MURIEL BOWSER
MAYOR

March 2, 2022

The Honorable Phil Mendelson
Chairman, Council of the District of Columbia
John A. Wilson Building
1350 Pennsylvania Avenue, NW
Suite 504
Washington, DC 20004

Dear Chairman Mendelson:

I am pleased to submit to the Council of the District of Columbia the enclosed "District of Columbia Workforce Innovation and Opportunity Act (WIOA) 2022 Unified State Plan Modification" prepared by the Workforce Investment Council. Purusant to Section 2(d) of the Workforce Investment Implementation Amendment Act of 2014, effective May 2, 2015 (D.C. Law 20-263; D.C. Offiicial Code § 32-1604), I am also transmitting the "District of Columbia Workforce Innovation and Opportunity Act Unified State Plan Approval Resolution of 2022."

The WIOA State Plan Modification outlines the goals, strategies, and actions that will govern the District of Columbia's federal WIOA investments and provides a strong framework upon which the District will deliver a coordinated workforce development system and services to residents and employers.

I urge the Council to take prompt and favorable action on the enclosed resolution.

I am available to discuss any questions you may have regarding this report. In order to facilitate a response to your questions, please have your staff contact Ahnna Smith, Executive Director, WIC, at ahnna.smith@dc.gov.

Sincerely,

Muriel Bowser

Chairman Phil Mendelson
at the request of the Mayor

A PROPOSED RESOLUTION

_____

IN THE COUNCIL OF THE DISTRICT OF COLUMBIA

_____

To approve the District of Columbia's Workforce Innovation and Opportunity Act 2022 Unified State Plan Modification.

RESOLVED, BY THE COUNCIL OF THE DISTRICT OF COLUMBIA, That this resolution may be cited as the "District of Columbia Workforce Innovation and Opportunity Act Unified State Plan Approval Resolution of 2022".

Sec. 2. Pursuant to section 5 of the Workforce Investment Implementation Act of 2000, effective July 18, 2000 (D.C. Law 13-150; D.C. Official Code § 32-1604), the Council approves the District of Columbia Workforce Innovation and Opportunity Act 2022 Unified State Plan, Modification, which was transmitted by the Mayor to the Council on February_____, 2022.

Sec. 3. The Secretary of the Council of the District of Columbia shall transmit a copy of this resolution, upon its adoption, to the Mayor of the District of Columbia.

Sec. 4. This resolution shall take effect immediately.

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ATTORNEY GENERAL
KARL A. RACINE

Legal Counsel Division

MEMORANDUM

TO: **Ronan Gulstone**
              Director
              Office of Policy & Legislative Affairs

FROM: **Brian K. Flowers**
              Deputy Attorney General
              Legal Counsel Division

DATE: **February 23, 2022**

SUBJECT: **Legal Sufficiency Review of the "District of Columbia Workforce Innovation and Opportunity Act Unified State Plan Approval Resolution of 2022" (AE-22-045)**

This is to Certify that this Office has reviewed the above-referenced proposed resolution and found it to be legally sufficient. If you have any questions in this regard, please do not hesitate to call me at 724-5524.

Brian K. Flowers

Brian K. Flowers

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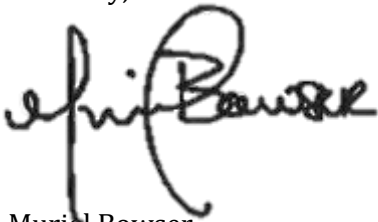**UNIFIED STATE PLAN**
PY 2020-2023

Dear Stakeholders:

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

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

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

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

Sincerely,

Muriel Bowser

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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
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. WIOA STATE PLAN TYPE

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

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

B. PLAN INTRODUCTION

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

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

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

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

- Private sector employment grew by 25% over the decade prior to 2020[2];

- Occupations requiring high skills and education attainment levels, such as management, business, financial, legal, computer and scientific occupations are two-to-four times more prevalent in DC than they are in the rest of the US on average;

- The greater DC region has a population where 52% of residents have a college degree, which is 1.5 times the national average[3]; and

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

[2] Ibid

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

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

Additionally, the gap between the skills and education requirements for District jobs did not align to skills levels or educational attainment of many District residents[5]:

- District residents with no college education had a 25% lower labor force participation rate, and five times higher rate of unemployment than those with a bachelor's/advanced degree.

- Median earnings for residents without a bachelor's degree were one-half to one-quarter the level of those with bachelor's or advanced degrees.

- Households headed by a person lacking any college education have poverty rates 12-16 times higher than families headed by a person with a bachelor's or advanced degree.

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

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

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

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

- While the District is still experiencing a net loss of jobs since the start of the COVID-19 pandemic, by October 2021, the District gained back approximately 37,000 jobs from the low of 86,000 jobs decline just after the 2020 shutdown.

- Professional, Scientific, and Technical Services, Healthcare and Social Assistance, and Information are among the industries that show a projected annual growth in jobs and a large number of overall employment opportunities in the District.

- The District's labor force participation rate of 70.4% as of October 2021 is nearly 10% higher than the national labor force participation rate of 61.7%.

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

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[4] US Census Bureau 2011-2015 5-Year ACS Commuting Flows (most recent data available).
[5] Center for American Progress. Talk Poverty: District of Columbia profile. 2019.
[6] DOES Labor Market Research and ACS 2015-2018
[7] Ibid

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

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

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

	Labor force participation rate				Unemployment rate		
	2019	2020	2021*		2019	2020	2021*
Total population	71.1%	69.5%	69.2%		5.7%	7.9%	6.2%
Female	74.6%	66.7%	65.7%		5.6%	8.6%	6.5%
Male	68.1%	72.9%	73.3%		5.9%	7.1%	5.8%
Black	57.8%	55.6%	55.6%		11.8%	14.7%	11.5%
Hispanic	78.3%	72.8%	71.0%		4.2%	9.0%	7.5%
White	82.6%	81.2%	81.9%		1.9%	3.5%	2.6%
Other	77.4%	81.1%	76.9%		3.6%	4.2%	2.2%
Less than HS	33.0%	31.8%	25.9%		13.9%	24.0%	18.3%
High school	51.5%	47.4%	47.8%		20.8%	21.8%	20.1%
Some college or associate	57.1%	54.5%	53.5%		9.6%	16.4%	12.4%
Bachelor's degree/higher	84.5%	82.8%	82.7%		2.4%	4.0%	2.9%
Age 16 - 24	58.0%	55.0%	56.2%		14.8%	17.1%	12.6%
Age 25 - 34	89.4%	88.2%	86.5%		4.9%	7.3%	5.4%
Age 35 - 44	89.1%	87.6%	85.8%		3.5%	6.0%	4.5%
Age 45 - 54	83.0%	81.6%	80.7%		4.5%	7.8%	5.5%
Age 55 - 64	65.9%	61.8%	63.4%		5.8%	6.5%	7.2%
Age 65+	23.0%	21.8%	23.5%		7.2%	6.4%	6.1%
Married	75.6%	74.2%	74.7%		2.6%	3.4%	3.2%
Not married	69.0%	67.2%	66.5%		7.3%	10.3%	7.8%
Has own children in HH	86.1%	84.1%	81.5%		4.8%	6.8%	6.5%
No own children in HH	68.0%	66.6%	66.8%		6.0%	8.1%	6.1%
US Citizen	70.6%	69.1%	69.2%		5.9%	7.8%	6.0%
Not a US Citizen	76.5%	74.5%	68.8%		4.0%	8.7%	8.3%
Source:	DC WIC tabluations of EPI Current Population Survey Extracts,						
	Version 1.0.24, https://microdata.epi.org.						
Notes:	* 2021 data are Jan 2021 - Nov 2021; December data were not yet available						
	Annual data are the average of Current Population Survey (CPS) monthly data.						
	Subpopulation differences may not be statistically significant at the 90%						
	confidence level.						

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

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

- Every DC resident is ready, able, and empowered to discover and attain their fullest potential through lifelong learning, sustained employment, and economic security.

- Businesses are connected to the skilled DC residents they need to compete globally, are participants in the workforce system, and drive the District's economic growth.

- Residents and businesses in all wards are supported by coordinated, cohesive, and integrated government agencies and partners working to help communities thrive.

Goals and Strategies

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

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

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

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

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

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

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

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

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

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

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

4.1-The District will provide K-12 youth with career development activities and paid 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 DC WIC will establish, measure and regularly report progress in meeting realistic quantitative and qualitative performance goals for the District's workforce and education system.

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

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

II. STRATEGIC ELEMENTS

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

1. ECONOMIC AND WORKFORCE ANALYSIS

(A) ECONOMIC ANALYSIS

Public and Private Sector Employment Trends and Pandemic Impact

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

In October 2021, there were a total of 759,500 jobs in the District. Of those, about 241,900 were public sector jobs (32%) and 564,300 were private sector jobs (68%). Of the public sector jobs, 195,900 (82%) were federal government jobs, and 41,600 (18%) were local government jobs.

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

Figure 2: *Public and Private Sector Employment, Jan. 2000-Oct. 2021 (left axis is private sector, right axis is public sector)[8]*
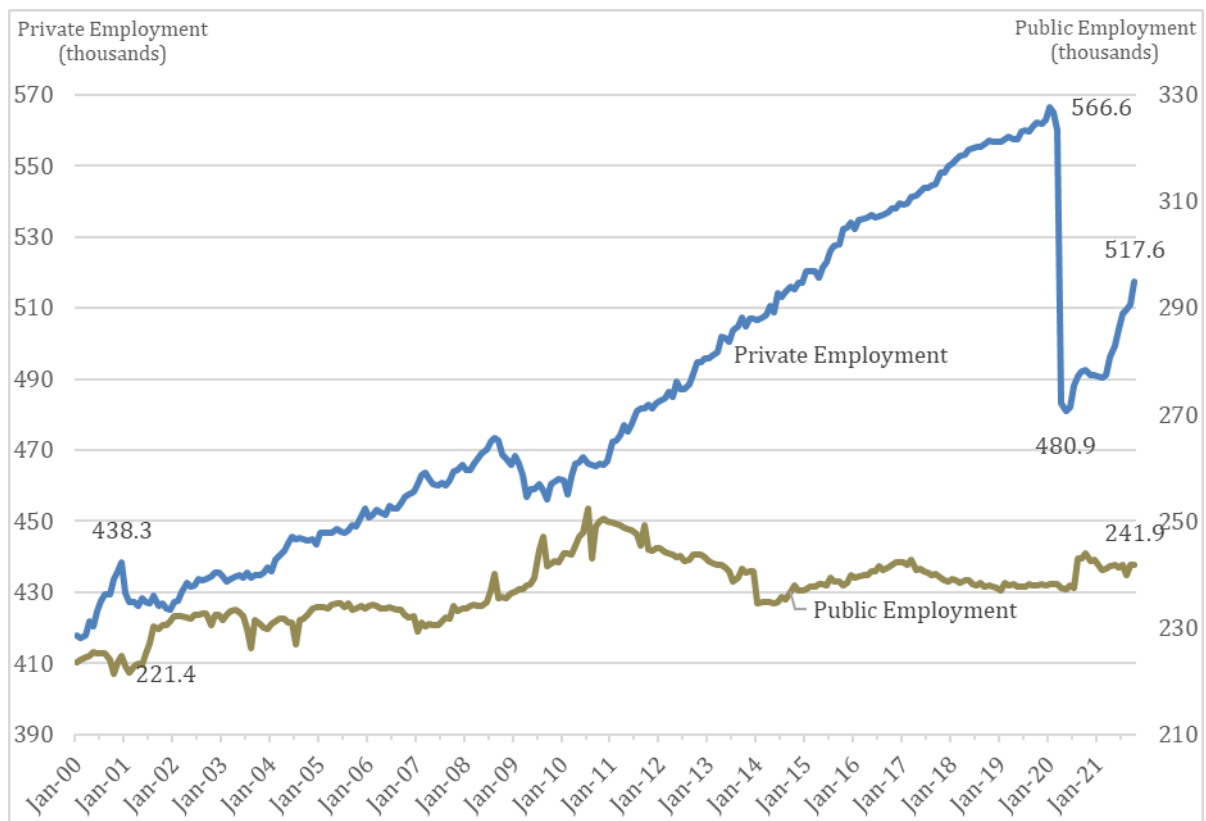

Figure 3 specifically focuses on the two years before COVID-19, the pandemic recession, and recovery. In the midst of continual steady growth, private employment fell sharply in the first and second quarters of 2020. This was a loss of 86,000 jobs. Public sector employment stayed nearly constant during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

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

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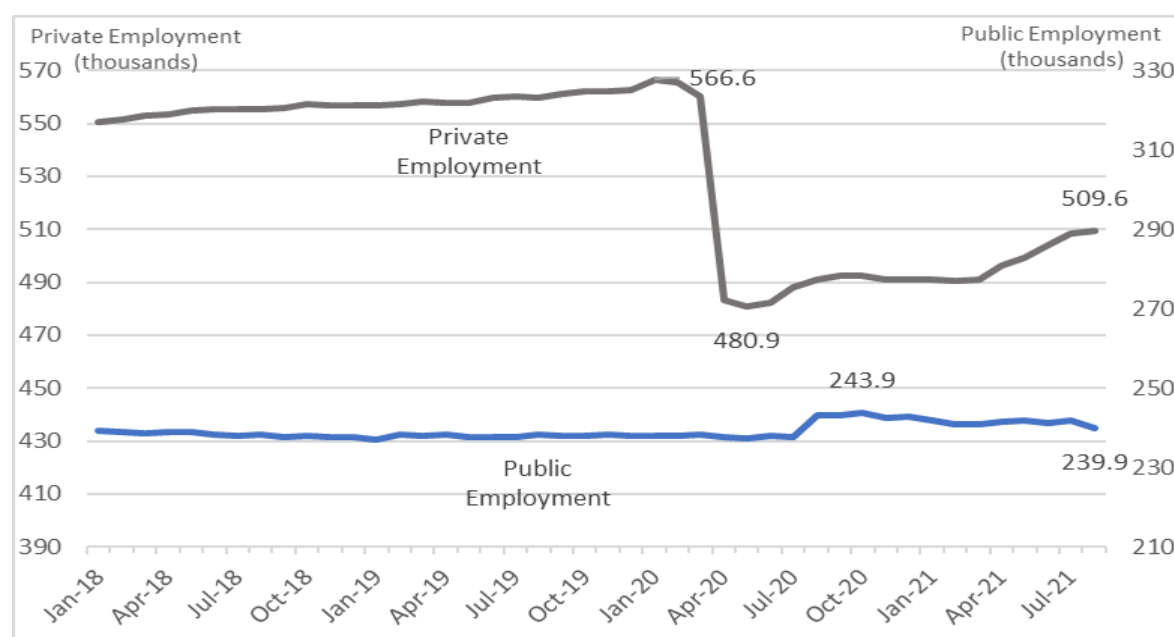
Existing and Emerging Sectors and Industries

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

Table 1: *Sector-by-sector projections for private sector job growth, before and after the pandemic recession, sorted by projected annual jobs increase[10]*

| Supersector | Industry | Actual 2017 - 2020 | | Projected 2021 - 2031 | |
		Avg annual jobs increase	Avg annual growth rate	Avg annual jobs increase	Avg annual growth rate
Prof & Bus. Svcs	Professional, Scientific, and Technical Svcs	2,500	2.2	1,960	1.4
Other Services	Other Services	1,300	1.8	1,730	2.1
Educ. & Health Svcs	Health Care and Social Assistance	1,100	1.6	1,020	1.3
Educ. & Health Svcs	Educational Services	200	0.4	900	1.6
Information	Information	1,100	6.0	530	2.3
Leisure & Hospitality	Arts, Entertainment, and Recreation	600	7.1	290	3.0
Prof & Bus. Svcs	Admin Support and Waste Mgt	-	0.0	190	0.4
Trade, Transport., Util.	Wholesale Trade	100	1.3	140	2.4
Financial Activities	Real Estate	200	1.6	140	0.9
Construction	Construction	100	0.7	110	0.6
Trade, Transport., Util.	Transportation, Warehousing, and Utilities	(100)	-1.3	80	1.3
Prof & Bus. Svcs	Management of Companies and Enterprises	100	2.1	60	1.8
Financial Activities	Finance and Insurance	(100)	-0.4	50	0.3
Manufacturing	Manufacturing	< 100	2.7	20	1.3
Trade, Transport., Util.	Retail Trade	100	0.3	(50)	-0.3
Leisure & Hospitality	Accommodation and Food Services	1,800	2.6	(1,430)	-4.6
	Total Private Sector	**9,100**	**1.7**	**5,430**	**0.7**

[9] Ibid
[10] BLS Occupational Employment Projections and DC Department of Employment Services Labor Market Information

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

- Health Care and Social Assistance (1,100/1.6% to 1,020/1.3%)

- Other Services (1,300/1.8% to 1730/2.1%)

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

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

Industry Profiles

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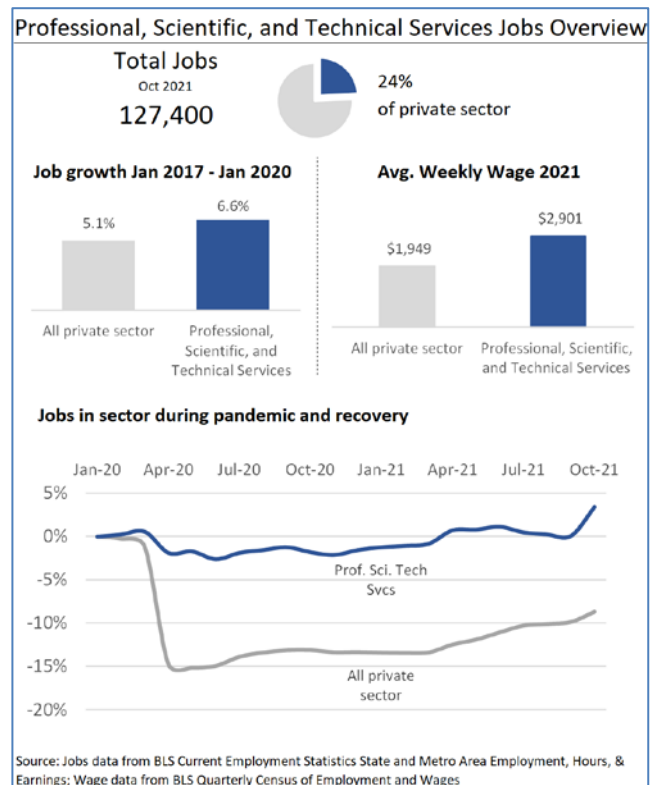
Professional, Scientific, and Technical Services
(1) Supersector: Professional and Business Services

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

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

Professional, Scientific, and Technical Services Jobs Overview

Total Jobs
Oct 2021
127,400

24% of private sector

Job growth Jan 2017 - Jan 2020
5.1% All private sector
6.6% Professional, Scientific, and Technical Services

Avg. Weekly Wage 2021
$1,949 All private sector
$2,901 Professional, Scientific, and Technical Services

Jobs in sector during pandemic and recovery

Prof. Sci. Tech Svcs
All private sector

Source: Jobs data from BLS Current Employment Statistics State and Metro Area Employment, Hours, & Earnings; Wage data from BLS Quarterly Census of Employment and Wages

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

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

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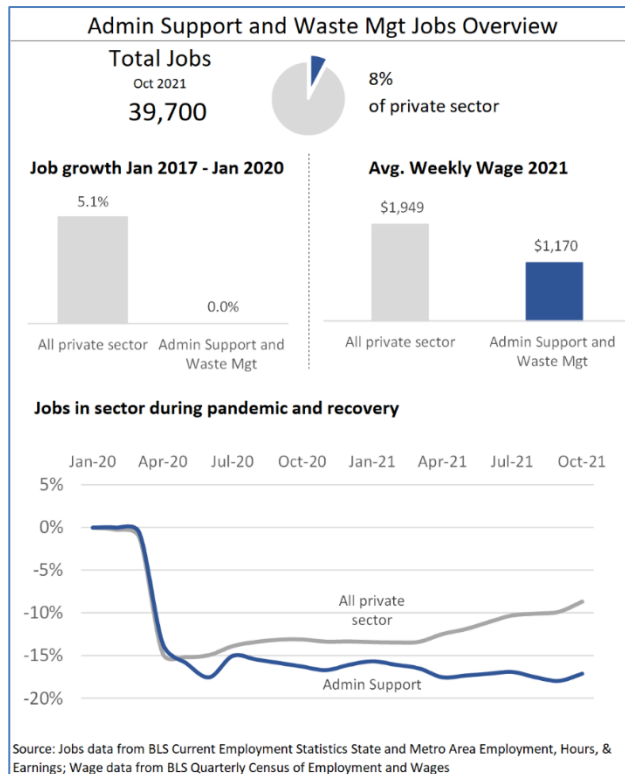
The Administrative and Support and Waste Management and Remediation Services industry includes establishments performing routine support activities for the day-to-day operations of other organizations. These companies are hired to perform activities otherwise performed in-house: office administration,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

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

The industry had 39,700 jobs as of October 2021 (8% of private sector employment) and average weekly wages of $1,170.

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

Management of Companies and Enterprises
(1) Supersector: Professional and Business Services

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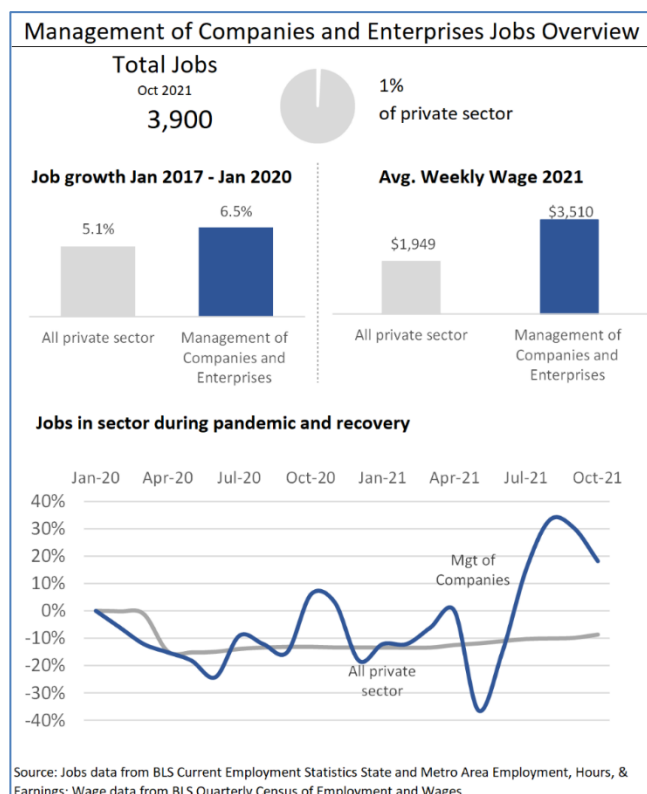
those companies. The establishments in this industry achieve economies of scale by consolidating management activities.

Prior to the pandemic recession, job growth was strong at 6.5% between January 2017 and January 2020, well over the 5.1% average for the private sector.
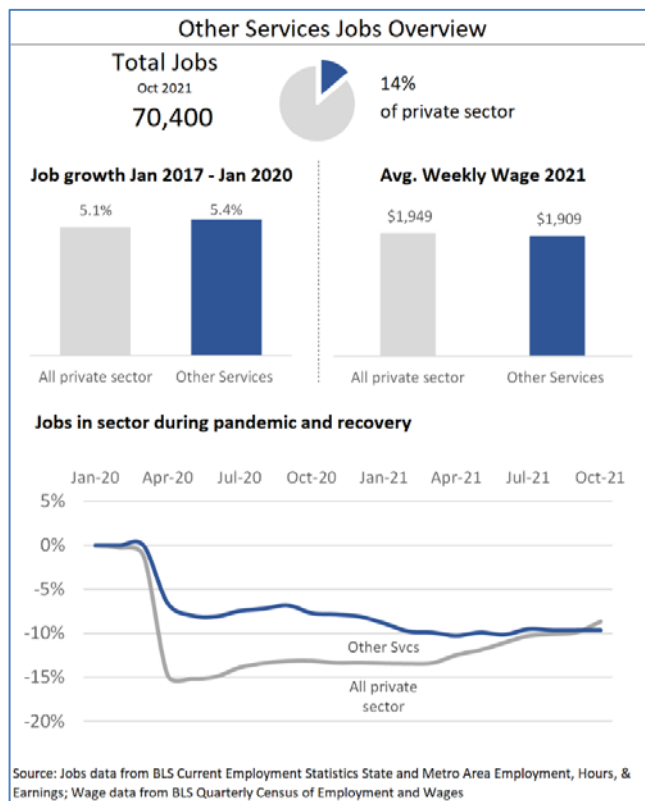
Employment numbers in this area started to fall even prior to pandemic lockdowns. The apparent volatility of the employment numbers between July 2020 and July 2021 may be an artifact of small sample size. By Fall of 2020, numbers employed in the industry were more than 18.2% higher than the pre-pandemic level, with a gain of 1,200 since the lowest point and 600 net since January 2020.

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

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

Other Services
(2) Supersector: Other Services

Other Services Jobs Overview

Total Jobs
Oct 2021
70,400

14% of private sector

Job growth Jan 2017 - Jan 2020
5.1% — All private sector
5.4% — Other Services

Avg. Weekly Wage 2021
$1,949 — All private sector
$1,909 — Other Services

Jobs in sector during pandemic and recovery

Source: Jobs data from BLS Current Employment Statistics State and Metro Area Employment, Hours, & Earnings; Wage data from BLS Quarterly Census of Employment and Wages

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

In the pre-pandemic period, job growth of 5.4% in the Other Services industry matched the private sector (5.1%). Other Services employment dropped sharply by 8.0% due to the pandemic, then continued to an October 2021 low of 9.6% from the pre-pandemic baseline.

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

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

Health Care and Social Assistance
(3) Supersector: Education and Health Services

Health Care and Social Assistance Jobs Overview

Total Jobs
Oct 2021
67,700

13%
of private sector

Job growth Jan 2017 - Jan 2020
5.1% All private sector
4.9% Health Care and Social Assistance

Avg. Weekly Wage 2021
$1,949 All private sector
$1,428 Health Care and Social Assistance

Jobs in sector during pandemic and recovery

Source: Jobs data from BLS Current Employment Statistics State and Metro Area Employment, Hours, & Earnings; Wage data from BLS Quarterly Census of Employment and Wages

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

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

The sector had 67,700 jobs as of October 2021, comprising 13% of the private sector employment. Average weekly wages were $1,428, compared to $1,949 in the private sector overall.
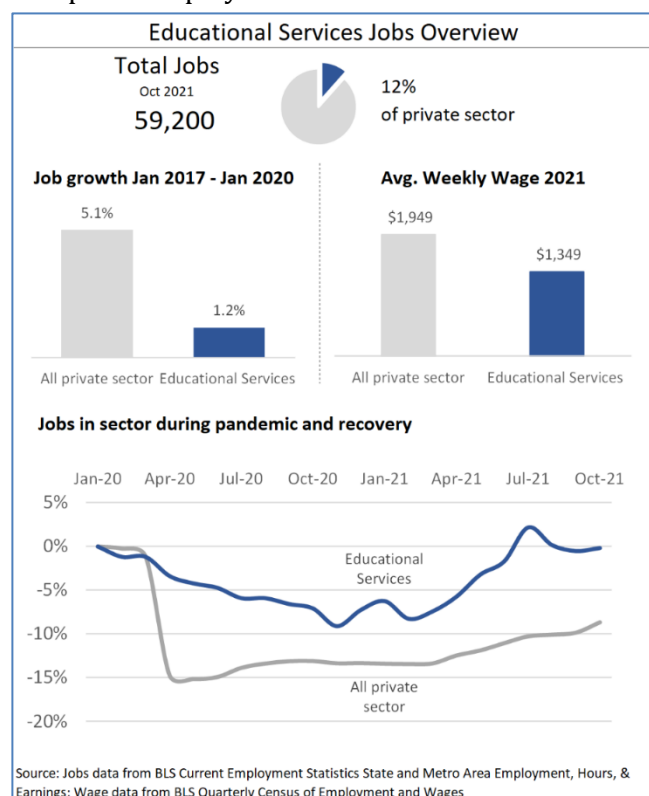
Three of the top five (Children's National Medical Center, Washington Hospital Center, Georgetown University Hospital) and 35 of the top 200 employers in the District are in this sector. Medium-sized companies in the sector include Immaculate Health Care Services, Inc., So Others Might Eat, Inc. (SOME), and Human Touch Home Health.

Educational Services
(3) Supersector: Education and Health Services

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

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

Educational Services Jobs Overview

Total Jobs
Oct 2021
59,200

12%
of private sector

Job growth Jan 2017 - Jan 2020
5.1% All private sector
1.2% Educational Services

Avg. Weekly Wage 2021
$1,949 All private sector
$1,349 Educational Services

Jobs in sector during pandemic and recovery

Source: Jobs data from BLS Current Employment Statistics State and Metro Area Employment, Hours, & Earnings; Wage data from BLS Quarterly Census of Employment and Wages

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

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

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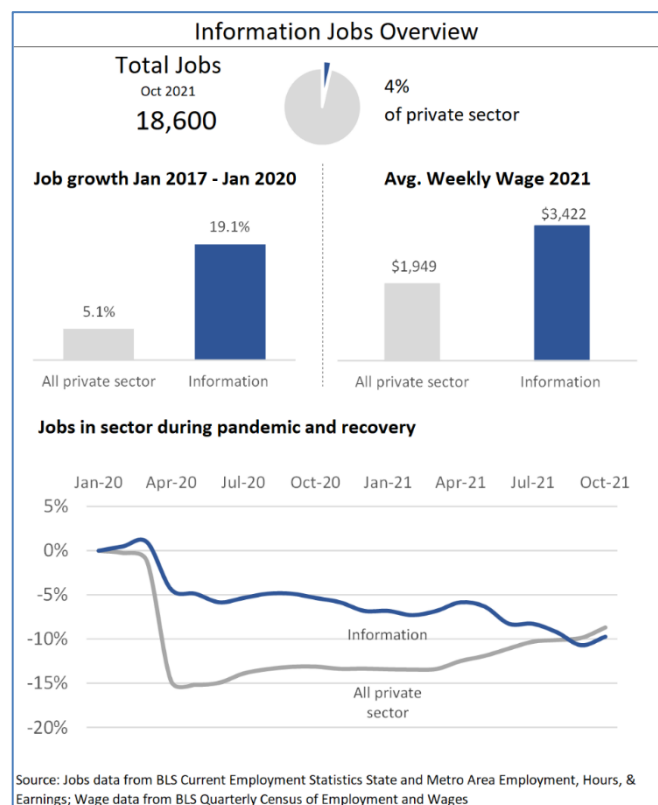
Information
(4) Supersector: Information

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

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

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

Information Jobs Overview

Total Jobs
Oct 2021
18,600

4%
of private sector

Job growth Jan 2017 - Jan 2020
All private sector: 5.1%
Information: 19.1%

Avg. Weekly Wage 2021
All private sector: $1,949
Information: $3,422

Jobs in sector during pandemic and recovery

Source: Jobs data from BLS Current Employment Statistics State and Metro Area Employment, Hours, & Earnings; Wage data from BLS Quarterly Census of Employment and Wages

Information industry jobs comprised 4% of private sector employment, or 18,600 jobs, as of October 2021. Wages of $3,422 per week were well above the private sector average of $1,949. Information jobs are projected to grow steadily over the next few years.
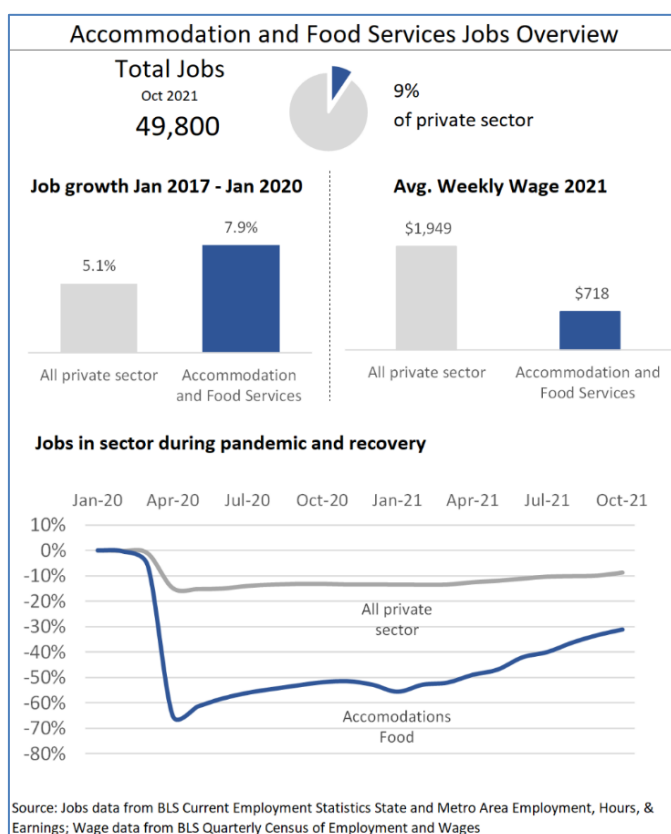
The 11 Information companies listed among the top 200 District employers include traditional companies and "new media" giants, such as The Washington Post, which employed more than 1,000 staff in the District as of January 2021, NPR, Sirius XM Radio, Turner Services, Palantir Technologies, and Verizon.

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

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

Accommodation and Food Services Jobs Overview

Total Jobs
Oct 2021
49,800

9%
of private sector

Job growth Jan 2017 - Jan 2020

- All private sector: 5.1%
- Accommodation and Food Services: 7.9%

Avg. Weekly Wage 2021

- All private sector: $1,949
- Accommodation and Food Services: $718

Jobs in sector during pandemic and recovery

(Line chart showing Jan-20 through Oct-21, with "All private sector" line and "Accomodations Food" line; y-axis from 10% to -80%)

Source: Jobs data from BLS Current Employment Statistics State and Metro Area Employment, Hours, & Earnings; Wage data from BLS Quarterly Census of Employment and Wages

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

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

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

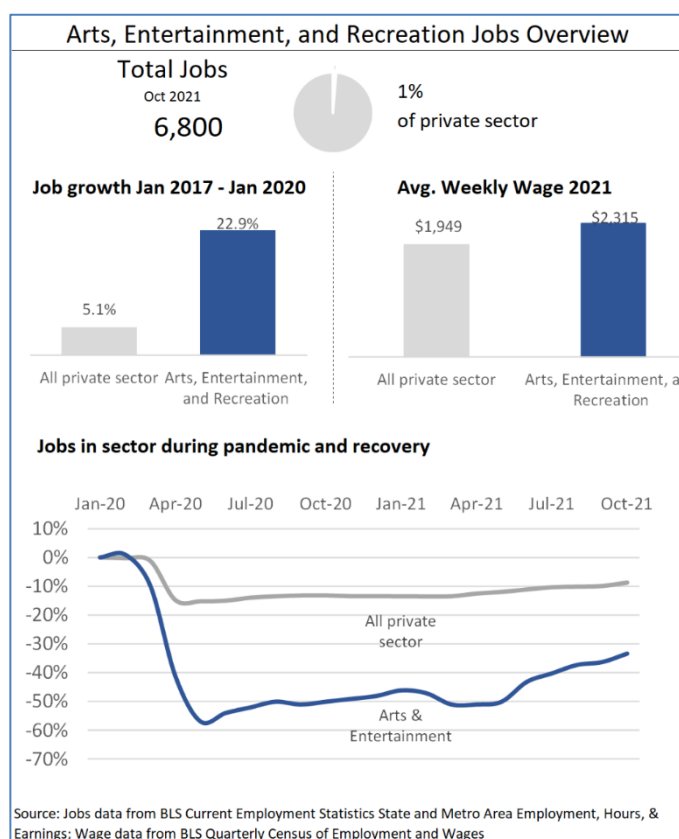The industry is comprised mostly of small businesses. By January 2021, only two companies in the industry employed more than 500 people: Starbucks Coffee Corp. and SDH Services East LLC (a subsidiary of Sodexo, Inc.). Slightly smaller firms in the District's top 200 employers list include Restaurant Associates of NY LLC (dining services at museums) and ARAMARK Campus, LLC (dining services at colleges and universities.)

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

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

From January 2017-2020, this industry saw very large growth of 22.9%. Although a small industry, in percentage terms, this outpaced other industries pre-pandemic. However, pandemic recession job losses in the industry exceeded 56% through the spring of 2020. After a marginal recovery of 2,400 jobs, the employment level in October 2021 remained 33% or 3,400 jobs below the pre-pandemic baseline of January 2020.

Arts, Entertainment, and Recreation Jobs Overview

Total Jobs
Oct 2021
6,800

1%
of private sector

Job growth Jan 2017 - Jan 2020

- All private sector: 5.1%
- Arts, Entertainment, and Recreation: 22.9%

Avg. Weekly Wage 2021

- All private sector: $1,949
- Arts, Entertainment, and Recreation: $2,315

Jobs in sector during pandemic and recovery

(Line chart showing Jan-20 through Oct-21, with "All private sector" line and "Arts & Entertainment" line; y-axis from 10% to -70%)

Source: Jobs data from BLS Current Employment Statistics State and Metro Area Employment, Hours, & Earnings; Wage data from BLS Quarterly Census of Employment and Wages

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

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

Wholesale Trade
(6) Supersector: Trade, Transportation, and Utilities

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

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

In the three years from January 2017 to January 2020, Wholesale Trade employment growth of 4.0% slightly lagged the private sector rate of 5.1%. After a 7.7% rate employment decrease during the pandemic, the industry saw growth in 2021 but remains at 3.8% (200 jobs) below the pre-pandemic level.

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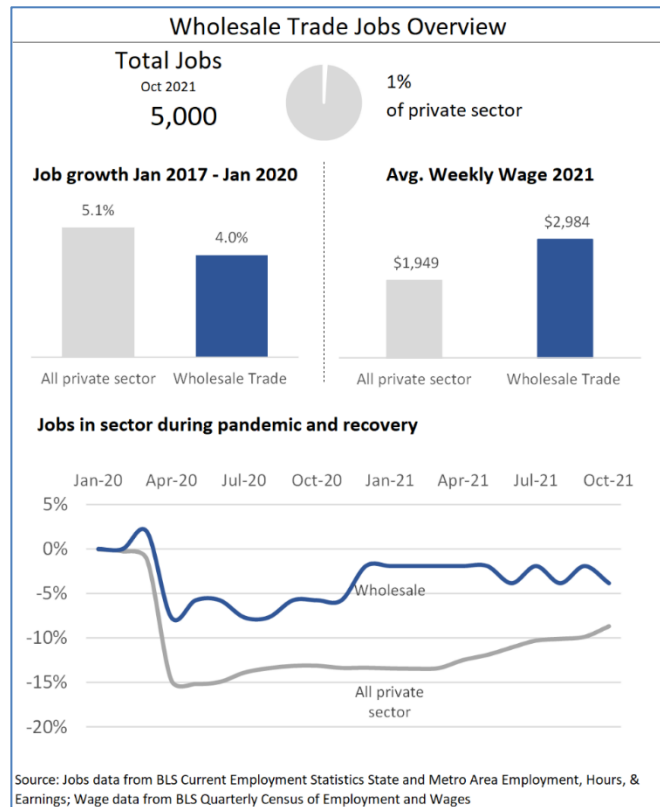
Retail Trade
(6) Supersector: Trade, Transportation, and Utilities

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

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

1. Store retailers operate fixed point-of-sale locations, located and designed to attract a high volume of walk-in customers. In addition to retailing merchandise, some types of store retailers are also engaged in the provision of after-sales services, such as repair and installation.

2. Non-store retailers serve the general public, but instead use such methods as "infomercials," direct-response advertising, catalogs, door-to-door solicitation, in-home demonstration, selling from portable stalls (street vendors, except food), and vending.

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

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

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

Transportation, Warehousing, and Utilities
(6) Supersector: Trade, Transportation, and Utilities

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

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

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

Retail Trade Jobs Overview

Total Jobs Oct 2021: 20,200 — 4% of private sector

Job growth Jan 2017 - Jan 2020: All private sector 5.1%, Retail Trade 0.9%

Avg. Weekly Wage 2021: All private sector $1,949, Retail Trade $809

Jobs in sector during pandemic and recovery

Source: Jobs data from BLS Current Employment Statistics State and Metro Area Employment, Hours, & Earnings; Wage data from BLS Quarterly Census of Employment and Wages

Transportation, Warehousing, and Utilities Jobs Overview

Total Jobs Oct 2021: 4,200 — 1% of private sector

Job growth Jan 2017 - Jan 2020: All private sector 5.1%

Avg. Weekly Wage 2021: All private sector $1,949, Transportation, Warehousing, and Utilities $1,941

Jobs in sector during pandemic and recovery

Source: Jobs data from BLS Current Employment Statistics State and Metro Area Employment, Hours, & Earnings; Wage data from BLS Quarterly Census of Employment and Wages

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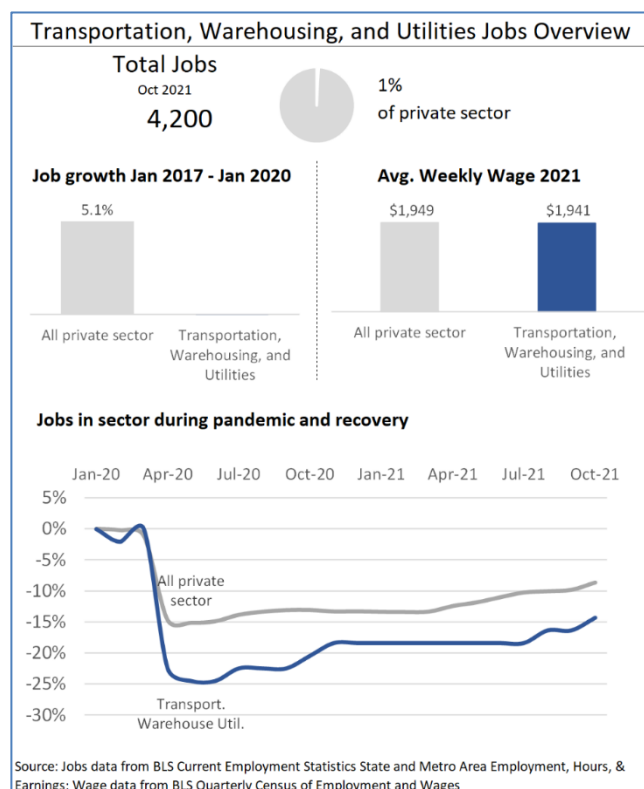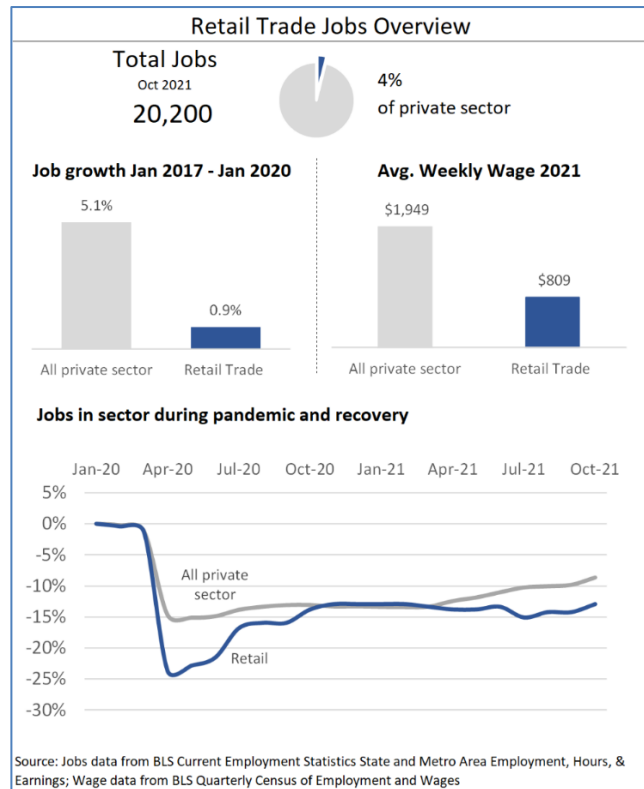
Finance and Insurance
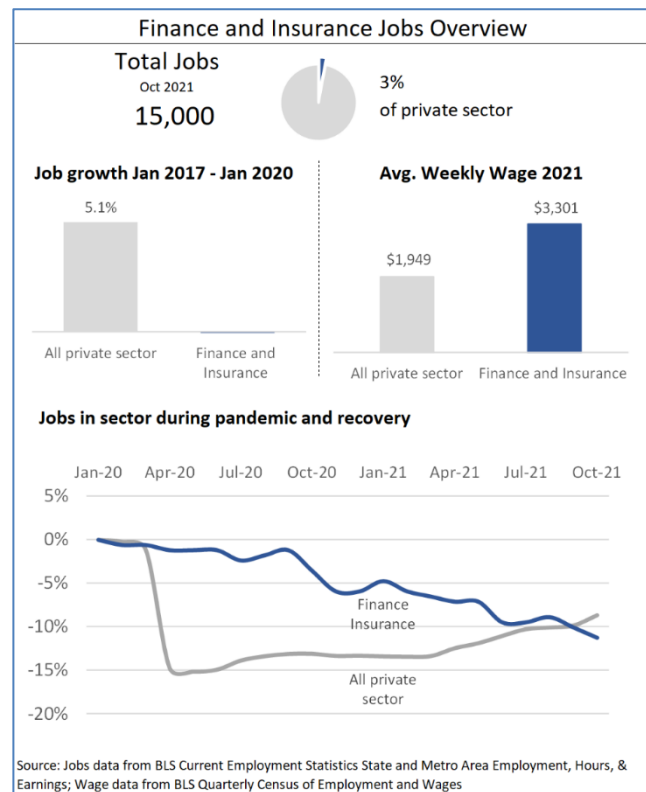### (7) Supersector: Financial Activities

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

1. Raising funds by taking deposits and/or issuing securities and, in the process, incurring liabilities. This includes financial intermediation.

2. Pooling of risk by underwriting insurance and annuities.

3. Providing specialized services facilitating or supporting financial intermediation, insurance, and employee benefit programs.

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

Finance and Insurance Jobs Overview

Total Jobs
Oct 2021
15,000

3% of private sector

Job growth Jan 2017 - Jan 2020
- All private sector: 5.1%
- Finance and Insurance

Avg. Weekly Wage 2021
- All private sector: $1,949
- Finance and Insurance: $3,301

Jobs in sector during pandemic and recovery

Source: Jobs data from BLS Current Employment Statistics State and Metro Area Employment, Hours, & Earnings; Wage data from BLS Quarterly Census of Employment and Wages

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

The 15,000 jobs in October 2021 in the Finance and Insurance industry represented 3% of private sector jobs in the District. Average weekly wages of $3,301 were well in excess of the private sector average of $1,949. Fannie Mae, the District's 10th-largest employer in January 2021, employed more than 1,000 people. No other employer in this sector employs more than 500.

Real Estate Jobs Overview

Total Jobs
Oct 2021
12,700

2% of private sector

Job growth Jan 2017 - Jan 2020
- All private sector: 5.1%
- Real Estate: 4.8%

Avg. Weekly Wage 2021
- All private sector: $1,949
- Real Estate: $1,859

Jobs in sector during pandemic and recovery

Source: Jobs data from BLS Current Employment Statistics State and Metro Area Employment, Hours, & Earnings; Wage data from BLS Quarterly Census of Employment and Wages

Real Estate and Rental and Leasing
(7) Supersector: Financial Activities

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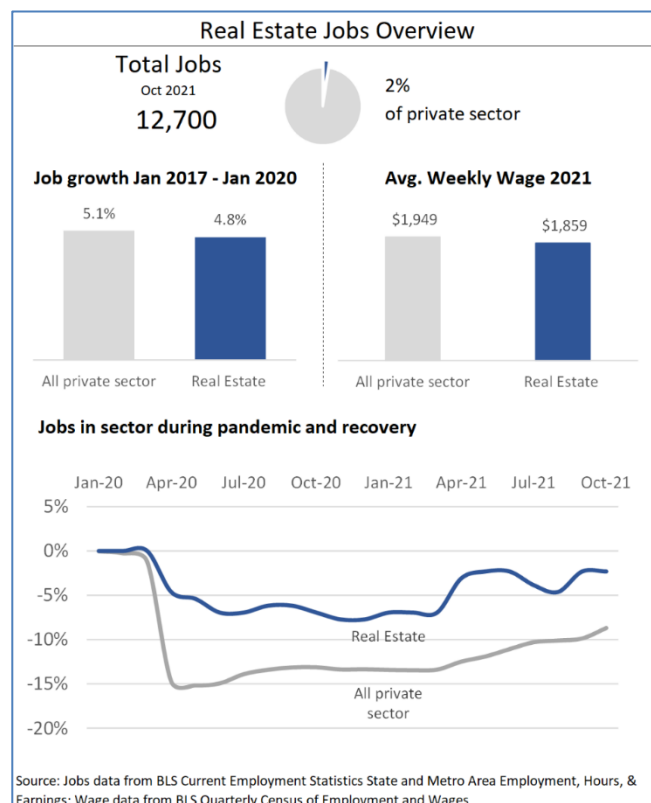
This industry also includes firms primarily engaged in managing real estate for others, selling, renting and/or buying real estate for others, and appraising real estate.

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

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

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

Construction
(8) Supersector: Construction

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

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

Construction Jobs Overview

Total Jobs Oct 2021: 16,000 — 3% of private sector

Job growth Jan 2017 - Jan 2020: All private sector 5.1%, Construction 2.0%

Avg. Weekly Wage 2021: All private sector $1,949, Construction $1,498

Jobs in sector during pandemic and recovery

Source: Jobs data from BLS Current Employment Statistics State and Metro Area Employment, Hours, & Earnings; Wage data from BLS Quarterly Census of Employment and Wages

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

Manufacturing
(9) Supersector: Manufacturing

The Manufacturing industry includes establishments engaged in the mechanical, physical, or chemical transformation of materials, substances, or components into new products. Establishments may be plants, factories, or mills and use characteristic power-driven machines and materials-handling equipment. However, firms may also transform materials or substances into new products by hand or in a worker's home. Those who sell products to the general public made on the same premises from which they are sold, such as bakeries, candy stores, and custom tailors, may also be included in this sector.
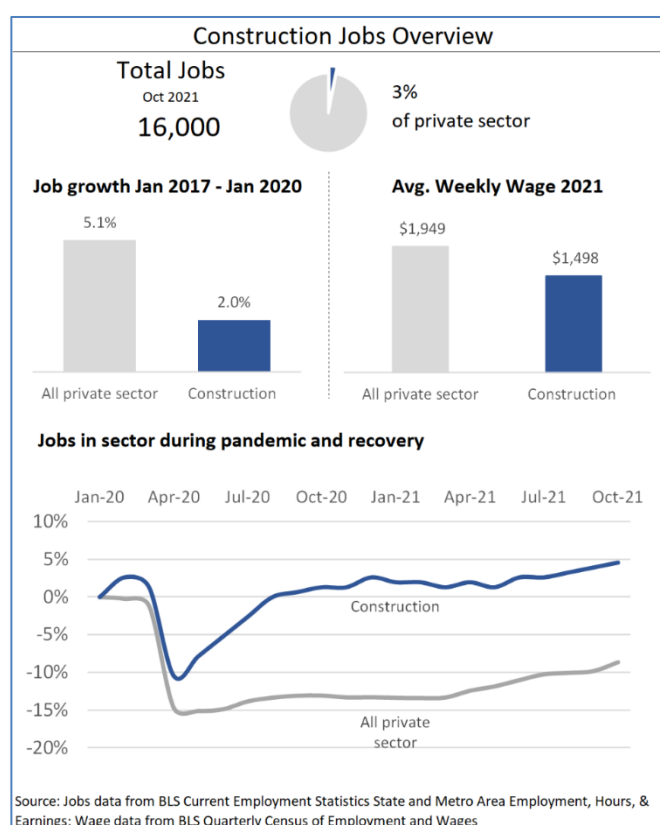
With 1,000 jobs as of October 2021, the manufacturing sector made up less than 1% of District private sector employment. The average weekly wage of $2,203 in 2021 was slightly above the private sector average.

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

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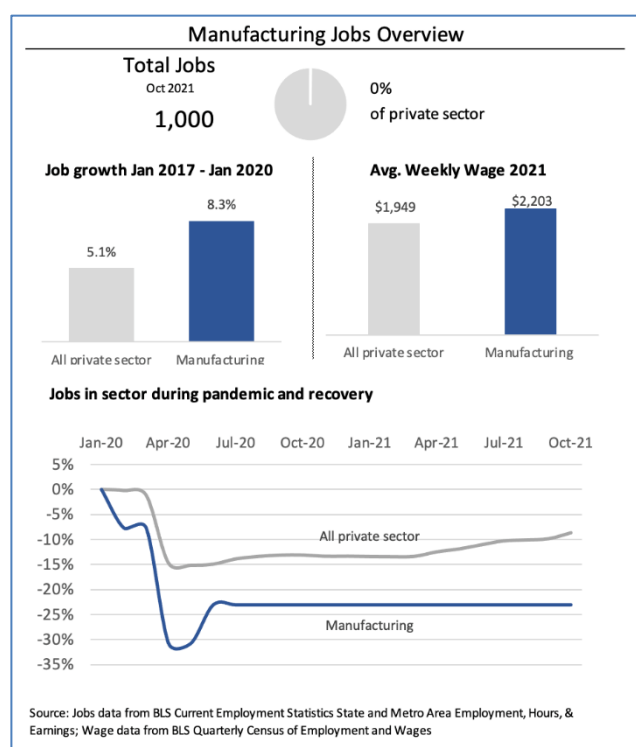
Existing and Emerging Occupations

This subsection focuses on occupations projected to grow and provide

Manufacturing Jobs Overview

Source: Jobs data from BLS Current Employment Statistics State and Metro Area Employment, Hours, & Earnings; Wage data from BLS Quarterly Census of Employment and Wages

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

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

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

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

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

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

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

Job Growth and Occupational Analysis

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

Business and Information Technology

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

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

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

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

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

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

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

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

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

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

Table 4: *Business and Information Technology sector recent job growth and projections for high-demand, Middle skill occupations*

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

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

Security and Law

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

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

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

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

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

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

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

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

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

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

Healthcare

Table 7 highlights the high-demand, entry-intermediate occupations for Healthcare. Entry-intermediate level healthcare workers number almost 18,000 with a median annual wage of approximately $32,000 in 2021. Projected job growth is strong across these occupations with 22% growth anticipated through 2028 for home health and personal care aides. The pandemic

recession did not change the ongoing need for people to take care of the aging Baby Boom generation. As a result, these jobs will continue to generate high demand and present employment opportunities for many people.

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

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

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

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

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

SOC code	Occupation title	Number of jobs 2021	Median annual wage 2021	% job growth 2017-2019	% job growth 2019-2021	Projected job growth 2021 - 2028	Average Annual Openings 2021 - 2028
	Totals and weighted avg	17,910	$32,010	1%	1%	19%	3,160
31-1128	Home Health and Personal Care Aides	13,980	$31,280	3%	3%	22%	2,614
31-1131	Nursing Assistants	3,740	$34,550	-4%	-6%	9%	521
31-1132	Orderlies	190	$35,900	-13%	-14%	6%	25

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

Table 8: *Healthcare sector recent job growth and projections for high-demand, Middle skill occupations*

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

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

Infrastructure

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

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

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

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

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

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

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

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

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

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

Construction

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

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

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

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

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

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

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

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

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

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

Hospitality

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

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

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

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

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

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

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

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

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

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

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

Skills Sought by Employers

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

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

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

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

Technical Skills for Entry-Intermediate Skill Positions

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

- Data entry in Business and IT and Infrastructure

- Auditing, accounting, and billing in many sectors

- Loss prevention in Security and Law and Infrastructure

- Selling and cash register skills in Hospitality and Infrastructure

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

- Business and IT jobs call for information-intensive skills like data processing and office automation, proofreading and payroll processing.

- Construction sector employers need a wide array of skills in the use of machinery and construction materials, including heavy equipment, excavation, power tools, drywall, sheet metal, renovation, demolition, and other specializations.

- Healthcare employers seek a variety medical skills, such as patient assistance, patient transport, and safety techniques.

- Hospitality skills include bartending, food safety, food preparation, and grilling, and selling.

- Infrastructure jobs required skills in forklift truck operations, packaging and labeling, and call center skills.

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

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

Business and IT Skill/Prevalence		Construction Skill/Prevalence		Healthcare Skill/Prevalence	
Data Entry	22%	Construction	16%	Nursing	21%
Administrative Function	7%	Painting	11%	Activities Of Daily Living (ADL	10%
Accounting	6%	Carpentry	7%	Cardiopulmonary Resuscitation	10%
Administrative Support	6%	Heavy Equipment	6%	Basic Life Support	10%
Billing	4%	Excavation	5%	Personal Care	9%
Auditing	4%	Power Tool Operation	5%	Vital Signs	7%
Finance	3%	Drywall (Installation An	4%	Home Health Care	7%
Payroll Processing	3%	Machinery	3%	Caregiving	7%
Warehousing	2%	Mechanics	3%	Patient Assistance	5%
Medical Records	2%	Backhoes	3%	Nursing Care	4%
Setting Appointments	2%	Sheet Metal	3%	Home Care	3%
Office Automation	2%	HVAC	2%	Acute Care	3%
Proofreading	2%	Renovation	2%	Meal Planning And Preparation	2%
Data Processing	2%	Demolition	2%	Companionship	2%
Payroll Systems	2%	Paving	2%	Patient Transport	0%
Collections	2%	Masonry	2%	Safety Techniques	0%
Legal Hearings	2%	Rain Gutters	1%	Pediatrics	0%
Registration	2%	Preparing Executive Sun	1%	Radiology	0%
Medical Terminology	2%	Dozer	1%	Patient Transfer	0%
Shipping And Receiving	1%	PHP (Scripting Languag	1%	Health Administration	0%

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

Note: Prevalence is the percentage of job postings that require the skill. Shading indicates skills listed in two or more sectors.
Source: DC WIC analysis of EMSI data.

Technical Skills for Middle Skill Positions

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

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

- Construction postings are notable for the demand for plumbing skills (40% of postings). Pipe work, valves, pumps, drainage, and blueprinting are skills that require hands-on competence to ensure the correct completion of specialized tasks.

- Healthcare workers seeking to move into middle-skill positions need to learn such skills as medical records, radiology, medical terminology, medical coding, and/or operating room skills.

- In Hospitality, middle-skill workers are widely expected to have skills in restaurant operations, sanitation and safety, or cooking, with back-room abilities like purchasing and kitchen management also in demand.

- Infrastructure positions require specialized skills, such as wiring, electrical systems, HVAC, and blueprinting. S

- Security and Law positions require more advanced competence in administrative functions and written abilities like proofreading and punctuation, and generally higher level abilities related to law enforcement practices and operations.

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

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

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

Note: Prevalence is the percentage of job postings that require the skill. Shading indicates skills listed in two or more sectors.
Source: DC WIC analysis of EMSI data.

Employability Skills for Entry-Intermediate Skill Positions

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

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

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

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

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

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

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

Note: Prevalence is the percentage of job postings that require the skill. Shading indicates skills listed in two or more sectors.
Source: DC WIC analysis of EMSI data.

Employability Skills for Middle Skill Positions

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

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

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

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

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

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

Hospitality Skill/Prevalence		Infrastructure Skill/Prevalence		Security and Law Skill/Prevalence	
Management	16%	Valid Driver's License	18%	Communications	13%
Communications	15%	Communications	14%	Investigation	12%
Operations	14%	Troubleshooting (Proble	14%	Management	11%
Presentations	12%	Customer Service	11%	Operations	8%
Leadership	11%	Operations	10%	Detail Oriented	5%
Cleanliness	9%	Management	9%	Valid Driver's License	5%
Detail Oriented	7%	Lifting Ability	7%	Filing	5%
Planning	7%	Good Driving Record	6%	Leadership	4%
Scheduling	5%	Detail Oriented	4%	Microsoft Office	4%
Customer Service	5%	Problem Solving	2%	Microsoft Excel	4%
		Sales	1%	Microsoft Outlook	4%
		Computer Literacy	1%	Organizational Skills	3%
				Planning	3%
				Scheduling	3%
				Interpersonal Communications	3%
				Microsoft PowerPoint	3%
				Coordinating	2%
				Customer Service	2%
				Research	2%
				Presentations	1%

Note: Prevalence is the percentage of job postings that require the skill. Shading indicates skills listed in two or more sectors.
Source: DC WIC analysis of EMSI data.

(B) <u>WORKFORCE ANALYSIS</u>

Data and Analysis Changes since 2020

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

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

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

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

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

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

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

[13] https://www.census.gov/programs-surveys/household-pulse-survey.html

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

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

DC and the Regional Economy

The District of Columbia sits within a larger regional economy that encompasses portions of Maryland and Virginia. In 2020, whereas the District's GDP was a robust $145 billion[15], the gross regional product for the entire metropolitan area was roughly four times as large at $561 billion.[16] Washington, DC has just over 760,000 jobs, but there are more than 3.3 million jobs in the greater Washington metropolitan area.[17] In recent years, slightly less than one-third of employed District residents work outside of the District.[18]

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

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

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

- Of employed District residents, 68.0% worked in the District, and the remainder worked in adjacent Maryland counties (14.4%), adjacent or close Virginia counties/cities (13.1%) or other more remote locations outside DC (5.3%).

- About 29% of jobs in the District are held by District residents, with the remaining 71% held by residents of Maryland, Virginia, and elsewhere.

DC Population and the Labor Force

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

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[15] https://fred.stlouisfed.org/series/DCNGSP
[16] https://fred.stlouisfed.org/series/NGMP47900
[17] https://www.bls.gov/regions/mid-atlantic/data/xg-tables/ro3fx9512.htm
[18] "2018 State of the Business Report: Towards a More Inclusive Economy," DC Chamber of Commerce. Data source: U.S Census Bureau.

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

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

Source: DC Department of Employment Services and EMSI

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

Figure 4: *District of Columbia Labor Force 2015 - 2021*

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

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

Figure 5: *US and DC Monthly Unemployment Rates since 2000*
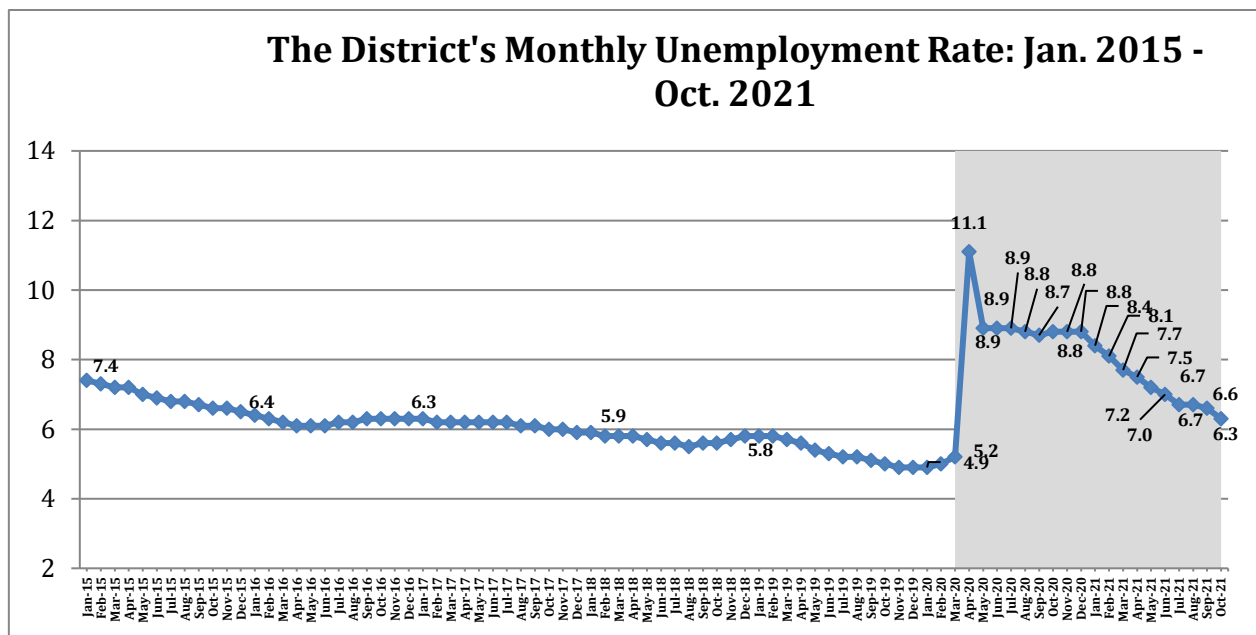
The District's Monthly Unemployment Rate: Jan. 2015 - Oct. 2021

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

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

Figure 6: *US and DC Labor Force Participation Rates 2011 - 2021*
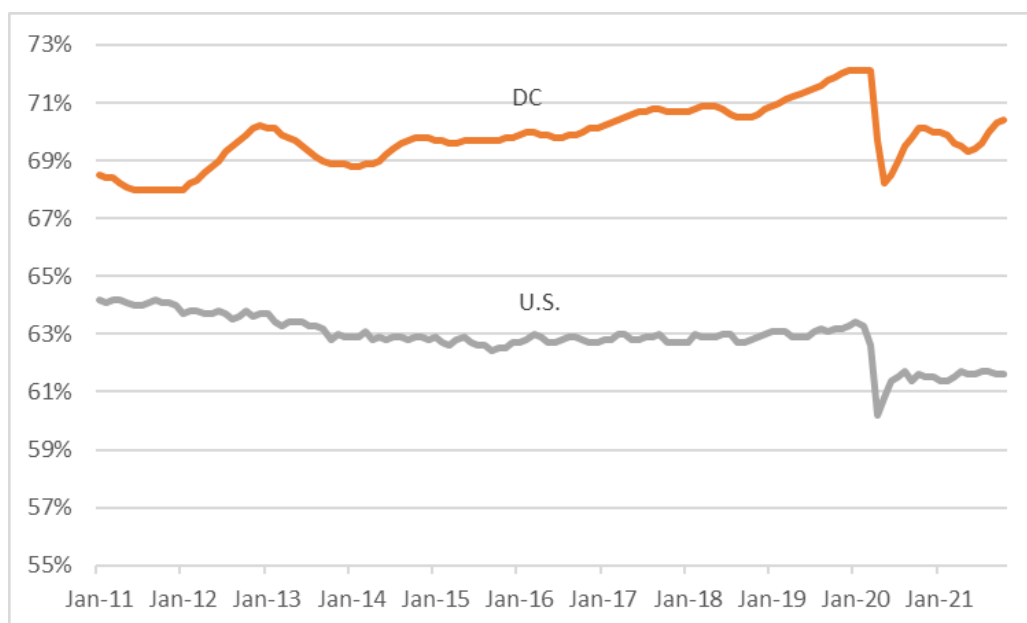
Source: BLS LAUS data series LASST110000000000008 and https://www.bls.gov/charts/employment-situation/civilian-labor-force-participation-rate.htm

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

Figure 7: *Percent of people not in the labor force (National) who want a job but were prevented from looking for work because of the COVID-19 pandemic, May 2020 – Oct 2021*
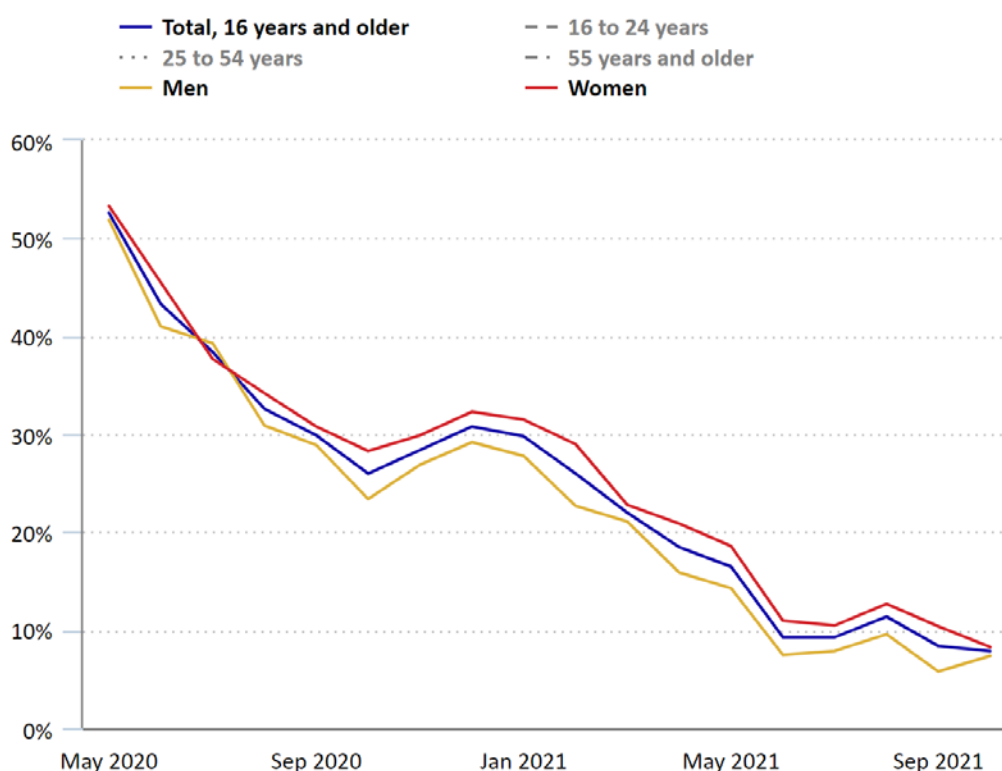
Source: Bureau of Labor Statistics, on the web at https://www.bls.gov/opub/ted/2021/people-not-looking-for-work-because-of-covid-19.htm

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

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

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

DC Subpopulation Differences in Labor Force and Employment

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

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

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

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

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

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

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

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 21: *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**
Age			
16 to 19 years	30.1	25.9	-4.2
20 to 24 years	17.0	12.6	-4.4
25 to 29 years	7.6	6.8	-0.8
30 to 34 years	7.7	4.4	-3.3
35 to 44 years	8.3	6.6	-1.7
45 to 54 years	9.7	7.8	-1.9
55 to 59 years	9.7	8.2	-1.5
60 to 64 years	7.4	6.4	-1.0
65 to 74 years	5.7	4.2	-1.5
75 years and over	2.3	4.2	1.9
Race - Age 16 and older*			
White alone	3.5	2.8	-0.7
Black or African American alone	17.9	14.0	-3.9
Asian alone	2.3	2.7	0.4
Some other race alone	9.9	6.1	-3.8
Two or more races	7.5	7.4	-0.1
Ethnicity - Age 16 and older			
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**
Sex - Ages 20-64 years			
Male	9.6	6.7	-2.9
Female	9.0	7.4	-1.6
Poverty Level - Ages 20-64 years			
Below poverty level	40.3	37.1	-3.2
At or above the poverty level	6.1	4.4	-1.7
Disability - Ages 20-64 years			
With any disability	25.4	20.7	-4.7
Total, Ages 25-64 years	**8.4**	**6.5**	**-1.9**
Educational Attainment - Ages 25-64			
Less than high school graduate	20.1	13.9	-6.2
High school or GED	19.0	16.0	-3.0
Some college or associate's degree	13.3	11.4	-1.9
Bachelor's degree or higher	3.5	3.0	-0.5

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

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

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

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

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

Figure 8: Unemployment Rates by Wards, January 2015 and October 2021
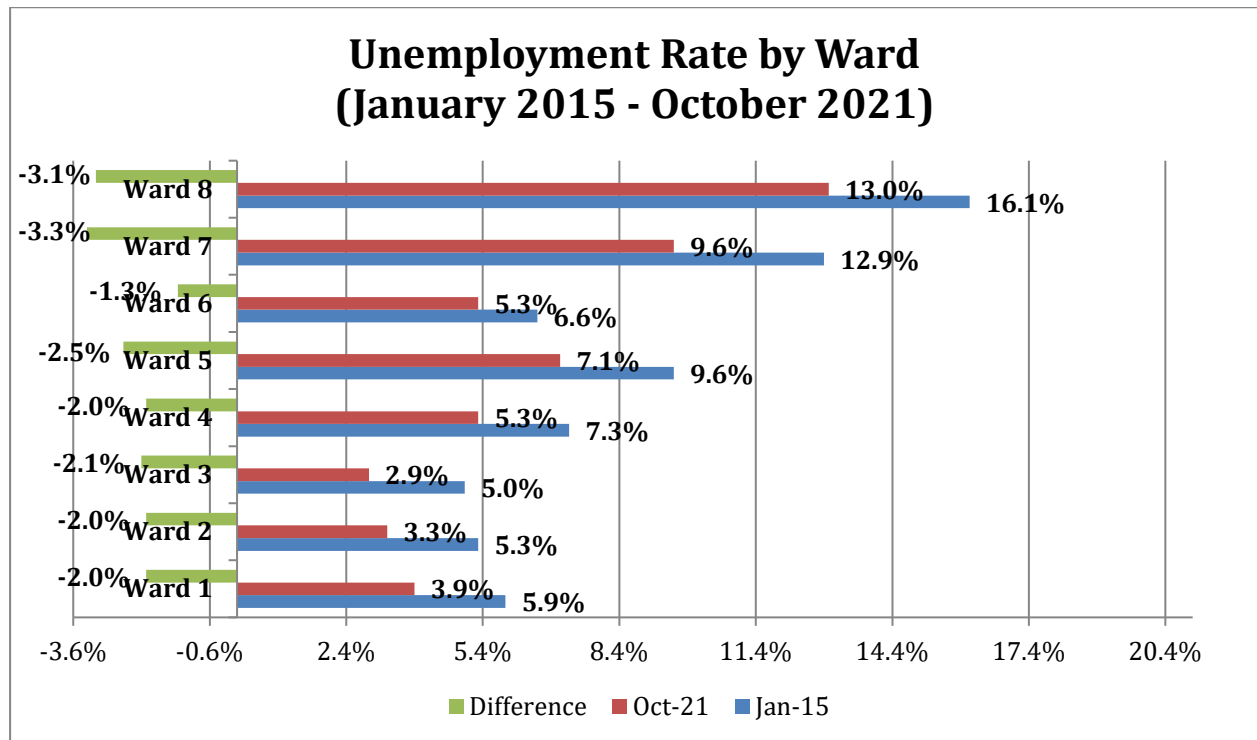
**Unemployment Rate by Ward
(January 2015 - October 2021)**

Ward	Difference	Oct-21	Jan-15
Ward 8	-3.1%	13.0%	16.1%
Ward 7	-3.3%	9.6%	12.9%
Ward 6	-1.3%	5.3%	6.6%
Ward 5	-2.5%	7.1%	9.6%
Ward 4	-2.0%	5.3%	7.3%
Ward 3	-2.1%	2.9%	5.0%
Ward 2	-2.0%	3.3%	5.3%
Ward 1	-2.0%	3.9%	5.9%

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

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

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

Figure 9: DC and US Population Education Attainment Levels, 2018
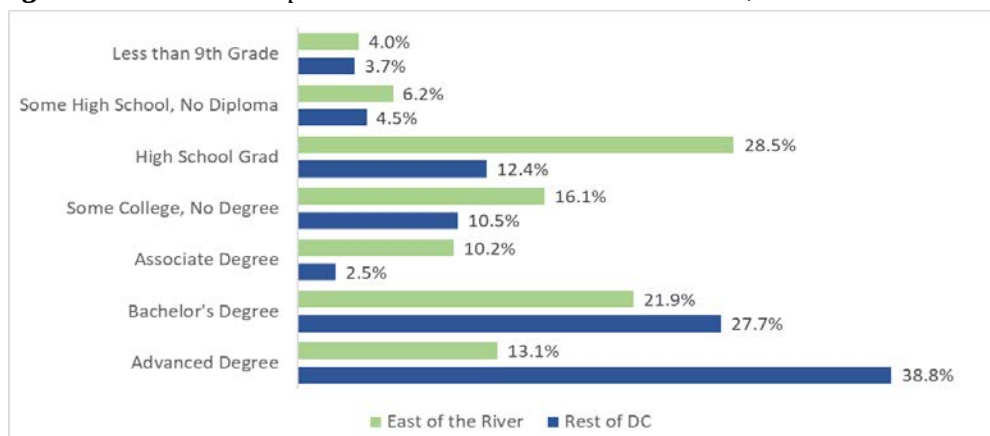
Education Level	East of the River	Rest of DC
Less than 9th Grade	4.0%	3.7%
Some High School, No Diploma	6.2%	4.5%
High School Grad	28.5%	12.4%
Some College, No Degree	16.1%	10.5%
Associate Degree	10.2%	2.5%
Bachelor's Degree	21.9%	27.7%
Advanced Degree	13.1%	38.8%

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

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

Figure 10: Comparison of Educational Attainment for Wards 7 and 8 versus Rest of the District
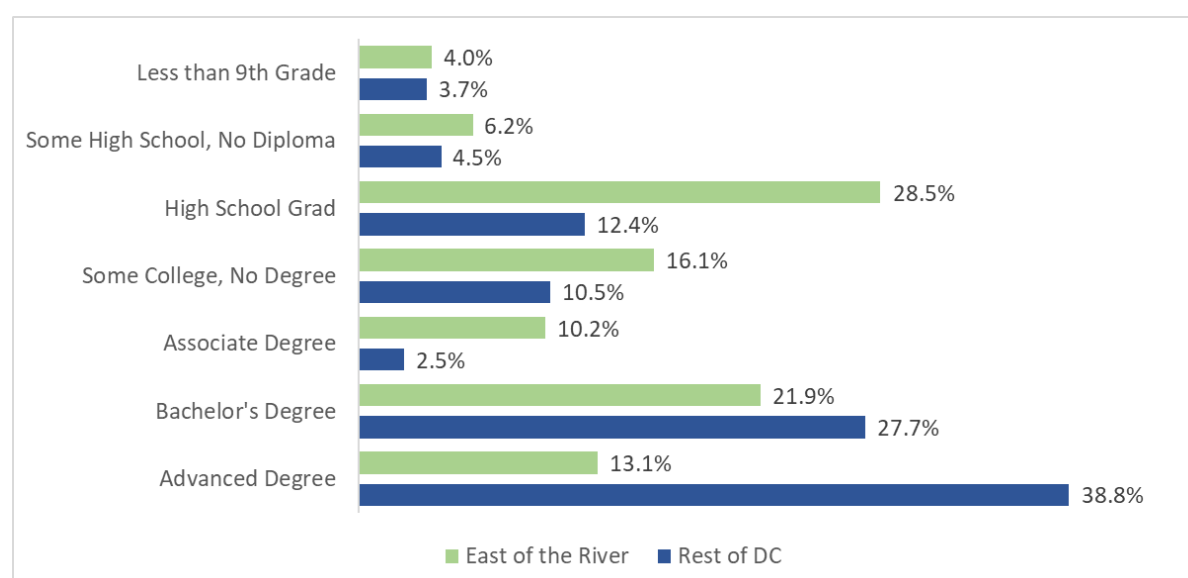
2019 Source: Claritas Population Estimates, 2019. Accessed at DCHealthMaters.org

Target Populations

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

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

Youth

Young people in the District face difficulties in their transition into adulthood due to their level of education and the availability of employment options. Using a five-year average from 2012-

2017, the District's overall unemployment rate was 7.9%, while the unemployment rate for individuals aged 20-24 was nearly double at 14.5%, and for individuals aged 16-19, was more than triple the rate at 29.9%.[19]

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

- 24% were aged 16-19;

- 76% were aged 20-24;

- 50% were male;

- 50% were female;

- 87% were Black; and

- 22% had less than a high school education; 60% percent had a high school diploma or its equivalent; 10% have attended some college but received no degree; 1% have an associate degree; and 7% have a bachelor's degree or higher.

Long-term Unemployed Residents and Displaced Homemakers

The number of residents who can, and should, be working may be higher than the unemployment figures indicate. Official unemployment measures only include those who are in the labor force (employed or looking for work). Additional residents may not employed and also not counted in the unemployment statistics because they were not actively looking for work. As noted above, the 2018 unemployment rate was 5.6%, which is equivalent to 22,470 people unemployed in the year. Of these unemployed residents, 56% were unemployed for 15 weeks or longer. Using alternative measures of labor underutilization published by the Bureau of Labor statistics[20] highlights additional persons not counted in the traditional unemployment rate.

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

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

- An additional 4,200 persons are "marginally attached." Marginally attached includes all discouraged workers as well as people with any reason for not having searched for work in the prior 4 weeks.

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

Low Income Individuals, including TANF and SNAP Participants

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

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

Figure 11: Percent of People Living Below Federal Poverty Level, 2011 to 2018
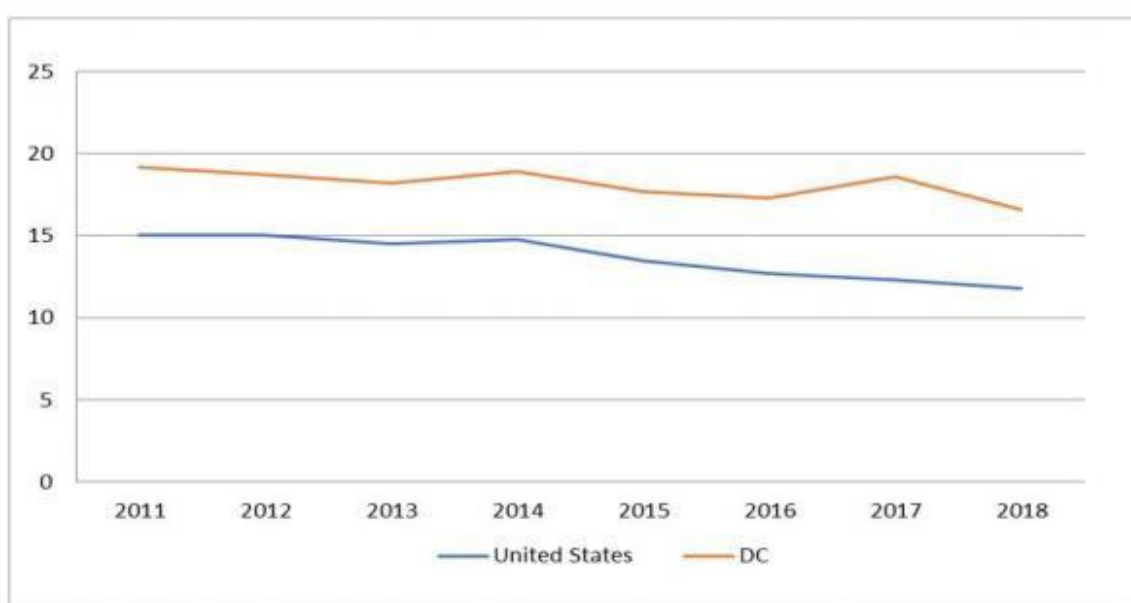
Source: U.S. Census Bureau, American Community Survey, 2011-2018

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

Figure 12: Percent of Households Living with Food Insecurity
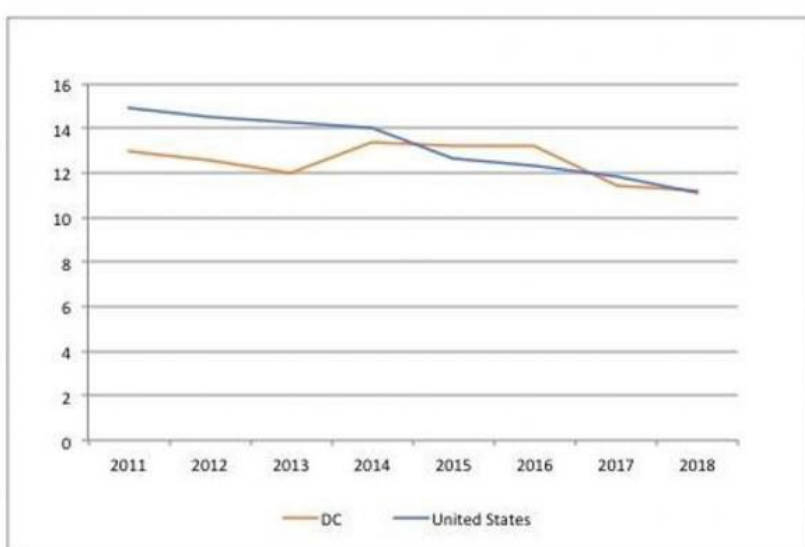
Source: U.S. Census Bureau, American Community Survey, 2011-2018

Though the decrease in poverty rate is encouraging, the District still has a significantly higher poverty rate than the national average. As seen in Figure 13, as indicated by the red line on the right, in 2019, compared to other states, the District ranked 42nd in the nation, an improvement from its rank of 49 in 2011, but still worse than neighboring Virginia and Maryland, which were among only twelve states with a poverty rate lower than 10 percent in 2019.

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[21] https://dcfoodpolicycouncilorg.files.wordpress.com/2020/09/food-food-security-report-executive-summary-final.pdf

Figure 13: *DC Ranks Among States with Highest Poverty: Percent of People in Poverty, 2018*
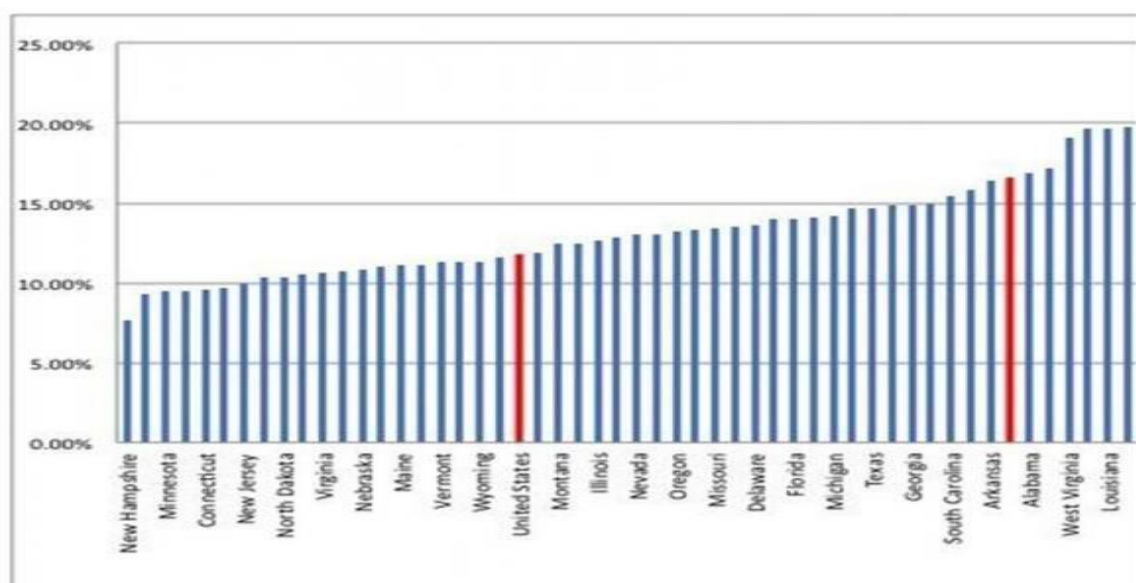
Source: U.S. Census Bureau, American Community Survey, 1-Year Estimates 2018

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

Figure 14: *Twenty-Five Most Populated Cities in US by Poverty Rate, 2018*
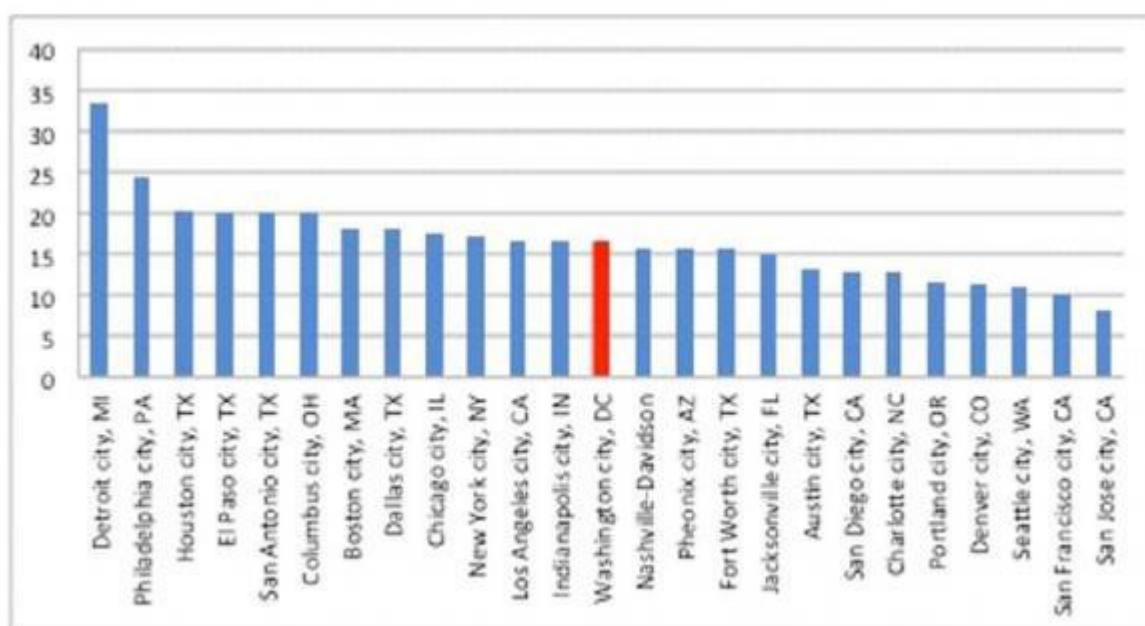
Source: U.S. Census Bureau, American Community Survey, 1-Year Estimates 2018

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

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[22] District of Columbia Access System, August 2021 Caseload Data

pathways through the TANF Employment and Education Program (TEP).[23]

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

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

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

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

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

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

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[23] 2021 TANF Survey

[24] District of Columbia Access System, August 2021 Caseload Data

[25] Ibid

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

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

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

DC Seniors New Hires - Annual Averages
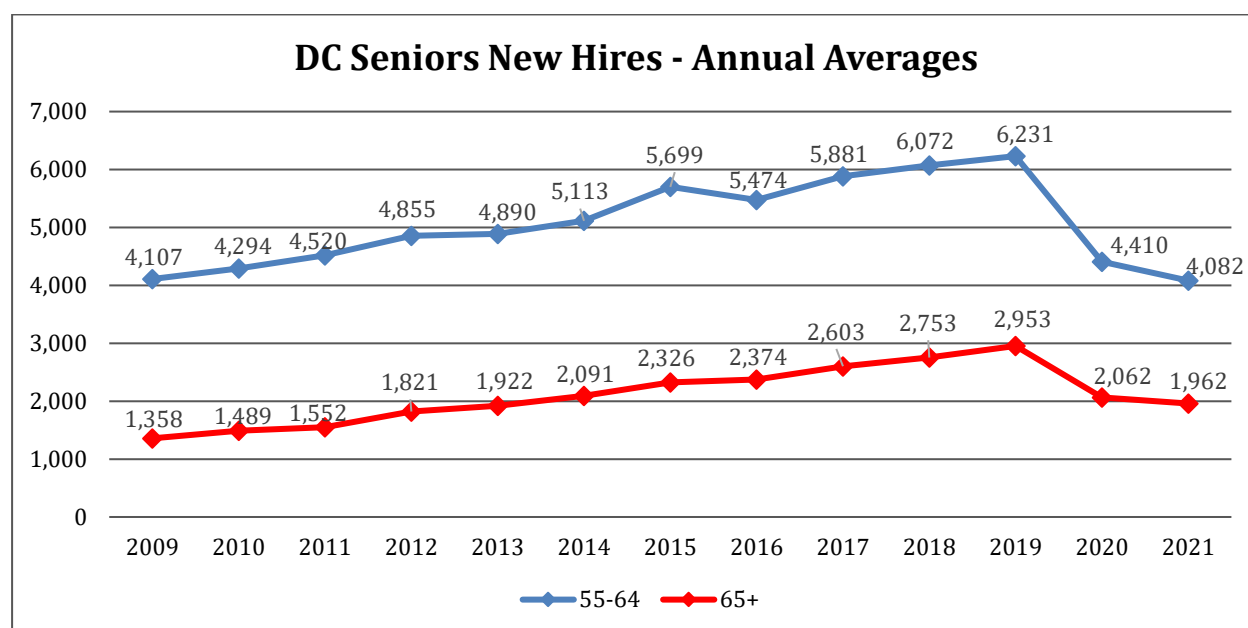
Source: DOES Office of Labor Market Research & Performance; U.S. Census Bureau, Quarterly Workforce Indicators

Returning Citizens

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

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

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

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

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

[1] Data for FY 2020 are preliminary.

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

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

For example, MORCA has a program for addressing barriers to obtaining a driver's license, which is a requirement of many jobs in the District. The Mayor's Office on Returning Citizen

Affairs (MORCA), working in partnership with the Department of Motor Vehicles (DMV), The LAB DC and the Central Collection Unit (CCU) launched a program designed to help the District's returning citizens who cannot afford to obtain a driver license because of debt from tickets, insurance lapse, booting, towing, or impounding.

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

People Experiencing or Having Recent History of Homelessness

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

Homelessness is a major issue in the District, with 5,111 persons counted as experiencing homelessness, according to the District of Columbia's annual point in time (PIT) count conducted on January 27, 2021.[28] This includes:

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

The total number of persons experiencing homelessness decreased by 19.9% since the 2020 PIT count.[29] There was a significant reduction in the number of families using motels as shelters as opposed to permanent housing.[30] DHS's housing first strategy has continued to focus on quickly moving families out of shelter and into stable housing so that families are better situated to find and maintain employment.

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

Individuals who are English Language Learners or Face Substantial Cultural Barriers

Many foreign-born citizens and noncitizens struggle with language proficiency. According to the Migration Policy Institute's 2019 DC State Immigration Profile,[32] for DC residents (age 5 and

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

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

[30] Ibid

[31] National Alliance to End Homelessness. Overcoming Employment Barriers. 2013. Accessed from https://endhomelessness.org/resource/overcoming-employment-barriers/

[32] https://www.migrationpolicy.org/data/state-profiles/state/language/DC

older), 33 percent of foreign-born individuals speak English less than "very well"/have limited English proficiency. This is the same percentage as the 2017 study.

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

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

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

Individuals Who Have Low Levels of Literacy

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

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

- 37.3% of families headed by someone with less than a high school diploma or equivalent live below the poverty level
- 27.9% of families headed by someone with a high school diploma or equivalent live below the poverty level
- 18.5% of families headed by someone with some college/associates degree live below the poverty level
- 2.3% of families headed by someone with a bachelor's degree or higher live below the poverty level.

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

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

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

The US Census Bureau Household Pulse Survey[33] provides a snapshot into pandemic impacts in the District. Using what is known as "Week 20" (November 25 – December 7, 2020) a comparison can be made to March 13, 2020, when COVID economic shutdowns started to impact the economy nationally. Using this data, the overall percentage of persons experiencing loss of employment income since March 13, 2020 for themselves or for a household member is

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

37% (the entire District population age 18 and older (excluding non-respondents)). Data demonstrate that the percentage is higher for the following groups:

- 58% for Hispanic persons

- 50% for Black, non-Hispanic persons

- 64% for persons with educational attainment level of High school diploma / GED or less

- 61% for persons with annual household income under $35,000

- 65% for persons who used Supplemental Nutrition Assistance Program (SNAP) to meet their spending needs in the prior week

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

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

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

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

Skills Gaps

Before the COVID-19 pandemic, addressing skills gaps was a priority for the DC workforce investment system and partners due to data demonstrating employer challenges with finding skilled workers. For example, the DC Chamber of Commerce reported that 17% of District of Columbia firms surveyed stated that difficulty finding qualified labor was a factor negatively impacting profitability. That number is even higher (28%) for firms in the entire Washington metropolitan area. Furthermore, based on the share of employment, 25% of DC firms and 30% of Washington metropolitan area firms reported difficulty finding qualified labor, impacting larger employers to a greater degree.[34]

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

As discussed throughout, the technical skills needed for middle skills employment is only part of the challenge. The DC WIC and DOES have facilitated a number of feedback sessions with

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

employers over the last few years where challenges related to foundational employability skills also abound. This has resulted in a multi-prong approach that is equity-centered and focuses on literacy, numeracy, and digital literacy skills attainment as a foundational. Of particular note, is the need to address barriers to gainful employment due to a lack of knowledge or resources around use of computers, basic software applications, and mobile devices and applications.

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

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

(A) THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

Activities Overview

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

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

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

Activities Analysis

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

- *Back to Work DC Campaign* seeks to aggregate, coordinate, and streamline access to workforce system-wide events, activities and resources for business and residents urgently in need of support.

- *Career Pathways Taskforce* that utilizes an industry-specific and equity-centered approach, aligned to six priority sectors to develop Career Pathways Maps to strategically guide the delivery system. Specific components of the work include analyzing and aggregating labor market information, identifying in-demand occupations, organizing those occupations into a "pathway map" to indicate the number and requirements for specific opportunities, what training and or credentialing is needed, and what is needed to support advancement and wage gain, ultimately leading to economic security.

- *Healthcare Sector Workforce Partnership* which builds upon data showing growing opportunities for entry-intermediate and middle skills employment as part of an overall sector strategies approach. Over the past year, the pandemic has further increased the demand for healthcare workers. In response to this ever-growing demand in healthcare, the creation of a healthcare sector partnership increases the number of District residents

employed in this critical sector while meeting the staffing needs of District healthcare employers, particularly at hospitals.

- *Coordinated Training Strategies, Activities, and Investments* to guide the workforce system's and partners' approaches to talent pipeline development and ensuring residents have the experience, skills, and credentials necessary to remain competitive for employment and advancement. The development of a District-wide landscape analysis and training strategy is designed to strengthen and expand the training provider community's ability to develop local talent by fostering deeper alignment, collaboration, and coordination between industry sectors and education. Findings from the training analysis and strategy will inform our investments in occupations skills training in FY22 and beyond.

- E*stablishment of Memoranda Of Understanding for Agency Partners* responsible for delivering services through the American Job Centers, including cost sharing agreements in support of Center operations.

- *Enhanced Oversight of the District's AJCs* through certification policies and reviews to promote service quality and consistency and partner engagement throughout the District.

- *Equal Opportunity* review and technical assistance to partners to ensure compliance with federal requirements while improving coordinated services and supports for individuals with disabilities.

- *WIOA Performance and Excellence* by standing up and leading five WIOA workgroups focused on the District's core goals and ongoing improvements in one-stop service delivery. Each WIOA Performance Workgroup is tracking accomplishments and challenges being addressed, particularly with regard to equity, inclusion, and opportunities for marginalized communities.

- *Data System Infrastructure Modernization and Development*, which seeks to improve, standardize, and modernize data management and use practices across the DC workforce system to ensure that data is accurate and reliable, readily available to all of staff in the system, and informs strategies and continuous improvement. Modernization seeks to incorporate disparate data sets, integrate systems, improve reporting, and apply advanced analytics to workforce programming both internally at agencies and externally with DC system partners. In order to achieve this, the DC WIC is leveraging technology and advanced analytics to better align data collection and performance reporting.

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

Table 23: *DC Workforce Development Training Programs*

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

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

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

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

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

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

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

(B) THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

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

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

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

(C) STATE WORKFORCE DEVELOPMENT CAPACITY

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

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

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

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

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

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

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

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

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

B. STATE STRATEGIC VISION AND GOALS

1. VISION

DC Economic Vision and Goals: A Framework for Workforce Development

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

- <u>Growth</u> means continuing to support and encourage a thriving economy via increased commercial tax base and job creation across all of the District's major economic sectors.

- <u>Inclusiveness</u> occurs when people from all backgrounds, neighborhoods, and incomes–longtime and new–have an opportunity to contribute to, benefit from and live in a prosperous District.

- <u>Innovation</u> reflects a harnessing of the potential of new technologies, processes, or methods to grow and disrupt traditional industries, as well as exploring new and emerging business models and sectors.

- <u>Economic resilience</u> involves developing an economy that is diversified in its focus across industrial sectors, and minimizes inequalities of wealth, income, and access to opportunities.

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

- <u>Business Environment</u>: Creating a customer-centric business and regulatory environment

- <u>Funding</u>: Improving access of local businesses to capital and funding

- <u>DC Identity and Promotion</u>: Promoting and preserving the identity of DC and its sub-markets

- <u>Talent</u>: Attracting and retaining talent in the District; providing residents opportunities to thrive economically through industry-advised career pathways, well-integrated workforce development, and capacity building pipeline for building skills in growing sectors and opportunity areas

- <u>Space, Housing and Supports</u>: Strengthening drivers of inclusive growth, including affordable housing, commercial real estate, K-12 public education, mobility infrastructure, and safe and healthy neighborhoods

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

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

Community Development (DHCD), and DC Housing Authority, among others.

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

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

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

Vision for the Workforce Development System

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

- Every DC resident is ready, able, and empowered to discover and attain their fullest potential through lifelong learning, sustained employment, and economic security.

- Businesses are connected to the skilled DC residents they need to compete globally, are full participants in the workforce system, and drive the District's economic growth.

- Residents and businesses in all wards are supported by coordinated, cohesive, and integrated government agencies and partners working to help communities thrive.

<div align="center">2. GOALS</div>

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

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

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

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

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

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

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

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

3. PERFORMANCE GOALS

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

4. ASSESSMENT

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

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

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

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

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

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

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

C. STATE STRATEGY

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

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

Table 24: Strategies Aligned to Workforce Development Goals

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

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

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

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

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

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

Figure 17: *Overview of Mayor Bowser's FY22 Workforce Recovery Investments*

Overview of Mayor Bowser's FY22 Workforce Recovery Investments

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

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

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

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

- Successfully certifying the District's AJCs through a process that looked strategically at where service delivery is heading and how it is integrating virtual service delivery. The DC WIC reviewed and updated the AJC certification criteria, process, and materials to ensure improved access to jobs, education, training, career information and support services for all District residents. The analysis examined both traditional and non-traditional means of one-stop service delivery, including comprehensive AJCs, satellite locations, and virtual platforms, as well as through expanded outreach activities, service hours, and partnerships with other District agencies and CBOs, particularly in wards with high unemployment.

- Creating a CBO relationship management list, which will be used to increase the number of Community-based organizations connected to the workforce system and that offer wrap-around services to assist residents during their job search.

- Developing a new partner MOU and initiating a new IFA process through collection of data to determine the most effective basis for sharing costs.

- Successfully conducting staff development training for system partner front-line workers including "WIOA 101" and "Serving Targeted Populations."

The District ensures continuous collaboration by developing and providing staff development opportunities for District partner agencies and community-based organizations, including AJC staff , training, workforce development, and social service professionals throughout the District. Staff development is offered annually and focuses on current workforce policy, service provision for targeted populations and addressing the impact of economic conditions on the jobseeker population.. It is supplemented by informational resources and tools made available through a variety of media used as reference documents for staff and supervisors to ensure

implementation fidelity. This universal training and access to shared resources and tools promotes a "no wrong-door approach" to accessing workforce development services.

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

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

- Completing year one of the healthcare sector partnership. The Healthcare Sector Partnership is a sector strategies approach to addressing needed skilled workers in high demand occupations in the District. The launch of this initiative provides a roadmap for similar initiatives involving other industries.

- Adding two apprenticeships to the ETPL with five apprenticeship programs of study, doubling the number of apprenticeships since early 2020.

- Increasing the ETLP by 42% (5 New Providers with 22 new programs) since early 2020.

- Completing three rounds of Training Provider landscape surveys to 45 different organizations with over 100 different programs of study. The surveys help provide insight on the training provider capacity in the District, identify potential gaps in training, and highlight opportunities for investing in training.

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

- DC Networks/Virtual One Stop

- Career Coach DC

- Back on Track DC

- Virtual Job Shadow

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

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

Figure 19: *Holistic Pathways for District Residents to Gain Skills and Employment*
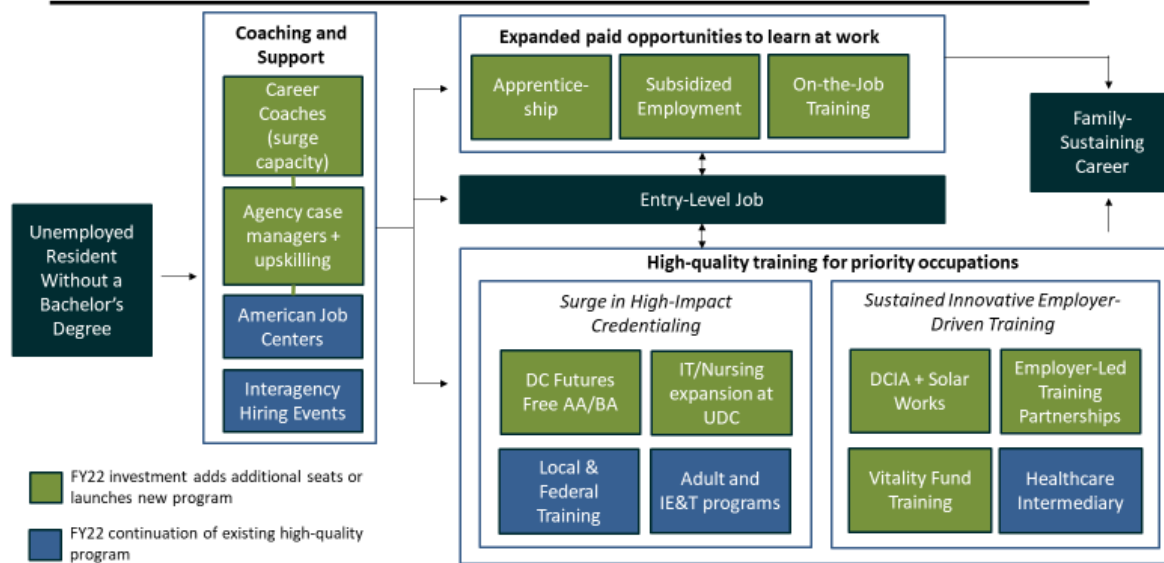
Goal 3: Expand the Talent Pool for Businesses: The DC WIC is working with core program partners to streamline business engagement and services. In 2019-2020, the DC WIC conducted an inventory of business outreach activities across District agencies. The assessment included a survey and in-depth interviews with more than 12 agencies to capture information about their programs and services, targeted sectors and businesses, outreach strategy, and capacity. This information, as well as insights gained during stakeholder engagement in the development of the WIOA State Plan, are being used to enhance collaboration and coordination across the workforce system and implement a sector strategies approach to the work.

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

In partnership with Training and Skills development working group members, these maps are being deployed across the AJCs and the District's workforce system for use virtually and in-person to assist job seekers and training providers in understanding and accessing career pathways and employment opportunities. Additional analysis is being conducted by the DC WIC to identify gaps in services and capacity and inform investment in expanding access to high-quality education and training aligned with the high-demand occupations within each pathway.

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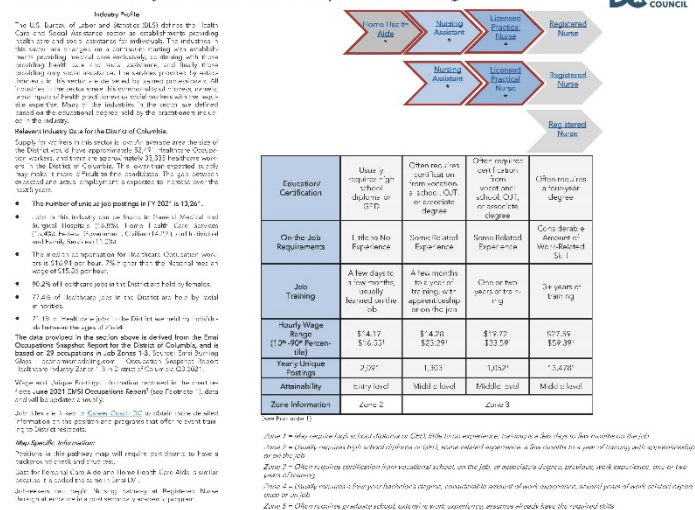
Occupations Report, which serves to inform healthcare related funding and investments made by the District. The HSP provides a roadmap for an IT-focused initiative launching in 2022 and future sector-specific priorities.

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

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

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

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

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

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

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

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

Figure 21: *Inclusive Recovery Pathways for Youth*
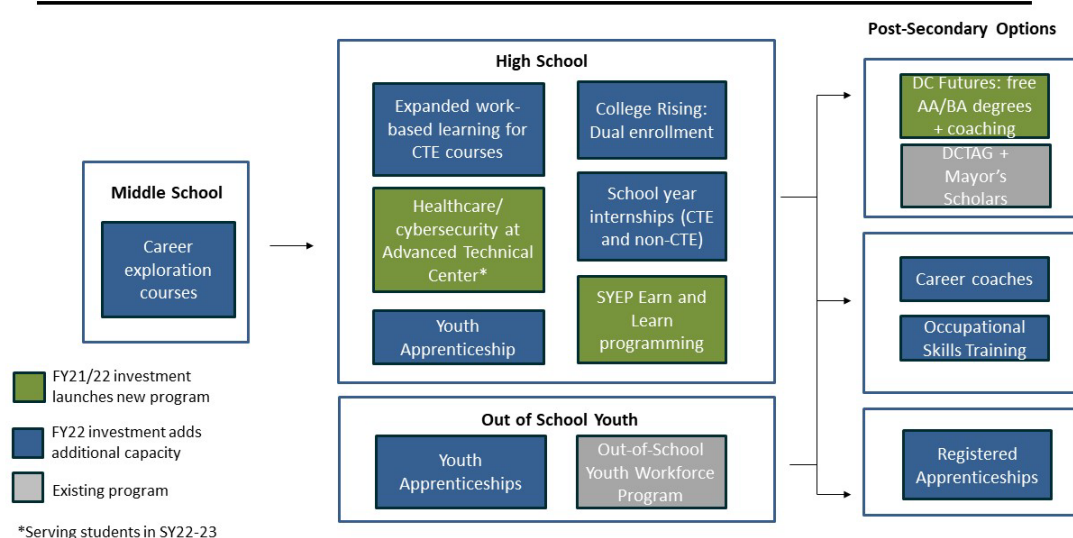
Goal 5: Increase Performance and Accountability: The WIC envisions workforce development system data infrastructure that enables the Mayor to look across federally and locally funded workforce training and support programs, and uses customer input and outcome data with common measures and definitions to:

- Identify and better understand the needs of customers.

- Inform continuous improvement at the program- and system-level.

- Inform strategic investments designed to ensure that the District's most vulnerable residents achieve workforce-related goals.

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

- Data Sharing - Identify disparate customer performance measures to align common KPIs across systems to inform data governance and management policies that will lead to data integration, and consistent data updates.

- Data Aggregation and Reporting - Identify data management software tools that integrate aligned data for a unified learning and employment data repository to provide system-wide analyses. Also, to enhance transparency of system progress, and inform policy and resource allocation.

- Customer Engagement and System Navigation - To improve customer experience and interaction with workforce system and increase customer engagement by providing navigation and referral support.

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

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

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

III. OPERATIONAL PLANNING ELEMENTS

A. STATE STRATEGY IMPLEMENTATION

1. STATE BOARD FUNCTIONS

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

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

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

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

Employment Services Committee: This group is focused on the administration of 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 DC WIC's authorizing language to monitor the activities of all external committees and WIOA-funded programs that impact the workforce system. This committee provides updates and input directly to the Executive Committee.

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

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

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

2. IMPLEMENTATION OF STATE STRATEGY

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

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

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

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

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

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

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

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

Core Program Partnerships

The District agencies responsible for carrying out core programs—the Department of Employment Services (DOES), the Office of the State Superintendent of Education (OSSE), and the Department of Disability Services-Rehabilitation Services Administration (DDS/RSA)—are committed to working together, integrating services, and aligning programs to form a cohesive workforce development system, as outlined in the state goals and strategies. The above-mentioned activities for each of the core programs will be aligned to the District's strategy to meet the diverse needs of District residents as follows:

AJC partner MOUs describe the workforce development system vision and goals, how each program ensures full access to AJC services, and how costs are shared among required partners. As AJC services have transitioned due to the pandemic for both in-person by appointment services and virtual services, the DC WIC is working towards modernizing cost sharing to align with emerging needs to successfully serve residents in the District. The DC WIC, through the One-Stop Operator, monitors AJC Partner MOUs for adherence and convenes weekly partner agency leadership meetings to discuss and strategize ways to align workforce goals and services and blend, braid, or leverage human, material and/or fiscal resources to reduce service duplication and enhance service efficacy.

The One-Stop Operator also organizes education and workforce system training for staff development within and across organizations citywide and is leading the initiative to align services through the development of a common intake, assessment, referral, and service delivery processes and tools. To enhance data sharing among the four core programs, the District has committed to developing a common data dictionary and aligning methods of measurement, which will make their individual management information systems interoperable. Greater alignment of WIOA core partner activities, including the development of tools, resources and/or processes for shared intake, assessment, program referral, service provision and case management, will increase and diversify co-enrollment opportunities for District residents. The DC WIC and the One Stop Operator will work with the core partners to strategize ways to increase co-enrollment opportunities for District residents and provide training and/or guidance to the core partners on how to make these options available to workforce system customers. The DC WIC will also continue to develop and implement a unified business services strategy, including streamlined communication tools and inter-agency operating procedures.

Partners will continue to develop a business-driven, job seeker-centered career pathways system, including articulating and connecting the full range of K-12, adult education, post-secondary, and other education and training, with seamless transitions between "levels" and no "dead ends"; providing integrated supports like education and career coaching and advising and wrap-around services like childcare and transportation assistance, especially at education and career transition points; promoting continuous, life-long learning and professional development opportunities that meet people where they are; and operationalizing residents' access to and progress along identified career pathways.

(B) ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

In supporting the activities identified in (A) above, the District will leverage programs outside of the Unified Plan to accomplish District strategies and goals for WIOA. These include, but are not limited to, services provided by the one-stop partner programs and other taxpayer-funded,

and private and non-profit-led programs that provide employment-related services. Through the leadership of the DC WIC and its committees, and through coordination across existing networks of education and workforce system groups, the District continues to further align efforts, particularly in order to serve individuals for whom multiple different services or supports may be required for them to successfully enter and progress in the workforce.

Alignment with Perkins/Career Technical Education

OSSE's Division of Postsecondary and Career Education (PCE) funds (through both Federal Perkins Grant and local dollars) multiple Local Education Agencies (LEAs) and UDC-CC to develop and offer CTE programs of study in high-wage, high-skill, and in-demand career sectors. PCE has also funded the initial development of Career Academies which has led to the development of 48 Career Academies across the city and multiple LEAs. Also, as outlined in the Perkins V State Plan and the WIOA State Plan, OSSE has capitalized on the industry advisory boards (IABs) that were initially established to support just the Career Academies and has now expanded their scope to support all OSSE-funded CTE programs of study offered in DC. These IABs are made up of local employers from the relevant industry sectors. Currently there are IABs for nine industry themes associated with the most common CTE programs of study and more IABs will be developed as the number and type of programs of study require it. Additionally, given the overlap of industries and employers participating in the advisory boards and engaging with the DC WIC, we will continue to explore connecting and aligning their respective efforts and priorities.

Additionally, in an effort to ensure young people's work experiences are as meaningful as possible and relate to their long-term goals, DOES, OSSE, and participating LEAs maintained and expanded an existing partnership that uses the SYEP infrastructure and funding to place CTE concentrators into summer work experiences aligned to their CTE program of study. This partnership has helped thousands of students access paid internships over the years. Despite the fact that the COVID-19 pandemic forced a pivot to remote internships for the past two years the scope of this partnership has expanded to support all interested/eligible CTE concentrators. In the FY22 budget the Mayor provided funding for OSSE to work with participating LEAs and DOES to capitalize on the success of this partnership to allow CTE students who are in their fourth year of a program of study to similarly participate in a school-year internships aligned to industries related to their CTE program of study. This new initiative is called the CTE Advanced Internship Program and over three years is projected to offer 1,200 high school students access to these internship opportunities that will be paid and will grant CTE course credits to participating interns. Given the extensive network of employers that participate in these and other work-based learning opportunities, OSSE established the Industry Engagement unit to support this work. This team collaborates with DCPS, DC PCSB, DOES, and the DC WIC, as well as with other AJC partners, to support greater alignment in outreach, engagement, and delivery of services to employers participating in these and other talent pipeline development programs. The focus is on reducing duplication of outreach, as many employers working with youth programs also seek individuals skilled through adult and dislocated worker, and adult education programs.

Alignment of Workforce System Services with TANF and Related Human Services

Operated by DHS's Economic Security Administration (ESA), the TANF program provides cash assistance to eligible families along with case management and coaching services that navigate customers along educational and career pathways. More than a program that solely focuses on employment placement, TEP incentivizes education attainment and tracks the hours invested in breaking the cycle of inter-generational poverty by embracing a two-generational (2 Gen) approach to service delivery. The 2 Gen approach is a strategy for boosting effectiveness in policies and programs that improves child and family education, economic, and health outcomes. Through the strategies outlined in this plan, including the development of common intake tools and resources and the use of comprehensive career maps, greater alignment will be supported between core WIOA programs and TANF, ensuring customers in both programs experience consistent services and information that best meets their needs.

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 and technical assistance in developing apprenticeship standards that conform to federal and local regulations; and monitoring to ensure compliance with federal and state laws. OAIT will continue to advance the District's apprenticeship efforts in three primary ways, as part of the broader priority for expansion of work-based learning programs in the District:

Pre-Apprenticeships
In an effort to expand apprenticeship opportunities for DC residents, OAIT coordinates 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 implement the Step-Up Apprenticeship initiative on commercial construction projects subject to Davis-Bacon federal law. Step-Up was initially developed by DOL for limited use on federal housing construction projects to assist housing residents, unqualified for apprenticeship, and skilled workers, to be employed on projects as step-apprentices for up to 12 months, rotating in various trades. This initiative allows individuals to be employed on prevailing wage projects, earning above living wages, with the opportunity to transition to regular apprenticeship programs. Opportunities under this initiative are promoted though the workforce system.

Youth Apprenticeships
OAIT coordinates youth apprenticeship partnerships with DC Public and Charter High School to include but not limited to IDEA Public Charter School, Thurgood Marshall Academy, Luke C. Moore, Ballou High School etc. This effort includes outreach to participating high schools to

inform students and educators about the apprenticeship system. Other youth apprenticeship initiatives include a partnership with the DOES Office of Youth Programs (OYP) to connect MBSYEP participants, ages 18-24, with apprenticeship sponsors during a six-week pre-apprenticeship training period. Youth completing training have gained acceptance into registered apprenticeships with the local Sheet Metal Workers, Plumbers and Steamfitters unions various Registered Apprenticeship Sponsors.. Youth apprenticeships will continue to be an important part of the District's overall workforce system strategies.

(C) COORDINATION, ALIGNMENT, AND PROVISION OF SERVICES TO INDIVIDUALS

The District's AJCs are the hub of service delivery in the workforce system. The AJCs ensure job seekers receive comprehensive, coordinated, and high-quality services from all one-stop partners, the roles of which are specified in memoranda of understanding (MOUs) required by WIOA. The One-Stop Operator (OSO) leads partner coordination activities at the direction of the DC WIC and in accordance with the established MOUs. DOES manages and operates the four AJCs, which have been certified in accordance with federal and DC WIC criteria.

One-stop staff are provided with training, tools, and resources to serve customers regardless of an individual's barriers to employment, level of need, or degree of career development. Partner staff collaborate extensively with the AJC staff, and customers are frequently referred to and/or co-enrolled in various programs. The OSO leads weekly meetings with AJC mandated partners and the DC WIC to share information, discuss program coordination efforts and troubleshoot center-related issues. This system-wide collaboration was noted during a USDOL monitoring visit. In addition, the OSO holds monthly meetings with AJC partners and staff to provide training, and to identify collaborative efforts, promising and effective practices, and areas for improvement. Under the goals and strategies included in this plan, the District will implement a cross-training program for staff of all workforce system agencies that improves information sharing and coordinated efforts while preventing duplication of services.

Services are accessible to the "universal customer" at all of the one-stop centers throughout the District. The District has one comprehensive one-stop center, which includes all of the core partner programs as required by WIOA, and three affiliate sites. All of the District's AJCs, including comprehensive and affiliates sites, provide career, employment, and training services specified in Section 134 of WIOA and provide job seeker and employer access to AJC partner services listed in Section 121(b).

Due to the pandemic, the AJCs have remained open primarily through appointments. The OSO team worked with AJC staff to ensure that partner services were included in the new appointment process ensuring seamless referrals.

The DC WIC, with support from the OSO, developed two marketing brochures that highlight the services that can be accessed within the AJCs along with the promotion of DCNetworks, the portal for District jobseekers to register and receive employment and training-related information and services.

Each of the WIOA core partner agencies provide Title I, II, III and IV funding to eligible providers to offer education, training, workforce and other related services to District residents. As part of the intake process, eligible providers develop in collaboration with each customer an individual plan (e.g., Individual Employment Plan (DOES), Individual Plan for Employment (DDS/RSA), Individual Career Pathway Transition Plan (OSSE AFE), Individual Service Responsibility Plan (DHS), etc.) that specifies the student's educational functioning/grade level, learning needs, career interests, goals and plans for achieving economic self-sufficiency. Additionally, eligible providers provide and/or link students to supportive services, which may include subsidized childcare, the District of Columbia adult learner transit subsidy, public benefits, and other supports that ameliorate and/or eliminate barriers that may impede their ability to make measurable skill gains, earn industry recognized certifications, obtain employment, attain their goals and/or achieve economic self-sufficiency while enrolled in and/or upon exit from the program. Eligible providers also link customers to other resources, programs and services to address their diverse needs and/or that assist them in transitioning to

the next step on the education, training and/or workforce continuum towards their desired career path, inclusive of their successful transition to training, advanced training, employment and/or postsecondary education. Through regularly scheduled meetings and convenings by the DC WIC, WIOA core partner agencies are afforded opportunities to discuss and strategize ways to streamline, integrate and coordinate the provision of these services to District residents to eliminate duplication of effort, enhanced service delivery, and greater system alignment.

System partners are committed to serving customers based on their individual goals, readiness, and needs, and will develop a process and identify tools that facilitate this approach. The DC WIC, OSO, and DOES continue to coordinate with partners to increase the flexibility of one- stop services to ensure customers receive direct access to the services which best fit the individual's identified need(s) and to improve services to customers by decreasing duplication of services and streamlining process. To complement and enhance the delivery of career and training services through the one-stop centers, the District is further integrating programs for targeted populations into the one-stop system, including virtual services through direct linkage and other on-line services, for customers that prefer not to attend in-person.

(D) COORDINATION, ALIGNMENT, AND PROVISION OF SERVICES TO EMPLOYERS

In late 2019 and early 2020, to support the District's focus on streamlining employer engagement, the DC WIC conducted a landscape analysis to identify and understand business outreach from District agencies and programs within and beyond the workforce development system. The comprehensive assessment included a survey and in-depth interviews with more than a dozen agencies to better understand and catalogue the array of needs, services, sectors, and businesses with which they currently engage to support or serve. Through this effort, the DC WIC developed recommendations and a framework to strengthen government coordination on business outreach and engagement, including clarity of functions and roles of partners, so that businesses have greater clarity about supports and talent pipelines available to them.

Leveraging these resources, and in response to the impact of the COVID-19 pandemic on the local economy, in mid-2020 the DC WIC and several key workforce system partners served as members of the District's Economic Recovery Task Force. This collaboration fostered greater connectivity between workforce, planning and economic development, and business services. As a result, efforts are focused on aligning grants and program resources, as well as identifying opportunities to jointly support industries and areas most affected by the pandemic and economic downturn, including the downtown area and retail and hospitality industries. This has contributed to the development of grant funding to support employer-led training grants released in early 2022 and providing technical assistance to businesses seeking to adjust and develop skills-based, inclusive hiring practices.

In parallel, in mid-to-late 2020, the DC WIC convened District agency partners to prioritize and strategize around employer-related initiatives. The District-wide *Back to Work DC* initiative was launched in early 2021 and included virtual business outreach and hiring events open to DC employers and residents. The DC WIC and other partners made investments in technology platforms and leveraged staff and consulting resources to support virtual events, as well as hosted and co-facilitated trainings and workshops to upskill workforce system staff to adapt programs and services. Workforce system partners now utilize the bi-weekly business engagement working group to coordinate efforts and inform needs assessments and provide support to partner and system wide events. Partners frequently co-host and cross-market their individual agency virtual hiring events to ensure the District's needs will be continually met.

Each of the core program partners (DOES for Titles I and III, OSSE for Title II and DDS for Title IV) has implemented strategies and approaches to ensure that the workforce needs of District-based businesses are met and that residents are prepared to meet labor market demands, particularly those of high-growth industries.

As amended by the Workforce Innovation and Opportunity Act (WIOA), the Rehabilitation Act requires Vocational Rehabilitation state agencies to conduct a comprehensive statewide needs assessment every three years. The purpose of the assessment is to provide current and relevant

information on the needs of individuals with disabilities in the District so that DCRSA can develop programs and allocate resources that will address the identified needs. The comprehensive statewide needs assessment establishes VR program priorities and will help inform the Unified State Plan developed by the core partners in The District's Workforce Development System including strategies for employer engagement.

In tandem with core partner programs, a wide range of other District agencies, community-based organizations and private enterprises provide employment-related services and training to support companies' increasing needs for talent. In order to better serve employer customers, the District has made responding to business needs a central goal of the system and has laid out these strategies under Goal 3.

(E) PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

The DC WIC partners with UDC-CC to continually add credentialing and high-growth programs to the Eligible Training Provider List (ETPL). Enhancements include the expansion of credentialing programs that are offered in traditional classroom settings, through blended learning, and through the creation of distance learning programs. Community college offerings will reflect an assessment of demand and market analysis indicating current and future industry demands.

The District provides funding to DCPS and public charter high schools and UDC-CC to support the implementation of state approved CTE programs of study. Many of these CTE offerings are structured as Career Academies, a proven approach that results in improved grades, attendance rates, and graduation rates for participating students. These programs of study align with the District's high-wage, high-skill, and in-demand careers. Students enrolled in CTE programs complete a four-year sequence of courses that meet specific course level standards that were developed and validated by over 100 representatives from the relevant industries, which incorporate work-based learning with District employers at every level, and many of which provide opportunities for the student to earn industry-recognized credentials and postsecondary credit. In FY22, OSSE is also launching a new Advanced Technical Center (ATC), which will serve as a citywide CTE hub for students across Local Education Agencies (LEAs). The ATC will offer courses focused on the fields of healthcare and cybersecurity. OSSE is also launching the Advanced Internship Program, which will provide students in their third or fourth year of CTE courses an opportunity to participate in a paid for-credit internship during the school year.

In collaboration with OSSE's Office of CTE, DCPS, relevant charter high schools, and UDC-CC, the DC WIC and DOES are developing natural transition opportunities to allow for students in their final year to continue to earn stackable credentials and continue their industry education and expedited advancement along their chosen career pathway. These transition points will maximize the traditional and non-traditional postsecondary options, including UDC-CC, the District's ETPL, and DC Apprenticeship programs to ensure that students are equipped with the most relevant skillset for the in-demand industries in the District of Columbia.

(F) PARTNER ENGAGEMENT WITH OTHER EDUCATION AND TRAINING PROVIDERS

In addition to efforts to expand partnerships with UDC-CC and other institutions of higher education, the District engages with training providers and businesses to expand access to high-quality, in-demand training provided by other education and training providers—including Registered Apprenticeship programs, ETPL programs, and OSSE IE&T AFE programs— through outreach, grant awards, technical support, and the provision of other supports such as labor market information.

The DC WIC continues to focus on increasing access to high-quality training and credential attainment in the District. The priorities include expanding the ETPL, revising and updating quality standards and operational procedures to streamline approval, and access to training and looking at ways to provide technical assistance to both current and potential training providers to increase capacity and ensure alignment to industry demand. The DC WIC is

revising the ETPL Policy to include reciprocity with other jurisdictions to add capacity.

The DC WIC has continued to conduct outreach and provide guidance to other organizations and anticipates ongoing increases in apprenticeship programs and training providers added to the ETPL. Orientation sessions are held for new providers and are required annually for all active providers to ensure expectations are understood on such topics as ETPL eligibility, current and new policy, the application and evaluation processes, and training best practices. The DC WIC is also developing a comprehensive list of technical assistance topics based upon conversations with stakeholder and partners that will inform activities in the next few months.

The DC WIC continues to move forward on the development of equity-centered quality standards, which include both quantitative and qualitative metrics and indicators for training providers. As part of the landscape analysis of best practices in the creation and implementation of these standards, the DC WIC has been in conversations with other jurisdictions, such as NJ and IN, as well as engaging partners, such as the Markle Foundation, McKinsey, and Credential Engine.

(G) LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

WIOA core programs enable residents to access a wide range of training and skills development resources from eligible providers. To supplement these federal investments, the District annually allocates significant funding to UDC-CC to increase the availability of education and training opportunities, including labor market demand-focused career pathways courses provided by UDC-CC's Division of Workforce Development and Lifelong Learning (WDLL).

WDLL courses provide skills training focused on construction, healthcare, hospitality, IT and other high growth sectors. Through local funding, training is no cost to District residents.

(H) IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

There are significant opportunities to provide and improve access to postsecondary credentials. As mentioned above in Goal 2 (Improve Community Access to Workforce and Education Services), the DC WIC has engaged business leaders in high-demand industries to develop career pathway maps that provide information on the knowledge, skills, competencies, and credentials required to secure initial employment and progress in selected careers. These maps will be deployed across the AJCs and other relevant parties to assist job seekers and training providers in understanding and accessing existing pathways. Additionally, they will drive further analysis by the DC WIC to identify gaps in services and the need to expand access to high-quality training providers that align course offerings with the high-demand, high-growth occupations within each pathway.

Career Counseling. Career counseling services, for adults and youth emphasize access to a wide range of training providers and post-secondary credentials as the gateway to high-quality jobs that continue to grow in the District, such as those offered through UDC-CC WDLL and eligible training provider programs. Online tools, such as Career Coach DC, allow adults and youth to survey their interests, learn about careers for which their interests may be a good fit, and to identify training and education programs in those fields.

Pre-Apprenticeship and Apprenticeship. OAIT is expanding pre-apprenticeship programs for DC residents, particularly those who are disadvantaged and hard-to-employ. Pre-apprenticeship programs enable participants to secure nationally recognized credentials. The pre-apprenticeship initiatives in FYs 2021-2023 enable residents to secure nationally recognized credentials to enhance their eligibility for available apprenticeship opportunities in traditional and non-traditional programs. This programming also expands access to in-school and out-of-school youth in partnership with LEAs.

Integrated Education and Training (IE&T). OSSE AFE providers are required to offer IE&T services, a best practice model of instruction that research and District performance data show leads to an increase in attainment of measurable skill gains and industry-recognized credentials. Through their engagement in IE&T programs, District residents will have an

opportunity to receive adult education and literacy instruction, concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster. These and other related services (e.g., supportive and transition services) will be offered to District residents for the purpose of educational and career advancement. Adult learners will have an opportunity to attain measurable skill gains, earn a secondary school diploma or its equivalent, attain one or more entry level and/or industry-recognized certifications, transition to postsecondary education, engage in work-based learning and/or be placed in unsubsidized employment in an in-demand industry and occupation that pays a family sustaining wage and/or that leads to economic self-sufficiency. To achieve these goals, eligible providers will partner with educational providers, workforce training providers, employers, postsecondary institutions and other entities to meet the diverse needs of adult learners and support them in the pursuit of their desired career path. Furthermore, IE&T's inclusion of industry-specific training typically incorporates instruction towards an industry-recognized certification which are considered postsecondary credentials. Therefore, adult learners enrolled in IE&T programs are frequently able to attain a valued postsecondary credential without having to navigate any change to program placement. This model has allowed the District to achieve a 55.64% measurable skill gains attainment rate and 44.87% credential attainment rate which puts us in the highest performing quartile when compared to all other states in the country. Moreover, OSSE AFE is implementing a pilot partnership with DOES which will allow adult learners to participate in paid internships/externships/apprenticeships aligned to the industry they are studying through a collaboration with DOES's subsidized employment programs. This partnership will tighten up the transition from IE&T programming to employment for the District's adult learners.

Individual Training Accounts (ITA). At the AJCs, Workforce Development Specialists assist eligible customers in selecting training programs that will help prepare them to obtain a job. These training offerings seek to equip District residents with the skills that are required by local employers in a high-demand field such as information technology, health care, construction, transportation, hospitality, and professional services.

WIOA requires states to maintain a list of providers approved to offer training to individuals eligible to receive WIOA training funds known as the Eligible Training Provider List (ETPL). The providers on the ETPL offer occupational skills training programs that are authorized to receive WIOA funding through Individual Training Accounts (ITAs) at no cost for DC residents. The selection of an occupational skill training course is a mutual decision made by the AJC Workforce Development Specialist and the prospective participant, based on the customer's individual preference and employment goals. Before a customer is provided an Individual Training Account for Occupational Skills training, the Workforce Development Specialist determines the customer's eligibility to participate and helps the customer connect with supportive services, if applicable.

All recipients of federal training funds must be eligible based upon criteria established under WIOA, the DC WIC, and DOES.

Transitions to Postsecondary Education. District partners continue to expand and enhance articulation agreements, dual-enrollment opportunities, and other means of easing transition from PK-12 to postsecondary credential programs. As part of the FY22 budget, OSSE has launched an initiative entitled College Rising to expand access to dual enrollment opportunities, including through the provision of mentoring to high school students as they engage in dual enrollment and pursue postsecondary education. All OSSE AFE providers also continue to provide transition services to participants, which include agreements connecting secondary instruction with postsecondary education and training programs, including apprenticeship programs.

In addition, OSSE is working with UDC and other institutions of higher education (IHE), as well as participating LEAs, to provide dual-enrollment and articulation opportunities for secondary students, including students enrolled in CTE programming. These opportunities are focused on postsecondary coursework aligned with each of DC's 27 programs of study that are currently

offered by public and public charter high schools, and in turn, lead to an associate and/or a bachelor's degree. In the future, OSSE's CTE team will explore other nontraditional postsecondary options that lead to industry- recognized credentials and support students' advancement along their career path, such as enrollment in one of the District's WIOA Title I funded job training programs, a Registered Apprenticeship program, and UDC-CC WDLL.

Information is made available to help parents, teachers, counselors, and students understand and access the traditional and nontraditional postsecondary program options available to them. OSSE GED program representatives contact all GED recipients regarding how to "activate their acceptance" to UDC. OSSE's Career Coach DC website helps users find and connect to a career pathway by providing current local data on wages, employment, job postings, educational requirements, and associated education and training options in the DC region.

Financial Support for Post-Secondary Credentials: OSSE is developing a comprehensive application that will allow students and/or parents to apply for funding through several programs to pay tuition toward their first U.S. recognized Associate or Bachelor's degree in select IHEs in the region and/or public IHEs or Historic Black Colleges and Universities (HBCUs) nationwide. This includes access to a new program called DC Futures, which will cover up to $8,000 a year towards tuition and provide an annual stipend, college coaching, and access to an emergency fund all to help improve both access to, and persistence through, select colleges and degree programs aligned with high-demand occupations within DC. OSSE also maintains webpages with college and career access information for students, families, counselors, and advisors. This information includes financing options to help residents understand and access postsecondary education grants and scholarships.

WIOA Title IV offers individualized services, including transition services, to facilitate the transition from school to post-secondary life, as well as vocational training itself. Pre-employment transition services further prepare youth with disabilities for post-secondary education.

(I) COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES

Representatives from the Deputy Mayor for Economic Planning and Development (DMPED) and the Department of Small and Local Business Development (DSLBD) are on the DC WIC Board and ensure that workforce development policies are aligned with the District's economic development strategies. Specific efforts that link economic development strategies to workforce system strategies include those that follow.

The First Source Employment Program has been an important part of the District's strategy to align economic and workforce development and reduce unemployment in Washington, DC since 1984. The program is designed to ensure that District residents are given priority for new jobs created by municipal financing and development programs. Under this law, employers must ensure that at least 51 percent of all new hires on any government-assisted project or contract valued at $300,000 or more are District residents. First Source is promoted by core program and other system partners and provides an excellent opportunity for residents to secure employment leading to family-supporting wages.

In addition, numerous publicly and privately financed development projects include community workforce agreements, many of which include efforts such as project-related job training. DOES has a long history of working closely with DMPED and DSLBD. The DOES Office of Labor Market Information provides data and analysis to all stakeholders. In addition, the DMPED Economic Intelligence Dashboard (http://dmped.dc.gov/dashboard) is a public-facing effort to provide key economic data to government and external stakeholders. It includes a section on employment and workforce that is constantly growing with additional data. DC Networks and the Washington DC Economic Partnership have significant data related to the labor market that is valuable for business partners looking to locate, relocate, or expand in the District.

B. STATE OPERATING SYSTEMS AND POLICIES

1. STATE OPERATING SYSTEMS THAT SUPPORT THE IMPLEMENTATION OF THE STATE'S

The District uses a variety of operating systems to conduct workforce development activities. These include systems for data gathering, information sharing, and data analysis and reporting. As the District continues to move towards a more integrated service model, core program and one-stop partner agencies will begin to use common systems, including the Data Vault.

Currently, DC WIC is engaging with a data consultant to support its role in connecting to and aggregating information that is captured across these and other data systems. This work will support the goals of further streamlining and reporting outcomes from across the workforce system.

(A) STATE OPERATING SYSTEMS

Systems used by the Department of Employment Services (DOES)

DC Networks. DC Networks, known internally as Virtual One Stop (VOS), provides integrated services via the Internet for individuals, employers, training providers, workforce staff, and AJC partners. The electronic linkages improve customer satisfaction, staff efficiency, and overall program performance. DC Networks provides job seekers with access to real-time labor market information, allowing them to research information about available jobs, skill requirements, and wage rates. It provides employers with online recruiting tools, including advanced candidate search options, automated correspondence, and applicant tracking. DOES uses DC Networks as its workforce development management information system, documenting and meeting the accountability and reporting elements required under WIOA. State Wage Interchange System (SWIS). SWIS allows DOES to secure wage data of individuals who have participated in public workforce services in one state, then subsequently secured employment in another. The system provides core partners with a robust picture of the District's workforce programs effectiveness, improving its ability to report comprehensive outcomes against its performance measures.

Systems used by the Office of the State Superintendent of Education (OSSE)

Statewide Longitudinal Education Data System (SLED). The OSSE's Statewide Longitudinal Education Data System (SLED) is a repository of student and education related data. SLED provides extensive PreK-3 to Postsecondary and Workforce educational data to schools and the District that enable better planning, trend analysis, performance projections, program evaluation, and stakeholder empowerment and, in turn, improve educational outcomes of DC students. Over the past four years, OSSE has been conducting data matching activities with GED Testing Services, the National Student Clearinghouse and the Department of Employment Services on student attainment of core indicators of performance. Additionally, OSSE is using the SWIS data-sharing agreement, to expand the scope of wage data matching to most of the country and federal government/military.

Literacy Adult Community Education System (LACES). OSSE AFE uses LACES to meet the accountability and reporting requirements of the Sections 212(c), 231(e)(2) and 212(a) of the Adult and Family Literacy Act (AEFLA), Title II of the Workforce Innovation and Opportunity Act of 2014. OSSE AFE mandates that local program providers collect, maintain and report local program and student performance, progress, and outcome data to the state using LACES.

Systems used by the Department on Disability Services/Rehabilitation Services Administration (DDS/RSA)

System 7. DDS/RSA uses Libera's System 7 for case management and tracking information (except post-closure data) to prepare all required federal reports related to its vocational rehabilitation and supported employment grants from the U.S. Department of Education.

DDS/RSA continues to collaborate to establish a memorandum of agreement with OSSE. DDS-RSA finalized its agreement with DOES to collect and report on the State Wage and Interstate System (SWIS) to include post-closure employment wage earnings.

Systems used by the Department of Human Services (DHS)

District of Columbia Access System (DCAS). DHS uses DCAS to make eligibility determinations for major public benefit programs, including Food Stamps (SNAP), Temporary Assistance for Needy Families (TANF), and Medical Assistance. DCAS also serves as the system of record for public benefit cases for District residents.

Customer Assessment Tracking and Case History (CATCH). CATCH is an Internet-based case management system that uses data from DCAS. It enables DHS to track comprehensive TANF assessments, summarize outcomes, and refer customers to TANF Employment Program (TEP) service providers. Moreover, CATCH allows TEP service providers, sister agency providers (Department of Behavioral Heath, Child and Family Services Administration), housing providers, and the University of the District of Columbia to track and record customers' participation in work activities and generate monthly invoices based on that participation.

Systems used by the University of the District of Columbia, Community College (UDC-CC)

Banner. Banner is the student information system for credit programs. It is used by UDC-CC to create ad hoc retention and graduation reports, track enrollment, class completion, financial aid eligibility, and human resources. The UDC-CC Division of Workforce Development and Lifelong Learning (WDLL) students are included in the Banner system so that they can receive UDC identification cards and email addresses.

XenDirect. XenDirect is used by the UDC-CC Division of WDLL to collect and report student demographics, course completion, certification, and attendance.

(B) DATA COLLECTION AND REPORTING PROCESSES

As the District continues to move toward a more integrated service model, core program and one-stop partner agencies are using common systems, including the Data Vault. The DC Data Vault is a transactional data system that helps District agencies streamline, coordinate and integrate the provision of education, training and other related services (i.e., wrap-around and supportive services) to District residents (also referred to previously as universal customers). The DC Data Vault is managed by the DC WIC in collaboration with PAIRIN, the company responsible for managing the platform.

The DC Data Vault: 1) facilitates the referral of District residents to and from agencies for services; 2) allows staff to schedule and register customers for assessments; 3) filters programs based on customer interests, preferences and needs; 4) links customers to programs and monitors their receipt of services; 5) allows staff to upload, maintain and share customer eligibility documents; 6) provides access to customer information and notifications to key staff; 7) generates customer profiles; 8) tracks customer progress and outcomes; and 9) facilitates cross-agency communication and collaboration for services for District residents.

Through this functionality, the Data Vault will achieve a "no wrong door" approach to coordinated services that puts the focus on what the customer needs from the overall system instead of what is offered at whatever agency they are completing intake at. By putting the customer at the center of the work, the Data Vault shares the customer information with the right partners thus allowing the customer to connect to their career pathway via the most appropriate on-ramp and equipped with the supportive services needed for their successful progression along that pathway.

In partnership with the Data and Performance Working Group and the System Integration Working Group, the DC WIC is working on enhancements to the Data Vault platform to improve functionality, streamline permissions to preserve PII, remove double-entry needs, and establish a participant portal. The utilization of this system-wide tool was noted by the USDOL as a promising practice for workforce system service alignment.

2. STATE POLICIES THAT SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES

With the passage of WIOA, the DC WIC released a WIOA policy manual that outlines the DC WIC's vision, structure, and functions, and those of the District of Columbia's one-stop system. The manual is available on the DC WIC website at https://dcworks.dc.gov/page/policy-and-technical-assistance. Policy updates and changes are communicated through Workforce Implementation Guidance Letters (WIGLs). When WIGLs are released, staff from workforce system agencies have the opportunity to review and ask questions during technical assistance calls with relevant program specialists and division directors. The DC WIC will continue to invest time and capacity to ensure policy issuances and technical assistance meet the needs of WIOA and the District's workforce system, including any required to support the implementation of the WIOA Unified State Plan strategies, such as on intake, referrals, and co-enrollment. The District's guidelines for one-stop partner programs' contributions to the one-stop delivery system may be found in DC-WIGL-2018-001.

Training is also a critical component in ensuring that customers within the AJCs receive quality, professional services. During the summer and fall of 2019 and 2020, the OSO hosted staff development training. Training addressed updated WIOA case management principles, serving targeted demographics and leveraging labor market information to help inform customer employment plans. The training consisted of over 100 staff from across the AJCs and community partners. Feedback was positive, with more than 80% of attendees reporting that the sessions offered valuable information to them. The OSO team, in collaboration with the DC WIC, has developed an annual staff development plan and curriculum focused on issues resulting from the pandemic and economic conditions, serving vulnerable populations, utilizing career navigation tools (i.e., career pathway maps), and utilizing labor market data to develop customer employment and training plans. Because social distancing measures are still in effect due to the pandemic, the OSO will deliver training virtually. The evolution of virtual meetings, workshops, and training includes more dynamic delivery methods using meeting technology platforms. This has increased participation and participant interaction.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

(A) STATE AGENCY ORGANIZATION

The District is designated as a single-area state. As the Chief Elected Official, Mayor Muriel Bowser acts in the role of the governor where federal guidelines require gubernatorial action. The Deputy Mayor for Planning and Economic Development (DMPED) provides oversight and leadership on the District's economic growth activities and, in January 2019, Mayor Bowser shifted oversight of the DC Workforce Investment Council (DC WIC) and DC Department of Employment Services (DOES) to the Office of the Deputy Mayor for Education (DME). The DME is also responsible for oversight of DC Public Schools, The Office of the State Superintendent of Education (OSSE), The University of the District of Columbia (UDC), DC Public Schools (DCPS), The DC Public Charter School Board (DCPCSB), The DC Public Library (DCPL), and the Department of Parks and Recreation. The shift of the District's two primary workforce development agencies into this cluster has enhanced the District's ability to support greater alignment between PK-12 and post-secondary education and youth career readiness activities, with adult education and workforce development. Agencies within the cluster meet regularly and the Deputy Mayor for Education is positioned to identify opportunities for improved collaboration and alignment of priorities across all these organizations.

The DC WIC provides oversight of the AJC delivery system and federally supported workforce programs, while also ensuring that such programs and investments are closely aligned with Washington, DC's economic development initiatives. DOES serves as the WIOA fiscal agent and is the designated agency for WIOA Title I and III core programs, UI, TAA, RES, JVSG, SCSEP, Registered Apprenticeships, Work Opportunity Tax Credit (WOTC), and Labor Market Research and Information. OSSE, which is the designated agency for WIOA Title II, falls under the jurisdiction of the Deputy Mayor for Education, as do DCPS and UDC. OSSE's Division of Postsecondary and Career Education administers all federal (Perkins V) and local funding specifically allocated to support Career and Technical Education (CTE) programing in DC's

secondary and postsecondary systems. Specifically, OSSE grants funding; establishes standards and requirements; monitors implementation and performance; collects participation and outcome data; and provides professional development and access to resources for DCPS, public charter schools, the University of the District of Columbia Community College, and the District's Department of Corrections.

The Department on Disability Services/Rehabilitation Services Administration (DDS/RSA) is the designated state agency for the WIOA Title IV VR program.

DHS is the designated agency overseeing the Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Programs (SNAP). DHS has an MOU with the DC WIC to offer the employment and training component of these programs through and are co-located the AJCs. The Deputy Mayor for Health and Human Services oversees both DDS/RSA and DHS.

(B) STATE BOARD

The Workforce Investment Council (DC WIC) serves as the District's State Workforce Development Board and, as a single-area state, carries out the functions of the Local Workforce Development Board. The DC WIC Board has a total of 34 seats, with the following representation:

1. The Mayor, or his or her designee;

2. Two (2) members of the Council of the District of Columbia ("Council") appointed by the Chairman of the Council

3. The Deputy Mayor for Planning and Economic Development, or his or her designee;

4. The Director of the Department of Employment Services, or his or her designee;

5. The Director of the Office of the State Superintendent of Education, or his or her designee;

6. The Director of Rehabilitation Services Administration, or his or her designee, or Title IV representative;

7. The Director of the Department of Human Services, or his or her designee;

8. The President of the Community College of the University of the District of Columbia, or his or her designee;

9. Two (2) representatives of District labor organizations nominated by District labor federations;

10. One (1) representative of a labor organization or training director from a joint labor management registered apprenticeship program;

11. Four (4) representatives of:

    - Community-based organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of individuals with barriers to employment, including organizations that serve veterans or that provide or support competitive, integrated employment for individuals with disabilities; or

    - Organizations that have demonstrated experience and expertise in addressing the employment, training, or education needs of eligible youth, including representatives of organizations that serve out-of-school youth; and

12. Nineteen (19) representatives of businesses in the District, who:

    - Are owners of businesses, chief executives or operating officers of businesses, or other business executives or employers with optimum policymaking or hiring authority;

    - Represent businesses (including at least one (1) representative of small business), or organizations representing businesses, that provide employment opportunities that, at

a minimum, include high-quality, work related training and development in in-demand industry sectors or occupations in the District;

- Are appointed from among individuals nominated by District business organizations and business trade associations; and

- At least one (1) representative from the following categories/industry sectors: Hospitality; Law; Construction; Information technology; Health care; Business organization; Retail; and Small business. At least five (5) at-large representatives from either the industry sectors listed in sub-paragraph d. of this paragraph or from any other industry sector in the District.

The Executive Committee consists of the following members:

1. The DC WIC Chairperson, who shall serve as the chair of the Executive Committee;

2. Four (4) members of the DC WIC representing businesses in the District;

3. One (1) member of the DC WIC representing labor organizations; and

4. One (1) member of the DC WIC representing a youth-focused organization

i.   MEMBERSHIP ROSTER

First Name	Last Name	Seat Designation (specific role)	Organization
Ahnna	Smith	Workforce Investment Council (WIC) Designee	DC Government - Workforce Investment Council
Angela	Franco	Business Organization Member	DC Chamber of Commerce
Anthony	Cancelosi	Community Based Organization Member	Columbia Lighthouse for the Blind
Antoinette	Mitchell	Office of the State Superintendent of Education (OSSE) Designee	DC Government - Office of the State Superintendent of Education
Antwanye	Ford	Information Technology Member (Board Chair)	Enlightened, Inc.
Bernadette	Harvey	Construction Sector Member	BConstrux, Inc.
Darryl	Evans	Director of Rehabilitation Services Administration, or his or her Designee, or Title IV Representative	DC Government - Department of Disability Service
Darryl	Wiggins	Information Technology Member	DigiDoc Inc., dba Public Sector Solutions Group
Elissa	Silverman	Chairman of the Council of the District of Columbia Designee	Council of the District of Columbia
Joseph	Andronaco	Construction Sector Member	US Department of Energy
Kenyan R.	McDuffie	Chairman of the Council of the District of Columbia Designee	Council of the District of Columbia
Korey	Gray	Energy and Utility Sector Member	DC Water and Sewer Authority
Kunta	Bedney	Labor Organization Member	Eastern Atlantic States Regional Council of Carpenters

LaTara	Harris	Information Technology Member	AT&T
Laura	Zeilinger	Department of Human Services (DHS) Designee	DC Government - Department of Human Services
Lawrence	Potter	University of the District of Columbia (UDC) Designee	University of the District of Columbia
Liz	DeBarros	Business Organization Member	District of Columbia Building Industry Association
Nathan	Smith	Security Sector Member	Allied Universal
Nicole	Hanrahan	Community Based Organization Member	Latin American Youth Center
Paul	Kihn	The Mayor, or his or her Designee	DC Government - Office of the Deputy Mayor for Education
Solomon	Keene, Jr	Business Organization Member	Hotel Association of Washington D.C.
Sonja	Anderson	Healthcare Sector Member	AmeriHealth Caritas District of Columbia
Stacy	Smith	Hospitality Sector Member	Hyatt Place
Steven	Boney	At-Large Representative from District industry Sectors/Executive Committee	Washington Metropolitan Are Transit Authority
Sybongile	Cook	Office of the Deputy Mayor for Planning and Economic Development (DMPED) Designee	DC Government - Office of the Deputy Mayor for Planning and Economic Development
Thomas	Horejes	Business Organization Member	Gallaudet University
Thomas	Penny	Hospitality Sector Member	Donohoe Hospitality Services
Unique	Morris	Department of Employment Services (DOES) Designee	DC Government - Department of Employment Services

ii. BOARD ACTIVITIES

As outlined above, the DC WIC is involved in planning and implementing the District's workforce development system through committees, subcommittees, and task forces. The Board is supported by a team of workforce professionals focused on ensuring objectives are achieved as planned. The Executive Director facilitates quarterly meetings throughout the District with agenda items including workforce training opportunities, successes and challenges. The Board hears testimony at each meeting from participants and businesses finding success through a variety of WIOA programs. The Economic and Workforce Alignment Committee approves the new and continued ETPL applications. Staff also review major policy changes and WIOA compliance activities with the Board, i.e., OSO procurements, one-stop

center certifications, and Unified State Plan development.

Additionally, it is important to note that all newly appointed members to the DC WIC are provided an orientation that includes the goals and strategies that the District is currently undertaking, an overview of Board functions, their specific roles and responsibilities, and an explanation of WIOA and partner programs. All Board members have access to the DC WIC website which includes policies, strategy documents, and other related information.

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

(A) ASSESSMENT OF CORE PROGRAMS

The activities discussed below ensure adherence to federal and state regulations; provision of quality services to workforce system customers; that the District meets federal and state outcome expectations; and support continuous improvement of the workforce system. The District will use the outcomes reported for each of the federal performance measures as a means to assess the overall effectiveness of the District's workforce system. Additionally, on at least a quarterly basis, the DC WIC will lead a review of progress towards implementing the strategies and attaining the goals outlined in this plan. Overall, the results reported from both the federal performance measures and the quarterly updates on WIOA Unified State Plan implementation will provide the District with the detailed information required to effectively monitor workforce activities and results; promoting accountability, transparency, and continuous improvement.

In addition to the WIOA performance measures, the OSO collects, analyzes, and reviews performances using federal performance data. The data have allowed the OSO to create reports that analyze customer traffic and service utilization, WIOA enrollments, industry-aligned enrollment and trainings, apprenticeships and other "Work and Learn" opportunities, and employment leading to financial self-sufficiency. The OSO meets with AJC mandated partner staff regularly to discuss the findings of the reports to ensure accuracy as well as identify systemic issues that can be addressed by the OSO or other key agencies that influence systemic processes or policies. This includes issues such as referral processes, data collection processes, occupational training opportunities, and staff development opportunities. The OSO meets with the DC WIC to review performance on a quarterly basis. The reviews highlight areas of success or challenges that hinder the process of jobseekers connecting to and navigating the workforce system.

Another way the District will gauge effectiveness is through surveys of past participants, employers that have been engaged, and training and other service providers. The DC WIC acquired a survey platform, Qualtrics, to support regularly-scheduled surveys in order to track customer satisfaction, assess program effectiveness, and monitor quality and successful business engagement. Process improvement recommendations, training, and/or technical assistance will be provided to staff as needed. By focusing on customer experience, workforce staff will ensure positive outcomes for participants and referrals to the workforce system. These data obtained directly from customers are necessary to ensure that their needs are being met and that they will continue to seek services should they require them in the future.

As described in strategy 5.2, the DC WIC will create standardized annual report cards on service providers across the workforce system to facilitate informed customer choices. The Workforce Development System Transparency Act (D.C. Law 22-95) requires the DC WIC to create an annual report of performance outcomes and spending data across all DC government agencies that administer, manage, oversee, or fund workforce development or adult education programs. In the first annual report (in FY 2018), the DC WIC collected data across six agencies (DCHR, DDS, DHS, DOES, DMGEO, OSSE, and DC WIC), based primarily on WIOA performance measures. In 2021, the Expenditure Guide included data from the following agencies:

- Child and Family Services Agency (CFSA)
- Department of Behavioral Health (DBH)

- District of Columbia Housing Authority (DCHA)

- District of Columbia Public Schools (DCPS)

- District Department of Transportation (DDOT)

- Department of Disability Services (DDS)*

- Department of Human Services (DHS)

- Department of Energy and Environment (DOEE)

- Department of Employment Services (DOES)*

- Department of Small and Local Business Development (DSLBD)

- Department of Youth Rehabilitation Services (DYRS)

- Mayor's Office of Latino Affairs (MOLA)

- Office of Cable, Television, Film, Music and Entertainment (OCTFME)

- Office of the State Superintendent of Education (OSSE)*

- Public Charter School Board (PCSB)

- University of the District of Columbia (UDC)

While the District has not established any additional, state-specific performance measures to date, through this annual report process, agencies are identifying program-specific measures of success that will be taken into account. Ultimately, the goals for the annual report are to look comprehensively at successes (and areas of challenge) across agencies; to serve as a resource for District residents to identify relevant workforce opportunities; to provide transparency about how government spends money in workforce development; and to provide data to support continuous improvement.

(B) ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

See response in Section III. b. 4. A.

(C) PREVIOUS ASSESSMENT RESULTS

AJCs were reviewed by an independent third-party in 2021 as part of the process for AJC recertification determination. This review resulted in findings and recommendations based on onsite visits, website reviews, and document reviews. Based on the criteria outlined in the DC WIC's "Application for Certification of DC American Job Centers," each of the four AJCs met all criteria. However, opportunities for improvement were found, and the DC WIC will monitor and track progress.

One opportunity for improvement that addresses the need for virtual services resulting from the pandemic located partners (i.e., Trade Adjustment Assistance, University of the District of Columbia's (UDC) Perkins/Post-Secondary, Educational Opportunity Center, and the Senior Community Services Employment Program) are available to customers through referral and direct linkage and that staff have knowledge and the technology systems required to make direct linkage. The review team also recommended that all AJC site managers and staff be informed of the specific program goals of each partner to better align services. As a result of these findings, OSO performed staff retraining aimed at the opportunities for improvement identified in the report. The District's strategies under goals 1 and 2 in this plan reflect a more fundamental strategic response to the opportunities for improvement that were identified. Under strategy 1.1, the District will improve connections and coordination across program through developing a process and tools for assessment of customer needs and making referrals. Under strategy 1.2, the District will implement cross-training of staff to ensure that staff uniformly apply these shared tools and processes in a manner that meets each customer's needs.

As part of strategy 2.1, through development and distribution of career pathway maps, customers and the staff who assist them will better understand what resources are available and how to access those services and supports. Under strategy 2.2, the District will provide access to programs and services through virtual platforms. In addition, the District used the FY 2018 state plan modification process to assess information about core partner and one-stop partner effectiveness and incorporated that information into the FY 2018 plan modification strategies.

(D) EVALUATION

A key goal for the District's workforce system is to ensure that workforce services are 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 DC WIC will evaluate the overall effectiveness of the workforce system during Year 2 of the WIOA strategic plan implementation. The evaluation will identify inform progress that has been made and where the District needs to focus in the second half of the strategic plan period to make continued progress toward meeting its goals.

The DC WIC's Executive Committee has accepted the responsibility to review performance information and expenditures by each workforce system partner. The Executive Committee will perform this task on a quarterly and annual basis, identifying replicable best practices in the District, in the region and nationally. The Executive Committee will work with the outside evaluator to ensure that best practices identified by Labor and Education through their national evaluation efforts are carefully considered and inform the District's workforce system evaluation.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

(A) FOR TITLE I PROGRAMS

i. YOUTH ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 128(B)(2) OR (B)(3)

The District is a single state-local area, and accordingly does not distribute funds to local areas. DOES serves as the District's fiscal agent and distributes funds based on relevant policies set by the DC WIC to ensure compliance with federal law and alignment with business needs.

ii. ADULT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) OR (B)(3)

The District is a single state-local area, and accordingly does not distribute funds to local areas. DOES serves as the District's fiscal agent and distributes funds based on relevant policies set by the DC WIC to ensure compliance with federal law and alignment with business needs.

iii. DISLOCATED WORKER EMPLOYMENT AND TRAINING ACTIVITIES IN ACCORDANCE WITH WIOA SECTION 133(B)(2) AND BASED ON DATA AND WEIGHTS ASSIGNED

The District is a single state-local area, and accordingly does not distribute funds to local areas. DOES serves as the District's fiscal agent and distributes funds based on relevant policies set by the DC WIC to ensure compliance with federal law and alignment with business needs.

(B) FOR TITLE II

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

OSSE is the state's designated agency for adult education and literacy programs, and is responsible for administering WIOA Title II, Adult Education and Family Literacy Act (AEFLA) funds and providing program and performance oversight to grantees. OSSE uses a competitive

grant process to award multi-year grants to eligible providers to develop and deliver adult education within the District. An eligible provider is an organization that has demonstrated effectiveness in providing adult education activities to eligible individuals and may include: a local education agency; a community-based or faith-based organization; a volunteer literacy organization; an institution of higher education; a library; a public housing authority; a nonprofit institution with the ability to provide adult education and literacy services; a public or private nonprofit organization that is not described above and has the ability to provide adult education and literacy activities to eligible individuals; any other organization or entity; a consortium or coalition or agencies, organizations, institutions, libraries, or authorities described above; and a partnership between an employer and an entity described above. DC WIC has supported this work by supplementing WIOA Title II AEFLA funds with local taxpayer funds; this has enabled expansion of this program and furthered alignment between the two agencies.

Eligible providers are required to provide evidence of their ability to improve the skills of adults with low level literacy skills, English language learners, and institutionalized individuals. Data from OSSE's management information system (LACES) and local program monitoring data may be considered as evidence as to how the organization has met the State's negotiated performance measures for students at all levels.

OSSE monitors each eligible provider's performance via local program provider check-in sessions, desk reviews, monthly and quarterly reporting, and end-of-the year Final monitoring reviews. Based on OSSE's findings, eligible providers that meet federal, state and local accountability and reporting requirements are invited to apply for continuation funding for the subsequent grant year.

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

OSSE AFE ensures direct and equitable access for all eligible providers to apply for AEFLA grant funds. OSSE publishes a Notice of Funds Availability (NOFA) in the DC Register and the DC Office of Partnerships and Grant Services (OPGS) District Grants Clearinghouse, as well as on OSSE's website (www.osse.dc.gov), on the AFE Program website, and the OSSE School Year Grant Forecast.

All eligible applicants may submit applications, including certifications and assurances, using OSSE's web-based Enterprise Grants Management System (EGMS). Other information in the application includes a description of how funds awarded under the AEFLA will be spent and a description of any cooperative agreements the eligible provider has with other agencies, institutions or organizations for the delivery of adult education and family literacy activities. A panel of independent reviewers, external to OSSE, reviews and scores applications based on 13 considerations in section 231(e) of WIOA.

Upon completion of the review process, the panel makes recommendations for awards to OSSE AFE. Further, per WIOA, OSSE provides applications submitted by eligible providers in response to the RFA to the DC WIC for review prior to the selection of awardees. OSSE considers both the recommendations of the independent review panel and the DC WIC in making awards.

Eligible applicants are not required to apply for an AEFLA grant through another agency, as OSSE awards funding directly to the selected eligible providers. The application process has been designed so that it is clearly evident that the direct submission of an application to OSSE via EGMS is the only acceptable and non-negotiable method of applying for grant funds. OSSE requires all eligible providers for sections 231, 225, and 243 to use the same application process via EGMS to ensure that all applications are evaluated using the same rubric and scoring criteria.

OSSE further ensures that all eligible providers have direct and equitable access to apply for

AEFLA grant funds via the same grant announcement and application process. During the initial period of the grant submission process, any eligible agency that contacts OSSE with an interest in participating in the competition is provided necessary information. These approaches meet the specifications of AEFLA, thus satisfying the requirement that every effort be made to ensure direct and equitable access to eligible providers.

(C) VOCATIONAL REHABILITATION PROGRAM

This does not apply to the District as it has a combined State Vocational Rehabilitation Agency that provides services to all people with disabilities, including people who are blind or visually impaired.

6. PROGRAM DATA

(A) DATA ALIGNMENT AND INTEGRATION

As mentioned in Section III(b)(1), the District's core partners currently use independent systems for their program's case management and reporting activities. To make these management information systems interoperable and enhance data sharing among management information systems of the four core programs, the District will develop a common data dictionary for workforce definitions, data locations, and methods of measurement to promote core programs' data systems interoperability in support of data exchange for assessment and evaluation. The development and use of a consistent set of data elements (common measures) and formats for documenting content and structures makes data integration possible. The DC WIC has been upgrading the Data Vault system to align the provision of assessment, education, training and other related services by integrating data from core partner and community-based organizations to support streamline enrollment and service provision. It will also facilitate a warm hand-off and referral to other services with a built-in mechanism to track the enrollment, participation, progress, and outcomes associated with these referrals.

When fully implemented, the Data Vault will:

1) Facilitate the referral (electronically) of District residents to and from agencies for services;

2) Allow staff to schedule and register customers for assessments;

3) Filter programs based on customer interests, preferences and needs;

4) Link customers to programs and monitor their receipt of services;

5) Allow staff to upload, maintain and share customer eligibility documents;

6) Provide access to customer information and notifications to key staff:

7) Generate customer profiles;

8) Tracks customer participation, progress and outcomes;

9) Facilitate cross agency communication and collaboration for services for residents; and

10) Include a participant portal so jobseekers can access resources and services and support career coaching activities.

Ultimately, data sharing will improve coordination, service delivery, customer experiences and outcomes through the alignment of processes and resources.

The DC WIC-facilitates regular WIOA Data and Performance workgroup meetings with the representatives from each of the WIOA core partner agencies, the DC Council's Committee on Workforce Development, and the one-stop operator, to strategize regarding ways to develop, implement, and expand its use.

Employment data-sharing agreements are being formalized between core programs to ensure agencies can access employment and wage data required for WIOA performance measures. While only DOES has access to WRIS and UI data through implementation of the new federal SWIS agreement, OSSE and DDS do have access to the national and federal wage data associated

with this new initiative.

Additionally, the District is preparing for development of the forthcoming DC State Workforce Longitudinal Database (DC-SWLD), which will integrate elements from different data systems into a data warehouse and make the data available for analysis and reporting. The DC-SWLD project will include a comprehensive data gap analysis across all federally and state-funded workforce programs and initiatives. DC-SWLD will establish linkages to other data systems and develop a data warehouse to contain data pertaining to workforce and credentialing programs under DOES purview.

The DC WIC advises the Mayor, Council, and the District government on the development, implementation, and continuous improvement of an integrated and effective workforce investment system, including the alignment of technology and data systems. The DC WIC serves this role in part as a convener of workforce system stakeholders to facilitate continued Data Vault expansion through discussions and work groups. Ultimately, data sharing will align resources, improve reporting processes and outcomes, and enhance the consumer's experience. WIOA programs will work together more seamlessly.

DOES (Titles I and III), OSSE (Title II) and VR (Title IV) submit reports required under section 116, performance accountability separately. Each of the District agencies responsible for administering core programs has data systems in place that are able to track outcomes related to required WIOA performance metrics and store relevant information on case management and other activities as required for monitoring. Agencies will leverage DOES's access to the State Wage Interchange System (SWIS). As mentioned, data sharing agreements will be formalized to ensure employment data is accessible to agencies administering core programs.

Additionally, each WIOA core partner requires eligible providers that receive Title I, II, III and IV to: 1) Collect, enter, maintain and update student, staff and program data in the core partner agency's management information system; 2) Conduct follow-up activities to collect and report on the core outcomes achieved by all students who exited the program during the appropriate follow-up period; 3) Update and maintain student files/records and data in the core partner agency's management information system; 4) Conduct routine student folder checks; 5) Generate diagnostic search reports and resolve errors to ensure the validity and accuracy of data in each system; 5) Submit reports to the core partner agency by the requested deadlines; and 6) Engage in monitoring and continuous improvement activities that facilitate increased performance and accountability.

(B) ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

DOES and its staff utilize DC Networks for recording case management activities as well as performance outcomes of program participants. DC Networks tracks, predicts, and reports the core indicators of performance, including job placement rates, earnings, employment retention, skills gains, and credentials earned to ensure that federal performance standards are achieved for WIOA Title I and Title III Programs.

DOES will continue to carefully monitor state performance measures under WIOA. Quarterly and regular reports are shared with AJC staff throughout the year, so areas where performance is not meeting expectations may be identified and addressed.

OSSE will continue to lead the high school equivalency completion and postsecondary enrollment data through existing partnerships with GED Testing Services, CASAS for the National External Diploma, and the National Student Clearinghouse to determine student attainment of core indicators of performance. Additionally, OSSE has a data sharing MOA with DOES and is a party to the federal SWIS agreement to share information on student attainment of the core indicators of performance under WIOA associated with employment and wages.

Performance measures for the vocational rehabilitation program changed under WIOA. DDS/RSA will use the required six (6) indicators under WIOA (listed below) to measure Post-Program success of its participants. DDS RSA will use the SWIS (State Wage Interchange System) system to measure the success of long-term employment outcomes by looking at wages

and employment two (2) and four (4) quarters after successful exit of the program.

Additionally, DDS/RSA will continue to utilize the DC Data Vault to help capture Measurable Skills Gains as well as credential attainment of participants that are in postsecondary and/or vocational training programs. DDS/RSA will continue to ask WINTAC (Workforce Innovation Technical Assistance Center) to provide technical assistance as well as best practices exercises to help DDS/RSA meet, report, and achieve all WIOA performance indicators. Finally, DDS/RSA will continue to partner with the Workforce Investment Council and DOES on the Employer Engagement initiative to help measure DCRSA success in engaging businesses leading to more potential jobs, internships, and opportunities for clients. However, DDS/RSA will continue to utilize indicator "1.1 Annual Change in Employment Outcomes (the difference in the number of individuals exiting the VR Program who achieved an employment outcome during the current performance period as compared to the previous performance period)" at the state level while the administration develops a plan and strategy to transition the state expectations to align with the Federal WIOA standards listed below, to which grant funding and performance are based.

DDS/RSA will continue to take steps to improve performance on indicator 1.1 Annual Change in Employment Outcomes that existed prior to the passage of WIOA, which is an important method to assess DDS/RSA participant's success.

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

The Department of Employment Services Office of Unemployment Compensation is the designated UI agency for the District and required one-stop partner. The Division currently utilizes the UI Wage Record Database to validate information collected about WIOA program participants with respect to their Employment Rate at the second quarter after exit, median earnings, and Employment Rate at the fourth quarter after exit, as required by law. In addition to using UI wage data for performance monitoring and validation, DOES utilizes this data to support program evaluations.

The use of UI data has proven to be an invaluable resource for determining how and when District residents are connecting to employment after involvement in workforce programs. Additionally, the Office of Labor Market Information (LMI) reviews UI wage records each quarter to inform their research and findings related to high-demand occupations and industries in the District. LMI uses the information learned from the research and findings to create public products such as Hot Jobs listings, Private vs. Public Sector wages, occupational profiles, and industry and occupational projections.

(D) PRIVACY SAFEGUARDS

District agencies are strongly committed to maintaining the privacy of personal information and the security of their computer systems. With respect to the collection, use and disclosure of personal information, the District makes every effort to ensure compliance with applicable Federal law, including, but not limited to, the Privacy Act of 1974, the Paperwork Reduction Act of 1995, the Family Educational Rights and Privacy Act of 1974 (FERPA), the Health Insurance Portability and Accountability Act of 1996 (HIPAA), and the Freedom of Information Act (FOIA).

District leadership is aware that a key element of success to utilizing data across agencies for either improved customer service or improved measurement and tracking of outcomes is ensuring the integrity of all data and ensuring confidential data is treated as such. This is accomplished with various technical, physical, and administrative safeguards. Personnel handling these data are properly trained in all relevant regulations and the fundamentals of handling personal and confidential data. Access to data are limited to personnel who require access to carry out their daily job functions. Data are securely stored, transported, and otherwise technically and physically protected against unauthorized access. Technical safeguards such as network security, monitoring, firewalls, encryption, secure data transport mechanisms, etc. are in place to prevent unauthorized access to data.

7. PRIORITY OF SERVICE FOR VETERANS

The District places great importance on serving veterans and operates several programs that prioritize high quality service to veterans. The District adheres to "priority of service" guidance as prescribed by the JVSG and WIOA and as outlined in TEGL 3-15. Pursuant to requirements of section 4215 of title 38, U.S.C. and DC WIC policy, the priority mandate, with respect to any qualified DOL employment and job training programs, means that veterans and eligible spouses shall be given priority over non-covered persons for the receipt of employment, training, and placement services, notwithstanding any other provision of the law. If services or resources are limited, the veteran or eligible spouse receives access instead of or before the non-covered person. Staff has been trained on federal requirements and local policy.

Priority of Service signage is displayed at the AJCs. Upon entering a center, customers are asked several times whether they would like to claim veteran status. Priority of service messaging is included in AJC-related marketing materials and collateral.

All veterans/eligible persons who access our AJC's will receive an initial assessment at the point of entry to determine if they will be referred to a DVOP staff and or a WDS staff for service delivery. All veterans who at the time of assessment self-attest to any of the identified Significant Barriers to Employment (SBE) mentioned in the various Veteran Program Letters (VPL) will be referred to a DVOP staff for further assistance.

All eligible veterans and covered persons will receive priority of service and granted full access to any District program, workshop, resource and or funding in accordance with applicable laws regarding programs funded in whole or in part by the US DOL.

Monthly meetings are held between the DVET, JVSG Program Coordinator, and Associate Director of One-Stop Operations to ensure services to veterans are provided in accordance with the law. The JVSG Coordinator conducts regular monitoring reviews to assess compliance with the Priority of Service Policy, the DOES Office of Program Monitoring and Compliance conducts internal audits, and DOL performs an annual audit to assess compliance. Additionally, the District supports further coordination with other veteran-focused and veteran-serving organizations, including the Mayor's Office of Veterans Affairs, which serves as a coordinating body across the local government for resources and supports available to veterans.

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

All entities to which any WIOA Title I funding is extended (referred to as "recipients") must comply with the District of Columbia Nondiscrimination Plan. This includes (but is not limited to) core WIOA partners, other District government agencies receiving WIOA funding, the DC Workforce Investment Council, the District's one-stop operator, and service providers, such as eligible training providers, placement agencies, On-the-Job-Training employers, and Job Corps contractors. The District ensures that non-discrimination and equal opportunity provisions of WIOA are incorporated into all grants, agreements or similar applications for federal financial assistance under WIOA. Agreements for the procurement of supplies or services follow the District of Columbia Office of Contracting and Procurement (OCP) laws, regulations, and processes. OCP has representatives assigned to each agency, including the Department of Employment Services, which reviews all proposals and contracts. All WIOA Title I-related contracts, grants, memoranda of understanding, cooperative agreements, requests for proposals, job-training plans, and other WIOA-related arrangements must include an assurance that, "as a condition to the award of financial assistance" from the Department of Labor, the grant applicant assures that it has the ability to comply with the nondiscrimination and equal opportunity provisions of applicable laws and will remain in compliance for the duration of the award of federal financial assistance.

The District has designated a State Equal Opportunity (EO) Officer that is responsible for ensuring the equal opportunity provisions of WIOA are carried out. All recipients (as defined in the above paragraph) must appoint an EO Officer to carry out EO responsibilities, including

ensuring that the recipient complies with nondiscrimination requirements.

Physical and Programmatic Accessibility

All EO Officers will monitor WIOA programs and activities to ensure that qualified individuals with disabilities have an equal opportunity to participate through promoting program access, physical access, and effective communication. The District performs annual monitoring through desk and on-site reviews of recipients. Monitoring includes the following activities pertaining to compliance with accessibility for individuals with disabilities:

- Management and client interviews

- Staff awareness of nondiscrimination and equal opportunity laws

- Complaint files (if appropriate)

- Participant files

- Review of physical aspects of the site, including programmatic and architectural accessibility

- Observance of reception, intake, and assessment processes, if applicable, and whether these processes are accessible by individuals with disabilities and limited English proficient individuals

Monitoring also includes an inspection of facility accessibility based on the American Disability Act (ADA) Physical Access Checklist and ADA Accessible Design Checklist, as appropriate. At the conclusion of the monitoring review process, a determination letter is issued to the recipient identifying any areas in which the recipient is or could be out of compliance and any other areas of concern. Recommendations are included for corrective actions to improve upon areas of deficiency. The State EO Officer will follow procedures to obtain prompt corrective action and may apply sanctions for noncompliance.

The District ensures that communications with individuals with disabilities are as effective as communications with others to promote WIOA Title I programs and activities. The State EO Officer has published reasonable accommodations policies and procedures to promote nondiscriminatory delivery of aid, training, services, benefits, and employment for qualified individuals with disabilities.

The "Equal Opportunity is the Law" notice is provided in alternative formats (e.g., Braille, large print, Section 508-compliant electronic format, audio tape), and may be provided to visually impaired/blind customers upon request. The notice is read and/or explained to individuals with disabilities at intake, orientation, and at other regular points of interaction on request.

The District relies, in large part, on the State Relay system to communicate with persons who are deaf, speech impaired or hard of hearing. The dial-in number throughout the District, as with most states is "711." The number is listed on the EO notice and tagline, and other communications with the public. The District has found the State Relay system to be more user-friendly than the conventional TDD/TYY units, with no special equipment needed for either the caller or receiver, making calls to employers much simpler for job seeking customers with hearing or speech difficulties.

Staff Training and Support

The State EO Officer has a system of communication and is proactive in providing 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

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

DC WIC, DOES, DCPS, OSSE, UDC, and DCPCSB are under the oversight of the Deputy Mayor for Education (DME). This organization facilitates joint planning and coordination across these agencies. Agencies under the Office of the DME meet regularly and identify opportunities for collaboration and alignment.

As outlined in the response to Section III(a)(1) above, the DC WIC brings partners and stakeholders together through committees, subcommittees, task forces, and ad hoc meetings to plan and implement the District's workforce development system. Through the Career Pathways Task Force, DC WIC has brought together government agency partners, training and service providers, businesses, and other stakeholders to plan and implement a career pathways system for the District.

The one-stop operator also promotes planning and coordination across partners. Currently, the OSO holds weekly meetings with AJC partners to identify collaborative efforts, best practices, and areas for improvement. The objective of each effort to bring partners together is to improve information sharing to benefit case management, increase engagement and services, and coordinated efforts while preventing duplication of services. The DC WIC and OSO will continue to convene workforce development, education and social service providers to discuss, evaluate and develop joint intake, assessment, referral, and service delivery processes and tools.

Coordination of partners with postsecondary education in the District occurs through standing meetings attended by executive leadership of core partners, DHS, and UDC. These meetings promote a coordinated approach between workforce development and higher education in an effort to increase the District's capacity to provide quality, job-driven education and training opportunities.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The State Plan Assurances	Include?
1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts.	Yes
2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State Boards and local boards, such as data on board membership and minutes.	Yes
3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs.	Yes

4. The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or administrating the core programs, required one-stop partners and the other Combined Plan programs (if included in the State Plan), other primary stakeholders, including other organizations that provide services to individuals with barriers to employment, and the general public, and that the Unified or Combined State Plan is available and accessible to the general public; (b) The State provided an opportunity for review and comment on the plan by the State Board, including State agency official(s) for the Unemployment Insurance Agency if such official(s) is a member of the State Board.	Yes
5. The State has established, in accordance with WIOA section 116(i), fiscal control and fund accounting procedures that may be necessary to ensure the proper disbursement of, and accounting for, funds paid to the State through allotments made for the core programs to carry out workforce development activities.	Yes
6. The State has taken appropriate action to secure compliance with uniform administrative requirements in this Act, including that the State will annually monitor local areas to ensure compliance and otherwise take appropriate action to secure compliance with the uniform administrative requirements under WIOA section 184(a)(3).	Yes
7. The State has taken the appropriate action to be in compliance with WIOA section 188, Nondiscrimination, as applicable.	Yes
8. The Federal funds received to carry out a core program will not be expended for any purpose other than for activities authorized with respect to such funds under that core program.	Yes
9. The State will pay an appropriate share (as defined by the State board) of the costs of carrying out section 116, from funds made available through each of the core programs.	Yes
10. The State has a one-stop certification policy that ensures the physical and programmatic accessibility of all one-stop centers with the Americans with Disabilities Act of 1990 (ADA).	Yes
11. Service providers have a referral process in place for directing Veterans with Significant Barriers to Employment (SBE) to DVOP services, when appropriate.	Yes
12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor.	Yes

IV. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT, DISLOCATED WORKER, AND YOUTH ACTIVITIES UNDER TITLE I-B

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

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

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The District's policy (DC-WIGL-2018-001) for appeal by one-stop partners relating to determinations for infrastructure funding is as follows:

In the event that negotiations break down, the Office of the Deputy Mayor for Greater Economic Opportunity (DMGEO) is compelled to offer assistance to the DC WIC and the Partner(s) to help them reach a WIOA MOU agreement. The dispute resolution process is designed for use by the Partner(s) when unable to successfully reach an agreement necessary to execute the WIOA MOU. The District will also use this process for any dispute that arises after execution regarding interpretation and implementation of the WIOA MOU.

In the interest of prompt resolution of the dispute, the District requires that the action at each step of this procedure be done as soon as possible, but generally not later than the prescribed time limits. The time limit may be extended at the discretion of the DMGEO, in the event of unforeseen circumstances. Final decisions reached through these processes will not be precedent-setting or binding on future conflict resolutions unless they are officially stated in this procedure.

A disagreement is considered to reach the level of dispute resolution when an issue arises out of the development and negotiation of a WIOA MOU agreement that is not easily coming to a point of resolution. It is the responsibility of the DC WIC Board Executive Director (or designee) to coordinate the WIOA MOU Dispute Resolution Process to ensure that issues are being resolved in accordance with this policy. Any party to the WIOA MOU may seek resolution under this policy.

To formally start the dispute resolution process, the petitioner, who is the party seeking resolution, must promptly complete the Dispute Resolution Form provided in Attachment B and submit it electronically to the DC WIC Board Executive Director (or designee). It is the responsibility of the petitioner to notify all Parties to the WIOA MOU of the conflict. The DC WIC Executive Director (or designee) must notify the DMGEO of the conflict by electronically sending the completed Dispute Resolution Form.

Within fourteen (14) business days of receipt of the Dispute Resolution Form, the DMGEO will notify the DC WIC Executive Director (or designee) of a date where the DMGEO and DC WIC Executive Director, and appropriate staff will meet to discuss the conflict with appropriate Partners. Prior to the meeting, the DMGEO will investigate the conflict to obtain additional information or to clarify the facts presented.

After the meeting, and within seven (7) business days, the DMGEO will determine how the dispute shall be resolved.

2. STATEWIDE ACTIVITIES

The DC WIC's policy manual, which updates and replaces past policies established under WIA,

was approved at the July 20, 2016, DC WIC Executive Committee meeting. This manual includes policies governing the statewide workforce development system and the use of state funds for workforce investment activities. DC WIC staff update the manual based on WIOA regulations and DC WIOA working group discussions as needed. It is publicly posted on the DC WIC's website at https://dcworks.dc.gov/page/policy-and-technical-assistance. Although this process is in place, DC WIC staff are undertaking an overall review and development of an update to the Policy Manual as a result of the pandemic and need to change policies to ensure they address changes in economic conditions and support the needs of District residents and the business community.

The District will use its Governor's set aside funding to support DC WIC staff and operations, some DOES staff with responsibility for WIOA-related program administration, and to supplement other workforce development activities. The District will utilize Rapid Response funds and implement layoff aversion strategies as described below, including program procedures and descriptions:

Rapid Response (RR): Rapid Response is a proactive, employee-focused program designed to assist Dislocated Workers in transitioning into new employment opportunities. The goal of the RR program is two-fold: 1) provide resources to companies in both private and government sectors, and 2) respond to layoffs and closings by coordinating services and providing immediate aid to companies and their affected workers. In this regard, the program is beneficial to employees experiencing downsizing but is also geared to growing companies that need a pool of skilled workers who are readily available. Ultimately, RR services are designed to minimize the disruptions of companies and to maximize public and private resources for affected workers and communities associated with job loss.

The team responds within 48 hours of receiving notice of layoffs or closings and works quickly to coordinate services with the employer. The District follows federal guidelines under the Worker Adjustment and Retraining Notification (WARN) Act to trigger the delivery of services. Rapid Response delivers customized services on-site at or virtually for the affected company to accommodate work schedules and assists companies and affected the workers' transitions to workforce-related services.

Rapid Response services were most recently provided across employment sectors to include entertainment and hospitality, restaurant, and other private industry as invoked or requested. The RR team is an integral partner with the District's Deputy Mayor for Planning and Economic Development (DMPED) and the Department of Human Resources. These partnerships allow DOES to have an early warning of possible layoffs. Before reductions in force, layoff aversion strategies include the following:

- Prior to separation notices being issued, vacant positions are identified, and employees are reassigned to the positions determined as essential to the operation of the agency

- Positions are filled with temporary employees to perform essential work

- Positions are frozen when a reduction in funds is anticipated

- A budget deficit triggers the use of furloughs to reduce budget gaps and avoid employee separation, and

- Job sharing allows two employees to perform the work of one full-time employee.

Recommended layoff aversion strategies are to be discussed during the initial meeting with the employer. Typically, the employers will consider or have considered these options when the decision to have a reduction in force was made. Lay off aversion strategies are used more often in states that have production industries. The team will then establish linkages between firms that are reducing their workforce and firms expanding their workforce.

Trade Adjustment Assistance (TAA): Authorized by the TAA Act of 1974, TAA is a federal program providing reemployment services and benefits to workers who have lost their jobs or suffered a reduction of hours and wages as a result of increased imports or shifts in production outside of the United States. Workers may be eligible for training, travel allowance, subsistence allowance, job search assistance, relocation allowance, reemployment trade adjustment assistance, or trade readjustment assistance. Certified individuals may be eligible to receive one or more program benefits and services depending on what level of assistance is needed to return them to suitable, sustainable employment. Reemployment benefits include 80 percent of paid average weekly wage at the time of layoff.

For workers who experience job loss due to foreign trade or shifts in production, the Rapid Response team provides information on TAA, initiates trade petitions and informs employees of the benefits and services available if the company is certified as trade affected. A petition for TAA may also be filed by a group of three or more workers, their union, or other duly authorized representative. Although the services are available, the District rarely receives TAA requests. However, the District is poised to serve affected workers from other State Workforce Agencies and mandated to serve them per the federal mandate of benefits and services under the 2021 TAA Reversion.

The District may provide the following benefits to affected workers:

- Alternative Trade Adjustment Assistance (ATAA) and Reemployment Trade Adjustment Assistance (RTAA) - a wage subsidy for up to two years that is available to re-employed older workers and covers a portion of the difference between a worker's new wage and his/her old wage (up to a specified maximum amount).

- Training - classroom training, on-the-job training, and customized training designed to meet the needs of a specific employer or group of employers, apprenticeship programs, and more. Training may be approved on a full-time basis and is required in order to meet TRA eligibility requirements, provided all criteria are met to receive paid training.

- Relocation Allowances - provide reimbursement for approved expenses if you are successful in obtaining employment outside your normal commuting area for you to relocate to your new area of employment.

- Trade Readjustment Allowances (TRA) - income support available in the form of weekly cash payments to workers who are enrolled in a full-time training course and have exhausted their unemployment insurance.

- Job Search Allowances - may be payable to cover expenses incurred in seeking employment outside your normal commuting area. Job search allowances reimburse 90% of the costs of allowable travel and subsistence, up to a maximum of $1,250. An application for a job search allowance must be submitted before your job search begins, and within 365 days of your layoff or certification (whichever is later), or within 182 days after the conclusion of training.

Note: The District's TAA Program operates on an ad-hoc basis and applies for reserve funding as required due to not receiving regular funding.

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. WORK-BASED TRAINING MODELS

The District plans to expand investments in alternative training over the next five years, with a particular focus on on-the-job and incumbent worker training, led by TCS of DOES.

During the TCS discovery phase, an account executive is able to determine which work-based

training model will yield the type of result an employer is seeking. TCS is able to recommend a strategy and direction more effectively and can offer these services early in their customized recruitment/hiring plan.

With On-the-Job (OJT) training, eligible employers have an opportunity to train, mentor, and hire candidates who are not fully proficient in a particular skillset or job function. Through the OJT model, candidates receive the hands-on training necessary to increase their skills, knowledge, and capacity to perform the designated job function.

The OJT strategy ensures unemployed jobseekers have a chance to enter/ reenter the workforce through an Earn-While-You-Learn model. This streamlined approach developed between select employers and the Department of Employment Services (DOES), allows employers to be reimbursed at an established wage rate in exchange for the training provided to participating OJT candidates.

OJTs are designed to lead to long-term employment assuming workers meet the employer's workforce skills needs and are not meant to serve as a disincentive for local employers to take on full-time, unsubsidized employees, and DOES policies and process reflect this.

The rate of reimbursement for employers participating in the OJT strategy will be based on the designated category of the selected OJT candidate. The reimbursement rates are under review and thorough business engagement will be tested and revised as needed to ensure they are adequate to incentivize employers. The current categories and reimbursement rates are listed below:

Reimbursement Guidance 1 - Employer

- Category 1 - 50% Reimbursement
- Larger Companies (Number of Employees: 100 or more)
- Category 2 - 75% Reimbursement
- Small to Mid-size companies (Number of Employees: 99 or less)

Note: The employer will receive the higher percentage amount from Guidance 1 and 2, even if the candidate falls into a lower percentage rate.

Reimbursement Guidance 2 - Participant

- Category 1 - 50% Reimbursement
- Participant is job ready with significant work experience or skillsets and/or some post- secondary education.
- Category 2 - 75% Reimbursement
- Participant is job ready with limited work experience or skillsets, possesses a high school diploma or GED.

Other qualifiers include one of the following:

- Youth ages 18 - 24
- Seniors 55 years or older
- Returning citizens
- Individuals with disabilities
- Chronically unemployed
- Homeless veterans
- Does not possess a high school diploma or GED

- Or is not job ready but possesses the desire to work.

OJT candidates will be assessed to determine their capacity to fulfill the requirement of the job they are interested in pursuing. The results of the assessment will be used to place the candidate within one of the identified categories. The training instruction and the length of OJT will be determined by the employer or identified industry standards for the particular job function. The agency will use a nationally recognized assessment tool such as Prove It or Career Ready 101 , to gauge the candidate's level of proficiency. Utilizing these tools will aid the case manager, candidate, and employer in creating an individualized OJT plan that increases the jobseeker's proficiency level.

OJT positions must be full-time and must provide an hourly wage that meets the District of Columbia's living wage level and does not exceed the District's average wage for the participant, with evidence that the participant is on a career pathway towards a higher paying job. However, waivers are allowable for individuals with disabilities as well as older workers (55 years and older). Exceptions include a job opportunity that is appropriate to the customer's needs and skill acquisition that meets the occupational qualifications, but the starting wage does not meet the $15.00 per hour wage. Then an OJT contract can be written for a lower hourly rate in consideration of the participant's extraordinary limitations and/or barriers.

2. REGISTERED APPRENTICESHIP

The District of Columbia is currently recognized by the US Department of Labor to operate as a State Apprenticeship Agency pursuant to Title 29 CFR, part 29.13, and has been since 1946. In 1978, the District of Columbia established a local mandatory apprenticeship law (D.C. Law 2-

156)   that requires contractors, who are awarded contracts to perform work on District government-assisted construction projects, to register apprenticeship programs with the District of Columbia. The law was amended in 2004 to require a minimum of 35% apprenticeship hours on all government assisted projects to be performed by DC residents. Any contractor who fails to comply with the amended apprenticeship law is subject to a fine of 5% of direct and indirect labor cost of their contract amount. D.C. Official Code § 32-1431(c)(1). Since the amended law took effect in 2005, there was an immediate impact on the percentages of DC residents employed on District government assisted projects. The results of the amended apprenticeship law continue to be evidence of its effectiveness in generating apprenticeship opportunities for residents on many major city projects:

- Martin Luther King Library – 112,003.39 apprenticeship hours worked, 67,671.14 or 60.42% apprenticeship hours performed by DC residents.

- Maury School – 17,898.39 apprenticeship hours, 11,944.39 or 66.74% apprenticeship hours performed by DC residents

- Maple View Flats – 12,440.09 apprenticeship hours, 8,372.89 or 67.31% apprenticeship hours performed by DC residents

- Boone Elementary School – 16,975.50 apprenticeship hours, 12,533 apprenticeship hours performed by DC residents.

To complement its long history of apprenticeship programs in the construction industry, the District of Columbia continues to succeed in its expansion efforts to add more non-traditional sectors as apprenticeship career options. These efforts resulted in five (5) new non-traditional registered apprenticeship programs in the hospitality and allied health industries during FYs 20-21. In FY21 OAIT registered two (2) healthcare apprenticeship sponsors in the occupations of medical assistant, pharmacy technician, phlebotomy technician, medical coder, and advance certified nursing assistant. OAIT and the YAAC will be working together to connect the health

care apprenticeship programs with participating DC Public School/DC Public Charter Schools that offer healthcare CTE training that will connect those students to registered apprenticeship in the healthcare industry during FY-22-23.

DOES continues to expose youth to Apprenticeship as early as middle school through the Marion Barry Summer Youth Employment Program and other locally funding pre-apprenticeship opportunities through Year-Round Program partnerships with DCPS and DCPCS (including but not limited to Luke C. Moore, IDEA PCS, Thurgood Marshall, Ballou STAY High School and more). For over three years DOES has offered 100 young people in the MBSYEP the opportunity to connect with Pre-Apprenticeship and Registered Apprenticeship Programs (RAPS) to gain exposure and first hand training opportunities that led to full-time apprenticeship placements at the end of the 6 week program.

Along with previous government programs prior to legislation, during FY 20 -Present, the District was successful in the roll out of the "Pathway to District Government Career Amendment Act of 2018". The amendment allows partnerships between the Department of Human Resources and DC Public High Schools to promote pathways to government employment to DC high school graduates, who are DC residents with consideration priority for entry level govern jobs as apprentices. Under the Department of Human Resources registered program, DC registered three (3) new District government agencies for DC resident employees to participate in apprenticeship programs. The District agencies include: Department of Human Resources (DCHR), Department Healthcare finance, Department of Employment Services and Department of Parks and Recreation. The occupation areas include, information technology, administrative assistant, human resource assistant, medical coder, etc. There are other District government agencies in which apprenticeship can be implemented. Expanding the apprenticeship system to include more programs in District government agencies will increase and retain more DC residents in its workforce and reduce the need to seek skilled workers from outside of Washington, DC when existing seasoned workers retire. DOES and the Department of Employment Services continues to expand the government apprenticeship program offerings in the future years ahead.

There are other District government agencies in which apprenticeship can be implemented. Expanding the apprenticeship system to include more programs in District government agencies will increase and retain more DC residents in its workforce and reduce the need to seek skilled workers from outside of Washington, DC when existing seasoned workers retire. Examples of other DC agencies, in which apprenticeship can be implemented in occupations certified by the Department of Labor:

- Department of Transportation - equipment operator
- DC Public Schools - teacher aide; this is an area in which a high school graduate can enter as an apprentice, while taking college courses at UDC towards eventually earning a degree in education or certification in child care. This could also assist residents participating in TANF.
- Office of the Chief Technology Officer (OCTO) in information technology
- Other apprentice-able occupations in the health-care field can be applied to Washington, DC's hospital such as, medical assistant, medical laboratory technician, medical coder, and nurse assistant.
- Apprenticeship can also be implemented for DC Fire and Emergency Medical Services Department in the area of Emergency Medical Technician (EMT). The related instruction for the occupation can be held at UDC.

The Career Pathways Task Force and other partner-led initiatives has added new agencies— Department of Parks & Recreation, Department of Healthcare Finance, Department of Human

Resources and Department of Employment Services—as registered programs under DCHR's registered apprenticeship program approved in FY20. DOES has convened with education, workforce, and economic development partners such as, businesses and industry intermediaries. The partnerships and planning sessions have been purposed to better align systems and increase resident accessibility to pathways and earn-as-you-learn opportunities, including apprenticeship, in both traditional and non-tradition industry sectors.

DOES currently leverages federal, state, and private resources to develop registered apprenticeship programs, to provide general tuition assistance, and to support enrolled registered apprentices with supportive services. DOES encourages the enrollment of registered apprentices in WIOA and ensures registered apprentices consistently have the opportunity to enroll throughout their participation. Strategies to support registered apprentices through OJT and ITAs have also been developed. Private resources have been and will continue to be used in the development of employer-based apprenticeship programs. Local grants have been utilized for pre-apprenticeship training in both construction and non-construction industries.

The DOES Office of Talent and Client Services, in conjunction with the OAIT, continues to serve as the primary connection to assist residents in entering registered apprenticeship programs and positions. To ensure the inclusion of underrepresented groups in these efforts, DOES currently has referral partnerships with IDEA Charter School, DC Public Schools, the American Job Centers, The Office of Youth Programs, Division of State Initiatives, Community Based Organizations (CBOs) that service TANF and Food Stamp Employment and Training program (FSET) participants, and various workforce programs throughout the District. To further increase inclusion, DOES has actively identified and met with agencies and organizations committed to serving women, veterans, individuals with disabilities, communities of color, and economically disadvantaged groups.

3. TRAINING PROVIDER ELIGIBILITY PROCEDURE

The DC WIC sets policies related to eligible training providers (ETP), including the procedure, eligibility criteria, and information requirements for determining training provider initial and continued eligibility, including Registered Apprenticeship programs and the use of federal funds for training under WIOA, including through individual training accounts (ITA). They can be found at https://dcworks.dc.gov/page/policy-and-technical-assistance.

The District's Eligible Training Provider List (ETPL) policy and procedures is being updated to ensure compliance with federal regulations and to reflect efforts in recent years to strengthen the program and processes to approve and manage the ETPL. The DC WIC plans to publish this policy in the first half of the 2022 calendar year.

4. DESCRIBE HOW THE STATE WILL IMPLEMENT AND MONITOR THE PRIORITY FOR PUBLIC ASSISTANCE RECIPIENTS, OTHER LOW-INCOME INDIVIDUALS, AND INDIVIDUALS WHO ARE BASIC SKILLS DEFICIENT IN ACCORDANCE WITH THE REQUIREMENTS OF WIOA SEC. 134(C)(3)(E), WHICH APPLIES TO INDIVIDUALIZED CAREER SERVICES AND TRAINING SERVICES FUNDED BY THE ADULT FORMULA PROGRAM

Pursuant to Sec 134(c)(3)(E) of WIOA, DOES has developed a policy and procedures to ensure priority of Adult and Dislocated Worker training and employment services for those job seekers that are veterans, receiving public assistance, low-income, or are determined to be basic skills deficient.

As outlined in TEGL 3-15, the priority of service for WIOA Adult and Dislocated Workers in the District is as follows:

1st Priority - Covered persons (veterans and eligible spouses) who are:

- Low income [as defined by WIOA Sec. 3(36)], or
- Recipients of public assistance, or
- Who are basic skills deficient.

2nd Priority - Individuals (non-covered persons) who are:
- Low income [as defined by WIOA Sec. 3(36)], or
- Recipients of public assistance, or
- Who are basic skills deficient.

3rd Priority - Veterans and eligible spouses who are:
- Not low income, and
- Not recipients of public assistance, and
- Not basic skills deficient.

4th Priority - Individuals (non-covered persons) who do not meet the above priorities may be enrolled. These individuals are:
- Not veterans or eligible spouses, and
- Not low income, and
- Not recipients of public assistance, and
- Not basic skills deficient.

During enrollment into WIOA, Workforce Development Specialists (WDSs) are required to determine each customer's Priority of Service level and mark the priority level on the Priority of Service Determination form that must be signed by the WDS. During virtual or remote appointments customers are still identified according to priority of service and veterans status is checked. Additionally, during the AJC virtual orientation customers are asked about whether they are veterans or not. Those identified as Veterans are referred to services first.

The backside of this determination form also provides details on how low-income status should be determined under WIOA. This low-income definition includes: the various forms of public assistance receipt; the current Federal Poverty Line (based on guidelines released by the Department of Health and Human Services) and 70% of Lower Living Standard Income Levels (LLSIL, released by DOLETA) based on different family/household sizes; homeless individuals; foster children; and all low-income individuals with disabilities regardless of their family/household income.

In the District, basic skills deficiency is determined by using the eCASAS test and defined as having reading and/or math scores at or below the 8th-grade level. Customers receiving public assistance are asked to provide documentation, which is included in the customer's folder.

The Priority of Service Determination form is stored in the customer's file, and if applying to enroll in training services, the customer's training folder as well. Workforce Development Specialists are required to identify the participant's Priority of Service level on the customer folder tab—as P1, P2, P3, or P4—along with last name, first name, and last four of their SSN. This labeling process is to ensure that when customer files are in the process of review and approval for services (such as training), the Priority of Service is always followed.

A priority of Service is covered in the training for new Workforce Development Specialists and other AJC staff and will continue to be emphasized and communicated in upcoming and ongoing professional development and WIOA training sessions at all AJCs.

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS

<p style="text-align:center">BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS</p>

Per Mayors Order 2018-076, the Mayor of the District of Columbia has designated DOES as the WIA administrator and delegates all decision-making authority to the Agency Director. Based on this law the Director of DOES has the authority to transfer said funds.

C. WITH RESPECT TO YOUTH WORKFORCE INVESTMENT ACTIVITIES AUTHORIZED IN SECTION 129 OF WIOA—

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS OR CONTRACTS FOR YOUTH WORKFORCE INVESTMENT ACTIVITIES AND DESCRIBE HOW THE LOCAL BOARDS WILL TAKE INTO CONSIDERATION THE ABILITY OF THE PROVIDERS TO MEET PERFORMANCE ACCOUNTABILITY MEASURES BASED ON PRIMARY INDICATORS OF PERFORMANCE FOR THE YOUTH PROGRAM AS DESCRIBED IN SECTION 116(B)(2)(A)(II) OF WIOA IN AWARDING SUCH GRANTS OR CONTRACTS.[11]

The District's Department of Employment Services, Office of Youth Programs sets policies related to the awarding of grants and contracts for youth workforce activities and methods to take into consideration the ability of the providers to meet performance accountability measures based on primary indicators of performance in awarding funds. DOES selects providers of youth services via a competitive solicitation process to determine a vendor that can administer the WIOA Youth program through federal and local policies and additional DC WIC oversight.

DOES's Request for Qualifications (RFQ) for Youth providers is reviewed and modified as necessary every program year to reflect the new performance accountability measures and eligibility requirements for ISY and OSY under WIOA. Service providers are required to demonstrate their service strategy through their proposals that identify a clear path for every participant to attain WIOA performance accountability measures.

The plan must identify innovative career pathways that include education and employment goals with appropriate services to meet those goals. The service strategy should include an initial objective assessment that highlights the youth's basic skills, occupational skills, work experience, interests, academic levels, skill levels, case management needs and other details that will pinpoint the youths plan for completing the programs. Youth providers will also develop a follow up plan to continually engage youth to ensure that they maintain outcomes from the programs such as unsubsidized employment or post-secondary education. All services provided to the youth must be documented via case notes through VOS to demonstrate engagement and progress leading towards the WIOA performance accountability measures and weekly timesheets that verify participation and provide specifics of the activity.

Upon contract award, all youth will be trained on Personal Identifiable Information, Federal Tax Information and the DC Networks Virtual One Stop (VOS) system. VOS is the system of record to accurately account for enrollments, updates to service strategies, assessments, literacy and numeracy gains, participant activities, status changes, and outcomes. Maintaining case notes of participant contact, interactions, and activities of the participant, progress, and methods to resolve barriers, is important documentation that provides a record of services. Accurate and timely data entry in VOS is required to ensure mandated accountability for performance indicators on both a federal, state and local level, in addition to individual providers.

All WIOA Title I Youth activities for ISY and OSY will be delivered by contracted vendors via Human Care Agreements (HCA) after responding to a Request for Qualifications (RFQ) outlining the details of their program and service strategy. In addition to requirements regarding performance accountability detailed above, service providers must also describe how the fourteen program elements are included in their service strategy, their methodology for providing those program elements. Contractors will demonstrate the ability to enhance design, coordinate and deliver year-round activities and services for WIOA eligible youth that promote:

- Earning a high school diploma or GED

- Preparation for postsecondary education and training

- Career preparation

- Work-based learning

- Employment in demand driven occupations

- Earning postsecondary credentials

- Basic Skills Proficiency

- Occupational skills training that leads to credential attainment

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ACHIEVE IMPROVED OUTCOMES FOR OUT-OF-SCHOOL YOUTH AS DESCRIBED IN 129(A)(1)(B), INCLUDING HOW IT WILL LEVERAGE AND ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

As noted in Section II(c) - State Strategy, Washington, DC's strategies for supporting youth are focused on ensuring that the District's full range of programs are coordinated with WIOA Youth activities. Over the last 40 years, the Marion Barry Summer Youth Employment Program (MBSYEP) has served as the District's local youth workforce development program. The MBSYEP is a program for youth ages 14-24 to gain workforce development skills and exposure that leads to steps toward the working middle class. To help drive higher enrollment in the year-round WIOA Youth program - a key challenge the District is working to address - DOES's Office of Youth Programs (OYP) will use the applicant pool from MBSYEP to recruit youth for the WIOA programs. In addition to the MBSYEP, the District's Middle School Exploration program serves youth 11-14, offering resume building, emerging career fields, and continuing opportunities within the Office of Youth Programs. The Office of Youth Programs stays connected with these youths so they can successfully transition to MBSYEP and other federal and local youth programs.

OYP uses innovative strategies to keep youth engaged and connected, including social media, 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. Intake sessions have a hybrid approach. Individuals are able to be seen remotely and in-person. Sessions are scheduled utilizing the DOES Scheduling Tool and available to the public via DOES.DC.GOV. Vendors have adapted and are required to follow the District's policies and protocols during a Health Emergency/Pandemic.

Closeout meetings and focus groups with youth and service providers are conducted to request feedback on the DOES OYP experience, services offered and ways to increase effectiveness.

3. DESCRIBE HOW THE STATE WILL ENSURE THAT ALL 14 PROGRAM ELEMENTS DESCRIBED IN WIOA SECTION 129(C)(2) ARE MADE AVAILABLE AND EFFECTIVELY IMPLEMENTED, INCLUDING QUALITY PRE-APPRENTICESHIP PROGRAMS UNDER THE WORK EXPERIENCE PROGRAM ELEMENT. [12]

All WIOA Title I Youth activities for ISY and OSY are delivered by contracted service providers. Each contract describes how the fourteen youth program elements are available to every youth registrant. The District is meeting with key labor organizations including the Building Trades Council, Unite Here! (the hospitality and culinary industry), Local 1191 (health care jobs) and the Communication Workers to expand existing partnerships and to create new partnerships that lead to youth entering pre-apprenticeships programs. Participants are then able to transition to Apprenticeship Programs that will lead to credential attainment and/or unsubsidized employment. The Office of Youth Programs will continue to use a competitive procurement process to identify service providers that tie to and partner with pre- apprenticeship programs.

4. PROVIDE THE LANGUAGE CONTAINED IN THE STATE POLICY FOR "REQUIRING ADDITIONAL ASSISTANCE TO ENTER OR COMPLETE AN EDUCATIONAL PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR OUT-OF-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(B)(III)(VIII) AND FOR "REQUIRING ADDITIONAL ASSISTANCE TO COMPLETE AN EDUCATION PROGRAM, OR TO SECURE AND HOLD EMPLOYMENT" CRITERION FOR IN-SCHOOL YOUTH SPECIFIED IN WIOA SECTION 129(A)(1)(C)(IV)(VII). IF THE STATE DOES NOT HAVE A POLICY, DESCRIBE HOW THE STATE WILL ENSURE THAT LOCAL AREAS WILL HAVE A POLICY FOR THESE CRITERIA.

According to the Unified State Plan, the policy "requires additional assistance to enter or complete an educational program, or to secure and maintain employment" criterion specified in WIOA sections 129(a)(1)(B)(iii)(VIII) and 129(a)(1)(C)(iv)(VII) and for "requiring additional assistance to complete an education program, or to secure and hold employment" criterion for in-school youth specified in WIOA section 129(a)(1)(C)(iv)(VII).

The DC WIC in WIGL–2017-002 established guidance for identifying out-of-school youth "requiring additional assistance." The policy focuses on youth who have one or more of the following serious barriers to employment:

- Incarcerated parent,
- Victim of violence,
- Behavior problems at school,
- Family literacy problems,
- Domestic violence,

- Substance abuse,

- Chronic health conditions,

- One or more grade levels below appropriate for the age of the student,

- Attending a school that is currently "failing" as identified by the federal or District school accountability system, or

- Lives in, or attends school in, an identified high-crime area.

5. INCLUDE THE STATE DEFINITION, AS DEFINED IN LAW, FOR NOT ATTENDING SCHOOL AND ATTENDING SCHOOL AS SPECIFIED IN WIOA SECTION 129(A)(1)(B)(I) AND SECTION 129(A)(1)(C)(I). IF STATE LAW DOES NOT DEFINE "NOT ATTENDING SCHOOL" OR "ATTENDING SCHOOL," INDICATE THAT IS THE CASE AND PROVIDE THE STATE POLICY FOR DETERMINING WHETHER A YOUTH IS ATTENDING OR NOT ATTENDING SCHOOL.

There are currently no laws in the DC Code that define "not attending school" or "attending school."

The DC WIC adopted WIGL-2017-002 on January 24, 2017, which covers Youth Program Eligibility and which references the District's statutory definition of attending and not attending school. The WIGL contains the following language:

"District law defines a school in the District of Columbia Public Schools system as a public charter school, an independent school, a private school, a parochial school, or a private instructor. For purposes of WIOA, DOL does not consider providers of Adult Education under Title II of WIOA, Youthbuild programs, and Job Corps programs to be schools. Therefore, WIOA youth programs may consider a youth to be out-of-school for purposes of WIOA youth program eligibility if he/she is attending Adult Education provided under Title II of WIOA, Youthbuild, or Job Corps."

The WIGL also states that if a given youth is enrolled in school "but did not attend the last school year calendar quarter" the youth is considered to be out-of-school. The District's compulsory education laws require children between the ages of 5 and 18 to attend school. "School year" means the period from the opening of regular school programs, typically in September, until the closing of regular school programs, typically in June.

6. IF USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE STATE DEFINITION WHICH MUST FURTHER DEFINE HOW TO DETERMINE IF AN INDIVIDUAL IS UNABLE TO COMPUTE OR SOLVE PROBLEMS, OR READ, WRITE, OR SPEAK ENGLISH, AT A LEVEL NECESSARY TO FUNCTION ON THE JOB, IN THE INDIVIDUAL'S FAMILY, OR IN SOCIETY. IF NOT USING THE PORTION OF THE DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INDICATE THAT IS THE CASE.

The District does not intend to use the basic skills deficient definition contained in WIOA Section 3(5)(B) for its WIOA youth program. The District will use WIOA Section 3(5)(A), which states as follows:

"Basic skills deficient": The term "basic skills deficient'' means, with respect to an individual- (A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test."

The District intends to use the CASAS exam as its standardized test of record. The agencies that comprise this unified plan are working toward completing a comprehensive MOU, and this comprehensive MOU will include uniform CASAS standards and procedures across all WIOA-funded programs, including a definition of Basic Skills Deficient. However, the DC WIC will evaluate this policy to ensure that the use of the CASAS exam does not pose a barrier for participants who can otherwise demonstrate basic skills proficiency by other means.

D.

E. SINGLE-AREA STATE REQUIREMENTS

1. ANY COMMENTS FROM THE PUBLIC COMMENT PERIOD THAT REPRESENT DISAGREEMENT WITH THE PLAN. (WIOA SECTION 108(D)(3).)

2. THE ENTITY RESPONSIBLE FOR THE DISBURSAL OF GRANT FUNDS, AS DETERMINED BY THE GOVERNOR, IF DIFFERENT FROM THAT FOR THE STATE. (WIOA SECTION 108(B)(15).)

3. A DESCRIPTION OF THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES AND SUCCESSFUL MODELS, INCLUDING FOR YOUTH WITH DISABILITIES. (WIOA SECTION 108(B)(9).)

Public comments that were received during the public comment period are shown in the Appendix.

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

Because the District has only one local workforce investment area, the following local plan information is required to be included in the WIOA Plan. DOES's Office of Youth Programs (OYP) provides an array of programs and services designed to target and engage youth from ages 14-

The services offered by both DOES OYP and its providers are described in Table 25.

Table 25: *Services Offered by both DOES OYP and its Providers*

Service	Description
Outreach/ Recruitment/ Eligibility	DOES conducts outreach and recruitment and verifying participant eligibility. DOES makes program referrals of eligible youth via in-person community events, virtual meetings via the web based scheduling tool located on the DOES websites, working closely with our vendors who conduct community outreach for their respective programs and continued connections with partner agencies such as OSSE, DHS, and CFSA. Providers are contracted to perform outreach and recruitment activities. Providers may support youth with the collection of eligibility documents and for their timely submission to DOES. DOES will be responsible for determining and documenting participant eligibility prior to WIOA program enrollment. Providers are required to maintain all program documentation and ensure that DOES receives all required program updates through the regular entry of data in the system.
Intake/Assessment	DOES will conduct the initial intake process to include conducting intake interviews and the initial objective assessment. DOES will coordinate with partner agencies to collect pre-existing assessment data. Providers will be offered training and technical assistance to conduct the initial objective assessment as appropriate. Providers will be responsible for conducting assessments to measure progress throughout the duration of the program.
Referrals	DOES will be responsible for making the official referral to an eligible service provider. This does not prevent providers from conducting outreach and recruitment of participants, however, the provider may not enroll a participant until DOES has deemed that participant is eligible and made the appropriate referral.

Case Management/ISS Development	Case Management is the foundation of the service delivery in the workforce system and is effectively managed by the provider Case Manager and DOES. Comprehensive case management includes the development of Individual Service Strategies (ISS), follow-up services, case note updates, and on-going file maintenance. DOES will be responsible for ensuring that the provider maintains a comprehensive case file per youth. The Individual Service Strategy (ISS) is developed in conjunction with the youth participant, Case Manager, and educational counselor in an effort to establish a concise path towards meeting educational/occupational goals.
Program Services	The provider is responsible for ensuring program services are effectively developed, delivered, and made readily accessible to all referred youth participants. Providers will be required to demonstrate how their program meets the fourteen (14) required program elements under WIOA. However, providers will not necessarily be responsible for delivering all 14.
Placement of Jobs or Continuing Education	The provider is responsible for establishing internship opportunities for work-based learning experience and/or facilitating the development of professional development skills for each participant.
Follow-Up/Exit	Youth service providers are responsible for maintaining twelve (12) months of follow-up services for the youth participants. DOES and the provider work collaboratively to ensure a successful exit is completed and captured in the Virtual One-Stop System. DOES will work to ensure that all program participants have access to the array of services and programs that are part of its youth and adult workforce systems and of the District's larger workforce development system.

4. A DESCRIPTION OF THE ROLES AND RESOURCE CONTRIBUTIONS OF THE ONE-STOP PARTNERS

Cost Allocation Methodology and Steps to Reach Consensus:
The DC WIC facilitated partner meetings on November 20, 2017, January 5, 2018, and October 3, 2018, and worked with partners to achieve consensus regarding the basis for allocating costs. In the process, DC WIC identified and described several potential bases for cost allocation, and ultimately recommended the basis chosen by the partners because it seemed to most appropriately allocate costs across the partners.

The methodology for equitable distribution of costs associated with the Infrastructure Funding Agreement (IFA) will be the proportion of partners' staff FTEs among all staff at the AJC based on actual number of hours worked. The existing FTE basis for allocation skews the distribution of costs, depending on how the IFA partners source their personnel. The DOES/Office of the Chief Financial Officer (OCFO) will allocate costs based on each IFA partner's proportional share of total monthly hours worked, which aligns with all other cost allocation bases utilized for American Job Center operations. The DC WIC has published a policy on its website which details the cost allocation methodology and the guidance used in finalizing this agreement. (DC WIGL-2018-001)

The DC WIC contracted with a firm in 2021 to assist with developing a new IFA methodology and negotiate a new MOU. In the short-term, partners are using the current IFA with a new methodology to be implemented in 2022.

One-Stop System Services:
WIOA establishes two levels of employment and training services for adults and dislocated workers: career services and training services.

Career Services: Career services for adults and dislocated workers are available at all DCAJCs. USDOL has identified three types of career services:

- Basic career services;
- Individualized career services; and
- Follow-up services

Basic Career Services: Basic career services must be made available and, at a minimum, must include the following:

- Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs;

- Outreach, intake (including worker profiling), and orientation to information and other services available through the local workforce system;

- Initial assessment of skills levels, including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and support service needs;

- Labor exchange services, including:
  - job search and placement assistance, and, when needed by an individual, career counseling, including the provision of information on nontraditional employment and in-demand industry sectors and occupations; and
  - appropriate recruitment and other business services on behalf of employers, including information and referrals to specialized business services not traditionally offered through the local workforce system;

- Provision of referrals to and coordination of activities with other programs and services, including programs and services within the local workforce system and, when appropriate, other workforce development programs;

- Provision of workforce and labor market employment statistics information, including information relating to local, regional, and national labor market areas;

- Provision of performance information and program cost information on eligible providers of training services by program and provider type;

- Provision of information, in usable and understandable formats and languages, about how the Board1 is performing on local performance accountability measures, as well as any additional performance information relating to the local workforce system;

- Provision of information, in usable and understandable formats and languages, relating to the availability of support services or assistance, and appropriate referrals to those services and assistance;

- Provision of information and assistance regarding filing claims for unemployment compensation, by which the Board must provide assistance to individuals seeking such assistance.

- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.

Individualized Career Services: Individualized career services must be made available if determined to be appropriate in order for an individual to obtain or retain employment. These include the following services:

- Comprehensive and specialized assessments of the skills levels and service needs of adults and dislocated workers; Section 134(c)(2) and (c)(3) list the required local employment and training activities. To satisfy some of these requirements, the use of

assessments is necessary. To avoid duplication of services, WIOA allows the use of previous assessments from another education or training program. The previous assessments must be determined to be appropriate by AJCC representatives and must have been completed within the previous six months

- Development of an individual employment plan to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including information regarding eligible training providers;

- Group counseling;

- Individual counseling;

- Career planning;

- Short-term prevocational services, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training;

- Internships and work experience that are linked to careers;

- Workforce preparation activities;

- Financial literacy services as described in WIOA §129(b)(2)(D);

- Out-of-area job search and relocation assistance; and

- English language acquisition and integrated education and training programs.

Follow-up Services: These services must be made available, as appropriate (including counseling regarding the workplace) for participants in adult or dislocated worker activities that are placed in unsubsidized employment for a minimum of 12 months after the first day of employment.

Training Services: WIOA is designed to increase participant access to training services. Training services are provided to equip individuals to enter the workforce and retain employment.

Examples of training services include:

- Occupational skills training, including training for nontraditional employment;

- On-the-job training (OJT), including registered apprenticeship;

- Incumbent worker training in accordance with WIOA §134(d)(4);

- Workplace training and cooperative education programs;

- Private sector training programs;

- Skills upgrading and retraining;

- Entrepreneurial training;

- Transitional jobs in accordance with WIOA §134(d)(5);

- Job readiness training provided in combination with other training described above;

- Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, in combination with training; and

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

WIOA clarifies that there is no sequence of service requirement in order to receive training. However, DOL has indicated that, at minimum, to be eligible for training, an individual must receive an interview, evaluation, or assessment and career planning or any other method through which the one-stop operator/partner can obtain enough information to make an eligibility determination for training services. Where appropriate, a recent interview, evaluation, or assessment may be used for the assessment purpose.

Business Services: The District's AJCs are part of a business-focused system. Examples of system services to serve business customers include:

- Customized screening and referral of qualified participants in training services to employers

- Customized employment-related services to employers, employer associations, or similar organizations on a fee-for-service basis that are in addition to labor exchange services available to employers under the Wagner-Peyser Act

- Work-based learning activities, including incumbent worker training, Registered Apprenticeship, transitional jobs, on-the-job training, and customized training.

- Activities to provide business services and strategies that meet the workforce investment needs of employers, as determined by the Board and consistent with the local plan.

Required American Job Center Partner Activities and Integration:

One-Stop/AJC Partner Program	District Agency/Local Provider
U.S. Department of Labor Program	
Adult (WIOA title I formula)	Department of Employment Services
Dislocated Worker (WIOA title I formula)	Department of Employment Services
Youth (WIOA title I formula)	Department of Employment Services
Job Corps (WIOA title I)	Potomac Job Corps Center – Exceed Corporation
Senior Community Service Employment Program (title V of the Older Americans Act of 1965)	Department of Employment Services
Trade Adjustment Assistance activities (Trade Act of 1974, as amended)	Department of Employment Services
Jobs for Veterans State Grants (Chapter 41 of title 38)	Department of Employment Services
Unemployment Compensation programs	Department of Employment Services
Wagner-Peyser Act ES, as authorized under the Wagner-Peyser Act, as amended by WIOA title III	Department of Employment Services

U.S. Department of Education Programs	
Adult Education and Family Literacy Act (AEFLA) program (WIOA title II)	Office of the State Superintendent of Education
State VR program, authorized under title I of the Rehabilitation Act of 1973, as amended by WIOA title IV	Department of Disability Services
Career technical education programs at the postsecondary level, authorized under Carl D. Perkins Career and Technical Education Act of 2006	Office of the State Superintendent of Education
U.S. Department of Health and Human Services Programs	
Programs authorized under the Social Security Act title IV, part A (TANF)	Department of Human Services
Community Services Block Grant Employment and Training activities (Community Services Block Grant Act)	Department of Human Services
U.S. Department of Housing and Urban Development Programs	
Employment and training programs	District of Columbia Housing Authority

AJC Partner Agency Activities:

DOES

The following information summarizes DOES's role within the District's one-stop/AJC system:

Shared System Design and Access
With regard to system design and access, the system partners and DC WIC agree to use of the following terms to characterize the participation of DOES within the local AJC system:

- Co-Location: A full- or part-time physical presence by one or more partner representatives at one or more of the District's AJCs.

- Electronic Connection: Providing AJC customers direct linkages to partner services to through use of various web-based technology applications, along with using web connections to provide partners' customers with access to the AJCs and system partner information and services.

Due to its role in the operation of the AJCs, DOES has the most significant presence, among the partners, of staff at the AJCs. This includes those funded through WIOA, Wagner Peyser, UI and other fund sources. The table that follows indicates the number of full-time equivalent staff that DOES has co-located at each AJC on a weekly basis.

DOES also actively participates in the system through electronic connection, including using hyperlinks on its own website to link, which hosts information on AJC services to partners' websites. In addition, DOES customers use DCNetworks.org to access system information and services.

Shared System Knowledge
DOES agrees to participate in cross training partner program staff to increase system capacity. This will include:

- Providing content to be used in training of partner managers and staff about the programs and services offered by DOES. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements;

application processes; and information on outcomes.

- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g. PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.

- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in-person sessions or by viewing web-based content.

Shared Systems and Customers

As a partner in the District's workforce development delivery system and in its role as principal service provider at the AJCs, DOES is committed to working with the DC WIC and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, DOES agrees to participate in meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

DOES's role in the coordinated delivery of AJC services will include the following services, participation and collaboration.

1. Outreach and Recruitment

DOES serves eligible individuals under many programs and its messages reach a broad cross section of District residents. Therefore, the agency can provide candidates (no matter which DOES services they are applying for) with information on the services of the AJCs and the system's partner programs. Information will be provided via web-based media, print materials and verbal communications.

2. Intake

As DOES representatives conduct intake for the agency's programs, it agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

Similar to candidate information derived from outreach and intake processes, orientation and information sessions led by DOES provide a venue and/or opportunity to share with District residents information about other programs and services for which they may be qualified. For those who may benefit partner programs, DOES will make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

To the extent permitted by rules governing the funding under which it operates, DOES may provide other partners with results of assessments in which customers participate. In cases where customers apply for services from another system partner, this process may help to avoid duplication of effort. Sharing of assessment results will require a release signed by the affected individuals.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District's workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partners will work with the One-Stop Operator to develop specific details for managing and tracking referrals; DOES and the other system partners agree to the following:

- Referrals will be made when services of a partner program can fulfill an unmet need of an applicant/participant.

- Referrals will be made via a "hard hand-off," under which DOES will refer individuals to a specific contact person at a partner agency and will provide assistance in scheduling an appointment, if possible.

- Referrals made will be recorded and shared with the One-Stop Operator.

6. Sharing of Local Market Intelligence

In support of its various employment programs and activities, DOES receive substantial and regular input from businesses that informs its efforts to prepare individuals for work and place customers in employment. Similarly, DC WIC and partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, DOES agrees to share such information and intelligence with all system partners so that entire system is well prepared to meet business and industry needs.

7. Co-Enrollment/Co-Case Management

When DOES and one or more other partners serve the same customer (via the participant's co-enrollment), the partners agree to identify opportunities to co-case manage activities to streamline processes and avoid duplication of effort and resources.

8. Support Services

DOES directly provides or otherwise connects its customers to a wide range of support services to address their specific barriers and needs. Participants may be referred to other system partners for other services to address their unique circumstances.

9. Placement Services

To increase the range of employment opportunities for customers, DOES agrees to provide AJCs placement services to all system customers that are determined as needing these services.

DHS

The following information summarizes DHS's role within the District's one-stop/AJC system.

Shared System Design and Access
With regard to system design and access, the system partners and DC WIC agree to use of the following terms to characterize the participation of the DHS and other partners within the local AJC system:

- Co-Location: A full- or part-time physical presence by one or more partner representatives at one or more of the District's AJCs.

- Electronic Connection: Providing AJC customers direct linkages to partner services to through use of various web-based technology applications, along with using web connections to provide partners' customers access to the AJCs and system partner information and services.

DHS shall participate in the system through both co-location and electronic connection, including using hyperlinks on its own website to link participants to the AJCs and to system partners' websites. In addition, DHS customers may use DCNetworks.org to access system information and services. DHS advises all TEP contractors and SNAP E&T grantees to ensure that participants are registered in and may use DCNetworks.org.

DHS representatives routinely have staff on site at the AJCs to determine eligibility for public benefits and to provide access to workforce and support services provided through the TEP, SNAP E&T, and CSBG programs. DHS representatives regularly refer clients and other customers to the AJCs for services.

Shared System Knowledge
DHS agrees to participate in cross training partner program staff to increase system capacity. This shall include:

- Providing content to be used in training of partner managers and staff about the programs and services offered by DHS. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements; application processes; and information on outcomes.

- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g., PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.

- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in-person sessions or by viewing web-based content.

Shared Systems and Customers

As a partner in the District's workforce development delivery system and with its network of AJCs, DHS is committed to working with the DC WIC, DOES (which operates the AJCs), and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, DHS agrees to participate in meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

DHS's role in the coordinated delivery of AJC services shall include the following services, participation and collaboration. While the descriptions below contemplate services for customers services by the TANF, SNAP E&T, and CSBG programs, coordination with the AJCs and partners in the local workforce system may benefit customers served under the myriad other programs administered and operated by DHS.

1. Outreach and Recruitment

While DHS serves eligible individuals under its programs, its messages reach a broad cross section of District residents. Therefore, the agency can provide candidates (including those not using its services) with information on the services of the AJCs and the system's partner programs. Information will be provided via web-based media, print materials and verbal communications.

2. Intake

As DHS representatives conduct intake for its programs, it agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

Similar to candidate information derived from outreach and intake processes, orientation and information sessions led by DHS provide a venue and/or opportunity to share with District residents information about other programs and services for which they may be qualified. For those who may benefit from AJC or partner programs, DHS shall make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

To the extent permitted by rules governing the funding under which it operates, DHS may provide the AJCs and other partners with some of the results of assessments in which customers participate. Because TEP and SNAP E&T conduct a comprehensive assessment in order to identify customers' full range of barriers to employment, some of the results of these assessments may be useful to service planning in other workforce development programs. In cases where customers apply for services from another system partner, this process may help to avoid duplication of effort. Sharing of assessment results will require a release signed by the affected individuals.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District's workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partners will work with the One-Stop Operator to develop specific details for managing and tracking referrals; DHS and the other system partners agree to the following:

- Referrals shall be made when services of a partner program can fulfill an unmet need of an applicant/participant.

- Referrals shall be made via a "hard hand-off," under which DHS will refer individuals to a specific contact person at a partner agency and will provide assistance in scheduling an appointment, if possible.

- Referrals made shall be recorded and shared with the One-Stop Operator.

6. Sharing of Local Market Intelligence

In support of its various employment programs and activities, DHS may receive input from businesses that informs its efforts to train and place customers in employment. Similarly, DC WIC, the AJCs and all partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, DHS agrees to share such information and intelligence with the AJC/one-stop partners so that entire system is well prepared to meet business and industry needs.

7. Co-Enrollment/Co-Case Management

When DHS and one or more other partners serve the same customer (via the participant's co-enrollment), the partners agree to identify opportunities to co-case manage activities to streamline processes and avoid duplication of effort and resources.

8. Support Services

DHS directly provides or otherwise connects its customers to a wide range of support services to address their specific barriers and needs. Participants may be referred to the AJCs or other system partners for other services to address their unique circumstances.

9. Placement Services

To increase the range of employment opportunities for customers, DHS agrees to refer those seeking employment to the AJCs for placement services and support, when such services are determined as benefitting an individual.

DDS

The following information summarizes DDS's role within the District's one-stop/AJC system:
Shared System Design and Access
With regard to system design and access, the system partners and DC WIC agree to use of the following terms to characterize the participation of DDS and other system partners within the local AJC system:

- Co-Location: DDS has allocated sufficient staff to ensure a full-time physical presence at each of the four AJCs, as space and resources permit. Currently, the agency has a full-time presence at two AJCs and part-time presence at the other two.

- Electronic Connection: Providing AJC customers direct linkages to partner services to through use of various web-based technology applications, along with using web connections to provide partners' customers access to the AJCs and system partner information and services.

DDS representatives are co-located at the four AJCs located within the District. Currently, DDS's presence at each site is 1 full-time equivalent position, which is filled by various DDS counselors and staff.

DDS will, principally, participate in the system through electronic connection, including using

hyperlinks on its own website to link participants to the AJCs and to system partners' websites, including to the DOES Virtual One Stop (VOS) system and the DC Data Vault. In addition, DDS customers may use DCNetworks.org to access system information and services.

Shared System Knowledge

DDS agrees to participate in cross training partner program staff to increase system capacity. This will include:

- Providing content to be used in training of partner managers and staff about the programs and services offered by DDS. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements; application processes; and information on outcomes.

- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g. PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.

- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in-person sessions or by viewing web-based content.

Shared Systems and Customers

As a partner in the District's workforce development delivery system and with its network of AJCs, DDS is committed to working with the DC WIC, DOES (which manages the AJCs), and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, DDS agrees to participate in

meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

DDS's role in the coordinated delivery of AJC services will include the following services, participation and collaboration.

1. Outreach and Recruitment

While DDS targets specific individuals (such as those with a physical or mental disability that poses a substantial barrier to employment), its messages reach a broad cross section of District residents. Therefore, the agency can provide candidates (including those not using its services) with information on the services of the AJCs and the system's partner programs. Information will be provided via web-based media, print materials and verbal communications.

2. Intake

As DDS representatives conduct intake for its programs, it agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

Similar to candidate information derived from outreach and intake processes, orientation and information sessions led by DDS provide a venue and/or opportunity to share with District residents information about other programs and services for which they may be qualified. For those who may benefit from AJC or partner programs, DDS will make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

To the extent permitted by rules governing the funding under which it operates, DDS may provide the AJCs and other partners with results of assessments in which residents participate. In cases where residents apply for services from another system partner, this process may help to avoid duplication of effort. Sharing of assessment results will require a release signed by the affected individuals.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District's workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partners will work with the One-Stop Operator to develop specific details for managing and tracking referrals; DDS and the other system partners agree to the following:

- Referrals will be made when services of a partner program can fulfill an unmet need of an applicant/participant.

- Referrals will be made via a "hard hand-off," under which DDS will refer individuals to a specific contact person at a partner agency and will provide assistance in scheduling an appointment, if possible.

- Referrals made will be recorded and shared with the One-Stop Operator.

DDS has a number of active referral relationships with District agencies that are partners in the local workforce development system (e.g. DOES, OSSE, Department of Human Services). DDS process may provide a model for partners in making referrals across the system.

6. Sharing of Local Market Intelligence

In support of its various employment programs and activities, DDS regularly communicates with businesses to help inform its efforts to train and place residents in employment. Similarly, DC WIC, the AJCs and all partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, the DDS agrees to share such information and intelligence with the AJC/one-stop partners so that entire system is well prepared to meet business and industry needs.

7. Co-Enrollment/Co-Case Management

When DDS and one or more other partners serve the same customer (via the participant's co-enrollment), the partners agree to identify opportunities to co-case manage activities to streamline processes and avoid duplication of effort and resources.

8. Support Services

DDS directly provides or otherwise connects its customers to a wide range of support services, including transportation and assistance technology and other forms of training and workplace aids, among others. Participants may be referred to the AJCs or other system partners for other services to address their unique needs.

9. Placement Services

To increase the range of employment opportunities for customers, DDS agrees to refer those seeking employment to the AJCs for placement services and support, when such services are determined as benefitting an individual.

OSSE

The following information summarizes OSSE's role within the District's one-stop/AJC system:

Shared System Design and Access
With regard to system design and access, OSSE agrees to use of the following terms to characterize its participation in the local one-stop/AJC system:

- Electronic Connection: Direct linkages to OSSE and other partner agencies' programs and services through the use of web-based technology applications, including Microsoft Bookings and the DC Data Vault.

OSSE agrees to also participate in the local AJC/workforce system through electronic connection, including using hyperlinks on its website to link participants to the AJCs and to system partners' websites and use of the DC Data Vault. In addition, OSSE students may use DCNetworks.org to access system information and services.

<u>Shared System Knowledge</u>
OSSE agrees to participate in cross training partner program staff to increase system capacity. This will include:

- Providing content to be used in training of partner managers and staff about the programs, services, and resources offered by OSSE. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements; application processes; information on outcomes; and information on resources such as the DC Data Vault system, eCASAS assessments, and the Career Coach DC website.

- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g. PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.

- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in-person sessions or by viewing web-based content.

<u>Shared Systems and Customers</u>
As a partner in the District's workforce development delivery system and with its network of AJCs, OSSE is committed to working with the DC WIC, DOES (which operates the AJCs), and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, OSSE agrees to participate in meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

OSSE's role in the coordinated delivery of AJC services will include the following services, participation and collaboration. While the descriptions below contemplate services for students enrolled under AEFLA and Perkins V funding, coordination with the AJCs and partners in the local workforce system may benefit many other students served by OSSE's myriad programs.

1. Outreach and Recruitment

While OSSE may serve targeted populations under various programs, its messages reach a broad cross section of District residents. Therefore, the agency can provide candidates (including those not using its services) with information on the services of the AJCs and the system's partner programs. Information will be provided via web- based media, print materials and verbal communications.

2. Intake

As OSSE representatives conduct intake for its programs, it agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

Similar to candidate information derived from outreach and intake processes, orientation and information sessions led by OSSE provide a venue and/or opportunity to share with District residents information about other programs and services for which they may be qualified. For those who may benefit from AJC or partner programs, OSSE will make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

To the extent permitted by rules governing the funding under which it operates, OSSE may provide the AJCs and other partners with results of assessments in which customers participate via the DC Data Vault or TOPSpro Enterprise, the companion information management system for CASAS eTests. In cases where customers apply for services from another system partner, this process will help to avoid duplication of effort. Sharing of assessment results will require a

release signed by the affected individuals in the DC Data Vault or TOPSpro Enterprise.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District's workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partners will work with the One-Stop Operator to develop specific details for managing and tracking referrals; OSSE agrees to the following:

- Refer District residents to partner agencies via the DC Data Vault to fulfill an unmet need of a participant.

- Referrals will be made and tracked via the DC Data Vault.

6. Sharing of Local Market Intelligence

In support of its various training programs, OSSE regularly receives input from businesses that informs its efforts to train and place students in employment. Similarly, DC WIC, the AJCs and all partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, OSSE agrees to share such information and intelligence with the AJC/one- stop partners so that entire system is well prepared to meet business and industry needs.

7. Co-Enrollment/Co-Case Management

When an OSSE provider and one or more partners serve the same customer (via the participant's co-enrollment), OSSE will work with its providers and its partners to identify opportunities to monitor customer performance, progress and outcomes, using the DC Data Vault and co-case manage activities for the customer to streamline processes and avoid duplication of effort and resources.

8. Support Services

OSSE will work with its providers to connect District residents to a wide range of supportive services to address their specific barriers and needs. Participants may be referred to the AJCs or other system partners, via the DC Data Vault, for supportive and other related services to address their unique circumstances.

9. Placement Services

To increase the range of employment opportunities for customers, OSSE agrees to work with its providers to refer District residents seeking training and/or employment to the AJCs for placement and other related services, when such services are determined as benefitting an individual.

DCHA

The following information summarizes DCHA's role within the District's one-stop/AJC system:

Shared System Design and Access
With regard to system design and access, the system partners and DC WIC agree to use of the following terms to characterize the participation of the DCHA and other partners within the local AJC system:
- Co-Location: A full- or part-time physical presence by one or more partner representatives at one or more of the District's AJCs.

- Electronic Connection: Providing AJC customers direct linkages to partner services to through use of various web-based technology applications, along with using web connections to provide partners' customers access to the AJCs and system partner information and services.

DCHA will, principally, participate in the system through electronic connection, including using hyperlinks on its own website to link participants to the AJCs and to system partners' websites. In addition, DCHA customers may use DCNetworks.org to access system information and

services.

DCHA representatives may also, periodically, participate in activities occurring at the AJCs, such as recruitment and hiring events.

Shared System Knowledge

DCHA agrees to participate in cross training partner program staff to increase system capacity. This will include:

- Providing content to be used in training of partner managers and staff about the programs and services offered by DCHA. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements; application processes; and information on outcomes.

- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g., PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.

- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in- person sessions or by viewing web-based content.

Shared Systems and Customers

As a partner in the District's workforce development delivery system and with its network of AJCs, DCHA is committed to working with the DC WIC, DOES (which operates the AJCs), and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, DCHA agrees to participate in meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

DCHA's role in the coordinated delivery of AJC services will include the following services, participation and collaboration.

1. Outreach and Recruitment

While DCHA targets specific groups (generally, public housing residents and Housing Choice Voucher Program participants), its messages reach a broad cross section of District residents. Therefore, the agency can provide candidates (including those not using its services) with information on the services of the AJCs and the system's partner programs. Information will be provided via web-based media, print materials and verbal communications.

2. Intake

As DCHA representatives conduct intake for its programs, it agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

Similar to candidate information derived from outreach and intake processes, orientation and information sessions led by DCHA provide a venue and/or opportunity to share with District residents information about other programs and services for which they may be qualified. For those who may benefit from AJC or partner programs, DCHA will make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

To the extent permitted by rules governing the funding under which it operates, DCHA may provide the AJCs and other partners with results of assessments (such as CASAS, Northstar and career assessments) in which residents participate. In cases where residents apply for services from another system partner, this process may help to avoid duplication of effort. Sharing of assessment results will require a release signed by the affected individuals.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District's workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partners will work with the One-Stop Operator to develop specific details for managing and tracking referrals; DCHA and the other system partners agree to the following:

- Referrals will be made when services of a partner program can fulfill an unmet need of an applicant/participant.

- Referrals will be made via a "hard hand-off," under which DCHA will refer individuals to a specific contact person at a partner agency and will provide assistance in scheduling an appointment, if possible.

- Referrals made will be recorded and shared with the One-Stop Operator.

6. Sharing of Local Market Intelligence

Through its Workforce Development Initiative, DCHA regularly communicates with businesses to help inform its efforts to train and place residents in employment. Similarly, DC WIC, the AJCs and all partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, the DCHA agrees to share such information and intelligence with the AJC/one-stop partners so that entire system is well prepared to meet business and industry needs.

7. Co-Enrollment/Co-Case Management

When DCHA and one or more other partners serve the same customer (via the participant's co-enrollment), the partners agree to identify opportunities to co-case manage activities to streamline processes and avoid duplication of effort and resources.

8. Support Services

DCHA directly provides or otherwise connects its students to a wide range of support services. Participants may be referred to the AJCs or other system partners for other services to address their unique needs.

9. Placement Services

To increase the range of employment opportunities for graduates of its programs, DCHA agrees to refer those seeking employment to the AJCs for placement services and support, when such services are determined as benefitting an individual.

NCBA

The following information summarizes NCBA's role within the District's one-stop/AJC system:

Shared System Design and Access
With regard to system design and access, the system partners and DC WIC agree to use of the following terms to characterize the participation of NCBA within the local AJC system:

- Co-Location: A full- or part-time physical presence by one or more partner representatives at one or more of the District's AJCs.

- Electronic Connection: Providing AJC customers direct linkages to partner services to through use of various web-based technology applications, along with using web connections to provide partners' customers access to the AJCs and system partner information and services.

NCBA will participate, principally, in the system through electronic connection, including using hyperlinks on its own website to link participants to the AJCs and to system partners' websites. In addition, NCBA customers may use DCNetworks.org to access system information and services.

NCBA representatives may also, periodically, participate in activities occurring at the AJCs, such as recruitment and hiring events.

Shared System Knowledge
NCBA agrees to participate in cross training partner program staff to increase system capacity. This will include:

- Providing content to be used in training of partner managers and staff about the programs and services offered by NCBA. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements; application processes; and information on outcomes.

- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g. PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.

- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in-person sessions or by viewing web-based content.

Shared Systems and Customers
As a partner in the District's workforce development delivery system and with its network of AJCs, NCBA is committed to working with the DC WIC, DOES, (which operates the AJCs) and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, NCBA agrees to participate in meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

NCBA's role in the coordinated delivery of AJC services will include the following services, participation and collaboration.

1. Outreach and Recruitment

   While NCBA targets specific groups (e.g. unemployed seniors age 55 and over) and operates programs under which specific eligibility criteria must be met, it performs broad outreach to communicate its programs and opportunities to District residents. In doing so, the organization will provide candidates (including those not eligible for its services) with information on the services of the AJCs and the system's partner programs. Information will be provided via web-based media, print materials and verbal communications.

2. Intake

   As NCBA representatives conduct intake for its programs, it agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

   Similar to candidate information derived from outreach and intake processes, orientation and information sessions led by NCBA provide a venue and/or opportunity to share with applicants information about other programs and services for which they may be qualified. For those who may benefit from AJC or partner programs, NCBA will make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

   To the extent permitted by rules governing the funding under which it operates, NCBA may provide the AJCs and other partners with results of assessments in which candidates/students participate. In cases where candidates or students apply for services from another system partner, this process may help to avoid duplication of effort. Sharing of assessment results will require a release signed by the affected individuals.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partner will work with the One-Stop Operator to develop specific details for managing and tracking referrals; NCBA and the other system partners agree to the following:

- Referrals will be made when services of a partner program and services can fulfill an unmet need of an applicant/participant.

- Referrals will be made via a "hard hand-off," under which NCBA will refer individuals to a specific contact person at a partner agency and will provide assistance in scheduling an appointment, if possible.

- Referrals made will be recorded and shared with the One-Stop Operator.

6. Sharing of Local Market Intelligence

NCBA uses the Labor Market Information (LMI) in its efforts to train and place the participants into unsubsidized employment. Similarly, DC WIC, the AJC and all partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, NCBA agrees to share such information and intelligence with the AJC/one-stop partners so that entire system is well prepared to meet business and industry need.

7. Co-Enrollment/Co-Case Management

When NCBA and one or more other partners serve the same customer (via the participant's co-enrollment), the partners agree to identify opportunities to co-case manage activities to streamline processes and avoid duplication of effort and resources.

8. Support Services

NCBA directly provides or otherwise connects its students support services including, substance abuse counseling, individual/group counseling and assistance with obtaining housing, daycare, and medical insurance. Participants may be referred to the AJCs or other system partners for other services to address their unique needs.

9. Placement Services

To increase the range of employment opportunities for graduates of its programs, NCBA agrees to refer those seeking employment to the AJCs for placement services and support, when such services are determined as benefitting an individual.

UDC

The following information summarizes the University's role within the District's one- stop/AJC system:

Shared System Design and Access
With regard to system design and access, the system partners and DC WIC agree to use of the following terms to characterize the participation of the University within the local AJC system:

- Co-Location: A full- or part-time physical presence by one or more partner representatives at one or more of the District's AJCs.

- Electronic Connection: Providing AJC customers direct linkages to partner services through use of various web-based technology applications, along with using web connections to provide partner's customers access to the AJCs and system partner information and services.

The District's AJC Affiliate site at 5171 South Dakota Ave., NE is co-located on the Bertie Backus Campus of the University of the District of Columbia. The proximity of education, career training

and college-administered workforce development services to the AJC provides the opportunity for one-stop customers to easily access information about training and education programs provided by the University.

The University also participates in the local AJC/workforce system through electronic connection, including using hyperlinks on its own website to link participants to the AJCs and to system partners' websites. In addition, the University students may use DCNetworks.org to access system information and services.

Shared System Knowledge

The University agrees to participate in cross training with partner program staff to increase system capacity. This will include:

- Providing content to be used in training of partner managers and staff about the programs and services offered by the University. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements; application processes; and information on outcomes.

- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g. PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.

- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in-person sessions or by viewing web-based content.

Shared Systems and Customers

As a partner in the District's workforce development delivery system and with its network of AJCs, the University is committed to working with the DC WIC, DOES (which operates the AJCs), and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, the University agrees to participate in meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

The University's role in the coordinated delivery of AJC services will include the following services, participation and collaboration. While the descriptions below contemplate services for students enrolled under TAACCCT and Carl D. Perkins funding, coordination with the AJCs and partners in the local workforce system may benefit many other students served by the University's myriad programs.

1. Outreach and Recruitment

The University's messages reach a broad cross section of District residents. Therefore, the University can provide candidates (including those not using its services) with information on the services of the AJCs and the system's partner programs. Information will be provided via web-based media, print materials and verbal communications.

2. Intake

As the University representatives conduct intake and admissions for its programs, the institution agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

Similar to candidate information derived from outreach and intake processes, orientation and information sessions led by the University provide a venue and/or opportunity to share with District resident's information about other programs and services for which they may be qualified. For those who may benefit from AJC or partner programs, the University will make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

To the extent permitted by rules governing the funding under which it operates, the University may provide the AJCs and other partners with results of assessments in which applicants and students participate. In cases where students apply for services from another system partner, this process may help to avoid duplication of effort. Sharing of assessment results will require a release signed by the affected individuals.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District's workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partners will work with the One-Stop Operator to develop specific details for managing and tracking referrals; the University and the other system partners agree to the following:

- Referrals will be made when services of a partner program can fulfill an unmet need of an applicant/participant.

- Referrals will be made via a "hard hand-off," under which the University will refer individuals to a specific contact person at a partner agency and will provide assistance in scheduling an appointment, if possible.

- Referrals made will be recorded and shared with the One-Stop Operator.

6. Sharing of Local Market Intelligence

In support of its various training programs, the University and WDLL regularly receive input from businesses that informs its efforts to train and place students in employment. Similarly, DC WIC, the AJCs and all partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, and in compliance with applicable law and any third party confidentiality obligations, the University agrees to share such information and intelligence with the AJC/one-stop partners so that entire system is well prepared to meet business and industry needs.

7. Co-Enrollment/Co-Case Management

When the University and one or more other partners serve the same customer (via the student's co-enrollment), the partners agree to identify opportunities to co-case manage activities to streamline processes and avoid duplication of effort and resources.

8. Support Services

The University may directly provide or otherwise connect its students to a wide range of support services to address their specific barriers and needs. Participants may be referred to the AJCs or other system partners for other services to address their unique circumstances.

9. Placement Services

To increase the range of employment opportunities for customers, the University agrees to refer those seeking employment to the AJCs for placement services and support, when such services are determined as benefitting an individual.

Potomac Job Corps

The following information summarizes Potomac Job Corps Center's role within the District's one-stop/AJC system:

Shared System Design and Access

With regard to system design and access, the system partners and DC WIC agree to use of the following terms to characterize the participation of the Potomac Job Corps Center within the local AJC system:

- Co-Location: A full- or part-time physical presence by one or more partner

representatives at one or more of the District's AJCs.

- Electronic Connection: Providing AJC customers direct linkages to partner services to through use of various web-based technology applications, along with using web connections to provide partners' customers access to the AJCs and system partner information and services.

Potomac Job Corps Center will participate in the system through electronic connection, including using hyperlinks on its own website to link participants to the AJCs and to system   partners' websites. In addition, Potomac Job Corps Center customers may use DCNetworks.org to access system information and services.

In addition, Potomac Job Corps Center conducts outreach and admissions activities at the AJCs.
 Shared System Knowledge
Potomac Job Corps Center agrees to participate in cross training partner program staff to
 increase system capacity. This will include:

- Providing content to be used in training of partner managers and staff about the programs and services offered by Potomac Job Corps Center. Such content will, at a minimum, include information about types of services offered; program and service eligibility requirements; application processes; and information on outcomes.

- Assisting with the delivery of training, which may include providing content suitable for electronic media format (e.g. PowerPoint, on-line video) or in-person or webcast presentations to partner representatives.

- Participating in training developed and/or provided by all District one-stop system partner agencies listed in Section 5 of the MOU. Such participation may occur through attendance at in-person sessions or by viewing web-based content.

Shared Systems and Customers
As a partner in the District's workforce development delivery system and with its network of AJCs, Potomac Job Corps Center is committed to working with the DC WIC, DOES (which operates the AJCs), and the full range of system partners to devise, implement and continuously improve workforce strategies benefitting residents and businesses in Washington, DC. As an extension of this commitment, Potomac Job Corps Center agrees to participate in meetings and activities organized by the One-Stop Operator, which is contracted by the WIC to manage partner activities within the centers and across the local workforce system.

Potomac Job Corps Center's role in the coordinated delivery of AJC services will include the following services, participation and collaboration.

1. Outreach and Recruitment

While Potomac Job Corps Center targets specific groups (e.g. eligible youth and young adults, ages 16 through 24) and operates programs under which specific eligibility criteria must be met, it performs broad outreach to communicate its programs and opportunities to District residents. In doing so, the organization will provide candidates (including those not eligible for or not interested in its services) with information on the services of the AJCs and the system's partner programs. Information will be provided via web-based media, print materials and verbal communications.

2. Intake

As Potomac Job Corps Center representatives conduct intake for its programs, it agrees to identify individuals that may be eligible for and/or interested in AJC services or those of the system partners. Such individuals will be referred in accordance with the process summarized under item 5, below.

3. Orientation

Similar to candidate information derived from outreach and intake processes, orientation and information sessions led by Potomac Job Corps Center provide a venue and/or opportunity to share with applicants information about other programs and services for which they may be qualified. For those who may benefit from AJC or partner programs, Potomac Job Corps Center will make appropriate referrals in accordance with the process summarized under item 5, below.

4. Initial Assessment

To the extent permitted by rules governing the funding under which it operates, Potomac Job Corps Center may provide the AJCs and other partners with results of assessments in which candidates/students participate. In cases where candidates or students apply for services from another system partner, this process may help to avoid duplication of effort. Sharing of assessment results will require a release signed by the affected individuals.

5. Cross Referrals

As indicated in Section 11 of the MOU, cross referrals among the District's workforce system partners are critical to the goals of collaboration and alignment of programs and to ensuring that services are customer-focused. While the partners will work with the One-Stop Operator to develop specific details for managing and tracking referrals; Potomac Job Corps Center and the other system partners agree to the following:

- Referrals will be made when services of a partner program and services can fulfill an unmet need of an applicant/participant.

- Referrals will be made via a "hard hand-off," under which Potomac Job Corps Center will refer individuals to a specific contact person at a partner agency and will provide assistance in scheduling an appointment, if possible.

- Referrals made will be recorded and shared with the One-Stop Operator.

6. Sharing of Local Market Intelligence

Potomac Job Corps Center regularly communicates with employers and has business advisory meetings to help inform its efforts to train and place youth and young adults participating in its education and training programs. Similarly, DC WIC, the AJCs and all partner programs conduct business outreach and engage in gathering local labor market information and industry "intelligence." To the extent practicable, the Potomac Job Corps Center agrees to share such information and intelligence with the AJC/one- stop partners so that entire system is well prepared to meet business and industry needs.

7. Co-Enrollment/Co-Case Management

When Potomac Job Corps Center and one or more other partners serve the same customer (via the participant's co-enrollment), the partners agree to identify opportunities to co-case manage activities to streamline processes and avoid duplication of effort and resources.

8. Support Services

Potomac Job Corps Center directly provides or otherwise connects its students to a wide range of support services. Participants may be referred to the AJCs or other system partners for other services to address their unique needs.

9. Placement Services

To increase the range of employment opportunities for graduates of its programs, Potomac Job Corps Center agrees to refer those seeking employment to the AJCs for placement services and support, when such services are determined as benefitting an individual.

5. THE COMPETITIVE PROCESS USED TO AWARD THE SUBGRANTS AND CONTRACTS FOR TITLE I ACTIVITIES.

The Department of Employment Services uses Human Care Agreements to provide services. *Human Care Services* are "education or special education, health, human or social services, to be

provided directly to individuals who are disabled, disadvantaged, displaced, elderly, indigent, mentally ill, physically ill, unemployed or minors in the custody of the District of Columbia." *27 DCMR § 1999.1.* A *Human Care Agreement* (HCA) is a written agreement for the procurement of education, special education, health, human, or social services to be provided directly to the individuals who have disabilities or are disadvantaged, displaced, elderly, indigent, mentally ill, physically ill, unemployed, or minors in the custody of the District of Columbia (DC).

Procurement Practices Reform Act of 2010 (PPRA), Section 104(37) (2001 Ed.); D.C. Code § 2-351.04(37). According to chapter 1905 of the Title 27 of the DCMR, if an agency intends to provide contracting services through an HCA the contracting officer shall give public notice of a request for qualifications. Compliance with chapters 1905-1908 constitutes a competitive procedure for HCA services.

6. HOW TRAINING SERVICES OUTLINED IN SECTION 134 WILL BE PROVIDED THROUGH INDIVIDUAL TRAINING ACCOUNTS AND/OR THROUGH CONTRACTS, AND HOW SUCH TRAINING APPROACHES WILL BE COORDINATED. DESCRIBE HOW THE STATE WILL MEET INFORMED CUSTOMER CHOICE REQUIREMENTS REGARDLESS OF TRAINING APPROACH.

Department of Employment Services manages four AJCs throughout the District and mandates that the centers be certified as either a comprehensive center or an affiliate center in accordance with the DC WIC Policy No. 2013.003. A comprehensive AJC, as well as affiliates sites, must provide career, employment, and training services specified in Section 134 of the WIOA and provide job seeker and employer access to AJC partner services listed in Section 121(b).

Each AJC in the District is equipped to provide District residents with a range of DOES programs; in addition, a comprehensive center provides customers with access to all the AJC partner programs through on-site services or direct linkages. The roles of the co-located one- stop partners are clearly defined in existing MOAs and MOUs between DOES, OSSE, and DDS/RSA. Resource contributions of the one-stop partners have been addressed through the Infrastructure Funding Agreement (IFA).

Through the District's AJCs, customers receive direct access to DOES staff and partners in support of their job search efforts. Services delivered through the AJCs are completely based on customer choice, allowing each customer to determine which services they would like to pursue. AJC staff is provided with tools and resources to make recommendations and work with customers to determine their individual plans based on an initial assessment. All customers are provided with assistance in the completion of their DC Networks registration, job search assistance, job readiness workshops, and labor market information. Those who are assessed as needing more intensive services, and meet eligibility requirements for WIOA, are enrolled and matched with a Workforce Development Specialist.

WIOA's provision for career services provides comprehensive assessments, development of individual employment plans, group/individual guidance and counseling, career planning, prevocational services, and a variety of specialized services and workshops tailored to the customers' needs. Customers are provided with an Individual Employment Plan that identifies the customer's goals, appropriate educational and employment objectives, and the most effective methods for securing employment. Customers focus on securing employment, obtaining training that will lead to employment, or both, depending on their needs. They will work with their assigned Workforce Development Specialists to explore career/training options and related needs, attend career development workshops, enroll in an educational component, address any barriers to employment, and identify and resolve any deficiencies. Additionally, Workforce Development Specialists 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 DC WIC will work with the AJC and agency partners to ensure that supportive services are coordinated through the District's AJC Memorandum of Agreement.

Supportive services are extremely important to residents to remove barriers to their success and enable successful completion of training and other activities authorized under WIOA Title I. These services include:

- Transportation assistance

- Childcare assistance

- Training and work-related clothing, including uniforms and tools

- Housing assistance

- Employment-related medical testing and background checks

In addition, WIOA participants enrolled in a training program may also be eligible to receive needs-related payments to improve their chances of successfully completing the training.

Participants receiving needs-related payments must be enrolled in a WIOA-funded training program, unemployed, and not qualified (or no longer qualified) to receive Unemployment Compensation. The District is considering including legal aid supportive services that may be necessary to secure employment; a consideration recommended in WIOA's Notice of Proposed Rulemaking (NPRM). Those would include criminal record expungement, resolving credit and debt issues, and support in reinstating or receiving their driver's license.

In addition to the career, training, education, and support services, there is also an Employment Opportunity functional team. This functional team works to find placements for customers determined to be job-ready and build relationships with the business community. The team is comprised of members from the Business Services Group (BSG) as well as AJC Workforce Development Specialists. The duties and services provided by this team include:

- Research and maintain labor market statistics and trends amongst current AJC customers in DC Networks / VOS and in the Washington area;

- Build relationships with employers, including sector partnerships and business alliances;

- Conduct business outreach;

- Communicate placement opportunities with Center Manager;

- Review job candidate qualification;

- Confirm placements and hiring with recruiters and BSG;

- Secure placements for customers who have successfully completed training programs;

- Maintain an active employer contact base via the BSG and employer stakeholder relationships;

- Maintain contact with employers during customers' placement period and report outcomes in DC Networks/VOS;

- Perform job coaching, as needed, with placed customers to ensure that they maintain employment and handle difficulties (within reason) that arise in a timely manner and with communication to all stakeholders;

- Develop communications with job bank representatives to ensure opportunity activities are related to open and current positions; and,

- Host business forums, networking events, and outplacement.

RSA plays an integral role in the delivery of services to individuals in the AJCs. Services provided by RSA staff to eligible individuals with disabilities include: conducting comprehensive and specialized assessments; creating Individualized Plans for Employment (IPE), providing counseling and guidance, career planning including career exploration, training or postsecondary education, job search and placement assistance, and supported employment services and referrals to other agencies as appropriate. Additionally, RSA provides technical assistance to the one-stop system on assistive technology and accessibility of each of the AJCs.

The roles of one-stop partners are defined in Memoranda of Agreement and Understanding.

7. HOW THE STATE BOARD, IN FULFILLING LOCAL BOARD FUNCTIONS, WILL COORDINATE TITLE I ACTIVITIES WITH THOSE ACTIVITIES UNDER TITLE II. DESCRIBE HOW THE STATE BOARD WILL CARRY OUT THE REVIEW OF LOCAL APPLICATIONS SUBMITTED UNDER TITLE II CONSISTENT WITH WIOA SECS. 107(D)(11)(A) AND (B)(I) AND WIOA SEC. 232.

The following are examples of how the DC WIC coordinates title I activities with the activities under title II:

- OSSE AFE and the DC WIC partnered to blend funding to support AFE's grant awards for the provision of Integrated Education and Training (IE&T) from 2018-2022.

- AFE's grants focus on the provision of IE&T, which is a model that inherently coordinates industry-specific training (Title I activities) with adult education (Title II activities) concurrently and contextually for a specific occupation or occupational cluster. Furthermore, the IE&T program offerings align with the DC WIC approved list of high-demand industries.

- The DC WIC Career Pathway funding supports work-based learning, employer partnerships and other key elements necessary for implementation of IE&T program models.

8. COPIES OF EXECUTED COOPERATIVE AGREEMENTS WHICH DEFINE HOW ALL LOCAL SERVICE PROVIDERS WILL CARRY OUT THE REQUIREMENTS FOR INTEGRATION OF AND ACCESS TO THE ENTIRE SET OF SERVICES AVAILABLE IN THE ONE-STOP DELIVERY SYSTEM, INCLUDING COOPERATIVE AGREEMENTS WITH ENTITIES ADMINISTERING REHABILITATION ACT PROGRAMS AND SERVICES.

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

The District agencies responsible for carrying out core programs—the Department of Employment Services (DOES), the Office of the State Superintendent of Education (OSSE), and the Department of Disability Services-Rehabilitation Services Administration (DDS/RSA)—are committed to working together, integrating services, and aligning programs to form a cohesive workforce development system, as outlined in the state goals and strategies. The above-mentioned activities for each of the core programs will be aligned to the District's strategy to meet the diverse needs of District residents as follows:

Facilitating a Streamlined and Effective Workforce System
AJC partner MOUs describe the workforce development system vision and goals, as well as how each program ensures residents have full access to AJC services. The DC WIC, through the One-Stop Operator, monitors the activities outlined in the AJC Partner MOUs to ensure compliance and continuous improvement. Through AJC Partner Agency meetings and targeted strategy meetings, the One-Stop Operator is able to understand challenges and issues across the agencies or specific to an agency and provide solutions and best practices. Quarterly meetings provide partner agencies with an opportunity to discuss and strategize ways to align workforce goals and services and blend, braid or leverage human, material and/or fiscal resources to reduce service duplication and enhance service efficacy.

Continuous Learning for Workforce System Staff
The One-Stop Operator also organizes education and workforce system training for front-line and leadership staff responsible for supporting residents seeking career opportunities and access to employment. A robust curriculum that addresses the diverse aspects of the workforce system (case management, data analysis, policy, business development), ensures that staff have the knowledge and tools to provide quality services. A better understanding of the workforce system leads to an alignment of services through common intake, assessment, referral, and service delivery processes and tools.

To enhance data sharing among the four core programs, the District has committed to developing a common data dictionary and aligning methods of measurement, which will make their individual management information systems interoperable. Greater alignment of WIOA core partner activities, including the development of tools, resources and/or processes for shared intake, assessment, program referral, service provision and case management. Tracking and reporting such date would add to an increasing co-enrollments more efficient expenditures of program funding. The DC WIC and the One Stop Operator will work with the core partners to strategize ways to increase co-enrollment opportunities for District residents and provide training and/or guidance to the core partners on how to make these options available to workforce system customers. The DC WIC will also continue to develop and implement a unified business services strategy, including streamlined communication tools and inter-agency operating procedures.

Career Pathways
The partners will continue to develop a business-driven, jobseeker-centered career pathways system, including: articulating and connecting the full range of K-12, adult education, post-secondary, and other education and training, with seamless transitions between "levels" and no "dead ends"; providing integrated supports like education and career coaching and advising and wrap-around services like childcare and transportation assistance, especially at education and career transition points; promoting continuous, life-long learning and professional development opportunities that meet people where they are; and operationalizing residents' access to and progress along identified career pathways.

Agreement on Resource Sharing
The Consolidated System Budget for Applicable Career Services represents services authorized to be provide under each partner's program and are paid by each individual program. The District of Columbia cost sharing agreement has been developed via consensus with the required

partners in this workforce development area. All of the applicable partners have indicated their approval by executing an MOU with the DC WIC. The cost sharing agreement consists of:

- Non-personnel infrastructure costs necessary for the general operation of the One- Stop Centers, including but not limited to:

- Applicable facility costs (such as rent)

- Costs of utilities and maintenance

- Equipment (including assessment-related and assistive technology for individuals with disabilities); and

- Technology to facilitate access to the One-Stop Centers, including technology used for the center's planning and outreach activities

- Additional costs:

- Applicable Career Services to include the costs of the provision of Career Services in Section 134(c)(2), as authorized by and applicable to each partner's program. For the purpose of this cost sharing agreement, applicable career services were defined to mean the partner's costs for the delivery of applicable career services.

- The other system costs may include any other shared services that are authorized for and commonly provided through the AJC partner programs to any individual, such as initial intake, assessment of needs, appraisal of basic skills, identification of appropriate services to meet such needs, referrals to other One-Stop partners, and business services.

The cost sharing agreement was developed for the entire American Job Center of the District of Columbia System.

Each partner recognizes that infrastructure costs are applicable to all required partners, whether they are physically located in the American Job Center or not. Each partner's contributions to both infrastructure and additional costs, however, may vary, as these contributions are based on the proportionate use and relative benefit received, consistent with the partner programs' authorizing laws and regulations and the Uniform Guidance.

The WIOA Adult, Dislocated Worker, and Youth programs, Wagner-Peyser, Jobs for Veterans State Grant, Unemployment Insurance Compensation (UI), Carl D. Perkins, Adult Education and Family Literacy Act (AEFLA) program, Vocational Rehabilitation, TANF, and Job Corp are physically co-located in the District of Columbia American Job Centers.

The Senior Community Service Employment Program run by National Caucus on Black Aging (NCBA) and the employment and training programs run by DC Housing Authority (DCHA) do not have Partner Program Staff FTEs in AJC; their services are accessible via AJC front desk staff and other cross-trained partner staff at the AJC who can assist in making referrals.

F. WAIVER REQUESTS (OPTIONAL)

No waiver requests are included.

TITLE I-B ASSURANCES

The State Plan must include	Include
1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who 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; and	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

ADULT PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	67%		68%	
Employment (Fourth Quarter After Exit)	71%		71%	
Median Earnings (Second Quarter After Exit)	$6,500		$6,700	
Credential Attainment Rate	60%		60%	
Measurable Skill Gains	36%		40%	
Effectiveness in Serving Employers				

DISLOCATED PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	74%		75%	
Employment (Fourth Quarter After Exit)	71%		71%	
Median Earnings (Second Quarter After Exit)	$8,200		$8,200	
Credential Attainment Rate	60%		60%	
Measurable Skill Gains	57%		58%	
Effectiveness in Serving Employers				

YOUTH PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	60%		61%	
Employment (Fourth Quarter After Exit)	58%		58%	
Median Earnings (Second Quarter After Exit)	$3,400		$3,600	
Credential Attainment Rate	53%		54%	
Measurable Skill Gains	22%		25%	
Effectiveness in Serving Employers				

PROGRAM-SPECIFIC REQUIREMENTS FOR
WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

A. EMPLOYMENT SERVICE STAFF

1. DESCRIBE HOW THE STATE WILL STAFF THE PROVISION OF LABOR EXCHANGE SERVICES UNDER THE WAGNER-PEYSER ACT, SUCH AS THROUGH STATE EMPLOYEES, INCLUDING BUT NOT LIMITED TO STATE MERIT STAFF EMPLOYEES, STAFF OF A SUBRECIPIENT, OR SOME COMBINATION THEREOF.

State employees currently deliver the Districts' Wagner-Peyser services at the American Job Centers (AJCs). The AJCs run resource rooms where jobseekers have access to computers, faxes, and printers. The Wagner-Peyser staff support job seekers register in DCNetworks, which includes uploading the jobseeker's resume and entering basic information on the jobseeker's career goals and interests. Once registered in DCNetworks, the Wagner-Peyser staff assists jobseekers in navigating the system to access the state job bank, labor market information, and a wide array of career tools and resources. Additionally, the DOES Office of Talent and Client Services assists employers in registering in the labor exchange to promote their job opportunities. The labor exchange platform allows the DOES Office of Talent and Client Services (T&C) team to facilitate the match between job seekers and employers. Job Seekers are informed of potential job matches they may be interested in pursuing.

Wagner-Peyser staff also assist Unemployment Insurance claimants (UICs) at the AJCs who may need support in registering in DCNetworks. Additionally, Staff help UICs learn how to complete their work search logs, which is a requirement of the State's unemployment compensation system.

2. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS

The District will continue its strategic efforts and investments in professional development for AJC staff. These efforts include training AJC staff in the latest evidence-based best practices in the field of Workforce Development. The District focuses its training efforts on making sure AJC staff are proficient in the industry-recognized core workforce development competencies such as customer service methodology, helping skills, employability skills, assessments, training clients and peers, labor market information and resources, career development principles and models, business and economic development intelligence, collaboration and problem-solving, diversity in workforce development, etc. Over the past two years, DOES has connected the AJC staff with the industry-recognized Workforce and Career Development Certification Training (WCDC), which is a 12-week long course that covers fundamental workforce development competencies and skills required for the effective delivery of high-quality career development services.

DOES' Office of Training and Professional Development offers training opportunities to AJCs staff, including frontline staff and managers. These trainings range from customer service, communicating effectively, effective writing, developing high-performing teams to management skills for AJC Center Managers.

 The One-Stop Operator (OSO) coordinates a summer training series every summer for One- Stop staff and partners. This training includes WIOA Performance, Customer Service, Resume Review, Career Coaching, Vicarious Trauma, etc.

Additionally, WIOA Partners will leverage resources to provide training opportunities to the AJC staff and partners' staff to cross-train agency staff and ensure staff from all agencies are equipped to connect AJC customers with the most appropriate resources in the most effective way.

3. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION

Ongoing training is provided to Workforce partners on how to identify UI eligibility issues and refer issues to UI staff for adjudication. This quarterly training focuses on the importance of identifying and reporting eligibility issues, how to identify eligibility issues and how to report eligibility issues. This training has been expanded within the past year to include Customer Navigation Center (CNC) staff members who answer all phone calls received by the agency pertaining to UI and reemployment services. Additionally, a comprehensive referral process was implemented in 2016 to ensure that all UI eligibility issues identified by Workforce staff members are forwarded to UI staff for adjudication. As of a result of this referral process, more UI eligibility issues are identified and adjudicated by UI claims examiners.

B. EXPLAIN HOW THE STATE WILL PROVIDE INFORMATION AND MEANINGFUL ASSISTANCE TO INDIVIDUALS REQUESTING ASSISTANCE IN FILING A CLAIM FOR UNEMPLOYMENT COMPENSATION THROUGH ONE-STOP CENTERS, AS REQUIRED BY WIOA AS A CAREER SERVICE

Staff training and development will help to improve the one-stop experience for UI claimants. Additionally, there are multiple resources to assist an individual needing assistance or information in filing an unemployment compensation claim at a one-stop center. Workforce and unemployment insurance have been collaborating for the last few years to provide meaningful assistance to claimants filing for unemployment through the AJC. The two divisions have been actively working to sync systems so that information regarding claimants can be shared in "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 UI

CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS

UI claimants receive reemployment assistance through the Reemployment Services and Eligibility Assessment (RESEA) Program. The primary goals of the RESEA program are to ensure an individual receiving UI benefits continues to meet the eligibility requirements and to connect claimants to reemployment services that support the claimant's return to work at the earliest possible time. During a customer RESEA session, they receive an orientation of the center services, UI disqualifications, resume review, work search review, Labor Market Information (LMI) review and one on one job counseling. Claimants are randomly selected to attend RESEA sessions based on specific criteria which includes education level, employment history, local labor market information and economic trends.

In addition to the RESEA program, DOES uses a referral process for UI claimants who are identified as needing reemployment services. If a UI staff member identifies a reemployment barrier during a UI eligibility investigation in an AJC, they will refer the claimant to a Workforce point of contact to provide Wagner Peyser services addressing that barrier.

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE INCLUDING THE FOLLOWING:

Wagner-Peyser funds, including items/services paid for by Wagner-Peyser funds, may also be utilized to support UI claimants. Each AJC in the District has a resource room that contains computers, Internet access, telephones, printers, fax machines, unemployment staff and information and a variety of job search and career exploration aides including the labor exchange. The unemployment insurance claimant may access these via self-services or individualized career services. These services are available to all job seekers in the AJC, with a designated self-help area with light touch services available when needed by the claimant. The Districts AJC has unemployment insurance staff housed in each center. Staff coordinates all claimants that they

assist in speaking with an AJC workforce staff person for job search assistance. Currently under development are IT system changes that will allow both workforce and unemployment systems to request UI and Workforce services in "real-time", upon application. This development will allow for pop up messages for all claimants as they file each week, also reminders about how many more weeks they are allowed to receive benefits and also workforce activities scheduled for that week. DOES OIT is working to develop this program and will allow both sides to share information. In addition, DOES is exploring the full replacement of the UI and workforce systems to enable better system integration.

Currently, all claimants are registered in the reemployment services system when they file their initial UI claim. Claimants are then required to create a profile that includes career type, desired positions and educational history. Once their profile is completed, claimants have access to job search tools, job announcements, job recruitments and other employment related resources 24-hours a day. The information stored in the claimant's workforce profile can also be viewed and searched by employers who are seeking suitable candidates for available positions.

Washington, DC administers the Work Test to claimants during required RESEA sessions. In 2016, the District began selecting claimants for RESEA earlier in the claim filing process.

Claimants are now randomly selected to attend RESEA after only two weeks of UI certification, opposed to the previous parameter of eight weeks. By providing an earlier point of entry, the District is able to deliver expedited reemployment services to UI beneficiaries and ensure that claimants receive the full range of available services as quickly as possible in an effort to reduce their duration of unemployment. This expedited process has also resulted in earlier detection of potential UI eligibility issues for referral to UI adjudication.

Wagner-Peyser services are aligned with Adult and Dislocated Worker services in Washington, DC. AJC staff members refer job seekers to training, support services and a more intensive level of service that Wagner-Peyser dollars do not fund. Workforce staff routinely refer job seekers to training for high-demand occupations. If Workforce Development Specialists are unable to serve jobseekers after their initial visit and assessment, and the job seeker is interested in continued service, Specialists will ask that job seekers make an appointment to return and to bring the necessary documentation to assess eligibility and become enrolled in WIOA. This will provide employers with the talent they need and job seekers with the jobs they desire.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE AN ASSESSMENT OF NEED. AN ASSESSMENT NEED DESCRIBES THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

1. ASSESSMENT OF NEED. PROVIDE AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS IN THE AREA BASED ON PAST AND PROJECTED AGRICULTURAL AND FARMWORKER ACTIVITY IN THE STATE. SUCH NEEDS MAY INCLUDE BUT ARE NOT LIMITED TO: EMPLOYMENT, TRAINING, AND HOUSING.

Washington, DC has no persons identified as Migrant and Seasonal Farmworkers (MSFW) seeking services under WIOA and no agricultural sector economic activity related to MSFWs. The U.S. Department of Agriculture Economic Research Service shows no data on farms for the District of Columbia in its most recent 2017 data.[1] As such, District has determined that there is no need for MSFW-specific services and outreach, and there are no plans to identify grantees to deliver services listed in WIOA Section 167, National Farmworker Jobs Program (NFJP). [1]https://data.ers.usda.gov/reports.aspx?StateFIPS=11&StateName=District%20of%20Colum bia&ID=17854

2. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY,

AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE

See response in Section e.1. above.

3. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWS IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION

See response in Section e.1. above.

4. OUTREACH ACTIVITIES

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

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

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

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

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

With no MSFW needs identified in the District, the District does not have outreach efforts to MSFW groups. While Washington, DC does not have an NFJP grantee, coordination is planned with neighboring NFJP grantees in Virginia and Maryland in order to educate AJC staff on available services for MSFWs from fellow practitioners in the region.

5. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM

Upon entering the AJC-HQ, all customers are greeted by DOES' QMatic Ticketing System, a kiosk that guides visitors to their designated representative or training class. MSFW customers who self-identify will be directed to a Workforce Development Specialist (WDS), who will begin an assessment to determine the customers' needs and immediate, next steps. For individuals who are Limited English Proficient (LEP) or Non-English Proficient (NEP), the Language Access System will provide linguistically relevant access to DOES programs and services. American Job Center (AJC) staff, who've received Language Access training, Language Access Line interpretation services, "I Speak" cards, Language Access posters, and the DOES' website are among the various tools used to assist LEP and NEP customers. The DOES website is offered in both English and Spanish, DOES Español. If MSFW customers do not possess work visas or social security numbers, they are limited to basic services as they cannot enroll in WIOA or local training programming. Therefore, the WDS will refer the customer to an appropriate partner organization for further assistance, such as the Mayor's Office on Asian & Pacific Islander Affairs, the Mayor's Office on Latino Affairs, and the Mayor's Office on African Affairs. Given there are no identified agricultural employers in the District at this time, WDS will connect MSFW seeking

agricultural opportunities in neighboring jurisdictions, such National Farmworker Jobs Program (NFJP) grantees in Maryland and Virginia.

Although there are no MSFWs' needs to be identified in the District, DOES will develop a complaint process, which will identify a complaint specialist who receives complaints in person, written, email, or telephone. All complaints will be accepted, reviewed, assigned to the appropriate parties, investigated, and resolved within a specific timeframe from when the receipt of the filed complaint. In addition to examining the complaints, documenting all correspondence, conversations, and activities, the complaint specialist must log all complaints into a complaint system log for record retention and follow-up. Once the MSFW complaint process is approved, AJC staff will receive training on the new procedure. DOES will display the complaint system poster at all AJC locations, post the process to the DOES website, and create a one-page handout for AJC staff to distribute to MSFW customers at the AJCs'.

Although there are no agricultural employers identified as being established in the District, DOES will market an Agricultural Recruitment System to agricultural employers once finalized. Currently, an Urban Agriculture program is being established through the leadership of the Department of Energy and Environment and DOES support those efforts where applicable. Once the program is finalized and approved, DOES will train AJC staff on the new program, post the program to the DOES website, and create a one-page handout for AJC staff to distribute to MSFW customers at the AJCs'.

6. OTHER REQUIREMENTS

A. COLLABORATION

While the District has not historically seen MSFWs visit the AJC system, DOES will ensure that AJC managers and staff are aware of the services available in neighboring states Virginia and

Maryland—both of which contract with Telamon Corporation as their WIOA 167 National Farm Workers Job Program grantee. As the first stage of collaboration, DOES will issue periodic directives and a fact-sheet to AJC staff informing them of the MD and VA locations that MSFWs can receive specialized services.

According to the Maryland WIOA State Plan, just 3% of outreach activities take place in the counties closest to the District of Columbia. For MSFWs interested in Eastern Shore, Maryland, they will be referred to the Salisbury American Job Center, where the MD NFJP grantee is colocated.

According to the Virginia WIOA State Plan, Winchester is the closest region to the District of Columbia with agricultural services staff, with one full-time Farm Placement Specialist based out of the local Winchester, VA office at 100 Premier Place. The nearest Telamon site offering NFJP services is located in Montross, Virginia, roughly seventy-five miles from Washington, DC. MSFWs interested in receiving services and/or relocating to Virginia for work will be referred to these sites.

Additionally, DOES will reach out to representatives at the Virginia Workforce Connection (VAWC) and Maryland Jobs Now (MJN) to request agricultural services staff and/or Telamon representatives to host an event or webinar, so that DOES AJC system staff can learn more about NFJP and other available services for MSFWs from fellow practitioners in the region. The timeframe for establishing agreements or building upon existing agreements is Q4 of 2021.

B. REVIEW AND PUBLIC COMMENT

Although there are no MSFW needs to be identified and no agricultural employers established in Washington, DC, the District will begin to solicit information and suggestions regarding MSFW-specific services and outreach from neighboring NFJP grantees in VA and MD, the Association of Farmworker Opportunities Programs, the Department of Energy and Environment, and other MSFW-related groups, providing them the opportunity to comment. Once the feedback is obtained, the District will report the organizations from which information and suggestions were solicited, any comments received, and responses to those comments. The timeframe for soliciting

feedback is Q4 of 2021.

C. DATA ASSESSMENT

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

D. ASSESSMENT OF PROGRESS

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

Moving forward, the District plans to work with MSFWs organizations and neighboring NFJP grantees in VA and MD to build staff awareness and collaboration. The timeframe for establishing goals is Q4 of 2021.

E. STATE MONITOR ADVOCATE

The District does not have a State Monitor Advocate.

WAGNER-PEYSER ASSURANCES

The State Plan must include	Include
1. The Wagner-Peyser Act Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time (sec 121(e)(3));	Yes
2. If the State has significant MSFW one-stop centers, the State agency is complying with the requirements under 20 CFR 653.111, State Workforce Agency staffing requirements;	Yes
3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser Act services, Adult and Dislocated Worker programs and Youth Programs under Title I; and	Yes

4. SWA officials:
    1) Initiate the discontinuation of services;
    2) Make the determination that services need to be discontinued;
    3) Make the determination to reinstate services after the services have been discontinued;
    4) Approve corrective action plans;
    5) Approve the removal of an employer's clearance orders from interstate or intrastate clearance if the employer was granted conditional access to ARS and did not come into compliance within 5 calendar days;
    6) Enter into agreements with State and Federal enforcement agencies for enforcement-agency staff to conduct field checks on the SWAs' behalf (if the SWA so chooses); and
    7) Decide whether to consent to the withdrawal of complaints if a party who requested a hearing wishes to withdraw its request for hearing in writing before the hearing.
	Yes

WAGNER PEYSER PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level
Employment (Second Quarter After Exit)	57%		57%	
Employment (Fourth Quarter After Exit)	60%		60%	
Median Earnings (Second Quarter After Exit)	$5,500		$5,500	
Credential Attainment Rate	N/A		N/A	
Measurable Skill Gains	N/A		N/A	
Effectiveness in Serving Employers				

PROGRAM-SPECIFIC REQUIREMENTS FOR
ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

A. ALIGNING OF CONTENT STANDARDS

Aligning adult education content standards is an integral part of WIOA, Title II, planning and implementation. To ensure alignment with state-adopted academic content standards, OSSE AFE has adopted the Common Core State Standards (CCSS) and the College and Career Readiness Standards (CCRS) as the adult education content standards for the District of Columbia. In addition to CCSS and CCRS, adult educators in OSSE funded Integrated Education Training (IE&T) programs are required to integrate the Comprehensive Adult Student Assessment System (CASAS) competencies and content standards, ONET competencies and applicable industry standards in their IE&T instructional programs and lesson plans.

OSSE AFE monitors sub-grantees for compliance with these requirements via local program monthly/quarterly reporting, check-in sessions, desk reviews and an end-of-the year final monitoring review. OSSE AFE staff, in collaboration with program managers, also conduct classroom observations for a representative sample of teachers in the program, and review lesson plans, student surveys and student performance, progress and outcome reports to determine compliance with this requirement.

The CCSS and CCRS are embedded in the CASAS GOALS Reading and Math assessments series approved by the U.S. Department of Education. The 2014 GED and NEDP, which are the two alternative pathways to a secondary credential for adults in the District of Columbia, are also aligned with the CCSS and CCRS.

In collaboration with the University of the District of Columbia (UDC), CASAS National Office, Mustard Seed and other professional development partners, OSSE AFE will continue to offer professional development and technical assistance to sub-grantees focused on standards integration and implementation in IE&T programs.

OSSE AFE staff participated in the Standards-in-Action (SIA) 2.0 State-Based Curriculum Review Pilot Project sponsored by the U.S. Department of Education, to increase staff's knowledge, skills, and ability to provide technical assistance to local program providers on how to align curricula and state and industry standards. OSSE AFE staff developed a SIA Plan for implementation in 2021-25, which includes the provision of professional development, technical assistance, resources, and guidance to providers; and expanding upon its monitoring activities to include a more in-depth assessment of local program alignment of curricula and state and industry standards. OSSE AFE is developing a crosswalk of 1) the IE&T programs being offered by each provider by industry, 2) the IE&T (adult education, workforce preparation and workforce training) curricula and instructional materials being used by each provider per industry, 3) the occupations for which District residents are being prepared, and 4) the ONET standards/competencies that students are expected to possess and/or demonstrate as a result of their participation in an IE&T program, engagement in work-based learning and/or completion of an IE&T program.

The AFE team and its professional development and technical assistance partners will:

- Review, analyze and compare provider crosswalk data with local program performance and student outcome data by provider(s) and industry to gain additional insight into the relative effectiveness of the IE&T program models and to identify strategies that may merit further exploration or research.

- Select, review and analyze industry specific curricula from the provider crosswalk data, state-supported curricula (Essential Education and NorthStar) and other online resources (Career Coach and Virtual Job Shadow) to evaluate their alignment to English

Language Arts, Mathematics and other supports appropriate for adult learners in IE&T settings as well as the CCRS, CASAS Content Standards, ONET Competencies, and the Employability Skills Framework, as applicable.

- Engage providers in industry specific communities of practice to:

  o Review, analyze and compare provider crosswalk data and aggregate local program performance and student outcome data,

  o Identify gaps (e.g., program model, curricula, instruction, instructors' expertise and experience, etc.), and

  o Develop strategies to fill/address the gaps to improve local program performance and student outcomes.

- Engage providers in action research to:

  o Pilot implementation of one or more programmatic and/or instructional enhancement strategies,

  o Review and analyze data to determine the impact of the strategy/strategies on local program performance and student outcomes,

  o Identify lessons learned, and

  o Share promising practices for future replication and/or adaptation by IE&T providers.

B. LOCAL ACTIVITIES

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

The Office of the State Superintendent of Education (OSSE) is the state agency in the District of Columbia responsible for administering the Adult Education and Family Literacy Act (AEFLA), a federal initiative authorized by Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014 (Pub. Law 113-128), codified at 29 U.S.C. § 3271 *et seq.* and its implementing regulations at 34 CFR Part 463. The AEFLA Grant program is supported with a match of local funds, as required by Title II, section 222(b) of WIOA codified at 29 U.S.C. § 3302(b). As such, the AEFLA Grant program is supported by a combination of federal and local funding.

OSSE, in collaboration with the District's Workforce Investment Council (DC WIC), administers the DC WIC Career Pathways Grant which is authorized by the Mayor's Order 2016-086 and the Workforce Investment Implementation Act of 2000 (D.C. Code 32-1601 *et seq.*). OSSE also administers the Gateway to Careers Grant, which is authorized by the State Education Office Establishment Act of 2000, effective October 21, 2000 (D.C. Law 13-176; D.C. Official Code § 38-2602(b)) and Fiscal Year 2018 Budget Support Act of 2017, sec. 4052.

Through its Adult and Family Education unit, OSSE:

- Awards AEFLA, DC WIC Career Pathways, and Gateway to Careers Grant funds, through a competitive grant process, to eligible providers to offer Integrated Education and Training Programs (adult education and literacy, workforce preparation and workforce training services) as well as supportive and transition services to District residents;

- Facilitates state leadership activities including professional development, technical assistance and monitoring;

- Provides resources (software, instructional materials, equipment, and assistive technology) to adult education providers and partners in Washington, DC; and

- Maintains and reports state and local program performance, progress and outcome data to the U.S. Department of Education, city officials and other stakeholders in an attempt to

facilitate continuous improvement at the state and local program levels.

OSSE, in partnership with the DC WIC, conducted a grant competition and awarded AEFLA Section 231, 225 and 243 funding, DC WIC Career Pathways funding and Gateways to Careers funding to twelve eligible providers of demonstrated effectiveness, to offer high quality integrated education and training programs to District residents with an emphasis on preparing youth and adults for a career path in one or more of the DC WIC's high demand industries. Integrated education and training program models include the provision of adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Eligible providers are funded based on the 13 AEFLA funding considerations specified in section 231(e) of WIOA, as well as other criteria or state-imposed requirements specified by OSSE AFE and DC WIC in the Request for Application.

Eligible individuals include District residents who (a) have attained 18 years of age; (b) are not enrolled or required to be enrolled in secondary school under State law; and (c) who are basic skills deficient; do not have a secondary school diploma or its recognized equivalent of education; or are English Language learners.

Eligible providers include organizations that have demonstrated effectiveness in providing adult education and literacy, and may include: (a) a local educational agency; (b) a community- based organization or faith-based organization; (c) a volunteer literacy organization; (d) an institution of higher education; (e) a public or private non-profit agency; (f) a library; (g) a public housing authority; (h) a nonprofit institution that is not described in any of subparagraphs (a) through (g) and has the ability to provide adult education and literacy activities to eligible individuals; (i) a consortium or coalition of agencies, organizations, institutions, libraries, or authorities described in any of the subparagraphs (a) through (h); and (j) a partnership between an employer and an entity described in any of the subparagraphs (a) through (i).

Funds awarded by OSSE AFE under Sec. 231 of the Adult Education and Family Literacy Act (AEFLA) shall not be used to support or provide programs, services, or activities for individuals

who are not individuals described in subparagraphs (A) and (B) of Section 203 (1), inclusive of individuals who are under the age of 16 and are enrolled or required to be enrolled in a secondary school under State law except that funds will be made available to support family literacy programs, services and activities. Eligible providers shall attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities other than adult education activities (Sec. 231 (d)).

OSSE AFE provides oversight of the grants administration process using EGMS (Enterprise Grants Management System) for the submission, review and approval of applications for funding, processing of cost reimbursements for payment tied to SOAR and for programmatic and fiscal monitoring of its sub-grantee.

Additionally, OSSE AFE continues to partner with the University of the District of Columbia and other partners to offer professional development, technical assistance, consultation and evaluation services to adult educators and the leadership/support teams of local program providers. These services are aimed at both professionalizing the field of adult education and increasing providers capacity to plan for and embrace impending changes to adult education and workforce development as a result of the WIOA.

Please also see the following sections: Aligning of Content Standards, Correctional Education and other Education of Institutionalized Individuals, Integrated English Literacy and Civics Education Program, State Leadership and Assessing Quality.

OSSE AFE ensures that all eligible providers have direct and equitable access to apply for AEFLA Section 231 funding. OSSE AFE uses the same Notice of Funds Availability (NOFA) and Request for Application (RFA) to apprise eligible providers about the AEFLA 231, 225 and 243 grant opportunities. The grant competition is facilitated through OSSE's Enterprise Grants Management System (EGMS). Eligible providers follow the same process to create and apply for AEFLA grant funds in EGMS. This ensures that all applications can be screened by OSSE AFE staff for evidence of demonstrated effectiveness and forwarded to the grant readers review using the same rubric and scoring criteria. Once funding determinations are made, eligible 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

OSSE AFE provides funding to eligible providers of demonstrated effectiveness to offer adult education and literacy, workforce preparation, workforce training and other related services to individuals in correctional institution or other facility for institutionalized individuals in accordance with Section 225 of WIOA. A correctional institution is defined as any of the following: 1) Prison, 2) Jail, 3) Reformatory, 4) Work farm, 5) Detention Center, or 6) Halfway house, community-based rehabilitation center, or other similar institution designed for the confinement or rehabilitation of criminal offenders.

OSSE requires eligible providers to use Section 225 grants for the cost of educational programs for criminal offenders in correctional institutions and other institutionalized individuals, including academic programs for: 1) Adult education and literacy activities; 2) Special education, as determined by the eligible agency; 3) Secondary school credit; 4) Integrated education and training; 5) Career pathways; 6) Concurrent enrollment; 7) Peer tutoring; and 8) Transition to re-entry initiatives and other post-release-services with the goal of reducing recidivism.

Eligible providers may also use Section 225 funding to support educational programs for students' transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. Such use of funds may include educational counseling or case work to support incarcerated individuals' transition to re-entry and other post-release services.

Examples include assisting incarcerated individuals to develop plans for post-release education program participation, assisting students in identifying and applying for participation in post-release programs, and performing direct outreach to community-based program providers on behalf of re-entering students. Eligible providers will not be able to use Section 225 funds for costs for participation in post-release programs or services. OSSE AFE ensures that service provision is prioritized and directed to individuals who are likely to leave the correctional institution within five years of participation in the program. OSSE AFE encourages collaboration with other adult education providers, training providers, employers, and postsecondary education institutions to help facilitate students' successful transition and reintegration into the community after release.

OSSE AFE ensures that all eligible providers have direct and equitable access to apply for AEFLA Section 225 funding. OSSE AFE uses the same Notice of Funds Availability (NOFA) and Request for Application (RFA) to apprise eligible providers about the AEFLA 225, 243 and 231

grant opportunities. The grant competition is facilitated through OSSE's Enterprise Grants Management System (EGMS). Eligible providers follow the same process to create and apply for AEFLA grant funds in EGMS. This ensures that all applications can be screened by OSSE AFE staff for evidence of demonstrated effectiveness and forwarded to the grant readers for review using the same rubric and scoring criteria. Once funding determinations are made, eligible providers receive a notification via EGMS of the status of their application. If the eligible provider's application has been accepted, the eligible provider will also be able to generate a Grant Award Notification via EGMS. See above for a description of how AEFLA grants, including funding associated with Section 225, 243, and 231 will be competed and awarded. Section III.b.5.B.1 also outlines how the State will comply with the requirements of Subpart C (competition, direct and equitable access, same grant process, and use of the 13 AEFLA funding considerations).

OSSE AFE will not spend more than the 20 percent of the 82.5 percent of the state AEFLA grant for Section 225 – Corrections Education and Education of Other Institutionalized Individuals activities.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

OSSE AFE provides funding to eligible providers of demonstrated effectiveness to offer Integrated English Literacy and Civics Education (IELCE) and Training to District residents in accordance with Section 243 of WIOA. Section 243 funding may be used to serve English Language Learners who are adults, including professionals with degrees and credentials in their native countries. English Language Learners have an opportunity to participate in Integrated English Literacy and Civics Education programs that help them to gain competency in English and acquire the skills needed to exercise the rights and responsibilities of citizenship as members of their communities, while also engaging in integrated education and training activities aligned to their desired career path.

Eligible providers receiving funds through the Integrated English Literacy and Civics Education program are required to provide services that 1) Include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation; 2) Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and 3) Integrate with the local workforce development system and its functions to carry out the activities of the program.

Eligible providers that receive funds through the Integrated English Literacy and Civics Education program may use funds for integrated English literacy and civics education in combination with integrated education and training activities by: 1) Co-enrolling participants in integrated education and training that is provided within the local or regional workforce development area from sources other than Section 243 of the Act; or 2) Using funds provided under Section 243 of the Act to support integrated education and training activities.

OSSE AFE ensures that all eligible providers have direct and equitable access to apply for AEFLA Section 243 funding. OSSE AFE uses the same Notice of Funds Availability (NOFA) and Request for Application (RFA) to apprise eligible providers about the AEFLA 243, 225 and 231 grant opportunities. The grant competition is facilitated through OSSE's Enterprise Grants Management System (EGMS). Eligible providers follow the same process to create and apply for AEFLA grant funds in EGMS. This ensures that all applications can be screened by OSSE AFE staff for evidence of demonstrated effectiveness and forwarded to the grant readers review using the same rubric and scoring criteria. Once funding determinations are made, eligible providers receive a notification via EGMS of the status of their application. If the eligible provider's application has been accepted, the eligible provider will also be able to generate a Grant Award Notification via

EGMS.

See Section III.b.5.B.1 above for a description of how AEFLA grants, including funding associated with Section 243, 225, and 231 will be competed and awarded. Section III.b.5.B.1 also outlines how the State will comply with the requirements of Subpart C (competition, direct and equitable access, same grant process, and use of the 13 AEFLA funding considerations).

OSSE AFE expends the subset of funding specified in its award letter from the U.S. Department of Education for Section 243 – Integrated English Literacy and Civics Education and Training activities, in addition to local funding and WIC Career Pathways. IELCE and training program offerings will be aligned to the District's Workforce Council's High Demand

Industries. These include: Business Administration and Information Technology, Construction, Healthcare, Hospitality, Infrastructure (Energy and Utilities, Energy Efficient Technology, and Transportation and Logistics), Law and Security. Additionally, programming may be offered in alignment with other in-demand industries in the Washington metropolitan area.

Through their engagement in IELCE and training programs, District residents have an opportunity to receive adult education and literacy instruction, concurrently and contextually with workforce preparation activities and workforce training, where applicable, for a specific occupation or occupational cluster. These and other related services (e.g., supportive and transition) are offered to District residents for the purpose of educational and career advancement. Adult learners will have an opportunity to attain measurable skills gains, earn a secondary school diploma or its equivalent, attain one or more entry level and/or industry-recognized certifications, transition to postsecondary education, engage in work-based learning and/or be placed in unsubsidized employment in a high- or in-demand industry and occupation that pays a family sustaining wage and/or that leads to economic self-sufficiency. To achieve these goals, eligible providers partner with educational providers, workforce training

providers, employers, postsecondary institutions, and other entities to meet the diverse needs of English Language Learners and support them in the pursuit of their desired career path.

E. STATE LEADERSHIP

1. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT THE REQUIRED STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA

To meet the requirements of Section 223(a)(1)(A), (B), (C) and (D) of WIOA, OSSE AFE uses federal and local state leadership funds to enhance the quality of programming in the District's adult education and workforce development system. Not more than 12.5% of the federal grant funds made available will be used to carry out the state leadership activities under Section 223.

Activities to be supported with state leadership funds include the following:

OSSE will continue to work collaboratively with key stakeholders to align adult education and literacy activities with the WIOA core programs as specified in the District's Unified State Plan under section 102. Priority emphasis has been placed on the development of career pathways that provide access to integrated education and training services, that lead to postsecondary education and/or high-wage and high-demand employment for District residents in adult education and literacy activities. This initiative is being led by the DC WIC in collaboration with the WIOA core partners and other key stakeholders. State leadership funds are used to build the capacity of WIOA core program providers to better assess and address the needs of District residents. Efforts include cross-training staff on a shared process for client orientation, intake, assessment, learning needs screening, career mapping, and referral and receipt of services.

To meet future teacher qualification requirements, OSSE has and will continue to partner with the University of the District of Columbia (UDC) to offer a Graduate Certificate Program in Adult

Education (24 credit hours), Master of Arts in Adult Education (36 credit hours), and one-credit professional development modules, workshops and seminars for adult educators using state leadership funds. OSSE has and will also continue to work in collaboration with UDC and other PD partners to provide high quality professional development (PD) programs to adult educators to improve programming and instruction to adult learners. OSSE AFE, in collaboration with the UDC Adult Education Program, UDC's Office of Continuing Education, and Ed2Go offers additional professional development opportunities to practitioners in the District of Columbia. This includes Professional Development Scholarships to meet the specific fundamental and career training needs of adult educators, vocational instructors, program administrators, and support staff from OSSE AFE subgrantees and other adult education and/or workforce training programs in the District so that these individuals can enhance their knowledge and skills, and better assist District residents in the pursuit of their desired career paths.

State leadership funds will continue to be used to work in collaboration with national, state and/or local trainers/subject matter experts from various organizations (e.g., World Education, the Comprehensive Adult Student Assessment System (CASAS) National Office, , LINCS, Mustard Seed, etc.) to provide high quality professional development to program

administrators, teachers and staff at all levels. Topics will include but are not limited to: Using Assessment to Design Instruction, Curricula Review and Standards Integration, Differentiated Instruction, Contextualized Instruction, technology integration, blended learning/distance education and other related topics. OSSE will continue to engage in evaluation activities to assess the effectiveness of the PD provided and employ continuous improvement strategies to improve state, local program and student performance and outcomes.

OSSE will continue to support the provision of technical assistance (TA) to eligible providers of adult education and literacy activities, workforce preparation and workforce training to enhance local program effectiveness. TA is offered to increase the ability of providers to meet established performance standards, and to fulfill obligations associated with being a WIOA and one-stop delivery system partner. Eligible providers receive one-to-one and/or small group technical assistance. OSSE AFE PD partners also provide TA to eligible providers on a variety of topics. OSSE uses State leadership funds to support the development and dissemination of instructional and programmatic practices based on the most rigorous or scientifically valid research available and appropriate, in reading, writing, speaking, mathematics, English language acquisition programs, blended learning/distance education, and staff training. OSSE AFE providers will also be required to participate in events and activities sponsored by the DC WIC, One Stop Operator, WIOA core partner agencies and/or other key stakeholders.

OSSE has and will continue to promote technology integration in providers and partner agencies to improve instruction, services, and system efficiencies. OSSE makes web-based assessments, curriculum and instructional resources (eCASAS, TOPSpro Enterprise, GED Academy, CASAS Academy, Work Essentials, Computer Essentials, Money Essentials, Career Coach DC, Virtual Job Shadow, and NorthStar Digital Literacy,) available for use by providers and partners. State leadership funds also support the DC Data Vault, a web-based transactional data system designed to help facilitate shared intake, assessment, program referral, and tracking services for WIOA core programs and partners.

OSSE will continue to conduct monitoring activities that evaluate the quality of, and the improvement in, adult education and literacy activities, workforce preparation and workforce training. OSSE monitors local program performance on a monthly, quarterly, and annual basis and works with eligible providers to improve local program performance and student outcomes. Local program check-in sessions, desk reviews, programmatic and fiscal reporting, classroom observations, folder samples, and end-of-the year monitoring reviews are employed to assess average attendance hours, measurable skills gains, credential attainment, students' transition to

secondary education, postsecondary education, training, advanced training and/or employment and other student performance, progress and outcomes. These methods allow OSSE monitors and eligible providers to review the operational aspects of the program including the draw down and expenditure of grant funds, staff completion of required professional development, and local program adherence to accountability and reporting requirements. Based on the evaluation findings, OSSE, in collaboration with its PD/TA providers, offer professional development, technical assistance, and resources to adult education administrators, teachers and staff at all levels to ensure continuous improvement at the local program level.

OSSE will continue to prioritize the facilitation of partnerships between adult education providers, training providers, local postsecondary institutions, industry associations and employers in an effort to create pathways and bridge programs from adult education to higher education and/or employment in high-wage and high-demand industries for adult learners in the District of Columbia.

OSSE will collaborate, where possible with the DC WIC, One Stop Operator, WIOA Core Programs, partners, providers, and other stakeholders to avoid duplication of efforts in order to maximize the impact of the activities described above.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE

See response in Section e.1.

F. ASSESSING QUALITY

OSSE works in collaboration with its PD/TA providers to assess the quality of local program providers of adult education and literacy services and take actions to improve such quality through its robust monitoring system. The OSSE AFE monitoring system measures local program performance in four key areas: 1) Student performance, progress, and involvement, 2) Instructional Models and Methods, 3) Program Management and Leadership, 4) Data Collection/Reporting. In addition to requiring programmatic and fiscal reporting, OSSE AFE will monitor and evaluate providers remotely via local program check-in sessions, desks reviews, and end-of- the-year monitoring review.

Eligible providers will be required to:

A. Enter local program, student, and staff data in LACES (Literacy Adult and Community Education Systems;

B. Conduct student outcome follow-up activities and report data in LACES;

C. Generate monthly Diagnostic Search Reports in LACES to ensure the validity and accuracy of data;

D. Submit programmatic and/or fiscal data when requested by the monitor and the required evidence (e.g., Student Roster, Student Diagnostic Reports, Student Performance Report(s), Student Outcome Report(s), cost reimbursement supporting documentation, agency audit, certification of single audit, etc.,);

E. Participate in Local Program Monitoring Check-In Sessions, follow-up Desk reviews, and Follow-up TA Sessions;

F. Participate in Classroom Observations and provide feedback to instructors;

G. Participate in an End-of-the-Year Final Monitoring Review; and

H. Develop and implement a continuous improvement plan.

OSSE will monitor local program providers remotely throughout the program year to:

- Evaluate the local program's progress to-date toward contracted enrollment, goals

and outcomes;

- Determine if the local program will be able to achieve the contracted enrollment, goals and outcomes by program year-end;

- Ensure that the local program has qualified staff, procedures, and systems in place to achieve contracted enrollment, goals and outcomes;

- Ensure that the local program is following OSSE's Assessment Policy, Data Collection and Reporting Policy, Internal Control Policy, and other policies and procedures;

- Ensure that local program providers are entering data in LACES and able to produce and report accurate and reliable information;

- Assess a funded program's instructional quality;

- Compare the program's grant expenditures to-date with the approved budget;

- Identify program strengths and areas needing improvement;

- Identify and address local program technical assistance, professional development and resource needs; and

- Facilitate continuous improvement at the local program levels.

State leaderships funds will be used to support the state's management information system - LACES (Literacy Adult and Community Education System). LACES will be used by the state to evaluate state and local program performance.

OSSE AFE staff monitor local programs on their compliance to the *DC Data Collection and Reporting Policy* to ensure that local programs meet the National Reporting System (NRS) requirements for follow-up of core and secondary outcome measures. Local programs will use a combination of direct program reporting and survey to collect follow-up data from students who exited the program so that the data is reflected on NRS Table 5.

OSSE AFE included a requirement in its Fiscal Year 2020 grant application that eligible providers describe how their IE&T programs are of sufficient intensity and quality and based on the most rigorous research available so that participants achieve substantial learning gains. To evaluate this measure, AFE conducted an analysis of local program performance and student outcome data for FY 21 and FY 20. In FY 21, a significant number and percentage of students in AFE IE&T programs made a measurable skill gain and attained an entry-level and/or industry-recognized credentials. As stated above, AFE is developing a crosswalk of 1) the IE&T programs being offered by each provider by industry, 2) the IE&T (adult education, workforce preparation and workforce training) curricula and instructional materials being used by each provider per industry, 3) the occupations for which District residents are being prepared, and 4) the ONET standards/competencies that students are expected to possess and/or demonstrate as a result of their participation in an IE&T program, engagement in work-based learning and/or completion of an IE&T program and other key elements of each IE&T program's design. AFE will review, analyze, and compare the provider crosswalk data with local program performance and student outcome data by provider(s) and industry to gain additional insight into their relative effectiveness and to identify strategies that may merit further exploration and research. Information and insights gained from these evaluations, in addition to program monitoring data, will be used to inform state planning and the allocation of resources, professional development and technical assistance to local program providers.

Professional Development Quality Assessment
The OSSE AFE bases professional development and technical assistance activities on the results of the prior year monitoring data so that the state can address the categories in which sub-

grantees had earned the lowest number of points. On an annual basis, OSSE AFE directs its PD efforts toward promoting teacher effectiveness and improving student outcomes. OSSE AFE modified its classroom observation tool to reinforce the state's expectation that 1) teachers align assessment, curriculum and instruction to address and accommodate different student learning needs; 2) teachers embed the Common Core State Standards, College and Career Readiness Standards, CASAS Competencies and Content Standards, ONET Competencies and applicable industry standards into their IE&T instructional programs and lesson plans; and 3) students achieve their desired outcomes as evidenced on NRS Tables 4 and 5.

Adult educators have been participating in professional development activities remotely including: The Comprehensive Adult Student Assessment Systems (CASAS) Implementation Training; Literacy Adult Community Education System (LACES) Training; the National External Diploma Program (NEDP) Training, OSSE AFE and UDC Mini-PD Institutes and workshops on other related topics. Adult educators also have participated in workshops remotely on contextualized instruction, models of integrating education and training, and integrating technology into their programs, with an emphasis on the use of state sponsored educational software products, mentioned above, to meet the needs of students via classroom instruction, blended learning and/or distance education.

OSSE AFE will assess the quality of its remote professional development programs via participant surveys after all workshops, webinars, presentations and PD institutes. Participant feedback will be used to inform future PD offerings and the continued use of specific PD training providers; to modify the format of future workshops; and/or to determine if there is a need for technical assistance and/or additional resources for the training participants to successfully operationalize their lessons learned.

OSSE AFE, in collaboration with its PD providers, will also conduct a PD survey at specific intervals to determine adult educators' PD needs, preferred delivery formats (face-to-face, webinars, hybrid), and preferred schedule (days, evenings, weekends) for offerings. The PD survey will also be used to assess local program staff's satisfaction with the training they have received throughout the program year and provide participants with an opportunity to share examples of how they applied the lessons learned during training in their programs, classrooms and everyday practices. The PD survey will also provide local program staff with an opportunity to identify resources and supports they may need to be more effective in their roles in adult education and family literacy programs.

OSSE AFE monitors providers remotely via check-in sessions, webinars, and desk reviews to assess the quality and application of PD. Monitors review local program providers' lesson plans, student and class profiles, PowerPoint presentations, and handouts. Monitors also participate in classroom observations remotely and review data collected and reported through the OSSE AFE end-of-the year Final Monitoring Review and student surveys, as applicable.

Furthermore, OSSE AFE will review local program and student data in LACES, the state's management information system, to evaluate the impact of professional development on local program performance and student progress and outcomes.

One example of OSSE AFE's evaluation of the implementation of PD, is as follows: Since CASAS is the approved assessment for the District of Columbia, local program staff are required to participate in CASAS PD training and implement either the paper-based or web-based assessment system. OSSE AFE monitors generate assessment reports in LACES to determine if local programs are administering tests appropriately and generating Diagnostic Search Reports to identify and address discrepancies in the data. OSSE AFE monitors review local program data to determine that the staff are adhering to OSSE AFE's Assessment Policy, including ensuring that enrolled students who have a minimum of 50 (maximum of 70 to 100 instructional hours have validly matched CASAS pre-tests and post-tests in reading and math or other ESL instructional

areas (writing, speaking, listening comprehension). They determine whether enrolled students who are post-tested are making educational gains as evidenced by the percentage of enrolled students who complete an educational functioning level.

Furthermore, local program staff are required to complete and/or generate CASAS student profiles by competency and class profiles by competency and to work with students to establish goals. They are also required to develop lesson plans that incorporate student learning needs as specified on student profiles by competency, class profiles by competency, and student goals as

well as use appropriate curricula, multiple delivery methods and approaches to meet the diverse learning needs of students. Program managers are required to conduct classroom observations to assess the quality of the instruction being provided by teachers and the level of student satisfaction with the instructional services they are receiving. OSSE AFE monitors review the lesson plans, conduct classroom observations remotely and review student surveys, where applicable, to determine if teachers are employing the instructional strategies, utilizing instructional resources, and improving their practices based on the training that they have received.

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM CERTIFICATIONS

The State Plan must include:	Include
1. The plan is submitted by the State agency that is eligible to submit the plan;	Yes
2. The State agency has authority under State law to perform the functions of the State under the program;	Yes
3. The State legally may carry out each provision of the plan;	Yes
4. All provisions of the plan are consistent with State law;	Yes
5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan;	Yes
6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan;	Yes
7. The agency that is submitting the plan has adopted or otherwise formally approved the plan; and	Yes
8. The plan is the basis for State operation and administration of the program.	Yes

ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAM ASSURANCES

The State Plan must include:	Include
1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding the supplement-not- supplant requirement);	Yes
2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA;	Yes

3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not "eligible individuals" within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA;	Yes
4. Using funds made available under title II of WIOA to carry out a program for criminal offenders within a correctional institution, the eligible agency will give priority to serving individuals who are likely to leave the correctional institution within five years of participation in the program.	Yes
5. The eligible agency agrees that in expending funds made available under Title II of WIOA, the eligible agency will comply with sections 8301 through 8303 of the Buy American Act (41 U.S.C. 8301-8303).	Yes

AUTHORIZING OR CERTIFYING REPRESENTATIVE

APPLICANT'S ORGANIZATION	Enter information in this column
Applicant's Organization	DC Office of the State Superintendent of Education
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	**Enter information in this column**
First Name	Michelle
Last Name	Johnson
Title	State Director, Adult and Family Education
Email	jmichelle.johnson@dc.gov

SECTION 427 OF THE GENERAL EDUCATION PROVISIONS ACT (GEPA)

OSSE AFE ensures direct and equitable access for all eligible providers to apply for AEFLA grant funds in the District of Columbia. OSSE will publish a Notice of Funds Availability (NOFA) on the DC Office of Partnerships and Grant Services (OPGS) website and in the OPGS electronic bulletin "The Funding Alert." The NOFA will also be published on OSSE's website at www.osse.dc.gov.

OSSE will then publish the multi-year (minimum five-years) AEFLA Request for Applications (RFA). A notice about the release of the RFA will be published on the DC OPGS website and in the Funding Alert. The RFA will also be published on OSSE's website at www.osse.dc.gov.

All eligible applicants will submit applications using OSSE's web-based Enterprise Grants Management System (EGMS), including certifications and assurances. Other information in the application will include a description of how funds awarded under the AEFLA will be spent and a description of any cooperative agreements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and family literacy activities. A panel of independent reviewers, external to OSSE, will review and score the applications based on the 13 considerations in section 231(e) of WIOA.

Eligible applicants will not be required to apply for an AEFLA grant through another agency as OSSE will award the funding directly to the selected eligible providers. The application process has been designed so that it is clearly evident that the direct submission of an application to OSSE via EGMS is the only acceptable and non-negotiable method of applying for grant funds.

OSSE will require all eligible providers for sections 231, 225, and 243 to use the same application process via EGMS to ensure that all applications are evaluated using the same rubric and scoring criteria. OSSE further ensures that all eligible providers will have direct and equitable access to apply for AEFLA grant funds via the same grant announcement and

application process. During the initial period of the grant submission process, any eligible agency that contacts OSSE with an interest in participating in the competition will be provided the information needed. OSSE believes that these approaches meet the requirements specified in AEFLA and satisfy the requirement that every effort be made to ensure direct and equitable access to eligible providers.

To ensure fair and equitable access, the OSSE state agency for Adult and Family Education adheres to policies and procedures set forth by the District of Columbia Office of Contracting and Procurement and Office of Partnerships and Grants Services as well as policies, procedures, and guidance from the OSSE Office of Grants Management and Compliance, Office of the General Council, Office of the Chief Financial Officer and Office of the Chief Information Officer.

ADULT EDUCATION AND LITERACY PROGRAM PERFORMANCE INDICATORS

Performance Indicators	PY 2020 Expected Level	PY 2020 Negotiated Level	PY 2021 Expected Level	PY 2021 Negotiated Level	PY 2022 Expected Level	PY 2022 Negotiated Level	PY 2023 Expected Level	PY 2023 Negotiated Level
Employment (Second Quarter After Exit)	19.0%	19.0%	21.0%	21.0%	17% or 22.0%	17% or 22.0%	18% or 23.0%	18.0% or 23%
Employment (Fourth Quarter After Exit)	23.0%	23.0%	25.0%	25.0%	15% or 26.0%	15% or 26.0%	16% or 27.0%	16% or 27.0%
Median Earnings (Second Quarter After Exit)	$7,500	$7,500	$8,000	$8,000	$6900	$6900	$7,000	$7,000
Credential Attainment Rate	46.0%	46.0%	48.0%	48.0%	46.0%	46.0%	47.0%	47.0%
Measurable Skill Gains	45.0%	47.0%	46.0%	47.0%	50.0%	50.0%	52.0%	52.0%
Effectiveness in Serving Employers	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]	Not Applicable [1]

- Employment (Second Quarter After Exit) and Employment (Fourth Quarter After Exit): OSSE is proposing two targets for PY 2022 and PY 2023 for these two indicators for consideration by USDE.
- Of the two proposed targets, OSSE would prefer to establish a target of 17% for PY 2022 and 18% for PY 2023 for Employment (Second Quarter After Exit) based on PY 2020 (21.57%) and PY 2021 (15.12%) actual performance data. Additionally, OSSE would prefer to establish a target of 15% for PY 2022 and 16% for PY 2023 for Employment (Fourth Quarter After Exit) based on PY 2020 (19.63%) and PY 2021 (12.01%) actual performance data.
- If the target for each employment indicator must be established at the same or a higher level than the prior PYs, OSSE, to meet this criteria, is proposing an optional target of 22% for PY 2022 and 23% for PY 2023 for Employment (Second Quarter After Exit) and 26% for PY 2022 and 27% in PY 2023 for Employment (Fourth Quarter After Exit).
- Median Earning (Second Quarter After Exit): OSSE is proposing a target of $6,900 for PY 2022 and $7,000 for PY 2023 for Median Earning (Second Quarter After Exit) based on PY 2020 ($6,409.00) and PY 2021 ($6,890.00) actual performance data.
- Credential Attainment Rate: OSSE is proposing a target of 46% for PY 2022 and 47% for PY 2023 for Credential Attainment Rate is based on PY 2020 (54.16%) and PY 2021 (44.87%) actual performance data.

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (COMBINED OR GENERAL)

A. INPUT OF STATE REHABILITATION COUNCIL

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

The following report was provided by the Chair of the State Rehabilitation Council:

Mission, Purpose, and Function

Mission: The State Rehabilitation Council (SRC) was created in response to federal law and Mayoral Order 93-149, to empower and respect people with disabilities in the District of Columbia; and maximize their employment outcome, self-determination, economic self-sufficiency, independence, inclusion, and integration into society based on the informed choices of people with disabilities in the District of Columbia.

Purpose: The purpose of the SRC is to act in an advisory capacity to the Administrator of DCRSA on the provision of vocational rehabilitation services to people with disabilities in the District of Columbia.

Functions: The function of the SRC includes the following:

- Review, analyze, and advise the agency regarding eligibility for services; extent, scope, and effectiveness of services provided; and functions performed by District of Columbia agencies that affect or that potentially affect the ability of individuals with disabilities achieving rehabilitation goals and objectives.

- Advise the Administrator of RSA, and assist in the preparation of applications, the State Plan, the Strategic Plan and amendments to the plans, reports, needs assessment and evaluations required.

- Conduct a review and analysis of the effectiveness, and consumer satisfaction with (a) functions performed by the District of Columbia agencies and other public and private entities responsible for performing functions for individuals with disabilities; and (b) vocational rehabilitation services.

- Prepare and submit an annual report to the Mayor of the District of Columbia and the Commissioner of the Rehabilitation Services Administration, and the United States Department of Education, on the status of vocational rehabilitation programs operated within the District of Columbia.

- Coordinate with other councils within the District of Columbia.

- Advise the Administrator of DCRSA and provide for coordination and the establishment of working relationships between the DCRSA, the Statewide Independent Living Council and Centers for Independent within the District of Columbia.

- Perform such other functions, consistent with the purpose of the Council as deemed appropriate.

- Prepare a Resource Plan, in conjunction with the Administrator of DCRSA, for the provision of resources, including staff and other personnel as may be necessary to carry out the functions of the Council.

- Federal law specifies community representation on the State Rehabilitation Council.

Key Performance Indicators

DCRSA has several key performance indicators reviewed and assessed throughout the fiscal year. The table below reflects the format used in previous years' reports and gives information on the key performance indicators and their progress made within the previous fiscal year.

Key Performance Indicator	FY 2018 Target	FY 2018 Actual	FY 2019 Target	FY 2019 Actual	FY 2020 Target	FY 2020 Actual	FY 2021 Target	FY 2021 Actual
Number of people placed by RSA that remained employed for 90 calendar days or more	675	610 FY18 Achieved 90%	675	546 FY19 Achieved 81%	675	522 FY20 Achieved 77%	675	609 FY21 Achieved 90%
Percent of people with a plan developed within 90 calendar days of eligibility	90%	97.% Met; Achieved	90%	98% Met; Achieved	90%	97% Met; Achieved	90%	98% Met; Achieved
Percent of people for whom eligibility is determined within 60 calendar	90%	98% Met; Achieved	90%	98% Met; Achieved	90%	94% Met; Achieved	90%	98% Met; Achieved
Average entry level wages for people whose cases are closed successfully	$14.00	$15.84 Met; Achieved	$14.00	$16.70 Met; Achieved	$15.00	$17.63 Met; Achieved	$15.00	$17.33 Met; Achieved

Major Accomplishments of DCRSA

For fiscal years 2020-2021, DCRSA continued to provide employment-preparation, attainment, advancement, and job sustainability for DC residents whose impairments served as an impediment or barrier to employment.

On March 11, 2020, Mayor Muriel Bowser declared both a state of emergency and a public health emergency to provide additional coordination for the District's response to the coronavirus (COVID-19). On March 24, 2020, to mitigate the spread of the coronavirus (COVID-19), Mayor Muriel Bowser issued Mayor's Order 2020-053: Closure of Non-Essential Businesses and Prohibition on Large Gatherings During Public Health Emergency for the 2019 Novel Coronavirus (COVID-19). The Order required temporary closure of the on-site operations of all

non-essential businesses and prohibited gatherings of 10 or more people. In providing background for the order, the Mayor cited the importance of limiting interactions among people to the greatest extent practicable by limiting public activity.

DCRSA remained open and committed to ensuring the well-being of the individuals we serve. We continued to provide essential services; however, there were changes in how some services were provided. Through the duration of the public health emergency, employees of DCRSA worked remotely to provide essential support services to residents with disabilities. Residents with disabilities interested in receiving supports from the agency were able to call the designated phone number to schedule an intake appointment. In-person appointments resumed in July 2021, when staff returned to the office in-person per the Mayor's directive. In December 2021 due to the COVID-19 Omicron variant, the Mayor directed DC government agencies to resume full situational telework status where possible. DCRSA is conducting virtual services and business in a telework posture; however, the front door remains open to the public. This is a part of the agency's ongoing efforts to address community health risks and ensure the safety of consumers who participate in DCRSA funded programming.

DCRSA worked to engage the community in new ways this past fiscal year. Below are key areas of interest DCRSA accomplished in order to continue strengthening service delivery to the residents of the District:

- DCRSA has continued its outreach efforts by ensuring accessibility of services for people identified as underserved or unserved according to the 2020 Comprehensive Statewide Needs Assessment. Five more bilingual Spanish Speaking staff members were added consistent with 34 CFR 361.18. This effort broadens the District's Latinx community's access to DCRSA Services, career exploration and employment supports.

- DCRSA has maintained and enhanced the effectiveness of outreach efforts through ongoing evaluation and utilization of outreach sites to ensure that DCRSA staff are placed in communities where the need for VR services is most critical. In FY20 and FY21, there were 37 DCRSA outreach sites with the intention of introducing Vocational Rehabilitation service opportunities to the unhoused population within the District. DCRSA has an outreach committee that meets monthly and has established annual outreach goals.

- DCRSA worked with the American Job Centers (AJCs) to ensure counselors are on-site, at all four (4) locations, along with the addition of Employment Coordinators five (5) days per week to deliver support and services to individuals with disabilities seeking employment. One of the AJCs is located in Ward 7 and another AJC is located in Ward 8. The additional AJC locations are in ward 1 and ward 5. Due to COVID-19, AJC sites have been suspended since March 2020 to date. The agency staff transitioned to a full situational telework status through July 2021. Through the duration of the public health emergency, employees of DCRSA have worked remotely to provide essential employment support services to residents with disabilities. Residents with disabilities interested in receiving supports contacted the agency to schedule intake appointments. DCRSA continues its ongoing efforts to address community health risks and ensure the safety of consumers who participate in DCRSA funded programming. DCRSA has been in a remote posture for all of January 2022 with the exception of the front desk staff who is available to assist with walk-ins.

- DCRSA worked to increase the number of people who completed training programs that prepare them for jobs in high demand fields, increasing the number of employment placements in these fields. DCRSA currently works with 11 training providers in high growth industries to include: Hospitality and Tourism, Healthcare, Information Technology (IT), Security, Construction and Building Trades, Transportation and Infrastructure and Retail and Customer. To assist with the number of people who

complete training programs in high demand fields, the operations team informs DCRSA Programs of vendors offering vocational training in DC Workforce Investment Council (DC WIC) "high-demand sectors": Business and Information Technology, Construction, Healthcare, Hospitality, Security and Law, Infrastructure, and Transportation/Logistics. Three (3) vocational training providers offering vocational training in DC WIC high-demand sectors were added as vendor options during Program Year 2020: Certstaffix (Business and Information Technology), Hands on Dental Assistant Training (Healthcare), and Workforce & Technology Center (Business and Information Technology, Healthcare, Hospitality, and Transportation/Logistics). Seven (7) vocational training providers offering training in DC WIC high-demand industry sectors were added as vendor options during Program Year 2019-2021.

- Through the duration of the public health emergency, employees of DCRSA worked remotely to provide Pre-Employment Transition Services (Pre-ETS) to students with disabilities. DCRSA Transition staff members moved to a remote/telework model and shifted its Pre-ETS Program to a virtual platform. Services, including monthly school-based workshops, intake appointments, and VR employment services, were conducted via telecommunication such as phone call, video conference and email. DCRSA also suspended all community-based or in-person student programs, including Work-Based Learning Experiences (WBLEs). To ensure continuation and accessibility of the Pre-ETS program, the DCRSA Transition team worked with Community Rehabilitation Provider network to create virtual Work Readiness Training programs for potentially eligible youth and students with disabilities. Youth earned wages, funded by DCRSA. Presently, some providers have begun in person programming with virtual learning as an option.

- DCRSA established agreements with additional training providers and coordinated with the DCWIC, OSSE and DOES in order to ensure that VR clients are able to access training programs provided through other workforce agencies. DCRSA continues to collaborate with the WIC to plan the allocations and program cost of the one stop centers. DCRSA continues to meet monthly with the one stop operator who coordinates the one-stop centers to ensure compliance.

  DCRSA has reviewed the MOU with the WIC and provided programmatic feedback. DCRSA has signed the FY22 MOU with the WIC and is awaiting full execution. DCRSA has submitted to the DC WIC the following information for each month from the FY21: number and percent of referrals successfully enrolled, number and percent of enrollees who completed the agency program, number and percent of enrollees who obtain employment, number and percent of enrollees who maintain employment for at least three months. As DCRSA cannot utilize the DC Data Vault for referrals, an alternative referral process will be implemented. While a majority staff are trained on the DC Data Vault, DCRSA's referral and eligibility process does not lend itself to a seamless transition of effective engagement with the Data Vault without altering the Administration's nature of business. The alternative referral process, "Partner Referral Process", encompasses the below process describing how customer referrals are made electronically.

  Partner Referral Process:

  Once a referral is placed, the Intake and Outreach Unit will schedule an intake appointment with a VR Specialist. Every person who is scheduled for an intake will be: 1. Asked to identify their preferred mode of communication and any accommodations required for the intake appointment; 2. Provided with an Intake Appointment Notification Letter containing the time, date, and location of the intake interview and

information about the information and documentation that will be requested. This letter can either be sent via email, or printed and mailed, or handed to the person at the time of scheduling; 3. Provided with an appointment reminder, using the person's preferred mode of communication, 24-48 hours prior to the scheduled appointment. On the day of the appointment, the VR Specialist will call the applicant to initiate the intake appointment.

- DCRSA continues to collaborate with DCPS by establishing a MOU. A MOU was developed for FY21 that provides staffing support to the schools for the coordination and delivery of Pre-Employment Transition Services (pre-ETS). For FY22, DCRSA is funding four (4) staff at DCPS to provide programming to reach all DCPS students who qualify for pre-ETS. DCRSA coordinates pre-employment transition services with DCPCS and a local Non-Profit organization, DC Special Education Cooperative (CoOp), to provide similar staff support to eligible students or potentially eligible students in the DC Public Charter Schools (DCPCS). DCRSA has maintained a partnership with DCPS and the DC Special Education Cooperative (CoOp) that has led to an increase in counseling on post-secondary education and training as well as paid work-based learning experiences for students with disabilities in the District. DCRSA will maintain collaboration with both organizations to continue to provide pre-employment transition services to students with disabilities who are eligible or potentially for services.

- In Spring 2021, the DC Special Education Cooperative hosted 105 students across DC who attended the virtual DC3C Next Steps Career Exploration Conference to learn about educational pathways available for future jobs. Next Steps is a program that is ideal for students who are exploring possible career and education opportunities after high school.

  DCRSA collaborated with the DC Special Education Cooperative Program (CoOp) to host the Career Preparation Program (CPP), and the UMOJA Peer Mentoring. Over 6weeks between March and April 2021, 41 selected students participated in a paid or volunteer work opportunity. Topics focused on job exploration primarily based on students' strengths and interests, local in-demand industries, and career pathways. These programs are ideal for students exploring career options or seeking employment in specific fields.

- While in partnership with OSSE and the Kennedy Center for Performing Arts, DCRSA has continued to collaborate with community provider, SchoolTalk Inc. to host a transition conference for DCPS and DCPCS students. In response to the COVID-19 Pandemic, SchoolTalk hosted a Virtual Voices of Change Conference from May 17th – June 14th, 2021. SchoolTalk provided transition and employment-related sessions directly to students, which were tailored to fit individual schools' schedules and the individual's needs. This year, 45 students from eight (8) schools across the district participated in the Voices of Change Conference.

- DCRSA held the 2019 National Disability Awareness Month Employer Recognition Program where DCRSA recognized business partners who have provided opportunities for high school youth to gain work experience: YMCA Calomiris, CVS Health, Community Tech Net, DC Strings Workshop, Walgreens, Number 1 Beauty Supply, DC Department of Behavioral Health, and DC Office of Public Records.

- In FY20, DCRSA launched the 2nd cohort of the Aspiring Professional's Internship Program—a program designed to provide opportunities for District of Columbia Government Agencies to host DC Residents in a professional setting, geared to help job seekers become more competitive while providing a sense of focus and independence in the visualization of their career interests.

SRC and RSA Partnership, Goals and Outcomes FY 2020 and 2021

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

These Policies, were sent to the SRC for comments in 2020:

- Provider Sanctions Policy and Procedure
- Language Access Policy and Procedure

In FY21, the SRC reviewed its bylaws that govern the committee's work and recommendation it makes to DCRSA. DCRSA provided program updates to the SRC at its quarterly meetings in FY21.

Summary of FY20 and FY21 Accomplishments

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

For FY20, DCRSA did not meet the successful closure goal of 675 adjusted to 554 due to the public health emergency. However, DDS/RSA was able to successful place 522 persons in competitive integrated employment which was 94% of the expected goal which is a fantastic accomplishment given the health emergency and the virtual way in which we needed to work to support our consumers. DCRSA continued to work virtually with a number of training providers in high growth industries to include: Hospitality and Tourism, Healthcare, Information Technology (IT), Security, Construction and Building Trades, Transportation and Infrastructure, Retail and Customer Service. Further, DCRSA expanded its focus to include programs facilitated by its Business Relations Specialist and four (4) additional Employment Specialists who developed relationships with businesses throughout the Washington DC Metropolitan Area to ensure collaboration with businesses that utilize high demand occupations as part of their business model. This trifold approach continued to increase education and awareness of the need for placement in the identified high demand occupancy areas. Additionally, training and supports to employers were increased in the interest of fostering job development and placement incentive in these occupancy areas virtually.

For FY21, DCRSA did not meet its successful closure goal of 675. DCRSA successfully closed 609 cases, meeting approximately 90% of the overall goal. During FY21, DCRSA continued to provide virtual vocational rehabilitation services for district residents. In July 2021, DCRSA staff returned to in-person services. Virtual services options will continue for those clients whose preference it is to meet virtually. DCRSA continued to support consumers in high-demand job training programs, some of which were virtual due to the public health emergency.

Prior to March 2020, DCRSA worked with the American Job Centers (AJCs) to ensure counselors were on-site five (5) days a week, at all four (4) locations, to deliver supports and services to clients. Once DCRSA moved to the virtual platform, VR Counselors continued to work virtually with DOES and Employment coordinators to provide job readiness and job seeking opportunities for our consumers. DCRSA engaged employers in all DC wards to ensure consumers no matter their geographic location in the city had access to available job opportunities.

Employment Outcome Descriptions for High-Demand Occupations	FY20	FY21	Difference from Yr. to Yr.
People served by RSA and achieved successful outcomes	522	609	(+17%)/(+87)
Percentage of placements in high demand occupations /Number Served	82%/429	87%/527	(+23%)/ (+98)
Construction/Infrastructure/Number Served	3%/15	3% /21	(+40%)/(+6)
Healthcare / Number Served	5%/26	6%/34	(+31%)/(+8)
Hospitality/Culinary / Number Served	34%/178	34%/205	(+15%)/(+27)

Business/IT /Number Served	17%/90	20%/124	(+38%)/(+34)
Security/Law Enforcement / Number Served	3%/14	3%/17	(+21%)/(+3)
Transportation / Number Served	6%/30	5%/29	(-3.3%)/(-1)
Customer Service/Retail / Number Served	14%/76	16%/97	(+28%)/(+21)

Based on this table, there was a significant increase in the number of people placed in high demand industries (17%). DCRSA specifically showed growth in Construction/Infrastructure (40%), Business/IT (38%) , and Healthcare (31%), while there was a decrease in the high-demand industry of Transportation (-3.3%). It should be noted that due to the COVID-19 Public Health Emergency (and the impact on resources), in FY20 the goal for successful placement was adjusted from 675 to 554 successful placements. In FY21, the goal for DCRSA successful placement was 675. DCRSA continues to collaborate with external partners and leverage the DC Infrastructure Academy and the Department of Employment Services (DOES) to increase these job placements and opportunities in these high-demand fields in FY22.

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

On March 11, 2020, Mayor Muriel Bowser declared both a state of emergency and a public health emergency to provide additional coordination for the District's response to COVID-19. On March 24, 2020, to mitigate the spread of COVID-19, Mayor Muriel Bowser issued Mayor's Order 2020-053: Closure of Non-Essential Businesses and Prohibition on Large Gatherings during the Public Health Emergency for the 2019 Novel Coronavirus. The Order required temporary closure of the on-site operations of all non-essential businesses, and prohibited gatherings of 10 or more people. In providing background for the order, the Mayor cited the importance of limiting interactions among people to the greatest extent practicable, by limiting public activity. Mayor Bowser made her decisions in close partnership with DC Health and the DC Homeland Security and Emergency Management Agency.

DCRSA remained open and committed to ensuring the well-being and continued service provision for the individuals served. During FY 20, DCRSA provided opportunities virtually for professional development and training for new and existing staff. DCRSA updated its policies to align with the Workforce Innovation and Opportunities Act (WIOA) requirements. DCRSA successfully completed its portion of the Unified State Plan for FY 21' thru FY23. In FY20, DCRSA successfully completed the tri-annual CSNA (Comprehensive Needs Assessment) for the District of Columbia, Management and supervisory staff continued to participate in virtual Person-Centered Thinking (PCT) training with SDA its PCO/PCT Provider.

In July 2021, DCRSA staff returned in-person from a remote telework posture. Staff continued to offer virtual services at the discretion of the consumers being served. DCRSA currently offers intake appointments virtually or at it's main office location. Once thecommunity locations are reopened following guidance from the Mayor's Office related to the COVID-19 public health emergency, DCRSA staff will offer opportunities for intakes to be completed at any of the AJC locations to be more accessible to clients within the community. Individuals interested in services will be directed to the local AJCs if an alternative intake location is requested. Once the AJCs reopen, DCRSA staff will be available to clients who walk into any AJC location at any time and request to meet with an RSA representative, five days per week. The Intake Standard Operating Procedures have been updated to include a statement that client can choose preferred location.

DCRSA hosted its 3rd Annual LatinX Conference in September 2021. DCRSA translated all vital documents into Spanish and has developed a logo in Spanish to enhance access to services for the Latino/ Spanish speaking community. DCRSA has 14 bilingual staff member to further serve district clients.

DCRSA, with the support of a training provider, modified the Association of Community

Rehabilitation Educators (ACRE) curriculum with an emphasis on customized employment to present an online train-the-trainer virtual course. This course provides guidance and coaching on customized employment for individuals with disabilities, in which trainers will engage in a variety of field assignments related to the individual's employment goal. DCRSA has successfully enrolled 19 participants who were actively engaged in the course. Trainers worked towards completing all field assignments, including a customized employment placement. Trainers are expected to train at least one other DDS cohort of staff and/or open their trainings to other agencies. Courses began June 3rd and ended August 18, 2021.

In FY20, DCRSA was able to seamlessly move to a virtual platform and was able to successful provide goods, services, and programming for the public it serves so that consumers could continue their quest for successful competitive integrated employment and realizing their independence. In July of FY21, DCRSA staff returned in-person and resumed face-to-face services with the public.

In FY20, there were 522 successful closures of people placed in competitive integrated employment which was 95% of its expected goal, which truly showed the dedication, flexibility and successful mindset of DCRSA staff, realizing the importance of seeing its consumers succeed in their quest for employment goal attainment. In FY21, there were 609 successful closures, which is 90% of the overall performance goal. In accordance with the Fair Shot Minimum Wage Amendment of 2016, the minimum wage and living wage in the District of Columbia has increased to $15.20 on July 1, 2021. This is regarding the placement dates that falls after July 1st, as it relates to seeking incentive approvals. For FY20, 283 people earned within $1.00/hour above the minimum wage for DC. For FY21, 97 people earned within $1.00/hour above the minimum wage for DC. For FY20, there were 90 people and for FY21 there were 329 people, who were placed in jobs less than minimum wage, as they were provided informed choice and chose to work in positions that were either outside of the DC area or less than minimum wage true to their desired employment goal. FY20, 151 earned more than $1.00/hour above minimum wage for DC. For FY21, 185 people earned more than $16.00 an hour.

DCRSA staff case reviews continued to be completed on a quarterly basis. In FY20, 98% of cases were determined eligible within 60 days and 97% of individualized plans for employment (IPEs) were developed within 90 days, surpassing the compliance requirement of 90%. DCRSA baseline measures were established through the completion and submission of the 911 federal report. DCRSA continued refining the developed methodology to capture and report out on quarterly wages after exit and measurable skills gained. 20% was the negotiated target level approved by the Department of Education. In FY21, 98% of cases were determined eligible within 60 days and 98% of individualized plans for employment (IPEs) were developed within 90 days, surpassing the compliance requirement of 90%. Due to federal reporting requirements, the MSG data for FY21 is calculated for Program Year (PY) 20 which equates to approximately 36%. DCRSA continued to work with the Workforce Innovation Technical Assistance Center (WINTAC) and now the Vocational Rehabilitation for Technical Assistance Center for Quality Management to specifically identify ways to improve on reporting its WIOA key performance indicators moving forward which will include continued training to DCRSA staff, Measurable Skills Gains (MSG), Wages 2 and 4 quarters after exit, employer engagement, Credential Attainment, and average hourly wages.

In FY20, DCRSA continued its focus on developing SOPs and internal documents to ensure all staff understands and complies with the revised updated policies and procedures that DCRSA updated and revised in FY18. In FY21, DCRSA's internal policy committee met on a bi-weekly basis to review and update policies and practices so that they are consistent with federal and District regulations. These policies and procedures reflect and incorporate national best practices and are developed with input from the SRC and the community. Examples of updated policies include the Intake policy, procedure, and guidance,, Case Review, and IPE Standard Operating Procedure. Additionally, a policy was drafted on Internal Controls to ensure that compliance with federal requirements and accounting of the use of federal funds. This draft policy is currently being reviewed. In FY21, DCRSA has drafted the following transition policies:

Transition Referrals SOP, Pre-Employment Transition Services (Pre-ETS) Administration Internal Controls, and Pre-ETS Consent and Services Delivery SOP. Lastly, focus groups have begun to meet to obtain stakeholder input on revising and updating the Post-Secondary Education and Training Policy.

As evidence of DCRSA's ability to continue efficient operations and service delivery through these unprecedented times, DCRSA sponsored the annual Voices of Change event for youth, the DSP academies for youth and adults, the Latin X conference, the NDEAM event, just to highlight a few of the major events which DCRSA normally has to conduct in-person to be beneficial for its consumers. DCRSA was able to effectuate virtual services with continued success.

Goal 3: Expand and improve the quality of transition services through improved coordination with the state education agency and all local education agencies and implementation of Pre–Employment Transition Services (Pre-ETS) to secondary students with disabilities.

DCRSA continues to expand and improve the quality of its Pre-Employment Transition Services (Pre-ETS). Based on the data available to DCRSA during FY20, from a list compiled by the Office of the State Superintendent of Education (OSSE), approximately 3,500 students were potentially eligible for Pre-ETS. For FY21, there were 3,620 students were potentially eligible for Pre-ETS. These students have either already been determined eligible for VR services by the State VR Agency, or are potentially eligible for services based on their status of having an Individualized Education Plan (IEP), a 504 plan, or identified as having a disability while being a student in the secondary educational environment between the ages of 14-22.

Pre-ETS Data

For the fiscal year 2020, The DC Department on Disability Services, Rehabilitation Services Administration (DDS/RSA) provided Pre- Employment Transition Services (Pre-ETS) for 3,088 students. Of the 3,500 eligible or potentially eligible students, 88% (3,088) were high school students ranging from the age of 14-22. The number of students who received services from District of Columbia Public Schools was 2,487. The number of students who received Pre-ETS from the Public Charter Schools was 411. All other providers delivered Pre-ETS to 190 students who were eligible or potentially eligible.

In FY21, a total of 3,620 students who were eligible or potentially eligible for Pre-ETS. Of the 3,620, 80% (2,898) of the potentially eligible and eligible students were provided Pre-ETS. Furthermore, the number students who received services from District of Columbia Public Schools was 1,752 and Public Charter Schools was 602 students. All other external providers delivered Pre-ETS to a total of 544 students who were eligible or potentially eligible. This was a decrease of 8% from FY20 to FY21 of students who were eligible to receive Pre-ETS . Due to public health crisis caused by COVID-19, all Pre-ETS were moved to a virtual setting during this time; however, at times, students with significant and profound disabilities were challenged with virtual engagement.

The data for Pre-ETS shows that DCRSA provided paid work-based learning experiences for students with disabilities throughout the District. Based on national research, students are more likely to successfully transition to postsecondary employment if they have at least one paid work experience before they graduate from high school. DCRSA worked closely with local education agencies (LEAs) to provide paid work-based learning experiences (internships and/or job sampling experiences) for students with disabilities..

DCRSA has met this performance measure by providing 212 paid work-based learning experiences for district youth for program year 2020.The work-based learning experiences were provided by external partner providers, DC Public Charter and DC Public Schools. Each opportunity that was offered was a competitive, integrated employment opportunity. The DC Public charter school provided work-based learning experiences (WBLEs) for 74 youth, DCPS provided 84 WBLEs, Project Search provided 8 WBLEs, and River Terrace Education Center provided 33 WBLEs for district youth.

During FY21 RSA provided 148 paid work-based learning experiences to students in the district. The work-based learning experiences were provided by external partner providers and the DC Public Charter school. DCRSA, in collaboration with DC Public schools, provided an additional 136 work-based learning experiences to students within the district. Each opportunity that was offered was a competitive, integrated employment opportunity.

Response to COVID-19

On March 24, 2020, to mitigate the spread of the coronavirus, Mayor Muriel Bowser issued Mayor's Order 2020-053: Closure of Non-Essential Businesses and Prohibition on Large Gatherings During Public Health Emergency for COVID-19. As a result of this order, DCRSA transitioned to a virtual programming model in response to the Mayor's Order and moved the Pre-Employment Transition Services (Pre-ETS) Program to a virtual platform. Services, including monthly school-based workshops, intake appointments, and VR employment services, were conducted via telecommunication such as phone call, video conference and email. DCRSA also suspended all community-based or in-person student programs, including Work-Based Learning Experiences (WBLEs), effective March 14, 2020. To ensure continuation and accessibility of the Pre-ETS program, DCRSA Transition team worked with its Community Rehabilitation Provider network to create virtual Work Readiness Training programs for potentially eligible youth and students with disabilities. Youth earned wages funded by DCRSA. The virtual Work Readiness Training programs offered are listed below with program participant data.

DCRSA Transition: **High School Internship Program** Spring 2020 cohort
Virtual work readiness training program focusing on post-secondary education & training, college discovery, and career exploration using www.VirtualJobShadow.com curriculum.

Total students: 15

DC Public Schools: **General Explorations Internship Program** Spring 2020 semester
Virtual work readiness training program focusing on career readiness skills and career exploration hosted by workforce development coordinators.

Total students: 5

DC Public Schools Competitive Employment Opportunities Mentoring Program Spring and Summer 2020 Virtual workplace readiness training program focusing on self-advocacy instruction and peer mentoring. Students continued the internship during MBSYEP Program.

Total Students: 12

ProjectSEARCH @CAH Program (adult students ages 18-22) Spring 2020 semester
Virtual transition-to-work program focusing on skills training, career exploration, and individualized job development. This program leads to supported employment.

Total Students: 11

Workforce Development Center at River Terrace Education Campus Spring 2020
Virtual transition school-to work program focusing on career exploration and training in employability and independent-living skills through classroom instruction.

Total Students: 42

DC Special Education Cooperative: **Career Preparatory Program (CPP)** Spring 2020
Virtual work readiness training program focusing on career exploration and soft skills instruction using www.OneDerAcademy.com curriculum.

Total Students: 11

BroadFutures: **Summer Strengths Intensive Program** Summer 2020 cohort
Virtual work readiness training program focusing on self-advocacy, career readiness skills, and career exploration. 5 students were accepted into the program and 3 students completed the program.

Total students: 5

Columbia Lighthouse for the Blind: **L.I.T.E. Program** – Summer 2020 cohort
Virtual work readiness training program focusing on independent living skills and career exploration for students who are blind or have visual impairments.

Total students: 4

Outstanding Possibilities Revealed: **ASPIRE Program** Spring and Summer 2020 cohorts
Virtual work readiness training program focusing on self-advocacy, career readiness skills, and career exploration.

Total students: 13

Project ReDirect: **Life.Music.Art Internship Program** Spring & Summer 2020 cohorts
Virtual work readiness training program focusing on work readiness skills and career readiness training for careers in multimedia arts.

Total students: 9

RCM of Washington: **#Ready2Work (#R2W) Program** – Summer 2020 cohorts (2)
Virtual work readiness training program focusing on self-advocacy, career readiness skills, and career exploration.

Total Students: 5

SchoolTalk: **JumpStart/MBSYEP Program** in partnership with DOES – Summer 2020 Virtual work-based learning program focusing on self-advocacy, career readiness skills, career exploration, and disability disclosure for students participating in MBSYEP Program.

Total Students: 35

Time for Change: Job Readiness Training & Self-Advocacy Program Summer 2020
Virtual job readiness training program focusing on self-advocacy, career readiness skills, and employment job search.

Total Students: 8

Overall, DCRSA Transition supported 175 youth through paid virtual work readiness training during the Spring and Summer months of the COVID-19 pandemic. In addition to these Pre-ETS programs, DCRSA entered into an official agreement with the DC Department of Employment Services (DOES), Office of Youth Programs. The agreement allowed DCRSA to sponsor the wages for students with disabilities (ages 14-22) participating in the summer 2020 Mayor Marion Barry Summer Youth Employment Program (MBSYEP), and provide supports and services for the students with the most significant disabilities to participate in the 8-week program. Students with disabilities were paid at the competitive rate of $15.00/hour, to mirror DC's current minimum wage. Approximately 10,000 District youth (ages 14-24) were able to engage in paid virtual summer work through the CareerEdge curriculum, and 35 students with significant disabilities were supported through the JumpStart Program hosted by SchoolTalk. DCRSA is continuing to offer virtual services and programming to District youth.

Annual Voices of Change Conference 2020 (virtual platform)
SchoolTalk's Annual Voices of Change Conference 2020 was designed to equip middle and high school students with knowledge and skills to lead self-determined lives through opportunities to LEARN, LEAD, and ACT. Each year students engage with youth leaders, community-based organizations, and local entrepreneurs and artists who shed light on postsecondary pathways to work, education, and independent living. In response to the COVID-19 pandemic, SchoolTalk hosted a virtual Voices of Change Conference from September 14-September 30, 2020. SchoolTalk provided transition- and employment-related sessions directly to students, which were tailored to fit individual schools' schedules. SchoolTalk hosted citywide events on Wednesday, September 16, 2020 and Wednesday, September 23, 2020 and flexible class-based sessions any day of the week to accommodate the schools' varying virtual schedules. Most events included pre- and post-session activities teachers could use to further engage their students.

2020 Voices of Change Data*

Data Points	Total Number of Youth
Schools who participated in the conference	16
Educators who attended the conference	51
Youth Participants	174
Hobby to Hustle Workshop Attendees	44
Living a Full Life Workshop Attendees	34
Virtual Professionalism Workshop Attendees	36
Arts to Advocacy Music Production Workshop Attendees	31
Arts to Advocacy Visual Art Workshop Attendees	30
New Normal Dialogue Attendees	105
City Wide Dialogue Attendees	7
City Wide Poetry Slam Attendees	7
DC Youth Leadership Network Panel Attendees	11
City Wide Hobby to Hustle Panel Attendees	7
Youth Leaders who Facilitated Workshops	9

* Please note, that some students received multiple workshops so that accounts for why the total number is lower when adding the total number of individual workshop attendees.

On March 24, 2020, to mitigate the spread of the coronavirus, Mayor Muriel Bowser issued Mayor's Order 2020-053: Closure of Non-Essential Businesses and Prohibition on Large Gatherings During Public Health Emergency for COVID-19. As a result of this order, DCRSA transitioned to a virtual programming model in response to the Mayor's Order and moved the Pre-Employment Transition Services (Pre-ETS) Program to a virtual platform. Services, including monthly school-based workshops, intake appointments, and VR employment services, were conducted via telecommunication such as phone call, video conference and email. DCRSA also suspended all community-based or in-person student programs, including Work-Based Learning Experiences (WBLEs), effective March 14, 2020, per guidance from the Mayor's Office related to the COVID-19 public health.

Effective July 2021, DCRSA staff returned in-person from a remote telework posture amidst the public health crisis. Staff continued to offer virtual services at the discretion of the consumers being served.

FY 2020/2021:
- DCRSA provided 212 paid work-based learning experiences for district youth for program year 2020. The work-based learning experiences were provided by external partner providers, DC Public Charter and DC Public Schools. Each opportunity that was offered was a competitive, integrated employment opportunity.
- The DC Public charter school provided work-based learning experiences (WBLEs) for 74 youth, DCPS provided 84 WBLEs, Project Search provided 8 WBLEs, and River Terrace Education Center provided 33 WBLEs for district youth.
- RSA reports as of July 2021, the number of students reached via Pre-ETS, was approximately 80% of potentially eligible students. (2898/ 3620 as of July 2021).

FY21 Pre-ETS Programming:

Guided Group Discovery

- o It was the goal during last program year to identify more opportunities for community-based employment for students with intellectual and developmental disabilities. Through the River Terrace Educational Campus and the facilitation from provider, RCM, 33 youth participated in a pilot program called "Guided Group Discovery". At the conclusion of the piloted Guided Group Discovery Program, 33 out of 44 (75%)

participants completed blueprints for employment and now have the knowledge and skills to facilitate their future employment endeavors.

Jumpstart/SYEP

- o DCRSA supported 56 youth who participated in the JumpStart/MBSYEP facilitated by SchoolTalk. The program was available to eligible or potentially eligible students with disabilities who attend District of Columbia Public Schools, Public Charter Schools, orCollegiate students with significant disabilities. The goal was to provide a successful summer job experience. The program began in June 2021 and commenced in August 2021. Through the JumpStart/MBSYEP program, the youth who participated were provided with an individualized supported employment experience and earned wages. The youth engaged with job readiness trainers provided by Work Opportunities Unlimited and SchoolTalk.

Voices of Change

- o 37 youth participated in the Annual Voices of Change program. This event assisted youth in building relationships, the ability to build self-awareness, self-advocacy, and youth leadership skills and connect with their peers with disabilities. With the support of SchoolTalk staff, youth leaders facilitated and engaged in event development, implementation, and evaluation. This year's participation included seven (7) schools: Woodson, Ballou, Roosevelt, River Terrace, Duke Ellington, Dunbar and Capital City PCS.

UMOJA Peer Mentoring

- o DCRSA collaborated with the DC Sped CoOP to host a peer mentoring program on Wednesdays and Fridays during Spring 2021. A total of 16 youth attended the program. The UMOJA Peer Mentoring Program focuses on the role and rights in advocacy work covering the intersectionality of disabilities and Blackness in America. The program focused on three (3) essential areas: Leadership Development, Relationship Building andNetworking, and Advocacy in Social Justice. The UMOJA Peer Mentoring Program started on April 19, 2021 and ended on May 31, 2021 and included 2 weekend institutes.

Career Preparation Program (CPP) Exploration and Obtainment:

- o DCRSA collaborated with the DC Sped CoOP to host the CPP Program. A total of 25 participants attended the program. This program included two tracks based on the need and the participant age. One group (CPP Exploration) was for younger students focused on soft-skills and career exploration (building upon Next Steps career awareness). The second group (CPP Obtainment) was for older students who were looking for support in obtaining employment.

SEEC/Project Search

- o 13 individuals graduated from the Project Search Program. Project SEARCH provides employment readiness training for young adults aged 18 to 30 with intellectual and developmental disabilities through intensive internships and classroom instruction.

Aspire Program by Outstanding Possibilities Revealed

- o A total of 53 youth participated in the Aspire program. During this program, youth had the opportunity to engage in virtual Pre-Employment transition services. The courses consisted of communication skills, resume development, work skills development, mock interviews, budgeting, and financial literacy.

Project ReDirect

- o A total of 22 youth participated in the Keep Encouraging Youth Transition program. This program is designed as a person-centered program to help young people leaving the school system to successfully transition into the next phase of their lives. This program is divided into workshops and training modules that assist individuals with preparing for educational and workforce goals.

Broad Futures

- o A total of 12 youth participated in the BroadFutures program. During this program the youth engaged in Pre-Employment Transition services. The courses provided to the youth regarding job readiness skills consisted of professional communication, mock interviews, elevator pitches, first impressions, disclosing your disability, and accommodation in the workplace and higher education.

DC Public Schools: General Explorations Internship Program

- o A total of 59 youth participated in the virtual work readiness training program focusing on career readiness skills and career exploration hosted by workforce development coordinators.

DC Public Schools Competitive Employment Opportunities Mentoring Program

- o A total of 26 students participated in virtual workplace readiness training program focusing on self-advocacy instruction and peer mentoring.

ProjectSEARCH @CAH Program (adult students ages 18-22)

- o A total of 8 students participated in the virtual transition-to-work program focusing on skills training, career exploration, and individualized job development. This program leads to supported employment.

Workforce Development Center at River Terrace Education Campus

- o A total of 43 students participated in the virtual transition school-to work program focusing on career exploration and training in employability and independent-living skills through classroom instruction.

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

In FY20, DCRSA continued to improve coordination with the core WIOA partners through ensuring a Vocational Rehabilitation (VR) counselor is available virtually five (5) days per week. There were consumers who visited the AJCs prior to the public health emergency. To ensure continued coordination DCRSA strengthened its referral process with DOES. Additionally, DCRSA continued to refer its clients to the OSSE approved vendors for free virtual trainings and remedial courses. OSSE also provides professional development training for VR Counseling Staff. DCRSA regularly refers to Catholic Charities, Academy of Hope Public Charter School, Latin-American Youth Center, and So Others Might Eat (SOME) for adult education services. This allows for DCRSA staff to continue working collaboratively with the DOES to directly connect clients with additional employment, job readiness, and/or training supports. In addition, this virtual coordination has increased service delivery to individuals throughout all wards with counselors who were not able to be physically in the community at each AJC and other community agencies due to the public health emergency.

DCRSA has improved existing business relationships and built new business relationships within the community to increase job opportunities and expand DCRSA's employment network virtually. This is a major accomplishment given the state of the economy and the limitations brought on by the COVID-19 pandemic. The reason DCRSA has seen this increased success with employers is because of more focused engagement due to the virtual posture. This included a broader outreach because in-person meetings can sometimes be challenging to schedule. Additionally, DCRSA staff have a greater sense of urgency for understanding the opportunities for consumers in a challenging economy with enhanced barriers. DCRSA is more proactive with the business community, which ensures the viability of hiring consumers and the enhancements these consumers would actualize in their businesses.

In July 2021, DCRSA staff returned to the office and began providing in-person VR services to consumers. Virtual services were still being offered at the request and convenience of the clients being served. DCRSA has provided increased flexibility to the persons it supports by

providing both in-person and virtual services. DCRSA continues to evaluate the ever-changing Public Health crisis landscape to maintain the health and well-being of the district residents it supports. Effective Monday, December 27, 2021 until Friday, February 4, 2022, DCRSA transitioned into a virtual posture for the majority of its staff. The front desk staff remained available during this time to accept walk-ins.

The following events took place in FY20, with different employers in the district:

Employer Related Events

- Chemonics
- Pension Benefit Guaranty Corporation
- Federal Deposit Insurance Corporation
- U.S. Department of Labor
- Sodexo
- DCHR Working for Washington Presentation

Disability Awareness Education for Employers

- National Disability Employment Awareness Month Event, October 2020
- Disability Awareness Low Vision and Deaf Awareness for businesses
- Coordinated Disability Awareness Low Vision at the American Job Center
- Coordinated Disability Awareness Deaf Awareness at the American Job Center
- Aspiring Professionals Internship Program Cohort 2 launched and completed with15 interns placed;13 successful internship completions; 12 committed to employment; and 7 gained employment (6 with DC Government and 1 with the Federal Government)

The following events took place in FY21, with different employers in the district:

Completed 8 Employer Related Events

- RAINN (Rape, Abuse & Incest National Network) Employer Spotlight
- FEMA Employer Spotlight
- FEMA Resume Presentation
- Federal Highway Administration Employer Spotlight
- American University Employer Spotlight
- Chemonics Employer Spotlight
- Amazon Employer Spotlight
- Marriott Employer Spotlight
- Marriott Mock Interviews

There was a total of 4 Disability Awareness Education for Employers Events:

- DCHR (2)
- External Business (1)
- National Disability Employment Awareness Month (NDEAM) (1)

Additionally, Aspiring Professionals launched Cohort 3, which successfully placed nine (9) interns throughout District of Columbia Government agencies.

DCRSA, supported UnitedHealth Group (UHG) with securing six (6) RSA clients for the UHG Disability Inclusion Internship Program. The District of Columbia was one of a handful of State VR agencies invited to recommend candidates for this initiative.

DCRSA has also secured a subscription to LinkedIn to allow the agency to market its services, engage with businesses, and showcase DCRSA as a great place to work to potential employees.

Recommendations
In FY20 and FY21, there has been a sustained effort to improve data collection, financial accuracy, and overall communication from DCRSA to external stakeholders. As DCRSA continues to respond to the Public Health crisis due to COVID-19, it will reassess its service delivery model to ensure the safety of district residents who receive vocational rehabilitation services. There is a continued need to increase the training and professional development of both provider staff and VR counselors to ensure that high quality and person-centered services achieve competitive, integrated, and community-based employment.

Closing
FY20 was a productive year for the DCRSA and the SRC. The two organizations improved access to quality employment outcomes for all District residents with disabilities. In FY21, the SRC experienced a transformation in its membership and leadership, namely its chairperson.

In the new FY, the SRC looks forward to increasing its membership, updating its bylaws, and continuing its partnership with DCRSA.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

The Designated State Unit has reviewed and considered the State Rehabilitation Council's observations, input, and suggestions outlined in the annual report and the recommendations and input sections listed above. The Designated State Unit, DCRSA, agrees with the above recommendations, observations, and input suggested by the SRC's annual plan and its recommendations.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

N/A.

B. REQUEST FOR WAIVER OF STATEWIDENESS

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

This agency has not requested a waiver of statewideness.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

This agency has not requested a waiver of statewideness. All State plan requirements will apply.

3. REQUIREMENTS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN WILL APPLY TO THE SERVICES APPROVED UNDER THE WAIVER.

This agency has not requested a waiver of statewideness.

COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE
STATEWIDE WORKFORCE DEVELOPMENT SYSTEM
1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

DCRSA values its relationships with its federal, state, and local partners including those that are not a direct part of the Workforce Investment System. These partnerships allow for DCRSA to collaborate with other organizations to expand services in community settings and increase the reach to more District of Columbia residents with disabilities. The Administration has finalized cooperative agreements or Memoranda of Agreement (MOA) with several community partners and is working to address any outstanding agreements. There are currently five (5) fully executed MOAs that were implemented in FY21 among the following community partners:

- Mayor's Office of Lesbian, Gay, Bisexual, Transgender, and Questioning Affairs

- Workforce Development Center and River Terrace Education Campus

- Youthbuild Public Charter School

- Department of Insurance, Securities, and Banking (DISB)

- Project Search- National Institutes of Health

DCRSA currently has 37 community outreach sites in place with other government agencies and local organizations that provide locations for satellite sites with established schedules or referral protocol, allowing for expanded outreach and services in community settings reaching hard-to-reach residents. In addition, the Transition Unit (TU) has two (2) field sites for adult students with disabilities and DCRSA's TU VR Specialists serve 86 schools across the DC Metropolitan area, including DC students placed in non-public schools in MD.

These community sites include the following diverse settings such as rehabilitation centers, mental health clinics, hospitals, community health centers, homeless shelters, other DC Government Offices, and the court system.

DCRSA offers services in or receives referrals from the following community agencies and centers: DC Department of Employment Services (DOES) American Job Centers (AJC), DC Department of Behavioral Health (DBH), DC Department of Youth Rehabilitation Services, , Unity Clinic- Upper Cardozo , Washington Hospital Center, Mayor's Services Liaison Office, DC Superior Court, Office Of Veterans Affairs, Central Union Mission, Office Of Asian & Pacific Islanders Affairs, GW Acute Hospital, Seabury Blind Center, Ethiopian Center , Providence Hospital, Harbor Lights, Hearing Loss Associates, Psychiatric Center Chartered, Inc., Anchor Mental Health Association, Deaf- Reach, Pathways, Strive DC, Community Connections, PSI SERVICES III INC., Unity Health Care, Unity Healthcare- Anacostia Clinic, and Aging and Disability.

Along with sites in community settings, DCRSA has several other partnerships for services reflected in Memoranda of Agreements (MOAs) and Memoranda of Understandings (MOUs) with the following agencies and entities: DC Public Schools, Child and Family Services Agency, Department of Employment Services to include one stop centers Capital Area Region (formerly known as Embassy Suites and Hilton Hotels), DC Department of Behavioral Health, Office of the State   Superintendent of Education (OSSE), The DC Workforce Investment Council, The DC Department of Human Resources, DC Public Library, Department of Aging and Community Living, and DC Office of Disability Rights, and DC Office of the Chief Financial Officer.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT
OF 1998;

DCRSA works closely with the Assistive Technology (AT) Center at Disability Rights DC at University Legal Services. The AT Center is a very helpful resource that has supports available for VR clients, as well as other people with disabilities in the community. The AT Center also works very closely with schools in the District. DCRSA invites staff from the AT Center to its all staff meetings once or twice each year to provide information to staff regarding the resources

available there. In addition, the AT Specialist at DCRSA sits on the AT Advisory Council.

In FY21, in collaboration with the AT Center, DCRSA through DDS has made significant strides within its AT initiatives:

a) **The major collaborating organizations were:**

Technology First Initiative and Work Group Participants

- Developmental Disabilities Administration

- Rehabilitation Services Administration

- Assistive Technology Center

- DD Council

- Georgetown UCEDD

- Quality Trust

- Project Action

- The Center for Accessibility

- St. John's Community Services

- RCM of Washington

- Maryland Developmental Disabilities Administration

- Connect.DC

- Federal Communications Commission

- Disability Cocoon

b) **Measurable results of the initiative and any lessons learned.**

- The Tech First initiative funded 17 DDS Providers to participate in SHIFT Enabling Technology Curriculum to achieve Technology First Organization Accreditation. This will result in expanding the number of providers that can assist people with disabilities with person-centered tech exploration, discovery, matching, planning, and implementation.

- Hosted 10-part Tech First Web Series to increase awareness amongst stakeholders. The Tech First Web Series enhanced knowledge amongst stakeholders of the impactful best practices and tech solutions that have proven to promote self-determination and independence for people with disabilities across all Life Domains:

  o Healthy Living Tech – showcases Telehealth and automated medication dispensing tech solutions

  o Safety and Security Tech – highlighted sensor and GPS tech solutions to ensure safety and security

  o Daily Life and Employment Tech – showcased task prompting apps and solutions to increase autonomy at the workplace and home

  o Tech for Advocacy and Engagement – highlighted online community tech

  o Tech that Fosters Socialization – displayed tech solutions that aim to expand natural support network

  o Assistive Tech Goals 101 – webinar on how to write comprehensive and achievable supports to ensure successful utilization of tech

- o Remote Supports – 2-part webinar that informed stakeholders of Remote Support options, planning, and implementation for the workplace and community living

Tech First successfully received approval to launch four (4) Tech Projects funded by the American Rescue Plan Act (ARPA) to improve individuals with disabilities access to tech:

- DC DDS Telehealth Project –to address the health disparities often experienced by people with I/DD and to mitigate ER visits and hospitalizations the project will enroll, disseminate tech, and training to people supported by DDS to access telehealth services. It is estimated that 1,387 people will participate in this project.

- DC DDS Assistive Technology Platform - the project will pilot a new online platform that enables users to automate the tech discovery and matching process. The AT Center and Accessibility Center will be targeted as District partners to participate in this effort.

- DC DDS Tech Dissemination Project - the project will focus on disseminating tech solutions and Remote Supports Equipment to people supported by the agency that will enable them to assert greater self-reliance and independence in the community. Estimated to target a maximum of 2,324 people.

- DC DDS Digital Literacy and Skills - the project will focus on creating with District partners educational programs and workshops that will improve the overall comfort level and fundamentals of people with disabilities and the staff that support them to effectively utilize tech.

c) **Improving access to Assistive Technology through partnership**

DDS supported the Assistive Technology center with identifying and acquiring new emerging tech solutions to add to their lending library program. The tech solutions acquired will be utilized to spread awareness amongst people with disabilities, family members, and service providers of impactful tech solutions that are within the category of "Internet of Things" (IoT) and Remote Supports equipment.

d) **URL for initiative is** https://dds.dc.gov/node/1543901

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE DEPARTMENT OF AGRICULTURE;

N/A.

4. NON-EDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

DCRSA collaborates with multiple community agencies to reach out-of-school or disengaged youth including Department on Employment Services (DOES), Department of Behavioral Health (DBH), Department of Youth Rehabilitation (DYRS), Department of Small and Local Business Development (DSLBD), and Child & Family Services Agency (CFSA).

DCRSA continues to strengthen its partnership with DOES, specifically the Office of Youth Programs (OYP). DCRSA coordinates closely with DOES-OYP on its Mayor Marion Barry Summer Youth Employment Program (MBSYEP). MBSYEP provides an excellent opportunity for paid Work-Based Learning Experience and Job Readiness Training for both in-school and out-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, one of the DCRSA VR Specialists shares a site in common with DBH, which is the Latin American Youth Center (Ward 1). The DCRSA VR Specialist assigned to this site participates in outreach presentations and connecting youth to DCRSA services.

DCRSA and CFSA have an MOA to coordinate services for youth transitioning from the foster care system to independence. This is an agreement between CFSA and DCRSA and DCDDA. The MOA covers services provided by the Developmental Disabilities Administration, as well as the Rehabilitation Services Administration. Within DCRSA, the agreement addresses both Independent Living Services, for youth with developmental disabilities, other than intellectual disabilities, who are not eligible for DDA services. The agreement ensures that these youth will receive appropriate independent living supports as they transition into adulthood. In addition, the agreement provides for DCRSA to have one VR Specialist assigned to CFSA's Office of Youth Empowerment twice per month to provide information about RSA services, conduct intake interviews, and be available to meet with existing DCRSA clients who are also current clients of CFSA.

5. STATE USE CONTRACTING PROGRAMS.

DCRSA is not bound to utilize any other contracting vehicles for equipment and/or services that are outside of the District of Columbia's Office of Contract and Procurement purview.

C. COORDINATION WITH EDUCATION OFFICIALS

1. THE DESIGNATED STATE UNIT'S PLANS, POLICIES, AND PROCEDURES FOR COORDINATION WITH EDUCATION OFFICIALS TO FACILITATE THE TRANSITION OF STUDENTS WITH

DISABILITIES FROM SCHOOL TO THE RECEIPT OF VR SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, AS WELL AS PROCEDURES FOR THE TIMELY DEVELOPMENT AND APPROVAL OF INDIVIDUALIZED PLANS FOR EMPLOYMENT FOR THE STUDENTS

Agreement with Public Schools

DCRSA and the local education agency, DC Public Schools (DCPS), have had an agreement in place since 2011, which allows for sharing of information and establishes the referral process for youth in DCPS. In alignment with the WIOA, DCRSA and DCPS updated the MOU to include provisions related to the delivery of Pre-Employment Transition Services (Pre-ETS) for students with disabilities. Since October 2015, DCRSA and DCPS have entered into a Memorandum of Understanding (MOU) to transfer funds to DCPS to allow for staff to provide support for provision of Pre-ETS in ten (10) DC Public Schools. This MOU assists in establishing relationships with employers to create work-based learning experiences, provide career counseling, counseling on postsecondary options, and training on independent living skills.

Additionally, DCRSA and River Terrace Education Campus (RTEC), a specialized school apart of DCPS, established an MOA in January 2021. This MOA allows both parties to conduct the following:

1. Recruit all DCPS student participants in the Workforce Development Center Program and submit the required RSA Referral Form to DCRSA for student WBLE eligibility.

2. Support student interns in completing payroll enrollment forms, including employment eligibility documentation and direct deposit authorization forms needed for new employee

onboarding. Designate a Timekeeper Administrator to approve student timesheets (via online portal) for weekly payroll processing.

3. Provide soft skill professional development and work-readiness training for all students prior to their placement as interns in an integrated work environment. Soft skills training will include time management, email etiquette, professional dress, financial management, budgeting, and goal setting.

4. Provide hard skill professional development and career focused training for all students prior to their internship placement and ongoing throughout their real-life work-readiness training experience.

5. Provide all special education supports, services, and accommodations in accordance with IDEA Part B as outlined in the students' IEPs.

6. Provide overall program support including monitoring student progress, technical assistance, and professional development for WDC-RTEC staff provided by DCPS-DSI Job Placement Specialist.

DCRSA's responsibilities under the MOA include the following:

1. Provide payroll services including new employee onboarding, timekeeping instructions, payroll processing, timely communication on payroll and/or account issues and discrepancies, and overall payroll services management, provided by the DCRSA Project Manager.

2. Provide funding for minimum wages in the amount of $15.20 per hour directly to WDC-RTEC students via third-party payroll company using direct deposit payment.

3. Provide an assigned Vocational Rehabilitation ("VR") Counselor to WDC-RTEC students for the purpose of providing vocational rehabilitation services, including Pre-ETS, in adherence to students' IPEs.

DCRSA and the Office of the State Superintendent of Education (OSSE) established an MOA dating back to August 2013 between their agencies that outlines the process by which all students in public, public charter and non-public schools are identified and referred to DCRSA for youth transition and/or VR services. DCRSA staff met in 2021 with OSSE staff to amend the current MOA to make necessary changes to address issues related to requirements for WIOA for the provision of pre-employment transition services for students with disabilities., The U.S. Department of Education continues to provide DCRSA with technical assistance regarding implementation of transition and Pre-Employment Transition Services.

Based on this technical assistance, DCRSA and OSSE have developed a draft agreement that outlines the roles and responsibilities of each agency to coordinate the delivery of pre-employment transition services at the state and local education agency level, which should be finalized in PY2021.

Since FY15, DCRSA established a human care agreement with a community-based organization that provides special education technical assistance to Public Charter Schools in the District. This provider assists with improving coordination between DCRSA and the Public Charter Schools. This provider also supports with improving the efficiency and effectiveness of referrals for VR services from Public Charter Schools to DCRSA. Additionally, this provider assists in coordinating the provision of Pre-ETS to students in Public Charter Schools.

There are currently nineteen (19) Public Charter High Schools in the District and six (6) Public Charter Adult Education Schools that provide services to students with disabilities. DCRSA has developed an MOA that has been shared with all Local Education Agencies (LEA) for public charter high schools to better align with the specific and unique needs of each charter high school. DCRSA has a total of ten (10) fully executed MOAs established with public charter schools.

Staffing and Team Organization
Staffing for vocational rehabilitation is structured as follows. The Vocational Rehabilitation

Services Division within DCRSA now has two (2) Youth Transition Units, including two supervisors, thirteen (13) VR Specialists, one (1) project manager, one (1) community liaison specialist, one (1) employment coordinator, two (2) Rehabilitation Assistants, one (1) program support assistant, and one (1) program manager.

Development of Individual Plans and Other Activities
The VR Specialists are assigned to all schools serving District of Columbia students. They conduct intake interviews, attend IEP meetings, and develop Individual Plans for Employment (IPE). Additionally, VR Specialists in the transition unit provide and monitor the provision of pre-employment transition activities for all students with disabilities who have open VR cases, as well as all students with disabilities who are potentially eligible for VR services. The VR Specialists determine students' eligibility for vocational rehabilitation services, develop IPEs, and make referrals for necessary transition services to assist students to plan for and obtain successful post-school employment.

2. INFORMATION ON THE FORMAL INTERAGENCY AGREEMENT WITH THE STATE EDUCATIONAL AGENCY WITH RESPECT TO:

A. CONSULTATION AND TECHNICAL ASSISTANCE TO ASSIST EDUCATIONAL AGENCIES IN PLANNING FOR THE TRANSITION OF STUDENTS WITH DISABILITIES FROM SCHOOL TO POST-SCHOOL ACTIVITIES, INCLUDING VR SERVICES;

DCRSA works with the local education agencies (LEA) to provide technical training and assistance. DCRSA has an agreement in place with the largest LEA within the District that employs staff to provide this technical training and assistance to schools. These staff are deployed to the DC Public Schools to assist school-based staff with coordination and delivery of pre-employment transition services. DCRSA also coordinates with a local non-profit provider to assist with this same delivery of technical assistance to local education agencies that are within the realm of the public charter sector.

DCRSA has been collaborating with public charter schools to establish MOAs with each public charter school that serves as its own LEA. DCRSA has increased its outreach efforts to the public charter school sector during the 19/20 and 20/21 school year to increase the number of MOAs signed with individual LEAs that make up the charter school sector in DC. All charter schools were presented with a draft MOA in the winter of 2021. DCRSA continues to work with the LEAs to sign the MOAs to streamline transition services to youth with disabilities.

DCRSA currently uses video conferencing (including multiple platforms such as Microsoft Teams, WebEx, Zoom, Google Meeting, etc.) to provide consultation and technical assistance to LEAs across the district. DCRSA also provides virtual meeting spaces to help prepare LEAs to transition students with disabilities from high school to the postsecondary world. This includes virtual meetings for pre-employment transition services and regular vocational rehabilitation services.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

See response no. 1 above.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

DCRSA transfers funds to DCPS to allow DCPS to hire and employ up to three (3) Workforce Development Coordinators with training in secondary special education and/or transition. DCRSA also provides funding to DCPS to allow it to hire and employ up to one (1) Job Placement

Specialist with job placement training and/or experience to facilitate paid work experiences for students with disabilities who want to work. DCRSA will maintain administrative control of the Workforce Development Coordinators and Job Placement Specialist positions and the funding that supports them. This includes establishing the roles, responsibilities, and requirements for the Workforce Development Coordinators and Job Placement Specialist positions. These criteria include, but are not limited to, a description of duties, minimum qualifications required for the position, and opportunity for the applicant to provide examples of specialized experience pertinent to the position. DCRSA will continue to work collaboratively with DCPS to hire these positions and set the educational standards for each role.

DCRSA will collaborate with DCPS to meet monthly to verify that staff funded through DCRSA are delivering the required activities for Pre-ETS and work-based learning experiences. If DCPS is found to be out of compliance with the expectations outlined in the MOU for staff, written notification will be delivered to the DCPS point of contact within five (5) business days with a proposed action within the notification.

Through the District Government's personnel system of record (PeopleSoft), DCPS shall track and verify the approved time for Workforce Development Coordinators and Job Placement Specialist spend providing the services pursuant to this agreement and the job tasks and duties set forth in their respective job descriptions. Additionally, DCPS shall grant admittance to the DDS Quality and Performance Management Team at its administrative and program service locations to facilitate completion of quarterly announced and unannounced monitoring activities that support collection of information and reporting of findings regarding:

- DCPS' achievement of standards outlined within the MOU for delivery of Pre-Employment Transition Services and work-based learning experiences;

- DCPS' overall program effectiveness and efficiency of delivery of Pre-Employment Transition Services and work-based learning experiences; and

- Consumer satisfaction survey results of the DCPS' service delivery.

DCPS shall employ three (3) Workforce Development Coordinators with funding provided by DCRSA through this MOU. Such staff will provide the following functions:

- Develop community partnerships with private businesses and government agencies that could serve as internship, job sampling and paid employment opportunities for students.

- Monitor students' progress in any work-based learning experience arranged through the Workforce Development Coordinator.

- Provide counseling to students and their families on opportunities for enrollment in comprehensive vocational training programs or post-secondary educational programs at institutions of higher education.

- Provide workplace readiness training to develop self-advocacy skills and independent living.

- Work with teachers to align students' transition goals to situational job sampling activities and assisting teachers with finding situational job sampling opportunities for students.

- Coordinate among DCRSA VR Specialists and the school's Individualized Education Plan (IEP) team to align IEP transition goals with Individualized Plan for Employment (IPE) employment goals.

- Review individual student IEP transition plans for the incorporation of Pre-ETS required activities.

DCPS shall provide work readiness training sessions to DCPS students with disabilities. The DCPS Program Development Manager shall work with the DCRSA Supervisory VR Specialists and the DCRSA Transition Project Manager to develop monthly Pre-ETS training sessions to be led by both DCRSA VR Specialists and the DCPS Workforce Development Coordinators funded by DCRSA at all ten (10) Comprehensive DCPS schools serving transition age students.

DCPS shall provide work readiness training in the following areas: Communication, Positive Attitudes, Teamwork, Problem Solving, Talking/Writing, Cooperation, Active Listening, Decision Making, Conflict Resolution, Reading Body Language, Empathy, Professionalism, Supporting others, Respect for co-workers, Appropriate Hygiene in the work environment, Appropriate Dress in the work environment, Appropriate Behavior in the work environment, Time Management, Healthy Lifestyle, Using a Cell Phone, Navigating Transportation, Money Management, Utilizing Technology, Accessing Community Services and Supports, Community Safety, and Civic Responsibility.

DCPS shall employ one (1) Job Placement Specialist funded by DCRSA through this MOU. The Job Placement Specialist will work with Workforce Development Coordinators and the DCRSA Employment Coordinator on the following job placement tasks:

- Develop community partnerships with private businesses and government agencies that could serve as internship, job sampling and paid employment opportunities for students.

- Work with the local workforce development boards, one-stop centers, and employers to develop work opportunities for students with disabilities, including internships, summer employment and other employment opportunities available throughout the school year, and apprenticeships.

- Research data about industries, companies, labor market statistics, and employment trends.

- Transfer research findings into meaningful information that can facilitate the employment of specific individuals who are ready for job placement.

- Provide services to employers such as teaching them the benefits of hiring people with disabilities.

- Perform job analysis to determine job requirements.

- Work with employer supervisors to educate them on how to identify the needs of students who require auxiliary aids, services, or other accommodations while on the job.

- Consult with the personnel or human resource department about hiring practices.

- Review transition plans with student to ensure that it aligns with the employment goal on their IPE, which is supported by the student's interests and abilities.

- Instruct students in motivational training, job seeking skills, and job retention skills, as well as any other topics beneficial to the students' needs.

- Form and coordinate effective advisory groups to support students in the program.

- Ensure accurate record keeping including student demographics, case files, and referrals.

- Maintain an active employer contact database.

- Match employer needs to student skills and vice-versa.

- Maximize job retention by providing follow-up services (not to include job coaching) at 30, 60, and 90 days, unless otherwise specified.

- Maximize the number of students who achieve competitive integrated full-time

employment.

- Maximize the number of students who achieve competitive integrated part-time employment.

- Maximize wages for those placed in competitive integrated employment.

- Attend and participate in meetings, staff development sessions, and in-service training as assigned.

Workforce Development Coordinators and the Job Placement Specialist will attribute 100% of their time to the provision of Pre-ETS required activities. All tasks and duties performed by the Workforce Development Coordinators and Job Placement Specialist will represent, or be in direct support of, Pre-ETS.

DCPS shall not assign the Workforce Development Coordinators and Job Placement Specialist tasks or duties that are not, or are not in direct support of, Pre-ETS required activities. If DCPS and DCRSA agree that all eligible students have received the required activities, then staff members can devote their work to the nine authorized activities.

Workforce Development Coordinators and Job Placement Specialist Pre-ETS tasks or duties shall include the activities listed in section 113(b) and section 113(c)(1)(3)(9) of the Workforce Innovation and Opportunity Act (WIOA) of 2014, and the coordination of transition activities as defined by IDEA.

DCRSA no longer pays the training wages to students with disabilities it supports through the work-based learning program. Effective July 1, 2021, DC minimum wage will increase to $15.20/hr., and DCRSA has increased the wages for students participating in paid WBLEs to minimum wage.

All public charter schools have been presented with a draft MOA for school year 19/20 and 20/21. The following responsibilities are identified in those MOAs and are consistent across the public charter school sector.

1. **Responsibilities of DCRSA.**

   a. DCRSA has responsibility for providing eligibility determination, vocational counseling, and job placement services to individuals with disabilities at no cost to local education agencies. The VR Specialist, in conformance with financial and age guidelines, makes eligibility determinations based on the following criteria:

      1. The presence of an impairment with resulting functional limitations in major life activities;

      2. The limitations from the impairment constitute a substantial impediment to employment;

      3. The individual requires vocational rehabilitation services to prepare to enter, engage in, retain or advance in gainful employment; and

      4. That the individual can benefit in terms of an employment outcome from the provision of vocational rehabilitation services.

   b. DCRSA may provide eligible individuals with disabilities the following services as defined in 34 CFR § 361.48 (b), State Vocational Rehabilitation Services Program:

      1. Assessment for determining eligibility and priority for services by qualified personnel, including, if appropriate, an assessment by personnel skilled in rehabilitation technology, in accordance with § 361.42.

      2. Assessment for determining vocational rehabilitation needs by qualified personnel,

including, if appropriate, an assessment by personnel skilled in rehabilitation technology, in accordance with § 361.45.

3. Vocational rehabilitation counseling and guidance, including information and support services to assist an individual in exercising informed choice in accordance with § 361.52.

4. Referral and other services necessary to assist applicants and eligible individuals to secure needed services from other agencies, including other components of the statewide workforce development system, in accordance with §§ 361.23, 361.24, and 361.37, and to advise those individuals about client assistance programs established under 34 CFR part 370.

5. Physical and mental restoration services, in accordance with the definition in § 361.5(c)(39), to the extent that financial support is not readily available from a source other than the designated State unit (such as through health insurance or a comparable service or benefit as defined in § 361.5(c)(10)).

6. Vocational and other training services, including personal and vocational adjustment training, advanced training in, but not limited to, a field of science, technology, engineering, mathematics (including computer science), medicine, law, or business; books, tools, and other training materials, except that no training or training services in   an institution of higher education (universities, colleges, community or junior colleges, vocational schools, technical institutes, or hospital schools of nursing or any other postsecondary education institution) may be paid for with funds under this part unless   maximum efforts have been made by the State unit and the individual to secure grant assistance in whole or in part from other sources to pay for that training. DCRSA is the payor of last resort.

7. Maintenance, in accordance with the definition of that term in § 361.5(c)(34).

8. Transportation in connection with the provision of any vocational rehabilitation service and in accordance with the definition of that term in § 361.5(c)(57).

9. Vocational rehabilitation services to family members, as defined in § 361.5(c)(22), of an   applicant or eligible individual, if necessary, to enable the applicant or eligible individual   to achieve an employment outcome.

10. Interpreter services, including sign language and oral interpreter services, for individuals who are deaf or hard of hearing, and tactile interpreting services for individuals who are deaf-blind, provided by qualified personnel.

11. Reader services, rehabilitation teaching services, and orientation and mobility services for individuals who are blind.

12. Job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services.

13. Supported employment services in accordance with the definition of that term in § 361.5(c)(54).

14. Personal assistance services in accordance with the definition of that term in § 361.5(c) (38).

15. Post-employment services in accordance with the definition of that term in § 361.5(c)(41).

16. Occupational licenses, tools, equipment, initial stocks, and supplies.

17. Rehabilitation technology in accordance with the definition of that term in

§ 361.5(c)(45), including vehicular modification, telecommunications, sensory, and other technological aids and devices.

18. Transition services for students and youth with disabilities, that facilitate the transition from school to postsecondary life, such as achievement of an employment outcome in competitive integrated employment, or pre-employment transition services for students.

19. Technical assistance and other consultation services to conduct market analyses, develop business plans, and otherwise provide resources, to the extent those resources are authorized to be provided through the statewide workforce development system, to eligible individuals who are pursuing self-employment or telecommuting or establishing a small business operation as an employment outcome.

20. Customized employment in accordance with the definition of that term in § 361.5(c)(11).

21. Other goods and services determined necessary for the individual with a disability to achieve an employment outcome.

c. DCRSA will participate in a minimum of one parent-teacher conference and/or transition workshop for students and parents at PCS.

d. DCRSA will assign a VR Specialist to the public charter school who will be responsible for identifying the potentially eligible students who are in need of transition services and/or Pre-Employment Transition Services, providing information about DCRSA's services to school staff and potentially eligible students and their families, including a description of the purpose of the VR program, scope of services, eligibility requirements, and application procedures, and for accepting application referrals from the identified school personnel. The VR Specialist will be responsible for determining eligibility, developing IPEs, and coordinating the services for potentially eligible students at the public charter school. Eligibility determination will occur within 60 days of an application being received by RSA, barring any extraordinary circumstances. An IPE will be developed within 90 days of a student being determined eligible. The coordination of services will begin when the IPE has been approved and signed by all required parties.

e. DCRSA will accept, track, and document all completed applications for DCRSA services. Applications will be entered into DDS/RSA's electronic case management system. Both the student/parent and school will be contacted within five (5) business days of receipt of the application to provide notification of eligibility determination status. The VR Specialist will work with the school liaison to schedule an intake interview at the student's school.

f. DCRSA will facilitate access to transition opportunities during or after high school such as ProjectSEARCH, internships, trial work experiences, jobs, and career planning and training.

g. DCRSA will work with all eligible and potentially eligible students beginning at age 14.

h. The intake interview, conducted at the school, will provide an overview of the Vocational Rehabilitation Program and determine if sufficient information has been provided to DCRSA to make an eligibility determination.

i. A DCRSA VR Specialist, with the consent of the adult student or the parent/guardian if the student is under age 18, will attend the student's IEP team meeting when invited to discuss the student's Transition Plan.

j. A DCRSA VR Specialist will be available at the school monthly on the agreed upon standing date of every month to conduct scheduled intake interviews, meet with students to complete a comprehensive assessment, be available to provide guidance and counseling to students who have been found eligible for services, provide job readiness workshops for potentially eligible students, attend IEP meetings when invited, meet with appropriate staff to discuss progress of clients' IPE development and progress toward achievement of goals identified in their transition plans.

k. DCRSA will provide, in compliance with federal and state laws, comprehensive vocational rehabilitation services to students determined eligible for VR services. Comprehensive services include all VR services (including transition services) that are necessary to achieve an employment outcome, as indicated in an IPE agreed to by the eligible student and a qualified VR Specialist employed by DCRSA.

2. Responsibilities of the DC Public Charter School:

a. The public charter school will identify a school staff person who will be responsible for coordinating with the assigned VR Specialist.

b. The public charter school will provide private space for the VR Specialist to meet with students, and if available, access to office equipment, computer for student use, access to Wi-Fi or internet, and access to a printer and copier.

c. Assigned school staff will identify students who are potentially eligible for DDS/RSA services. (Students with IEPs or 504 plans, or students with a documented disability).

d. The public charter school will invite the VR Specialist to the IEP meeting when there is a need to provide input on the alignment of the IPE employment goal and IEP Transition Plan. IEP meeting invitations will be extended to VR Specialist in writing at least 10 business days prior to the meeting date.

Sec. 511 Statement: Under the Workforce Innovation & Opportunity Act (WIOA), work-based learning experiences (WBLEs) are a type of pre-employment transition service (Pre-ETS) used to prepare students with disabilities for post-secondary employment, education, and training. WBLEs combine workplace readiness skills training and career & technical education (CTE) curriculum together, to prepare students for competitive, integrated employment. DCRSA provides both paid and unpaid WBLEs for eligible and/or potentially eligible students with disabilities. Since July 2021, DCRSA uses funding from the Department of Education to provide minimum wages for students engaging in WBLE programs. Students are paid wages at $15.20/hr. in adherence to DC minimum wage. Students ages 14-22 can work up to 20 hours per week for during their paid internships. Effective January 1, 2022, DC's living wage will increase to $15.50/hr. and DCRSA has increased the minimum wages for students participating in paid WBLEs. Effective July 1, 2022, DC's minimum wage will increase to $16.10/hr.

DCRSA will provide the coordination necessary to satisfy documentation requirements set forth in 34 CFR part 397 with regard to students and youth with disabilities who are seeking subminimum wage employment; and assure that neither the State educational agency nor the local educational agency will enter into a contract or other arrangement with an entity, as defined in 34 CFR 397.5(d), for the purpose of operating a program under which a youth with a disability is engaged in work compensated at a subminimum wage.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

DCRSA's transition unit has conducted outreach efforts to all DC schools (including, charter, public, and non-public), community-based sites, and community events to provide information about the transition services available to students with disabilities. The transition unit is also a

part of the greater outreach committee at DCRSA. This committee meets regularly to address outreach efforts and to streamline communication to support community events to get information about pre-employment transition services to members of the DC community.

<div align="center">E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS</div>

The State Agency establishes its cooperative agreements with service providers according to District regulations. To add new vendors for client services, the State Agency follows the District Regulations, found at 27 DCMR 100 et seq.

There is a wide range of DCRSA services partnerships through the current eighty-two (82) Human Care Agreements (HCAs) and Small Purchase Contracts that represent local private non-profit, community rehabilitation providers as indicated in the charts below:

DCRSA Services Partnerships:

ABC Technical Solutions Inc	RSA Computers & Laptops
Amazing Love Health Services, LLC	Vocational Services - Job Placement
America Works of Washington DC	Vocational Services - Job Placement, Job Readiness
Anchor Mental Health Association	Evidence Based Supported Employment
Andean Consulting Solutions International	Sign Language Interpreter
Arc of DC, Inc.	Vocational Services-Supported Employment, Discovery Assessment, Customized Employment and Job Coaching Services, Job Readiness Training, Job Placement and Trial Work
Art and Soul Solutions, Inc.	Vocational Services - Supported Employment, Discovery Assessment, Customized Employment, Job Readiness and Job Coaching Services, Job Placement and Pre- Employment Transition Services (Pre-ETS), Tutoring and Academic Support
Art Enables	Vocational Services-Job Readiness Training and Job Coaching
Best Buddies International, Inc.	Vocational Services – Supported Employment, including Discovery Assessment, Customized Employment and Job Coaching; Job Placement; Job Readiness Training and Job Stabilization
Broad Futures, Inc	Vocational Services - Job Coaching, Job Readiness and Pre-ETS
C.P.R. Medical Transportation	Transportation Services
Capital Care, Inc.	Vocational Services - Supported Employment, discovery assessment, customized employment and job coaching services and Job Readiness Training
Center for Innovation Research and Transformation in Education	Vocational Services-Job readiness, Job Placement, Job Stabilizations and Pre-ETS Training

CHW Solutions, Inc.	Medical Consultation
Cincinnati Children's Hospital Medical Center	Project Search License Agreement & Technical Assistance
Circle of Care Quality Services, LLC	Vocational Services - Job Placement, Job stabilization, Job readiness
Coast to Coast Hospitality, LLC	Sign Language Interpreter
Cognitive Solutions, LLC	RSA Psychologists
Columbia Lighthouse for the Blind	Vocational Services-Supported Employment, Job Placement, Discovery Assessment, Customized Employment, Job Coaching and Benefits Planning and Job Readiness Training
Community Audiology Services, LLC	Medical Professionals
Community Connections	Vocational Services - Supported Employment, Job Coaching, Job Readiness, Discovery Assessment, Customized Employment and Pre-ETS, Evidence-Based Supported Employment
Congress Heights Community Training and Development Corporation	Vocational Services-Supported Employment, Discovery Assessment, Customized Employment and Job Coaching Services
Constituent Services Worldwide Public Benefit Corporation	Vocational Services-Job Readiness, Job Placement and Job Stabilization
CW&A, LLC (Connell Wise)	Vocational Services - Job Placement
DC Public Charter School Cooperative (known as DC Special Education Cooperative)	Vocational Services – Job Placement, Discovery Assessment, Job Coaching, and Job Readiness Training (Including Pre-ETS)
Deaf Access Solutions, Inc.	Sign Language Interpreter
District Health Care Services, LLC	Vocational Services - Supported Employment, Job Coaching and Job Readiness
Dixon & Associates, Inc	Career Assessment
Dr. Stephen J Feinberg	Medical Professionals
Dupont Computers, Inc.	RSA Computers & Laptops & Misc.
Dynamic Solutions for the Aging LLC	Personal Care Assistant
EMC2 Educational Consulting dba Onyx Therapy Group	Vocational Services - Job Placement, Supported Employment, Discovery Assessment, Customized Employment, Job Coaching, Job Readiness Training, and Trial Work

Excellent Community Services, Inc.	Vocational Services - Supported Employment, Job Coaching, Job Readiness, Job Training, and Job Placement
Full Circle Employment Solutions, LLC	Vocational Services - Benefits Planning
Galaxy HealthCare Solutions, Inc	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training, and Support Service Provider
Global Resources and Support LLC	Vocational Services- Supported Employment, discovery assessment, customized employment and job coaching services and Job Readiness Training
Harper Career Services, LLC	Career Assessment
HeadStart to Life, Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training, and Support Service Provider
Health Resources Service Intake Center	Vocational Services- Supported Employment, Discovery Assessment, Customized Employment, Job Coaching, Job Readiness Training, Job Placement, Support Service Provider, Trial Work and Pre-ETS
Hillcrest Children s Center	Evidence Based Supported Employment
Humanity In Transition, Inc	Vocational Services-Supported Employment, Job coaching, Job Placement and Job Stabilization, Personal Care Assistant
I AM	Vocational Services -Supported Employment, discovery assessment- customized employment and job coaching services, Job Readiness
Ink Systems, LLC	RSA Computers & Laptops & Misc.
Innovative Day	Vocational Services – Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, and Job Readiness Training
Interdynamics, Inc.	Career Assessment and RSA Psychologists
Jewish Social Service Agency	Vocational Services: Job Placement, Supported Employment Services, including Discovery Assessment, Customized Employment, Job Coaching, Job Readiness Training, and Trial Work
KBEC Group, Inc.	Vocational Services - Supported Employment, discovery assessment, customized employment and job coaching services and Job Readiness Training and Pre-ETS
Laura N. Fisher dba/MBA Non-Profit Solutions	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training, Discovery Assessment, Customized Employment
Low Vision Services, PLC	Medical Professional Services

Lt. Joseph P. Kennedy Institute	Vocational Services Supported Employment, discovery assessment, customized employment, job coaching services, and Job Readiness Training
MBI Health Services, LLC	Vocational Services-Job Placement, Job Readiness Training, and Evidence Base Supported Employment
Melwood Horticultural Training Center, Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training
Metropolitan Washington Ear	Blind and Low Vision Services
National Children s Center, Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training, and Support Service Provider
Outstanding Possibilities Revealed	Vocational Services - Supported Employment, discovery assessment, customized employment and job coaching services and Job Readiness Training and Pre-ETS
Phase II Academy, LLC	Vocational Services-Employment Readiness
Project ReDirect, Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training, Support Service Provider, and Pre-ETS
PSI Services III, Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training, Pre-Employment Transition Services (Pre-ETS), Evidence Based Supported Employment
Psychiatric Center Chartered Inc.	Evidence Based Supported Employment
R&J Consulting Group, LLC dba Club Z! In Home Tutoring Services	Tutoring and Academic Support
RCM of Washington, Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment, job coaching services, Job Placement, Benefits Planning, Job Readiness Training and Pre-ETS
Saint Coletta of Greater Washington, Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, and Job Readiness Training
SchoolTalk, Inc.	Vocational Services-Job Readiness Training and Pre-Employment Transition Services
SEEC	Vocational Services - Supported Employment, discovery assessment, customized employment and job coaching services, Job Readiness Training, Trial Work and Pre-ETS
St. John's Community Services	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement and Pre-ETS
STEMSkills, LLC	Vocational Services - Job Readiness and Pre-Employment Transition Services

Superior Caring Hands, LLC	Vocational Services- Supported Employment, discovery assessment, customized employment and job coaching services, Job Readiness, and Job Training & Support
TCS Associates	Assistive Technology Assessment, Training, and Devices
The Bridges Center	Vocational Services
The Brooks Group, LLC	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services and Job Readiness,
The Coles Group	Personal Care Assistant
The MECCA Group, LLC	RSA Psychologists
Time for Change	Vocational Services - Supported Employment, discovery assessment, customized employment and job coaching services and Job Readiness Training and Pre-ETS
Total Care Services, Inc	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training, and Support Service Provider, Personal Care Assistant
University Legal Services	Assistive Technology Assessment, Training, and Devices
Urban Equity Consulting Group L.L.C	Vocational Services Job Placement and Job Readiness Training
Verigreen Inc.	Vocational Services-Supported Employment, discovery assessment, customized employment and job coaching services, Job Readiness
Vested Optimum Community Svcs. Inc.	Vocational Services-Supported Employment, Support Service Provider and Job Readiness Training
V-Tech Solutions, Inc	Personal Care Assistant
Westlink Career Institute	Vocational Services - Job Readiness Training, Job Placement
William Boules	Assistive Technology Assessment, Training, and Devices
Work Opportunities Unlimited Contracts, Inc.	Vocational Services- Supported Employment, discovery assessment, customized employment and job coaching services, Job Placement, Job Readiness Training and Pre-ETS

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

DCRSA's Evidence-Based Supported Employment program (EBSE) for persons with serious mental illness (SMI) and substance use disorder (SUD) utilizes an evidenced-based approach to help individuals with the most significant disabilities to secure, retain, or regain competitive employment in an integrated setting that pays minimum or better wages, and provides benefits. Supported Employment services are individualized and include, but are not limited to, counseling and guidance, job coaching, follow-along services, and development of natural supports.

DCRSA coordinates EBSE services with the Department of Behavioral Health (DBH). DCRSA has significantly improved its coordination with DBH since 2015. The number of EBSE providers is currently at five (5) with active Human Care Agreements. Staff from the two agencies and the provider agencies meet monthly to ensure effective coordination of services. The VR Specialists provide services at the EBSE provider locations and work as a team to ensure seamless transition of referrals to DCRSA and transition to extended services with DBH.

Developmental Disabilities Administration

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

Extended services for consumers are provided by DCDDA, DBH, and DCRSA. DCRSA provides extended services to youth with the most significant disabilities relative to job coaching and necessary job supports to maintain competitive integrated employment. DCDDA administers a Medicaid Home and Community Based waiver, which includes long term supports for consumers with developmental disabilities in Supported Employment. Additionally, DCDDA has an array of other services, such as residential, transportation, and homemaker services that may be required to support an individual who receives services from DCRSA under the supported employment grant. DBH provides on-going support through its core mental health agencies.

Three (3) private non-profit organizations (Anchor Mental Health; Hillcrest Children's Center; and Psychiatric Rehabilitation Service, Inc.) are providing people with serious mental illness (SMI) with Evidenced-Based Supported Employment Services. Additionally, there are thirty-nine (39) providers (ARC OF DC INC. (SE), Best Buddies International, Inc., Columbia Lighthouse for Blind, Community Connection, Inc., Congress Heights Community, CW&A, LLC., District Health Care Services, LLC, EMC2 Educational Consulting, Excellent Community Services, Inc., Galaxy HealthCare Solutions, Inc., Global Resources and Support, Headstart To Life, Inc., Health Resources Service Intake Center, Humanity In Transition, I AM, Innovative Day, LLC., Jewish Social Service Agency, KBEC, Lt. Joseph P. Kennedy Institute, MBA Non-Profit Solutions, MBI Health Services, Melwood Horticultural Training Center, National Children's Center, Outstanding Possibilities Revealed, Project ReDirect, Inc., PSI Services III Inc., Psychiatric Center Chartered, Inc., RCM of Washington, Inc., Saint Coletta of Greater Washington, SEEC, St. Johns Community Service, Superior Caring Hands, LLC., The Bridges Center, The Brooks Group, LLC., Time for Change, Total Care Services Inc., Verigreen Inc., Vested Optimum Community Services. Inc., and Work Opportunities Unlimited Contracts) who deliver supported employment services that include, but are not limited to, work readiness training (waiver funding), job coaching (supported employment grant funding), and job placement services (general VR grant funding).

DCRSA also utilizes work-based learning experiences and internships to support students and out-of-school youth with the most significant disabilities in Project Search, specifically the ProjectSEARCH at the Smithsonian, Capital Area Region (formerly known as Embassy Suites and Hilton Hotels) and National Institutes of Health. It should be noted that there are two separate

cohorts of Project Search interns:

1. ProjectSEARCH Capital Area Region (formerly known as Embassy Suites and Hilton Hotels) cohort is comprised of DC Public School students and funding is provided through pre-employment transition services grant funds.

2. Smithsonian and NIH cohorts are cohorts typically comprised of youth who are out of school. For out of school youth, general VR funding is used to support youth in these programs. The Smithsonian program will be paused during SY 22/23.

Upon successful completion of the ProjectSEARCH program, a youth may be placed in a job that is competitive, integrated, and aligns with the identified employment goal on the consumer's IPE. In this scenario, DCRSA provides supported employment services (i.e., Job Coaching and Job Stabilization). All participants in the ProjectSEACRH program who secure employment are provided supported employment services. Once stabilized in employment, these participants are transitioned to extended services, if eligible. Supported employment grant funding is used for these extended services up to age 25, or up to four (4) years, whichever comes first.

One of the challenges in the District has been the lack of an extended service providers for people with developmental disabilities, other than an intellectual disability. The only current source of support for extended services in the District for people receiving supported employment services are the Home and Community Based Services (HCBS) Waiver with DCDDA, that provides services to people with intellectual disabilities, supports provided through the Department of Behavioral Health for people with SMI and SUD, Ticket to Work, and natural supports. The changes in WIOA related to the provision of extended services for youth have been helpful in allowing the agency to provide extended supports to youth with developmental disabilities up to the age of 25, or for four (4) years, whichever comes first.

G. COORDINATION WITH EMPLOYERS

1. VR SERVICES; AND

DCRSA has one business relations specialist and four employment coordinators who develop relationships with businesses throughout the Washington, DC Metropolitan Area. These staff collaborate with businesses to educate them about DCRSA services and to identify their staffing needs for the purpose of gaining exposure and identifying employment opportunities for qualified DCRSA jobseekers. Services to businesses include: coordinating with the Aspiring Professionals Internship Program to other District government agencies; conducting disability awareness education training; creating opportunities for businesses to market themselves to people with disabilities through industry spotlights; creating opportunities for businesses to participate in mock interviews with jobseekers and provide feedback; sharing employment announcements with jobseekers; screening and identifying qualified employment candidates; educating business about tax incentives; sharing resources to assist businesses with retaining existing employees and sharing sources for reasonable accommodations; brainstorming potential opportunities to increase the pipeline of qualified talent to businesses; and identifying candidates for internship or volunteer opportunities.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

Since the passage of WIOA, DCRSA has identified one dedicated employment coordinator to provide job development and employment services to support the transition units. These services include supports to employers, jobseekers, and students with disabilities. The employment coordinator assigned to the transition units identifies businesses willing to provide paid part-time work experiences for students with disabilities, as   well as identifying permanent employment options for youth who have completed their education or training. This employment coordinator also works in the DC Public Charter Schools to provide work readiness

training for students with disabilities. In addition, this employment coordinator provides the same technical assistance to employers identified above, as the employment coordinator in the General VR units provide.

H. INTERAGENCY COOPERATION

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

The District of Columbia currently has availability for provision of extended supported employment services through Medicaid only for people with intellectual disabilities and people with serious mental illness. The Medicaid Waiver in the District for Elderly and Persons with Disabilities does not currently include Supported Employment as a covered service. Furthermore, the District currently has no other Waiver Services to provide extended supported employment services to people with developmental disabilities (e.g., autism, without an intellectual disability), traumatic brain injury, or other physical disabilities. In planning for extended services for these populations, DCRSA must rely on either Ticket to Work Employment Networks or natural supports.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

The waiver services for people with intellectual disabilities are managed by the Developmental Disability Administration within the same designated state agency, Department on Disability Services (DDS) that houses DCRSA. In September 2019, the agency finalized its revised protocols regarding the coordination of services between the two administrations, i.e., DCRSA and DCDDA. One protocol addresses the coordination of intakes and referrals between DCDDA and DCRSA for supported employment services and extended services. The second protocol addresses coordination between the VR Specialist and DCDDA Service Coordinator, while a person is served by both administrations. This protocol outlines the provisions for ensuring referral back to DCDDA for extended services through the Medicaid Waiver. There is also a provision that DCRSA will keep the case open for ninety (90) days after waiver services are initiated to ensure there are no gaps in services. Since 2019, DCRSA and DCDDA have hosted monthly collaborative meetings to discuss and staff joint cases.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

The DC Department of Behavioral Health (DBH) is responsible for providing mental health services in the District. DCRSA and DBH have been working together to provide Evidence-Based Supported Employment Services since 2010. In 2015, the agencies worked together to expand these services, adding additional community-based agencies to provide services.

DCRSA and DBH have also developed a Memorandum of Agreement clarifying the process for referral to DCRSA for supported employment services and identifying when a case will be referred to DBH for extended services. In addition, the agreement includes provisions for regular meetings between all parties, as well as the provision of cross-training, to ensure that all DCRSA VR Specialists are aware of all mental health services that are available, including Evidence-Based Supported Employment and are aware how to make referrals for these services.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

1. SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS

I. THE NUMBER OF PERSONNEL WHO ARE EMPLOYED BY THE STATE AGENCY IN THE PROVISION OF VR SERVICES IN RELATION TO THE NUMBER OF INDIVIDUALS SERVED, BROKEN DOWN BY PERSONNEL CATEGORY;

The Administration maintains annual employee profiles within the DDS Office of Human Capital. This office tracks and documents VR Specialist completion of college courses and in-service training credits needed to earn and/or maintain CRC certification. The Office of Human Capital also provides information to supervisors, VR Specialists, and support staff on relevant training opportunities to enhance service delivery to customers.

Staff Directly Providing VR Service Delivery

The total number of personnel employed by the administration in the position of providing vocational rehabilitation service is 103, with five (5) current vacancies. The total number of Vocational Rehabilitation (VR) Specialists is 47. This includes one VR Specialist who works primarily with independent living and people receiving services through the independent living, older blind program.

The total population served in FY 2020 was 6,194 persons with disabilities, including the vocational rehabilitation program, independent living program, and the independent living for the older blind program. In FY21, the total population served was 6,065 persons with disabilities. A number of inactive cases were closed during FY 20 and FY 21. Clients' cases were closed in this period for a variety of reasons including: loss of contact, referrals that failed to progress to intakes, and clients who did not   follow through on intake interview. Additionally, due to COVID-19, some clients did not actively engage in the VR process.

In FY20, the caseloads of RSA counselors are as follow: VR general caseloads — 125-150:1; Blind and Visually Impaired or Deaf and Hard of Hearing Caseloads — 75-100:1; Transition Caseloads — 125-150:1. In FY20 there were no counselors who have more than the recommended maximum of cases on their caseloads. In FY20, there were two (2) VR counselors (one (1) transition counselor and one (1) sensory VR counselor) who have more than the recommended maximum of cases on their caseloads. Caseload balancing were addressed in the next fiscal year along with new employees hired in FY21.

In FY21, the caseloads of DCRSA counselors are as follow: VR general caseloads — 125-150:1; Blind and Visually Impaired or Deaf and Hard of Hearing Caseloads — 75-100:1; Transition Caseloads — 125-150:1. There were three (3) VR counselors (one transition counselor and two sensory VR counselors) who had more than the recommended maximum caseloads.. Caseload balancing and reassignment is being addressed in the current fiscal year with new employees hired in FY22. The transition unit works with youth referred by schools, the Department of Youth Rehabilitation Services, and the Child & Family Services Agency. There are additional transition age youth who apply directly to the agency for services and are no longer in school. These youth are currently served by VR Specialists in either the General VR units or the transition unit, depending on the consumers' needs and ages.

Supervision

DCRSA currently has eight (8) supervisors, and two (2) Program Managers, who are second level supervisors. One Program manager supervises three (3) General VR units, the Supported Employment/Evidence Based Supported Employment Unit, and the VR sensory unit   (which serves people who are blind, deafblind, and deaf). The Transition and Outreach Program Manager supervises two VR transition units, and the Intake and Outreach unit. This includes two (2) Transition Supervisors, and one (1) Intake/Outreach supervisor.

Support Staffing

There is a total of ten (10) support staff for DCRSA. There are currently six (6) Rehabilitation Assistants supporting the VR Specialists and two (2) Program Support Specialists (supporting the Intake and Outreach unit). There are seven (7) Supervisory VR Specialist positions allotted for DCRSA and one Intake/Outreach Supervisor. Three (3) of those supervisors oversee the general VR units (two [2] positions are open currently), one (1) supervises the Supported

Employment/Evidence Based Supported Employment unit, and one (1) supervises the sensory unit. There are two (2) Supervisors who manage the Transition Youth units. There are two (2) project managers who support the general VR and Transition programs.

Recruitment and Language Specialization

There is currently one (1) VR Specialist vacancy and two (2) Supervisory VR Specialist vacancies that are in the recruitment process.

Through specialized recruitment, the agency has been able to hire bilingual staff. There are 14 DCRSA staff who are bilingual. Of the 14 bilingual staff, 7 staff members are certified as proficient in Spanish, as well as the DDS Director Andrew Reese, who is fluent in Spanish. There are two French-speaking RSA staff and two Ethiopian employees who speak Amharic. Additionally, there are other bilingual staff who speak the following languages: German, Korean, Tigrinya, Yoruba, Patois, Lagunda, and Igbo.

Planning for Attrition

The estimate of the number of persons needed by the agency to provide VR services over the next five years is based on the estimate of the number of persons expected to retire or leave the agency with the next five years. In FY 2021, the agency lost three (3) VR Specialists, and one (1) Project Manager. There was also one (1) program support assistant who retired in FY21. DCRSA continues to review those staff who are eligible for retirement to plan for vacancies in the upcoming years. DCRSA has been consistent in its leadership positions since FY19.

Staff Certifications, Development, and Performance

With the changes to the Comprehensive System Personnel Development (CSPD) in the Workforce Innovation and Opportunity Act, DCRSA reviewed its decision to require that all VR Specialists be eligible to sit for the CRC examination. Considering the requirement that the agency have staff who have a 21st century understanding of the evolving labor force and of the needs of people with disabilities, DCRSA determined that CRC was no longer going to be a requirement for hiring eligibility. DCRSA does a comprehensive review of all applicants' education, training, and experience as a condition for hire.

In reviewing the performance of the staff who are not yet eligible to sit for the CRC examination, the agency noted that many of these staff are also high performers, in terms of the number of people placed in employment by VR Specialists. Although some staff may not have the CRC credentials, they demonstrate an understanding of the evolving labor force and the needs of people with disabilities. Therefore, the agency decided not to terminate these individuals, but to continue to work with staff toward earning the CRC credentials, in order to stimulate professional growth for staff and greater employment outcomes for consumers.

DCRSA does not, however, require the CRC to either become employed as a VR Specialist and/or Supervisory Staff, or to maintain employment. The agency will continue to hire new VR Specialists who are eligible to sit for the CRC; and will continue to provide the necessary support to all existing staff through technical assistance, trainings, and the online learning management system (LMS) training system.

II. THE NUMBER OF PERSONNEL CURRENTLY NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES, BROKEN DOWN BY PERSONNEL CATEGORY; AND

See response no. 1 above.

III. PROJECTIONS OF THE NUMBER OF PERSONNEL, BROKEN DOWN BY PERSONNEL CATEGORY, WHO WILL BE NEEDED BY THE STATE AGENCY TO PROVIDE VR SERVICES IN 5 YEARS BASED ON PROJECTIONS OF THE NUMBER OF INDIVIDUALS TO BE SERVED, INCLUDING INDIVIDUALS WITH SIGNIFICANT DISABILITIES, THE NUMBER OF PERSONNEL

EXPECTED TO RETIRE OR LEAVE THE FIELD, AND OTHER RELEVANT FACTORS.

See response no. 1 above.

This number is not projected to decrease over the next five years, this is the staffing level necessary to effectively run the DC Rehabilitation Services Administration. These are the expected levels of personnel necessary to service all projected consumers over the next five years and takes into account any attrition and/or retirements. In the event of loss of staff, DCRSA's strategy is to refill any open positions to remain at the 108-person level. DCRSA will look to maintain 47 VR counselors, 1 deputy director, 4 employment coordinators, 1 business relation specialist, 8 supervisors, 3 program managers, 5 program analysts (Randolph Sheppard), 7 rehabilitation assistants, 5 program support assistants, 1 benefits specialist, 2 community support liaisons, 1 intake specialist, 1 VR Specialist (program evaluator), 3 project managers, 2 quality assurance monitors, 2 management analysts, 2 policy analysts, 1, budget analyst, 1 provider resource specialist, 5 clerical support specialists and 3 contract administrators.

DCRSA is accounting for two (2) attritions and/or departures from the VR program each year for the next five years, which would be a total of 10 positions potentially that could be vacated. Under current DC policy, all DCRSA positions are listed as essential, so for any losses the organization encounters, DCRSA has immediate permission to backfill such vacancies. This will be DCRSA's practice, if there are federal funds to support the staff positions. The original counts listed above stand, as DCRSA expects to fill all vacancies over the next five (5) years.

B. PERSONNEL DEVELOPMENT

I. A LIST OF THE INSTITUTIONS OF HIGHER EDUCATION IN THE STATE THAT ARE PREPARING VR PROFESSIONALS, BY TYPE OF PROGRAM;

The State Agency Office of Human Capital maintains relationships with the local universities that have rehabilitation counseling programs. There are currently two programs in the District of Columbia, one at the University of the District of Columbia and one at George Washington University. The Internship Coordinator for the Agency works closely with both institutions to coordinate internship opportunities. During FY20 and FY21, the agency had interns from both UDC and George Washington University. The internship coordinator for the agency works closely with both institutions to coordinate internship opportunities.

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)

Institutions	Total # of Students enrolled	# of Interns for FY 2021 at DCRSA from Colleges/Universities	# of students who graduated with certification or licensure or with the credentials for certification or licensure
George Washington University	34	2	14 (School year 18/19 data)
University of the District of Columbia	27	1	12 (School year 20/21 data)
University of Maryland Eastern Shore	38	0	2 (School year 20/21 data)
Coppin State University	*Awaiting Data	0	*Awaiting Data (School year 20/21 data)

*Reached out to University points of contact and awaiting data

II. THE NUMBER OF STUDENTS ENROLLED AT EACH OF THOSE INSTITUTIONS, BROKEN DOWN BY TYPE OF PROGRAM; AND

See response (B)(i) above.

III. THE NUMBER OF STUDENTS WHO GRADUATED DURING THE PRIOR YEAR FROM EACH OF THOSE INSTITUTIONS WITH CERTIFICATION OR LICENSURE, OR WITH THE CREDENTIALS FOR CERTIFICATION OR LICENSURE, BROKEN DOWN BY THE PERSONNEL CATEGORY FORWHICH THEY HAVE RECEIVED, OR HAVE THE CREDENTIALS TO RECEIVE, CERTIFICATION OR LICENSURE.

See response (B)(i) above which includes the most recent publicly available information. Sources for data are as follows for each college or university:

1. George Washington University
   a. Source: https://academicplanning.gwu.edu/factbook
2. University of the District of Columbia
   a. Source: https://www.udc.edu/irap/fact-books/
3. University of Maryland Eastern Shore:
   a. Source: https://wwwcp.umes.edu/dsv/quick-facts/
4. Coppin State University
   a. Source: Unavailable It should be noted that the number listed in the table above includes only master's degrees conferred as Rehabilitation Counseling. The category of "Other rehabilitation & therapeutic professions" was not listed.

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

From FY19 to present, the administration continued recruiting VR Specialists at grade 12 pay level, the highest grade level for a VR Specialist. Applicants at this level must have completed a master's degree in rehabilitation counseling with at least two years of experience. VR Specialists at grades 9 and 11 pay level require only a master's degree in rehabilitation counseling. These VR Specialists are considered entry level (or junior counselor), as opposed to the grade 12 position. The grade 12 position is a more senior level counseling position and has the two-year requisite experience. Furthermore, DCRSA only hires new VR Specialists who are eligible to sit for the CRC examination, but does not require the CRC credential. The Administration does not limit hiring to only VR Specialists with a CRC because this could preclude hiring of seasoned VR Specialists as well as new graduates from VR counseling programs in the area, one of the best means of recruiting new staff for the Agency.

The Administration has a recruitment plan in place to address the hiring of a sufficient number of VR Specialists. These recruitment efforts include:

- posting vacancy announcements on the DCHR website (at the time any vacancy occurs),
- posting vacancy announcements at community programs and through professional organizations,
- visiting classrooms and faculty at universities,
- increasing its use of interns and volunteers, and
- advertising open positions on indigenous VR Program group emails such as CSAVR.

The recruitment plan consists of two major goals: Goal 1: Expand recruitment efforts

- Objective 1.1: Contact graduate school programs and develop relationships with the program chairs. Maintain appropriate contact information to mail notices of job openings.
- Objective 1.2: Schedule attendance at job fairs at colleges and universities
- Objective 1.3: Develop opportunities for paid and non-paid internships with colleges and universities
- Objective 1.4: Participate in research projects, classroom visits, and other activities to raise DCRSA's profile with the above institutions and therefore increase access to potential VR Specialists.

Goal 2: Increase retention efforts

- Objective 2.1: Continue DCRSA new VR Specialist orientation program
- Objective 2.2: Increase opportunities for professional growth through increased opportunities for continuous learning through online comprehensive training, in-service training, and workshops
- Objective 2.3: Expand opportunities for employee recognition.

DCRSA has developed a formalized onboarding program with several weeks of prescribed activities and mentorship to orient new staff to DCRSA. Additionally, DCRSA provides the training needed to effectively utilize the case management system, understand the organizational structure, and develop an understanding of the DC population of jobseekers at large and the subpopulation of jobseekers with disabilities.

This orientation is comprised of seven modules.

1. Informed Consent, Ethics (All staff receive 1 CRC credit),

2. Overview of the VR Process,

3. Intake & Eligibility,

4. Comprehensive Assessment,

5. IPE Development,

6. Overview of Internal Database System, and

7. DC Policy Review (Review with Supervisor during initial week of employment).

In addition, all supervisory staff have requirements for ongoing management training each fiscal year required as part of their individual performance plans. DCRSA provides an annual awards/training event that celebrates employee success while also creating an environment of learning. Awards are presented to employees for outstanding Customer Service, performance, and teamwork.

Since FY20, DCRSA has procured an online learning management system (LMS) that will provide weekly, monthly, and annual continuing education for all VR Specialists and DCRSA staff. The Administration encompasses a uniquely diverse staff. Currently, it has several bilingual staff.

Outreach efforts has expanded to attract employees proficient in Spanish. This outreach has included posting job announcements on the local Office of Latino Affairs website and at universities in Spanish speaking countries, as well as doing outreach to graduate VR counseling programs across the country seeking qualified bilingual graduates. The Administration has had success with recruiting qualified supervisory staff, both from within the agency and from other parts of the country.

3. PERSONNEL STANDARDS

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR - RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

Prior to the passage of the Workforce Innovation and Opportunity Act, DCRSA had established standards requiring that all VR Specialists be eligible to sit for the CRC examination. The agency supported all staff to prepare for and sit for the examination through multiple strategies. At the end of fiscal year 2021, DCRSA has forty-seven (47) VR Specialist positions and seven (7) VR supervisory staff. All current VR supervisors have a CRC, but this is not a mandatory requirement to be a supervisor at DCRSA. Considering the WIOA changes, DCRSA has ensured that agency personnel have a 21st century understanding of the evolving labor force. Staff hired by DCRSA are vetted to ensure that have knowledge and skills to support the unique needs of individuals with disabilities. DCRSA has found, in certain instances, that staff who lacked the CRC credential could still contribute to the mission of the agency to help people with disabilities obtain employment. Based on the performance of these employees, it was determined that they can contribute to the mission of the agency and that they have the required skills needed to assist persons with disabilities to obtain, maintain, and sustain employment. However, the agency will continue to make supports available to help all VR Specialists working toward obtaining a CRC credential. The agency will also continue its policy of hiring VR Specialists who are eligible to sit for the CRC examination.

To ensure that all staff have the education and experience to support the needs of individuals with disabilities (as defined by WIOA, and to maintain standards consistent with recognized certification, i.e., CRC licensure), DCRSA will continue to take the following steps to support current staff:

- DCRSA will pay the one-time cost of the CRC examination.

- DCRSA will allot hours during the workday for staff to attend training.

- After negotiation with a university offering the rehabilitation counseling program, DCRSA will arrange to offer courses on site.

While DCRSA recognizes that the CRC credential is an added benefit to VR supervisory and/or VR counseling staff, DCRSA does not require this for hire. DCRSA is keeping consistent with regional qualifications and requirements for VR counselor hiring, retention, or promotion.

B.   THE ESTABLISHMENT AND MAINTENANCE OF EDUCATION AND EXPERIENCE REQUIREMENTS, IN ACCORDANCE WITH SECTION 101(A)(7)(B)(II) OF THE REHABILITATION ACT, TO ENSURE THAT THE PERSONNEL HAVE A 21ST CENTURY UNDERSTANDING OF THE EVOLVING LABOR FORCE AND THE NEEDS OF INDIVIDUALS WITH DISABILITIES.

See response to question 3A. above.

4. STAFF DEVELOPMENT

A.   A SYSTEM OF STAFF DEVELOPMENT FOR PROFESSIONALS AND PARAPROFESSIONALS WITHIN THE DESIGNATED STATE UNIT, PARTICULARLY WITH RESPECT TO ASSESSMENT, VOCATIONAL COUNSELING, JOB PLACEMENT, AND REHABILITATION TECHNOLOGY, INCLUDING TRAINING IMPLEMENTED IN COORDINATION WITH ENTITIES CARRYING OUT STATE PROGRAMS UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998; AND

In 2020 and 2021, DCRSA staff attended various conferences and trainings which included the Council of State Administrators of Vocational Rehabilitation (CSAVR), the Association of People Supporting Employment First (APSE), National Council of State Administrators Blind, among others. The Agency supports staff in attending these conferences. Staff who attend outside conferences and trainings provide updates and trainings at all staff meetings upon their return, to ensure dissemination of knowledge learned. Following the reorganization of Technical Assistance and Continuing Education services, the US Department of Education has initiated new training entities, such as Vocational Rehabilitation Technical Assistance Center for Quality Management (VRTAC-QM) and engage National Technical Assistance Center on Transition: The Collaborative (NTACT:C). These training entities are well equipped to provide needed rehabilitation counseling trainings as well as WIOA technical support. In 2021, DCRSA engaged with VRTAC-QM and NTACT:C, which has provided technical assistance related to best practices in vocational rehabilitation services, WIOA performance measures, customized employment, targeted outcomes, and professional development. DCRSA will continue to receive trainings and technical support from these entities especially as it relates to WIOA and its implications for the vocational rehabilitation program.

B.   PROCEDURES FOR THE ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE FROM RESEARCH AND OTHER SOURCES TO DESIGNATED STATE UNIT PROFESSIONALS AND PARAPROFESSIONALS.

Administrative staff within the Office of Human Capital are charged with the responsibility to seek out, plan, and coordinate on-site and offsite training opportunities for staff on an ongoing basis. Additionally, the agency continues outreach activities in vocational training programs and colleges and universities to attract young professionals interested in embarking in a career in Vocational Rehabilitation Counseling. DCRSA continues to partner with rehabilitation counseling programs at UDC, University of Maryland Eastern Shore, and GWU by providing internship opportunities for graduate students. These internships allow VR interns and students to garner the relevant exposure to and experience from the real world of work by engaging in an array of clinical and non-clinical operations of service delivery across the full spectrum of vocational rehabilitation. In FY21, there was two (2) interns from GWU and one (1)

from UDC.

DCRSA continues to improve coordination with the DC Assistive Technology (AT) Center to ensure that VR Specialists are aware of services available there, and aware of AT services available for persons with disabilities, to know when a referral for an AT assessment is appropriate.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

DCRSA will continue to employ personnel who are able to communicate in the native languages of applicants for services and clients who have limited English proficiency. The Administration provides accommodations for special communication needs such as interpreters, specialized services, and materials for individuals who are deaf, blind, or deafblind. Sign language skills are considered a minimum qualification for positions providing services to persons being served by the sensory unit. The agency seeks to serve individuals with disabilities from the most prevalent six languages identified by the DC Office of Human Rights. The languages include Spanish, Chinese, French, Vietnamese, Korean, and Amharic. The agency will continue to emphasize the bilingual capacity of staff in recruitment efforts. The agency includes a preference in hiring for candidates who are bilingual. The Agency complies with the DC Language Access Act.

The Human Capital Administration provides training to all staff regarding the DC Language Access Act and provision of services to non-English and limited English proficient people. The bilingual capacity of the DCRSA staff is as follows: there are 14 DCRSA staff who are bilingual. Of the 14-bilingual staff, seven (7) staff members are certified as proficient in Spanish, as well as the DDS Director Andrew Reese, who is fluent in Spanish. There are two (2) French-speaking RSA staff and two (2) Ethiopian employees who speak Amharic. Additionally, there are other bilingual staff who speak the following languages: German, Korean, Tigrinya, Yoruba, Patois, Lagunda, and Igbo. In addition, the administration uses the Language Access Line to provide interpretation for consumers who are limited English proficient, or non-English proficient, when bilingual staff are unavailable.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

The Administration staff receives training on a continuous basis, as it relates to the Individuals with Disabilities Education Act, and especially as it pertains to the VR staff in the transition units. The Administration is fully committed to providing effective, coordinated transition services. The agency has created two (2) Transition Units that currently employ one (1) program manager, two (2) supervisors, thirteen VR Specialists, two rehabilitation assistants, a program support assistant, employment coordinator, and a Transition project manager, to assist in coordinating with all local education agencies and fully implementing the provision of 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 ongoing activities with DCPS, OSSE and other public and private partners who work with youth with disabilities in the District of Columbia. The transition project manager works with DCPS and public charter schools to develop cross training for education and VR staff on VR and special education issues in transition. Since FY20, DCRSA maintains a Memorandum of Understanding with DC Public Schools to provide four (4) staff to support in the provision of pre-employment transition services, referrals to RSA, and job placements.

J. STATEWIDE ASSESSMENT

A. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR

SUPPORTED EMPLOYMENT SERVICES;

(Formerly known as Attachment 4.11(a)).

DCRSA conducted a [Comprehensive Statewide Needs Assessment (2020)](#) of disability services every three years as required by the Rehabilitation Act of 1973 and the Workforce Innovation and Opportunity Act of 2014. In collaboration with provider, Promesa Consulting Group, Inc., DCRSA's leadership team and DDS contracting officials, the needs assessment project launched on March 10, 2020 and commenced on September 30, 2020. More than 600 people participated in the 2020 assessment through virtual interviews, focus groups, and electronic surveys. Data collected examined the overall performance of DCRSA, the needs of individuals with the most significant disabilities, the needs of youth and students with disabilities, and the needs of business. DCRSA has utilized the results from the assessment to refine program development, expand outreach and engagement efforts, and allocate resources to address the needs of people with disabilities. DCRSA presented its findings to internal staff in November 2020 and external stakeholders in February 2021.

For FY20, the CSNA included the following themes and recommendations for the Overall Agency Performance area:

- To address the lack of information about available VR Programs and Services, the recommendation is to consider launching a community-wide initiative aimed at creating a broad awareness of DCRSA programs and processes. Streamline information to persons with disabilities and families supporting them, including youth in transition and their families, community partners, business partners, advocacy groups and other community-based organizations to inform them about the comprehensive VR services available through DCRSA.

- To address the need to offer VR clients more job development and placement services, DCRSA should consider maintaining a dashboard of persons with disabilities who are ready to work and facilitate access to the dashboard by business and community partners that commit to working with DCRSA to provide placement opportunities. Ensure that candidates have properly formatted resumes and qualifications, so that businesses and community partners have quick access to a qualified pool of potential workers. An additional recommendation is to consider maintaining a centralized a database of business partners who are seeking to hire and ensure there is a warm hand-off for people who are supported directly by DCRSA staff and by community rehabilitation service providers.

- To address employer perceptions about persons with disabilities, the recommendation is to consider as part of a comprehensive employer engagement and job development program, formal trainings on the benefits of hiring and supporting persons with disabilities; training on understanding reasonable accommodations. Recommendations for strategic change related to accommodations and how to provide them. An additional recommendation is to consider hosting regular initiatives to promote the skills and abilities of persons with disabilities that successfully complete vocational rehabilitation programs.

- To address confounding barriers, the recommendation is to consider using the discovery process to document confounding barriers and make the barriers known to others seeking to assist in the VR process. Also, consider closer coordination and partnerships with advocacy groups to help link VR clients to resources to address confounding barriers. As an alternative, consider compiling reference materials to refer VR clients to other community resources to address documented confounding barriers.

The CSNA included the following recommendations in needs of persons with the most significant disabilities, including their need for supported employment:

- To address the need to make assistive technology more readily available, consider contracting with more community partners who can provide such technological aids and devices, and training or include these services in an MOU with a government agency that can provide devices and training.

- To ensure that the needs of persons with disabilities that are thought to be underserved and unserved especially individuals on the Autism spectrum are addressed, consider implementing additional vocational rehabilitation programs. Also consider partnering with advocacy organizations that offer unique capabilities to accommodate individuals on the Autism spectrums.

- To address the need for a broader emphasis and additional training to implement effective customized employment, consider requiring providers to send staff who are responsible for job development or placement to a regular training and information exchange session with DCRSAdesignated staff. The sessions could address strategies and best practices; tracking provider staff progress in developing employer relationships; and developing effective tools provider staff can use to assist employers to discover opportunities for customization and realization of efficiencies.

B. WHO ARE MINORITIES;

The CSNA included the following recommendations for the needs of persons with disabilities from different ethnic groups, including needs of persons who have been unserved or underserved by the VR program:

- DCRSA should investigate why there are no individuals coded as veterans that receive services from the organization.

- As a matter of course, DCRSA should recruit bilingual VR Specialists for every vacant counseling position.

- DCRSA should investigate why the rate of individuals that are Asian and Pacific Islander and Latino who are being served by the organization continue to remain significantly below their occurrence in the general population of the District. The addition of a VR Specialist who speaks Spanish or any of the Asian and Pacific Island languages, may help with establishing community relationships with programs that serve these populations. This potential new staff may increase referrals.

When asked whether barriers to achieving employment goals for clients who are racial or ethnic minorities are different than those of the overall population of people with disabilities, 54% responded "yes." However, staff respondents cited 70.0% of clients that are limited English proficient have barriers that were different from the overall population of people with disabilities.

In addition, during staff interviews, many suggested families need greater support and education about the opportunities of VR services for their eligible family member(s) and for some racial and ethnic minorities there is a lack of family support. However, staff also said DCRSA aims extra effort to reach out to racial and ethnic minorities, especially persons with disabilities in Wards 7 and 8. They also felt benefits counseling for racial and ethnic minority families and education on the implications of work on their benefits could encourage more families of persons with disabilities to seek VR program participation for their eligible family members.

Based on these findings, there were no specific recommendations made for this minority subsection; however, to ensure that the needs of persons with disabilities who are thought to be

underserved and unserved, DCRSA should consider implementing additional vocational rehabilitation programs to support individuals with disabilities who also fall into the minority category.

<div align="center">

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

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The findings of the CSNA in 2020 show the analysis of stakeholder input on barriers and service needs, as well as service system infrastructure issues resulted in the following recommendations for strategic changes to unserved and underserved populations.

To ensure that the needs of persons with disabilities that are thought to be underserved and unserved especially individuals on the Autism spectrum are addressed, consider implementing additional vocational rehabilitation programs. Also consider partnering with advocacy organizations that offer unique capabilities to accommodate individuals on the Autism spectrums.

<div align="center">

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

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The CSNA included recommendations for the needs of persons with disabilities served through other components of the statewide workforce investment system. The analysis of stakeholder input on barriers and service needs, as well as service system infrastructure issues, resulted in the following recommendations for strategic changes to VR service provisions:

- Survey respondents made several suggestions for community rehabilitation provider collaboration, including to strengthen the collaboration between DCRSA and VR partners thus improving VR service outcomes.

- Community partners also proposed a shared database system with DOES or another core WIOA partner to identify whether VR clients are employed or whether there are records of employment while non-responsive individuals are being pursued.

<div align="center">

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

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The CSNA included the following recommendations for the needs of youth with disabilities in transition:

- DCRSA should consider strengthening the terms of the DCRSA/DCPS agreement to provide clarity on the services for youth in transition, especially differences between Pre-ETS and VR services.

- Expand outreach and education about transition services to ensure that parents and students gain a better understanding of Pre-ETS and VR services. In addition, enhance current data sharing to demonstrate performance outcomes more effectively.

<div align="center">

IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

</div>

The CSNA included the following recommendations in regarding the need to establish, develop, or improve CRPs in the District:

- Consider updating how rehabilitation service providers' information is collected, maintained, and utilized to help persons with disabilities make more informed choices.

- Updating the current DCRSA online service provider directory to include updated contact information and performance history, including specialty services provided and job placement history.

- To obtain greater provider diversification and augmentation of the provider pool, consider changing the provider recruitment process to diversify and increase the number of providers offering various services to minimize delays in service provisions due to lack of providers to improve informed consent. Specifically, obtain more bilingual service providers that are fluent in a range of languages. Obtain more providers of American Sign Language (ASL) services. Add more providers who offer benefits counseling and assistive technology services. Include providers that offer training in a range of technology products , e.g., computers, tablets, smartphones, and other technology applications.

INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

Based on the Comprehensive Statewide Needs Assessment completed in 2020, the data reveals the following needs of persons of transition age:

- *Skills Development* – focus group discussions with youth in transition recognized the need for counseling and guidance on skills training necessary for employment goal achievement. Youth expressed continued interest in activities such as internships, job exploration, and job coaching. Youth also were very excited about the pre-ETS provider programming being offered by certain vendors. It was also reported that youth were interested in programs and internships where they would have opportunities to build self-confidence and learn from others.

- *Family Participation* - youth in transition and parents of youth in transition expressed the need for more family involvement in developing the IPE.

- *Accommodations* – youth focus group participants also expressed a need for more assistance specific to their need for accommodations. DCRSA provides pre-employment transition services directly with their own transition staff and through contracting with service providers. They have developed MOAs with the public schools and have established a strong foundation for the delivery of pre-employment transition services to students that need these services.

K. ANNUAL ESTIMATES

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES

U.S. Census data reported in the 2020 Comprehensive Statewide Needs Assessment shows the population of persons with disabilities in the District of Columbia within the context of the total District's population. In 2018, the District of Columbia's population estimate was 684,498, and the estimated population of persons with disabilities was 80,368 or 11.6%.

According to the *2019 State Report for County-Level Data: Employment compiled by the Annual Disability Statistics Compendium*, it was reported that employment rate for persons with disabilities (Ages 18-64) in the District of Columbia is 36.9%.

[1] These were the cost per participants during PY20:

Cost of Services

SUMMARY INFORMATION

Service	Participants Served (Cohort Period: 07/01/2020 - 06/30/2021)	Participants Exited (Cohort Period: 07/01/2020 - 06/30/2021)	Funds Expended (Cohort Period: 07/01/2020 - 06/30/2021)	Cost Per Participant Served (Cohort Period: 07/01/2020 - 06/30/2021)
Career Services	3,747	1,432	$4,505,919	$1,203
Training Services	713	129	$3,116,656	$4,371

Percent training-related employment[1]:	Percent enrolled in more than one core program:	Percent Admin Expended:
N/A	35.0%	N/A

DCRSA projects cost per participant at the same level as PY20 with adjustments for inflation and cost of living. DCRSA projects the number of participants to increase in PY21 and beyond due to increased outreach efforts. DCRSA projects an increase in the number of people served by our Supported Employment Grants in our State Plan for PY23, as DBH and DCDDA look to serve more people with ID/DD, Serious Mental Illness (SMI), and severe Substance Use Disorders (SUD) as mandated by the City Council and the Executive Office of the Mayor. DCRSA can offer job coaching and post-employment supports for participants in the DDA Waiver. For participants in the evidence-based supported employment program, a special Federal Grant is awarded to DBH which allows them to offer some vocational supports. These are different vocational supports than DCRSA provides.

[1] Institute on Disability, 2020. Annual Disability Statistics Compendium: 2020.Durham, NH: University of New Hampshire, Institute on Disability

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

See response K1 above.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

See response K1 above.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION.

See response K1 above.

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

See response K1 above.

4. THE COST OF SERVICES FOR THE NUMBER OF INDIVIDUALS ESTIMATED TO BE ELIGIBLE FOR SERVICES. IF UNDER AN ORDER OF SELECTION, IDENTIFY THE COST OF SERVICES FOR EACH PRIORITY CATEGORY.

See response K1 above.

L. STATE GOALS AND PRIORITIES

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED AND AGREED TO BY THE STATE VR AGENCY AND THE STATE REHABILITATION COUNCIL, IF THE STATE HAS A COUNCIL, AND JOINTLY AGREED TO ANY REVISIONS

In Fiscal Year 2020, the District of Columbia State Rehabilitation Council (SRC) scheduled two (2) virtual meetings (August 13, 2020 and September 10, 2020) and three (3) meetings were held in FY21 (December 10, 2020, March 11, 2021, September 23, 2021). These meetings occurred to standardize consistency and predictability for SRC meetings and reduce the number

of instances where there was a lack of a quorum at the majority of the meetings. These sessions are public forums structured to gather information about the employment of persons with disabilities and how the Designated State Unit (DSU) is utilizing funds to accomplish goals and objectives. The DSU provides information about services offered. Every effort is made to provide a variety of avenues for public input whenever issues, concerns, or policy changes are considered. DCRSA has an active policy committee that reviews and comments on proposed regulatory, policy and procedure changes, and reaches out to the SRC for feedback when needed. Meetings of the SRC are held on a quarterly basis via Webex, due to the COVID-19 Public Health crisis. In FY20, DCRSA continued its focus in developing SOPs and internal documents to ensure all staff understands and complies with the revised policies and procedures that DCRSA updated in FY18. In FY21, DCRSA's internal policy committee met on a bi-weekly basis to review and update policies and practices so that they are consistent with federal and District regulations. These policies and procedures reflect and incorporate national best practices and are developed with input from the SRC and the community.

In March 2021, a public forum was held with the community to review the most recent Comprehensive Statewide Needs Assessment, which was published in December 2020. The agency consumer satisfaction survey and performance reports helped in the development of this new WIOA State Plan Modification.

The District published its last Unified Workforce Development State Plan in February 2020 and held public forums to hear feedback on the plan, including the program specific plan for vocational rehabilitation and supported employment services.

DCRSA collaborated with the SRC for the FY 2020 CSNA assessment. The goals and priorities for the Vocational Rehabilitation and Supported Employment program are in response to both National and State issues, as mandated by Section 105 of the Rehabilitation Act of 1973, as amended. The focus of their goals and activities includes, but are not limited to, consumer satisfaction, statewide needs assessment, state plan and amendments, policy, extent/scope/effectiveness of services, interagency agreements, and District of Columbia employment programs. These goals were developed, reviewed, and approved by DCRSA and the SRC. Planned program goals to be accomplished by DCRSA were based on agency performance on standards and indicators.

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

Objective 1.1: Increase outreach efforts, with a particular focus on ensuring accessibility of services for people identified as underserved or unserved in the 2020 Comprehensive Statewide Needs Assessment, and for people living in wards 7 and 8.

Strategies: DCRSA will:

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, 2022 and ongoing through June 30, 2024:

a. DCRSA will maintain sufficient staff fluent in Spanish to assign a Spanish speaking VR Specialist to all limited English proficient or non-English proficient (LEP/NEP) Spanish speaking clients, consistent with the caseload standards included in the Comprehensive System of Personnel Development (CSPD)

b. VR services will be provided five (5) days per week at all American Job Centers.

c. When scheduling intake appointments, DCRSA staff will offer an appointment at a location in the community most accessible to a client's home

d. DCRSA will establish Memoranda of Agreement (MOA) with at least three (3) additional agencies based in Wards 7 and 8 to provide services in these locations at least one day per week.

e. DCRSA will re-establish its (MOA) with the National Rehabilitation Hospital.

f. DCRSA will maintain MOAs with at least two (2) community-based agencies serving Ethiopian and Eritrean immigrants, two (2) serving immigrants from Latin America and will re-establish its agreement to provide services at each location at least one (1) day per week.

Objective 1.2: Increase the effectiveness of outreach efforts through ongoing evaluation of utilization of outreach sites to ensure that DCRSA staff are placed in the community where need for VR services is highest.

Strategies: DCRSA will:

1. Assign VR supervisory staff to each quadrant of Washington, DC to be responsible for managing the relationship between DCRSA and the community-based agencies where outreach services are offered.

2. Track the number of referrals received and clients seen at each outreach site monthly.

3. Work with staff at the site to determine what marketing can be done to improve outreach or consider reducing or eliminating VR services in sites that appear to be underutilized.

Performance by June 30, 2022, and ongoing through June 30, 2024:

a. DCRSA will maintain at least 37 outreach sites in the community, each of which will serve at least four (4) people per day.

Objective 1.3: Increase the number of people who complete training programs that prepare them for jobs in high demand fields, increasing the number of employment placements in these fields.

Strategies: DCRSA will:

1. Coordinate with the Workforce Investment Council (DCWIC) staff and the Department of Employment Services (DOES) staff responsible for approving and contracting with eligible training providers, to identify qualified providers in the identified growth industries in the District, including retail, transportation, hospitality, health care, IT, construction, and security.

2. Provide training to VR Specialists to ensure that they can use labor market information in assisting people to develop employment goals that are consistent with the person's strengths, needs, resources, abilities, capabilities, and prepares the person for work that is available in high demand fields in the District economy.

3. Establish agreements with additional training providers and coordinate with the DCWIC,

OSSE and DOES to ensure that VR clients are able to access training programs provided through other workforce agencies.

4. Track the number of people completing training programs in high demand fields.

5. Analyze employment rates for those completing training in high demand fields by agency and by employment field.

6. Contract with providers that issue industry recognized certification in high demand fields.

7. Evaluate provider performance annually, including completion rates, employment rates and consumer satisfaction; and make this information publicly available.

Performance by June 30, 2022 and ongoing through June 30, 2024:

a. DCRSA will obtain baseline data regarding performance outcomes for all current hospitality, health care, IT, construction, and security training providers with which it has agreements.

b. There will be an increase in the number of training providers in identified growth industries in the District with which DCRSA has agreements.

c. There will be an increase in the number of people served by DCRSA who complete training programs in identified high demand industries.

d. d. There will be an increase in job placements in high demand industries.

Objective 1.5: Increase the number of people with intellectual disabilities (ID) and serious mental illness (SMI) or substance use disorder (SUD) who obtain and maintain employment through better coordination of supported employment services with the Developmental Disabilities Administration (DDA) and the Department of Behavioral Health (DBH).

Strategies: DCRSA will:

1. Assign four (4) VR Specialists to work specifically with people referred from DCDDA supported employment services.

2. Assign four (4) VR Specialists to work with all people referred from DBH for evidence based supported employment services.

3. Arrange with DBH to provide training for all VR Specialists regarding mental health and substance abuse treatment services available in the District.

4. Review the DDS Protocol regarding coordination of services between DCRSA and DCDDA, make necessary changes and provide training to all DCDDA service coordinators and VR Specialists.

Performance by June 30, 2022, and ongoing through June 30, 2024:

a. There will be at least 25 successful closures of people referred for supported employment services by DCDDA.

b. There will be at least 100 successful closures for people with serious mental illness (SMI) or substance use disorder (SUD) referred by DBH to DCRSA for supported employment services.

c. There will be no gaps in the provision of supported employment services when transitioning people from VR supported employment services to extended supported employment services through either DCDDA or DBH.

d. All people in transition will receive 90 days of extended services through DCDDA or DBH before their case is closed successfully by DCRSA.

Objective 1.6: Increase agency capacity in serving people who are blind and visually impaired

Strategies: DCRSA will:

1. Collaborate with community-based agencies that serve people who are blind to develop an outreach strategy to the blind, visually impaired, and deafblind communities.

2. Identify gaps in services that serve people who are blind, visually impaired, or deafblind.

3. Identify funding sources that will increase provider capacity to serve people who are blind, visually impaired, or deafblind.

4. Develop an outreach strategy to identify people who may be interested in and have the necessary aptitude to be successful as vendors with the Randolph Sheppard Program.

5. VR Specialists serving people who are blind will identify people on their caseload who may have aptitude for entrepreneurial work and would be interested in participating in the Randolph Sheppard Program.

Performance by June 30, 2022 and ongoing through June 30, 2024:

a. DCRSA will increase the number of referrals of people who are blind to DCRSA for VR services by at least 10% in Program Year 2024 and will maintain this increased level of referrals through PY 2024.

b. DCRSA will increase the number of service providers who deliver services to people who are blind, visually impaired, and deafblind.

c. DCRSA will increase the number of vendors in the Randolph Sheppard program by at least two (2) vendors each year.

Objective 1.7: Increase the range of employment outcomes.

Strategies: DCRSA will:

1. Provide person-centered training for VR Specialists and training on provision of comprehensive, holistic assessment for use in eligibility determination and for the comprehensive assessment used to inform the development of the IPE.

2. Conduct eCASAS assessment at the time of a person's application and provide referrals for appropriate literacy and adult education services.

3. Expand the provision of job readiness training for DCRSA job seekers, by both DCRSA Business Relations and Employment Coordinator staff and through contracts with provider agencies as well as in-house.

4. Review the current process for referral for benefits counseling and identify ways to improve efficiency in this process to increase the number of people who receive benefits counseling.

Performance by June 30, 2022, and ongoing through June 30, 2024:

a. Ensure that all VR Specialists complete person-centered training.

b. Provide training on customized employment and employer engagement for VR and provider agency staff and provide training sessions, to increase capability of DCRSA and providers to provide this on an ongoing basis.

c. All general VR and sensory unit intakes will complete the eCASAS assessment as part of their intake and eligibility determination.

d. Increase the number of people who receive job readiness training 10% above the current number.

e. Increase the number of students who receive at least one pre-employment transition service, including job readiness training, by 10% above the current number.

f. All VR staff will use person-centered planning tools to develop employment goals that better reflect the strengths, interests, abilities, capabilities, and resources of people served by DCRSA.

g. Maintain the increased level (i.e., 10% above the current number) of people who receive job readiness training.

h. Ensure that at least 250 people receive benefits counseling and orientation each quarter (the agency currently serves approximately 1800 people who receive SSI/SSDI).

Objective 1.8: Develop additional outreach materials.

Strategies: DCRSA will:

1. Review and update the Transition Tool Kit.

2. Develop materials for the General Intake Unit, similar to the Transition Tool Kit, to include at least FAQ (Frequently Asked Questions); Information about Developing an Individualized Plan for Employment (IPE); the VR Process; Workforce Innovation and Opportunity Act (WIOA) Changes to the Rehabilitation Act; and Client/Applicant Rights.

3. Translate all materials as necessary, consistent with the DC Language Access Act.

4. Develop a plan to distribute materials.

5. Update the outreach materials provided to businesses.

Performance by June 30, 2022 and ongoing until June 30, 2024:

a. Outreach materials will be accessible and widely available in the community.

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

Objective 2.1: Continue to provide regular training for DCRSA staff.

Strategies: DCRSA will:

1. Provide regular, mandatory training for DCRSA vocational rehabilitation staff based on policies, procedures, protocols, best practices, and trends identified by the agency, and make trainings available electronically.

2. Improve the DCRSA onboarding process to efficiently and effectively educate new staff about job requirements at DCRSA.

3. Implement a mentoring program for new staff to shadow and receive guidance from experienced colleagues.

4. Revise and update employee performance goals to meet the changes of the Workforce Innovation and Opportunity Act (WIOA).

5. Provide support to staff who are not currently eligible to sit for the CRC (Certified Rehabilitation Counselor) examination, consistent with the provisions in the Comprehensive System of Personnel Development above.

Performance by June 30, 2022 and ongoing through June 30, 2024:

a. Results from the quality case review system and other Quality Assurance Reviews (conducted after the introduction of any new policy or procedure) will show at least 90% compliance with new policies and procedures, or the agency will provide updated training to improve outcomes.

b. During Program Year (PY) 2022-2024, DCRSA will track WIOA performance measures to establish a baseline of performance. By June 30, 2024, DCRSA will meet established WIOA performance standards identified in the Unified State Workforce Development Plan.

Objective 2.2: Retain, train, and recruit experienced and qualified VR staff and service providers to improve services to the low incidence populations, including people who are blind, deafblind, have autism, or other autism spectrum disorders.

Strategies: DCRSA will:

1. Provide continuous training to staff on customized employment policies, procedures, protocols, and best practices.

2. Provide continuous training to service providers on customized employment policies, procedures, protocols, and best practices.

3. Develop and implement outreach plan to recruit providers, who can provide services to low incidence populations.

4. Develop and implement outreach plan on DCRSA services to the low incidence population.

Performance by June 30, 2022 and ongoing through June 30, 2024:

a. 100% of DCRSA workforce will receive professional development opportunities.

b. VR Specialists' performance will be 90% compliant in case reviews and as required by standards established in policies and regulations.

c. Establish and maintain a communication network with service providers in the District.

d. DCRSA will complete the development and use of the vendor report card system to include the workgroups with the SRC and the provider community.

e. DCRSA will recruit CBE providers for services to include the blind and deaf, especially job placement and supported employment.

f. DCRSA will invite providers to be part of trainings provided to staff and relevant to the provider community.

g. Establish contracts that support consumers achieving the milestones contained in the common performance measures in WIOA to include payment for consumers that retain employment during the second and fourth quarter after exit from the VR Program.

h. DCRSA will provide ongoing training to staff on HCAs, including the payment structure for job development and placement.

Objective 2.3: Revise VR policies and procedures to ensure that current policies are consistent with the requirements of the Workforce Innovation and Opportunity Act (WIOA).

Strategies: DCRSA will:

1. Consult with the State Rehabilitation Council (SRC) regarding the review of all current policies and procedures and revise as necessary.

2. Upon review of the final federal WIOA rules, update as necessary the District regulations make any necessary adjustments.

3. Hold required public hearings and provide appropriate public notice to obtain community input on all policy, procedure, or regulatory changes.

Performance by June 30, 2024:

a. The District's vocational rehabilitation regulations will be consistent with all requirements in the Workforce Innovation and Opportunity Act (WIOA).

Performance by June 30, 2022 and ongoing through June 30, 2024:

a. DCRSA will have up-to-date policies and procedures, consistent with federal and District

regulations, which reflect best practices and are developed with input from the SRC and the community.

Goal 3: Expand and improve the quality of transition services through improved coordination with the state education agency and all local education agencies and implementation of Pre-Employment Transition Services (Pre-ETS) to students with disabilities.

Objective 3.1: Re-establish the Memorandum of Agreement (MOA) with the Office of the State Superintendent of Education (OSSE) to comply with WIOA requirements regarding provision of services to all students with disabilities, including those who are potentially eligible for VR services, and establish or update agreements with all local education agencies to establish clear processes for referral for VR services, and coordination of pre–employment transition services.

a. When appropriate, all students attending a DC Public School, Public Charter School or non–public placement can be referred for VR services, including pre-employment transition services beginning at age 14, with the consent of the adult student and/or parent/guardian.

b. DCRSA will determine eligibility within 60 days of receiving the application and complete the IPE within 90 days of determining eligibility. VR Specialists will visit the schools regularly, on at least a monthly basis, or more frequently for schools that have higher referral numbers. Transition VR Specialist are available to see students to complete applications, determine eligibility, complete comprehensive assessment to develop IPEs, provide ongoing counseling and guidance, and provide pre–employment transition services.

c. Work with OSSE and LEAs to clarify updates and processes for referrals to DCRSA. Provide training to school staff regarding when referral for VR services is appropriate and transition planning should begin.

Performance by June 30, 2024:

a. MOAs with 18 public charter schools will be in place.

b. MOA with OSSE will be in place.

Performance by June 30, 2022 and ongoing through June 30, 2024:

a. When appropriate, all students attending a DC Public School, Public Charter School or non-public placement will be referred for VR services by age 14, with the consent of the adult student or parent of students under the age of 18.

b. DCRSA will determine eligibility within 60 days of receiving the application and complete the IPE within 90 days of determining eligibility. VR Specialists will visit the schools regularly, on at least a monthly basis, or more frequently for schools that have higher referral numbers. Transition VR Specialist are available to see students to complete applications, determine eligibility, complete comprehensive assessment to develop IPE, provide ongoing counseling and guidance, and provide pre-employment transition services.

Objective 3.2: Provide opportunities for work experience for students with disabilities resulting in postsecondary education or competitive integrated employment outcomes.

Strategies: DCRSA will:

a. DCRSA will provide at least 140 paid work-based learning experiences annually for DC Public School students who are enrolled in CTE and/or transition courses aligned to goals for competitive integrated employment and/or postsecondary education.

b. Each summer, at least 25 eligible students will participate in a pre-ETS employment summer work-based learning experience (e.g., JumpStart).

c. DCRSA employment coordinator will work with employers to provide paid work-based learning experiences for at least 65 students who attend DC public charter schools.

d. DCRSA will work with LEAs and employer partners to ensure at least 25 students who participated in a DCRSA funded work-based learning experience will achieve competitive integrated employment or post-secondary education or training following the conclusion of a work-based learning experience or secondary education.

e. Coordinate with schools to offer benefits counseling for eligible or potentially eligible students, through pre-employment transition services, as appropriate or requested throughout the academic year.

f. DCRSA will continue to work with DOES to coordinate and provide necessary supports to identified students who are eligible or potentially eligible for VR services, to be successful in their MBSYEP summer work placements. The JumpStart Program, provides support to students with most significant disabilities, including a pre- employment "boot camp", job readiness trainers, travel training, and any additional services needed to support these youth. This program is an interagency effort that includes DCPS, DC Public Charter Schools, community-based agencies, OSSE and DCRSA supported employment provider agencies.

g. DCRSA will ensure that all students on a certificate pathway have at least one (1) opportunity for a paid work-based learning experience prior to exiting high school.

h. Prior to exiting high school, all students on a certificate pathway, who are referred to DCRSA for either pre-employment transition services or VR services will have the opportunity to work with DCRSA on resume development, that may include prior employment or work-based learning experiences, obtaining official school records, and/or references from previous supervisors, if available.

i. Provide communication to transition youth using platforms that are familiar to the population (i.e., social media outlets: twitter, Instagram, etc.).

Performance by June 30, 2022, and ongoing through June 30, 2024:

a. DCRSA will provide at least 140 paid work-based learning experiences annually for DC Public School students who are enrolled in CTE and/or transition courses aligned to goals for competitive integrated employment and/or postsecondary education.

b. At least 25 eligible students will participate in a supported employment summer work-based learning experience (e.g., JumpStart).

c. DCRSA employment coordinator will work with employers to provide paid work-based learning experiences for at least 65 students who attend DC public charter schools.

d. DCRSA will work with LEAs and employer partners to ensure at least 25 students who participated in DCRSA funded work-based learning experience will achieve competitive integrated employment or post-secondary education or training following the conclusion of a work-based learning experience or secondary education.

e. Coordinate with schools to offer benefits counseling for eligible students, through pre-employment transition services, as appropriate or requested throughout the academic year.

f. DCRSA will continue to work with DOES to coordinate and provide necessary supports to identified students who are eligible or potentially eligible for VR services, to be successful in their MBSYEP summer work placements

g. DCRSA will ensure that all students on a certificate pathway have at least one (1) opportunity for a paid work-based learning experience prior to exiting high school.

h. Prior to exiting high school, all students on a certificate pathway who are referred to DCRSA for either pre-employment transition services or VR services will have the opportunity to work   with DCRSA on resume development, that may include prior employment or work-based learning experiences, obtaining official school records, and/or references from previous   supervisors, if available.

Objective 3.3: Provide Pre-ETS services to students with disabilities that lead to post-secondary education or competitive integrated employment.

Strategies: DCRSA will:

1. Have its VR Specialists provide monthly job readiness training sessions in DC local education   agencies for students with disabilities who are potentially eligible for vocational rehabilitation services.

2. As needed, DCRSA will issue a solicitation seeking qualified providers to provide 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, 2022 and ongoing through June 30, 2024:

a. At least 75% of students with IEPs or 504 plans will receive at least one Pre-ETS service during the 2020-2021 school year.

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

Objective 4.1: Establish data sharing agreements with DOES and OSSE that will enable DCRSA to have access to post-case closure wage and education data for VR clients.

Strategies: RSA will:

1. Finalize an MOA with OSSE that will enable DCRSA to have access to the data management system used by the core WIOA partners that will provide information regarding VR client's participation in training programs, as well as have access to OSSE post-secondary data regarding participation in college and university.

2. Establish MOA with DOES to have access to system that will provide national aggregate employment data regarding employment for people who exit VR services.

Performance by June 30, 2024:

a. DCRSA will be able to track employment and education data on all people who exit the program.

b. DCRSA will coordinate with the one-stop operator to ensure AJC partners share data to provide access to individual data across systems regardless of where the individual's point of entry and facilitate multiple points of entry, cross agency individual employment planning, and resource sharing.

Objective 4.2: Improve coordination of services at American Job Centers

Strategies: DCRSA will:

1. Work with DOES, DHS and OSSE to provide cross-training for staff in American Job Centers.

2. Provide evaluation of accessibility of all AJCs to the one-stop operator and provide technical assistance to support them in making necessary changes to ensure that all AJCs

are accessible for people with disabilities, including people with physical and sensory impairments.

Performance by June 30, 2022 and ongoing through June 30, 2024:

a. American Job Centers will be accessible and provide all required core services.

b. The AJC partners will share data to provide access to individual data across systems regardless of where the individual's point of entry and facilitate multiple points of entry, cross agency individual employment planning, and resource sharing.

Objective 4.3: Improve Coordination of Services to Businesses:

Strategies: DCRSA will:

1. Coordinate with the Business Services Group at the Department of Employment Services to ensure that business outreach by government agencies occurs in a more coordinated manner.

2. Establish relationship with the Department of Small and Local Business Development (DSLBD), and with small, local businesses in DC, to inform them about supports available for employees with disabilities.

3. Provide business roundtables regularly throughout the year to provide education to businesses about employing people with disabilities.

4. Work with business partners to conduct business roundtables and to develop education materials for businesses.

Performance by June 30, 202 and ongoing through June 30, 2024:

a. DCRSA will have at least two (2) business roundtables throughout each year.

b. DCRSA will increase the number of small businesses with which it has relationships by 10% yearly.

c. DCRSA will provide services, in terms of disability education, to these businesses. The most recent Comprehensive Statewide Needs Assessment was published in December 2020; this assessment, as well as agency consumer satisfaction surveys and agency performance reports informed the development of this plan. The District will publish its Unified Workforce Development State Plan Modification in March 2022 and will hold several public forums to hear feedback on the plan, including the program specific plan for vocational rehabilitation and supported employment services. The goals and priorities for the Vocational Rehabilitation and Supported employment program are in response to both National and State issues, as mandated by Section 105 of the Rehabilitation Act of 1973, as amended. The goals and activities include but are not limited to consumer satisfaction; statewide needs assessment; state plan and amendments; policy; extent/scope/effectiveness of services; interagency agreements; and District of Columbia employment programs. These goals were developed, reviewed, and approved by DCRSA and the SRC. Planned program goals to be accomplished by the DCRSA were based on agency performance on standards and indicators.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS

See response l above.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

See response l above.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

See response l above.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDINGS AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

See response l above.

M. ORDER OF SELECTION

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES

DCRSA has discontinued its OOS (Order of Selection) and will not utilize the OOS for the 2020 - 2024 State Plan, no justification needed for this section.

B. THE JUSTIFICATION FOR THE ORDER

DCRSA has discontinued its OOS (Order of Selection) and will not utilize the OOS for the 2020 - 2024 State Plan, no justification needed for this section.

C. THE SERVICE AND OUTCOME GOALS

DCRSA has discontinued its OOS (Order of Selection) and will not utilize the OOS for the 2020 - 2024 State Plan, no justification needed for this section.

D. TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER; AND

See response to C above.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES

See response to C above.

2. IF THE DESIGNATED STATE UNIT HAS ELECTED TO SERVE ELIGIBLE INDIVIDUALS, REGARDLESS OF ANY ESTABLISHED ORDER OF SELECTION, WHO REQUIRE SPECIFIC SERVICES OR EQUIPMENT TO MAINTAIN EMPLOYMENT

Not Applicable

N. GOALS AND PLANS FOR DISTRIBUTION OF TITLE VI FUNDS

1. SPECIFY THE STATE'S GOALS AND PRIORITIES FOR FUNDS RECEIVED UNDER SECTION 603 OF THE REHABILITATION ACT FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

For PY 2023 and 2024, DCRSA's state goal is to increase the number of persons with disabilities who are significantly disabled and qualify for supported employment services such as job coaching and post-employment supports. The priority is to serve more persons with significant disabilities in the supported employment program through the current partnerships with DC Developmental Disability Administration (DDA) of the Department of Disability Services and the Department of Behavioral Health (DBH) using Title VI funding.

As previously stated within this plan, this improved coordination has included refinement of a

protocol with DCDDA regarding the referral process from DCDDA to DCRSA for VR services, the referral from DCRSA to DCDDA for extended supported employment services through the Home and Community Based Services (HCBS) Waiver, and coordination of services between the administrations when a person is being supported by both.

In addition, there has been improved coordination with DBH, including the continued use of a Memorandum of Agreement regarding referral, coordination of services and training of staff, as well as a significant expansion in the number of Evidence-Based Supported Employment (EBSE) community rehabilitation providers.

DCRSA's Evidence-Based Supported Employment program (EBSE) for persons with serious mental illness (SMI) and substance use disorder (SUD)utilizes an evidenced-based approach to help individuals with the most significant disabilities to secure, retain, or regain competitive employment in an integrated setting that pays minimum wage or better, and provides benefits. Supported Employment services are individualized and include, but are not limited to counseling and guidance, job coaching, follow-along services, and development of natural supports.

DCRSA coordinates EBSE services with the Department of Behavioral Health (DBH). DCRSA has significantly improved its coordination with DBH since 2015. The number of EBSE providers is currently at five (5) with active Human Care Agreements. Staff from the two agencies and the provider agencies meet monthly to ensure effective coordination of services. The VR Specialists provide services at the EBSE provider locations and work as a team to ensure seamless transition of referrals to DCRSA and transition to extended services with DBH.

A consistent number of people were referred by DCDDA and DBH, as well as a consistent number of successful employment outcomes, and with expectations to increase this number for PY 2022 and PY 2023. DCRSA is coordinating with internal operations team to bring on additional DCDDA providers to the DCRSA network. DCRSA will continued its efforts to streamline the referral process.

2. DESCRIBE THE ACTIVITIES TO BE CONDUCTED, WITH FUNDS RESERVED PURSUANT TO SECTION 603(D), FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING:

A. THE PROVISION OF EXTENDED SERVICES FOR A PERIOD NOT TO EXCEED 4 YEARS; AND

The Section 603(d) (supported employment grant) funds reserved for youth will be used primarily to support youth who participated in ProjectSEARCH and obtained employment aligned with the participant's IPE goal following completion of the ProjectSEARCH Program. The agency currently supports two (2) ProjectSEARCH sites at the Smithsonian and Capital Area Region (formerly known as Embassy Suites and Hilton Hotels). Participants in the Capital Area Region site are students, as defined by WIOA. Therefore, funds reserved for the provision of pre-employment transition services and not 603(d) funds, are being used to support students with disabilities at this site. DCRSA continues to support youth with disabilities through extended service, who have completed the ProjectSEARCH program year and are employed following the program's completion and placed in competitive, integrated employment aligned with the youth's IPE goal. The provision of supported employment services will be up to 24 months, or longer if necessary and documented, and youth with the most significant disabilities may receive extended services for up to (4) years or until the youth turns 25 years old.

The funds available to support youth in extended services are helpful in the District, as the District's developmental disability agency supports only persons with intellectual disabilities (ID). There is currently no Medicaid waiver support for extended services for people with developmental disabilities, other than ID. Therefore, DCRSA will use extended services to support youth with developmental disabilities (typically youth who are diagnosed with autism spectrum disorder) as they achieve stabilization in employment, as defined by the agency's supported employment policy, but continue to require ongoing supports to be successful in

employment. The agency will also rely on natural supports and ticket to work support in developing long-term planning with youth with disabilities, to ensure comprehensive supports are in place to support youth who transition from supported employment with the VR program. The provision of supported employment services will be up to 24 months for adults, or longer if necessary and documented, and youth with the most significant disabilities may receive extended services for up to (4) years or until the youth turns 25 years old.

DCRSA will continue coordinating with the DC Department of Behavioral Services Youth Services Programs. DBH continues to offer supported employment services for youth. DCRSA will continue to coordinate provision of supported employment services for youth in the same way it has been coordinating with the adult DBH programs.

B. HOW THE STATE WILL LEVERAGE OTHER PUBLIC AND PRIVATE FUNDS TO INCREASE RESOURCES FOR EXTENDED SERVICES AND EXPANDED SUPPORTED EMPLOYMENT OPPORTUNITIES FOR YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

See response to A above.

O. STATE'S STRATEGIES

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES

DCRSA continues to expand and improve services provided to people with disabilities via outreach methods throughout the District of Columbia. The agency expands and directs its outreach activities to reach people who are identified as unserved and underserved in the state. According to the 2020 CSNA, unserved and underserved populations include people with autism and significant cognitive disabilities, including those who live in Wards 7 and 8, and those with co-existing behavioral health conditions. Therefore, DCRSA continues its efforts to further expand outreach to these population groups in order to ensure that services are available, inclusive, and accessible. DCRSA continues to have multiple outreach sites established throughout the District. DCRSA has successfully engaged and submitted an MOA request to the Salvation Army. DCRSA has also successfully engaged additional agencies such as Sasha Bruce, Anacostia Health Center, and Unity Hospital Center. All of these outreach efforts were focused on Wards 7 and 8. DCRSA will continue to solidify partnership through MOAs with organizations who are open to outlining roles and responsibilities in an MOA; however, during COVID-19, the responsibilities of each agency are different and this will be reviewed once a "normal" operating status is established among DC government agencies.

Additionally, inn FY21, DCRSA drafted a Memorandum of Understanding with the Workforce Investment Council to enhance the workforce system through a presence in each of the American Job Centers in the District where District Residents can start the intake process for eligibility as well as receive continued services with a VR Specialist.

In FY21, DCRSA, consistent with 34 CFR 361.18, there were 14 DCRSA staff who are bilingual. The number of bilingual employees, who speak Spanish is seven (7). There are two (2) French-speaking DCRSA staff and two (2) Ethiopian employees who speak Amharic. Additionally, there are other bilingual staff who speak the following languages: German, Korean, Tigrinya, Yoruba, Patois, Lagunda, and Igbo. There are multiple bilingual employees holding various positions in the agency from Supervisory roles to VR Specialist roles.

Since 2019, the agency continued to maintain compliance ratings for both Eligibility Determination and timely completion of Individual Plans for Employment at or above 90%. The agency continues to track both metrics during its monthly performance meeting with executive leadership. During these meetings, leadership does a deep dive into any areas where these metrics have declined in any given month. Strategies are discussed and implemented with VR supervisors for ensuring minimum compliance with these key performance indicators (KPIs).

DCRSA has seen consistent high performance in these KPIs.

DCRSA has engaged in multiple efforts with the state education agency, local education agencies and the Department of Employment Services in order to improve outcomes for transition-aged youth. DCRSA works with the Center for Independent Living and the Statewide Independent Living Council to improve and strengthen coordination of independent living and vocational rehabilitation services. In FY 2021, DCRSA assisted in supporting the resource plan of the SILC by hosting the virtual event entitled "Promoting Successful Transitions", to maximize the limited resources available in the District to meet IL needs of people with disabilities.

Consistent with requirements under WIOA to assist people, particularly those with most significant disabilities to obtain competitive, integrated employment, DCRSA has significantly increased the level of supported employment services it is providing. Since FY 2019, DCRSA has continued to collaborate with Evidence-Based Supported Employment Providers that contract with the agency. DCRSA maintains an MOA with the Department of Behavioral Health to clarify the coordination between the agencies in provision of supported employment services to people with serious mental illness (SMI) and substance use disorders (SUD). Coordination of services is further strengthened with the Developmental Disability Administration in the Department on Disability Services to increase the number of people with intellectual disabilities who receive supported employment services. DCRSA expects to see a significant increase in the number of people with SMI, SUD, or IDD who achieve successful employment outcomes,but also a very significant increase in the cost of providing supported employment services.

2. HOW A BROAD RANGE OF ASSISTIVE TECHNOLOGY SERVICES AND DEVICES WILL BE PROVIDED TO INDIVIDUALS WITH DISABILITIES AT EACH STAGE OF THE REHABILITATION PROCESS AND ON A STATEWIDE BASIS

DCRSA continues to employ an Assistive Technology (AT) Specialist for FY20 and FY21. The AT Specialist provides the following services: evaluation and assessment upon eligibility, consults, procurement of assistive technology, integration, tech support, training, and plan implementation continuously. The AT specialist also meets with individual clients when they have questions related to AT. The Specialist also works with Partners: DC Public Libraries, Public Schools, Department of Employment Services, UDC, Department of Aging and Community Living, and DCDDA. In addition, the AT Specialist works with specialized providers, programs, and centers such as: Public Charter Schools, DC Assistive Technology Program atUniversity Legal Services, Byteback, TCS Associates Seabury, and Model Cities Senior Wellness Center. The AT Specialist serves as the DCRSA representative on the AT Community Advisory Board at ULS, the DC Assistive Technology grantee. DCRSA works closely with the AT Center at University Legal Services. ULS conducts presentations at DCRSA all staff meetings as requested to advise VR Specialists about the services provided by the AT Center.

Aside from the in-house AT specialist on staff, DCRSA also maintains a human care agreement with private community-based providers who conduct AT assessments. Lastly, the DCRSA AT specialist, as well as staff at the AT Center at ULS, have been providing technical assistance to the Department of Employment Services. The technical assistance provided includes assessment of current accessibility of all one-stop locations and provide recommendations for necessary accommodations to ensure accessibility services at the American Job Centers.

3. THE OUTREACH PROCEDURES THAT WILL BE USED TO IDENTIFY AND SERVE INDIVIDUALS WITH DISABILITIES WHO ARE MINORITIES, INCLUDING THOSE WITH THE MOST SIGNIFICANT DISABILITIES, AS WELL AS THOSE WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM

Since FY 2019, DCRSA continued its aggressive efforts to increase outreach to individuals with disabilities, attempting to focus on unserved and underserved communities. As indicated above, the agency has established agreements with other government agencies and community based,

non-profit agencies that are in communities, or serve clients, identified in the 2020 comprehensive needs assessment as unserved or underserved such as Wards 7 and 8 and individuals who are non-English speaking or limited English speaking. Currently, the administration has agreements with agencies and is conducting intake interviews and seeing clients in 27 different offices across Washington, DC. DCRSA has continued to strengthen its partnerships with agencies that represent unserved and underserved communities and is directly working with stakeholders to better understand their needs.

In FY20 and FY21, DCRSA continued to collaborate with agency partners to host its annual Latino Conference for people with disabilities and their families. The conference was designed to provide Spanish speaking people with disabilities and their family members. Resources provided by the conference include access to information, support, and marketing materials in their native language and assist District agencies to better understand the experiences and needs of Latinos within the disability community. The feedback received from the listening sessions continued to be utilized by District agencies to inform best practices to better engage this community.

The administration is also a member of the National Community of Practice on Cultural and Linguistic Competence. The goal is to develop sustainable Cultural and Linguistic Competence strategies reflected in policies, structures, and practices. These strategies increase awareness and better engage underserved populations that have been harder to reach due to cultural and linguistic differences and barriers.

During FY 2021, DCRSA continued its aggressive efforts to increase outreach and engagement efforts to individuals with disabilities, attempting to focus on unserved and underserved communities. As part of the agency's community engagement strategy, DCRSA has established an outreach and engagement committee whose goal is to engage and build trust with identified underserved and unserved groups (especially those living in Wards 7 and 8). The committee meets monthly and includes the outreach team, intake staff, Public Information Specialist, Vocational Rehabilitation Counselors, Language Access Coordinators, and public-facing staff to discuss the agency's engagement efforts inbuilding relationships with constituents. Throughout FY21, the agency has participated in over ninety-four (94) outreach events.

The agency has worked to improve outreach efforts, such as sponsoring educational, informational, cultural events, and strengthening relationships with community organizations. Efforts are focused on working and engaging with community organizations that the Latinx Community trusts. More collaboration and communication occur during monthly or quarterly meetings, collaborative presentations, or other activities. Over the last three years, DCRSA collaborated with other partner agencies and hosted the annual Latinx Conference for people with disabilities and their families. The Spanish language only conference was designed to provide Spanish-speaking people with disabilities and their family members with access to information, support, and resources in their native language. The conference also assisted District agencies in understanding the needs and experiences of the Latinx community with disabilities. At each year's conference, there is a dedicated listening session to provide an opportunity to hear from people who share their experiences and recommendations on what they would like to see from the District government. Based on the feedback from the community, DCRSA has hired additional Spanish-speaking staff, sponsored the Spanish-speaking Direct Service Professionals, and revised policies to enhance language access and cultural competence.

4. THE METHODS TO BE USED TO IMPROVE AND EXPAND VR SERVICES FOR STUDENTS WITH DISABILITIES, INCLUDING THE COORDINATION OF SERVICES DESIGNED TO FACILITATE THE TRANSITION OF SUCH STUDENTS FROM SCHOOL TO POSTSECONDARY LIFE (INCLUDING THE RECEIPT OF VR SERVICES, POSTSECONDARY EDUCATION, EMPLOYMENT, AND PRE-EMPLOYMENT TRANSITION SERVICES)

DCRSA has engaged in several efforts with both the state education agency, the local education agencies and other non-education agencies providing services to youth, including the Child and

Family Services Agency, which provides services to foster care youth, the Department of Youth Rehabilitation Services, which provides services to youth in the Juvenile Justice System and the Department of Employment Services.

The District has drafted an MOA with the State Education Agency, the Office of the State Superintendent of Education (OSSE), which addresses issues related to the provision of Pre-Employment Transition Services. It is expected for this agreement to be finalized during FY 2022. There is an updated MOU with the largest local education agency in the District, the DC Public School system. This MOU includes provisions regarding referrals for VR services, data sharing, and agreements regarding the provision of pre-employment transition services.

The District has a unique challenge with the number of Public Charter Schools, each of which is its own local education agency. DCRSA has been working to develop agreements with each of these schools. There are currently twenty-three (23) secondary schools and nine (9) adult education schools that serve students with disabilities, under the age of 22. To assist in engaging with these schools, DCRSA established a contract with a community-based agency that has experience in providing technical assistance for issues related to the Individual with Disabilities Education Act (IDEA) in the Public Charter Schools. This agency is assisting in engaging with each of the schools, and in developing plans for the provision of Pre-ETS at each of the schools.

DCRSA is also working closely with DOES to ensure that students with disabilities have access to the summer youth employment program. DCRSA collaborates with DOES to provide any necessary supports, including pre-employment transition services to ensure the success of students in their summer work experience. Through a DCRSA contract with an experienced provider, the 2020 and 2021 SYEP JumpStart program provided job readiness training to youth with mental and physical disabilities in the District of Columbia in the form of Soft-Skills Development and Transitional Work Experiences. The JumpStart program was initially founded through the efforts of DCRSA in collaboration with the Secondary Transition Community of Practice. All job readiness training provided was designed to support persons with mental and physical disabilities. This training supports the acquisition of the knowledge, skills, and abilities necessary to obtain and maintain the economic self-sufficiency and independence resulting from gainful employment. All JumpStart participants are either DCRSA clients and/or found to be potentially eligible for VR Services.

During 2020 and 2021 SYEP JumpStart Program, youth received one of four levels of service depending on need: (1) case management and travel training (2) mentorship and travel training, (3) mentorship only, or (4) travel training only. All travel training was suspended due to COVID-19 for JumpStart PY 2020 and 2021. During COVID-19, the JumpStart program moved to a virtual platform with all services except travel training. Youth receiving case management services were assigned a SchoolTalk SYEP JumpStart Case Manager to implement and support Soft-Skills Development and Transitional Work Experiences, based on each youth's individual needs.

The SYEP JumpStart Program represents an effective model for providing DC youth with disabilities with quality paid work experiences, during high school. The program also provides an excellent opportunity for DCRSA, DOES, and DC schools to explore the systemic facilitators and barriers to providing effective pre-employment training services mandated under the Workforce Innovation and Opportunity Act.

DCRSA works with OSSE and other members of the Secondary Transition Community of Practice to provide an annual transition forum for transition students and their families. For FY 2021, DCRSA sponsored the annual transition forum in partnership with SchoolTalk, OSSE, and the Kennedy Center for Performing Arts. DCRSA has continued to collaborate with community provider, SchoolTalk, Inc., to host the annual transition conference for DCPS and DCPCS students. In response to the COVID-19 Pandemic, SchoolTalk hosted a Virtual Voices of Change

Conference from May 17th – June 14th, 2021. SchoolTalk provided transition and employment-related sessions directly to students, which were tailored to fit individual schools' schedules and the individuals' needs. This year, 45 students from eight (8) schools across the district participated in the Voices of Change Conference.

IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE

The District of Columbia Rehabilitation Services Administration continues to add new Community Rehabilitation Programs (CRP) that partner to provide an array of vocational rehabilitation services to consumers. Additional services available to the consumer through the Human Care agreements include job readiness services, trial work experiences, job placement, and benefits analysis and planning. The human care providers continue to work collaboratively with the agency's Business Relations Unit to provide job readiness training and supports to consumers, and to link consumers to potential employers. The Administration has four (4) staff who work as provider relations specialists, who are responsible for supporting the network of approved CRPs. In addition, DCRSA has two additional staff who serve as external quality assurance monitors, as well as one internal quality assurance monitor, to identify needs and maintain and improve their quality. The Administration provides joint training with the Human Care Agreement CRP partners, to ensure that collaboration yields the desired results in supported employment, job placement, and career assessment services. DCRSA has focused its effort to increase employment outcomes for consumers, particularly those with developmental disabilities and serious mental illness. In FY 2021, DCRSA renewed, updated, and/or established new agreements with all existing and/or new job placement and supported employment providers. These are performance-based agreements. Some updates and changes were made in the payment structure in order more closely align payment to the providers with successful employment placements. In addition, funding was given to supported employment providers to conduct Discovery Assessments and Customized Employment. With increased emphasis on these services , DCRSA anticipates more successful outcomes for consumers in supported employment plans. The District is also continuing to participate in the Employment First State Leadership Mentoring Program. As part of the technical assistance provided through this program, technical assistance is being provided to some of the community rehabilitation providers. In addition, VR Specialists will receive training on how to engage with providers in partnership to help people with most significant disabilities achieve employment outcomes. DCRSA has no intention of utilizing authority for the establishment, improvement, or development of a CRP.

5. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA

As of June 1, 2017, the Workforce Innovation and Opportunity Act (WIOA), performance measures for the vocational rehabilitation program officially changed. The specific performance standards will be addressed in the Unified State Workforce Development Plan. DCRSA is still having challenges obtaining data because there is no repository for all WIOA partners, including internal mechanisms and controls in place to capture data related to the WIOA requirement. Internally, there have been inconsistencies with counselors obtaining required data and reporting this data appropriately.

To adhere to the performance metrics, DCRSA has taken several approaches to improve its overall performance. DCRSA works with the vendor that provides the electronic case management system to ensure required data is captured including employment rates 2nd quarter after exit and 4th quarter after exit. DCRSA continues its collaboration with other Department of Labor (DOL) partners and/or state agencies to develop reporting. This reporting accounts for median earnings 2nd quarter after exit and working with the other workforce agencies in the state to ensure that all measures have a common definition. DCRSA works

closely with the performance management unit at DDS to help streamline and report on expected data. The administration continues to improve its monitoring of progress in training and education programs to provide accurate information on performance regarding completion of training, credential attainment, and measurable skills gains. Additionally, DCRSA is gathering more accurate data about the performance of existing training providers to assist in improved informed choice of providers and improved outcomes for clients. The agency is working with federal and local partners as DCRSA has engaged in the State Wage Interchange System (SWIS) agreement. As a member of the SWIS agreement, DCRSA looks to capture pertinent data for WIOA reporting. DCRSA is working with the vendor for the Case Management System to enhance the system to capture the necessary reporting data. Furthermore, DCRSA is establishing new protocols for following up with clients in post-employment to check on their progress and provide information about availability of ongoing services.

Standard I

Indicator A Employment Rate – Second Quarter after Exit: The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program (for title I Youth (A1), the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the second quarter after exit):

Strategy 1: Ensure VR Specialists are following up with consumer appropriately to identify the necessary documentation to track employment.

Strategy 2: Strengthen collaboration with the DC Department of Employment Services (DOES), through the MOA process to ensure that DCRSA can capture the necessary employment and wage data to verify employment after exit.

Strategy 3: Work with the internal Performance Team to help develop tracking and reporting to show compliance and/or omissions by counseling staff relative to obtaining employment documentation.

Strategy 4: Ensure that the RSA 911 Quarterly Case Management Report review conducted by the Performance Team and the Program Staff align and can detect anomalies, errors, and or omissions relative to this data.

Strategy 5. DCRSA has secured training through an online learning management system (LMS). This is mandatory for all VR Specialists to engage and there is a required course relative to case management that speaks to securing and documenting this information.

Strategy 6. Ensure Supervisory Staff are doing monthly reviews with their VR Specialists to make sure appropriate case notes, actions, and documentation are taking place to ensure this data is captured timely and appropriately.

Indicator B Employment Rate – Fourth Quarter after Exit: The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program (for title I Youth (B1), the indicator is the percentage of participants in education or training activities, or in unsubsidized employment during the fourth quarter after exit):

Strategy 1: Ensure VR Specialists are following up with consumers appropriately to identify the necessary documentation to track employment.

Strategy 2: Strengthen collaboration with the DC Department of Employment Services (DOES), through the MOA process to ensure capture of the necessary employment and wage data to verify employment after exit.

Strategy 3: Work with the internal Performance Team to help develop tracking and reporting to show compliance and/or omissions by counseling staff relative to obtaining employment documentation.

Strategy 4: Ensure that the 911 review conducted by the Performance Team and the Program Staff align and can detect anomalies, errors, and or omissions relative to this data.

Strategy 5. DCRSA has secured training through an online learning management system (LMS). This is mandatory for all VR Specialists to engage and there is a required course relative to case management that speaks to securing and documenting this information.

Strategy 6. Ensure Supervisory Staff are doing monthly reviews with their VR Specialists to make sure appropriate case notes, actions, and documentation are taking place to ensure this data is captured timely and appropriately.

Indicator C Median Earnings – Second Quarter after Exit: The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program:

Strategy 1: Ensure VR Specialists are following up with consumers appropriately to identify the necessary documentation to track employment.

Strategy 2: Strengthen collaboration with the DC Department of Employment Services (DOES), through the MOA process to ensure capture of the necessary employment and wage data to verify employment after exit.

Strategy 3: Work with the internal Performance Team to help develop tracking and reporting to show compliance and/or omissions by counseling staff relative to obtaining employment documentation.

Strategy 4: Ensure that the 911 review conducted by the Performance Team and the Program Staff align and can detect anomalies, errors, and or omissions relative to this data.

Strategy 5. DCRSA has secured training through an online learning management system (LMS). This is mandatory for all VR Specialists to engage and there is a required course relative to case management that speaks to securing and documenting this information.

Strategy 6. Ensure Supervisory Staff are doing monthly reviews with their VR Specialists to make sure appropriate case notes, actions, and documentation are taking place to ensure this data is captured timely and appropriately.

Strategy 7: Continue to work with VRTAC-QM and NTACT: C to ensure use of best practices to capture and report this data.

Indicator D Credential Attainment: The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training and customized training) who attain a recognized postsecondary credential or a secondary school diploma, or its recognized equivalent, during participation in or within one year after exit from the program.

A participant who has attained a secondary school diploma or its recognized equivalent is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent only if the participant also is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

Strategy 1: Ensure VR Specialists are following up with consumers appropriately to identify the necessary documentation to track credential attainment.

Strategy 2: Part of the VR Specialists Performance Goals is to ensure proper follow up with clients. This information is captured by the VR Specialist and readily available in each individual case file.

Strategy 3: Work with the Performance team to set up monthly, quarterly, and annual reporting that will provide a holistic evaluation of credential attainment throughout VR.

Strategy 4: Work with the Operations Staff (Contract Administrator over Universities and Training) to ensure they engage universities, colleges, and training programs to consistently track monthly credentials attained. This information should be in a format that is shared with programs every month.

Strategy 5: Connect with local colleges and universities to disseminate information to students with disabilities related to the agency's services. This will aid in the success of the consumer and can be used to collect credential data once the student has been successful in completing the program(s).

Indicator E Measurable Skills Gains (MSG): During a program year, the percentage of program participants who are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains, MSGs are defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment. Depending on the type of education or training program, documented progress is defined as one of the following:

- Documented achievement of at least one educational functioning level of a participant who is receiving instruction below the postsecondary education level;

- Documented attainment of a secondary school diploma or its recognized equivalent;

- Secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows a participant is meeting the State unit's academic standards;

- Satisfactory or better progress report, towards established milestones, such as completion of on-the-job-training or completion of one year of an apprenticeship program or similar milestones, from an employer or training provider who is providing training; or

- Successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

Strategy 1: Ensure Counseling Staff are engaging with consumers to obtain progress and document MSG throughout the life of the case.

Strategy 2: Part of the VR Specialists Performance Goals is to ensure the proper follow up with clients are taking place so that this information is captured and readily available in each individual case file.

Strategy 3: Work with the Performance team to set up monthly, quarterly, and annual reporting relative to MSG captured and reported.

Strategy 4: Connect with local colleges and universities to disseminate information to students with disabilities related to the agency's services. This will aid in the success of the consumer and can be used to collect credential data once the student has been successful in completing the program(s).

Strategy 5: Continue to work with the VRTAC-QM to ensure use of best practices to capture and report this data.

Strategy 6: Ensure Supervisory Staff review this with their VR Specialists as part of their monthly case review process to ensure compliance with capturing and documenting MSG.

Indicator F: Effectiveness in Serving Employers: WIOA sec. 116(b)(2)(A)(i)(VI) requires the Departments to establish a primary indicator of performance for effectiveness in serving employers. The Departments are piloting three (3) approaches designed to gauge three (3) critical workforce needs of the business community. DCRSA has elected to measure approaches 1 and 3 as its performance indicators under this requirement:

- Approach 1 - Retention with the same employer - addresses the programs' efforts to provide employers with skilled workers;

- Approach 2 - Repeat Business Customers - addresses the programs' efforts to provide quality engagement and services to employers and sectors and establish productive relationships with employers and sectors over extended periods of time; and

- Approach 3 - Employer Penetration Rate - addresses the programs' efforts to provide quality engagement and services to all employers and sectors within a State and local economy.

Strategy 1: Increase the number of business engagements performed by Business Relations Specialist on a monthly, quarterly, and annual basis, making this a requirement of their job accountabilities.

Strategy 2: Ensure Business Relations Specialist are engaging with existing business partners and tracking on a quarterly basis engagement and outcomes.

Strategy 3: Continue to develop the agency's Employment First initiative, a concept designed to facilitate the full inclusion of people with the most significant disabilities in the workplace and community.

Strategy 4: Increase the use of Customized Employment enabling persons with significant disabilities the opportunity to achieve successful employment outcomes and then providing this model to employers for them to replicate to stimulate employer penetration, engagement, and retention. Work with the DDS performance team to set up a scorecard with employers that will provide success rates and challenges for employers to identify strengths and weaknesses to better service consumers.

6. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES

The Director for the Department on Disability Services represents the agency on the Workforce Investment Council. Since FY2015, the director has served in this capacity on two (2) work groups that seek to improve the coordination and quality of services provided through the workforce investment system. The two (2) work groups included reviewing Employment Engagement strategies and coordination of State Agencies. The work group assisted State Agencies in providing resources, supports, and trainings to facilitate successful employment outcomes for consumers. The District and the American Job Center Sub-Committee continues to meet monthly to discuss the coordination of services among core service providers at the American Job Centers. The District has four (4) American Jobs Centers. The facility located in Southeast Washington, serving Wards 7 and 8, is going to continue its concentrated effort to support the population in these wards. DCRSA plans to station Employment Coordinators at the AJC sites. The Business Relation Specialist concentrates on business penetration and engagement in these two wards. All agencies that provide services through these centers are members of the work group and the AJC sub-committee.

In FY20, DCRSA continued its improved coordination with the core WIOA partners through ensuring a Vocational Rehabilitation (VR) Specialist is available virtually five (5) days per week even to those consumers that frequented the AJCs prior to the public health emergency. This was accomplished by strengthening the referral process between DOES and DCRSA. Additionally, DCRSA has continued referring clients to the OSSE approved vendors for free virtual trainings and remedial courses. OSSE also provides professional development training for VR Staff. DCRSA regularly refers to Catholic Charities, Academy of Hope Public Charter School, Latin-American Youth Center, and So Others Might Eat (SOME) for adult education services. This allows for DCRSA staff to work collaboratively with DOES to directly connect clients with additional employment, job readiness, and/or training supports. Due to the public health emergency, virtual coordination has increased service delivery throughout all wards because counselors were not physically present in the

community..

7. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

The Department on Disability Services (DDS) is the parent agency that oversees DCRSA for District of Columbia and oversees all DCRSA's goals and priorities as they relate to the CSNA. DCRSA reports to DDS who in turn reports to the District of Columbia related to performance metrics. The Department on Disability Services will continue to work with the performance management systems to help promote ongoing strategic planning. DDS will monitor systems that will promote close oversight of DCRSA's progress in achieving the goals and priorities identified in the State Plan and the CSNA. These goals are also aligned with goals established in the agency's city plan. DDS has a monthly performance review meeting, which reviews current agency performance and measures performance against goals established in the State and City Plans. On a quarterly basis, these reviews include an evaluation of DCRSA's progress on all strategies and initiatives identified in each plan. In addition, within DCRSA, there are weekly senior staff meetings at which each manager is responsible for reporting on progress on performance and initiatives. To monitor ongoing performance, each supervisor utilizes the agency's electronic case management query system to monitor the progress of all cases within their unit. The Quality Assurance and Compliance (QA) unit conducts quarterly consumer satisfaction surveys. Since FY 2020, DCRSA has continued with its quality review system, which requires each supervisor and QA monitor to conduct quality review of a number of cases (depending on the VR Specialist's current performance) from each VR Specialist's caseload. The results of these surveys will be used to guide future training or identify the need for policy or procedure updates. As any new policy is introduced, training is provided for all staff, and a QA review of compliance with the new training is provided.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

Technology First

In FY21, Technology First successfully received approval to launch 4 Tech Projects funded by the American Rescue Plan Act (ARPA) to improve individuals with disabilities access to tech:

- DC DDS Telehealth Project –to address the health disparities often experienced by people with I/DD and to mitigate ER visits and hospitalizations the project will enroll, disseminate tech, and training to people supported by DDS to access telehealth services. It is estimated that 1,387 people will participate in this project.

- DC DDS Assistive Technology Platform - the project will pilot a new online platform that enables users to automate the tech discovery and matching process. The AT Center and Accessibility Center will be targeted as District partners to participate in this effort.

- DC DDS Tech Dissemination Project - the project will focus on disseminating tech solutions and Remote Supports Equipment to people supported by DCDDA that will enable them to assert greater self-reliance and independence in the community. Estimated to target a maximum of 2,324 people.

- DC DDS Digital Literacy and Skills - the project will focus on creating with District partners educational programs and workshops that will improve the overall comfort level and fundamentals of people with disabilities and the staff that support them to effectively utilize tech.

DSP Academy

In FY 2021, DCRSA in collaboration with RCM of Washington, Inc., a DC-based adult disability services provider, will expand the Direct Support Professional (DSP) Academy, commonly referred to as the DSP Academy. For FY21, there were two (2) sessions of the DSP Academy: one

(1) adult and one (1) youth. The DSP Academy provides participants exposure to a variety of career paths within the Health & Human services sector and offers the short-term option of securing employment as a DSP post-graduation. The DSP Academy was created in response to a national shortage of Direct Support Workers across the nation. With the District of Columbia being an Employment First State, it was a natural extension of efforts to increase employment among transitioning youth and build capacity in the workforce.

In FY21, from November through December 2020, there were four (4) adults that participated in Cohort 6 of the program. From June through July 2021, there were four (4) adult participants and four (4) youth participants within Cohort 7. During FY22, the program will increase their number of participants as well as the number of successful consumers finding employment post-graduation from the DSP Academies. The DSP Academy model holds tremendous possibility for reproduction across the nation, as it is a strategy to address the DSP workforce crisis and push forward the mission of the Employment First movement. Most importantly the DSP Academies set up DC to have successful opportunities for consumers for years to come.

There were 12 people with intellectual disabilities who participated in the vocational training program offered by the DSP Academy. This program was created by DDS in partnership with RCM of Washington and the District of Columbia Public Schools. Of the 12 individuals, nine (9) participants were people with intellectual or developmental disabilities. There were nine (9) people with intellectual disabilities who completed the training and received the certifications needed to be a DSP in the District. Overall, three (3) of those people were hired as DSPs in the District.

3rd Annual Latinx Conference on Disabilities

The District of Columbia's Department on Disability Services (DDS) with DCRSA hosted its 3rd annual Latinx Conference on Disabilities. The conference was designed to provide Spanish-speaking people with disabilities and their family members with access to information, support, and resources in their native language. The conference also assisted District agencies in understanding the needs and experiences of the Latinx community with disabilities More than 140 Spanish-speaking residents attended in person or virtually. Conference topics included:

- Information on autism and other disabilities,
- Access to and benefits of Vocational Rehabilitation Services,
- Self-care and Resilience, and
- Information about COVID-19

The Latinx conference was marketed to and for VR clients and their families and support systems. At the end of the conference, District agencies and community service providers hosted a resource fair and provided information to conference participants.

Latinx Presentation Series

Due to the overwhelmingly positive response to the Latinx Conference on Disabilities, DCRSA expanded and developed the Latinx Presentation Series. Similar to the Latinx Conference on Disabilities, the Latinx Presentation Series provided Spanish-speaking people with disabilities, and their family members access to information, support, and resources in their native language. The series was held monthly, and topics included:

- Staying healthy in a COVID-19 environment
- Access to Vocational Rehabilitation Services
- Language Access
- Financial education and literacy
- Self-Care and wellness

- Mental Health
- Employment readiness

DCRSA Learning and Innovations Retreat

In January of 2021, DCRSA held its 3rd annual learning and innovations retreat titled "Evolving the Employment Experience, Building Capacity and Strengthening Connections." The retreat was attended by 78 DCRSA staff.

DCRSA retreat attendees:
- gained knowledge on national best practices in WIOA, Customized Employment, and person and family-centered thinking to enhance the employment experience for people in need of services and supports;
- participated in a wellness activity to improve employee health and well-being; and
- participated in an interactive activity to enhance innovative and collaborative VR practices.

Based on the retreat evaluation survey feedback, ninety-six percent (96%) of attendees agreed that the information presented supported the work they do every day. DCRSA utilizes this data to inform session topics for the next year's retreat.

DC Government as Model Employer:

The following events took place in FY20, with different employers in the district:

Employer Related Events

- Chemonics
- Pension Benefit Guaranty Corporation
- Federal Deposit Insurance Corporation
- U.S. Department of Labor
- Sodexo
- DCHR Working for Washington Presentation

Disability Awareness Education for Employers

- National Disability Employment Awareness Month Event, October 2020
- Disability Awareness Low Vision and Deaf Awareness for businesses
- Coordinated Disability Awareness Low Vision at the American Job Center
- Coordinated Disability Awareness Deaf Awareness at the American Job Center

The following events took place in FY21, with different employers in the district:

Completed 8 Employer Related Events

- RAINN (Rape, Abuse & Incest National Network) Employer Spotlight
- FEMA Employer Spotlight
- FEMA Resume Presentation
- Federal Highway Administration Employer Spotlight
- American University Employer Spotlight
- Chemonics Employer Spotlight

- Amazon Employer Spotlight

- Marriott Employer Spotlight

- Marriott Mock Interviews

- There was a total of 4 Disability Awareness <u>Education for Employers</u> Events:

- DCHR (2)

- External Business (1)

- National Disability Employment Awareness Month (NDEAM) (1)

DCRSA, supported UnitedHealth Group (UHG) with securing six (6) DCRSA clients for the UHG Disability Inclusion Internship Program. The District of Columbia was one of a limited group of State VR agencies invited to recommend candidates for this initiative. DCRSA has also secured a subscription to LinkedIn to allow the agency to market its services, engage with businesses, and showcase DCRSA as a great place to work to potential employees.

DCRSA continues to partner with DC Human Resources (DCHR) to work towards the District becoming a model employer of people with disabilities. DCRSA has continued with the Aspiring Professionals program. This is a paid internship program that places people with disabilities in positions throughout the DC government, where the person has a possibility of being hired. Despite the COVID-19 pandemic, recruiting and placement for Cohort 3 of the Aspiring Professionals Internship Program occurred. DCRSA hosted participants in the program kickoff which commenced in March of 2021. Due to the pandemic, DC Government agencies worked remotely until July 2021. Since that time ten (10) DCRSA clients were placed into internships with five (5) DC Government agencies, which included the DC Department of Consumer and Regulatory Affairs, DC Department of Youth and Rehabilitative Services, DC Office of the State Superintendent of Education, DC Department of Forensic Sciences, and the University of the District of Columbia.

Additionally, DCRSA will continue to fund a position whose primary role is located at DCRSA and who spends time at DCHR. This person provides training to district agencies regarding hiring persons with disabilities, as well as aiding District citizens with disabilities to obtain gainful, competitive, integrated employment in District Government agencies. This staff has expertise and focused attention on recruiting, hiring, and retaining employees with disabilities throughout the DC government and providing technical assistance to DC agencies regarding employment of people with disabilities. This FTE will also split days at DCRSA and DCHR to help facilitate the mission of the VR agency. DCRSA has oversight of this position via the responsibilities set forth in the MOU with DCHR.

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

Since FY 2019, DCRSA continued i improving outreach to overcome barriers to access to VR services. DCRSA presently have 37 outreach sites where vocational rehabilitation services are provided. Due to COVID-19, AJC sites have been suspended since March 2020 to date. The agency staff transitioned to a full situational telework status. Through the duration of the public health emergency, employees of DDS have worked remotely to provide essential employment support services to residents with disabilities. Residents with disabilities interested in receiving supports contacted our agency to schedule intake appointments. DCRSA continues its ongoing efforts to address community health risks and ensure the safety of consumers who participate in DDS funded programming. Following the reopening of the AJCs, the plan is to expand the employment coordinators availability to complement the VR Specialists that already attend five (5) days per week in all AJCs.   The administration ensures that it targets these outreach efforts to reach populations identified in the FY 2020 CSNA who are unserved or underserved in the

District. In addition, the administration is using its electronic case management system to monitor the number of people seen at each outreach site to ensure that the administration's resources are being used efficiently.

During the 2020-2021 school year, DCRSA continued its monthly partnership meetings with DC Public Schools and the community-based agency to discuss coordination of services, updates to programming, as well as problem-solving for service delivery.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

In order to be held accountable for ensuring that the above-mentioned strategies are being implemented and VR goals are being met, it is important to have a system in place to evaluate and report on the progress being made. The District proposed the following related to evaluation and goal attainment based on the goals and priorities identified during the PY2022 modified state plan:

Goal 1: Provide continued support to five (5) mental health supported employment providers to increase successful employment outcomes for individuals with mental health disabilities.

Strategy: The Administration will continue to support the Human Care Agreements with five (5) providers of mental health supported employment services to support staff at each site to assist in increased referrals to DCRSA and the development of placement and employment opportunities through supported employment.

Goal 2: Implement improved procedures with DCDDA to ensure that more persons referred from DCDDA achieve a successful outcome.

Strategy: Four (4) VR Specialists are designated and assigned to work specifically with this population which is an increase from three VR Specialists. These VR Specialists will continue their relationships with DCDDA staff, to ensure an effectivereferrals. In addition, these VR Specialists will participate in all Employment First training, to be familiar with customized employment services available to DCRSA clients and participate in customized employment assessment and discovery training.

In FY 2020 (96) cases were successfully closed for the EBSE unit. In FY21, there were 98 cases that were successfully closed within the same unit. DCRSA made several changes throughout FY20 and FY21 to improve the coordination of services and timeliness of referrals for moving people from referral into supported employment services. DCRSA continues to implement these changes through FY2022. Through the coordination with DBH, DCRSA will continue to expand this program's growth. There are now four (4) VR Specialists specifically assigned to EBSE cases which is an increase from three VR Specialists. These four (4) VR Specialists attend staff meetings at each of the EBSE five (5) provider agencies. The staff at DBH, DCRSA and provider agencies meet monthly. DCRSA and DCDDA have similarly struggled with effective coordination of services. DCRSA has an assigned a VR Supervisor who is responsible for the unit that provides supported employment services to people referred from DBH or DCDDA. This includes the four (4) VR Specialists who work with DBH referrals and four (4) VR Specialists to work with DDA referrals. This supervisor meets weekly with the VR Specialists to review the progress of all cases referred from DCDDA. Additionally, the supervisor attends a monthly collaborative meeting with DCDDA to coordinate, plan, and monitor joint cases to address any barriers, needed resources, or concerns that may impact goals with cases. DCRSA has seen the results

from this as the number of people referred for supported employment has increased, but DCRSA has also been observing substantive reports of progress from the provider agencies working with these individuals.

Goal 3: Transition - Expand and improve the quality of transition services and improve coordination with the state education agency and all local education agencies.

Strategy: DCRSA continues to have success in coordinating with the largest local education agency, DC Public Schools (DCPS), which serves roughly half of the students with disabilities in DC. In addition, the administration participates with the Secondary Transition Community of Practice, facilitated by the Office of the State Superintendent of Education (OSSE).

During the summer of 2021, through coordination with DCPS, OSSE DOES, and DCRSA providers, DCRSA facilitated a successful Summer Institute for students with most significant disabilities participating in the Summer Youth Employment Program (SYEP). Supports were provided to 22 students, including a one week "boot camp" prior to the start of SYEP, in which the students learned soft skills necessary to be successful in their SYEP placements. Students were provided with supports throughout the summer, including travel training, job readiness trainers, supported employment, and weekly check-ins with the student and their supervisors. Youth were provided with assistive technology devices and job coaching apps were installed that assisted the youth with completing work assignments and tasks. DCRSA continues to support these efforts to provide services to youth with significant disabilities in the SYEP.

DCRSA supported 56 youth who participated in the JumpStart/MBSYEP facilitated by SchoolTalk. The program was available to Collegiate students eligible for Pre-ETS programs, District of Columbia Public School and Public Charter School youth with significant disabilities. The goal was to provide a successful summer job experience. The program began in June 2021 and commenced in August 2021. Through the JumpStart/MBSYEP program, the youth who participated were provided with an individualized supported employment experience and earned wages. The youth engaged with job readiness trainers provided by Work Opportunities Unlimited and SchoolTalk.

In FY 2021, DCRSA in collaboration with RCM of Washington, Inc., a DC-based adult disability services provider, will expand the Direct Support Professional (DSP) Academy, commonly referred to as the DSP Academy. For FY21, there were two (2) sessions of the DSP Academy: one (1) adult and one (1) youth.. The DSP Academy provides participants exposure to a variety of career paths within the Health & Human services sector and offers the short-term option of securing employment as a DSP post-graduation. The DSP Academy was created in response to a national shortage of Direct Support Workers across the nation. With the District of Columbia being an Employment First State, it was a natural extension of efforts to increase employment among transitioning youth and build capacity in the workforce.

In FY21, from November through December 2020, there were four (4) adults that participated in Cohort 6 of the program. From June through July 2021, there were four (4) adult participants and four (4) youth participants within Cohort 7. During FY22, the program will increase their number of participants as well as the number of successful consumers finding employment post-graduation from the DSP Academies. The DSP Academy model holds tremendous possibility for reproduction across the nation, as it is a strategy to address the DSP workforce crisis and push forward the mission of the Employment First movement. Most importantly the DSP Academies set up DC to have successful opportunities for consumers for years to come.

There were 12 people with intellectual disabilities who participated in the vocational training program offered by the DSP Academy. This program was created by DDS in partnership with RCM of Washington and the District of Columbia Public Schools. Of the 12 individuals, nine (9) participants were people with intellectual or developmental disabilities. There were nine (9)

people with intellectual disabilities who completed the training and received the certifications needed to be a DSP in the District. Overall, three (3) of those people were hired as DSPs in the District.

During school year 2020-2021, DCRSA and DCPS continued to coordinate implementation of pre-employment transition services at all DCPS comprehensive high schools. In addition, DCRSA is working with DCPS to provide pre-employment transition services through curriculum support for middle school students. DCRSA collaborates with DCPS to provide paid work-based learning experiences during the current school year to students participating in the Workforce Development Center at River Terrace, and for students participating in the career exploration/CTE/Career Academy courses at DCPS high schools.

In FY 2021, DCRSA provided supports for paid work-based learning experiences for 284 students. DCRSA continues to improve its collaboration with DC Public Charter Schools. In FY 2021, DCRSA renewed its human care agreement with a community-based agency that has experience in working with the Public Charter Schools to assist in this coordination and in implementation of Pre-ETS services in Public Charter Schools. DCRSA continues its partnership to improve collaboration with DC Public Charter Schools.

In addition, DCRSA transition team hosted retreats with DC Public Schools, community-based agencies, and VR Specialists and staff assigned to these schools to discuss coordination of service at each school during the 2020-2021 school year. DCRSA continues its monthly partnership meetings with DC Public Schools and the community-based agency to discuss coordination of services, updates to programming, as well as problem   solving for service delivery.

Goal 4: Maintain and sustain a Self-Employment and Entrepreneurship Program.

Strategy: Through close consultation with the SRC, DCRSA continues to implement its Supported Employment Policy and training is ongoing to all DCRSA staff on implementation of the self-employment policy to support clients pursing entrepreneurial endeavors. DCRSA continues to operate and expand its entrepreneurial opportunities through the Randolph-Sheppard program (for people with low vision or who are blind).

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

See response to A above.

2.   AN EVALUATION OF THE EXTENT TO WHICH THE SUPPORTED EMPLOYMENT PROGRAM GOALS DESCRIBED IN THE SUPPORTED EMPLOYMENT SUPPLEMENT FOR THE MOST RECENT PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS

Similar to the section above, the District proposes the following to evaluate the extent to which the Supported Employment program goals were achieved based on the goals identified in the PY2020 state plan, including strategies contributing to goal achievement and factors impeding goal achievement:

Goal 1: Provide continued support to five (5) mental health supported employment providers to increase successful employment outcomes for individuals with mental health disabilities The Administration will continue to support the Human Care Agreements with five (5) providers of mental health supported employment services to support staff at each site to assist in increased referrals to DCRSA and the development of placement and employment opportunities through supported employment.

Goal 2: Implement improved procedures with DCDDA to ensure that more persons referred from DCDDA achieve a successful outcome. DCRSA made several changes throughout FY20 and FY21 to improve the coordination of services and timeliness of referrals and moving people from

referral into supported employment services. There are now four (4) VR Specialists are designated and assigned to work specifically with this population. These VR Specialists developed relationships with DCDDA staff to ensure effective referrals and coordination of joint services. Both program goals were achieved relative to supported employment.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES

In FY20 and FY21, high staff turnover with both provider agencies and DCRSA staff negatively contributed to reaching its goals and priorities. Supported Employment VR Specialists and provider agencies need retraining through participation in Employment First trainings, customized employment assessment, and discovery training

On March 11, 2020, Mayor Muriel Bowser declared both a state of emergency and a public health emergency, effective immediately, to provide additional coordination for the District's response to the coronavirus (COVID-19). On March 24, 2020, to mitigate the spread of the coronavirus (COVID-19), Mayor Muriel Bowser issued Mayor's Order 2020-053: Closure of Non-Essential Businesses and Prohibition on Large Gatherings During Public Health Emergency for the 2019 Novel Coronavirus (COVID-19). The Order required temporary closure of the on-site operation of all non-essential businesses and prohibited gatherings of 10 or more people. In providing background for the order, the Mayor cited the importance of limiting interactions among people to the greatest extent practicable by limiting public activity. Mayor Bowser makes decisions in close partnership with DC Health and the DC Homeland Security and Emergency Management Agency.

The Department on Disability Services (DDS) remains open and committed to ensuring the well-being of the individuals we serve. We continue to provide essential services; however, there are changes in how some services are provided. Through the duration of the public health emergency, employees of DDS have worked remotely to provide essential support services to residents with disabilities. Residents with disabilities interested in receiving supports from our agency can call the designated phone number to schedule an intake appointment. In-person appointments resumed July 2021 when staff returned to the office in-person per the Mayor's directive. In December 2021, due to the COVID-19 Omicron variant, the Mayor directed DC government agencies to resume full situational telework status where possible. DCRSA will be conducting virtual services and business in a telework posture; however, the front door remains open to the public. DCRSA returned to its normal operating status on February 7, 2022. This is a part of our ongoing efforts to address community health risks and ensure the safety of consumers who participate in DCRSA funded programming. With impacts of COVID-19, DCRSA did not achieve its successful employment placement performance goals for FY20 and FY 21.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA

DCRSA continues working through barriers that exist when collecting data on its performance accountability measures identified under section 116 of WIOA. DCRSA is working with core WIOA partners to establish necessary Memoranda of Agreement to collect the data necessary to report on these measures. There are still barriers with collecting and sharing data among the agencies. There are FERPA concerns related to sharing protected student information and HIPAA related challenges to sharing client privileged information. There is still no operating repository that streamlines and collects the necessary data for WIOA reporting requirements. DCRSA still struggles with internal case processing systems that are not set up to extrapolate WIOA data reporting requirements. The Case Management System used by DCRSA has technical barriers to sharing information with other WIOA partners. DCRSA continues to work with the Case Management System purveyor to establish metrics that align with WIOA requirements. DCRSA will continue to collaborate with its internal performance management team to extract data as part of the WIOA metrics and requirements.

PY 20 Statewide Performance Report:

BY PARTICIPANT CHARACTERISTICS												
	Total Participants Served (Cohort Period: 07/01/2020 - 06/30/2021)	Total Participants Exited (Cohort Period: 07/01/2020 - 06/30/2021)		Employment Rate (Q2)[2] (Cohort Period: 07/01/2019 - 06/30/2020)		Employment Rate (Q4)[2] (Cohort Period: 01/01/2019 - 12/31/2019)		Median Earnings (Cohort Period: 07/01/2019 - 06/30/2020)	Credential Rate[3] (Cohort Period: 01/01/2019 - 12/31/2019)		Measurable Skill Gains[3] (Cohort Period: 07/01/2020 - 06/30/2021)	
				Num	Rate	Num	Rate	Earnings	Num	Rate	Num	Rate
Total Statewide	4,797	1,605	Negotiated Target		Baseline		Baseline	Baseline		Baseline		20.0%
			Actual	475	35.9%	401	26.6%	5,390	34	18.4%	95	36.3%

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED

DSP Academy

In FY21, DCRSA in collaboration with RCM of Washington, Inc., a DC-based adult disability services provider, will expand the Direct Support Professional (DSP) Academy, commonly referred to as the DSP Academy and hosted two (2) sessions: one (1) adult and one (1) youth. The DSP Academy provides participants exposure to a variety of career paths within the Health & Human services sector and offers the short-term option of securing employment as a DSP post-graduation.

In FY21, , there were three (3) cohorts of the DSP Academy. Each of the cohorts had four (4) participants. There were a total of 12 participants: eight (8) adults and four (4) youth. During FY22, the program will increase their number of participants as well as the number of successful consumers finding employment post-graduation from the DSP Academies.

In FY21, there were 12 people with intellectual disabilities who participated in the vocational training program offered by the DSP Academy. This program was created by DDS in partnership with RCM of Washington and the District of Columbia Public Schools. Of the 12 individuals, nine (9) participants were people with intellectual or developmental disabilities. There were nine (9) people with intellectual disabilities who completed the training and received the certifications needed to be a DSP in the District.

DCRSA Learning and Innovations Retreat

In January of 2021, DCRSA held its 3rd annual learning and innovations retreat titled "Evolving the Employment Experience, Building Capacity and Strengthening Connections." The retreat was attended by 78 DCRSA staff. Attendees gained knowledge on national best practices in WIOA, Customized Employment, and person and family-centered thinking to enhance the employment experience for people in need of services and supports. DCRSA staff participated in a wellness activity to improve employee health and well-being. Additionally, DCRSA staff participated in an interactive activity to enhance innovative and collaborative VR practices. Based on the retreat evaluation survey feedback, ninety-six percent (96%) of attendees agreed that the information presented supported the work they do every day.

3rd Annual Latinx Conference on Disabilities

The District of Columbia's Department on Disability Services (DDS) DCRSA hosted its 3rd annual Latinx Conference on Disabilities. The conference provided people with disabilities and their

family members access to information, support, and resources in their native language. The conference facilitated dialog with District agencies to understand the needs and experiences of Latinos with disabilities. More than 140 Spanish-speaking residents attended in person or virtually. Conference topics included:

- Information on autism and other disabilities,

- Access to and benefits of Vocational Rehabilitation Services,

- Self-care and Resilience, and

- Information about COVID-19

The Latinx conference was marketed to and for VR clients and their families/supports. At the end of the conference, District agencies and community service providers hosted a resource fair and provided information to conference participants.

Latinx Presentation Series

Due to the overwhelmingly positive response to the Latinx Conference on Disabilities, DCRSA expanded and developed the Latinx Presentation Series.

Similar to the Latinx Conference on Disabilities, the Latinx Presentation Series provided Spanish-speaking people with disabilities and their family members access to information, support, and resources in their native language. The series was held monthly, and topics included:

- Staying healthy in a COVID-19 environment

- Access to Vocational Rehabilitation Services

- Language Access

- Financial education and literacy

- Self-Care and wellness

- Mental Health

- Employment readiness

In FY21, the total cost of innovation and expansion activities were approximately $26,830, which includes expenses for the SILC. There were no innovation and expansion activities used for the SRC.

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES

Supported Employment services are available to any DCRSA client who is certified as having a most significant disability and for whom competitive employment has not traditionally occurred. These services are also reserved for clients whose employment has been interrupted or intermittent because of a disability and for whom an appropriate plan for extended services can be developed. DCRSA has identified two (2) primary populations that require the use of supported employment services: persons with serious mental illness (SMI) or substance use disorder (SUD) and persons with intellectual and other developmental disabilities. The community rehabilitation providers provide to the two (2) populations supported employment services which include intake, assessment, and job coaching. In addition, human care agreements include Discovery Assessment and Customized Employment as services in the supported employment agreements. Each provider delivers individualized services to consumers. Their efforts are focused on competitive placements in an integrated work environment. At times, a company or a government agency may hire several clients, but the clients are not placed within

the same work area to ensure that they are in an integrated work setting.

With their rehabilitation specialist's assistance, clients make informed choices to select their vocational goals. If a client chooses to change that goal during the supported employment process, their VR Specialist assists with this request and the new goal is implemented. Every effort is made to ensure clients are placed in jobs that are consistent with their interests and abilities. Employment Specialists and Job Coaches spend valuable time with clients teaching them about workplace expectations and the required tasks.

Employment Specialists and Job Coaches ensure that clients know who to ask when assistance is needed on the job. Time is spent with the person on the worksite, who is identified as the natural support person, to ensure that they are comfortable and   prepared to provide workplace support as needed to the client. The person identified as the natural support completes training in techniques and strategies to assist the assigned consumer to complete the tasks required. The person providing natural supports also identifies the areas in which prompting or feedback may be appropriate to ensure accurate completion of all assigned work tasks. The client is also provided with the name and telephone number of the Employment Specialist or Job Coach, in the event of questions or problems. The workplace supervisor also receives training, to ensure that, if the primary natural support person leaves, another person can be identified who is willing to accept that role. Contacts are made by the Employment Specialist or Job Coach with the consumer on an as-needed basis. Additionally, follow-up contacts are made each month with the supervisor   to ensure problems are identified early in the employment process and consumers receive the assistance they need to maintain employment. The Employment Specialist or Job Coach provides travel training as needed. The Employment Specialist or Job Coach makes certain that transportation funds are available to assist the consumer in job retention as needed.

Supported Employment providers are monitored along with all other DCRSA providers. Some visits are announced while some are unannounced. The services being   provided are reviewed and a report is returned to the administration's Vocational Rehabilitation Services Division that includes the monitors' observations regarding the program. Concerns are discussed with the provider and, when necessary, a corrective action plan is developed and implemented.

Some youth who have participated and completed the Project Search program have been offered competitive, integrated employment aligned with their IPE goal. These individual utilize the provision of support employment services in the form of job coaching. DCRSA continues to provide extended services to the youth for four (4) years or up to   age 25. After the client reaches age 25, the client transitions to the DCDDA waiver for   continued supports or transitioned to natural supports in the community.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES

Since FY19, DCRSA has implemented changes to its Supported Employment Policy and Procedure and followed its updated Standard Operating Procedure (SOP) on the Coordination of Case Management-Service Coordination Provided by DCRSA and DCDDA. These documents clarify issues related to the timing of transition to extended services. The timing of the transition to extended services is defined in DCRSA's standard operating procedure.

As part of DCRSA's SOP, the VR Specialist must determine that the criteria for job stabilization established in the IPE have been meet. The VR Specialist will then send the Service Coordinator (SC) and the Supervisory Service Coordinator a "Transition to Extended Support Services" notification letter via email. The letter informs the Service Coordination team that the person has been determined to be stabilized in employment and that DCRSA will provide Supported Employment services for a minimum of 30 days following placement. The VR Specialist awaits the approval of Extended Supported Employment Services which are requested after placement.

Services will transfer to extended services in 30 calendar days. If there is a delay of more than two (2) weeks, the VR Specialist and SC will elevate the issue to their respective supervisors for resolution.

For people who will receive Evidence-Based Supported Employment services through the Department of Behavioral Health (DBH), the agreement between DCRSA and DBH provides that the transition from services funded through VR transfer to extended services funded through DBH. This occurs 90 days after placement when the DCRSA case is successfully closed. DCRSA provides the funding for the services (Job Placement, Job Stabilization, and Job Closure) for the full 90 days after a person begins employment. If the person loses the job, the 90 days starts over when a new position is obtained by the client. DCRSA ensures that the person is stable in the position before the responsibility for funding extended services is transitioned to DBH.

DCRSA provides an assigned VR Specialist to each DBH site providing Evidence-Based Supported Employment to plan, coordinate, monitor, and authorize all services contracted by the provider to deliver (Job Development, Job Placement, and Job Stabilization Closure).

1. In accordance with the VR services portion of the WIOA Unified State Plan and section l0 l (a)(22) of the Act, DCRSA shall provide supported employment services for a period of no more than 24 months. If there are special circumstances, the eligible person and VR Specialist jointly agree to extend the time to achieve the employment outcome identified in the IPE. Funds are made available through the VR program allotment for persons with a most significant disability who are eligible under the Supported Employment program.

2. DCRSA shall use funds allotted under the Supported Employment program to provide supported employment services and to provide extended services in accordance with the requirements in section 604(b) (2) of the Act and 34 CFR §363.4(a) (2), to youth with the most significant disabilities for a period of time not to exceed four years, or until such time that a youth reaches the age of 25, thereby no longer meeting the definition of a "youth with a disability" in 34 C.F.R. § 361.5(c)(58), whichever occurs first.

3. DCRSA shall reserve and expend 50 percent of the allotment under the Supported Employment program for the provision of supported employment services, including extended services, to youth with the most significant disabilities.

4. DCRSA shall provide not less than a 10 percent non-federal contribution for the 50 percent of allotment reserved to serve youth with the most significant disabilities.

5. DCRSA shall not pay more than 2.5 percent of the State's Supported Employment program allotment on administrative costs.

6. Supported employment services provided through community rehabilitation providers shall be purchased, monitored, and provided in accordance with the terms outlined in a Human Care Agreement or other contracting vehicle

7. Supported employment shall be in competitive, integrated employment or, if not in competitive employment, in an integrated work setting in which the person is working toward competitive, integrated employment on a short-term basis.

VOCATIONAL REHABILITATION (COMBINED OR GENERAL) CERTIFICATIONS

1.   THE (ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS APPROPRIATE,) IS AUTHORIZED TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN UNDER TITLE I OF THE REHABILITATION ACT OF 1973 (REHABILITATION ACT), AS AMENDED BY WIOA [14], AND ITS SUPPLEMENT UNDER TITLE VI OF THE REHABILITATION ACT [15];

ENTER THE NAME OF DESIGNATED STATE AGENCY OR DESIGNATED STATE UNIT, AS

APPROPRIATE

DSU - DCRSA

2.   AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE I OF THE REHABILITATION ACT FOR THE PROVISION OF VR SERVICES, THE (ENTER THE NAME OF DESIGNATED STATE AGENCY) [16] AGREES TO OPERATE AND ADMINISTER THE STATE VR SERVICES PROGRAM IN ACCORDANCE WITH THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN [17], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS [18], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER SECTION 111 OF THE REHABILITATION ACT ARE USED SOLELY FOR THE PROVISION OF VR SERVICES AND THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN; ENTER THE NAME OF DESIGNATED STATE AGENCY

Department on Disability Services (DDS) - Agency

3.   AS A CONDITION FOR THE RECEIPT OF FEDERAL FUNDS UNDER TITLE VI OF THE REHABILITATION ACT FOR SUPPORTED EMPLOYMENT SERVICES, THE DESIGNATED STATE AGENCY AGREES TO OPERATE AND ADMINISTER THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM IN ACCORDANCE WITH THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN [19], THE REHABILITATION ACT, AND ALL APPLICABLE REGULATIONS [20], POLICIES, AND PROCEDURES ESTABLISHED BY THE SECRETARY OF EDUCATION. FUNDS MADE AVAILABLE UNDER TITLE VI ARE USED SOLELY FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES AND THE ADMINISTRATION OF THE SUPPLEMENT TO THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN;

4.   THE DESIGNATED STATE AGENCY AND/OR THE DESIGNATED STATE UNIT HAS THE AUTHORITY UNDER STATE LAW TO PERFORM THE FUNCTIONS OF THE STATE REGARDING THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT;

5.   THE STATE LEGALLY MAY CARRY OUT EACH PROVISION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT.

6.   ALL PROVISIONS OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT ARE CONSISTENT WITH STATE LAW.

7.   THE (ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY UNDER STATE LAW TO RECEIVE, HOLD, AND DISBURSE FEDERAL FUNDS MADE AVAILABLE UNDER THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT; ENTER THE NAME OF AUTHORIZED REPRESENTATIVE BELOW

Darryl T. Evans - State Director for DC Rehabilitation Services Administration

8.   THE (ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW) HAS THE AUTHORITY TO SUBMIT THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND THE SUPPLEMENT FOR SUPPORTED EMPLOYMENT SERVICES; ENTER THE TITLE OF AUTHORIZED REPRESENTATIVE BELOW

Darryl T. Evans - Deputy Director DDS/RSA

9.   THE AGENCY THAT SUBMITS THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT HAS ADOPTED OR OTHERWISE FORMALLY APPROVED THE PLAN AND ITS SUPPLEMENT. FOOTNOTES CERTIFICATION SIGNATURE

Signatory information	Enter Signatory information in this column
Name of Signatory	Darryl T. Evans
Title of Signatory	State Director for DCRSA/ Deputy Director DDS/RSA
Date Signed	

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 1 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.**

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the designated State agency listed above agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan, the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan;

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan,* the Rehabilitation Act, and all applicable regulations, policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;**

4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement;

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement.

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law.

7. The **Authorized Representative listed above** has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement;

8. The **Authorized Representative listed above** has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services;

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement.

Footnotes
Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

*** Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in

*** under Certification 2 footnotes

Additional Comments on the Certifications from the State Certification Regarding Lobbying — Vocational Rehabilitation

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee Page 309 of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S.

Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance
The undersigned states, to the best of his or her knowledge and belief, that: If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, ''Disclosure of Lobbying Activities,'' in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction

imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

APPENDIX

STAKEHOLDER FEEDBACK

The DC WIC hosted a series of stakeholder feedback sessions and a meeting with the WIOA Steering Committee to gain feedback and insights to include in the WIOA Unified State Plan. Below is a summary of comments made during these sessions.

1. **Coalition for Nonprofit Housing and Economic Development (CNHED), Session Held on January 20, 2022**

- Many individuals served are welfare participants, who are not always adequately assessed for work or focused on work due to needing to survive day-to-day. Sometimes, welfare benefits provide more income than an entry-level or low-wage job.

- Many participants are single mothers who are entrepreneurial—we should look for ways to better align entrepreneurial and creative talents with jobs that can utilize those talents and provide a career path.

- Transportation is a major barrier for individuals to utilize workforce services. To get to an AJC location, many people have to take multiple trains/buses, and it can take 1 to 1.5 hours door-to-door.

- Low income individuals often have little to no access to the Internet—access to digital tools and ability to use those tools are barriers to education and training.

- Access to wrap-around services is the biggest issues facing low income and disadvantaged people (transportation, technology, space).

- Need to help workers at every level of educational attainment.

- We need to look at trauma experienced by individuals and workers and bridge gap with employers ("trauma-informed workplace resources for employers")

- Unanticipated issues arising with clients is an issue, and workforce system flexibility in dealing with jobseeker/worker unanticipated issues could be helpful.

- The workplace and jobs are a two-way street—it is not just employers—people need to show up on time, be ready to work, and be flexible in performing different tasks.

2. **WIOA State Plan Community Engagement for Education and Training Organizations, Session Held January 26, 2022**

Given the pandemic and the resulting impact to the economy and "great resignation," what do you see as the primary impact to education and training providers or the workforce system?

- The great resignation has led to people doing more consulting and independent work. As a result, certifications may become less important and experience more important.

- The traditional route of certifications is changing. We as a society are shifting from a linear requirement to something I call the "Frankenstein Method"—where we connect multiple certifications tailored to individual specific needs.

- Training must be free, accessible and lead to employment.

- Outreach to candidates has become more difficult during the pandemic. The disconnected became more disconnected.

- Training must be targeted to the unique needs of those seeking jobs, i.e., youth experiencing homelessness.

- Connecting with participants and ensuring the training will lead to a national credential.

- Increased interest in entrepreneurship

- One of the primary impacts is that as we continue, through move to a virtual world. leave behind people with disabilities due to inaccessible technology.

- We need to consider what a TRUE living wage needs to be for individuals to support themselves in the District.

- Staffing

- Rapid transition from in person to hybrid learning

- Increased fundamentals skills training and education for young adults - Opportunity Youth.

- Challenges with getting reliable transportation to programs/work and childcare and flexible work environments for less skilled workers.

- Businesses will increasingly find education benefits and support for not only training but for employees to obtain credentials and degrees will be critical to retaining workforce.

- Choice between full-time work or decrease in benefits

Where have you seen opportunities for innovation or experienced challenges?

- Geriatric career builders, matching employers with training partners, and offering career counseling and mentorship through their career journey.

- The expectations we have on youth to manage school, family responsibilities and employment and training.

- Far more resources and expertise on the mental health side. We have embraced coaching best practices as a way to address this in our work

- Other regions have comprehensive scaffolding that networks training experiences into certifications and makes those credentials stackable into degree pathways. We need collaboration to develop similar systems for the District.

- Challenge: continuity of softs kills development/coaching after students are employed, specifically in the restaurant industry.

- More communities of practitioners as well as job seeker and professional support circles

- Awareness and access to digital support for hybrid or online learning and training

- Central challenge - even amidst hiring shortages, jobseekers with longer employment gaps are still being passed up for interviews.

- Transitioning from talking about developing soft skills to cultivating emotional intelligence

- Developing training opportunities for English learners/bilingual learners

- Even with digital content, we are struggling with access to consistent Internet. I think there is a way to leverage local resources to provide wireless. One idea I've had is to capitalize on the churches across the city and have them serve as the location to broadcast a free WiFi signal.

There has been much discussion about the importance of job quality. How do you define job quality?

- It's a combination of factors (wages/salary/benefits), but one area of importance for lower wage positions is stable hours and scheduling.

- Strong onboarding and training programs. Clear upward trajectory for growth or incumbent skill training. Quality benefits, including leave.

- Every worker deserves opportunities for professional growth and training on the job.

Has this changed the way you engage with participants or industry partners?

- Much more time given to work/life balance discussions and socio-emotional support

- Hyper awareness of mental health for participants and patience with our employer providers around their specific needs

With only four AJC physical locations and the significant shift to virtual services, how might we address and ensure equitable access to services?

- Increase the accessibility of VOSS to clients and make it easier for service providers to add clients to VOSS.

- Increase the accessibility of websites to people with disabilities so that they have equitable access to services, resources, and information.

- I have no idea what the AJCs do. I can't direct any of our clients to them, or know how to leverage their purpose to align our work.

What are actions the DC American Job Center system and its partners might take to address economic disparities?

- The first action is to make sure that all digital content, including websites, pdfs, job application, online training, etc is accessible.

- Reopen the "No Wrong Door" program. If anyone connects with any of the systems they are also registered/connected with other systems for support. Example: If a client is with RSA, and housing is a barrier, the client should also be connected via the application with housing supports. We are asking people to go through multiple agencies when they already face barriers (ex. childcare, transportation).

- DC AJC needs to be more accessible. Our customers have experienced difficulties obtaining services.

What are some thoughts about the role that the DC WIC and/or workforce development system partners might play in supporting recovery?

- Making sure that people with disabilities are represented and that the WIC works with partners that work with them to ensure their heard.

- Dual enrollment between CBO and UDC-CC.

- We need to integrate the efforts at "training" with stackable credentials and on-ramps to further higher education.

- it would be wise to link the essential learning outcomes to the research from Pew and Lumina on access to higher education.

- Retire the term "soft skills" - replace with 21st century skills, essential learning outcomes, or employability skills.

- WIC must do more to engage directly with health sector employers.

- The WIC can help more Title II providers join the ETPL.

- We need to talk about reimaging human resources and hiring practices. We are still operating like the skills gap is the central problem.

- Be more hands on with how the federal workforce funds are spent. Let the business decide.

- Recovery in itself is reactive to a situation. While that's where we are due to COVID, the WIC should consider more proactive strategies.

- Additional funding to enable incentivizing job retention

- Funding with adequate timeline to allow for new program development and launch

3. **WIOA State Plan Community Engagement for Jobseekers, Session Held January 31, 2022**

How have you been impacted by Covid-19 or the recent economic downturn?

- Unemployment rising

- Working remotely has been a challenge in connecting with Case Managers as well as participants.

- Many people resigning and not interested in training. Unclear how people are surviving and what the outcome will be of this shift.

If you are currently unemployed, what is your biggest obstacle or concerns about returning to work?

- Childcare

- Employer flexibility. Remote work has been a boon for work/life balance.

How can the workforce system best help our residents with employment opportunities?

- Identify the employer partner -- determine their needs and provide training opportunities based on the needs of the employer.

- Create a workforce pipeline.

- Data data data! Further refine use of real time LMI etc,

- Help us create a culture of engagement for employer community.

Do you have access to a computer and internet? Would you be comfortable receiving training online?

- The online training should be monitored and progress reports should be provided to monitor.

- Trainings that provide laptops and hotspots while in training would be helpful for those residents who are in need.

- There have been some developments of online and hybrid models, but skilled trades still require largely in-person activities.

4. **WIOA State Plan Community Engagement for Employers, Session Held February 1, 2022**

How has the pandemic impacted your hiring needs?

- 90% of applicants do not have the basic IT skills or access for reliable technology for job applications and/or interviews. (For example using zoom, video camera, etc.)

- It has been a roller coaster. Initially restaurants reduced staff size, because of mandated closures. Now there is a major staffing shortage.

- Our needs require consistent and technology access and fluency with it. The possible candidates don't always have that.

- Across the LTC sector, it has been devastating. We have done surveys plus collected anecdotal info. Some employers are on the brink of shutting down permanently.

Where have you seen opportunities for innovation or experienced challenges?

- The Job First Model is great for the current workforce needs. It's a person-centered model that utilizes the job seeker's current skills to obtain a job within 90 days.

- There are no shortages of opportunities for innovation, but in healthcare, the challenge is getting all the right players in the room and funding.

- Recruiting new types of employees, youth, ex-offenders, ESOL population, immigrants, prior military. Targeted messages and recruitment.

- Because many jobs are able to work flexibly, employers are not limited to just their local workers, likewise employees are not limited to local employers.

- A sector based model, particularly the Healthcare Sector Partnership, has been critical to connecting employers, training, and support partners.

- Costs/risks of starting a new job are high (transportation, will your place of work/childcare shut down?) - need more up front incentives.

Has this changed the way you engage with jobseekers, employees or industry partners?

- Jobseekers don't have the soft skills (email, phone calls, teamwork..). We lack the standards across the city of what the "soft skills" are.

- This is an employees' market, the repercussions of that are still being felt and defined. Requests for additional pay, more flexibility.

Do you access services at the American Job Centers to assist with you talent needs? If not, why not?

- There is a disconnect between the American Jobs Centers and workforce and employers. Reimagine the structure.

- Can you share how to access the AJC business services?

What kinds of services would be most helpful for you and your business?

- Provide financial support to businesses that hire employees through a specific program.

- Tax credits for employers—look at Alabama for a model.

- All the evidence points to the best way to obtain a job is through social capital. Why don't we have something to build individuals social capital? How can we do a mixer with employers and potential employees? A networking hour?

5. **WIOA Steering Committee Meeting, Held February 2, 2022**

1. **Employability Skills**
   - Operationalize and Define Employability Skills (aka Soft Skills)
     - Analytical skills
     - Problem-solving
     - Negotiation
   - How to embed employability skills in training?
   - How do jobseekers demonstrate those skills?
     - Development of a rubric
   - How do jobseekers describe these skills in a resume?

2. **Youth Services**
   - Re-engagement Center is working on a 3-5 strategic plan
     - How do we move it from OSSE-centered to a city-wide effort?
     - Use the WIOA Youth Working Group to move this effort forward.
   - Incorporating Building Blocks effort
   - Working with youth who will not be moving on to college
     - High school to job training opportunities
     - How do we ensure SYEP participants that do not receive permanent employment are connected to training and other employment opportunities?
   - College Rising program was noted
   - Connecting to the Youth Services Division of DHS to support homeless youth efforts

3. **Decentralizing Services – Increasing Access to Services**
   - Develop a co-location strategy
     - o Objectives
     - o What initiatives would be included
   - Use existing "co-located" efforts
   - Need for shared advertising that combines all the ARPA-funded efforts

DC WIC Career Pathway Maps

WORKFORCE INVESTMENT COUNCIL

WE ARE WASHINGTON DC
GOVERNMENT OF THE DISTRICT OF COLUMBIA
MURIEL BOWSER, MAYOR

Understanding Career Pathway Maps

In today's economy, it is imperative that the workforce has the skills required to meet the needs of local businesses and industries. Career pathway maps are tools that help policymakers, jobseekers, employers, and others identify and understand the employment opportunities within a local industry, including the skills and requirements necessary for economic mobility and professional growth for jobseekers.

Completed in November 2021, following input from local employers and workforce development professionals, these career pathway maps are intended to inform public investment in workforce development training, services, and supports, and support individuals seeking to enter the District's high-demand industries at low– to mid-level roles. Maps will be updated periodically to reflect current data and trends in the labor market.

Guide to the Career Pathway Maps:

Each map is broken down into a visual representation of potential career progression and advancement, sometimes referred to as the "pathwayability" of occupations within an industry. The pathway chevrons align to a table that provides insight into each of the job titles along the career pathway. Each column on the table corresponds with the job title above it. The map may contain several rows of job titles, compiled from recent analyses of in-demand occupations. Each row represents common entry points along the pathway, however individuals may enter pathways at any point and shift across pathways, too. This content is not inclusive of all in-demand occupations within an industry, but rather indicate options for mobility as communicated by local employers.

Job Titles:	All job titles are hyperlinked to **Career Coach DC**, which provides labor market data, information about related available training, and current District-specific and regional job openings.
Wage:	Data represents hourly income in the District of Columbia for the 10th to 90th percentile range, as calculated by Emsi labor market data across the last calendar year prior to the District's $15.00 minimum wage increase[1]
Unique Postings:	Data represents the number of unique job postings in the District of Columbia for the previous year as calculated by Emsi labor market data.[1]
Job Zones:	A Job Zone is a group of occupations that are similar in how much education people need to do the work; how much related experience people need to do the work; and how much on-the-job training people need to do the work. Job Zones have been defined by the U.S. Department of Labor, Employment and Training Administration, and can be found online at **onetonline.org**.
Attainability:	Identifies how achievable the occupational level is: entry, middle, high, or advanced levels.

[1]"'June 2021 EMSI Occupations Report.' (Emsi Burning Glass, 2021)."

DC Career Pathway for Health Care Occupations - Nursing

DC WORKFORCE INVESTMENT COUNCIL

Industry Profile

The U.S. Bureau of Labor and Statistics (BLS) defines the Health Care and Social Assistance sector as establishments providing health care and social assistance for individuals. The industries in this sector are arranged on a continuum starting with establishments providing medical care exclusively, continuing with those providing health care and social assistance, and finally those providing only social assistance. The services provided by establishments in this sector are delivered by trained professionals. All industries in the sector share this commonality of process, namely, labor inputs of health practitioners or social workers with the requisite expertise. Many of the industries in the sector are defined based on the educational degree held by the practitioners included in the industry.

Relevant Industry Data for the District of Columbia:

Supply for workers in this sector is low: An average area the size of the District would have approximately 52,491 Healthcare Occupation workers, and there are approximately 33,333 healthcare workers in the District of Columbia. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to increase over the next 5 years.

- The number of unique job postings in FY 2021 is 13,261.
- Jobs in this industry can be found in General Medical and Surgical Hospitals (16.8%), Home Health Care Services (15.4%), Federal Government, Civilian (14.2%), and Individual and Family Services (11.0%).
- The median compensation for Healthcare Occupation workers is $16.94 per hour, 7% higher than the National median wage of $15.86 per hour.
- 80.2% of Healthcare jobs in the District are held by females.
- 77.4% of Healthcare jobs in the District are held by racial minorities.
- 71.1% of Healthcare jobs in the District are held by individuals between the ages of 25-54.

The data provided in the section above is derived from the Emsi Occupations Snapshot Report for the District of Columbia, and is based on 29 occupations in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Healthcare Industry Zones 1-3 in District of Columbia Q3 2021.

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report[1]** (see Footnote 1). data and will be updated annually.
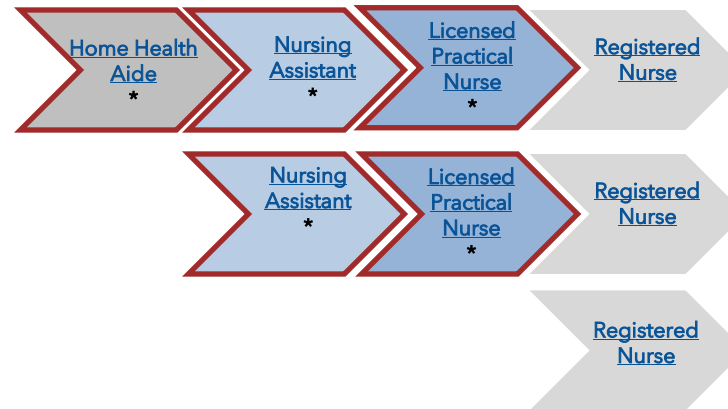
Job titles are linked to Career Coach DC to obtain more detailed information on the position and programs that offer relevant training to District residents.

Map Specific Information:

Positions in this pathway map will require participants to have a background check and drug test.

Data for Personal Care Aide and Home Health Care Aide is similar because it is coded the same in Emsi LMI.

Jobseekers can begin Nursing pathway at Registered Nurse through attendance in a post secondary academic program.

Pathway diagram:
- Home Health Aide * → Nursing Assistant * → Licensed Practical Nurse * → Registered Nurse
- Nursing Assistant * → Licensed Practical Nurse * → Registered Nurse
- Registered Nurse

Education/ Certification	Usually requires high school diploma or GED	Often requires certification from vocational school, OJT, or associate degree	Often requires certification from vocational school, OJT, or associate degree	Often requires a four-year degree
On-the-Job Requirements	Little to No Experience	Some Related Experience	Some Related Experience	Considerable Amount of Work-Related Skill
Job Training	A few days to a few months, usually learned on the job	A few months to a year of training, with apprenticeship or on-the-job	One or two years of training	3+ years of training
Hourly Wage Range (10th -90th Percentile)	$14.17 - $16.55[1]	$14.28 - $23.29[1]	$19.72 - $33.59[1]	$27.59 - $59.39[1]
Yearly Unique Postings	2,091[1]	1,303[1]	1,052[1]	13,478[1]
Attainability	Entry level	Middle level	Middle level	Middle level
Zone Information	Zone 2	Zone 3		

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

(*) Listed as a Priority Occupation on DCHA 2021 Healthcare Occupations Report   ☐ Position on the District of Columbia High-Demand Sectors and Occupations List   UPDATED DECEMBER 2021

DC Career Pathway for Health Care Occupations - Informatics

WORKFORCE INVESTMENT COUNCIL

Industry Profile

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- 71.1% of Healthcare jobs in the District are held by individuals ages 25-54.
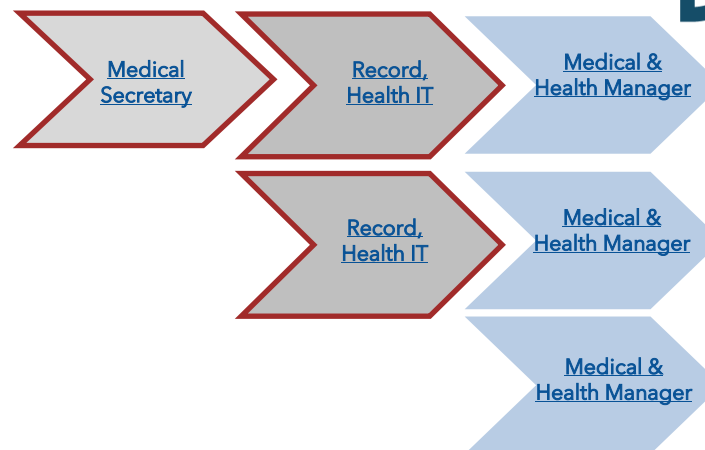
The data provided in the section above is derived from the Emsi Occupations Snapshot Report for the District of Columbia, and is based on 29 occupations in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Healthcare Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report[1]** (see Footnote 1). data and will be updated annually.

Job titles are linked to Career Coach DC to obtain more detailed information on the position and programs that offer relevant training to District residents.

Map Specific information:

Positions in this pathway map may require participants to have a background check and drug test.

Medical Secretary → Record, Health IT → Medical & Health Manager

Record, Health IT → Medical & Health Manager

Medical & Health Manager

	Usually requires high school diploma or GED	Often requires workforce certification or associate degree	Usually requires a four-year degree
Education/ Certification			
On-the-Job Requirements	Some related experience	Previous work experience	Considerable amount of work-related skill
Job Training	A few days to a few months, often learned on the job	One to two years of training	Several years related work experience
Hourly Wage Range (10th -90th Percentile)	$14.50 - $28.30[1]	$14.71 - $39.16[1]	$37.76 - $96.30[1]
Yearly Unique Postings	1,275[1]	1,150[1]	3,282[1]
Attainability	Entry level	Middle level	High level
Zone Information	Zone 2	Zone 3	Zone 4

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

DC Career Pathway for Health Care Occupations - Dental

DC WORKFORCE INVESTMENT COUNCIL

Industry Profile

The U.S. Bureau of Labor and Statistics (BLS) defines the Health Care and Social Assistance sector as establishments providing health care and social assistance for individuals. The industries in this sector are arranged on a continuum starting with establishments providing medical care exclusively, continuing with those providing health care and social assistance, and finally those providing only social assistance. The services provided by establishments in this sector are delivered by trained professionals. All industries in the sector share this commonality of process, namely, labor inputs of health practitioners or social workers with the requisite expertise. Many of the industries in the sector are defined based on the educational degree held by the practitioners included in the industry.

Relevant Industry Data for the District of Columbia:

Supply for workers in this sector is low: An average area the size of the District would have approximately 52,491 Healthcare Occupation workers, and there are approximately 33,333 healthcare workers in the District of Columbia. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to increase over the next 5 years.

- **The number of unique job postings in FY 2021 is 13,261.**

- Jobs in this industry can be found in General Medical and Surgical Hospitals (16.8%), Home Health Care Services (15.4%), Federal Government, Civilian (14.2%), and Individual and Family Services (11.0%).

- The median compensation for Healthcare Occupation workers is $16.94 per hour, 7% higher than the National median wage of $15.86 per hour.

- 80.2% of Healthcare jobs in the District are held by females.

- 77.4% of Healthcare jobs in the District are held by racial minorities.

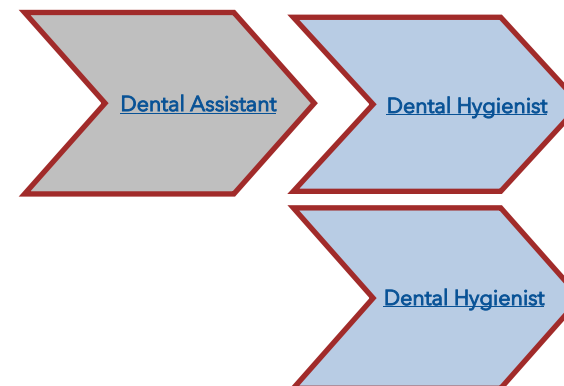- 71.1% of Healthcare jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the Emsi Occupations Snapshot Report for the District of Columbia, and is based on 29 occupations in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Healthcare Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report[1]** (see Footnote 1). data and will be updated annually.

Job titles are linked to [Career Coach DC] to obtain more detailed information on the position and programs that offer relevant training to District residents.

Map Specific information:

Positions in this pathway map may require participants to have a background check and drug test.

Dental Assistant → **Dental Hygienist**

Dental Hygienist

	Dental Assistant	Dental Hygienist
Education/ Certification	Often requires certification from vocational school, OJT, or associate degree	Often requires certification from vocational school, OJT, or associate degree
On-the-Job Requirements	One to two years of training	One to two years of training
Job Training	Several years of related work, or on the job training	Several years of related work, or on the job training
Wage Range Hourly (10th -90th Percentile)	$14.27 - $32.93[1]	$30.05 - $60.74[1]
Yearly Unique Postings	680[1]	423[1]
Attainability	Middle level	High level
Zone Information	Zone 3	

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

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☐ Position on the **District of Columbia High-Demand Sectors and Occupations List**

UPDATED DECEMBER 2021

DC Career Pathway for Information Technology Occupations - Hardware

DC WORKFORCE INVESTMENT COUNCIL

Industry Profile

The North American Industry Classification System (NAICS) states that this industry comprises establishments primarily engaged in providing expertise in the field of information technologies through one or more of the following activities: (1) writing, modifying, test-ing, and supporting software to meet the needs of a particular customer; (2) planning and designing computer systems that inte-grate computer hardware, software, and communication technolo-gies; (3) on-site management and operation of clients' computer systems and/or data processing facilities; and (4) other professional and technical computer related advice and services.

Relevant Industry Data:

Supply is higher than the National Average for IT Occupations in the District. An average area the size of the District would have 27,062 employees. There are 51,632 employees in DC. This higher than expected supply may make it easier to find candi-dates. The gap between expected and actual employment is ex-pected to remain roughly the same over the next 5 years.

- The number of unique Job Postings in FY 2021 is 107,485.
- Jobs in this industry can be found in Federal and Local Gov-ernment (33.6%), Computer Systems Design and Related Services (28.3%), Management, and Scientific, and Technical Consulting Services (6.4%).
- The median compensation is $55.84 per hour, 25% higher than the National median wage of $44.58 per hour.
- 29.7% of IT jobs in the District are held by females.
- 52.2% of IT jobs in the District are held by racial minorities.
- 80.7% of IT jobs in the District are held by individuals ages 25-54.
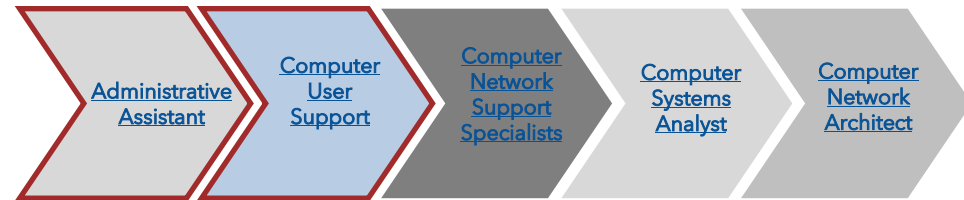
The data provided in the section above is derived from the Emsi Occupations Snapshot Report for the District of Columbia, and is based on 15 occupations all in Job Zones 1-5. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report IT Industry Zones 1-5 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart re-flects **June 2021 EMSI Occupations Report[1]** (see Footnote 1). data and will be updated annually.

Job titles are linked to Career Coach DC to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map may require participants to have a background check and drug test.

Administrative Assistant	Computer User Support	Computer Network Support Specialists	Computer Systems Analyst	Computer Network Architect

	Administrative Assistant	Computer User Support	Computer Network Support Specialists	Computer Systems Analyst	Computer Network Architect
Education/ Certification Contract positions may require more education	Usually requires high school diploma or GED	Often requires certification from vocational school, OJT, or associate degree	Usually requires a four-year degree	Usually requires a four-year degree	Usually requires a four-year degree
On-the-Job Requirements	Little to No Experience	Some Related Experience	Considerable amount of work-related skill	Considerable amount of work-related skill	Considerable amount of work-related skill
Job Training	A few days to a few months, usually learned on the job	One or two years of training	Several years work related experienced or on-the-job training	Several years work related experienced or on-the-job training	Many years work related experienced or on-the-job training
Hourly Wage Range (10th -90th Percentile)	$14.92-$34.56[1]	$20.70 - $49.43[1]	$24.41 - $53.10[1]	$29.43 - $76.00[1]	$36.76 - $88.89[1]
Yearly Unique Postings	4,470[1]	2,516[1]	154[1]	2,301[1]	266[1]
Attainability	Entry level	Middle level	Middle level	Advanced level	Advanced level
Zone Information	Zone 2	Zone 3	Zone 4		

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

DC Career Pathway for Information Technology Occupations - Software

DC WORKFORCE INVESTMENT COUNCIL

Industry Profile

The North American Industry Classification System (NAICS) states that this industry comprises establishments primarily engaged in providing expertise in the field of information technologies through one or more of the following activities: (1) writing, modifying, testing, and supporting software to meet the needs of a particular customer; (2) planning and designing computer systems that integrate computer hardware, software, and communication technologies; (3) on-site management and operation of clients' computer systems and/or data processing facilities; and (4) other professional and technical computer related advice and services.

Relevant Industry Data:

Supply is higher than the National Average for IT Occupations in the District. An average area the size of the District would have 27,062 employees. There are 51,632 employees in DC. This higher than expected supply may make it easier to find candidates. The gap between expected and actual employment is expected to remain roughly the same over the next 5 years.

- The number of unique Job Postings in FY 2021 is 107,485.
- Jobs in this industry can be found in Federal and Local Government (33.6%), Computer Systems Design and Related Services (28.3%), Management, and Scientific, and Technical Consulting Services (6.4%).
- The median compensation is $55.84 per hour, 25% higher than the National median wage of $44.58 per hour.
- 29.7% of IT jobs in the District are held by females.
- 52.2% of IT jobs in the District are held by racial minorities.
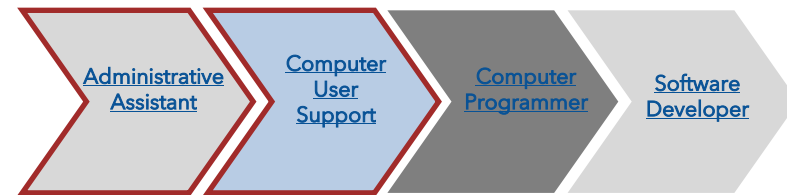- 80.7% of IT jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the Emsi Occupations Snapshot Report for the District of Columbia, and is based on 15 occupations all in Job Zones 1-5. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report IT Industry Zones 1-5 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report[1]** (see Footnote 1). data and will be updated annually.

Job titles are linked to Career Coach DC to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map may require participants to have a background check and drug test.

Administrative Assistant → **Computer User Support** → **Computer Programmer** → **Software Developer**

	Administrative Assistant	Computer User Support	Computer Programmer	Software Developer
Education/ Certification Contract positions may require more education	Usually requires high school diploma or GED	Often requires certification from vocational school, OJT, or associate degree	Usually requires a four-year degree	Usually requires a four-year degree
On-the-Job Requirements	Little to No Experience	Some Related Experience	Considerable amount of work-related skill	Considerable amount of work-related skill
Job Training	A few days to a few months, usually learned on the job	One or two years of training	Several years work related experienced or on-the-job training	Several years work related experienced or on-the-job training
Hourly Wage Range (10th -90th Percentile)	$14.92-$34.56[1]	$20.70 - $49.43[1]	$35.19 - $79.73[1]	$34.43 - $80.26[1]
Yearly Unique Postings	4,470[1]	2,516[1]	2,316[1]	6,283[1]
Attainability	Entry level	Middle level	Middle level	Middle level
Zone Information	Zone 2	Zone 3	Zone 4	

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

DC Career Pathway for Infrastructure Occupations - Transportation Operators

Industry Profile

The infrastructure industry sector is broken down into three subsectors, Transportation and Warehousing , Utilities, and Machinery Manufacturing.

BLS provides that following reports for each of the subsectors in this industry:

The Transportation and Warehousing subsector includes industries providing transportation of passengers and cargo, warehousing and storage for goods, scenic and sightseeing transportation, and support activities related to modes of transportation. The Utilities subsector comprises establishments engaged in the provision of the following utility services: electric power, natural gas, steam supply, water supply, and sewage removal. Within this sector, the specific activities associated with the utility services provided vary by utility. Industries in the Machinery Manufacturing subsector create end products that apply mechanical force, for example, the application of gears and levers, to perform work. Some important processes for the manufacture of machinery are forging, stamping, bending, forming, and machining that are used to shape individual pieces of metal.

Relevant Industry Data:

Supply is lower than the National Average for Infrastructure Occupations in the District. An average area the size of the District would have 54,299 employees. There are 21,142 employees in DC. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to remain roughly the same over the next 5 years.

- **The number of unique Job Postings in FY 2021 is 18,160.**
- Jobs in this industry can be found in Federal Government, Civilian (19.2%), and Other Personal Services (7.5%), and Other Companies and or Agencies (52.4%).
- The median compensation is $23.22 per hour, 12% higher than the National median wage of $20.64 per hour.
- 9.9% of Infrastructure jobs in the District are held by females.
- 62.6% of Infrastructure jobs in the District are held by racial minorities.
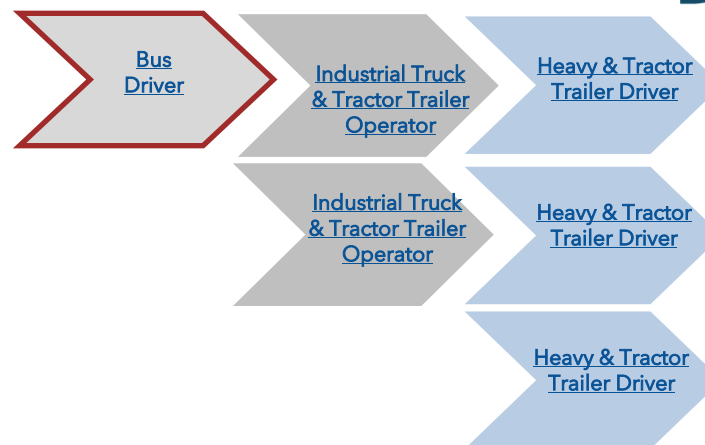- 66.9% of Infrastructure jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based on 48occupations all in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Infrastructure Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report[1]** (see Footnote 1). data and will be updated annually.

Job titles are linked to Career Coach DC to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map require participants to be at least 21 years old, and may require a background check, and drug test.

	Bus Driver	Industrial Truck & Tractor Trailer Operator	Heavy & Tractor Trailer Driver
Education/ Certification	Usually requires high school diploma or GED	Usually requires high school diploma or GED	Usually requires high school diploma or GED
On-the-Job Requirements (Requirements Change Based On Employer)	Some related experience	Some related experience	Some related experience
Job Training	A few days to a few months, usually learned on the job	A few days to a few months, usually learned on the job	A few days to a few months, usually learned on the job
Hourly Wage Range (10th -90th Percentile)	$14.33 - $26.49[1]	$17.26 - $31.90[1]	$17.78 - $32.05[1]
Yearly Unique Postings	74[1]	260[1]	6,344[1]
Attainability	Entry level	Entry level	Entry level
Zone Information	Zone 2		

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

DC Career Pathway for Infrastructure Occupations - Manufacturing

Industry Profile

The infrastructure industry sector is broken down into three subsectors, Transportation and Warehousing , Utilities, and Machinery Manufacturing.

BLS provides that following reports for each of the subsectors in this industry:

The Transportation and Warehousing subsector includes industries providing transportation of passengers and cargo, warehousing and storage for goods, scenic and sightseeing transportation, and support activities related to modes of transportation. The Utilities subsector comprises establishments engaged in the provision of the following utility services: electric power, natural gas, steam supply, water supply, and sewage removal. Within this sector, the specific activities associated with the utility services provided vary by utility. Industries in the Machinery Manufacturing subsector create end products that apply mechanical force, for example, the application of gears and levers, to perform work. Some important processes for the manufacture of machinery are forging, stamping, bending, forming, and machining that are used to shape individual pieces of metal.

Relevant Industry Data:

Supply is lower than the National Average for Infrastructure Occupations in the District. An average area the size of the District would have 54,299 employees. There are 21,142 employees in DC. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to remain roughly the same over the next 5 years.

- The number of unique Job Postings in FY 2021 is 18,160.
- Jobs in this industry can be found in Federal Government, Civilian (19.2%), Other Personal Services (7.5%), and Other Companies and or Agencies (52.4%).
- The median compensation is $23.22 per hour, 12% higher than the National median wage of $20.64 per hour.
- 9.9% of Infrastructure jobs in the District are held by females.
- 62.6% of Infrastructure jobs in the District are held by racial minorities.
- 66.9% of Infrastructure jobs in the District are held by individuals ages 25-54.
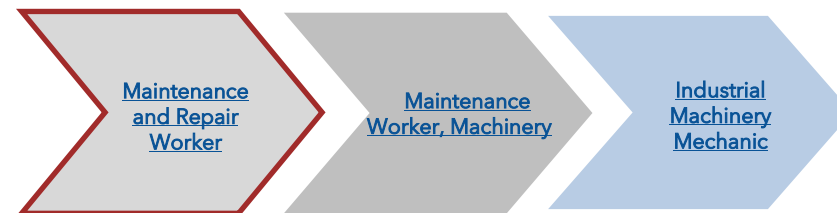
The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based on 48occupations all in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Infrastructure Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report[1]** (see Footnote 1). data and will be updated annually.

Job titles are linked to Career Coach DC to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map require participants to be at least 21 years old, and may require a background check, and drug test.

Maintenance and Repair Worker → Maintenance Worker, Machinery → Industrial Machinery Mechanic

	Maintenance and Repair Worker	Maintenance Worker, Machinery	Industrial Machinery Mechanic
Educational/ Certification	Often requires certification from vocational school, OJT, or associate degree	Often requires certification from vocational school, OJT, or associate degree	Often requires certification from vocational school, OJT, or associate degree
On-the-Job Requirements	Previous Related Experience	Previous Related Experience	Previous Related Experience
Job Training	One or two years of training	One or two years of training	One or two years of training
Hourly Wage Range (10th -90th Percentile)	$14.73 - $37.73[1]	$18.94 - $41.01[1]	$17.79 - $41.22[1]
Yearly Unique Postings	2,921[1]	2[1]	247[1]
Attainability	Middle level	Middle level	Middle level
Zone Information	Zone 3		

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

DC Career Pathway for Infrastructure Occupations - Transportation Mechanical Maintenance

Industry Profile

The infrastructure industry sector is broken down into three subsectors, Transportation and Warehousing , Utilities, and Machinery Manufacturing.

BLS provides that following reports for each of the subsectors in this industry:

The Transportation and Warehousing subsector includes industries providing transportation of passengers and cargo, warehousing and storage for goods, scenic and sightseeing transportation, and support activities related to modes of transportation. The Utilities subsector comprises establishments engaged in the provision of the following utility services: electric power, natural gas, steam supply, water supply, and sewage removal. Within this sector, the specific activities associated with the utility services provided vary by utility. Industries in the Machinery Manufacturing subsector create end products that apply mechanical force, for example, the application of gears and levers, to perform work. Some important processes for the manufacture of machinery are forging, stamping, bending, forming, and machining that are used to shape individual pieces of metal.

Relevant Industry Data:

Supply is lower than the National Average for Infrastructure Occupations in the District. An average area the size of the District would have 54,299 employees. There are 21,142 employees in DC. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to remain roughly the same over the next 5 years.

- **The number of unique Job Postings in FY 2021 is 18,160.**
- Jobs in this industry can be found in Federal Government, Civilian (19.2%), Other Personal Services (7.5%), and Other Companies and or Agencies (52.4%).
- The median compensation is $23.22 per hour, 12% higher than the National median wage of $20.64 per hour.
- 9.9% of Infrastructure jobs in the District are held by females.
- 62.6% of Infrastructure jobs in the District are held by racial minorities.
- 66.9% of Infrastructure jobs in the District are held by individuals ages 25-54.
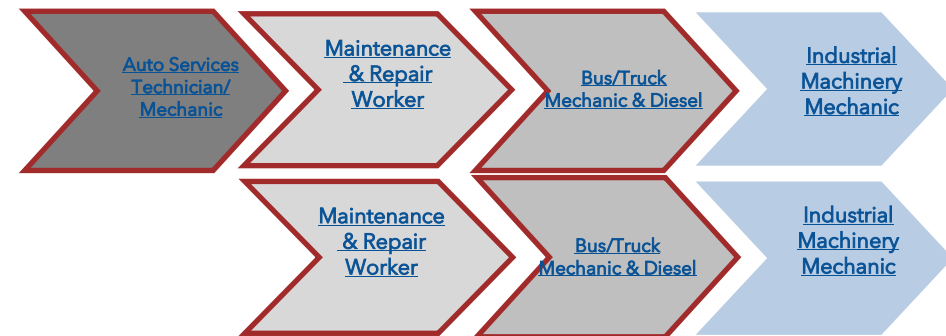
The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based on 48 occupations all in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Infrastructure Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report[1]** (see Footnote 1). data and will be updated annually.

Job titles are linked to Career Coach DC to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map require participants to be at least 21 years old, and may require a background check, and drug test.

	Auto Services Technician/ Mechanic	Maintenance & Repair Worker	Bus/Truck Mechanic & Diesel	Industrial Machinery Mechanic
Educational/ Certification	Often requires certi-fication from voca-tional school, OJT, or associate degree	Often requires certi-fication from voca-tional school, OJT, or associate degree	Often requires certification from vocational school, OJT, or associate degree	Often requires certification from vocational school, OJT, or associate degree
On-the-Job Requirements	Some Related Experience	Some Related Experience	Previous Related Experience	Previous Related Experience
Job Training	One to two years of training	One to two years of training	One to two years of training	One to two years of training
Hourly Wage Range (10th -90th Percentile)	$14.95 - $54.78[1]	$15.01 - $37.70[1]	$16.25 – $40.33[1]	$19.36 - $41.19[1]
Yearly Unique Postings	799[1]	2,918[1]	460[1]	247[1]
Attainability	Entry level	Middle level	Middle level	Middle level
Zone Information	Zone 3			

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

DC Career Pathway for Construction Occupations

DC WORKFORCE INVESTMENT COUNCIL

Industry Profile

BLS reports that the Construction sector comprises establishments primarily engaged in the construction of buildings or engineering projects (e.g., highways and utility systems). Establishments primarily engaged in the preparation of sites for new construction and establishments primarily engaged in subdividing land for sale as building sites also are included in this sector. Construction work done may include new work, additions, alterations, or maintenance and repairs. Activities of these establishments generally are managed at a fixed place of business, but they usually perform construction activities at multiple project sites. Production responsibilities for establishments in this sector are usually specified in (1) contracts with the owners of construction projects (prime contracts) or (2) contracts with other construction establishments (subcontracts).

Relevant Industry Data:

Supply is lower than the National Average for Construction Occupations in the District. An average area the size of the District would have 33,315 employees. There are 12,905 employees in DC. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to remain roughly the same over the next 5 years.

- **The number of unique Job Postings in FY 2021 is 5,110.**
- Jobs in this industry can be found in Building Equipment Contractors (16.6%), Foundation, Structure, and Building Exterior Contractors (13.9%), Federal Government, Civilian (11.2%), and Nonresidential Building Construction (10.4%).
- The median compensation is $27.50 per hour, 24% higher than the National median wage of $22.20 per hour.
- 3.4% of Construction jobs in the District are held by females.
- 61.5% of Construction jobs in the District are held by racial minorities.
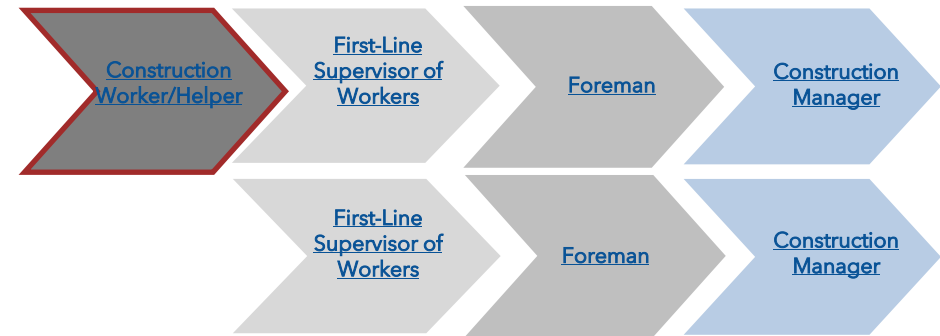- 73.0% of Construction jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based on 37 occupations all in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Construction Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report[1]** (see Footnote 1). data and will be updated annually.

Job titles are linked to Career Coach DC to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map may require participants to have a drug test and may require a background check.

Construction Worker/Helper → First-Line Supervisor of Workers → Foreman → Construction Manager

First-Line Supervisor of Workers → Foreman → Construction Manager

Education/ Certification	Usually requires a high school diploma or GED	Often requires certification from vocational school, OJT, or associate degree	Often requires certification from vocational school, OJT, or associate degree	Usually requires a four-year degree
On-the-Job Requirements	Little to No Experience	Some Related Experience	Considerable amount of work experience	Considerable amount of work experience
Job Training	Up to 6 months of training and/or apprenticeship	One to two years of training	Several years of work-related experience	Several years of work-related experience
Hourly Wage Range (10th -90th Percentile)	$14.94 - $27.07[1]	$20.11 - $62.78[1]	$29.47 - $66.59[1]	$23.37 - $75.92[1]
Yearly Unique Postings	597[1]	1,335[1]	1.612[1]	2,375[1]
Attainability	Entry level	Middle level	Advanced level	Advanced level
Zone Information	Zone 1	Zone 3	Zone 4	

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

☐ Position on the District of Columbia High-Demand Sectors and Occupations List

UPDATED DECEMBER 2021

DC Career Pathway for Hospitality Occupations - Food and Beverage Front of House

DC WORKFORCE INVESTMENT COUNCIL

Industry Profile

BLS reports that the Hospitality Accommodation and Food Services sector comprises establishments providing customers with lodging and/or preparing meals, snacks, and beverages for immediate consumption. The sector includes both accommodation and food services establishments because the two activities are often combined at the same establishment. Businesses that provide customers with lodging or that provide services to meet varied cultural, entertainment, and recreational interests of their patrons.

Relevant Industry Data:

Supply is lower than the National Average for Hospitality Occupations in the District. An average area the size of the District would have 81,404 employees. There are 61,401 employees in DC. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to increase over the next 5 years.

- **The number of unique Job Postings in FY 2021 is 10,627.**
- Jobs in this industry can be found in Restaurants and Other Eating Places (49.0%), Traveler Accommodation (8.9%), and Special Food Services (7.1%).
- The median compensation is $16.07 per hour, 30% higher than the National median wage of $12.36 per hour.
- 53.7% of Hospitality jobs in the District are held by females.
- 67.7% of Hospitality jobs in the District are held by racial minorities.
- 62.6% of Hospitality jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based on 26 occupations all in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Hospitality Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report[1]** (see Footnote 1). data and will be updated annually.

Job titles are linked to Career Coach DC to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map may require participants to have a background check and drug test.

Wage data for Server and Bartender positions is revised to account for tips. Current minimum wage for these occupations is $5.05 per hour in Washington, DC.

Pathway Diagram

Dishwasher → Dining Room Attendant → Host & Hostess → Cashier → Server → Bartender → Supervisor of Serving Workers

Server → Bartender → Supervisor of Serving Workers

	Dishwasher	Dining Room Attendant	Host & Hostess	Cashier	Server	Bartender	Supervisor of Serving Workers
Education/ Certification	May require high school diploma or GED	Usually requires high school diploma or GED	May require high school diploma or GED	May require high school diploma or GED	May require high school diploma or GED	Usually requires high school diploma or GED	Usually requires high school diploma or GED
On-the-Job Requirements	Little to No Experience	Little to No Experience	Little to No Experience	Some related experience	Some related experience	Some related experience	Some related experience
Job Training	A few days to a few months, usually learned on the job	A few days to a few months, usually learned on the job	A few days to a few months, usually learned on the job	A few months to a year of training,	A few months to a year of training	A few months to a year of training	One or two years of training
Hourly Wage Range (10th -90th Percentile)	$14.21 - $20.78[1]	$14.27 - $24.17[1]	$14.34 - $21.65[1]	$14.30 - $18.62[1]	$14.05 - $49.26[1]	$14.04 - $42.37[1]	$14.75 - $33.03[1]
Yearly Unique Postings	374[1]	342[1]	459[1]	801[1]	1,023[1]	422[1]	1,719[1]
Attainability	Entry level	Entry level	Entry level	Entry level	Entry level	Middle level	Middle level
Zone Information	Zone 1			Zone 2			

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

☐ Position on the District of Columbia High-Demand Sectors and Occupations List   UPDATED DECEMBER 2021

DC Career Pathway for Hospitality Occupations - Food and Beverage Culinary

DC WORKFORCE INVESTMENT COUNCIL

Industry Profile

BLS reports that the Hospitality Accommodation and Food Services sector comprises establishments providing customers with lodging and/or preparing meals, snacks, and beverages for immediate consumption. The sector includes both accommodation and food services establishments because the two activities are often combined at the same establishment. Businesses that provide customers with lodging or that provide services to meet varied cultural, entertainment, and recreational interests of their patrons.

Relevant Industry Data:

Supply is lower than the National Average for Hospitality Occupations in the District. An average area the size of the District would have 81,404 employees. There are 61,401 employees in DC. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to increase over the next 5 years.

- **The number of unique Job Postings in FY 2021 is 10,627.**
- Jobs in this industry can be found in Restaurants and Other Eating Places (49.0%), Traveler Accommodation (8.9%), and Special Food Services (7.1%).
- The median compensation is $16.07 per hour, 30% higher than the National median wage of $12.36 per hour.
- 53.7% of Hospitality jobs in the District are held by females.
- 67.7% of Hospitality jobs in the District are held by racial minorities.
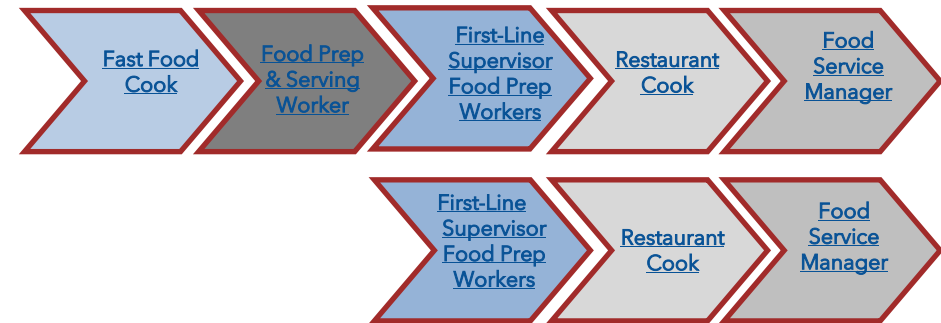- 62.6% of Hospitality jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based on 26 occupations all in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Hospitality Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report[1]** (see Footnote 1). data and will be updated annually.

Job titles are linked to Career Coach DC to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map may require participants to have a background check and drug test.

Career Pathway Flow

Fast Food Cook → Food Prep & Serving Worker → First-Line Supervisor Food Prep Workers → Restaurant Cook → Food Service Manager

First-Line Supervisor Food Prep Workers → Restaurant Cook → Food Service Manager

	Fast Food Cook	Food Prep & Serving Worker	First-Line Supervisor Food Prep Workers	Restaurant Cook	Food Service Manager
Education/ Certification	May require high school diploma or GED	May require high school diploma or GED	Usually requires high school diploma or GED	Often requires certification from vocational school, OJT, or associate degree	Often requires certification from vocational school, OJT, or associate degree
On-the-Job Requirements	Little to No Experience	Little to No Experience	Some Related Experience	Some Related Experience	Some Related Experience
Job Training	A few days to a few months, usually learned on the job	A few days to a few months, usually learned on the job	A few months to a year of training, with apprenticeship or on-the-job	One or two years of training	One or two years of training
Hourly Wage Range (10th -90th Percentile)	$14.34 - $20.35[1]	$14.27 - $22.87[1]	$14.75 - $33.03[1]	$14.27 - $23.27[1]	$25.19 - $54.42[1]
Yearly Unique Postings	1,507[1]	475[1]	1,719[1]	1,067[1]	939[1]
Attainability	Entry level	Entry level	Middle level	Middle level	Middle level
Zone Information	Zone 1		Zone 2		

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

☐ Position on the District of Columbia High-Demand Sectors and Occupations List

UPDATED DECEMBER 2021

DC Career Pathway for Hospitality Occupations - Lodging Guest Services

DC WORKFORCE INVESTMENT COUNCIL

Industry Profile

BLS reports that the Hospitality Accommodation and Food Services sector comprises establishments providing customers with lodging and/or preparing meals, snacks, and beverages for immediate consumption. The sector includes both accommodation and food services establishments because the two activities are often combined at the same establishment. Businesses that provide customers with lodging or that provide services to meet varied cultural, entertainment, and recreational interests of their patrons.

Relevant Industry Data:

Supply is lower than the National Average for Hospitality Occupations in the District. An average area the size of the District would have 81,404 employees. There are 61,401 employees in DC. This lower-than-expected supply may make it more difficult to find candidates. The gap between expected and actual employment is expected to increase over the next 5 years.

- The number of unique Job Postings in FY 2021 is 10,627.
- Jobs in this industry can be found in Restaurants and Other Eating Places (49.0%), Traveler Accommodation (8.9%), and Special Food Services (7.1%).
- The median compensation is $16.07 per hour, 30% higher than the National median wage of $12.36 per hour.
- 53.7% of Hospitality jobs in the District are held by females.
- 67.7% of Hospitality jobs in the District are held by racial minorities.
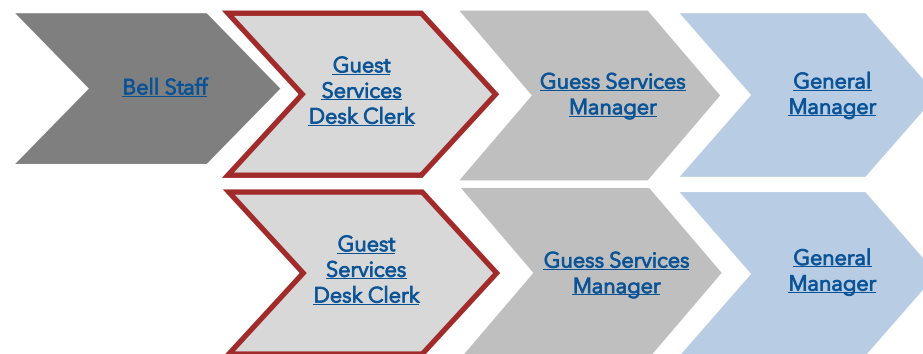- 62.6% of Hospitality jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based on 26 occupations all in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Hospitality Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report[1]** (see Footnote 1). data and will be updated annually.

Job titles are linked to Career Coach DC to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map may require participants to have a background check and drug test.

Bell Staff → Guest Services Desk Clerk → Guess Services Manager → General Manager

Guest Services Desk Clerk → Guess Services Manager → General Manager

Education/ Certification	Usually requires high school diploma or GED	Usually requires high school diploma or GED	Often requires certification from vocational school, OJT, or associate's degree	Usually requires a four-year degree
On-the-Job Requirements	Some Related Experience	Some Related Experience	Considerable amount of work experience	Considerable amount of work experience
Job Training	A few months to a year of training, with apprenticeship or on-the-job	A few months to a year of training, with apprenticeship or on-the-job	Several years of work-related experience	Several years of work-related experience
Hourly Wage Range (10th -90th Percentile)	$14.28-$23.81[1]	$14.14 - $25.25[1]	$22.66 - $59.85[1]	$26.19 - $91.20[1]
Yearly Unique Postings	51[1]	187[1]	5,372[1]	83[1]
Attainability	Entry level	Entry level	Advanced level	Advanced level
Zone Information	Zone 2	Zone 3	Zone 4	

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

☐ Position on the District of Columbia High-Demand Sectors and Occupations List

DC Career Pathway for Security and Law Enforcement Occupations - Physical Security

DC WORKFORCE INVESTMENT COUNCIL

Industry Profile

The North American Industry Classification System (NAICS) states that this industry is comprised of two subsectors, Police Protection and Security Guards and Patrol Services. This industry comprises establishments primarily engaged in providing guard and patrol services, and government establishments primarily engaged in criminal and civil law enforcement, police, traffic safety, and other activities related to the enforcement of the law and preservation of order.

Relevant Industry Data:

Supply is higher than the National Average for Security and Law Occupations in the District. An average area the size of the District would have 17,363 employees. There are 31,344 employees in DC. This higher than expected supply may make it easier to find candidates. The gap between expected and actual employment is expected to remain roughly the same over the next 5 years.

- **The number of unique Job Postings FY 2021 is 5,547**

- Jobs in this industry can be found in Investigation and Security Services (34.2%), Federal Government, Civilian and Sate and Local Government 48.6%).

- The median compensation is $30.80 per hour, 47% higher than the National median wage of $21.02 per hour.

- 27.5% of Security and Law jobs in the District are held by females.

- 70.9% of Security and Law jobs in the District are held by racial minorities.

- 76.3% of Security and Law jobs in the District are held by individuals ages 25-54.

The data provided in the section above is derived from the EMSI Occupations Snapshot Report for the District of Columbia, and is based on 20 occupations all in Job Zones 1-3. Source: Emsi Burning Glass - economicmodeling.com - Occupation Snapshot Report Security and Law Enforcement Industry Zones 1-3 in District of Columbia Q3 2021

Wage and Unique Postings information captured in the chart reflects **June 2021 EMSI Occupations Report[1]** (see Footnote 1). data and will be updated annually.

Job titles are linked to Career Coach DC to obtain more detailed information on the position and programs that can offer relevant training.

Map Specific Information:

Positions in this pathway map will require participants to have a background check , polygraph, and psychosocial assessment, and drug test.

Security positions can lead to pathways in the public and private sectors, and across sectors. Often, individuals retiring from the public sector will pursue a career in the private sector.

Jobseekers can begin the Security pathway at Police Officer if they attend the police academy or participate in the high school cadet program delivered in partnership with DC Public Schools.
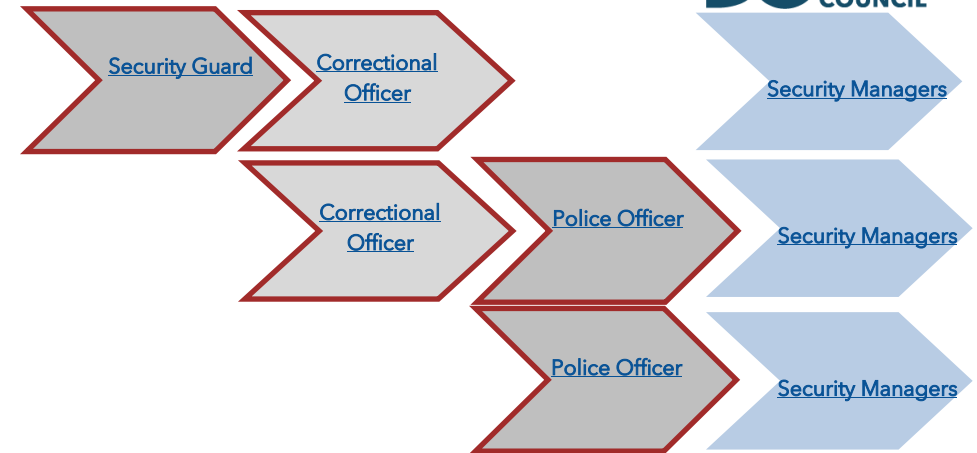
Educational/ Certification	Usually requires a high school diploma or GED	Usually requires high school diploma or GED	60 college credits, 3 years of military experience, or on the job experience	Usually requires a four-year bachelor's degree
On-the-Job Requirements	Some related work experience, Local Security Guard License	Some Related Experience	Some Related Experience	Considerable amount of work-related skill, Local Security Guard License
Job Training	A few months to a year of training or on the job	A few months to a year of training, with apprenticeship or on-the-job	One or two years of training	Several years' work related experienced or on-the-job training
Wage Range Hourly (10th -90th Percentile)	$14.40 - $32.64[1]	$20.19 - $42.36[1]	$28.32 - $52.42[1]	$22.02 - $40.91[1]
Yearly Unique Postings	1,775[1]	65[1]	256[1]	283[1]
Attainability	Middle level	Middle level	High level	High level
Zone	Zone 2		Zone 3	Zone 4

(see Footnote 1).

Zone 1 = May require high school diploma or GED, little to no experience, training is a few days to few months on the job

Zone 2 = Usually requires high school diploma or GED, some related experience, a few months to a year of training with apprenticeship or on the job

Zone 3 = Often requires certification from vocational school, on the job, or associate's degree, previous, work experience, one or two years of training

Zone 4 = Usually requires a four-year bachelor's degree, considerable amount of work experience, several years of work-related experience or on job

Zone 5 = Often requires graduate school, extensive work experience, assumes already have the required skills

☐ Position on the District of Columbia High-Demand Sectors and Occupations List   UPDATED DECEMBER 2021

BUSINESS SERVICES

ENVIRONMENTAL SCAN REPORT

WE ARE WASHINGTON DC

DC WORKFORCE INVESTMENT COUNCIL

2020

Contents

INTRODUCTION

Project Origin and Objectives

WIC Overview

The District of Columbia Workforce Investment Council (WIC) is a government entity, led by a majority private sector board, that is dedicated to developing a system where:

1. employers are driving the demand for training;

2. training providers are offering programs that lead to credentials and experiences that make residents competitive for high-demand occupations in high-growth sectors; and

3. District agencies and community partners provide coordinated, cohesive, and integrated services to help communities thrive.

Like a small number of other states and territories, DC consists of a single local workforce area, with multiple agencies/partners carrying out workforce activities. Given this structure, a main focus for the WIC is convening and coordinating agencies across the system to ensure alignment and a coordinated approach to delivering services.

Project Origin

The WIC, as the convener of workforce partners in the District and based on feedback from the Board and other workforce leaders, launched an environmental scan to collect and synthesize information on how workforce partners are engaging with businesses and designing and delivering business services to identify and ultimately address talent needs. This scanning effort was identified as critical to gain a more thorough understanding of the business engagement and services landscape and to identify, leverage, and expand areas of coordination. Through connecting and aligning the range of strengths and services agency partners offer businesses, greater efficiencies and effectiveness can be achieved on behalf of the District employer community. The results of this scan will feed into the creation of a District vision for business engagement and service delivery, including where coordination already exists and where there may be opportunities for further collaboration among agency partners on behalf of business customers. Advancing the vision for a more coordinated approach to business service planning and delivery is also a key focus of the District's WIOA State Plan and its Adult Career Pathways Strategic Plan, and this environmental scan is intended to be supportive of those efforts. Specifically, expanding industry sector partnerships, enhancing partners' alignment from a systems perspective, and building partner capacity system-wide were key considerations in the environmental scan effort.

Objectives

The objective of this environmental scan is to collect information about how business services are currently structured, designed, and delivered across workforce system partners in the District. This information will support the agencies' understanding of each other's work and identify opportunity areas for streamlining, resource utilization, and continued collective impact, with the ultimate goal of building a skilled pool of talent for businesses and helping connect residents to career opportunity. Key objectives include:

Gain an understanding of how system partners engage and serve businesses to identify and solve talent challenges across system partners;

Identify areas of strong connection for scaling; and

Identify opportunity areas for continuing collaboration and resource leveraging among agency partners.

Methodology

An online data collection tool was developed with questions that sought to understand the following topics from each agency:

★ Primary job seeker customers served

★ Primary services provided to business customers

★ Laws, regulations, and policy that govern business engagement/service delivery

★ Staffing structure

★ Target industries

★ Use of labor market data

★ Type of marketing collateral available

★ Use of customer relationship management (CRM) systems

★ Existing agency partnerships

★ Established goals

In late 2019 to early 2020, the tool was sent to local District government agencies believed to engage with businesses for identifying and/or strengthening talent pools, and while participation was highly encouraged, it was not mandatory. For most of the agencies, follow-up interviews, either in-person or by phone, were conducted to confirm the accuracy of the data collected in the tool. In the event that multiple representatives from one agency completed the data collection tool and/or participated in interviews, their responses were aggregated into one overall agency response.

Government of the District of Columbia

RESIDENTS

LEGISLATIVE BRANCH

- Council of the District of Columbia
- DC Auditor
- Advisory Neighborhood Commissions

JUDICIAL BRANCH

- DC Court of Appeals
- DC Superior Court
- Joint Committee on Judicial Administration
- Commission on Judicial Disabilities and Tenure
- Judicial Nomination Commission
- Sentencing and Criminal Code Revision Commission

EXECUTIVE BRANCH

MAYOR

- Office of the Attorney General
- Office of the Inspector General
- Executive Office of the Mayor
- Office of the Senior Advisor
- Mayor's Office of Legal Counsel
- City Administrator

Executive Office of the Mayor
- Office of the General Counsel
- Office of Commissions: Mayor's Correspondence Unit
- Mayor's Office of Talent and Appointments
- Office of Scheduling and Advance
- Mayor's Office of Policy

Mayor's Office of Community Affairs:
- Mayor's Office of Community Relations and Services
- Mayor's Office of Nightlife and Culture
- Office of the Clean City
- ServeDC
- Mayor's Office on African Affairs
- Mayor's Office on Asian and Pacific Islander Affairs
- Mayor's Office of LGBTQ Affairs
- Mayor's Office on Latino Affairs
- Mayor's Office of Veteran's Affairs
- Mayor's Office on Returning Citizens Affairs
- Mayor's Office on Women's Policy and Initiatives
- Mayor's Office of Religious Affairs
- Commission on Fathers, Men, and Boys
- Mayor's Office of African American Affairs

- Mayor's Special Events Task Group

Office of the Senior Advisor
- Office of Policy and Legislative Affairs
- Office of Federal and Regional Affairs
- Office of the Secretary
- New Columbia Statehood Commission ‡
- Office of the Statehood Delegation

Internal Services
- Department of General Services
- Office of the Chief Technology Officer
- Office of Contracting and Procurement
- Department of Human Resources
- Office of Risk Management
- Office of Disability Rights
- Office of Labor Relations and Collective Bargaining
- Board of Elections* (including the Office of Campaign Finance)
- Board of Ethics and Government Accountability (including the Office of Open Government)
- Contract Appeals Board
- DC Retirement Board
- Office of Administrative Hearings
- Office of Employee Appeals
- Public Employee Relations Board

Deputy Mayor for Public Safety and Justice
- Metropolitan Police Department
- Fire and Emergency Medical Services Department
- Homeland Security and Emergency Management Agency
- Department of Corrections
- Department of Forensic Sciences
- Office of Unified Communications
- Office of the Chief Medical Examiner
- Office of Victim Services and Justice Grants
- Office of Neighborhood Safety and Engagement
- Office of Human Rights
- Department of Youth Rehabilitation Services
- DC National Guard
- Corrections Information Council
- Criminal Justice Coordinating Council
- Office of Police Complaints
- Uniform Law Commission

Deputy Mayor for Education
- DC Public Schools
- Office of the State Superintendent of Education
- Department of Parks and Recreation
- Department of Employment Services
- Workforce Investment Council
- DC Public Library
- Public Charter School Board
- Public Charter Schools**
- State Board of Education
- University of the District of Columbia (including UDC Community College)

Deputy Mayor for Planning and Economic Development
- Department of Housing and Community Development
- Office of Planning
- Office of Cable Television, Film, Music, and Entertainment
- Commission on the Arts and Humanities
- Department of Small and Local Business Development
- Office of Public Private Partnerships
- DC Housing Authority
- Housing Finance Agency
- Office of the Tenant Advocate
- Office of Zoning
- Real Property Tax Appeals Commission
- Washington Convention and Sports Authority
- Zoning Commission*

Deputy Mayor for Health and Human Services
- Department of Health
- Department of Human Services
- Child and Family Services Agency
- Department of Disability Services
- Department of Behavioral Health
- Department of Health Care Finance
- Office on Aging
- Thrive by Five Coordinating Council
- Health Benefit Exchange Authority
- United Medical Center
- Not-for-Profit Hospital Corporation

Deputy Mayor for Operations and Infrastructure
- Department of Transportation
- Department of Public Works
- Department of For-Hire Vehicles
- Department of Consumer and Regulatory Affairs
- Department of Energy and Environment
- Department of Motor Vehicles
- Department of Insurance, Securities, and Banking
- Office of the People's Counsel
- Alcoholic Beverage Regulation Administration
- DC Water
- Public Service Commission*

Office of the Chief Financial Officer
- Office of Budget and Planning
- Office of Tax and Revenue
- Office of Finance and Treasury
- Office of Revenue Analysis
- Office of Financial Operations and Systems
- Office of Lottery and Charitable Games

Office of Budget and Performance Management
- Office for East of the River Services

NOTES

Entities enclosed within dashed boxes are independent agencies or entities. They appear on this organizational chart in proximity to the executive branch cluster with which their functions most align.

* Agencies marked with an asterisk are Charter Independent agencies.
** Entities marked with two asterisks are non-governmental entities.
‡ The New Columbia Statehood Commission is co-chaired by the Mayor and the Council Chairman.
▢ Respondents to DC Business Services Environmental Scan

REGIONAL BODIES
- Metropolitan Washington Council of Governments
- National Capital Planning Commission (federal)
- Washington Metropolitan Area Transit Authority
- Washington Metropolitan Area Transit Commission
- Washington Metropolitan Airports Authority

4

List of Participating Agencies:

- ★ Child and Family Services Agency (CFSA)
- ★ Department of Behavioral Health (DBH)
- ★ Department on Disability Services, Rehabilitation Services Administration (DDS/RSA)
- ★ Department of Employment Services (DOES)
- ★ Department of Energy and Environment (DOEE)
- ★ Department of Human Services (DHS)
- ★ Department of Small and Local Business Development (DSLBD)
- ★ Department of Youth Rehabilitation Services (DYRS)

- ★ District Department of Transportation (DDOT)
- ★ District of Columbia Public Schools (DCPS)
- ★ Housing Authority (DCHA)
- ★ Mayor's Office on African Affairs (MOAA)
- ★ Mayor's Office on Asian and Pacific Islander Affairs (MOAPIA)
- ★ Office of the Deputy Mayor for Planning and Economic Development (DMPED)
- ★ Office of the State Superintendent of Education (OSSE)
- ★ University of the District of Columbia (UDC)
- ★ Workforce Investment Council (WIC)

BUSINESS SERVICES

PROGRAM ANALYSIS

Primary Job Seeker Customers

The majority of the agencies consulted for this scan provide some level of services to job seekers and therefore have an understanding of the subpopulations served. In many cases, agencies themselves directly serve job seekers; in others, they provide funding through grants or contracts to organizations and programs that work directly with job seekers. Several have a more universal focus on all District residents, while many others target their services to pparticular populations, such as youth, the under- or unemployed, Temporary Assistance for Needy Families (TANF) recipients, Supplemental Nutrition Assistance Program (SNAP) participants, and citizens returning from incarceration. Many agencies serve job seekers that are part of multiple target populations; for example, a returning citizen may also need assistance related to obtaining employment and services to address a disability. "Other targeted populations" include a wide range, such as veterans, older individuals, youth in foster care, individuals with mental health challenges, and public housing residents.

The analysis that follows is based upon information supplied by agency representatives in their responses to the online data collection tool and/or during in-person or phone interviews. As such, while the information presented is intended to convey agencies' self-reported primary customer groups, services, focus areas, etc., it may not be fully exhaustive.

	CFSA	DBH	DDS/RSA	DOES	DOEE	DHS	DSLBD	DYRS	DDOT	DCPS	DCHA	MOAA	MOAPIA	DMPED	OSSE	UDC	WIC
Directly serves job seekers or funds programs that do	★	★	★	★	★	★	-	★	-	★	★	★	-	-	★	★	★
All District residents	-	-	★	★	★	-	-	-	-	-	★	-	-	-	-	★	★
Under-/unemployed	-	-	★	★	★	★	-	-	-	-	-	-	-	-	-	-	★
Secondary students	★	-	-	-	★	-	-	★	-	★	-	★	-	-	★	-	★
Post-secondary students	★	-	-	-	★	-	-	-	-	-	-	★	-	-	★	★	★
Adult learners (literacy, English language)	-	-	-	-	-	★	-	★	-	-	-	★	★	-	★	-	★
TANF customers	-	-	-	-	★	★	-	-	-	-	-	-	-	-	-	★	★
SNAP customers	-	-	-	-	★	★	-	-	-	-	-	-	-	-	-	-	★
Youth/young adults	★	★	★	★	★	★	-	★	-	-	-	★	★	-	★	★	★
Persons with disabilities	-	★	★	-	★	-	-	-	-	-	-	-	-	-	★	-	★
Returning citizens	-	-	★	★	★	★	-	★	-	-	-	-	-	-	★	★	★
Other targeted populations	★	★	-	-	-	★	-	-	-	-	★	★	★	-	★	★	★

Primary Services Provided to Business Customers

A foundational goal of this scan was to understand the range of services provided by District agency partners to business customers, which most agencies directly serve. Services provided range quite widely, with the most common being screening and recruiting of job candidates, followed by hosting hiring events for businesses, posting job listings, and coordinating work-based learning opportunities like internships with businesses. Seven agencies interviewed for the scan indicated that they work with groups of employers in particular industries through industry advisory boards or industry sector partnerships.

	CFSA	DBH	DDS/RSA	DOES	DOEE	DHS	DSLBD	DYRS	DDOT	DCPS	DCHA	MOAA	MOAPIA	DMPED	OSSE	UDC	WIC
Provides services directly to businesses	★	★	★	★	★	★	★	★	★	★	★	★	★	★	-	-	-
LMI*	-	-	-	★	★	-	-	-	-	★	-	-	-	-	★	★	★
Screening and recruiting	★	★	★	★	★	★	-	★	-	-	★	-	-	-	-	-	-
Coordinating WBL opportunities including internships	★	-	★	★	-	-	-	★	-	★	-	★	-	-	★	-	-
Advisory boards/sector partnerships	-	-	-	★	★	-	-	-	-	★	-	-	-	★	★	★	★
Input on curriculum	-	-	-	-	★	-	-	-	-	-	-	-	-	-	★	★	★
Tax credits	-	-	★	★	-	-	-	-	-	-	★	-	-	-	-	-	-
Hiring events	★	-	★	★	★	★	-	-	-	-	★	★	-	-	-	-	★
Post job listing	-	-	★	★	★	-	-	-	-	-	★	★	-	-	-	-	★
Information on employment laws	-	-	★	-	-	-	-	-	★	-	-	★	★	-	-	-	★
Financing/grants /procurement support (not workforce related)	-	-	-	-	★	-	★	-	-	-	-	★	-	★	-	-	-

* In some cases, agencies publish LMI as a service to business and other customers. In other cases, agencies use LMI to inform their programs and services, ensure alignment to business needs, and/or make investment decisions.

Laws, Regulations, and Policies
that govern business engagement/service delivery

One goal of the scan was to understand the statutory, regulatory, and/or policy requirements that apply to partners' business service delivery. While several agencies reported that they do not have any specific legal or regulatory requirements that govern business engagement/service delivery, a number cited the following governing laws/regulations as applying more broadly to their programs and services. Several agencies also noted that District law, regulations, and policy apply to their work.

★ The Workforce Innovation and Opportunity Act

★ The American with Disabilities Act of 1990

★ The Carl D. Perkins Career and Technical Education Act

★ The Personal Work Opportunity and Reconciliation Act of 1996

★ The Federal Rehabilitation Act of 1973

★ Postsecondary and Career Grant-Making Authority Amendment Act of 2017 (DC Act 22-0130, Section 4052)

★ Other Federal laws, such as those governing SNAP

Staff Overview

Agencies provided an overview of the type of staff who provide business services, as well as their roles and responsibilities and the size of their teams. This information is useful to understanding which partners have dedicated staff for business services, which do not, and how efforts and staff resources might be best aligned. The responses indicate many different team compositions: some agencies have staff dedicated to outreach, employer engagement, and workforce development, while others do not have any business-facing staff. The size of the teams has quite a wide range – some agencies have large client services teams, and others have a smaller staff working on business engagement, community outreach, and/or partner collaboration.

CFSA

- CFSA provides employment/internship supports to youth. Specialists work with employers/businesses who are willing to offer youth work experiences to support them in building skills that would lead to long-term employment.

DBH

- DBH has nine certified Evidence-Based Supported Employment providers, who are trained using the Dartmouth Evidence-Based Supported Employment model, throughout the District.

- Each program has an Employment Manager and several Employment Specialists (depending on the size of the program). Employment Specialists each carry a caseload of no more than 20 consumers (at a time) that they job-develop for, to help consumers find competitive full- or part-time employment in the community that matches their skills, interests, and abilities. The Employment Specialists spend 65% of their time in the community, building and developing relationships with employers. Once the consumer obtains employment, the Employment Specialists work with the consumer and the employing business to provide follow-along supports to assist with maintaining employment.

DDS/RSA

- RSA has one Business Relations Specialist. The Business Relations Specialist coordinates with businesses to educate them about the services that RSA has to offer them as well as make them aware of RSA job seekers as a source of qualified talent.

- The agency also has four Employment Specialists who work in conjunction with the Business Relations Specialist and the Vocational Rehabilitation Counselors to prepare RSA job seekers for employment.

DOES

- DOES has an Office of Talent and Client Services (TCS) team, whose focus is serving District-region businesses and residents with referral and hiring assistance and employee training.The TCS Team includes:
  - **Client Services:** Operating federal programs that serve business needs in a workforce capacity.
  - **Talent Acquisition Development:** Focusing on employer engagement, hiring needs, human capital, and leveraging of resources to meet employment needs.

DOEE

- **Office of the Chief of Staff/ Human Resources Division:** Management Liaison Specialists support workforce development, training opportunities, and job placement.
- **Operations Services Administration/Green Economy Branch:** Program Analysts oversee the programmatic operations of workforce development programs and initiatives to support program development, implementation, and growth. As a note, both Solar Works DC and the Green Zone Environmental Program fall under the Green Economy Branch, and is a partnership between the Department of Energy and Environment and the Department of Employment Services.
- **Natural Resources Administration/Watershed Protection Division:** Environmental Protection Specialists manage the following programs: RiverCorps, RiverSmart Homes, and Community Stormwater Solutions Grant program. They primarily oversee programs that provide workforce development opportunities in the field of design, construction, and maintenance green infrastructure.

DHS

- Business services provided by the TANF Employment Program (TEP) and SNAP Employment and Training (SNAP E&T) are delivered through both internal staff and external providers.
  - Internal staff are assigned by program and include about 12 staff members that perform at least some business service functions.
  - Over 20 external service providers provide various types of business services.

DSLBD

- DSLBD has a number of divisions that engage with the business community in various ways:
  - The Business Opportunity division focuses on helping CBEs and local businesses better position themselves to participate in contracting opportunities offered by the District and Federal governments, as well as by the private sector.
  - DSLBD's team of business development professionals also specializes in providing technical assistance to build credit, access capital, and manage business finances.
  - Workforce issues are referred out to partners.

DYRS

- DYRS has a team of three staff members who perform external partner collaboration, skill development, and outreach.

DDOT

- DDOT has five recruiters who participate in local job fairs.

DCPS

- DCPS does not have staff members that are exclusively focused on business partnerships and services.

DCHA

- DCHA's team includes a Workforce Manager; a Case Manager/Intake Specialist, who handles intake and provides referrals; two Job Developers, one focused on general employers and the other focused specifically on Section 3 employers in partnership with the agency; and a UDC Site Coordinator, who creates the course listings each semester based on popularity and industry in the surrounding area.
- Staff are not specialized by industry sector.
- DCHA is looking at changing staff titles to be more relatable to employers.

DMPED

- DMPED has a 10-member Business Development Team comprised of analysts, managers, and a director with various portfolios that include tech and innovation, startups, small businesses, international businesses, and mid-/large-level companies. Most team members work across target industry sectors.

MOAA

- MOAA has a Community Outreach Team that conducts culturally and linguistically tailored outreach to African-owned businesses in Washington, DC throughout all eight wards. MOAA's Community Outreach Team raises awareness of and provides information about District of Columbia Government programs, services, and activities.

MOAPIA

- Five Community Outreach Specialists conduct outreach to AAPI-owned businesses regularly to share information about government programs and services and assist with case management.

OSSE

- The Career Education Development (CED) unit currently has a staff of two: the CED Director and the CED Program Coordinator. There is also a full-time Academy Director at each campus who oversees academy business.
- The Adult and Family Education (AFE) unit does not have business-facing staff.
- The Career and Technical Education (CTE) team currently has a staff of six, none of which is fully devoted to business services. However, the State Director works with business partners on validation of academic and industry standards and certifications and one of the Program Accountability Coordinator positions focuses on supporting work-based learning for Perkins-funded CTE programs of study.

UDC

- The College of Agriculture, Urban Sustainability and Environmental Sciences (CAUSES), which offers training related to sustainability, hospitality, and food, has five to eight Teaching and Research Specialists. Staff are specialized by industry sector.
- Paving Access Trails for Higher Security (PATHS), which provides training and education for TANF recipients, has case management staff for customers, and also utilizes community-based services to provide additional services and training. PATHS business partners have industry-specific expertise.
- Workforce Development and Lifelong Learning (WDLL) employs classroom instructors, Academic Advisors for student program/class placement, Program Directors, and support staff. Total team size is 45 staff members.

WIC

- The WIC is comprised of 10 staff members and a 34-member board of leaders from business, labor, the community, and government. Collectively this group is charged with developing a demand-driven system that meets the workforce needs of business and industry, supports career development and self-sufficiency, and enhances the productivity and competitiveness of the District's workforce. The Board members either represent businesses or are administrators of agencies that engage with businesses.
- Historically, the team of 10 had a dedicated person focused on sector strategies and business engagement. This included developing industry-specific working groups that provided feedback and refined resources developed, like career pathway maps and supply and gap analyses.

		CFSA	DBH	DDS/RSA	DOES	DOEE	DHS	DSLBD	DYRS	DDOT	DCPS	DCHA	MOAA	MOAPIA	DMPED	OSSE	UDC	WIC
WIC-identified Industries	Construction	★	-	-	★	★	★	★	★	-	★	★	-	-	-	★	★	★
	Infrastructure/Transportation	★	-	-	★	★	★	-	-	-	-	-	-	-	★	-	★	★
	Hospitality/Tourism/Retail	★	-	★	★	-	★	-	★	-	★	★	★	★	★	★	★	★
	IT/Tech/Cybersecurity*	★	-	★	★	-	-	★	-	-	★	-	-	-	-	★	★	★
	Healthcare/Health Sciences	★	-	★	-	-	★	-	★	-	★	-	-	-	★	★	★	★
	Security and Law Enforcement	★	-	★	-	-	★	-	-	-	★	★	-	-	-	★	-	★
	Business Administration and Professional Services*	★	-	★	-	-	★	★	★	-	-	-	-	-	★	★	-	★
	Engineering	-	-	-	-	★	-	-	-	-	★	-	-	-	-	★	-	-
	Finance	-	-	-	-	-	-	-	-	-	★	-	-	-	-	★	-	-
	Maintenance	-	-	-	-	★	-	-	-	-	★	-	-	★	-	-	★	-
	Automotive	★	-	-	-	-	-	-	★	-	★	-	-	-	-	-	★	-
	Education	★	-	★	-	-	-	-	-	-	★	-	-	★	★	-	★	-
	Media/Communications	-	-	-	-	-	-	-	-	-	★	-	-	-	★	-	-	-
	Environmental	-	-	-	-	★	-	-	-	-	-	-	-	-	-	-	-	-

* While the WIC combines IT and Business Administration as one target industry, we have separated them here as some other agency partners focus on one or the other but not both.

Many agencies are focused on target sectors that are critical to the District economy. Engaging with employers at an industry scale supports the surfacing of common needs and potential shared strategies for meeting those needs in job seeker service delivery (for example, focused efforts on job seeker barrier mitigation). Surveyed agencies provided insight into the various target industries in which they focus their efforts and/or have developed partnerships with businesses. Many agencies indicated that their target industries align with the target industries identified by the Workforce Investment Council: IT and Business Administration; Security and Law Enforcement; Infrastructure and Transportation; Construction; Healthcare; and Hospitality. Some agencies reported operating programs in target industries, and others reported additional criteria for business partnerships (besides target industry), such as geographical location or program participant eligibility.

The District's Adult Career Pathways Plan emphasiszes the need to use labor market information (LMI) in an ongoing manner to stay abreast of workforce trends and dynamics and to ensure that career advising and education and training services are aligned accordingly. While some of the agencies surveyed indicated that they do not use labor market information or did not provide responses to this survey question, most agencies consult at least one form of LMI. From a geographical perspective, most of these agencies consult District-only data, Ward-specific data, or Metropolitan Statistical Area data. Agencies that use LMI consult a variety of sources. Some are federal, like the U.S. Bureau of Labor Statistics and the U.S. Bureau of Economic Analysis; some District-generated, as that from the DC Department of Employment Services and the DC Office of the Chief Financial Officer. Several agencies indicated that they rely upon employer-provided information in addition to traditional LMI sources.

		CFSA	DBH	DDS/RSA	DOES	DOEE	DHS	DSLBD	DYRS	DDOT	DCPS	DCHA	MOAA	MOAPIA	DMPED	OSSE	UDC	WIC
Geography	Ward-Specific Data	-	-	-	★	★	-	-	-	-	-	-	★	-	★	-	-	-	-
	District-Only Data	-	-	★	★	★	★	-	★	-	-	-	★	★	-	-	★	★
	Metropolitan Statistical Area Data	-	-	-	★	★	-	-	-	-	★	-	-	-	-	★	★	-
	National Data	-	-	-	★	★	-	-	-	-	-	-	-	-	-	-	★	-
Data Source	U.S. Bureau of Labor Statistics Data	-	-	-	★	★	★	-	-	-	-	-	-	-	★	-	-	★
	U.S. Bureau of Economic Analysis Data	-	-	-	★	-	-	-	-	-	-	-	-	-	★	-	-	★
	DC Department of Employment Services Data	-	-	-	★	-	★	-	-	-	-	-	-	-	★	-	★	★
	DC Office of the Chief Financial Officer Data	-	-	-	★	-	-	-	-	-	-	-	-	-	★	-	-	-
	DC Workforce Investment Council High-Demand Industry Sector and Occupation Data	-	-	-	★	-	★	-	-	-	-	-	-	-	-	-	★	★
	EMSI Data	-	-	-	★	-	-	-	-	-	-	-	-	-	-	★	★	★
	Employer-Provided Data/Info	-	-	-	★	★	-	-	-	-	-	-	-	-	★	★	-	-
Do Not Use or Not Provided		☆	☆	-	-	-	-	☆	-	☆	-	-	-	-	-	-	-	-

Marketing Collateral

As part of the scan, agencies were asked to share example of their business-facing outreach and marketing material. Marketing collateral has been developed by a number of respondent agencies to assist with outreach efforts. Many agencies are using mediums such as websites, brochures, social media, flyers, and one-pagers to share their message. Others are in the process of identifying marketing experts to guide the development of materials. Examples of collateral were provided by agencies, and several are highlighted at right.
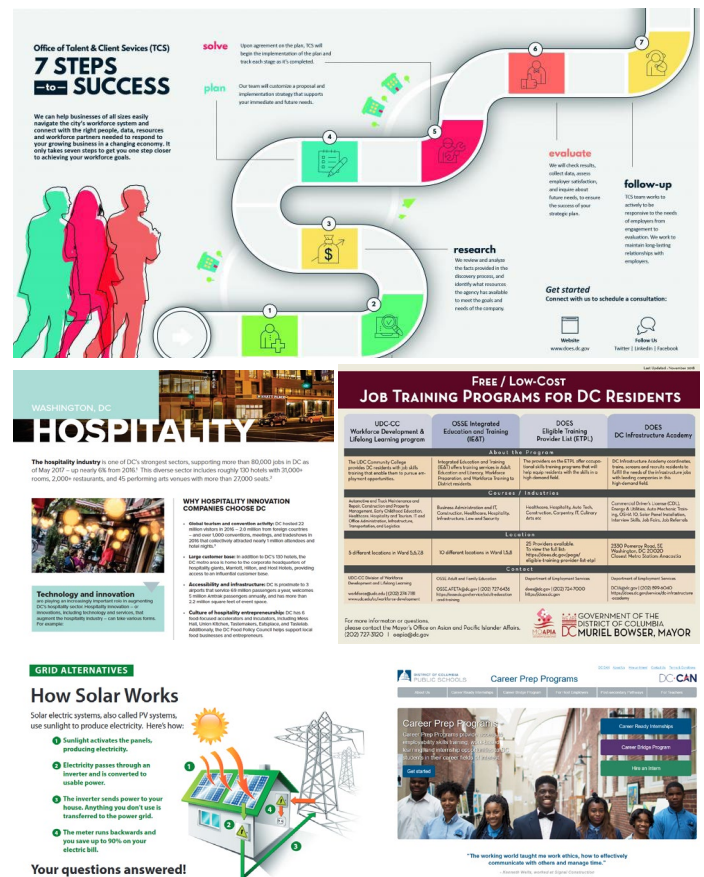

Customer Relationship Management (CRM) System

Coordinating business contacts among multiple partners is a critical component of integrated and coordinated business service delivery. Customer relationship management systems, shared among partners, are a useful tool in this effort. Agencies were asked about the extent to which they use CRM systems to track and manage their business customer outreach, engagement, and service delivery. The majority of agencies do not use formal CRM systems (such as Salesforce or Zoho); instead, many use internal databases for tracking.

	CFSA	DBH	DDS/RSA	DOES	DOEE	DHS	DSLBD	DYRS	DDOT	DCPS	DCHA	MOAA	MOAPIA	DMPED	OSSE	UDC	WIC
Salesforce	–	–	–	–	–	–	★	–	–	–	–	★	★	–	–	–	–
Smartsheet	–	–	–	–	–	–	–	–	–	–	–	–	–	★	–	–	–
Internal Databases	–	★	★	–	★	–	–	–	–	–	–	–	–	–	–	★	★
Investigating or Building a CRM System	–	–	–	★	–	–	–	–	–	–	–	–	–	–	★	–	–
No Formal CRM System	★	★	★	★	★	★	–	★	–	–	★	–	–	–	★	★	★
No Answer or Did Not Discuss or Provide	–	–	–	–	–	–	–	☆	☆	–	–	–	–	–	–	–	–

Agency 🤝 Partnerships

A main goal of the environmental scan effort was to understand the extent to which District agencies are partnered with one another relative to business service planning and delivery, and, by extension, job seeker service delivery aligned to business needs. Surveyed agencies were asked to provide information on their existing collaborative partnerships with other District agencies. Partnerships in this case may encompass a range of relationships, including partnerships established in laws like WIOA, referral and service provision partnerships, funding or contractual relationships, less formal networking partnerships, and others. However, the partnerships shown below are those that agencies indicated are relatively regular in nature, as opposed to ad hoc interactions. The network graphic below maps these varied relationships and highlights interconnectivities among agencies. As can be seen, some agencies have partnerships with a large number of other agencies; others' partnerships may be more targeted in nature. It should also be noted that some responding agencies indicated that they have relationships with non-agency organizations not shown on this map, such as PEPCO and WMATA and the DC Chamber.
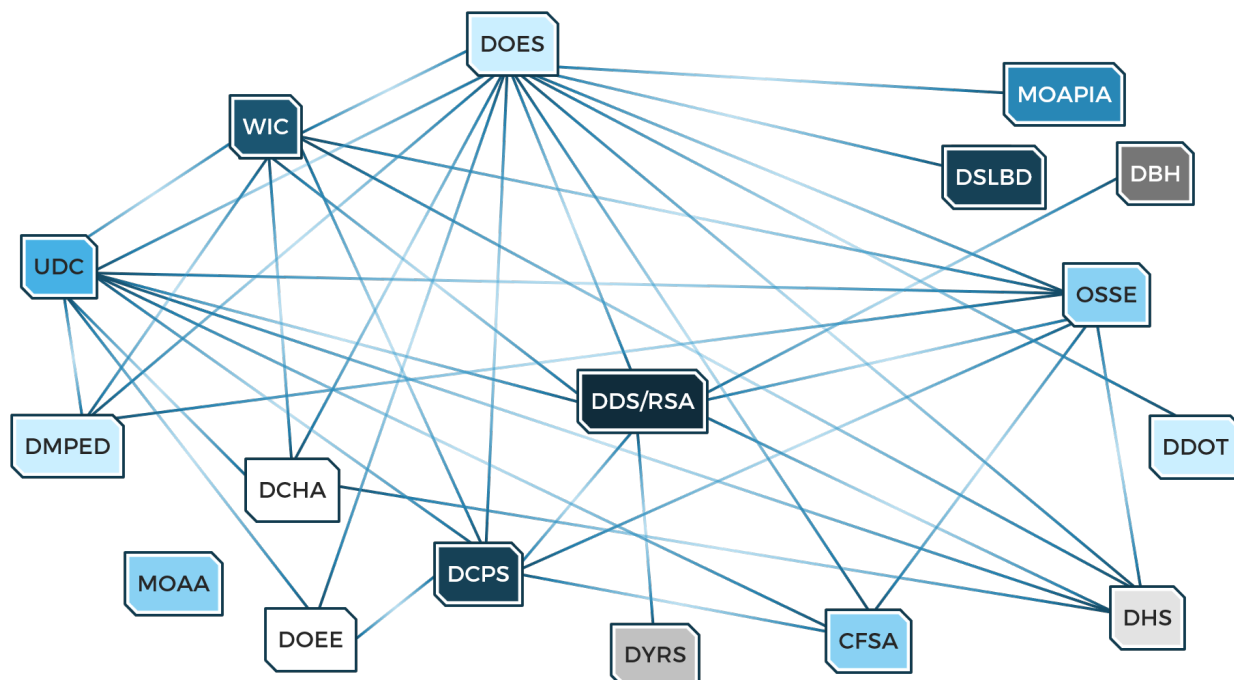
Business Service Delivery Goals

Agencies consulted for this scan indicated that they have a wide variety of goals. Some of these goals are more focused on measuring processes and outcomes for job seekers or other individual customers; others are more directly focused on measuring processes and outcomes for business customers.

	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
CFSA	To expose clients to job shadowing opportunities	To connect clients to meaningful internship opportunities	To connect clients to permanent employment	-	-
DBH	Percentage of time spent in the community job developing by the Employment Specialist	Number of face-to-face contacts with a person of hiring authority, etc.	How many consumers were hired	-	-
DDS/ RSA	Number of contacts made	Number of relationships maintained	Number of engagement events hosted	Number of disability awareness education and training sessions held	-
DOES	Provide value-added employment services	Referral assistance	Hiring assistance	Employee training	Retention
DOEE	Number of businesses and institutions participating in sustainability pledges or challenges	Number of school visits, community meetings, and events where environmental and sustainability programs, activities, and initiatives are promoted	Number of social media posts and electronic communications containing environmental and sustainability engagement messaging	-	-
DHS	Job placement	Promotions	Retention	-	-
DSLBD	35% of CBE	Jobs created or retained as a result of loan programs	-	-	-
DYRS	Length of days in professional development class	Age	Gender	-	-
DDOT	No answer/Unknown	-	-	-	-
DCPS	Repeat business internship hosts	Students taking and passing industry-recognized certification	Percentage of students participating in internships	-	-
DCHA	Number of placements	Number of engagements (career fairs, etc.)	Job retention (at 30, 60, and 90 days)	Number of new partnerships with businesses	-
MOAA	Number of businesses visited per month	Number of African residents connected to jobs	-	-	-
MOAPIA	Number of businesses visited	Percentage case completion	-	-	-
DMPED	Number of businesses visited/engaged with	Customer satisfaction rates	Completion/close-out of follow-up action items	-	-
OSSE	Soliciting feedback/input on program standards and program quality	Soliciting work-based learning opportunities, including internships and apprenticeships	Job placements	Internship placement	Federal reporting
UDC	Number participated in training/month	Number certified	Number of new businesses launched	Number of customers served	-
WIC	Develop business-driven career pathway maps for high-demand occupations and industry sectors	Engage sector partners to review career pathway maps and sector strategies on a periodic basis to ensure their continuing relevance to identified industry workforce and occupational needs	Formalize and expand industry sector partnerships among business partners, District agencies, education and training providers, and professional organizations	Expand the talent pool for businesses	Increase the number of business leaders actively engaged

A MODEL REGIONAL FRAMEWORK

for Integrated Business Services and Promising Practices

The business services environmental scan effort includes the development of a model framework for integrated business services and service delivery, presented in summary in this section. This framework is provided to assist District partners in conceptualizing what a more coordinated and cross-agency approach to business services might look like in the District.

The Case for Integrated Business Services

Ensuring that businesses have the qualified talent needed to thrive is vital to community and economic prosperity. An effective, streamlined, demand-driven integrated business services model is key to both understanding labor demands and adequately preparing the workforce for sustainable employment and career opportunities. No one organization can address all the needs of business, including the talent challenges of today and tomorrow. A variety of regional partners is required to provide comprehensive solutions to businesses, including practitioners from education, economic development, workforce development, community-based organizations, chambers of commerce, industry-based associations, and labor organizations, among others.

Now more than ever, it is important to have a strong regional strategy for coordinated employer outreach and solutions to meet business demand. Low unemployment, technology-driven upskilling and re-skilling needs, and a growing gap between employer skill demands and labor supply are making government and community-based organization assets more important to solving talent needs. Multiple partners have federal and state requirements to serve business, in addition to the membership-driven services provided by regional business organizations like chambers of commerce. The risk of frustrating businesses through uncoordinated service delivery and "visit fatigue" in this landscape is high and should be mitigated through a more strategic and integrated approach.

Defining Integrated Business Services

For the purpose of this project, we define business services as the act of engaging businesses to both identify and ultimately solve their talent needs in a holistic way. Integrated business services should be a comprehensive, value-added set of strategies, activities, and partnerships designed to support and promote economic prosperity by providing valuable, coordinated solutions for the needs of businesses. In today's economy and labor market, businesses continually elevate talent challenges as their major pain-point in maintaining business productivity and rising to meet the needs of future growth.

A strong, integrated business services framework provides a partnership structure not only to address this current priority, but to prepare a region to provide solutions to other business challenges in the spheres of business retention and growth normally addressed in large part by economic development and business development partners. For this reason, and per WIOA, a successful integrated business services partnership should include both core and key partners from all the business-serving domains mentioned above.

An Ideal Framework

The ideal environment for the delivery of coordinated business services is one where industry-led, sector-based talent pipeline development is the strategic framework for service delivery, and workforce areas and primary partner organizations are organized on the basis of functional economic regions, at least for planning purposes. In this report, we aim to provide a usable, adaptable framework to help the DC Workforce Investment Council and its allied partners transform their service to businesses by providing a more coordinated approach to long-term pipeline development. This framework is provided as a starting point for partners in the District; it will necessarily need to be customized to address local needs and conditions, which is an essential component of planning for and implementation of all aspects of the framework.

The chart below provides an overview of the six foundational elements of an ideal coordinated business services system, which include:

- ★ Leadership and Vision
- ★ Organizational Structure and Partner Alignment
- ★ Data, Demand Planning, and Business Intelligence
- ★ Coordinated Business Outreach and Communication
- ★ Demand-Driven Solutions Design and Delivery
- ★ Performance Measurement, Continuous Improvement, and Sustainability

Framework Elements and Indicators

Leadership and Vision

1 A common regional vision and framework exists for delivery of coordinated and aligned business services.

2 The vision is inclusive of all partners that play a role in the regional talent pipeline from economic development, education, and workforce development, among others.

3 The notion of shared business client ownership and accountability is institutionalized across agencies, partners, and programs.

4 Leadership buy-in exists across partnerships for demand-driven, coordinated services that result in and are driven by shared performance goals and outcomes.

5 Regional champions are leveraged to proliferate unified business services approaches and lead implementation of the agreed-upon vision and framework elements.

Organizational Structure and Partner Alignment

1 The regional partnership structure includes all business-serving organizations.

2 A regional staffing structure with clearly defined roles and responsibilities is in place to guide, implement, and sustain this work. This structure supports both day-to-day business outreach/solutions with individual employers and regional industry sector partnerships.

3 Shared goals and processes for serving businesses are reflected in partners' strategic plans, policies, programming, and funding investments. Funding and efforts are braided for maximum leverage and impact.

4 All regional partners understand how their role contributes to the regional vision for integrated business services and embody the coordinated regional approach to service delivery adopted by leadership.

Data, Demand Planning, and Business Intelligence

1 Quality, regionalized labor market information is consistent and accessible to all partners.

2 Regional staffing and expertise exist to support accessing and interpreting traditional and real-time labor market information.

3 All business services representatives have a clear understanding of the region's overall business and economic climate, including key industries, business lifecycles, workforce trends, and potential skill gaps.

4 Partners use shared data as they approach and work with business and there is consensus among partners on key target industries, critical occupations, etc.

5 Business services teams are qualified to help businesses determine their current and future job openings by obtaining and analyzing individual and industry-wide growth projections directly from businesses. This primary demand-planning data helps to create an accurate picture of both current and future talent and skills needs.

6 Business intelligence—or direct feedback from businesses—is managed across key partners through a customer relationship management (CRM) or similar system. All partners have access and know both how to use it and how to maintain quality and consistency.

7 Business services representatives (across partners) have processes and tools in place to share business intelligence for coordinated solutions design and implementation, and to strategize follow-up.

Coordinated Business Outreach and Communication

1 There is a universally adopted, shared message for communicating to the business community the vision and strengths of the region's integrated business services system.

2 Comprehensive services being presented to businesses are not siloed or menu-driven but focus on delivering solutions to expressed business needs.

3 Messaging centers around concepts important to businesses, including how these services will impact profitability and productivity. Business services representatives consider what messaging will resonate with their audience as they work with different business representatives (HR leaders, CEOs, operations managers, etc.).

4 There is a consolidated brand for business solutions delivery, and it is embraced by all partners that serve businesses.

5 Efforts are made to minimize duplicative outreach and employer engagement and leverage partnerships to represent the full spectrum of services available to business.

6 Business outreach/solutions representatives are adept at collecting all key business needs and relevant information when meeting with businesses, not just the information that pertains to their organization's programs and goals. This approach minimizes duplicative outreach, maximizes their interaction, and provides partners with referrals for the sake of comprehensive, all-encompassing solutions.

Demand-Driven Solutions Design and Delivery

1 Roles and responsibilities, as they relate to service delivery and follow-up, are understood and embraced by all partners. Coordination and planning across partners occur regularly throughout solution implementation.

2 The multi-partner business services team operates as a cohesive unit when interacting with business, regardless of organization, program, or funding source.

3 Business outreach/solutions representatives have the skills needed to build meaningful partnerships with businesses, both individually and in the context of multi-business industry sector partnerships. These relationships are built on trust, expertise on business needs, awareness of regional assets, and a proven track record.

4 A regional asset map has been created that details all assets, programs, services, resources, etc. provided through the regional business services partner network. This resource is regularly maintained to ensure accuracy and identify potential gaps.

5 There is understanding about which services and assets are consistently and uniformly available across the region, versus those specialized assets that are adapted to reflect unique local environments or needs.

6 There is an understanding of the natural progression and mobility of workers (e.g. career pathways) in all targeted industries and occupations. This understanding is a direct result of communication with and validation from business partners.

7 A full suite of innovative, integrated, demand-driven, and business-focused programs and services are provided to meet business challenges and are delivered through a coordinated implementation plan.

8 There is an emphasis on effective demand-driven training and work-based learning strategies to improve the talent pipeline.

9 Business services representatives represent "the whole" when in front of businesses and exhibit a "no wrong door" approach to accessing solutions. Solutions regularly include partner resources and coordination through warm hand-offs—or referrals—and coordinated service strategy.

Performance Measurement, Continuous Improvement, and Sustainability

1. Coordinated cross-partnership measures (i.e. quantifiable goals that both include and go beyond WIOA measures) have been developed around engaging and serving businesses.

2. A process exists for continuous multi-partner assessment, reflection, root-cause analysis, and process improvement of services.

3. Leadership buy-in exists across partnerships for shared performance goals and business solutions outcomes.

4. Cross-agency training, technical assistance, and promising practice sharing are in place to ensure all partners are aware of and can deliver solutions inherent in this type of approach. This promotes increased capacity and ongoing professional development for sustainability of integrated services.

RECOMMENDATIONS

The following recommendations should be considered as a step-by-step process which will move partners closer to alignment with each subsequent step.

1 *Develop a joint vision for business services in the District of Columbia*

As a result of this scan, participating agencies understand more about each agency's role, resources, and approach to providing business services. The next step is to develop a joint vision for coordinated business services in the District that articulates collaboration in such a way that all parties can support a business engagement process that eliminates multiple contacts and presents a "coordinated" system to businesses. The vision should be articulated in an agreement that all agencies sign. The vision should identify a backbone organization to coordinate the work of the group as well as spell out the roles and responsibilities of each agency.

In addition to the four core WIOA partners and other District agencies, other stakeholders should be involved in the process to provide context, inform and help shape the vision for business services, and garner support for the effort. In addition, it is critical to identify and include business champions to ensure that the vision and subsequent planning are aligned with true business needs.

2 *Embed the vision for coordinated business services in policy and planning initiatives*

There are a number of current policy and planning initiatives underway at the District-level which support further work in the area of business services. The WIOA planning that all partners are engaged in, plus the Expenditure Guide and the Adult Career Pathways Strategic Plan, all support the concept of a coordinated system. It is important to ensure that the vision of coordinated business services (and subsequent framework) is incorporated into and supported by all related initiatives. One possible way to do this would be to develop a communication document for sharing information about the vision (and ongoing work) as well as ensuring that the staff involved in these other initiatives are well versed and can articulate the coordinated services vision.

3 ***Create a framework for coordinated business services***

Once there is consensus on the vision for business services, the same group needs to work to develop a framework which will outline a coordinated approach to service provision including the following key elements:

★ A sectors-based and business-driven approach –The work of the coordinated business services team should align around the industry sectors identified in the state WIOA plan, which should also align with the sectors identified by the District's economic development organization. Participating business champions should drive the design of the framework.

★ From transactional to transformative – Much of the current work with businesses across the District are based on a transactional approach – processing job orders, coordinating on-site recruitment events, and more. While these tasks will continue to be important components of service delivery, the overall engagement of businesses should take on a transformational focus that provides a platform for regular and ongoing dialogue.

★ Regional in nature – While services first need to be organized and coordinated within the District proper, service delivery should ultimately and ideally be regional in nature and coordinated with across state boundaries to ensure a cohesive and coordinated approach.

★ Consideration of federal statutory mandates – Because some agencies have a federal mandate to provide specific, related services, and these federal requirements are spread across agencies, coordination is a bit more difficult and thus needs to be taken into account when developing the District framework.

★ Coordinated approach – The framework should describe a coordinated approach to business services and suggest a process for determining which partner is going to serve as the point of contact for particular businesses/industries and how the point of contact will coordinate with other partners to meet business needs. In addition, consolidating and coordinating advisory boards and sector partnerships should be discussed as a way to provide a "one-stop shop" for industry issues.

★ Co-located staff – Continue efforts to co-locate in one-stop centers to ensure maximum coordination between partners.

★ Policies that each agency will adopt, including coordinated program and staff performance measures. This may mean that existing policies/procedures need to be reviewed and revised to ensure alignment.

★ It is critical for key non-profit partners who are very involved in workforce services and those that engage directly with businesses to be engaged in the creation of the framework.

4 *Ongoing asset mapping and training for all partner/agency staff*

This scanning effort has collected valuable information about current business services; however, it is not exhaustive. A deeper assessment of all assets, programs, services, and resources provided through the region would be valuable for effective understanding and coordination of services.

Additionally, training on how to work with businesses is an important skill set. It is critical that all partners involved in providing business services have the same knowledge base and approach to working with businesses. An additional training component to consider is cross-training across programs. If business services staff are going to feel comfortable allowing another program to represent them with businesses, then they need to know that the partner really understands what they have to offer.

5 *Provide a single, District-wide customer relationship management system that can be used by all partners*

The systemized use of a single, District-wide customer relationship management system that all partners can participate in is critical to the success of truly coordinating business services. Partners should share information about their business contacts in order to effectively coordinate services, minimize duplication, and understand the current status of the business's engagement with the workforce system.

6 *Articulate the vision, framework, and contacts in marketing collateral*

The District should develop core collateral which articulates the shared vision for business services, outlines the framework, and provides contact information for lead points of contact.

CONCLUSION

The information collected as a result of this scan enhances each agency's understanding of other agencies' work and allows for identification of opportunity areas for streamlining and alignment. Leveraging what is known about key components of effective integrated business services from around the country, coupled with current initiatives and areas of opportunity within each agency, provides a strong foundation on which partners can begin dialogue around the next steps identified in the Recommendations section to realize a vision for coordinated business services in the District of Columbia.