - 2026	Avg annual openings through 2026
	Totals and weighted avg	22,418	11%	\$37,134	13%	5%	3,044
43-4051	Customer Service Representatives	7,020	6%	\$42,870	8%	4%	887
41-2031	Retail Salespersons	6,450	0%	\$30,190	22%	0%	953
43-5081	Stock Clerk- Stockroom, Warehouse, or Storage Yard	3,300	22%	\$30,320	5%	8%	374
53-7062	Laborers and Freight, Stock, and Material Movers, Hand	2,090	54%	\$42,600	21%	12%	316
47-2031	Rough Carpenters	1,870	13%	\$52,630	9%	8%	232
37-2021	Pest Control Workers	*	*	*	*	*	*
53-3033	Light Truck or Delivery Services Drivers	1,340	-2%	\$33,780	12%	7%	205
43-5041	Meter Readers, Utility	278	*	*	*	*	*
51-9061	Inspectors, Tester, Sorters, Samplers, and Weighs	70	0%	\$57,550	7%	-1%	11
53-3021	Bus Drivers, Transit and Intercity	*	*	\$37,040	7%	10%	66
47-2231	Solar Photovoltaic Installers	*	*	*	*	*	*

*Data not available

Source: 2015-2018 job and wage data are from Bureau of Labor Statistics Occupational Employment Statistics. Projections and annual openings are from DC Department of Employment Services.

Entry-Intermediate occupations in the Infrastructure sector are varied in function, ranging from retail salespersons and customer service representatives to stock clerks, laborers, rough carpenters, and light truck and delivery drivers. The largest current and projected jobs are customer service representatives and retail salespersons at about 900 – 950 projected annual openings. Of these two, customer service representatives have the higher median annual wage (\$42,870 versus \$30,190).

Of note for this segment is that available data for two occupations – bus drivers (transit and intercity) and solar photovoltaic installer – is very limited. Data for current and future prospects for solar photovoltaic installers is especially important due to the close relationship between government initiatives in solar power investments and workforce development programs that may encourage entry into this occupation.

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

SOC code	Occupation title	Number of jobs 2018	Recent job growth 2015-2018	Median annual wage 2018	Recent wage growth 2015-2018	Projected job growth 2016 - 2026	Avg annual openings through 2026
	Totals and weighted avg	9,461	13%	\$57,207	14%	7%	796
49-9071	Maintenance and Repair Workers, General	4,660	12%	\$50,770	14%	8%	562
49-2098	Security and Fire Alarm System Installers	2,551	*	*	*	*	*
47-2111	Electricians	1,230	10%	\$78,260	25%	8%	140
49-9021	Heating, Air conditioning, and Refrigeration Mechanics and Installers	430	43%	\$68,830	4%	8%	33
49-3023	Automotive Service Technicians and Mechanics	390	5%	\$61,730	8%	-6%	38
27-1026	Merchandise Displayers and Window Trimmers	140	40%	\$34,620	-30%	-2%	13
49-3031	Bus and Truck Mechanics and Diesel engine Specialists	60	-57%	\$65,550	24%	10%	10

Source: 2015-2018 job and wage data are from Bureau of Labor Statistics Occupational Employment Statistics. Projections and annual openings are from DC Department of Employment Services.

Appendix 3: Activities Overview

Core WIOA programming is administered by three District agencies: the Department of Employment Services (DOES, Titles I and III); the Office of the State Superintendent of Education, Adult and Family Education Department (OSSE AFE, Title II); and the Department on Disability Services, Rehabilitation Services Administration (DDS/RSA, Title IV). Each of these entities is represented at DC American Job Centers (AJC), and the District is expanding existing service links and coordination efforts among these partners through additional interagency partnerships, agreements, increased co-location, and staff training. AJCs are certified by the Workforce Investment Council (DCWIC), which also helps facilitate coordination efforts across agency partners.

Core Partner Programs

Title I Adult Program operated by DOES

The District's WIOA Adult Program provides quality employment and training services to help eligible customers find sustainable employment and achieve self-sufficiency. The District's Adult Program serves a broad range of individuals, including: unemployment insurance claimants; individuals with disabilities; public assistance recipients; veterans; underemployed; and individuals with no work history. The program is also designed to help employer-customers meet their needs for skilled workers to compete in the District's dynamic economy. In program year 2018, the District's WIOA Adult allocation of \$2.0 million served 981 enrolled individuals, including 298 participants utilizing individual training accounts (ITA).

Title I Dislocated Worker Program operated by DOES

The District's WIOA Dislocated Worker (DW) Program is designed to help laid-off workers reconnect with the labor force as quickly as possible in sustainable employment. The program aims to increase the retention and earnings of dislocated workers by increasing their work readiness, educational attainment, and occupational skills. In addition, it helps by connecting them to careers in high-demand occupations. In program year 2018, the District's WIOA Dislocated Worker allocation of \$6.48 million served 328 enrolled individuals, including 102 participants utilizing individual training accounts (ITA).

The District's American Job Center (AJC) system delivers core, intensive, and training services to Adult and DW customers at the District's AJC locations, and many more benefit from self-service offerings available online via the DC Networks system. Based on the flexibility in funding provided under WIOA, the District may choose to shift funds from the Dislocated Worker program to the Adult program, or vice versa, as needed to best serve participants. As necessary, participants in both the Adult and Dislocated worker programs are assessed to determine their educational needs by OSSE providers who work on-site at the American Job Centers. The main assessment

tool is the Comprehensive Adult Student Assessment System (CASAS). Participants who require and/or choose adult educational services are able to receive literacy and remediation and/or integrated education and training services from an OSSE provider that specializes in meeting their specific learning needs.

Title I Youth Program operated by DOES

The District's WIOA Youth Program consists of a comprehensive set of programs and services designed to support in-school youth ages 14-21 and out-of-school youth ages 16-24. Leveraging both federal and local youth funds, the District offers eligible youth access to all fourteen required WIOA program elements, including meaningful work experience during the summer and throughout the calendar year, occupational skills training, work readiness training, educational training and tutoring, leadership development, mentoring, and supportive services. The program is supported by federal and local funding, including about \$3.37 million allotted in program year 2018 from DOL and \$21 million annually in local funds. Youth are eligible to receive services both in-school or out-of-school, with an emphasis on work-based learning.

For more information on program requirements and specific activities provided under Title I Youth programs, see sections VI(c) and VI(d)(3).

Title II –Adult and Family Education Program operated by OSSE/AFE

The District's adult and family education programming is supported by a combination of federal and local funding (about \$1.4 million of Title II funding annually and \$4.8 million in local funds). In spring 2017, OSSE AFE, in collaboration with the DC Workforce Investment Council (DCWIC), held the Adult Education and Family Literacy Act (AEFLA) and DCWIC Career Pathways grant competition. The grant combined OSSE's AEFLA federal grant and local match funds with the DCWIC's local career pathways funding in an effort to strategically coordinate efforts and fund eligible providers to offer Integrated Education and Training (IE&T) programs.

IE&T programs are based on a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. IE&T models are considered a national best practice in adult education and workforce development due to its ability to reduce the amount of time it takes for adult learners to become prepared for gainful employment along a career pathway.

Based on the strong performance of the 2017 through 2020 grant awards, OSSE and the DCWIC will continue to partner in Program Year 2019-20 and beyond. As OSSE and the DCWIC end the third and final year of the current funding cycle in June 2020, the partners are preparing for a new grant competition. Eligible providers will have an opportunity to participate in a joint OSSE and DCWIC grant competition in Spring 2020. AEFLA, DCWIC Career Pathways and Gateway to Careers Grant funding will be awarded to eligible providers of demonstrated effectiveness to

offer Integrated Education and Training for one year – July 1, 2020 through June 30, 2021, with the potential for up to four years of continuation funding.

Sub-grantees will be required to submit monthly statistical reports with evidence, quarterly narrative reports with evidence, and participate in all monitoring activities (e.g. local site visits, check-in sessions at OSSE, desk reviews and final monitoring review, inclusive of the submission of evidence). To receive continuation funding, OSSE expects grant recipients to: 1) maintain compliance with the grant's terms and conditions; 2) meet the state's performance targets; and 3) score a minimum of 80 points on the annual monitoring review. OSSE may provide continuation funding if these requirements are not met, however, the grant recipient will be required to develop and implement a corrective action plan or continuous improvement plan, as applicable.

The purpose of the AEFLA, DCWIC Career Pathways and/or Gateway to Careers Grant funding is to:

1. Assist adults in becoming literate and in obtaining the knowledge and skills necessary for employment and economic self-sufficiency;
2. Assist adults who are parents or family members in obtaining the education and skills that – (A) are necessary to become full partners in the educational development of their children; and that (B) lead to sustainable improvements in the economic opportunities for their family;
3. Assist adults in transitioning to a program at the next step in the educational continuum to pursue their desired career paths; and
4. Assist immigrants and other individuals who are English language learners in (A) improving their – (i) reading, writing, speaking, and comprehension skills in English; and (ii) mathematics skills; and in (B) acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

Grant awards will be announced in Spring 2020. OSSE and the DCWIC expect to select and fund eight to twelve providers to provide Integrated Education and Training (IE&T) services to District residents, including IE&T Adult Basic Education, IE&T Adult Secondary Education, IE&T English Language Acquisition, Integrated English Literacy and Civics Education and Training, and Correction Education and Education of Other Institutionalized Individuals and Training. As with the prior grant competition, sub-grantees will be required to establish partnerships with other adult education program providers, integrated education and training providers, industry-specific training program providers, employers, postsecondary institutions, and social service organizations that provide non-academic support services, such as case management, child care, etc. These collaborations ensure that District residents can enter and advance along a clearly articulated career pathway with seamless transitions between funded and partnering programs. The upcoming grant increases the focus and support for work-based learning (e.g. on-the-job training, internships, job shadowing, mentoring, and coaching) and employment opportunities in

the IE&T program models funded by OSSE and the DCWIC beginning in PY 2020-21. Additionally, grant funds will be used to establish a core outcomes team at each eligible provider agency. The core outcomes team is expected to help facilitate:

- Student attainment of education, training and career goals;
- Student transition to the next step/level in the educational continuum;
- Student participation in work-based learning opportunities;
- Student attainment of employment, if unemployed at entry;
- Secondary credential attainment and enrollment in postsecondary education or training;
- Secondary credential attainment and entrance into employment;
- Attainment of a postsecondary credential;
- Attainment of any credential; and
- Other related core outcomes.

Each eligible provider will identify one or more industries of focus, including Early Childhood Education, Healthcare, Hospitality, Business Administration, Information Technology, Construction, Infrastructure (e.g. Energy and Utilities, Energy Efficient Technology, and Transportation and Logistics), and Law and Security; all of which are aligned with the DCWIC's list of high-demand employment sectors. Eligible providers selected as sub-grantees are required to participate in DCWIC and OSSE monitoring, professional development and technical assistance activities and other related events that support the successful implementation of Integrated Education and Training.

As in the past, OSSE AFE sub-grantees include community-based organizations, faith-based organizations, select DC Public Charter Schools and/or other eligible providers that specialize in serving a diverse population of District residents (e.g. individuals with low income who are educationally disadvantaged, single parents, displaced homemakers, families, individuals with limited English proficiency, adults with learning disabilities, older youth, individuals who are homeless, and returning citizens).

Title III – Wagner-Peyser operated by DOES

Wagner-Peyser Act employment services are offered in each of the District's AJC locations. Wagner-Peyser activities include (but are not limited to): initial assessment; provision of labor market and job opening information; assistance registering in DC Networks; referrals to WIOA; adult education and literacy; senior community service employment activities; postsecondary vocational education; Trade Adjustment Assistance activities; veteran services; state unemployment compensation services; employment and training activities carried out under the Community Services Block Grant and the Department of Housing and Urban Development; access for participants to participate in job readiness related workshops; and utilization of the self-service business centers (computers, internet access, fax, copy machines and telephones) located

within each AJC. In program year 2018, 11,658 individuals were enrolled in Wagner-Peyser. The District was allotted \$1.98 million from DOL in program year 2018.

Title IV – Vocational Rehabilitation operated by DDS/RSA

The District’s vocational rehabilitation (VR) services are eligibility based, and are provided to people who have a disability, which presents a substantial impediment to employment, and who would benefit from services to achieve an employment outcome. In addition, pre-employment transition services (Pre-ETS) are available for all students with disabilities, including those who are eligible or potentially eligible for VR services; i.e., students receiving special education services provided under the Individuals with Disabilities Education Act (IDEA) or who are eligible for services under Section 504 of the Rehabilitation Act. VR services are individualized, based on the strengths, needs, abilities, interests, capabilities, and informed choice of the person. DDS/RSA currently serves about 6,300 people across the full range of services, which include evaluation, counseling and guidance, physical and mental restoration services, transition between advancement opportunities and related services, job exploration and readiness training, vocational training, support services and monetary supports, and placement services, supported employment services, job coaching, among others. The District receives \$15,000,000 million in federal VR funds per year, in addition to about \$8,800,000 million in local funding.

DDS/RSA has improved coordination with the core WIOA partners through ensuring a Vocational Rehabilitation (VR) counselor is available at each of the AJCs five days per week. Additionally, DDS/RSA has been referring clients to the OSSE approved vendors for free training and remedial courses. RSA 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 DDS/RSA staff to work collaboratively with the Department of Employment Services (DOES) to directly connect clients with additional employment, job readiness, and/or training supports. In addition, this coordination has increased service delivery to individuals throughout all wards with counselors being out in the community at each AJC and other community agencies. RSA has improved upon existing and built new business relations within the community to increase job opportunities and expand RSA’s employment network.

DCRSA currently has twenty-six (26) 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 DDS/RSA’s TU VR specialists serve 94 schools across the DC Metropolitan area, including DC students placed in non-public schools in MD.

Required American Job Center Partners

Job Corps operated by Potomac Job Corps

The Potomac Job Corps Center's location in Southwest DC makes it not only easily accessible to youth and young adults, but visible to urban residents in a way that many other of the nation's Job Corps centers are not. The center provides training in skills for various building trades and offers programs to prepare students for jobs in demand sectors such as healthcare, administrative services and hospitality. The Center collaborates with workforce system agencies through participation on the DCWIC and in system partner meetings, and through program partnerships, such as referrals of students to DOES DC Infrastructure Academy. The Center hosts its own Workforce Council meetings, in which DOES representatives and other partners participate.

Senior Community Service and Employment Program (SCSEP) operated by DOES

DC SCSEP programs serve job seekers, 55 years or older who experience barriers to employment. The program provides subsidized work-based training to participants in an effort to support skill attainment and meaningful employment that will help individuals in becoming self-sufficient. DOES strategically incorporated the DOES SCSEP program into its Office of Workforce Development and Federal Programs, which also includes the American Job Centers and One-Stop Operations Division. This realignment has furthered the integration and coordination of the SCSEP program within the greater workforce system. Through the AJCs, SCSEP participants have access to a wide array of WIOA- and locally-funded training and employment services. AJCs also provide access to employment preparedness workshops, including resume building, job search strategies, interviewing skills, and computer literacy. Referrals to the Adult Basic Education program/courses are also available for older job seekers seeking to improve their skills or earn their high school diploma or GED. Integration of the SCSEP program into AJC Operations has streamlined the referral process with other WIOA partners such as DDS, OSSE, DHS and DCHA and aligns resources that support older job seekers in their efforts to gain economic self-sufficiency through sustained unsubsidized employment.

Senior Community Service and Employment Program (SCSEP) operated by NCBA

NCBA administers and operates a variety of educational programs, including both academic and vocational training.

NCBA's vocational training program is comprised of vocational education, basic on-site construction training, and specialized construction training. These offerings provide students with the opportunity to gain valuable employability skills while giving back to their community by building housing for low-income residents.

Students spend approximately 40 percent of their overall time at NCBA on a construction work site or in vocational education classes. Through partnerships with local non-profit housing developers, NCBA students work on an actual construction site under the supervision of skilled construction trainers. Trainers create a “real world” working environment in order to teach and reinforce development of soft skills such as punctuality, attendance, preparation, ability to work on a team, and efficiency in completing daily tasks—while also helping students gain hard construction and design skills. Students also have the opportunity to develop and demonstrate leadership skills on the work site by assuming various roles such as crew chief, safety monitor, and tools and equipment manager.

Students have the opportunity to earn nationally recognized construction certifications, which qualify them for post-program success in entry-level employment or in advanced training/education.

Perkins/Career and Technical Education (CTE) operated by OSSE

OSSE’s Division of Postsecondary and Career Education (PCE) funds (through both Federal Perkins Grant and local dollars) multiple LEAs and individual schools to develop and offer CTE programs of study in high wage, high skill, and in-demand career sectors. PCE has also funded the development of 18 Career Academies and is currently funding the planning year for an additional Career Academy. These academies are supported by core industry advisory boards made up of local businesses from the relevant industry. Federal Perkins funding also supports several initiatives of UDC Community Colleges; CTE instruction for incarcerated youth aged 18-24 in the DC Jail; and the District’s Microsoft Imagine Academy initiative, which provides digital literacy instructional support and resources at select DCPS, DC Public Charter schools, and DC Public Libraries.

Jobs For Veterans State Grants (JVSG) operated by DOES

The DC Jobs for Veterans Program has been consistent and effective over the years in providing veterans with multiple opportunities to engage in veterans-only job fairs, participate in federal resume workshops, receive occupational skills training, access supportive services, and receive job referrals. DOES has effectively integrated priority of services in the AJC system by cross training all AJC staff members in the principle that all staff members are Veterans Specialists and must be ready to provide services in accordance with veteran’s priority requirements. The Disabled Veterans’ Outreach Program (DVOP) and the Local Veteran’s Employment Representative (LVER) provide additional resources and expertise to assist veterans facing with multiple barriers in identifying employment opportunities and in protecting their employment rights. DOES Office of Apprenticeships, Information and Training has developed a strategic plan to expand registered apprenticeships to the healthcare and hospitality sectors. This plan includes a goal to connect 120 DC veterans to apprenticeships opportunities by 2022. DOES will continue to explore partnerships in the District’s priority sectors to strategically address the employment needs of veterans.

The Community Services Block Grant (CSBG) operated by DHS

CSBG, through its designated Community Action Agency, United Planning Organization (UPO), has developed Building Careers Academy in a 10,000 sq. ft. training facility that trains participants in the area of Building Careers/ Green Technology, with the purpose of preparing individuals for occupations that meet the needs of employers in today's labor market. In doing so, UPO now provides training that encompasses Professional Building Maintenance, Broadband and Telecommunications, and Plumbing and Weatherization. The course period has been expanded to 16-weeks for a full array of training that provides for more in-depth education into the subject matter.

The goal of the program is to provide training in construction trades that builds twenty-first century skills and work experience of students/trainees to enable them to obtain higher wages, sustainable employment, and enhanced skills for higher degrees of self-sufficiency and independence. Students now learn, in addition to trade skills, effective jobsite communication, problem solving, professional behavior, and organizational skills necessary for successful careers.

Building Careers Academy program participants enroll in the DC Networks at the American Job Center with the support of a Job Readiness Coach. As the participants acquire new skills during the training, the Job Readiness Coach will assist them with updating their profile thus increasing their employability. The Coach will also assist with connection First Source Employment Agreement employers to the Academy graduates to meet their hiring needs.

Through CSBG, UPO also provided Culinary Arts Training (ServSafe Certifications), Commercial Driver's License (CDL), training and IT Training (CompTIA Certification) to low-income residents of the District of Columbia.

UPO will utilize their partnership and collaboration with the AJCs to continue activities such as job search and placement assistance, career counseling, job recruitment, providing job vacancy listings, providing information regarding filing of claims for unemployment compensation, assistance in establishing eligibility for programs providing financial aid for training and education programs.

Community Services Development Block Grant/HUD E&T operated by DCHA

DCHA's Workforce Development Initiative (WDI) supports public housing residents and Housing Choice Voucher Participants in becoming self-sufficient and targeting jobs in high-demand industries. WDI's Career Readiness Training (CRT) is designed to equip customers with the skills necessary to thrive in the work environment and focuses on professional development, conflict management, financial education, and personal development. Through a partnership with UDC-CC, WDI participants can access vocational programs/courses including, Property Management Hospitality and Tourism; Medical Office and Administrative Professional; Direct Support

Professional; Apartment Maintenance; Construction; and more. Collaboration with system partners also includes an on-site presence by DHS and referrals to DOES for additional employment services.

Unemployment Insurance operated by DOES

The Unemployment Compensation Program administered by DOES affords residents an opportunity to file for unemployment compensation via an online portal, Agency Services, in addition to an Interactive Voice Response (IVR) telephone system. District residents seeking unemployment benefits are strongly encouraged to file their initial claim via Agency Services to streamline their experience. Though the Reemployment Services and Eligibility Assessment (RESEA) Program and other efforts, DOES attempts to fully inform individuals qualifying for UI about system services, including the AJCs, so they can quickly connect to new employment.

TANF Education & Employment Program (TEP) operated by DHS

The TANF program provides cash assistance to eligible families. The TEP program, through a combination of federal and local investments, provides case management and coaching service, education supports, and career pathway (employment) placement and retention services. More than a program that solely focuses on employment placement, TEP also tracks the hours invested in breaking the cycle of intergenerational 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.

Other American Job Center Partner Programs**University of the District of Columbia – Community College (UDC-CC) Workforce Development and Lifelong Learning program**

Through its Division of Workforce Development and Lifelong Learning (WDLL), UDC Community College provides residents with job skills training that enables 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 search and leverages relationships with local and regional companies of all types and sizes, including Amazon, which recently recruited and hired students from the Cloud Computing course. UDC-CC maintains strong relationships with many district agencies that refer clients for career pathway training. In addition, WDLL representatives regularly interact with their counterparts at DOES, who provide students a wide range of employment and support services.

Other Programs Operated by the Department of Employment Services

Reemployment Services and Eligibility Assessment (RESEA) Program

DOLETA implemented the Reemployment Services and Eligibility Assessment Program (RESEA) initiative in FY 2005 to help address two of ETA's highest priorities: 1) to help unemployment insurance claimants become reemployed as quickly as possible, and 2) to reduce erroneous payments. In PY 2014, DOES made significant upgrades to the RESEA technology systems. The upgrades allowed the agency to fulfill administrative and programmatic activities in accordance with federal guidelines and enhance alignment between programs. Reemployment program attendance reports were shared with the Unemployment Insurance (UI) staff on a weekly basis. Non-compliant RESEA customers became subject to interruption of benefits. Information about REA customers who returned to work full-time was entered in the database in a timely manner. Staff performed wage bumps and made follow-up telephone calls to ascertain the employment status of participants. During RESEA sessions, customers receive an orientation of the center services, UI disqualifications, resume review, work search review, LMI review and one on one job counseling. RESEA sessions are held every Tuesday, Wednesday, and Thursday at the Northeast and Northwest locations, as well as Monday at the Northeast location.

Career Connections

Career Connections serves disconnected and justice-involved youth ages 20-24 in the areas of Washington, DC hardest hit by poverty and the recent spike in violence. Local funding provides these young adults with meaningful, paid work experiences for 9 months as well as no cost training through UDC-CC. Participants also receive supportive services to eliminate barriers to employment. DOES will prioritize Food Stamp-eligible participants who do not currently receive TANF benefits for enrollment in Career Connections. The streamlined application process will make it easier for food stamp customers to connect to the program. In addition, DOES intends to host application/intake sessions at facilities recommended by DHS and will provide direct support onsite at DHS's Adams Place location.

Learn Earn Advance and Prosper (LEAP) Academy

LEAP ("Learn, Earn, Advance, Prosper"), operated by DOES, is a network of interconnected partners utilizing the "earn-and-learn" approach that links Washington, DC's unemployed residents with employment, education and training opportunities. The earn-and-learn approach applies the apprenticeship model to skill development, allowing individuals to earn a wage while participating in an on-the-job training experience and concurrently participating in related technical instruction. This framework allows individuals to earn wages and accumulate work experience thus bolstering their ability to advance along a career pathway and into the middle class. One of the eligibility requirements for LEAP is participants must first be enrolled in a District agency workforce program to utilize a co-enrollment approach. LEAP currently focuses on

training residents for District government jobs but is planning to expand to private sector employers in the near future.

Marion Barry Youth Leadership Institute (MBYLI)

The Marion Barry Youth Leadership Institute (MBYLI) was founded in 1979 as a year-round program to train District of Columbia youth in the concepts of leadership and self-development. The MBYLI training model emphasizes practical, hands-on experience and a holistic approach to developing leaders for the 21st century. Each year, 150 young people participate in the year-round program and 350 youth participate in the Summer Training Program. Thousands of DC youth have received leadership training to date.

Members of the Institute come from a wide cross-section of ethnic, cultural, and economic backgrounds, reflective of the general population of Washington, DC. Leadership development training begins for members of the Institute at age 14, and generally concludes at age 17 when they are ready for college or other post-secondary opportunities. The Institute is strongly supported by its Alumni Association, an auxiliary group which meets regularly to generate support for the Institute.

Youth leaders are active in a variety of programs and special projects that allow them to demonstrate their acquired skills.

The Pathways for Young Adults Program (PYAP)

The Pathways for Young Adults Program is designed to assist out-of-school and out-of-work District residents ages 18-24 by combining occupational training, life skills development and work readiness instructions to connect them back to the world of work successfully. The three areas of occupational training include allied health, administrative Services and basic IT/Admin. Tech.

The program strives to provide youth with the opportunity to:

- Gain meaningful work experience through a paid internship;
- Learn and develop skills, attitudes and commitment necessary to succeed in today's world of work; while interacting with dynamic working professionals in a positive work environment.
- Receive occupational training necessary to gain a nationally recognized credential within the specialized field of interest.

Mayor Marion S. Barry Summer Youth Employment Program (MBSYEP)

SYEP is a locally-funded initiative sponsored by DOES that provides youth ages 14 to 21 with enriching and constructive summer work experiences through subsidized placements in the private and government sectors. Mayor Bowser expanded SYEP to include youth ages 22-24 years

old to provide them with meaningful work experience and individualized support that will help them identify a career pathway. Though SYEP is a short-term program, its goal is to introduce youth to businesses that will positively impact their futures. Collaboration between DDS/RSA, OSSE, and DOES ensures those youth with disabilities are identified early on and have the appropriate supports in place to be successful in their work experiences. Providing a high-quality work experience, SYEP serves as an entry point for youth, where their needs are assessed for connections to year-round services of core programs and other partners.

Project Empowerment (PE)

The Project Empowerment (PE) Transitional Employment Program is a locally-funded transitional employment program that provides training and subsidized employment to District residents facing multiple barriers to employment, serving over five hundred participants each year, over 90% of whom have criminal records. PE participants are often the hardest to serve due to histories of homelessness, substance abuse, previous incarceration, or a number of other factors that make the attainment of permanent employment challenging. PE provides participants with intensive, three-week job-readiness training (JRT) and connects them to jobs in the retail, service, and labor industries. In partnership with experienced training providers and area employers, the PE program has expanded to include an intensive IT training track which opens a pathway to occupations in the IT sector.

Youth Earn and Learn Program (Y.E.A.L.P)

The program provides paid training and adult education program for youth 18-24.

Youth Innovation Grants (YIG)

The YIG program is designed to assist in-school District residents ages 14-21 by combining guidance, supportive services, educational financial literacy and pre-college preparation to minimize the effects of barriers that deter or prevent attainment of a high school diploma or equivalent, acceptance and enrollment into a Post-Secondary Institution or unsubsidized employment. YIG providers ensure that programming is tailored to the specific needs and interests of individual participants, and incorporate the elements and outcomes required by WIOA. The program assist youth in obtaining high school credentials, entering post-secondary education programs, and obtaining post-secondary credentials to improve workforce opportunities.

Other Programs Operated by the Office of the State Superintendent for Education

The DC Re-Engagement Center (REC)

Similar to an educationally-focused youth one-stop, the REC works to engage educationally-disengaged District youth, ages 16-24, to enroll them in educational programming and mitigate barriers to their success. OSSE works with DOES to establish an ongoing opportunity for bi-

directional referrals of REC clients in need of employment (approximately 35% of all REC clients) to DOES's subsidized employment opportunities; and of youth participating in WIOA core programs that don't have a high school diploma to the REC for educational placement and support services. OSSE's REC has developed a public facing website (www.backontrackdc.org) that presents information on all education options that lead to a secondary credential for older youth and adults.

Postsecondary and Career Education (PCE)

OSSE's Division of Postsecondary and Career Education (PCE) supports programs that improve the overall postsecondary enrollment and graduation rates for youth and adults in the District of Columbia. Through financial support from the DC TAG program and the DC Mayor's Scholars Undergraduate Program, and college and career readiness programmatic support, the Division of Postsecondary and Career Education creates opportunities for District youth and adults to enroll in and complete their postsecondary education.

Other Programs Operated by the Department of Human Services

The Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T)

The Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T) program provides employment and training services to SNAP recipients that do not receive TANF benefits and choose to participate, as DC is a voluntary participation state. The program provides individualized service delivery to SNAP customers through comprehensive case management and four eligible program components: job search training, job retention, education and vocational training, and improving employability, including through work experience and/or training.

Case management services provided include orientations, assessments, career coaching and guidance, and connections to supports that help clients mitigate barriers to employment. Participants are reimbursed for eligible participation costs, including transportation, childcare, and tools and equipment.

Services are provided both in-house and through subgrants to over 15 community-based organizations and government entities – including four District-funded programs administered by DOES. The SNAP E&T program is funded through a combination of District and federal appropriations through the U.S. Department of Agriculture Food and Nutrition Service, including 50% matching funds for eligible services, as well as philanthropic funds leveraged by subgrantees. Clients are referred to other workforce system partners when helpful in meeting their needs, including American Job Centers.

Other Programs

DC Jail Work Reentry Program operated by DOES

The District wants to ensure all residents who seek employment services - including those who have recently been incarcerated have access to comprehensive support to enter the workforce. District residents pending release from incarceration face a unique set of challenges when seeking to obtain employment. Limited employment history, inadequate educational credentials, substance abuse and mental health challenges are but a few of the obstacles faced by the clients this partnership serves. Through the development of life skills, job training, and basic computer training, participants are better prepared for the employment challenges they will face upon release. To that end, the DC Jail Work Reentry Program was established in July 2015 in partnership with the Department of Corrections (DOC), to provide intensive 6-week job training for incarcerated persons with an impending release date. This program enhances the availability of employment options for returning citizens by beginning the process of reintegration prior to release.

Inmates face a thorough screening and assessment to determine eligibility and suitability for the program. Those who are selected are transferred to an exclusive housing unit that is designated solely for the DC Jail Work Reentry Program. A new cohort of no more than 20 participants begins approximately every six weeks. Job Readiness Class is held Monday through Friday from 9am to 4pm. The program offers a multitude of services including: job readiness workshops and classes, which closely parallel the Project Empowerment program; hands-on computer training through a contracted computer instructor; case management for wrap-around services; and post-release services. Perhaps the most exciting thing about this program is that those participants who take advantage of Project Empowerment referrals are able to start earning a wage almost immediately after being released. For these participants, the transition is significantly easier. The remaining graduates have an open invitation to join Project Empowerment and receive weekly follow-up from an American Job Center case manager.

Homeward DC

Homeward DC is a five-year strategic plan (2015-2020) guiding the District's efforts to transform its homeless crisis response system. Since the first investments were made in the plan in 2016, overall homelessness in the District has decreased 22%, including a 45% reduction in family homelessness, a 15% reduction in homelessness among veterans, and an 8% reduction in chronic homelessness. While the numbers are trending in the right direction, housing insecurity remains a significant challenge for many District residents. The Interagency Council on Homelessness (ICH) is currently in the process of updating the plan based on lessons learned over the last five years. One of the most important objectives in the years ahead will be to improve employment opportunities for the lowest-income residents. The current plan will be updated in 2020.

District Leadership Program operated by DCHR

The DLP is an internship program designed to provide tomorrow's leaders with the knowledge, tools, skills, and experiences that can be readily applied to their future challenges and pursuits, whether personal or professional. The DLP internship has two cycles: Summer (June - August) and Year-Round (October - May), with participants working part-time; three 8-hour days per week.

Internship Activities:

The program takes a holistic approach to developing Interns by providing a wide range of stimulating and developmental activities including:

- Substantive assignments in an unlimited array of functional areas related to government operations (i.e., Human Capital Management, Finance and Budgeting, Information Technology, Legal, Contracting and Procurement, Small and Local Business Development, Legislative Affairs, Health and Human Services, Education, and Performance Management);
- A customized Individual Development Planning Learning Lab and Tool Suite;
- Classroom lectures and coursework on topics centered around core business services as well as other specialty topics;
- Web-based training and development courses;
- A series of Profiles in Leadership brown bag luncheons;
- 360° performance feedback for each intern; and
- Guest lecturers focusing on topics such as Customer Service, Priorities for the District of Columbia, and Leadership Development.

Employment and Training Programs Supported by HUD, operated by DCHA

DC Housing Authority's Workforce Development Initiative (WDI) supports public housing residents and Housing Choice Voucher Participants in becoming self-sufficient and target jobs in high-demand industries. WDI's Career Readiness Training (CRT) is designed to equip customers with the skills necessary to thrive in the work environment and focuses on professional development, conflict management, financial education, and personal development. Through a partnership with UDC-CC, WDI participants can access vocational programs/courses including, Property Management Hospitality and Tourism, Medical Office and Administrative Professional, Direct Support Professional, Apartment Maintenance, Construction and more. Collaboration with system partners also includes referrals to DOES for additional employment services.

Workforce Intermediary, Workforce Readiness and Placement operated by DCWIC

Historically, DCWIC administered a pilot program focused on meeting the workforce needs of businesses and job seekers in the hospitality and construction industries. Beginning in Fiscal Year

2019, and building upon strengths and opportunities identified through implementation of the intermediary program, DCWIC launched a Strategic Industry Partnership grant program. Through this competitive grant program, DCWIC solicited and awarded more than \$600,000 to four organizations in high-demand industries, to develop and implement innovative training, credentialing, and job placement programs for DC residents. The organizations represented the hospitality, IT, law and security, and infrastructure sectors; these organizations were required to have extensive experience implementing sector-specific workforce programs, and to demonstrate relationships with employers in those sectors to ensure their trainings were informed by businesses' needs and to facilitate hiring of participants upon completion of the training programs.

Looking ahead, DCWIC will continue to use labor market analysis and resources such as the Career Pathways maps that have been developed, to identify and support development and facilitation of industry-specific training and talent pipeline programs in high-demand and high-growth sectors.

Career Pathways Task Force and Innovation Fund operated by DCWIC

The DCWIC continues to convene the Career Pathways Task Force, an appointed, multi-stakeholder group responsible for developing and overseeing implementation of a city-wide strategy that delivers career pathways programs for low-literacy and low-numeracy adult learners. In 2019, this group produced an update to its 2016 Strategic Plan that reflects upon success to date and areas for continued development and expansion to ensure adult learners have opportunities to engage in education and workforce training programs that meet their goals and needs.

In 2018-2019, DCWIC identified existing career pathways assets, reviewed labor market information, and engaged businesses in the development of Career Pathways maps for each of the District's high-demand industries; these maps are tailored to the needs of the region's businesses and will be used to drive assessment, analysis, and future investments in the education and training pipelines aligned with high-demand and high-growth occupations to ensure that DC residents are able to gain the necessary skills through training, coaching, and other services based on individual needs and customer choice. DCWIC will continue to build resources and tools to develop and implement sector-specific strategies to ensure employers have access to the talent they need, and residents can earn credentials and work experience to prepare them for high-demand and high-growth occupations. (See Career Pathway Maps in Appendix 7.)

Additionally, the DCWIC is responsible for implementing the Career Pathways Innovation Fund (CPIF), authorized by D.C. Code §32-1605.01. These funds have enabled the DCWIC to collaborate with the Office of the Superintendent for Education (OSSE) to provide more than \$2 million annually in grants to adult education providers using an integrated education and training (IET) model wherein adult learners have the opportunity to increase literacy and numeracy skills—

often working towards a GED or high school diploma—while simultaneously earning an industry recognized credential. The first year of implementation took place in 2017-2018, and DCWIC and OSSE are preparing for the release of a Request for Applications (RFA) to launch the next cohort of providers to implement the IET model.

The program has been successful, serving more than 1,100 adult learners annually, 40 percent of whom were functioning at the 5th grade level or below and 88 percent of who were functioning at the 8th grade level or below. In the next RFA and in future implementation of this program, the District will provide increased technical assistance to providers as well as supports for students, including the potential for providers to include training and work-based learning incentives/stipends to participants.

Finally, through the Career Pathways Task Force and with support of the CPIF, DCWIC facilitated a Career Pathways Community of Practice. This group was convened to provide support to internal and external stakeholders for collaboration and professional development training in the following areas: labor market information, business engagement, implementing WIOA, the career pathways model, and career pathways work. Typical activities of the CoP have included:

- Workshops;
- Trainings and webinars;
- Developing a shared repertoire of resources
- Mapping knowledge;
- Learning new solutions, approaches and practices; and
- Building the participants' toolbox of knowledge.

The project team has worked to establish training curricula and web-based resources to support District Training providers in these areas of need. These resources are now available on DCWIC's website (<https://dcworks.dc.gov/page/community-practice>) for all to leverage, and include self-paced training modules developed to meet needs identified by providers.

The Community of Practice has also created a Provider Directory, available on DCWIC's website (<https://dcworks.dc.gov/page/provider-directory>) that provides an overview of workforce, training, education, and wrap-around services organizations and offerings across the District. This resource is intended to strengthen awareness of opportunities for District residents, support high-quality referrals and partnership development among District providers, and to provide District employers with a landscape of workforce and support services in the region.

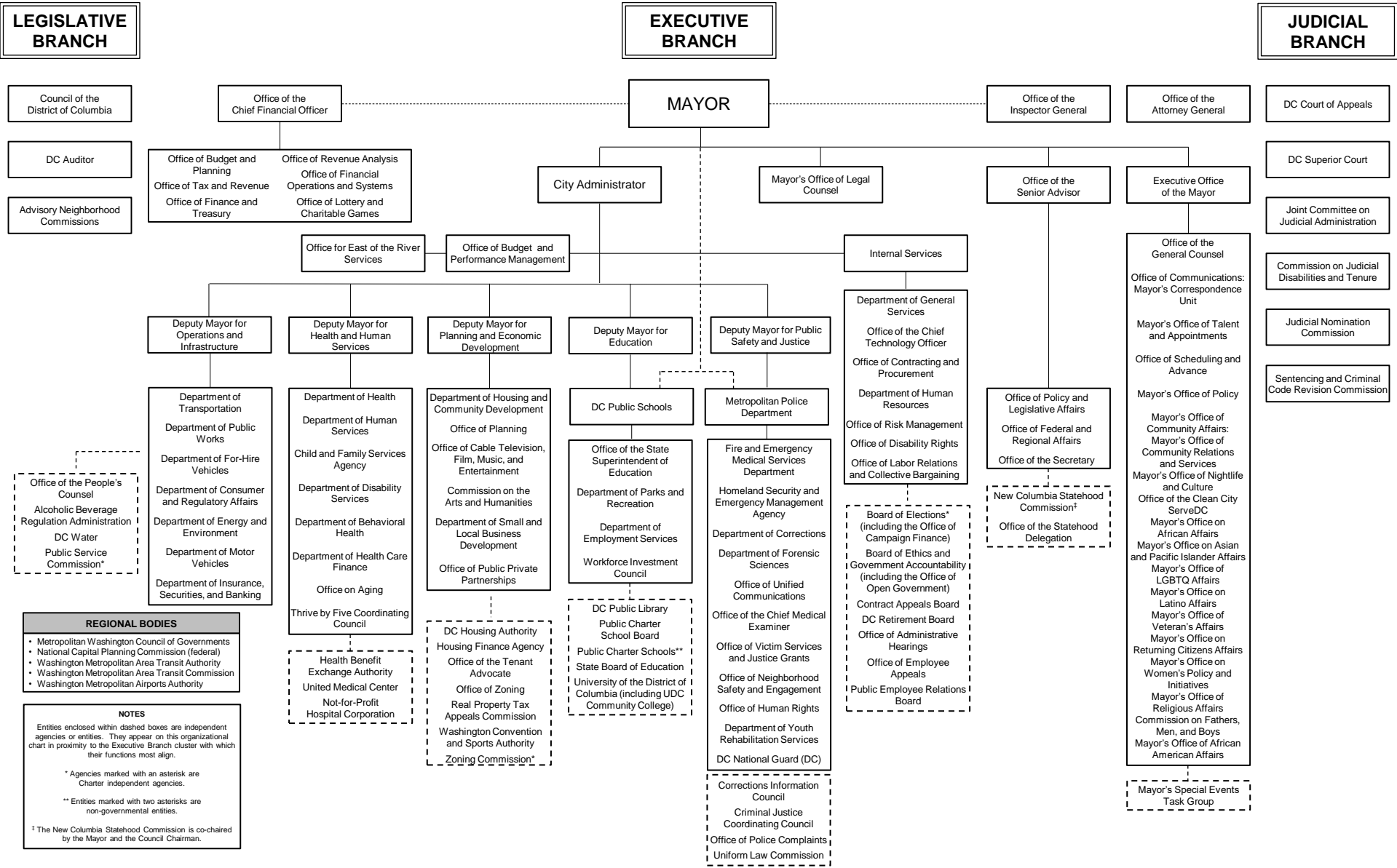
Moving forward, the resources developed by the Community of Practice will serve as foundational tools that DCWIC will offer to partners to support further development and

implementation of career pathways and sector strategies to meet the needs of residents and businesses.

Appendix 4: District of Columbia Organizational Chart



GOVERNMENT OF THE DISTRICT OF COLUMBIA



Appendix 5: List of DCWIC Board members

Sonya	Anderson	Healthcare Sector member
Joseph	Andronaco	Construction sector member
Erin	Bibo	District of Columbia Public Schools (DCPS) Designee
Steven	Boney	At-Large Representative from District industry sectors/Executive Committee
Larry	Callahan	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
Anthony	Cancelosi	Community Based Organization member
Stephen	Courtien	Community Based Organization member
Liz	DeBarros	Business Organization member
Antwanye	Ford	Information Technology Member
Angela	Franco	Healthcare Sector member
Korey	Gray	Energy and Utility Sector member
LaTara	Harris	Information Technology Member
Bernadette	Harvey	Construction sector member
Thomas	Horejes	Business Organization Member
Solomon	Keene, Jr	Business Organization member
Paul	Kihn	The Mayor, or his or her designee
Michael	Maxwell	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
Kenyan R.	McDuffie	Chairman of the Council of the District of Columbia designee
Kathleen	McKirchy	Labor Organization Member
Antoinette	Mitchell	Office of the State Superintendent of Education (OSSE) Designee
Unique	Morris	Department of Employment Services (DOES) Designee
Benton	Murphy	Community Based Organization member
John	O'Brien	Infrastructure sector member
Thomas	Penny	Hospitality Sector member
Queenie	Plater	Healthcare Sector member
Andrew	Reese	Department of Disability Services (DDS) Designee

UNIFIED STATE PLAN

WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA)

Elissa	Silverman	Chairman of the Council of the District of Columbia designee
Ahnna	Smith	Workforce Investment Council (WIC) Designee
Nathan	Smith	Security Sector Member
Stacy	Smith	Hospitality Sector member
Tony	Summers	University of the District of Columbia (UDC) designee
Darryl	Wiggins	Information Technology Member
Karima	Woods	Deputy Mayor for Planning and Economic Development (DMPED) Designee
Laura	Zeilinger	Department of Human Services (DHS) Designee

Appendix 6: List of State Rehabilitation Council members

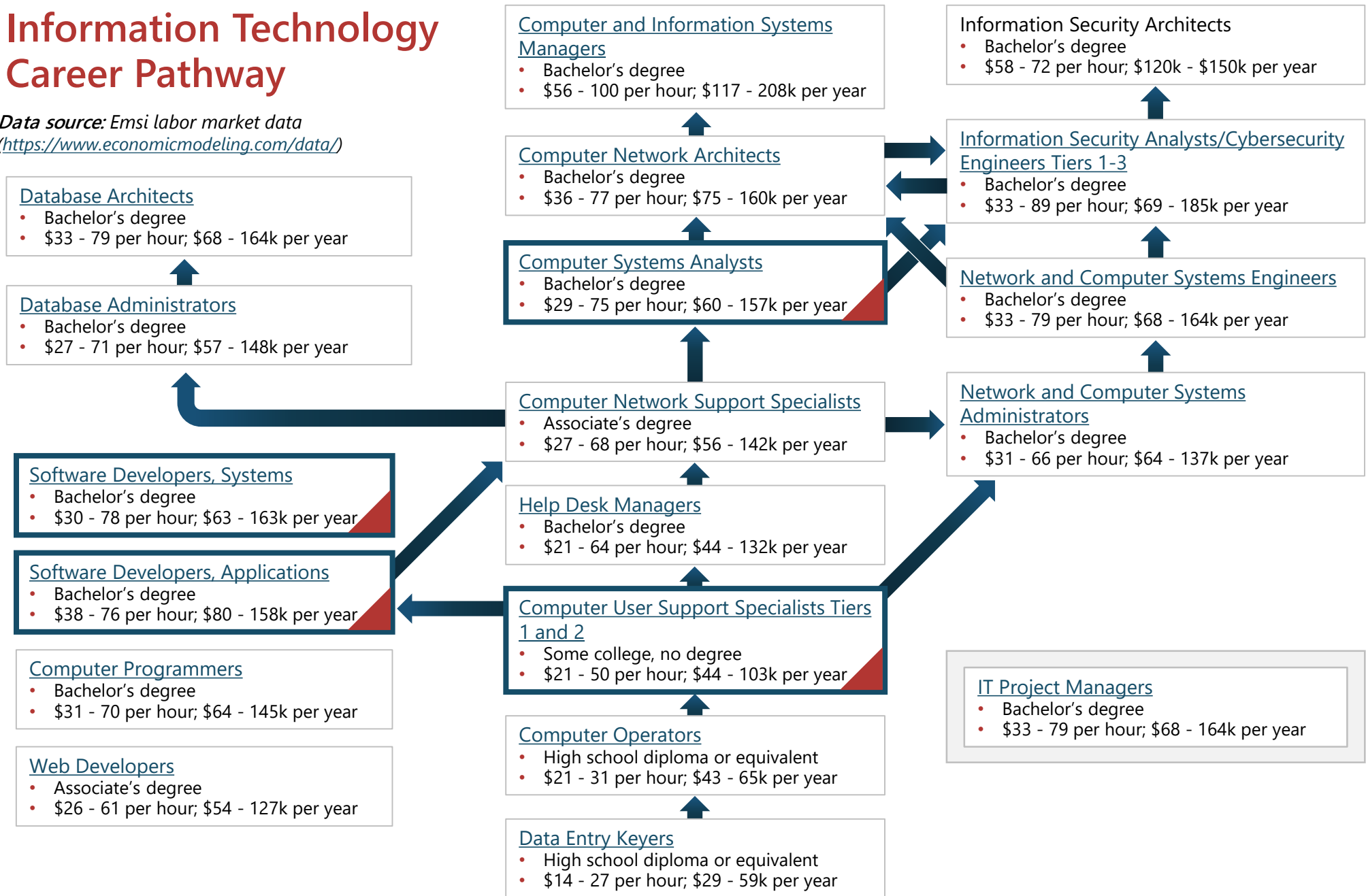
Sharon	Boesen	(Chair) Parent of an individual with disabilities
Abraham	Hiatt	Client Assistance Program
Alison	Whyte	DD Council designee
Darryl	Evans	Department of Disability Services (DDS) Administrator of the Vocational Rehabilitation Agency designee
Wright	Ricky	Department of Disability Services (DDS) Administrator of the Vocational Rehabilitation Agency designee
Marjorie	Gilliard	Individuals with disabilities who have difficulty representing themselves member
Mathew	McCollough	Office of Disability Rights (ODR) designee
Jennifer	Carpenter	Office of the State Superintendent of Education (OSSE) Designee
Antonio	Myers	Parent, family, guardian, or individual with disabilities
Kedist	Geremaw	Representative of Business, Industry, and Labor
Yolandra	Plummer Diallo	Representative of Business, Industry, and Labor
Berta	Mata	Representative of disability advocacy group

Appendix 7: High-Demand Sector Career Pathway Maps



Information Technology Career Pathway

Data source: Emsi labor market data
(<https://www.economicmodeling.com/data/>)



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Construction Career Pathway

*Data source: Emsi labor market data
(<https://www.economicmodeling.com/data/>)*

Construction

Construction Managers

- Bachelor's degree
- \$15-77 per hour; \$30-160k per year

Construction Project Managers

- Bachelor's degree
- \$26-89 per hour; \$54-186k per year

Construction Foremen/Superintendents

- Bachelor's degree
- \$26-89 per hour; \$54-186k per year

First-Line Supervisors of Construction Trades Workers

- High school diploma or equivalent
- \$21-56 per hour; \$45-116k per year

Construction Trades Workers (multiple occupations)

- High school diploma or equivalent
- \$16-47 per hour; \$33-98k per year

Construction Helpers (multiple occupations)

- High school diploma or equivalent
- \$11-24 per hour; \$23-50k per year

Construction Laborers

- No formal educational credential
- \$10-26 per hour; \$21-55k per year

Design and Pre-Construction

Architectural and Engineering Managers

- Bachelor's degree
- \$57-115 per hour; \$118-240k per year

Architects

- Bachelor's degree
- \$25-70 per hour; \$52-145k per year

Landscape Architects

- Bachelor's degree
- \$24-64 per hour; \$51-134k per year

Civil Engineers

- Bachelor's degree
- \$29-75 per hour; \$60-156k per year

Surveyors

- Bachelor's degree
- \$19-53 per hour; \$30-110k per year

Cost Estimators

- Bachelor's degree
- \$21-60 per hour; \$43-125k per year

Civil Engineering Technicians

- Associate's degree
- \$16-45 per hour; \$33-94k per year

Architectural and Civil Drafters

- Associate's degree
- \$19-46 per hour; \$40-97k per year

Surveying and Mapping Technicians

- High school diploma or equivalent
- \$15-41 per hour; \$32-86k per year

Construction and Building Inspectors

- High school diploma or equivalent
- \$20-48 per hour; \$41-101k per year

Construction – Office

Accountants and Auditors

- Bachelor's degree
- \$25-70 per hour; \$53-145k per year

Sales Representatives

- High school diploma or equivalent
- \$16-73 per hour; \$33-152k per year

Customer Service Representatives

- High school diploma or equivalent
- \$11-30 per hour; \$23-63k per year

First-Line Supervisors of Office and Administrative Support Workers

- High school diploma or equivalent
- \$19-51 per hour; \$39-106k per year

Executive Secretaries and Executive Administrative Assistants

- High school diploma or equivalent
- \$22-49 per hour; \$46-102k per year

Bookkeeping, Accounting, and Auditing Clerks

- Some college, no degree
- \$14-36 per hour; \$29-76k per year

Secretaries and Administrative Assistants

- High school diploma or equivalent
- \$13-31 per hour; \$28-66k per year

General Office Clerks

- High school diploma or equivalent
- \$11-30 per hour; \$22-63k per year

For additional information on the occupations in this pathway, click the hyperlinked occupational titles to visit O*NET OnLine. Note that the education requirements provided are typical but may vary, and additional industry- or occupation-specific training may be required. Note also that hourly and annual wage range data provided are typical but may vary.



= High Demand



Nursing

Physician Assistants

- Master's degree
- \$32-74 per hour; \$66-154k per year

Nurse Practitioners

- Master's degree
- \$39-69 per hour; \$82-144k per year

Registered Nurses

- Bachelor's degree
- \$26-52 per hour; \$54-109k per year

Licensed Practical and Vocational Nurses

- Postsecondary non-degree award
- \$19-32 per hour; \$40-67k per year

Paramedics and Emergency Medical Technicians

- Postsecondary non-degree award
- \$15-35 per hour; \$31-73k per year

Medical Assistants

- Postsecondary non-degree award
- \$14-26 per hour; \$28-54k per year

Nursing Assistants

- Postsecondary non-degree award
- \$11-20 per hour; \$23-42k per year

Home Health Aides

- High school diploma or equivalent
- \$10-16 per hour; \$21-33k per year

Personal Care Aides

- High school diploma or equivalent
- \$9-17 per hour; \$20-35k per year

Healthcare Career Pathway

Data source: Emsi labor market data
(<https://www.economicmodeling.com/data/>)

Diagnostic

Diagnostic Medical Sonographers

- Associate's degree
- \$27-50 per hour; \$57-104k per year

Magnetic Resonance Imaging Technologists

- Associate's degree
- \$25-50 per hour; \$52-105k per year

Cardiovascular Technologists and Technicians

- Associate's degree
- \$15-47 per hour; \$31-97k per year

Radiologic Technologists

- Associate's degree
- \$25-47 per hour; \$51-99k per year

Clinical Laboratory Technologists and Technicians

- Associate's degree
- \$16-41 per hour; \$34-87k per year

Phlebotomists

- Postsecondary non-degree award
- \$15-25 per hour; \$31-52k per year

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= High Demand



Health Support

Medical and Health Services Managers

- Bachelor's degree
- \$37-98 per hour; \$77-205k per year

Healthcare Social Workers

- Master's degree
- \$20-44 per hour; \$41-92k per year

Health Educators

- Bachelor's degree
- \$19-65 per hour; \$40-134k per year

Dietitians and Nutritionists

- Bachelor's degree
- \$18-46 per hour; \$37-95k per year

Dietetic Technicians

- Associate's degree
- \$12-23 per hour; \$24-48k per year

Food Servers (non-restaurant)

- No formal educational credential
- \$10-18 per hour; \$20-37k per year

Orderlies/Transport Technicians

- High school diploma or equivalent
- \$11-19 per hour; \$22-39k per year

Healthcare Career Pathway

*Data source: Emsi labor market data
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Health Informatics

Medical and Health Services Managers

- Bachelor's degree
- \$37-98 per hour; \$77-205k per year

Financial Managers

- Bachelor's degree
- \$50-158 per hour; \$104-329k per year

First-Line Supervisors of Office and Administrative Support Workers

- High school diploma or equivalent
- \$19-51 per hour; \$39-106k per year

Medical Records and Health Information Technicians

- Postsecondary non-degree award
- \$13-35 per hour; \$28-74k per year

Billing and Posting Clerks

- High school diploma or equivalent
- \$15-35 per hour; \$30-72k per year

Medical Secretaries

- High school diploma or equivalent
- \$13-28 per hour; \$28-59k per year

Secretaries and Administrative Assistants

- High school diploma or equivalent
- \$13-32 per hour; \$28-66k per year

Medical Transcriptionists

- Postsecondary non-degree award
- \$10-29 per hour; \$21-60k per year

Receptionists and Information Clerks

- High school diploma or equivalent
- \$10-23 per hour; \$21-48k per year

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= High Demand



Food and Beverage: Culinary

General and Operations Managers

- Bachelor's degree
- \$30-139 per hour; \$63-290k per year

Food Service Managers

- High school diploma or equivalent
- \$10-50 per hour; \$20-104k per year

Chefs and Head Cooks

- High school diploma or equivalent
- \$16-43 per hour; \$33-90k per year

First-Line Supervisors of Food Preparation and Serving Workers

- High school diploma or equivalent
- \$12-32 per hour; \$24-66k per year

Restaurant Cooks

- No formal educational credential
- \$11-21 per hour; \$22-43k per year

Short-Order Cooks

- No formal educational credential
- \$10-16 per hour; \$20-33k per year

Fast Food Cooks

- No formal educational credential
- \$9-15 per hour; \$19-31k per year

Food Preparation and Serving Workers

- No formal educational credential
- \$9-16 per hour; \$18-33k per year

Hospitality Career Pathway

Data source: Emsi labor market data
(<https://www.economicmodeling.com/data/>)

Food and Beverage: Front of House

General and Operations Managers

- Bachelor's degree
- \$30-139 per hour; \$63-290k per year

Food Service Managers

- High school diploma or equivalent
- \$10-50 per hour; \$20-104k per year

First-Line Supervisors of Food Preparation and Serving Workers

- High school diploma or equivalent
- \$12-32 per hour; \$24-66k per year

Hosts and Hostesses

- No formal educational credential
- \$9-16 per hour; \$18-33k per year

Bartenders

- No formal educational credential
- \$10-28 per hour; \$20-58k per year

Waiters and Waitresses

- No formal educational credential
- \$8-21 per hour; \$17-45k per year

Cashiers

- No formal educational credential
- \$8-16 per hour; \$17-33k per year

Dining Room Attendants and Bartender Helpers

- No formal educational credential
- \$10-22 per hour; \$20-45k per year

Dishwashers

- No formal educational credential
- \$10-16 per hour; \$20-34 per year

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Hospitality Career Pathway

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Guest Services

General and Operations Managers

- Bachelor's degree
- \$30-139 per hour; \$63-290k per year

Lodging Managers

- High school diploma or equivalent
- \$16-78 per hour; \$33-162k per year

First-Line Supervisors of Office and Administrative Support Workers

- High school diploma or equivalent
- \$19-51 per hour; \$39-106k per year

Guest Services Desk Clerks

- High school diploma or equivalent
- \$10-21 per hour; \$21-43k per year

Baggage Porters and Bellhops

- High school diploma or equivalent
- \$11-20 per hour; \$22-42k per year

Housekeeping

General and Operations Managers

- Bachelor's degree
- \$30-139 per hour; \$63-290k per year

Lodging Managers

- High school diploma or equivalent
- \$16-78 per hour; \$33-162k per year

First-Line Supervisors of Housekeeping and Janitorial Workers

- High school diploma or equivalent
- \$13-34 per hour; \$28-72k per year

Maids and Housekeeping Cleaners

- No formal educational credential
- \$9-23 per hour; \$18-48k per year

Laundry and Dry-Cleaning Workers

- No formal educational credential
- \$10-20 per hour; \$20-42k per year

Maintenance

General and Operations Managers

- Bachelor's degree
- \$30-139 per hour; \$63-290k per year

First-Line Supervisors of Mechanics, Installers, and Repairers

- High school diploma or equivalent
- \$20-53 per hour; \$42-111k per year

General Maintenance and Repair Workers

- High school diploma or equivalent
- \$14-34 per hour; \$29-71k per year

Janitors and Cleaners

- No formal educational credential
- \$10-21 per hour; \$21-43k per year

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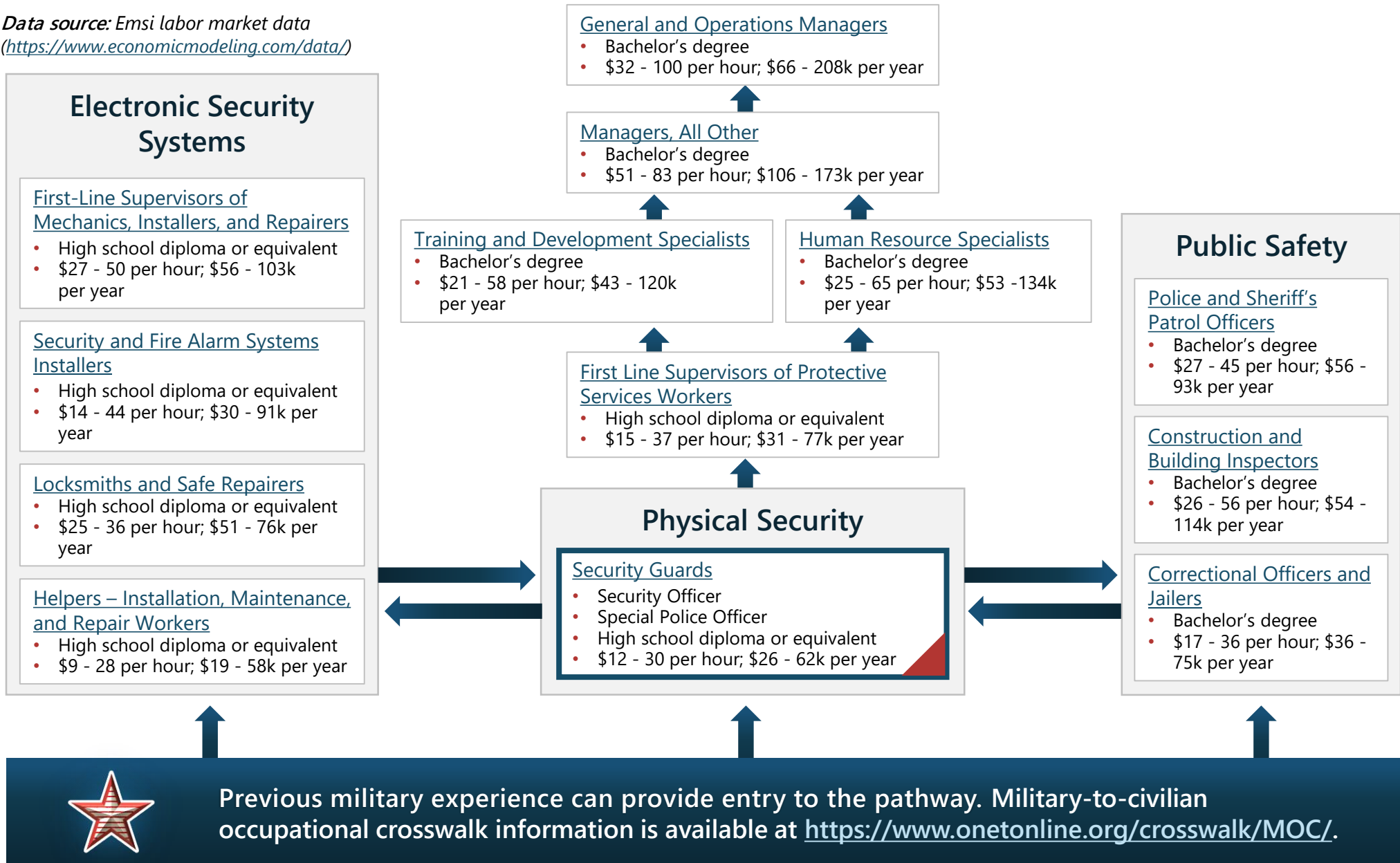


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Security Services, Law Enforcement, and Corrections Career Pathway

Data source: Emsi labor market data
(<https://www.economicmodeling.com/data/>)



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Transportation Mechanic Career Pathway

Data source: Emsi labor market data
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Compatible Occupations:

Transportation

Electric Motor, Power Tool Repairers

- High school diploma or equivalent
- \$11 - 35 per hour; \$23 - 72k per year

Motorcycle Mechanics

- Postsecondary non-degree award
- \$13 - 32 per hour; \$26 - 67k per year

Motorboat Mechanics

- High school diploma or equivalent
- \$10 - 29 per hour; \$20 - 61k per year

Manufacturing

Industrial Machinery Mechanics

- High school diploma or equivalent
- \$27 - 38 per hour; \$56 - 79k per year

Machinery Maintenance Workers

- High school diploma or equivalent
- \$16 - 36 per hour; \$34 - 75k per year

Maintenance and Repair Workers, General

- High school diploma or equivalent
- \$14 - 35 per hour; \$28 - 72k per year

General and Operations Managers

- May require Bachelor's degree
- \$32 - 100 per hour; \$66 - 208k per year

Managers, All Others

- May require Bachelor's degree
- \$60 - 83 per hour; \$106 - 173k per year

First-Line Supervisors of Mechanics, Installers, and Repairers

- High school diploma or equivalent
- Postsecondary non-degree award
- May require an Associate's degree
- \$27 - 50 per hour; \$56 - 103k per year

Bus and Truck Mechanics and Diesel Engine Specialists

- High school diploma or equivalent
- Postsecondary non-degree award
- \$17 - 38 per hour; \$35 - 80k per year

Automotive Service Technicians and Mechanics

- Postsecondary non-degree award
- \$12 - 37 per hour; \$26 - 77k per year

Helpers, Installation, Maintenance and Repair

- High school diploma or equivalent
- \$9 - 28 per hour; \$19 - 58k per year

Drivers

First-Line Supervisors of Transportation and Material Moving Workers

- High school diploma or equivalent
- \$12 - 51 per hour; \$25 - 105k per year

Bus Drivers, Transit

- High school diploma or equivalent
- CDL A and B (req. certifications)
- \$12 - 24 per hour; \$26 - 49k per year

Heavy and Tractor Trailer Truck Drivers

- Postsecondary non-degree award
- May require Hazardous Materials certification
- CDL A and B (req. certifications)
- \$20 - 30 per hour; \$41 - 62k per year

Industrial Truck and Tractor Trailer Operators

- No formal education
- May require Hazardous Materials certification
- CDL A and B (req. certifications)
- \$16 - 29 per hour; \$32 - 61k per year

Bus Drivers, School

- High school diploma or equivalent
- CDL A and B (req. certifications)
- \$12 - 27 per hour; \$25 - 57k per year

Construction

Mobile Heavy Equipment Mechanics

- High school diploma or equivalent
- \$19 - 38 per hour; \$37 - 78k per year

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