WIOA STATE PLAN FOR
THE STATE OF DELAWARE

CONTENTS

WIOA State Plan for the State of Delaware 1

Overview 4

Options for Submitting a State Plan 5

How State Plan Requirements Are Organized 7

I. WIOA State Plan Type 14

Combined Plan partner program(s) 15

II. Strategic Elements 16

a. Economic, Workforce, and Workforce Development Activities Analysis 17

b. State Strategic Vision and Goals 32

c. State Strategy 41

III. Operational Planning Elements 45

A. State Strategy Implementation 46

b. State Operating Systems and Policies 67

IV. Coordination with State Plan Programs 156

V. Common Assurances (for all core programs) 158

VI. Program-Specific Requirements for Core Programs 160

Program-Specific Requirements for Adult, Dislocated Worker, and Youth Activities under Title I-B 161

Program-Specific Requirements for Wagner-Peyser Program (Employment Services) 217

Program-Specific Requirements for Adult Education and Family Literacy Act Programs 235

Program-Specific Requirements for Vocational Rehabilitation (General) 246

Program-Specific Requirements for Vocational Rehabilitation (Blind) 312

VII. Program-Specific Requirements For Combined State Plan Partner Programs 362

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 363

Note 364

EDGAR CERTIFICATION TABLE 400

Trade Adjustment Assistance (TAA) 403

Jobs for Veterans' State Grants 407

Appendix 1. Performance Goals for the Core Programs 414

Table 1. Employment (Second Quarter after Exit) 415

Table 2. Employment (Fourth Quarter after Exit) 416

Table 3. Median Earnings (Second Quarter after Exit) 417

Table 4. Credential Attainment Rate 418

Table 5. Measureable Skill Gains 419
Table 6. Effectiveness in Serving Employers 420
Table 7. Combined Federal Partner Measures 421
Appendix 2. Other State Attachments (Optional) 422

OVERVIEW

Under the Workforce Innovation and Opportunity Act (WIOA), the Governor of each State must submit a Unified or Combined State Plan to the U.S. Secretary of Labor that outlines a four-year workforce development strategy for the State's workforce development system. The publicly-funded workforce system is a national network of Federal, State, regional, and local agencies and organizations that provide a range of employment, education, training, and related services and supports to help all jobseekers secure good jobs while providing businesses with the skilled workers they need to compete in the global economy. States must have approved Unified or Combined State Plans in place to receive funding for core programs. WIOA reforms planning requirements, previously governed by the Workforce Investment Act of 1998 (WIA), to foster better alignment of Federal investments in job training, to integrate service delivery across programs and improve efficiency in service delivery, and to ensure that the workforce system is job-driven and matches employers with skilled individuals. One of WIOA's principal areas of reform is to require States to plan across core programs and include this planning process in the Unified or Combined State Plans. This reform promotes a shared understanding of the workforce needs within each State and fosters development of more comprehensive and integrated approaches, such as career pathways and sector strategies, for addressing the needs of businesses and workers. Successful implementation of many of these approaches called for within WIOA requires robust relationships across programs. WIOA requires States and local areas to enhance coordination and partnerships with local entities and supportive service agencies for strengthened service delivery, including through Unified or Combined State Plans.

OPTIONS FOR SUBMITTING A STATE PLAN

A State has two options for submitting a State Plan — a Unified State Plan or a Combined State Plan. At a minimum, a State must submit a Unified State Plan that meets the requirements described in this document and outlines a four-year strategy for the core programs. The six core programs are—

- the Adult Program (Title I of WIOA),
- the Dislocated Worker Program (Title I),
- the Youth Program (Title I),
- the Adult Education and Literacy Program (Title II),
- the Wagner-Peyser Act Program (Wagner-Peyser Act, as amended by title III), and
- the Vocational Rehabilitation Program (Title I of the Rehabilitation Act of 1973, as amended by Title IV).

Alternatively, a State may submit a Combined State Plan that meets the requirements described in this document and outlines a four-year strategy for WIOA's core programs plus one or more of the Combined Plan partner programs. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program. If included, Combined State Plan partner programs are subject to the "common planning elements" (Sections II and III of this document) where specified, as well as the program-specific requirements for that program. The Combined State Plan partner programs are—

- Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.)
- Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.)
- Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4)))
- Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))
- Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.))
- Jobs for Veterans State Grants Program (Programs authorized under 38, U.S.C. 4100 et. seq.)
- Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law)
- Senior Community Service Employment Program (Programs authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.))
- Employment and training activities carried out by the Department of Housing and Urban Development
- Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.))*
- Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))

* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

HOW STATE PLAN REQUIREMENTS ARE ORGANIZED

The major content areas of the Unified or Combined State Plan include strategic and operational planning elements. WIOA separates the strategic and operational elements to facilitate cross-program strategic planning.

- The **Strategic Planning Elements** section includes analyses of the State's economic conditions, workforce characteristics, and workforce development activities. These analyses drive the required vision and goals for the State's workforce development system and alignment strategies for workforce development programs to support economic growth.
- The **Operational Planning Elements** section identifies the State's efforts to support the State's strategic vision and goals as identified in the Strategic Planning Elements section. This section ensures that the State has the necessary infrastructure, policies, and activities to meet its strategic goals, implement its alignment strategy, and support ongoing program development and coordination. Operational planning elements include:
    - State Strategy Implementation,
    - State Operating Systems and Policies,
    - Assurances, and
    - Program-Specific Requirements for the Core Programs, and
    - Program-Specific Requirements for the Combined State Plan partner programs.

When responding to Unified or Combined State Plan requirements, States must identify specific strategies for coordinating programs and services for target populations.* While discussion of and strategies for every target population is not expected, States must address as many as are applicable to their State's population and look beyond strategies for the general population.

_____

* Target populations include individuals with barriers to employment, as defined in WIOA Sec. 3, as well as veterans, unemployed workers, and youth.

Workforce Innovation and Opportunity Act Four Year Plan Executive Summary

The Workforce Innovation and Opportunity Act encourages the seamless cooperation of multiple state partners in the provision of a full range of social services in the most efficient and customer friendly manner. Delaware's plan puts this into action through the creation of a One-Stop system bringing together workforce development, educational, and other human resource services in a seamless customer focused service delivery network that enhances access to the program services to assist individuals in obtaining suitable employment, enabling employers to obtain qualified employees, and improve long term employment outcomes for Delawareans.

Background President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014. This legislation repealed the Workforce Investment Act of 1998 (WIA) and changed the relationship between workforce developers; bringing together, under one roof, four "Core Partners": The Delaware Department of Labor, Division of Employment and Training (DOL-

DET); The Delaware Department of Labor, Division of Vocational Rehabilitation (DVR); Delaware Department of Health and Social Services, Division of Visually Impaired (DVI); and The Delaware Department of Education, Adult and Prison Education Resources.

The law's intent is to make these partnerships vibrant, meaningful, and synergistic. The Delaware Workforce Development Board (DWDB) is – under the new legislation – charged with aligning and engaging the total workforce system to improve results.

As with WIA every state is required to submit a plan to qualify for the federal grant, which funds the publicly funded workforce system. Unlike WIA the new law requires – at a minimum – the core partners to submit a single joint plan, or states can expand the number of partners creating a combined plan.

Delaware chose to craft a combined plan, which includes, in addition to the Core Partners, other key One Stop partners. In Delaware, at this time, this includes the Department of Education Career and Technical Education, Job Corps, and the Department of Correction in conjunction with the Criminal Justice Council (prison re-entry). Many other agencies were asked to participate, but many deferred because it was unclear whether or not the process would be unduly burdensome.

We will continue to work to bring others into the plan as we move forward. DOL-DET leadership, in alignment with the Delaware Workforce Development Board (DWDB), decided to implement the new law along two tracks.

The first track (Strategic Actions) developed the strategic vision and began work to establish the new board, and develop the new state plan.

The second track (Cultivation of One-Stop Partners and the development of an operational vision) was the cultivation of One-Stop Partners and the development of an operational vision focusing on the One-Stop system. DOL-DET and DWDB crafted an initial list of potential partners and on January 21, 2015, held a kickoff meeting to introduce the partners to each other and present an overview of the new law.

Track 1: Strategic Actions Setting a Vision: Delaware's publicly funded workforce system will create a combined workforce system, which leverages the strengths of its Core and One-Stop partners through an integrated One-Stop system using a robust referral methodology that ensures Delawareans get the right service by the right professional. The DWDB will also continue to supplement the One-Stop system with aggressive outreach and partnering, focusing on youth and education in accordance with the board's ongoing goal development and accomplishment.

Constituting a new Board: The DWDB, DOL-DET, Delaware Department of Labor Secretary John J. McMahon Jr., the Chair of the existing board, and the Delaware Office of Boards and Commissions worked together to constitute the new board.

Delaware policy required the complete dissolution of the Investment Board and then a whole new set of initial appointments to the development board (complete with new applications, background checks, and other administrative requirements).

The new board included several previous board members; consistent attendance and involvement with committees were important considerations for bringing back members. New members were added to meet the requirements of the Investment Board under WIOA.

The newly formed DWDB intends to align its activities through quarterly board meetings, executive committee meetings, goal meetings, and special – as needed – meetings.

Board Meetings: Regularly scheduled board meetings will continue to be the primary method for keeping the board abreast of all activity related to workforce development, and execution of the strategic planning goals.

The standing committees of the board include: 1) executive committee, 2) performance measures; 3) proposal review and certification; 4) public relations and outreach; 5) Pathways Development and 6) youth council. Executive Committee Meetings:

An executive committee will still be used to dive deeper into issues, keep the standing committee efforts moving forward, and resolve issues that come up in our areas of responsibility. Goal Champion Meetings:

Each of our key strategic goals developed by the board in our annual strategic planning retreat has a goal champion to move them forward. These goal champions come together roughly every month to share progress. A great deal of alignment occurs at these meetings as goal leads update the chair and other leads on progress. Decisions are made and paths forward coordinated.

Special Meetings: As the name implies, special meetings are held when something unusual occurs or when an issue arises needing special attention. These type meetings usually deal with short term issues.

Single Service Delivery: The new law encouraged states to review the organization design and determine whether additional or fewer local boards were needed. The DWDB and DOL-DET determined it was best to remain a single service delivery state. Since Delaware is a minimum allocations state (the grant is the least allowed under the law), the infrastructure costs for creating local boards would significantly decrease funding available for client service delivery.

Goal Review: While making the transition to the new WIOA structure, the new board along with the leadership of Delaware's publicly funded workforce system, continued to work on the strategic goals for the state. These goals have always been aligned with the direction of WIOA and therefore continue to be very relevant on our path forward under the new legislation.

These goals have transitioned since the planning session on October 28, 2014. The first set of goals launched in early 2015 included:

2014 Goal 1: Define where all Pathways efforts connect and define a cohesive approach to pathways development in Delaware. The Goal Leader is the Robert Ford of the Delaware Business Roundtable. This goal has brought together Labor and Education, as well as the Business Round Table Education Committee, the Rodel Foundation of Delaware, United Way of Delaware and its SPARC Initiative, Delaware Technical Community College, Delaware State University among others. This initiative has resulted most recently into the development of a standing committee of the board, co-led by labor and education, focused on Pathways work. (See the Pathways Plan at Appendix M)

2014 Goal 2: Engage the Business Community to make use of existing state employment services, primarily resident in Delaware Job Link. This goal was meant to take advantage of previous improvements to Delaware JobLink functionality. The first change, a total refresh of the states resume builder, resulted in the new Smart Resume Builder and second, a reworking of the search

engine businesses can use to access the resumes on file, resulted in the new Smart Job Order. Together these enhancements have greatly improved the State's skills bank, or data covering the resident skills of the population of Delaware. These two projects were the result of previous strategic planning sessions and were completed in 2015.

2014 Goal 3: Improve Veterans Unemployment. This goal was created to address a situation in Delaware where the Veterans unemployment rate was above that of the general population. This goal saw dramatic gains in veteran employment. An aggressive outreach and education program as well as two gubernatorial proclamations helped create a synergy leading to a veteran unemployment rate below the general population.

2014 Goal 4: Expand Registered Apprenticeship in Delaware. Although goal four was mostly an information gathering goal, it did provide inroads and established relationships that will ultimately make integration of apprenticeship programs in the One-Stop system far easier than it otherwise would have been. This goal was meant to support national efforts to increase registered apprenticeship. After much review limited potential was identified in this area and efforts have reduced in recent months.

2014 Goal 5: Adult High Potential Career Lattices. DOL-DET continues its work on designing and developing Career Lattices to enable jobseekers to make informed career decisions. The idea was to pick high potential career fields, develop web based technology to help under or unemployed individuals bridge any potential gaps between their current qualifications and potential new career pathways in these identified fields. This goal provides a web-based, interactive career planning map, housed in Delaware JobLink (DJL) https://joblink.delaware.gov. The project has made progress so profound that the DWDB awarded two blue collar grants for a pilot training dislocated workers in the broadest scope of welding and Information Technology (IT).

Moreover the DWDB will invest up to $600,000 in state dollars to further refine the concept. To date the program has focused on Information Technology, Welding, Accounting, Health Services, and a Gateway Lattice heavily weighted in favor of retail and customer service. This work will continue and will be blended into the overall pathways initiative. On October 27th 2015 the DWDB, its internal and external partners, private business interests, and community partners convened its fourth biennial strategic planning session covering the years 2015 thru 2017.

At this event, the DWDB and its partners agreed on three specific goals to drive the states workforce development system. Those strategic goals are: 2015 Goal1: WIOA – DWDB and its partners will:

1) Assure the DWDB complies with all new WIOA requirements; 2) Support the collaborative process to develop and implement the statewide WIOA four-year state plan; and 3) Support the development and operation of an integrated, comprehensive employment and training system serving employers and job seekers in Delaware.

2015 Goal 2: Marketing – The DWDB and partners will leverage and enhance the use of the menu of services offered in Delaware JobLink (joblink.delaware.gov) to businesses and citizens of Delaware.

2015 Goal 3: Pathways – The DWDB and Partners will adopt the statewide strategic plan developed by the Governor's Pathway's Team and create a supporting infrastructure (standing committee) and support the ongoing pathways initiative. This goal led to the development of a standing committee of the board and future activity on this goal will be transitioned in the standing committee. As these

goals are two-year goals and are currently in their action planning phase, a detailed overview of each is currently a work in progress.

Track 2: Cultivation Of One-Stop Partners And The Development Of An Operational Vision Operational Goals. Operational goals complement and supplement the strategic initiative and make up the path forward. As alluded to earlier, the goal of the One-Stop System is to bring together workforce development, educational, and other human resource services in a seamless customer focused service delivery network that enhances access to the programs' services, to assist individuals in obtaining suitable employment, enable employers to obtain qualified employees, and improve long term employment outcomes for Delawareans.

In meeting this goal, the Partners will work to identify barriers, eliminate duplication of services, reduce administrative costs, align technology and data systems, enhance participation and performance of customers served through the System, and improve customer satisfaction.

Achievement of this goal will allow Delaware to continue building a workforce development system that prepares individuals for high demand, high growth employment in industry sectors that are vital for continued economic growth and that are essential for Delaware and the nation to compete in the global market.

Memorandums of Understanding (MOU) Process: If the One-Stop System is the foundation of Delaware's One-Stop System, then the MOU's are the rebar that holds the foundation together. Each MOU is as unique a document as the partners themselves; no two are alike.

What makes this approach unique is the centralized referral system, which moves clients from one partner to another to provide needed services. DOL-DET has committed to fund two workers to manage the referrals for the next two years until an automated system can be established.

Even so, system alignment is achieved using the following:

1. Memorandum of Understand (MOU) – This individually negotiated and executed agreement will outline the responsibilities and opportunities for each partner. In addition, it established and documents the One-Stop system goals. (See Appendix D for MOU Copies)

2. Monthly Statewide Governance Meetings - These meetings will provide a forum to identify issues and opportunities to evolve and expand the delivery system. It will also provide an oversight group for small project groups such as the alignment of the various partner's Business Service groups.

3. Centralized Referral Mechanism – The final referral mechanism is expected to be electronic. The function will enable partners to schedule customers for services found on a 90 day schedule and ensure clients accessed the services. This referral system will be manual for the first two years and automated thereafter.

4. Local meetings – These meetings will be convened quarterly locally to identify issue and opportunities. The purpose will be very similar to the statewide meeting but they will focus more on operational issues. Performance Measures. A significant problem going forward will be the evolution of our performance measures. The federal departments of labor, education, and rehabilitative services have neither finalized the definition of the measures, nor even finalized the development of the statistical model to develop the measures. In the current state where rules and guidance are not

yet finalized, the partners are using their best judgment to put in place what makes most sense to the combined effort.

Plan Limitations. While very little will likely change in Delaware's strategic or operational approach, the format of the actual plan might. The planning guidance issued by US DOL is its best guess pending the finalization of the regulations. To be clear, regulations have not yet been finalized and it is possible that additional information or even formatting could be required before any plan is approved.

Summary The DWDB and DOL-DET, working closely with all the current partners, have worked hard to craft a plan, which not only lives up to the spirit of WIOA, but also lives up to the letter of the law in its current form.

Even so that is just a first step, and there is a recognition that more important than the final plan is the growing positive relationship between the partners that has grown out of development of the plan.

We believe our two track approach; working to assure we focus strategically on maintaining compliance with the law and developing strategic initiatives, while in parallel developing the partner relationships of the future for our one-stops, will ensure we constantly evaluate our progress, make appropriate corrections, meet prescribed performance measures, and ensure alignment.

On track one, the three current strategic goals remain a key focus of the state. Goal 1 WIOA, will keep us focused on development and execution of the four-year plan. Goal 2 Marketing, will assure we leverage all the work completed of the past several years around improving Delaware Job-Link and our skills bank. And Goal 3, Pathways will work to move our Pathways to Prosperity from a one off initiative to how we do business on a day-to-day basis. The leadership of Delaware's publicly funded workforce system is not Pollyanna about the path forward. They know the road to excellence is a rock-strewn path of twists and turns. Some challenges we know and some we have yet to discover. Among the challenges to keep our eyes on are:

• We will need to focus a great deal of time on developing strong relations between the partners. We know there are dissimilarities between partners requiring all of us to recalibrate our use of what we once considered precise terms. We recognize how we reward and recognize our employees must be for how they contribute to the greater good of meeting our clients needs holistically, and not just by department.

• We know the DWDB and its partners will likely have to develop new local performance indicators to ensure (for example) that our plan for a robust One-Stop referral system works.

• We have to redesign our current processes from a place where we all operate fairly independently, to one where our systems and processes support an integrated approach envisioned by the legislation.

• We know that for now the environment will be unstable as rules are finalized and our plans must change to reflect these changes. We must create a team and a structure that can keep moving forward, but at the same time be capable of changing on the fly. While the work of aligning Delaware's publicly funded workforce system will take constant vigilance, Delaware has a demonstrated advantage. The state's workforce team, the DWDB, and all the partners are seasoned professionals who have – for the most part – earned their bona fides during the Great Recession

and the implementation of the American Recovery and Reinvestment Act (ARRA); two events requiring enormous alignment to leverage resources across state, county, and city lines. Moreover, the state's predilection for cordiality facilitates the fabled "Delaware Way," which allows quick coordination across functional areas eschewing red tape. All this will come together via a series of formal and informal meetings, which ensures we get the right person, to the right place, in the right amount of time.

Gary R. Stockbridge Chairman, Delaware Workforce Development Board

I. WIOA STATE PLAN TYPE

Unified or Combined State Plan. Select whether the State is submitting a Unified or Combined State Plan. At a minimum, a State must submit a Unified State Plan that covers the six core programs.

Unified State Plan. This plan includes the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program. No

Combined State Plan. This plan includes the Adult Worker Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and Vocational Rehabilitation Program as well as one or more of the optional combined State Plan partner programs identified below. Yes

COMBINED PLAN PARTNER PROGRAM(S)

Indicate which Combined Plan partner program(s) the state is electing to include in the plan.

Career and technical education programs authorized under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) Yes

Temporary Assistance for Needy Families Program (42 U.S.C. 601 et seq.) No

Employment and Training Programs under the Supplemental Nutrition Assistance Program (Programs authorized under section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(d)(4))) No

Work programs authorized under section 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C. 2015(o))) No

Trade Adjustment Assistance for Workers Programs (Activities authorized under chapter 2 of title II of the Trade Act of 1974 (19 U.S.C. 2271 et seq.)) Yes

Jobs for Veterans State Grants Program (programs authorized under 38, U.S.C. 4100 et. seq.) Yes

Unemployment Insurance Programs (Programs authorized under State unemployment compensation laws in accordance with applicable Federal law) No

Senior Community Service Employment Program (Programs authorized under title V of the Older Americans Act of 1965 (42 U.S.C. 3056 et seq.)) No

Employment and training activities carried out by the Department of Housing and Urban Development No

Community Services Block Grant Program (Employment and training activities carried out under the Community Services Block Grant Act (42 U.S.C. 9901 et seq.)) No

Reintegration of Ex-Offenders Program (Programs authorized under section 212 of the Second Chance Act of 2007 (42 U.S.C. 17532))] No

II. STRATEGIC ELEMENTS

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

A. ECONOMIC, WORKFORCE, AND WORKFORCE DEVELOPMENT ACTIVITIES ANALYSIS

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

1. ECONOMIC AND WORKFORCE ANALYSIS

A. ECONOMIC ANALYSIS

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

I. EXISTING DEMAND INDUSTRY SECTORS AND OCCUPATIONS

Provide an analysis of the industries and occupations for which there is existing demand.

II. EMERGING INDUSTRY SECTORS AND OCCUPATION

Provide an analysis of the industries and occupations for which demand is emerging.

III. EMPLOYERS' EMPLOYMENT NEEDS

With regard to the industry sectors and occupations identified in 1 and 2 above, provide an assessment of the employment needs of employers, including a description of the knowledge, skills, and abilities required, including credentials and licenses.

II. a. Economic, Workforce, and Workforce Development Activities Analysis. Delaware's publicly funded workforce system uses the range of labor market and industry data to help set the conditions of success for its citizens, businesses, educational institutions, and the economy in general. Even so the Delaware publicly funded workforce system is a demand driven system, therefore throughout its processes and offerings Labor Market Information (LMI) is the mortar upon which the steps to success are built. While we rely heavily on information produced by the Delaware's Office of Occupational and Labor Market Information (OOLMI), (See Appendix A for a detailed analysis covering the breadth of LMI issues), the workforce system also uses time–sensitive labor market intelligence garnered by the Delaware Department of Labor, Division of Employment and Training (DOL–DET) business services representatives; Delaware Department of Labor, Divisions of Vocational Rehabilitation (DOL–DVR) employment services specialists; DOL–DET VETS staff; and the Delaware Economic Development Office (DEDO). Moreover, Delaware is acutely aware of the profound impact educational attainment plays on economic vitality for families and communities. Job seekers with no high school diploma of secondary credential are at a significant disadvantage compared to others throughout the spectrum of Delaware wage earners. It is axiomatic to say the higher the education level the more skills the worker has to remain relevant in an evolving workforce and that education levels dramatically affect unemployment rates. While some data suggest a burgeoning job market for Non–grads, it is important to note that these jobs have high turnover and low wages.

See the appendices at the link below for Delaware's comprehensive analysis

http://wib.delawareworks.com/documents/wioa/Appendix%20A%20Economic%20Analysis.pdf

.Delaware's publicly funded workforce system assesses employer needs several ways. The starting point is the development of Demand Occupation List. This is a several step process which includes, but is not limited to:

• Analysis by Delaware Workforce Development Board staff of Labor market projections by Delaware's Office of Occupation Labor Market Information (OOLMI).

• The list is approved by the board and included in the Annual Funding Guidelines which is posted on the DWDB website.

• The table below is the demand occupation list for 2014 -2016.

• The DWDB also refines the Demand Occupation list by garnering intelligence by the Delaware Department of Labor, Divisions of Employment and Training (DOL-DET) business services representatives.

• The list is further refined due the DWDB' s close relationship with the Delaware Economic

• Development Office (DEDO), which notifies the board and DOL-DET of inbound businesses having training needs.

• Robust Intelligence gathering from throughout the partner universe with "shoes on the ground" employer visits.

As you will see in many following sections key activities determining employer needs includes:

A full court marketing press to promote Delaware JobLink to employers, more surveying of employers, and a flexible system to use real-time intelligence to add occupations to the ETPL.

The ICR requirement implies stagnancy to the labor market where KSA's are easily catalogued and evaluated; such is not the case. Even so, Delaware's Publicly funded system has led the way in developing – in partnership America's Job Link Alliance (AJLA) – a jobs bank which lashes the job seeker talents and employer needs using ONET codes that are omnipresent throughout the resume development and job order development process.

Delaware's publicly funded workforce system has – for the last few years – begun work on career lattice and pathways. This initiative has taken the demand occupation list one step further and has – with the help of private businesses -- developed forward thinking approach to developing a "Delaware Job Bank" beginning with these lattices.

• Health Care,

• Human Resources,

• Manufacturing,

• Finance,

• Information Technology,

• Gateway Industries,

• Wholesale/Retail, and

• Hospitality.

This is the current Demand Occupation List.

2014-2016

Occupation Title Annual Total

Openings

Retail Salespersons 670

Combined Food Preparation and Serving Workers, Including Fast Food 581

Cashiers 506

Waiters and Waitresses 402

Registered Nurses 355

Customer Service Representatives 247

Laborers and Freight, Stock, and Material Movers, Hand 242

Janitors and Cleaners, Except Maids and Housekeeping Cleaners 188

Nursing Assistants 184

Accountants and Auditors 183

First-Line Supervisors of Office and Administrative Support Workers 171

Office Clerks, General 171

Meat, Poultry, and Fish Cutters and Trimmers 169

Stock Clerks and Order Fillers 154

Medical Secretaries 151

Elementary School Teachers, Except Special Education 145

Secretaries and Administrative Assistants, Except Legal, Medical, and Executive 133

First-Line Supervisors of Retail Sales Workers 132

Carpenters 129

Cooks, Restaurant 128

Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop 128

First-Line Supervisors of Food Preparation and Serving Workers 125

Home Health Aides 123

Landscaping and Groundskeeping Workers 123

Bookkeeping, Accounting, and Auditing Clerks 119

Construction Laborers 117

Tellers 115

General and Operations Managers 113

Chemists 110

Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products 109

Computer Systems Analysts 107

Maintenance and Repair Workers, General 104

Bartenders 99

Sales Representatives, Services, All Other 98

Licensed Practical and Licensed Vocational Nurses 95

Hairdressers, Hairstylists, and Cosmetologists 95

Heavy and Tractor-Trailer Truck Drivers 93

Maids and Housekeeping Cleaners 92

Financial Analysts 91

Teacher Assistants 90

Dishwashers 89

Preschool Teachers, Except Special Education 88

Secondary School Teachers, Except Special and Career/Technical Education 87

Lawyers 83

Market Research Analysts and Marketing Specialists 75

Software Developers, Applications 74

Security Guards 74

Receptionists and Information Clerks 72

Farmworkers and Laborers, Crop, Nursery, and Greenhouse 71

Management Analysts 68

Cooks, Institution and Cafeteria 66

Shipping, Receiving, and Traffic Clerks 65

Billing and Posting Clerks 64

Electricians 64

Middle School Teachers, Except Special and Career/Technical Education 62

Computer User Support Specialists 60

Financial Managers 59

Medical Assistants 59

Light Truck or Delivery Services Drivers 59

Cost Estimators 58

Managers, All Other 57

Correctional Officers and Jailers 57

Counter Attendants, Cafeteria, Food Concession, and Coffee Shop 57

Physicians and Surgeons, All Other 56

Dining Room and Cafeteria Attendants and Bartender Helpers 56

Food Preparation Workers 55

Heating, Air Conditioning, and Refrigeration Mechanics and Installers 55

Bus Drivers, School or Special Client 55

Amusement and Recreation Attendants 54

Insurance Sales Agents 54

Automotive Service Technicians and Mechanics 54

First-Line Supervisors of Construction Trades and Extraction Workers 51

Farmers, Ranchers, and Other Agricultural Managers 50

Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers 50

Personal Financial Advisors 49

Computer Programmers 48

Emergency Medical Technicians and Paramedics 45

First-Line Supervisors of Mechanics, Installers, and Repairers 44

Protective Service Workers, All Other 43

Securities, Commodities, and Financial Services Sales Agents 43

Bill and Account Collectors 42

Real Estate Sales Agents 41

Insurance Claims and Policy Processing Clerks 40

Operating Engineers and Other Construction Equipment Operators 40

Personal Care Aides 39

Fitness Trainers and Aerobics Instructors 39

Credit Analysts 38

Paralegals and Legal Assistants 38

Hotel, Motel, and Resort Desk Clerks 38

Cleaners of Vehicles and Equipment 38

Painters, Construction and Maintenance 36

Industrial Machinery Mechanics 36

Counter and Rental Clerks 35

Construction Managers 34

Property, Real Estate, and Community Association Managers 34

Medical and Health Services Managers 33

Human Resources Specialists 33

Training and Development

Specialists 32

Chemical Technicians 32

Postal Service Mail Carriers 32

Computer and Information Systems Managers 31

Mechanical Engineers 31

Substitute Teachers 31

Coaches and Scouts 31

Packers and Packagers, Hand 31

Software Developers, Systems Software 30

Social and Human Service Assistants 30

Loan Officers 29

First-Line Supervisors of Personal Service Workers 29

Nonfarm Animal Caretakers 29

Driver/Sales Workers 29

Compliance Officers 28

Business Operations Specialists, All Other 28

Educational, Guidance, School, and Vocational Counselors 28

Physical Therapists 28

Child, Family, and School Social Workers 27

Parts Salespersons 27

Network and Computer Systems Administrators 26

Special Education Teachers, Kindergarten and Elementary School 26

Machinists 26

Chemical Equipment Operators and Tenders 26

Social and Community Service Managers 25

Pharmacists 25

Dental Hygienists 25

Loan Interviewers and Clerks 25

Parking Lot Attendants 25

Pharmacy Technicians 24

Dental Assistants 24

Tour Guides and Escorts 24

Industrial Truck and Tractor

Operators 24

Claims Adjusters, Examiners, and Investigators 23

First-Line Supervisors of

Housekeeping and Janitorial Workers 23

Recreation Workers 23

Dispatchers, Except Police, Fire, and Ambulance 23

Office and Administrative Support Workers, All Other 23

Laundry and Dry-Cleaning Workers 23

Industrial Engineers 22

Food Servers, Nonrestaurant 22

Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products 22

Court, Municipal, and License Clerks 22

Education Administrators, Elementary and Secondary School 21

Operations Research Analysts 21

Mental Health Counselors 21

Library Assistants, Clerical 21

Production, Planning, and Expediting Clerks 21

First-Line Supervisors of Production and Operating Workers 21

First-Line Supervisors of

Transportation and Material-Moving Machine and Vehicle Operators 21

Residential Advisors 20

11562

B. WORKFORCE ANALYSIS

The Unified or Combined State Plan must include an analysis of the current workforce, including individuals with barriers to employment, as defined in section 3 of WIOA.* This population must include individuals with disabilities among other groups** in the State and across regions identified by the State. This includes: Individuals with barriers to employment include displaced homemakers; low-income individuals; Indians, Alaska Natives, and Native Hawaiians; individuals with disabilities, including youth who are individuals with disabilities; older individuals; ex-offenders; homeless individuals, or homeless children and youths; youth who are in or have aged out of the foster care system; individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers; farmworkers (as defined at section 167(i) of WIOA and Training and Employment Guidance Letter No. 35-14); individuals within 2 years of exhausting

lifetime eligibility under the Temporary Assistance for Needy Families program; single parents (including single pregnant women); and long-term unemployed individuals. ** Veterans, unemployed workers, and youth, and others that the State may identify.

I. EMPLOYMENT AND UNEMPLOYMENT

Provide an analysis of current employment and unemployment data, including labor force participation rates, and trends in the State.

II. LABOR MARKET TRENDS

Provide an analysis of key labor market trends, including across existing industries and occupations.

III. EDUCATION AND SKILL LEVELS OF THE WORKFORCE

Provide an analysis of the educational and skill levels of the workforce.

IV. SKILL GAPS

Describe apparent ‘skill gaps’.

Requested Revision — The grantee must provide a written response that sufficiently addresses the ICR inquiry without using the link. The link may be used to supplement the written portal entry.

Delaware’s publicly funded workforce system is wrestling with identifying skills gaps and has chosen to rely on the ONET data base as its foundational document. Delaware Job Link is the primary driver for this process as it requires employers to input information based on codes associated with specific jobs as and titles.

The DWDB has/is also develop(ed/ing) a pathways to prosperity, which has its genesis with Governor Jack A. Markell. This initiative brings educators, Non-Government Organizations (NGO), workforce professionals, and private businesses together to help more clearly direct efforts for future job seekers and employers. Current Job seekers and employers are served by the demand occupation list and the analysis done by US DOL and the American Community Surveys (e.g. short term on the job training, long term on the job training, professional skills training, and etc.).

The skills gap issue – in a lot of ways – is a moving target. When mass layoffs occur the unemployed population is often at the mercy of the labor market as leaving industries often have no correlation to those left behind. Even so, the DWDB and DOL-DEt have – for the past few years -- embarked on a career lattice project that creates a series of lattice steps for particular job skills. As discussed earlier the lattices currently in use are:

• Health Care,

• Human Resources,

• Manufacturing,

• Finance,

• Information Technology,

• Gateway Industries,

• Wholesale/Retail, and

• Hospitality.

Be advised the skills gap issue is also being attacked via the states Pathways to Prosperity initiative which brings educators, government, and Non-Government Offices such as Untied Way, The Delaware Business Roundtable Education Committee, Junior Achievement and others. This initiative is discussed in great detail in subsequent sections.

For a complete discussion see the appendices at the link below for Delaware's comprehensive analysis
http://wib.delawareworks.com/documents/wioa/Appendix%20A%20Economic%20Analysis.pdf

2. WORKFORCE DEVELOPMENT, EDUCATION AND TRAINING ACTIVITIES ANALYSIS

The Unified or Combined State Plan must include an analysis of the workforce development activities, including education and training in the State, to address the education and skill needs of the workforce, as identified in *Education and Skill Levels of the Workforce* above, and the employment needs of employers, as identified in *Employers' Employment Needs* above. This must include an analysis of –

A. THE STATE'S WORKFORCE DEVELOPMENT ACTIVITIES

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

---

* Required one-stop partners: In addition to the core programs, the following partner programs are required to provide access through the one-stops: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American programs, HUD Employment and Training programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs program, Senior Community Service Employment program, Temporary Assistance for Needy Families (TANF) (unless the Governor determines TANF will not be a required partner), Trade Adjustment Assistance programs, Unemployment Compensation programs, and YouthBuild.

II (A) (2) (A) The State's Workforce Development Activities. Using data from multiple sources, including, but not limited to, Delaware's Vision Coalition, Junior Achievement, Core Partner data streams, Delaware's Office of Occupational & Labor Market Information , United Way of Delaware's SPaRC initiative, and many others, the DWDB analyzes the state of workforce activities so it can

make the best choices for Delaware workers and employers. In short the DWDB takes a close look at indicators to determine shortcomings and apply what limited resources there are to mitigate or defeat the issue. Solutions can be as diverse focusing the demand occupation list on specific occupations and/or industries; the complementary application of state training dollars to exploit initiatives, which federal funds are inadequate to resolve alone; a ramp up of needed ABE/GED services; the establishment of new programs and/or workgroups to address acute problems, and the establishment specific committees or goals to deal with chronic challenges.

Delaware is a single service area. All core programs – except two (Adult Education and the Delaware Department of Health and Social Services (DHSS) Division of Visually Impaired (DVI)) are consolidated within the Delaware Department of Labor. All the Employment & Training programs are housed in the Delaware Department of Labor, Division of Employment and Training (DOL–DET). Vocational Rehabilitation and Unemployment Insurance are separate divisions in the Delaware Department of Labor. DOL–DET is the one stop operator. All core programs except Adult Education are fully housed in four comprehensive One–Stop Centers. Adult Education services are in each of the One–Stops on a part time basis. Also housed in the one–stops are the following Division of Employment and Training programs:

• Trade Adjustment Assistance • Jobs for Veteran's Grants • National NEG Grants Job Corp is also housed in the comprehensive One–Stop. The Temporary Assistance for Needy Families (TANF) employment and training is part of Delaware Job Link, the statewide electronic case management, reporting and labor exchange system.

Other One Stop mandatory partners are linked into the comprehensive system on a referral basis but not electronically:

• Senior Community Service Employment program • Employment and Training programs under the Community Service Block Grant • Employment and Training Programs carried out by the Department of Housing and Urban development • Programs authorized under the Second Chance Act —some programs are linked electronically such as the Individual Assessment, Discharge And Planning Team (IADAPT) Adult Education services under WIA, were provided at three of the four the state's One–Stop Centers; no Adult Education services were available at the remaining One–Stop due to a lack of space. Adult Basic Education classes will be provided at all four One Stop Centers under WIOA since the one center lacking space has been relocated and plans are being developed to provide adult education services there. The purpose of these classes is to increase the reading, writing and/or math skill levels of DOL clients to:

• Enable clients to meet the skills qualifications of the DOL funded training programs they would be enrolled in and/or

• Assist clients in attaining a secondary credential that is considered a necessity for some jobs. One Stop Center clients are referred to classes based on low assessment scores.

They receive instruction in their designated areas of deficiency and are re–assessed every 60 hours of instruction per the Delaware Adult Education Assessment Policy. When the client reaches the desired level of academic skills, they are referred back to their DOL case manager for further employment/training services.

Adult Education services are also being provided in the community outside of One Stop Centers at locations throughout the state.

Under WIOA, all adult education learners will register in the state's labor exchange system Delaware JobLink (DJL) system. Information on the DJL registration process and services will be provided during adult education orientations. More in–depth information on how to register in DJL and Delaware Labor Market needs will be provided during adult education classes. Instruction will be contextualized and aligned with the DWDB high demand occupation list.

B. THE STRENGTHS AND WEAKNESSES OF WORKFORCE DEVELOPMENT ACTIVITIES

Provide an analysis of the strengths and weaknesses of the workforce development activities identified in (A) above.

II (A) (2) (B) The Strengths and Weaknesses of Workforce Development Activities The Delaware publicly funded workforce system's greatest strength is its agility to deal with quickly developing workforce opportunities as is evidence by the state's successful negotiation of the Great Recession. Delaware has the remarkable ability to develop processes and programs and speed them to clients. Paradoxically, (because it has taken almost four years to build) our current greatest advantage is Delaware Job Link (Joblink.delaware.gov) with its retooled resume builder, career lattice project, and streamlined job order procedure. The strength of Delaware Job Link is reinforced by the universality of its use by core and extended partners throughout the state. Delaware is an integrated comprehensive employment and training system. Much of the leadership for programs is centralized and there is a single labor exchange system utilized by all but four partners (who often also use it as a customer rather than a partner). Possibly more important is that this is not a new effort. It has existed since the 1980s. All but five partners are housed in the comprehensive one–stop centers. Services in the centers, where not fully integrated, are effectively linked. Wagner Peyser services are the gateway to the "one–stop" comprehensive centers so that the system is truly serving all Delaware citizens, not only target groups.

Weaknesses. If Delaware's publicly funded workforce system has any weaknesses, they are – in no special order:

• An inability to recruit providers to leverage priorities established in the state's funding guidelines;

• Providing training for skills to that may, or may not lead to economic self–sufficiency;

• A lack of awareness amongst workforce professionals concerning the activities of Core, One Stop, and Extended partners;

• A partially linked electronic systems — not fully linked or consolidated;

• Not a fully streamlined data collection experience for the customer;

• Not all possible connection points between programs are being fully exploited.

• Some duplication exists, in particular, in business services;

• Not all partners are linked electronically; and

• A sense of general confusion caused by U.S. DOL, due to its inability to disseminate timely guidance. Core Partner Strength and Weaknesses

Education Strengths — Delaware's small size allows adult education providers to be more responsive, collaborative, and more sensitive to system needs. DOL–DET and DOE Adult Education have combined resources on a number of pilot projects. This history of common goals, knowledge of each system's processes, and shared clientele has led to collaborations on both statewide and local levels. In addition, adult education providers meet on a monthly basis to monitor state progress towards performance targets and resolve concerns. Consequently, the framework for a workforce development process already exists in Delaware. WIOA will provide the opportunity to analyze current processes and activities to better serve businesses and job seekers.

Weaknesses • While educational services will be provided at all One Stop Centers, space is limited at some. To resolve this concern, information on community programs and on the virtual adult education program will be available at all One Stops for clients who are unable to enroll in classes located at the One Stops. Delaware's adult education providers meet on a monthly basis and regularly refer students to other sites when capacity has been reached. DOE, DOL–DET, and other partners will develop a central referral system to facilitate better cross functional mutual support and customer service.

• Adults with very low skills will require more instructional time to attain the needed skill levels for employment and/or training. Adult education providers will be providing instruction through targeted demand occupations that can provide entry into employment while also providing information on career lattices that will allow adults to develop informed and realistic plans for job advancement.

• Adults who are English Language Learners will require language proficiency skills related to the specific job markets in which they are likely to find employment. Adult Education providers will be linking with employers to determine the skills and information deemed necessary for obtaining a job and for attaining promotions within the employer's organization.

Delaware Department of Labor Division of Vocational Rehabilitation (DVR) Weakness Assessment. DVR's focus is to help Delawareans with disabilities overcome barriers to employment. The employment gap between Delawareans with and without disabilities is 38.7% and research suggests that a best practice to close this gap is Career Pathways focused counseling strategies, which DVR will be implementing.

C. STATE WORKFORCE DEVELOPMENT CAPACITY

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

II (A) (2) (C) State Workforce Development Capacity. Delaware is well positioned to handle all workforce needs for employers and job seekers in Delaware. See One Stop referral system for capacity building details. Provide an analysis of the capacity of State entities to provide the workforce development activities identified in (A), above. The evolution of the one–stop system to a more integrated comprehensive system will assist in this effort. We have a strong and improving Employment and Training system with a history of responding to labor market needs. In the past year we played a significant role in the development and expansion of advanced manufacturing training and the Coding School. The system is closely linked with the Delaware Economic Development Office (DEDO) so we get and share real time information on economic and workforce

needs. Currently utilizing State funding we are operating a program to facilitate employer driven training and working with DEDO to jointly fund employer training. In Delaware, there is an estimated 75,000 adults over the age of 24. Currently, WIOA funded programs are serving on average 4,500 or 6% of those not possessing a secondary credential. There is a need for educational services to provide lower skilled Delawareans with “the skills and credentials necessary to secure and advance in employment with family–sustaining wages” and to provide employers with the skilled workers needed to complete in a global economy. To address this and other capacity issues, Delaware’s publicly funded system will field, during the covered period, a centralized One–Stop referral system. The system will initially be manual and migrate to an automated system sometime after the covered period. DVR’s capacity to employ workforce development activities is described in detail throughout the VR section of the combined state plan. We expect to have the capacity to serve everyone eligible for VR services.

B. STATE STRATEGIC VISION AND GOALS

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

1. VISION

Describe the State's strategic vision for its workforce development system.

II (b) (1) Vison. Delaware Governor Jack A. Markell and the Delaware Workforce Development Board (DWDB) envision an integrated workforce system, which brings together diverse partners to ensure all Delawareans have access to a publicly funded workforce system that promotes, prepares, and connects workers with jobs, training, education and other resources to provide Delaware employers with the workers needed to ensure financial independence. Gov. Markell sees the process spanning the entire life of a workforce participant. Developmental years focus on four specific skill–sets —— Science, Technology, Engineering, and Math (STEM) skills; Thinking Skills, Workplace Skills, and Citizenship Skills. Students, benefiting from anticipated improvement in graduation rates, move to post–secondary education and/or training via several tracks including, but not limited to, Delaware's University system, Delaware's Technical and Community College System, and other professional or trades training programs. Adults will continue to hone their skills throughout a lifetime of learning.

Governor Markell has determined that Delaware will continue to operate as a single service delivery area with the state board acting as both a state and local board in accordance with WIOA. The DWDB concurs and believes Delawareans receive the best service through a unified plan developed and monitored through a single service delivery area. This approach makes best use of limited resources, promotes systemic agility, and ensures unity of effort throughout Delaware's four One Stop infrastructure covering almost 2,500 square miles in three counties.

Moreover a single delivery system enables the governor and board to exploit the successes of the past four years by reinforcing existing relationships among core partners, extended partners, and One–Stop Partners. This is an essential task as leaders outside the publicly funded workforce system provide a wealth of knowledge, access, and resources which has a multiplicative effect on limited governmental resources.

The first step is to begin interdicting youth malaise with a variety of programs. The DWDB and Gov. Markell have chosen a "Pathways to Prosperity" framework in partnership with United Way of Delaware's "Success Plans and Roads to Careers" (SPaRC). These groups – and others – are leveraging technology to help youth envision successful careers and providing online coaches who can answer specific career–based questions. We will discuss this initiative and others like it, in subsequent pages, but suffice it to say, one of the ways the DWDB and governor are aligning priorities is to inform and educate youth throughout Delaware by injecting private business expertise early enough to help students envision a future of success. The DWDB has initiated a privately funded youth scholarship program to provide youth – who otherwise might not qualify for services – another avenue for career development.

While Gov. Markell and the DWDB will continue to develop and refine the state's strategic vision, they believe the best place to execute the vision is in a fully integrated One Stop Partner System,

which combines, mandatory partners, core partners, and extended partners in a robust referral–based system that gets people to the right place in the shortest amount of time.

The operational vision seen vision is to provide a comprehensive integrated system of employment & training services for all Delawareans (individuals and businesses).

• The system will be universally accessed and will include services varying from self–directed to intensive and variations in between (Delaware JobLink services reached via a personal computer on the internet through intensive case managed services provided by a TANF Welfare to Work).

• It will be characterized by a single portal (Delaware JobLink) connecting business and individual needs. This will be possible by linking one stop centers (AJC), partner sites, affiliated sites and contractors and individuals on the job seeker side with services available from all the partners.

• Work with customers to link talents, career lattices and work based training in an efficient manner

• On the business side, the system will meet the needs of employers by:

• Identifying their needs

• Developing customized business strategies and products to meet their needs

• Providing staff assisted services as necessary

• Providing a self–service site for each to use to access services

• Sharing resources among One Stop partners limiting duplication in services for businesses

• All customers will be able to view a full array of the services available electronically

• Job seeker customers will have the benefit of a centralized referral process

The Workforce Development Board will continue to use demand occupation data from the state's Office of Occupational and Labor Market Information (OOLMI), the DWIB's private industry members, intelligence from the Delaware Economic Development Office; (DEDO); and also information gleaned through the Delaware Department of Labor's, Division of Employment and Training (DOL–DET) outreach efforts of its Business Services Unit to develop and constantly refine the demand occupations list. This list is the primary source for approving and developing training programs. This integrated approach mirrors the cross–department and cross divisional cooperation the governor demands for all pieces of the workforce system. II (b) (2) Goals. Describe the goals for achieving this vision based on the analysis in (a) above of the State's economic conditions, workforce, and workforce development activities.

2. GOALS

Describe the goals for achieving this vision based on the above analysis of the State's economic conditions, workforce, and workforce development activities. This must include—

- Goals for preparing an educated and skilled workforce, including preparing youth and individuals with barriers of employment* and other populations.**
- Goals for meeting the skilled workforce needs of employers.

---

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

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

• The Delaware Workforce Development Board embraced a construct the “Strategic Doing” process presented by the Philadelphia region. Even so, we admit there may be some confusion over the format, as Strategic Doing may not be as ubiquitous as we had thought. Regardless, Delaware’s strategic planning and goal development process strives to be more inclusive and synergistic than other planning methodologies. It has eschewed a traditional planning approach for a more dynamic approach that holds people aligned in temporary committees, chaired by a goal champion, which accountable for specific goal attainment. The current plan lists three goals. The power of the goal teams is that they include representatives from DDOE, UI, DEDO, private business, DWIB, DOL, DOL-DET, and other organizations. Simply the DWIB has leveraged talent from every available stratum. How it works: i. Goals are normally for a two year duration and every goal has a goal has an assigned champion. The goal champion assembles a team to achieve the goal; team members can come from anywhere. Some team members are enlisted for the entire life of the goal, while others are brought in for a specific task or expertise in a functional area. Regardless the goal champion sets up an agenda an d milestone which are approved by the Executive Committee and /or the Board Chairman. All Goal Champions meet quarterly as a single group and report to each other and the DWDB chair on progress/and challenges as each moves toward goal attainment. Resources are realigned as needed and mid-course corrections are initiated. The Chair reports on goal progress to the executive committee, which reports to the board it quarterly meetings. It is important to note this process has worked remarkably as evidenced by Delaware’s superb veterans unemployment rate and the fielding of the Smart Job order and improved resume builder in DJL (Joblink.delaware.gov) • While making the transition to the new WIOA structure, the new board along with the leadership of Delaware’s publicly funded workforce system, continued to work on the strategic goals for the state. These goals have always been aligned with the direction of WIOA and therefore continue to be very relevant on our path forward under the new legislation. These goals have transitioned since the planning session on October 28, 2014. The first set of goals launched in early 2015 included: i. On October 27th 2015 the DWDB, its internal and external partners, private business interests, and community partners convened its fourth biennial strategic planning session covering the years 2015 thru 2017. At this event, the DWDB and its partners agreed on three specific goals to drive the states workforce development system. Those strategic goals are:

ii. 2015 Goal 1: WIOA – DWDB and its partners will: 1) Assure the DWDB complies with all new WIOA requirements; 2) Support the collaborative process to develop and implement the statewide WIOA four-year state plan; and 3) Support the development and operation of an integrated, comprehensive employment and training system serving employers and job seekers in Delaware.

Goal I. OUR GOAL/OUTCOME: Where are we going? The DWDB and partners will; 1) assure the DWDB complies to all new WIOA requirements; 2) support the collaborative process to develop and implement the state wide WIOA 4-year plan; and 3) support the development and operation of an integrated comprehensive employment and training system serving employers and job seekers in Delaware. OUR SUCCESS METRICS - How will we know when we have arrived? 1. Understanding partner programs 2. Knowledge of partner Goals 3. Establishment of Rules, Roles, and Responsibilities (3Rs) between the DWDB and the Core Patterns OUR GOAL PATHWAYS – How will we get there? A) Develop presentation template for partners B) DWDB Chairman reviews template C) Chair and Executive committees formalize 3Rs Our Key Action Steps Chairman – Gary Stockbridge All Core Partners Partners present to Board Executive Committee: Decide on the Role of Board and Committees relating to partners Executive committee Determine Next Steps

2015 Goal 2: Marketing – The DWDB and partners will leverage and enhance the use of the menu of services offered in Delaware JobLink (joblink.delaware.gov) to businesses and citizens of Delaware. DELAWARE WORKFORCE DEVELOPMENT BOARD - STRATEGIC DOING 2015 (Marketing) OUR GOAL/OUTCOME: Where are we going? “The DWDB and partners will leverage and enhance the use of the menu of services offered in Delaware JobLink (joblink.delaware.gov) to businesses and citizens of Delaware.” What would success look like for this goal? OUR SUCCESS METRICS - How will we know when we have arrived? 1. An increase in the number of jobs posted in DJL by employers. 2. Increase numbers of employer at self service center 3. Increase number of jobs at higher wage in DJL 4. Utilize social media to target customers interested in higher wage and higher skilled jobs. 5. Have list of employers updated 6. Getting the audience to know about DJL 7. Clear simple and out there a lot 8. Job seekers and employers know about it. 9. Overcome companies concerns with using DJL 10. Stigma 11. Having high profile (Governor, cabinet secretaries, i.e. DEDO Rollout)

OUR GOAL PATHWAYS – How will we get there? 1) Get testimonials 2) In phases (maybe 3 phases) 3) Identify 1 or 2 specific paths/sub goals 4) What is the most important thing we want to advertise? 5) Help people find it 6) Landing page/portal quick-catchy URL 7) Radio 8) Social Media 9) Get in chamber newsletter 10) Putting information (content) meaningful, tips, financial information. Social media 11) Cohesive message-singular and catchy. (Governor talking, again rollout) 12) Television spots 13) Use Society for Human Resource Management 14) Ask DWDB member to create employer account and provide two business leads. 15) Develop specific tools for JobLink own look for rollout ? 16) Icon is Brand 17) On every state agencies website/skills bank. 18) Governor’s support of Governor’s initiative. 30-60 days 19) Workshops 20) Survey for feedback 21) Track and monitor plan, progress report back to DWDB: · Number of resumes posted · Numbers of employers signed up · Number of jobs posted 23) Use digital monitors in already existing agencies 24) Avatar-Create video on how to create employer account. 25) Launch of new DJL with new logo.

Milestone1: Looking at a strategy to get budget By: NOW Milestone2: Member accounts and leads By: NOW Milestone3: Include the Governor up front on our launch, talk to

Gary and Cabinet secretaries. By: 30-40 days – time frame for roll outs. Milestone4: Marketing Plan with options for cost and wish list for budget. Milestone5: Establish timeline, Purpose/ selection length of time.

2015 Goal 3: Pathways – The DWDB and Partners will adopt the statewide strategic plan developed by the Governor's Pathway's Team and create a supporting infrastructure (standing committee) and support the ongoing pathways initiative. This goal led to the development of a standing committee of the board and future activity on this goal will be transitioned in the standing committee.

Because the Pathways Initiative is also a gubernatorial initiative involving multiple partners a strategic was drafted and is available at https://wib.delawareworks.com/documents/wioa/Appendix%20M%20Delaware%20Pathways%20Strategic%20Plan.pdf. We have included the an executive summary of that goal document for your convenience. Please note the discussion on Skills gaps and filling other gaps and other sub-populations. .

Understanding Delaware's Labor Market Delaware's labor market can be broken down into three categories of employment: low-skill jobs, which require a high school diploma or less; middle-skill jobs, which require some type of post-secondary education, such as apprenticeship, certification, or an Associate's Degree; and high-skills jobs, which require a Bachelor's Degree or higher. In 2012, middle-skill employment accounted for 51% of all Delaware jobs, yet only 44% of Delaware's workforce possessed the skills required to be gainfully employed in these types of careers. The gap between workforce talent and employer demand is commonly referred to as a "skills gap" Creating Options for Every Student The path to continuing education and a career is not the same for every child. Students have different needs, different career aspirations, and will ultimately make different decisions. A good education provides students with options and it allows for student choice. A good educational system serves the needs of every student by creating a more fluid relationship between our public education system, institutions of higher education, and our employer community. For students to have a choice beyond high school, they must be aware of their options and prepared to take the next step. Most Delaware jobs that provide a livable wage require training beyond a high school diploma. Many of these careers require complex technical knowledge and the ability to communicate. These skills can be acquired through advanced training, certification, apprenticeship, military service, or a two- and four-year degree. This means that every student must possess the academic and technical skills necessary to continue their education in a manner that reflects their career aspirations. It also means that a single expectation for students is not effective and that a more permeable relationship between educators and employers is the most efficient method to serve the diverse needs of students. Ensuring Success with Delaware Pathways As a result of the Delaware Pathways initiative, students will have the freedom to choose their life's path. By acquiring both academic and technical skills in combination with work experience, students will have a more fluid path to employment and options that help them to achieve their education and career goals. As such, Delaware's Pathways will: 1. Build a comprehensive system of career preparation (grades 7-14+) that aligns with the needs of the state and regional economy. Through this work, we will establish a community of schools that provide every student with access to a rich instructional environment that incorporates academic and technical education, pairs the acquisition of knowledge with the demonstration of workplace skills, and engages employers to provide students with career guidance and mentoring related to their education and career goals. 2. Scale and sustain meaningful work-based learning experiences for students to ensure that learning occurs both in the classroom and in the workplace. Through this work, we will establish a workforce intermediary to connect employers and schools, place students into related work experiences, and support employers to recruit and on-board student talent. 3. Integrate our education and workforce development efforts to establish a direct link between our public education system, post-secondary education providers, and changes in state and regional employment demand and supply. Through this work, we will establish a workforce data quality campaign and performance measures that help Delaware students to compete in a global economy. 4. Coordinate financial support across various sectors to

create a braided funding model that includes public, private, and philanthropic support. Through this work, we will advance employer hiring strategies and provide students with the foundational knowledge and work experience needed to move directly into continuing education and employment. 5. Communicate and engage employers, educators, and service providers to ensure that every student is career and college ready prior to entering the Delaware labor market. Through this work, we will ensure that the path to middle- and high-skill employment is accessible for every student. Introduction Need for Delaware Pathways The idea of connecting educators and employers is not new. Yet states and local education agencies continue to struggle with the design of an educational system that successfully places students in continuing education and facilitates entrance or advancement in a career. The result is an alarmingly high rate of unemployment for young adults (age 20-24) when compared to all other age demographics. This is especially true for young men and young adults of color.

Focus on Demand-Driven Occupations Even though the Great Recession ended in 2009, employers struggle to find talent, particularly in occupations that require complex technical knowledge and communication skills. In most instances these jobs are classified as middle-skill jobs which require education beyond a high school diploma, but not necessarily a Bachelor's Degree. For example, careers in Health Sciences and Information Technology have very specific skills shortages in Delaware. These careers provide an above average wage and offer opportunities for entrance and advancement for individuals at various education levels and with different work experiences. Further, these careers offer a defined career ladder to which there are specific entry points and the opportunity to acquire additional education and work experience for career advancement and financial gain. For a student, having the right skills matters. For an employer, having a talented workforce matters. By connecting secondary and post-secondary education and ensuring that educational services continue throughout a career, we can help students enter and progress through various levels of education. By connecting students and employers and focusing our investment on middle-skill jobs with a clear entry-point and progression of skills, we are able to help students enter and advance in a career. A Pipeline for Success While Delaware's struggles are reflected across the United States, some countries have defined a method to reduce youth unemployment by connecting school and work. For example, countries like Switzerland and Germany, which in 2014 had a youth unemployment rate of 7.7% and 7.6% respectively, have created a systemic approach that ensures educators and employers have a mutual interest in the educational achievement and career advancement of youth. These systems remove the perception that school is the central place for learning by placing students in a position of ownership. Students are responsible for working across the education and employer communities to develop skills and ensure those skills have value in the marketplace. This includes students participating in academic and technical instruction, career counseling, and paid work experiences that have been developed cooperatively by educators and employers. To ensure educator and employer success and the ability to scale, support is provided by a workforce intermediary to help place students into related work experiences. Additionally, financial support and a favorable policy environment are provided by state and local government. As a result, educators and employers are mutually responsible for student achievement, there is a defined system of support, and students are able to continue their education and pursue a meaningful career. Career Pathways The greatest obstacle impacting workforce development is ensuring coordination across stakeholder groups. To address this gap, many states are engaged in building Career Pathways that connect high-quality education, training, and support services for students and adults. In this effort, labor market information and sector partnerships are used to provide education and workforce development opportunities in high-demand career fields. Further, these activities require both educators and employers to provide career counseling and work-based learning experiences that help students and adults enter and advance in a career. In Delaware, Career Pathways begin in the public education system through the development and implementation of Career & Technical Education (CTE) programs of study and continue through adult education and

occupational training programs which are administered by partnering state agencies, institutions of higher education, and other service providers. CTE programs of study align secondary and post-secondary education and concurrently pair rigorous academics and workforce education within the context of a specific occupation or occupational cluster. By supporting students in grades 7-14+ we are modeling a comprehensive workforce development system that provides students with multiple entry and exit points to successfully pursue a career and continue their education. Students who complete a CTE program of study will attain a secondary school diploma or its equivalent and an industry recognized credential, certificate, or license which holds value at the professional level, post-secondary level, or in an associate or baccalaureate degree program

Creating Options for Every Student The path to continuing education and a career is not the same for every child. Students have different needs, different career aspirations, and will ultimately make different decisions. A good education provides students with options and it allows for student choice. A good educational system serves the needs of every student by creating a more fluid relationship between our public education system, institutions of higher education, and our employer community. A Pipeline for Success While Delaware's struggles are reflected across the United States, some countries have defined a method to reduce youth unemployment by connecting school and work. For example, countries like Switzerland and Germany, which in 2014 had a youth unemployment rate of 7.7% and 7.6% respectively, have created a systemic approach that ensures educators and employers have a mutual interest in the educational achievement and career advancement of youth. These systems remove the perception that school is the central place for learning by placing students in a position of ownership. Students are responsible for working across the education and employer communities to develop skills and ensure those skills have value in the marketplace. This includes students participating in academic and technical instruction, career counseling, and paid work experiences that have been developed cooperatively by educators and employers. To ensure educator and employer success and the ability to scale, support is provided by a workforce intermediary to help place students into related work experiences. Additionally, financial support and a favorable policy environment are provided by state and local government. As a result, educators and employers are mutually responsible for student achievement, there is a defined system of support, and students are able to continue their education and pursue a meaningful career. Career Pathways The greatest obstacle impacting workforce development is ensuring coordination across stakeholder groups. To address this gap, many states are engaged in building Career Pathways that connect high-quality education, training, and support services for students and adults. In this effort, labor market information and sector partnerships are used to provide education and workforce development opportunities in high-demand career fields. Further, these activities require both educators and employers to provide career counseling and work-based learning experiences that help students and adults enter and advance in a career. In Delaware, Career Pathways begin in the public education system through the development and implementation of Career & Technical Education (CTE) programs of study and continue through adult education and occupational training programs which are administered by partnering state agencies, institutions of higher education, and other service providers. CTE programs of study align secondary and post-secondary education and concurrently pair rigorous academics and workforce education within the context of a specific occupation or occupational cluster. By supporting students in grades 7-14+ we are modeling a comprehensive workforce development system that provides students with multiple entry and exit points to successfully pursue a career and continue their education. Students who complete a CTE program of study will attain a secondary school diploma or its equivalent and an industry recognized credential, certificate, or license which holds value at the professional level, post-secondary level, or in an associate or baccalaureate degree program. • As these goals are two-year goals and are currently in their action planning phase, a detailed overview of each is currently a work in progress.

3. PERFORMANCE GOALS

Using the table provided in Appendix 1, include the State's expected levels of performance relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of WIOA. (This Strategic Planning element only applies to core programs.)

See Appendix 1

4. ASSESSMENT

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

II (b) (4) Assessment. Delaware will assess its workforce system using a complementary set of quantitative and qualitative tools. The State performance accountability system will focus on the six required WIOA common measures as applicable to each core program. Additional goals beyond the six are not planned at this time. As Delaware consists of a single statewide workforce investment area, State performance levels are established to promote accountability while supporting the Governor's desire to assure that Delaware's employment and training system is open to the hardest to serve adults and youth with special needs and barriers to employment. In setting Delaware's performance levels, the DWDB will consider the U.S. DOL Statistical Model, labor market conditions, past state performance trends, past national average performance tends, U.S. DOL Government Performance and Results Act (GPRA) goals, continuous improvement expectations, and the U.S. DOL Youth Vision. In setting performance levels The State's goals reflect an expectation of improved performance and an effort to support the U.S. DOL in achieving the GPRA goals, however, due to mass layoffs that continue to occur, coupled with the Governor's commitment to continue to target the hardest to serve, some goals may be lower than the GPRA levels. The state will assess the actual need for adult education services adult education system via an analysis of unemployment rates for:

• Part time vs. full time jobs;

• Family sustaining wages; • Job placements in areas of provided training; • Long term job areas; • Increasing education attainment level of adult workers; • Use of career lattices by lower skilled workers; • Provider performance target attainment; and • Client satisfaction surveys In addition the state will delve deeper into its data to determine the characteristics of those workers unable to access employment while receiving unemployment insurance and become part of the "out of the labor market" cohort.

The state will also assess its publicly funded system looking at the two key stakeholders; Businesses and Job Seekers. The effectiveness of Businesses Customer Services will be evaluated as follows:

• Customer Service Surveys

• Increase of the number of employers utilizing Delaware JobLink (Saturation)

• Focus group feedback

The effectiveness of services to job seekers is the evaluation of the One–Stop system. This is the delivery system for all customers, but in particular the job seeker: We will evaluate success serving the job seeker by:

• Customer Service Surveys

• Success in Seamless Referrals – This refers to the number of individuals that are referred to partner services who actually receive services. This refers primarily to referrals linking affiliated sites or partner programs with the One–Stop. It is thought that outside the “one stops”, in affiliated sites and partner programs little success in referral has been occurring.

• Implementation Surveys – This refers to the evaluation of operational changes. Among these will be the referral system and the seamless enrollment of core partner customers in Delaware Job Link. Added by a continuous feedback loop during implementation, a final assessment survey will be completed

• Core Partners meeting federal performance measures – Federal Reports

• Other Evaluations as necessary

DOL–DET Contract Management and Monitoring unit will be lead in compiling program performance data for interim reporting purposes. This unit will report directly to the Delaware Workforce Development Board (DWDB) on contracts managed by DOL–DET and other programs housed in DOL–DET. In the case of core partners, this unit will be responsible to collecting from the partner’s information to be reported to the DWDB. The Core Partners not housed in DOL–DET will report directly to the Board. The DWDB will schedule these presentations as part of its quarterly meetings schedule.

Delaware’s workforce system will use the information gathered through the above mentioned methodologies to reinforce successful activities and adjust less successful one via our robust information sharing practices. Partners develop midcourse corrections and report results at DWDB quarterly board and committee meetings, quarterly goal champion meetings, and monthly partner meetings.

Assessment will also be facilitated by the use of a "dashboard graphic" system, which highlights trends, funds expenditures, and select data points such as interagency referrals and customer surveys.

C. STATE STRATEGY

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

1. DESCRIBE THE STRATEGIES THE STATE WILL IMPLEMENT, INCLUDING INDUSTRY OR SECTOR PARTNERSHIPS RELATED TO IN-DEMAND INDUSTRY SECTORS AND OCCUPATIONS AND CAREER PATHWAYS, AS REQUIRED BY WIOA SECTION 101(D)(3)(B), (D). "CAREER PATHWAY" IS DEFINED AT WIOA SECTION 3(7). "IN-DEMAND INDUSTRY SECTOR OR OCCUPATION" IS DEFINED AT WIOA SECTION 3(23).

II (C) State Strategy. The Delaware Workforce Development Board chooses a several–fold approach to execute its strategies for the publicly funded workforce system. The Board will continue meeting with outside agencies and develop as needed ad hoc workgroups to address acute opportunities. The Board will continue its practice of biennial strategic planning to ensure alignment with state needs ranging from youth services, to adult and dislocated workers programs, to the integration of diverse resources. The DWDB will assign goal champions from the Core Partners and other community resources. The Board chooses to establish command and control through its quarterly board meetings and monthly goal champion meetings where responsible parties review accomplishments and make mid–course corrections. The board intends to execute its vison through a dynamic and integrated one stop system exploiting opportunities through a robust multi–partner referral system, which serves multiple populations (e.g. including those requiring vocational rehabilitative services, veterans, and ex–offenders. The Board will ensure the business outreach piece of its vision is executed by partners and through the reinvigoration of its Public Relations and Marketing committee.

The strategy begins with every customer of any One–Stop partner being registered in Delaware JobLink when they are determined work ready.

Delaware has taken the lead, since 2011, in partnership with America's Job Link Alliance (AJLA), in the development and implementation of several products that will greatly assist in implementing sector strategies and particularly career pathways. Three of these products are:

• Resume Builder – This product builds a resume for the job seeker by enabling them to identify their Talents, Tools and work activities (TT&WA) based on the information located in O'Net. This product begins with the customer entering a "lay title" for the job they want and enables them to code their work experiences and education with the appropriate TT&WA

• Intelligent Job Order – This product builds a business's job order for an employment opening identifying the desired TT&WA based on the information located in O'Net. This product enables businesses to build job orders using the same wording as customer resumes.

• Career Lattice –Lattices are often referred to as "ladders". The term "lattice" is used here because the model looks at career opportunities more broadly than simply vertically. Currently six lattices are operational at Delaware JobLink (Information Technology, Finance, Manufacturing, Restaurant/Hospitality, Gateway, and Wholesale/Retail). These lattices allow customers to look at

career growth opportunities as a map. The customer can then, by clicking a link get an extensive array of information about that position. Future Career Lattices will enable the customer to choose an occupation that their TT&WA match. They can then obtain a gap analysis identifying the skills they lack for that or other jobs on the lattice; immediate job openings and training requirements will also be available.

II (c) (1) Describe the strategies the State will implement, including sector strategies and career pathways, as required by WIOA section 101(d)(3)(B), (D). Delaware embraces sector strategies in two modalities. First, the Board and the DOL–DET have been working on career lattices to provide clear training information to job seekers. The sectors/lattices Delaware has (or is in the middle of) created are:

• Health Care,

• Human Resources, • Manufacturing, • Finance, • Information Technology, • Gateway Industries, • Wholesale/Retail, and • Hospitality. These lattices/sectors were identified by garnering actionable intelligence from private businesses, Delaware's OOLMI, and the Delaware Economic Development Office (DEDO),and DOL–DET's business services reps. Delaware will continue using its Demand Occupation List to target occupations that are projected to need workers by aligning Standard Occupational Classification (SOC) Codes with North American Industry Classification System (NAICS) Codes. In the near term The DWIB and DOL–DET's strategic planning retreat set for October 27, 2012, addressed the issues of career ladders to support employer needs and the development of a real time business and intelligence gathering approach which will help the state better target immediate employer needs. Although the DWDB develops the demand occupation list, it is anticipated that each business services rep at the local One Stop Service Center conducts prospecting activities using the list as a first step in segmenting its market and ultimately targeting growth industries. Even so, we will continue to refine sector strategies through our partnership with the DEDO. When opportunities are identified, solving business needs will be pursued as evidenced by two recent successful examples — our work with the Delaware Manufacturers Association, which resulted in advanced manufacturing training and our work with Banking regarding the training of computer programmers resulting a coding boot camp. In sector strategy development, the DWDB is just one partner along with many others. In addition, using State funding, DOL–DET is managing a program called Today's Reinvestment Around Industry Needs (TRAIN) to develop customized business training. This program provides planning grants to business groups to develop training specifically gear to their needs.

Adult Education instruction will be geared towards the development of career goals over the short and long term. Each learner will develop his/her own learning plan based on individualized career goals. Instruction will be to address demand occupations identified as most in need of workers currently. Instruction will focus on increasing skills – academic, job readiness and workplace – essential to access and advancement within the Delaware job market. However, learning will also be personalized with the creation of a unique career plan leading to employment with family sustaining wages. The career plan will include a skills profile, career inventory, and investigation of Delaware specific career lattices and O–Net Online career ladders.

DVR has crafted an MOU with the Division of Employment and Training around shared responsibilities. Career Pathways assessment and career counseling is DVR's best practice standard and will be implemented across office locations following counselor and staff training in FY16.

2. DESCRIBE THE STRATEGIES THE STATE WILL USE TO ALIGN THE CORE PROGRAMS, ANY COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE TO THE STATE TO ACHIEVE FULLY INTEGRATED CUSTOMER SERVICES CONSISTENT WITH THE STRATEGIC VISION AND GOALS DESCRIBED ABOVE. ALSO DESCRIBE STRATEGIES TO STRENGTHEN WORKFORCE DEVELOPMENT ACTIVITIES IN REGARD TO WEAKNESSES IDENTIFIED IN SECTION II(A)(2).

II(c) (2) Describe the strategies the State will use to align the core programs, any Combined State Plan. This question was answered in II (c) above and will be fleshed out in the One Stop referral system for capacity building details.

The Publicly funded workforce systems will align through the one–stop service delivery system. The alignment of service delivery, focusing on the One–Stop delivery system, began with a meeting held in January of 2015 which included all core partners, other required and additional partners. A second meeting was held in May.

Between January and May individual meetings were held with all required and addition partners. The outcome of the individual meetings was a rough draft of each partner's potential contribution to the system and their needs.

Currently draft agreements have been distributed and final negotiations are in the process. At the initial meeting in January, the option of participating in the plan was discussed with the optional plan partners. At this time, most have decided not to participate.

All core programs, with the exception of Adult Education are already fully aligned in the One–Stop delivery system and housed in the One–Stops. Adult Education is nearly fully aligned. It currently is in three of four comprehensive One–Stops and will be in the fourth when space permits (January 2016). There currently are, in addition to Adult Education, eleven programs housed in the comprehensive one–stop (WIOA Adult, WIOA Dislocated Worker, Job Corp, Wagner Peyser, Vocational Rehabilitation, Trade Act, Unemployment Insurance, Veterans Services, Job Corp, National Dislocated Worker Grants). The TANF Employment and Training Program and WIOA Youth program are linked electronically. The Division of the Visually Impaired (DVI), Carl Perkins postsecondary education, Older Americans Act, Community Services Block Grant (CSBG) and HUD Employment & Training programs have weak connections. The one remaining program, the Second Chance Act, is not connected.

Alignment will be accomplished through the following:

• Memorandum of Understand (MOU) – this individually negotiated and executed agreement will outline the responsibilities and opportunities for each partner. In addition, it established and documented the One–Stop system goals.

• Monthly Statewide Governance Meetings – These meetings will provide a forum to identify issues and opportunities to evolve and expand the delivery system. It will also provide an oversight group for small project groups such as the alignment of the various partner's Business Service groups.

• Create a link in DJL to all programs and we will include a 90 day schedule of services – All partners will provide a brief description of their program (200 words or less), a more detailed description of their program/services and a schedule of the services available to their customers for the next 90 days. This program information will be available in Delaware JobLink for all customers and staff to access.

• Centralized Referral Mechanism – The final referral mechanism is expected to be electronic. The function will be to enable partners to schedule customers for services found on the 90 day schedule of services and get feedback on whether they accessed the services. This referral system will be manual for the first two years and automated thereafter.

• Local meetings – These meetings will be convened quarterly locally to identify issue and opportunities. The purpose will be very similar to the statewide meeting but they will focus more on operational issues.

• All customers will be enrolled in Delaware JobLink (DJL) when they are determined work ready. This will ensure all partners and their customers; have access to the job matching capabilities of the system. This will be accomplished in two different ways, client registration at the partner site or by the interface/upload of key data elements into DJL from partner systems.

All partners will:

• Share data across all components to determine performance progress of individual partners and of the system through the combined effort of all partners

• Engage in a regular and consistent communications process with all partners to monitor and recommend workforce development system revisions as needed while also identifying and replicating best practices for dissemination.

• Meet regularly with the Delaware Economic Development Office to discuss opportunities and challenges to attainment of the state plan

• Further develop career pathways process to include supports required for adult learners to complete required courses

• Surveying businesses and job seekers regularly to determine where the workforce development system is working well and where improvement needs to take place

III. OPERATIONAL PLANNING ELEMENTS

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

A. STATE STRATEGY IMPLEMENTATION

The Unified or Combined State Plan must include—

1. STATE BOARD FUNCTIONS

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

III. OPERATIONAL PLANNING ELEMENTS State Strategy Implementation.

III (a) (1) State Board Functions. The Delaware Workforce Development Board is a six committee body, which meets quarterly to review core partner performance; approve training programs; develop, review and administer budgets; review workforce system performance; provide guidance; and initiate mid–course corrections as needed.

The Board is governed by an Executive Committee composed of Board members who are officers of the Board, the chairpersons of all standing committees, the Director of the Delaware Economic Development Office, the Delaware Secretaries of Labor, Education, and Health and Social Services. The majority of the members shall be from the private sector. The Chair shall appoint the undesignated members. Membership shall not exceed 15. The Board Chair will serve as Chair of the Executive Committee. See the Executive Order 51 and MOU between the DWDB and DOL–DET at Appendices B http://wib.delawareworks.com/documents/wioa/Appendix%20B%20E051.pdfand C respectively http://wib.delawareworks.com/documents/wioa/Appendix%20C%20WDB%20Signed%20MOU.pdf. Describe how the State board will implement its functions under section 101(d) of WIOA (i.e.. provide a description of Board operational structures and decision making processes to ensure such functions are carried out).

2. IMPLEMENTATION OF STATE STRATEGY

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

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

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

III (a) (2) (A) Core Program Activities to Implement the State's Strategy. Implementation will be accomplished through the one–stop service delivery system.

The Publicly funded workforce systems will align through the one–stop service delivery system.

The alignment of service delivery, focusing on the One–Stop delivery system, began with a meeting held in January of 2015 which included all core partners, other required and additional partners. A second meeting was held in May.

Between January and May an individual meeting was held with all required and addition partners.

The outcome of the individual meetings was a rough draft of each partner's potential contribution to the system and their needs.

Currently draft agreements have been distributed and final negotiations are in the process. At the initial meeting in January, the option of participating in the plan was discussed with the optional plan partners. At this time, most have decided not to participate.

All core programs, with the exception of Adult Education are already fully aligned in the One–Stop delivery system and housed in the One–Stops. Adult Education is nearly fully aligned. It currently is in three of four comprehensive One–Stops and will be in the fourth when space permits (January 2016). There currently are, in addition to Adult Education, eleven programs housed in the comprehensive one–stop (WIOA Adult, WIOA Dislocated Worker, Job Corp, Wagner Peyser, Vocational Rehabilitation, Trade Act, Unemployment Insurance, Veterans Services, Job Corp, National Dislocated Worker Grants). The TANF Employment and Training Program and WIOA Youth program are linked electronically. The Division of the Visually Impaired (DVI), Carl Perkins postsecondary education, Older Americans Act, Community Services Block Grant (CSBG) and HUD Employment & Training programs have weak connections. The one remaining program, the Second Chance Act, is not connected.

Implementation will be accomplished through the following:

• Memorandum of Understand (MOU) – this individually negotiated and executed agreement will outline the responsibilities and opportunities for each partner. In addition, it established and documents the One–Stop system goals.

• Monthly Statewide Governance Meetings – These meetings will provide a forum to identify issues and opportunities to evolve and expand the delivery system. It will also provide an oversight group for small project groups such as the alignment of the various partner's Business Service groups.

• Create a link in DJL to all programs and we will include a 90 day schedule of services – All partners will provide a brief description of their program (200 words or less), a more detailed description of their program/services and a schedule of the services available to their customers for the next 90 days. This program information will be available in Delaware JobLink for all customers and staff to access.

• Centralized Referral Mechanism – The final referral mechanism is expected to be electronic. The function will be to enable partners to schedule customers for services found on the 90 day schedule of services and get feedback on whether they accessed the services. This referral system will be manual for the first two years and automated thereafter.

• Local meetings – These meetings will be convened quarterly locally to identify issue and opportunities. The purpose will be very similar to the statewide meeting but they will focus more on operational issues.

• All customers will be enrolled in Delaware JobLink (DJL) when they are determined work ready. This will ensure all partners and their customers; have access to the job matching capabilities of the system. This will be accomplished in two different ways, client registration at the partner site or by the interface/upload of key data elements into DJL from partner systems.

All partners will:

• Share data across all components to determine performance progress of individual partners and of the system through the combined effort of all partners

• Engage in a regular and consistent communications process with all partners to monitor and recommend workforce development system revisions as needed while also identifying and replicating best practices for dissemination.

• Meet regularly with the Delaware Economic Development Office to discuss opportunities and challenges to attainment of the state plan

• Further develop career pathways process to include supports required for adult learners to complete required courses

• Surveying businesses and job seekers regularly to determine where the workforce development system is working well and where improvement needs to take place

Delaware will implement its core programs via this plan, quarterly board meetings, and detailed Memoranda of Understanding (MOU) between One Stop and Core Partners. The MOU's will clearly define coordination, client handoff points between partners, and definitions of success. Moreover, the first 18 months of the plan will see the construction of a people–managed referral system, eventually migrating to an automated system. It is important to note that US DOL's lack of planning guidance makes this question a bit difficult to answer.

Adult Education providers will contextualize academic instruction to increase relevance of instruction and provide the worker with content for developing a career plan. All learners will develop career plans as part of their instructional plans. These plans will include researching job market information and developing timelines for attaining further training as needed.

A process for coordinating the provision of academic skills and enrollment in training programs will be developed.

• A process for administering and analyzing common assessments across the system for all core providers will be developed to reduce the time spent in assessment and target academic skills needed for further training or job attainment.

• Job seekers who have not attained a secondary credential or high school diploma will be provided with information on community adult education programs. If they are unable to attainment employment after six months due to academic deficits, the adult will be referred to a Title II funded adult education providers.

• The educational attainment of reentering offenders will be shared with DOL case managers upon consent of the learner.

• A process for the provision of education services by Title II adult education providers will be developed to reduce duplication of services and increase funding for specific skills training programs.

Core programming for DVR consumers centers around individualized plans for employment for each consumer that use Career Pathways counseling and assessments and OOLMI data and business/educational partnerships that allow for and support the employment of all eligible DVR consumers towards meaningful integrated employment. DVR is working with core partners to develop a single referral process so clients can access multiple support services simultaneously to assist in completing training and employment goals.

B. ALIGNMENT WITH ACTIVITIES OUTSIDE THE PLAN

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

• III (2) (B) Alignment with Activities outside the Plan. Alignment with programs and activities provided by mandatory on–stop partners and other one–stop partners will be accomplished through the one stop agreements governing the one–stop delivery system. A key function relating to that will be the monthly partner meetings which will focus on the full implementation of the one–stop delivery system principles and the continuous improvement of the coordination. A key initial step in this process will be the one–stop referral unit which is funded solely by the Division of Employment for its first year. • The Delaware Economic Development office (DEDO), a One–Stop partner, is a key “other” partner in our focus on the business customer. DEDO and DOL–DET Business Service staff utilize a common script when dealing with business customers. DEDO will take the lead in business development. DOL–DET will take the lead in staffing services. Together, a comprehensive service to business customers will be generated. The linkage with Apprenticeship and training will be their inclusion in the one–stop business service work group. • • Educational activities will be provided by Title II adult education providers collocated in the One Stop Centers. Where One Stop Capacity is surpassed, job seekers will be referred to either the Title II distance learning adult education provider or to local Title II adult education providers. Supports needed for attendance will be provided as allowed by each core partner’s enabling legislation. • • Reentering offenders involved in the Individual Assessment, Discharge And Planning Team (IADAPT) Project will be monitored for participation in One Stop Center activities and receive supports as allowed through Second Chance Grant funding. Monitoring for this program and/or population occurs in close coordination with the Delaware Department of Correction. Attendance, career planning, and the results of services are examples of the monitoring progress. Educational information gathered through the Prison Education Program is shared to expedite job attainment and possible job training as permissible by Professional Licensing Board regulations. • •Wonder SNAP recipients will be monitored for participation in One Stop Center activities and receive supports as allowed through the Delaware Wonder Pilot. Education information gathered from Title II Adult Education Programs will be shared to increase job attachment and/or training entry. As alluded to earlier and discussed in greater detail in subsequent paragraphs, the SNAP participants are monitored as part of the State’s robust referral process. Similar to the I-ADAPT participants. A closed-loop system id monitors the participant through the one or several referrals needed to provide services. • Because Delaware’s Registered Apprenticeship programs are state funded (as opposed to federally funded) the relationship between it and Delaware’s publicly funded workforce system is in it is infancy. The inclusion of Registered

Apprenticeship in the stable of One Stop Partners is – by itself – a feat. Regardless, the DWDB and the rest of the One Stop partners are committed to making the relationship vibrant, meaningful, and worthwhile. Close coordination with RA has already begun, as the One Stop agreements attest. Even so, initiatives such as coding boot camps, which are beginning their RA journey, are encouraging signs. The DWDB and DOL-DET has already begun this partnership as evidence by an application for the Apprenticeship USA accelerator grant. Moreover the close association working with the state apprenticeship office to add RA to the ETPL is another tangential point to reinforce the relationship.

C. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO INDIVIDUALS

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

III (2) (C) Coordination, Alignment and Provision of Services to Individuals. Describe how the entities carrying out the respective core programs, Combined State Plan partner programs included in this plan, and mandatory and optional one–stop partner programs will coordinate activities and resources to provide comprehensive, high–quality, customer–centered services, including supportive services to individuals including those populations identified in section II(a)(1)(B). The activities described shall conform to the statutory requirements of each program

The board intends to coordinate/align individual services through a dynamic and integrated one stop system exploiting opportunities for success through a robust multi–partner referral system serving multiple populations (e.g. including those requiring vocational rehabilitative services, veterans, and ex–offenders. Each One stop partner (mandatory and extended) has signed an MOU outlining the rules governing the handoff of clients between partners. (See one stop MOU section at Appendix D) Because of the variety of partners represented in the attached MOUs, it is too cumbersome – at this point – to sketch out when a handoff would occur. Suffice it to say that clients from al partners will be referred to for career or training services when they are job, or training ready. The one–stop agreements stipulate that each partner will carry out their respective core programs, making them available to customers through the one–stop delivery system. Each partner will cover the cost of their program and be responsible for maintaining compliance with their statutory requirements. Services will be made available through the comprehensive centers as well as affiliated sites. The link will be the electronic system (Delaware JobLink), which will make information on programs available to customers and partner staff. In addition, partners will register all job ready customers in Delaware JobLink which is the system's official matching tool for the one–stop system. At the point of registration customers are made aware of all one–stop services all program services will be made available to customers through Delaware JobLink and coordinated by the Job referral unit. Each partner will provide the supportive services related to their core services. All core partners will regularly and consistently meet, either in person or electronically, to share data, monitor job seekers progress towards state goals, and analyze client outcomes to determine if resources are being coordinated and providing maximum benefit to job seekers and employers. Accelerated placement, elimination of duplicative services, provision of support services will be monitored to ensure that high quality, customer centered services are being provided. An Example of a partner MOU Follows: MEMORANDUM OF UNDERSTANDING BETWEEN STATE OF DELAWARE WORKFORCE DEVELOPMENT BOARD AND DEPARTMENT OF LABOR, DIVISION OF EMPLOYMENT AND

TRAINING AND DEPARTMENT OF HEALTH AND SOCIAL SERVICES, DIVISION FOR THE VISUALLY IMPAIRED

July 1, 2015 to June 30, 2017

I. Introduction

The purpose of this Memorandum of Understanding (MOU) is to establish the design framework and partnerships of the State of Delaware's One Stop Delivery System, hereafter referred to as the System. While this is a requirement of the Workforce Innovation and Opportunity Act (WIOA), the intent is to create an atmosphere of cooperation and collaboration among Partners. By working together, Partners can identify current and future workforce skills, promote post–secondary education, develop lifelong learning strategies, and foster the entrepreneurship spirit for Delaware citizens. A highly educated, skilled, and talented population will enable Delaware to compete in the global economy. This MOU is between the Delaware Workforce Development Board (DWDB), hereafter referred to as the "Board", the Delaware Department of Labor, Division of Employment and Training, hereafter referred to as "DOL/DET", and Department of Health and Social Services, Division for the Visually Impaired, hereafter referred to as the Partner. This MOU establishes roles and responsibilities for the Partners. A list of Partners and the applicable programs is found in section IV of this MOU.

This MOU establishes guidelines for the Partners designed to support the development and maintenance of cooperative working relationships. It describes how the various funding streams and resources will be utilized to better serve mutual customers, both job seekers and employers through the System operated at four (4) comprehensive Delaware JobLink Centers (Centers), Affiliated Sites and One Stop Partners operating under the common identifier of "American Job Center". This System will be interactively linked through the Delaware JobLink electronic System (DJL) at https://joblink.delaware.gov.

II. Strategic Vision and Goals

The goal of the System is to bring together workforce development, educational, and other human resource services in a seamless customer focused service delivery network that enhances access to the programs' services to assist individuals in obtaining suitable employment, enable employers to obtain qualified employees, and overall improve long term employment outcomes for Delawareans. In meeting this goal, the Partners will work to identify barriers, eliminate duplication of services, reduce administrative costs, align technology and data systems, enhance participation and performance of customers served through the System and improve customer satisfaction. Achievement of this goal will allow Delaware to continue building a workforce development system that prepares individuals for high demand, high growth employment in industry sectors that are vital for continued economic growth and that are essential for Delaware and the nation to compete in the global market.

This initial MOU under WIOA establishes initial service interfaces for the System. All parties identified in this MOU as well as any other MOU that establishes a System partnership will work together, meeting on a regular basis, to continue to develop and improve a seamless service delivery system of employment and training services for Delaware's job seekers and employers. The focus will be on continuous improvement. The System will consist of Partners administering separately funded programs as a set of integrated streamlined services to customers (employers and job seekers)

III. Other Characteristics of the One Stop Delivery System 1. It will focus equally on both customers, job seekers and employers. 2. Partners will use the established common identifier established in WIOA. 3. Partners will make their programs and services available through the one stop delivery System. 4. Partners will use a portion of the funds made available to them to work collaboratively with the Board to establish and maintain the System including the One stop infrastructure (reasonable cost allocation based on the proportion of relative benefit). 5. Partner services will be available electronically to the extent possible in addition to their availability at comprehensive, affiliated and network sites. 6. Partners will utilize a centralized referral system to provide customers access to the programs or activities of the System. 7. Partners will operate their programs as part of the System, consistent with the terms of their MOU. 8. Partners will participate in the development of strategies to support the use of career lattices/pathways for the purpose of providing individuals, including low skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities), with workforce investment activities, education, and supportive services to enter or retain employment. 9. Partners will participate in the development of strategies for technological improvements to facilitate access to, and improve the quality of, services and activities provided through the one–stop delivery system. 10. Partners will participate in the development and review of statewide policies affecting the coordinated provision of services through the State's one–stop delivery system. 11. Partners will provide the Board updates to programs, performance, or other notable items upon request for the purpose of enabling the Board to coordinate services, align policy, or obtain a best practice for the betterment of the system. IV. Delaware's JobLink Partner Programs and Activities

1. The Delaware Department of Labor, Division of Employment and Training • Workforce Innovation and Opportunity Act Statewide Activities • Workforce Innovation and Opportunity Act Youth • Workforce Innovation and Opportunity Act Adults & Dislocated Workers • Workforce Innovation and Opportunity Act Wagner–Peyser Act • Trade Act • Workforce Innovation and Opportunity Act National Dislocated Worker Grant • Local Veterans Employment Representative • Disabled Veterans Outreach Program • Ticket to Work Program administered by the Social Security Administration established under sec. 1148 of Socials Security Act (42 U.S.C 1320b–19) 2. Delaware Department of Labor, Division of Vocational Rehabilitation • Title I of the Vocational Rehabilitation Act • The Client Assistance Program (CAP) authorized under sec. 112 of the Rehabilitation Act of 1973 (29 U.S.C 732)

3. Delaware Department of Health and Social Services, Division for the Visually Impaired • Title I of the Vocational Rehabilitation Act • The Client Assistance Program (CAP) authorized under sec. 112 of the Rehabilitation Act of 1973 (29 U.S.C 732)

4. Delaware Department of Education • Adult Education and Literacy Activities authorized under Title II • Post Secondary Vocational Education Activities Authorized under the Carl D. Perkins Vocational and Applied Technology Act (20 USC 3201)

5. Delaware Department of Labor, Division of Unemployment Insurance • Programs Authorized under State Unemployment Compensation Laws (In accordance With Federal Law)

6. Delaware Department of Health and Social Services, Division of Social Services • Temporary Assistance for Needy Families (TANF) authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq) • Supplemental Nutrition Assistance Program (SNAP) employment and training programs, authorized under secs. 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C 732)

7. Delaware Department of Health and Social Services, Division of State Service Centers • Employment and Training Activities Carried out under the Community Services Block Grant (42 USC 9901)

8. Delaware Department of Health and Social Services, Division of Aging Adults with Physical Disabilities • Senior Community Service Employment Activities Authorized under title V of the Older Americans Act of 1965 (42 USC 3056)

9. The Delaware State Housing Authority • Employment and Training Activities carried out by the Department of Housing and Urban Development

10. Wilmington Job Corps Center • Job Corps (Title I Subtitle C WIOA)

11. Criminal Justice Council • Programs authorized under sec. 212 of the Second Chance Act of 2007 (42 U.S.C 17532)

12. Delaware Department of Health and Social Services, Office of Financial Empowerment • $tand by Me

13. Delaware Department of State, Division of Libraries • Local Library Systems

14. Delaware Economic Development Office

V. Memorandum of Understanding Provisions

The Delaware Department of Labor, Division of Employment and Training, has been designated to be the Delaware JobLink Operator (Operator). In that role, DOL/DET is responsible for coordinating the service delivery of all Partners within the System and convening the Partners to ensure continuous communication and improvement of service delivery.

DOL/DET is also a primary provider of services in the comprehensive Centers, operating most Title I (Youth, Adult and Dislocated Worker and some National) and Title III (Wagner Peyser) programs. Currently, there are four comprehensive Centers strategically located throughout the State. Each county has at least one comprehensive Center where customers can access the applicable career and training services provided by the Partners. Partner services will be provided directly through a network of comprehensive, affiliate and Partner sites. In addition to the comprehensive, affiliated and Partner sites, job seekers and employers can access services electronically at any time at https://joblink.delaware.gov (DJL). At a minimum, the electronic site (DJL) will provide information about and a schedule of available career services of the one–stop partners.

The Operator manages the DJL internet system. In addition to being the electronic comprehensive Center where clients access career services, it will be used to track career and training services provided to customers, gather common performance measure data and link employers and job seekers. At a minimum, all Partners will utilize the registration and job matching function of JobLink for work ready customers unless otherwise specifically stated in this MOU. A customer is determined job ready by the partner based on the goals of the partner program. DOL/DET will provide access to information and training on the appropriate DJL functions. All Partner staff, supervisors, and administrators will adhere to all Federal, and State confidentiality rules. Partners choosing to connect to the data system will be responsible for costs relating to purchasing and maintaining equipment

and collecting data. Any costs incurred due to Partners requesting additional development of the client tracking system, will be borne by the requesting Partner(s).

Partners will be responsible for providing the applicable career services that are authorized to be provided under each partner's program. Career services are listed in 134 (c)(2) of WIOA. It is expected that all Partner staff will be knowledgeable about all services provided in the System. Partners will be responsible for providing technical assistance and training to other Partner staff. DOL/DET will develop and provide training on the referral process related to the operation of the system.

Partners will retain the responsibility for eligibility determination for their respective services whether co–located or connected through another method. Costs for career and training services for customers who are determined to be best served by and eligible for a Partner's services or programs will be borne by the Partner that is authorized to deliver the service and for which they are funded. If eligible, customers may receive non–duplicated services from multiple Partners.

Information about Partners' programs and services will be available to customers and staff electronically on DJL (https://joblink.delaware.gov) and on the Board website (http://wib.delawareworks.com/). Every Partner will be responsible for providing up–to–date information and a schedule about their programs and services to the Operator for posting, except when the Operator and the Partner mutually agree to link to another website. The Operator will provide Workforce Information (economic, wage, unemployment and employment statistics) through the DJL website.

VI. DOL/DET Specific Responsibilities DOL/DET will:

1. Provide an accessible electronic system (DJL) that will enable employers and jobseekers to make informed employment and training choices leading to employment. DJL is the state's labor exchange system which enables customers to register for career services, create and post resumes, create and post job orders, conduct job search and candidate search, access to labor market and training information. DJL also enables job matches (automated) and job referrals (staff facilitated).

2. Provide a central electronic location for Partner program information and schedule of services, if applicable.

3. Provide a central referral mechanism between Partner programs.

4. Assist Partner Programs with reporting on all common performance measures specified in the final Delaware Combined Plan/WIOA Law, Regulations, and guidance.

5. Make available all career service products developed. This includes providing training on products to Partner programs to enable Partner program staff to deliver DOL/DET products in a consistent manner.

6. Convene one stop Partners on a regular basis for the purpose of evolving the System.

7. Provide Career and Training services described in WIOA Sec. 134 (c)(2)–(3).

8. Work collaboratively with Partner on the Work Opportunity Tax Credit (WOTC) program to ensure Partner's customers are maximizing tax credits under the WOTC program.

VII. Partner Specific Responsibilities

Division for the Visually Impaired will: 1. Provide access to its program or activities through the one stop delivery system through the agreed upon referral mechanism between all partner programs.

2. Provide information and schedule of services to DET to enable referral mechanism to refer to services and for public to learn about services.

3. Register clients in Delaware JobLink when clients are job ready.

4. Attend scheduled partner and Board meeting and activities.

5. Provide information and best practices as requested by the Board. The goal is to position the Board to make informed employment and training decisions in order to align and coordinate employment and training activities, when appropriate, for the State's workforce system.

6. Work collaboratively with the Board to establish and maintain the one stop delivery system including one stop infrastructure.

7. Provide consultation on accessibility and assistive technology.

8. Provide one on one case management and career services to those who qualify to enable success in employment.

9. Enter job openings in Delaware JobLink when unable to fill position.

10. Provide training and supportive service funds for eligible clients to supplement WIOA funds when client is in need of additional support.

11. Work jointly to provide services that mutually benefit clients.

12. Work collaboratively and provide necessary information and/or documentation to DET and customers (clients and employers) to ensure customers are maximizing tax credits under the Work Opportunity Tax Credit (WOTC) program.

VIII. MOU TERM, MODIFCATION, AND TERMINATION

The term of this MOU shall begin on 7/1/2015 and end on 6/30/2017. If it is mutually agreed upon and in writing, the end date may be extended a maximum of one year after the original end date. This MOU will remain in full force and effect unless either party desires to amend the content in writing. The MOU shall not be modified or changed without the expressed written consent of the parties. Any and all modifications must be made in writing and must be agreed to and executed by the parties before becoming effective. Either party may terminate the MOU at any time with written notice. In no instance shall any effective date of termination commence without at least ten (10) days of notice from the date of actual receipt of such notice. Such notification shall state the effective date of termination and include any final performance and/or payment invoicing.

IX. SIGNATURES

STATE OF DELAWARE WORKFORCE DEVELOPMENT BOARD

_____ Signature: _____ Witness
Name: Gwendolyn Jones Title: Director, DE Workforce Development Board

DEPARTMENT OF LABOR DIVISION OF EMPLOYMENT AND TRAINING

_____ Signature: _____ Witness
Name: Stacey Laing Title: Director, Division of Employment and Training

DEPARTMENT OF HEALTH AND SOCIAL SERVICES DIVISION FOR THE VISUALLY IMPAIRED

_____ Signature: _____ Witness
Name: Daniel Madrid Title: Director, Division for the Visually Impaired

D. COORDINATION, ALIGNMENT AND PROVISION OF SERVICES TO EMPLOYERS

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

III (2) (D) Coordination, Alignment and Provision of Services to Employers). Partners will align and coordinate services to business partners through several modalities. Services for the mandatory partners are carried out by DOL–DET's Business Services Unit in partnership with the Delaware Economic Development Office, augmented by the job placement staff of the Division of Vocational Rehabilitation, and the local Veterans Employer Representatives (LVER) also housed in DOL–DET. A Business Services workgroup is being convened consisting of the Business Service staff of the "one–stop" partners. This group will be responsible for coordinating business services and eliminating duplication. The public funded workforce system believes the following initiative will increase its attractiveness to employers:

• The newly redesigned and fielded Job Order portal in DJL provides employers with an improved tool they can use. Part of our plan includes a "full court press" of outreach, public relations, marketing, and social media marketing to raise awareness to all businesses.

• The creation of career lattices requires intensive collaboration between Delaware business and the Division of Employment and Training.

• The DWDB pathways to prosperity goal requires participation of the Delaware Business Roundtable; the United Way SPaRC goal also requires extensive;, the DWIB is also a member of the Goldey Beacom College business advisory board.

• DOL–DET business services reps, it DVOPs, Delaware Department of Labor, Division of Vocational Rehabilitation's employment services specialist, the Delaware National Guard Employer Support to the Guard and Reserve (ESGR) will all work together to sure the greatest

• Title II providers will provide instruction regarding demand occupations and career lattices areas that aligns with that DWDB's strategic plan.

• Title II providers will work with local employers to determine skills, information and attitudes needed to attain entry level jobs and progress within job fields.

It is important to note that the DWDB' S strategic goals 3 for 2015 to 2017 address this issue and additional planning is underway. See the BSR presentation for strategic planning at Appendix E.

E. PARTNER ENGAGEMENT WITH EDUCATIONAL INSTITUTIONS

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

education and training providers. The Delaware Workforce Investment Board has and will continue to convene a career lattice workgroup consisting educational agencies and colleges as well as WIOA core partners. Among these are the New Castle County Vocational School District, Department of Education, Wilmington College, Delaware State University and Delaware Technical and Community College. The purpose of the group is to discuss career lattice training, tools and innovative approaches. It provides a neutral forum to discuss challenges and opportunities.

Title II Adult Education providers are developing processes with the state's community college and adult career and technical education schools to develop on–ramps to career specific skills training and to co–enroll students where possible. Reentering offenders are being preparing for engagement with the One Stop Center through the Prison Education Program and through the IADAPT Project. Education provided within Level 5 prison is aligned with community Title II adult education requirements and consequently prepares participants for entry into the One Stop Center activities.

F. PARTNER ENGAGEMENT WITH OTHER EDUCATION AND TRAINING PROVIDERS.

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

. The Delaware Workforce Investment Board has and will continue to convene a career lattice workgroup consisting educational agencies and colleges as well as WIOA core partners. Among these are the New Castle County Vocational School District, Department of Education, Wilmington College, Delaware State University and Delaware Technical and Community College. The purpose of the group is to discuss career lattice training, tools and innovative approaches. It provides a neutral forum to discuss challenges and opportunities.

Title II Adult Education providers are developing processes with the state's community college and adult career and technical education schools to develop on–ramps to career specific skills training and to co–enroll students where possible. Reentering offenders are being preparing for engagement with the One Stop Center through the Prison Education Program and through the IADAPT Project. Education provided within Level 5 prison is aligned with community Title II adult education requirements and consequently prepares participants for entry into the One Stop Center activities.

G. LEVERAGING RESOURCES TO INCREASE EDUCATIONAL ACCESS

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

III (a) (2) (F) Leveraging Resources to Increase Educational Access. Delaware is actively addressing opportunities to partner whenever opportunities are present. Three from the past year are good examples.

• Working with the Delaware Manufacturers Association, Delaware Technical and Community College, the Governor's office, the Department of Education and DEDO. The result of this multiple partner effort is the establishment of an advanced manufacturing program that began in New Castle County and has been expanded to Sussex County. It is being made part of a career ladder program by the Department of Education in partnership with Delaware Technical and Community College. State funding made this possible

• The DWDB, working with DEDO and Energizer, facilitated the creation of a mechatronics program at Polytech High School, the Adult Division. This was made possible by accessing economic development funding and combining it with State Training funds

• Working in support of a group spearheaded by the Governor's office, a coding Boot Camp (JAVA) began operation in September of 2015. This effort largely led by J.P. Morgan Chase, Capital One and Barclays was supported by the Department of Labor/Workforce Investment Board. The majority of funding was obtained from foundations.

Delaware is also creating opportunities with its TRAIN funding. These State funds are being made available to small groups of employers to design customer driven training.

All of these opportunities are leveraging resources, increasing educational access.

• Reentry Offenders – I Adapt Services of four other agencies including: DHSS, DOC, DSHA, DOE by providing job search services to recently released from Level 5 prisons and to probationers

• DHSS SNAP "Delaware Wonder" Pilot to provide specific skills training to Delawareans who are receiving SNAP Benefits. This pilot includes state, community and business partners who are collaborating to provide training and supports to SNAP recipients for successful job entry.

• DOE Adult Education, James H. Groves Adult High School to provide adults who are completing their high school diploma requirements with referrals to DOL

• DOE Prison Education Program that provides incarcerated offenders with specific skills training in high need job areas

• DOE Perkins – to provide specific skills training in high need areas as well as burgeoning Science Technology Engineering Math STEM areas to K–12

• DOE Perkins Adult Training – to provide specific skills training to adults in high need job areas

H. IMPROVING ACCESS TO POSTSECONDARY CREDENTIALS

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

III (a) (2) (G) Improving Access to Postsecondary Credentials.

The DWIB will continue to require all providers to ensure post–secondary credentials result from all approved training. In addition, working with the business services and job placement staff of the one–stop partners, Delaware will work with employers to identify the credentials that are in demand and to target the training necessary to meet the requirements for the same. Delaware will, when opportunities present themselves, target specific career lattices as potential training areas, identifying and strategizing ways for customer to obtain key credentials.

Examples will include:

• Guaranteeing adult customers, that obtain a secondary credential or high school diploma, an ITA leading to an in demand credential

• Guaranteeing a second ITA opportunity to an individual who through an ITA obtains a post–secondary credential in a targeted career area, and who successfully completes at least 12 months of employment in the targeted area that will enable a second more advanced credential through a combination of work and training/education.

• Enable employers to create targeted credentials in high demand areas.

Adult Education Title II programs will be improving accessing in several ways:

• Upon entry into programs, each student will have an individualized learning plan which includes career goals and a career development plan. Each student will also have access to the wide array of partners via the developing On–Stop partner referral system

• Programs will provide academic instruction to increase academic skills through career lattice or demand occupation contexts reinforcing the relevance of the skills being taught;

• Some programs will collaborate with other specific skills trainers to co–enroll learners so that academic and specific skills can be taught concurrently

• Some programs will "braid" their various funding to provide academic and specific skills training at the one location through the same provider.

DVR is employing Career Pathways counseling strategies as both an assessment and planning tool for every consumer moving forward. Recognized certificates and credentials are integral parts of consumer's plans for employment. DVR is working with our training and education providers to insure that wherever possible, certificated and credentialed post–secondary education happens. Pease also refer to our state plan.

• Because Delaware's Registered Apprenticeship programs are state funded (as opposed to federally funded) the relationship between it and Delaware's publicly funded workforce system is in it is infancy. The inclusion of Registered Apprenticeship in the stable of One Stop Partners is – by itself – a feat. Regardless, the DWDB and the rest of the One Stop partners are committed to making the relationship vibrant, meaningful, and worthwhile. Close coordination with RA has already begun, as the One Stop agreements attest. Even so, initiatives such as coding boot camps, which are beginning their RA journey, are encouraging signs.

• AS a member of the Delaware One Stop Partner Family the Apprenticeship and Training programs has entered into an agreement with the DWDB. The scope of the agreement is below:

MEMORANDUM OF UNDERSTANDING

BETWEEN

STATE OF DELAWARE WORKFORCE DEVELOPMENT BOARD

AND

DEPARTMENT OF LABOR, DIVISION OF INDUSTRIAL AFFAIRS

July 1, 2015 to June 30, 2017

I. Introduction

The purpose of this Memorandum of Understanding (MOU) is to establish the design framework and partnerships of the State of Delaware's One Stop Delivery System, hereafter referred to as the System. While this is a requirement of the Workforce Innovation and Opportunity Act (WIOA), the intent is to create an atmosphere of cooperation and collaboration among Partners. By working together, Partners can identify current and future workforce skills, promote post-secondary education, develop lifelong learning strategies, and foster the entrepreneurship spirit for Delaware citizens. A highly educated, skilled, and talented population will enable Delaware to compete in the global economy. This MOU is between the Delaware Workforce Development Board (DWDB), hereafter referred to as the "Board", the Delaware Department of Labor, Division of Employment and Training, hereafter referred to as "DOL/DET", and Department of Labor, Division of Industrial Affairs, hereafter referred to as the Partner. This MOU establishes roles and responsibilities for the Partners. A list of Partners and the applicable programs is found in section IV of this MOU.

This MOU establishes guidelines for the Partners designed to support the development and maintenance of cooperative working relationships. It describes how the various funding streams and resources will be utilized to better serve mutual customers, both job seekers and employers through the System operated at four (4) comprehensive Delaware JobLink Centers (Centers), Affiliated Sites and One Stop Partners operating under the common identifier of "American Job Center". This System will be interactively linked through the Delaware JobLink electronic System (DJL) at https://joblink.delaware.gov.

II. Strategic Vision and Goals

The goal of the System is to bring together workforce development, educational, and other human resource services in a seamless customer focused service delivery network that enhances access to the programs' services to assist individuals in obtaining suitable employment, enable employers to obtain qualified employees, and overall improve long term employment outcomes for Delawareans. In meeting this goal, the Partners will work to identify barriers, eliminate duplication of services, reduce administrative costs, align technology and data systems, enhance participation and performance of customers served through the System and improve customer satisfaction. Achievement of this goal will allow Delaware to continue building a workforce development system that prepares individuals for high demand, high growth employment in industry sectors that are vital for continued economic growth and that are essential for Delaware and the nation to compete in the global market.

This initial MOU under WIOA establishes initial service interfaces for the System. All parties identified in this MOU as well as any other MOU that establishes a System partnership will work together, meeting on a regular basis, to continue to develop and improve a seamless service delivery system of employment and training services for Delaware's job seekers and employers. The focus will be on continuous improvement. The System will consist of Partners administering separately funded programs as a set of integrated streamlined services to customers (employers and job seekers)

III. Other Characteristics of the One Stop Delivery System

1. It will focus equally on both customers, job seekers and employers.

2. Partners will use the established common identifier established in WIOA.

3. Partners will make their programs and services available through the one stop delivery System.

4. Partners will use a portion of the funds made available to them to work collaboratively with the Board to establish and maintain the System including the One stop infrastructure (reasonable cost allocation based on the proportion of relative benefit).

5. Partner services will be available electronically to the extent possible in addition to their availability at comprehensive, affiliated and network sites.

6. Partners will utilize a centralized referral system to provide customers access to the programs or activities of the System.

7. Partners will operate their programs as part of the System, consistent with the terms of their MOU.

8. Partners will participate in the development of strategies to support the use of career lattices/pathways for the purpose of providing individuals, including low skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities), with workforce investment activities, education, and supportive services to enter or retain employment.

9. Partners will participate in the development of strategies for technological improvements to facilitate access to, and improve the quality of, services and activities provided through the one-stop delivery system.

10. Partners will participate in the development and review of statewide policies affecting the coordinated provision of services through the State's one-stop delivery system.

11. Partners will provide the Board updates to programs, performance, or other notable items upon request for the purpose of enabling the Board to coordinate services, align policy, or obtain a best practice for the betterment of the system.

IV. Delaware's JobLink Partner Programs and Activities

1. The Delaware Department of Labor, Division of Employment and Training

• Workforce Innovation and Opportunity Act Statewide Activities

• Workforce Innovation and Opportunity Act Youth

• Workforce Innovation and Opportunity Act Adults & Dislocated Workers

• Workforce Innovation and Opportunity Act Wagner-Peyser Act

• Trade Act

• Workforce Innovation and Opportunity Act National Dislocated Worker Grant

• Local Veterans Employment Representative

• Disabled Veterans Outreach Program

• Ticket to Work Program administered by the Social Security Administration established under sec. 1148 of Socials Security Act (42 U.S.C 1320b-19)

2. Delaware Department of Labor, Division of Vocational Rehabilitation

• Title I of the Vocational Rehabilitation Act

• The Client Assistance Program (CAP) authorized under sec. 112 of the Rehabilitation Act of 1973 (29 U.S.C 732)

3. Delaware Department of Health and Social Services, Division of the Visually Impaired

• Title I of the Vocational Rehabilitation Act

4. Delaware Department of Education

• Adult Education and Literacy Activities authorized under Title II

• Post Secondary Vocational Education Activities Authorized under the Carl D. Perkins Vocational and Applied Technology Act (20 USC 3201)

5. Delaware Department of Labor, Division of Unemployment Insurance

• Programs Authorized under State Unemployment Compensation Laws (In accordance With Federal Law)

6. Delaware Department of Health and Social Services, Division of Social Services

• Temporary Assistance for Needy Families (TANF) authorized under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq)

• Supplemental Nutrition Assistance Program (SNAP) employment and training programs, authorized under secs. 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 (7 U.S.C 732)

7. Delaware Department of Health and Social Services, Division of State Service Centers

• Employment and Training Activities Carried out under the Community Services Block Grant (42 USC 9901)

8. Delaware Department of Health and Social Services, Division of Aging Adults with Physical Disabilities

• Senior Community Service Employment Activities Authorized under title V of the Older Americans Act of 1965 (42 USC 3056)

9. The Delaware State Housing Authority

• Employment and Training Activities carried out by the Department of Housing and

Urban Development

10. Wilmington Job Corps Center

• Job Corps (Title I Subtitle C WIOA)

11. Criminal Justice Council

• Programs authorized under sec. 212 of the Second Chance Act of 2007 (42 U.S.C 17532)

12. Delaware Department of Health and Social Services, Office of Financial Empowerment

• Stand by Me

13. Delaware Department of State, Division of Libraries

• Local Library Systems

14. Delaware Economic Development Office

15. Department of Labor, Division of Industrial Affairs

• Apprenticeship and Training

V. Memorandum of Understanding Provisions

The Delaware Department of Labor, Division of Employment and Training, has been designated to be the Delaware JobLink Operator (Operator). In that role, DOL/DET is responsible for coordinating the service delivery of all Partners within the System and convening the Partners to ensure continuous communication and improvement of service delivery.

DOL/DET is also a primary provider of services in the comprehensive Centers, operating most Title I (Youth, Adult and Dislocated Worker and some National) and Title III (Wagner Peyser) programs. Currently, there are four comprehensive Centers strategically located throughout the State. Each county has at least one comprehensive Center where customers can access the applicable career and training services provided by the Partners. Partner services will be provided directly through a network of comprehensive, affiliate and Partner sites. In addition to the comprehensive, affiliated and Partner sites, job seekers and employers can access services electronically at any time at https://joblink.delaware.gov (DJL). At a minimum, the electronic site (DJL) will provide information about and a schedule of available career services of the one-stop partners.

The Operator manages the DJL internet system. In addition to being the electronic comprehensive Center where clients access career services, it will be used to track career and training services provided to customers, gather common performance measure data and link employers and job seekers. At a minimum, all Partners will utilize the registration and job matching function of JobLink for work ready customers unless otherwise specifically stated in this MOU. A customer is determined job ready by the partner based on the goals of the partner program. DOL/DET will provide access to information and training on the appropriate DJL functions. All Partner staff, supervisors, and administrators will adhere to all Federal, and State confidentiality rules. Partners choosing to connect to the data system will be responsible for costs relating to purchasing and maintaining equipment and collecting data. Any costs incurred due to Partners requesting additional development of the client tracking system, will be borne by the requesting Partner(s).

Partners will be responsible for providing the applicable career services that are authorized to be provided under each partner's program. Career services are listed in 134 (c)(2) of WIOA. It is expected that all Partner staff will be knowledgeable about all services provided in the System. Partners will be responsible for providing technical assistance and training to other Partner staff. DOL/DET will develop and provide training on the referral process related to the operation of the system.

Partners will retain the responsibility for eligibility determination for their respective services whether co-located or connected through another method. Costs for career and training services for customers who are determined to be best served by and eligible for a Partner's services or programs will be borne by the Partner that is authorized to deliver the service and for which they are funded. If eligible, customers may receive non-duplicated services from multiple Partners.

Information about Partners' programs and services will be available to customers and staff electronically on DJL (https://joblink.delaware.gov) and on the Board website (http://wib.delawareworks.com/). Every Partner will be responsible for providing up-to-date information and a schedule about their programs and services to the Operator for posting, except

when the Operator and the Partner mutually agree to link to another website. The Operator will provide Workforce Information (economic, wage, unemployment and employment statistics) through the DJL website.

VI. DOL/DET Specific Responsibilities

DOL/DET will:

1. Provide an electronic system (DJL) that will enable employers and jobseekers to make informed employment and training choices leading to employment. DJL is the state's labor exchange system which enables customers to register for career services, create and post resumes, create and post job orders, conduct job search and candidate search, access to labor market and training information. DJL also enables job matches (automated) and job referrals (staff facilitated). DJL is also the system where the Eligible Training Provider list under WIOA is maintained.

2. Provide a central electronic location for Partner program information and schedule of services, if applicable.

3. Provide a central referral mechanism between Partner programs.

4. Assist Partner Programs with reporting on all common performance measures specified in the final Delaware Combined Plan/WIOA Law, Regulations, and guidance.

5. Make available all career service products developed. This includes providing training on products to Partner programs to enable Partner program staff to deliver DOL/DET products in a consistent manner.

6. Convene one stop Partners on a regular basis for the purpose of evolving the System.

7. Provide Career and Training services described in WIOA Sec. 134 (c)(2)-(3).

8. Refer interested employers and jobseekers to Apprenticeship and Training in the agreed upon method.

VII. Partner Specific Responsibilities

Apprenticeship and Training will:

1. Provide access to its program or activities through the one stop delivery system through the agreed upon referral mechanism between all partner programs.

2. Provide information to DET to enable referral mechanism to refer to services and for public to learn about services.

3. Attend scheduled partner and Board meeting and activities.

4. Provide information and best practices as requested by the Board. The goal is to position the Board to make informed employment and training decisions in order to align and coordinate employment and training activities, when appropriate, for the State's workforce system.

5. Work collaboratively with the Board to establish and maintain the one stop delivery system including one stop infrastructure.

6. Refer interested employers and jobseekers to DET in the agreed upon method when it is determined that Apprenticeship and Training is not the appropriate program for employer or jobseeker.

•

I. COORDINATING WITH ECONOMIC DEVELOPMENT STRATEGIES.

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

III (a) (2) (H) Coordinating with Economic Development Strategies. The Executive Director, Delaware Economic Development Office is a board member. This member works closely with the Board and with DOL–DET to identify potential employment and/or training opportunity in support of immigrating businesses and reinforcing the success of existing businesses. This has in the past included developing training programs for expansion projects such as Amazon, Wal–Mart, and others.

The DWIB through the Business Services unit in the Division of Employment and Training maintains a strong relationship with DEDO. DEDO will be a one–stop partner and will participate in the one–stop Business Services workgroup. The DWIB also budgets some State Training projects for joint projects with DEDO and possibly Dislocated Worker funds will also be used if opportunities present themselves (consistent with statutory requirements). All Title II programs will share current job market information with students and will infuse job market projections into instruction to allow adult learners to make informed decisions concerning employment and training leading to family sustainable

B. STATE OPERATING SYSTEMS AND POLICIES

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

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

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

III (b) State Operating Systems and Policies. Labor market information produced by the Delaware Department of Labor's Office of Occupational and Labor Market Information (OOLMI) is a driving force behind our planning process and delivery of services. It is the foundational demarcation point for everything we do. (See our Funding Guidelines at Appendix F http://wib.delawareworks.com/documents/wioa/Appendix%20F%20PY2016%20Funding%20Guidelines.pdf and the ITA Process manual at Appendix G http://wib.delawareworks.com/documents/wioa/Appendix%20G%20ITA%20Manual.pdf?20160215). Delaware's communications system deliberately operates at all levels throughout the spectrum of the publicly funded workforce system. From tactical (One Stop System) level to the Operational DOL–DET and the strategic DWDB, the primary communications system is and will continue to be Delaware Job Link. Job Link facilitates communications between job seekers and employers, ensures accurate and timely reporting between the state and its federal partners; provides industry leaders labor market information, and is the linkage between the training staff, providers and fiscal officers. Communications between the Strategic Level and the operational level is primarily interpersonal and is conducted in face–to–face meetings held monthly, quarterly, and on order. Between meetings the primary strategic level means of communications is primarily email and secondarily phone.

As per 8/13/2015 guidance from RSA, DVR will continue to report annually to RSA. We await final regulation and will alter reporting strategies as advised by RSA. DVR will work with OOLMI re: labor market information systems, with UI re: employment data, with DET/JobLink and with our in–house employment specialist teams re: job searching/resume writing skill acquisition.

III (b) (1) (A) The State operating systems. Delaware JobLink (DJL) is the State of Delaware's web–enabled One–Stop workforce development system providing self–service job seeker and employer job matching activities, One–Stop customer service delivery management, labor exchange job matching and labor market information services.

There are four main components of DJL: JobLink, ServiceLink, FiscalLink, and ReportLink.

• JobLink is a self–service job matching and workplace information service for employers and job seekers. Job seekers can establish an Internet account to manage their job search activities or to register with labor exchange activities. Employers can establish an account to manage job openings and view job seeker resumes.

• ServiceLink is a web–based One–Stop client management application that allows case managers to track their caseload and report information required under Labor Exchange, Re–Employment Services, TAA and other federal programs. ServiceLink provides a standardized process for following participants through the workforce development system network. It eases the load for case managers by providing a tool that can manage and monitor caseloads, assess employment barriers, establish training and employment plans, search for service providers and WIOA eligible training providers and programs, and track job placements. ServiceLink collects all information required to generate reports for these federal programs.

• FiscalLink allows case managers and program administrators the ability to establish program budgets and authorize participant/vendor payments for all WIOA programs including NEG grants, and TAA activities.

• ReportLink is a web–enabled One–Stop workforce development federal reporting data management system providing WIOA, TAA, Labor Exchange and WISPR reports. ReportLink includes data analysis tools for ad hoc reporting.

The Delaware Division for the Visually Impaired's Case Management System (VICR) currently does not interface with labor market data systems at this time. The agency will be requiring all VR customers that reach status 20 (or ready for employment status) to be enrolled into the Delaware Job Link system (Delaware Employment and Training system) for resume building, labor market exploration and coordination with state job banks. In anticipating regulatory guidance from RSA, DVI will continue to report quarterly to RSA.

DVR currently runs a SQL query from the Ticket Tracker application quarterly which gathers current VR client data from VR's case management system, AWARE. This query creates and formats a file for UI to run against their mainframe to report wage data. DVR plans on modifying the current query to include closed cases and schedule it to run quarterly to meet FY 2017 PIRL and 911 reporting requirements. Alliance has added additional wage collection features in AWARE to allow agencies to manually enter wage data and to be able to accept wage data from interfaces such as UI.

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

III (b) (1) (B) Data Collection. Presently, the data–collection and reporting processes for the WIOA core programs is not integrated. The data–collection and reporting processes for all DOL programs and activities is executed in the DJL system. The data–collection and reporting processes for DOE programs is carried out by the Literacy Pro system for the Adult Education program and the AWARE system for the Vocational Rehabilitation programs. Information reported by U.S. DOL and U.S. DOE on August 13, 2015 in a Workforce3 One seminar indicated the WIOA annual report would be submitted by core programs directly to their respective U.S. Federal agencies. Activities to integrate systems among the core programs are contingent upon final WIOA regulations.

DVR will employ its case management system, AWARE and UI data to capture required data points.

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

2. THE STATE POLICIES THAT WILL SUPPORT THE IMPLEMENTATION OF THE STATE'S STRATEGIES (E.G., CO-ENROLLMENT POLICIES AND UNIVERSAL INTAKE PROCESSES WHERE APPROPRIATE). IN ADDITION, DESCRIBE THE STATE'S PROCESS FOR DEVELOPING GUIDELINES FOR STATE-ADMINISTERED ONE-STOP PARTNER PROGRAMS' CONTRIBUTIONS TO A ONE-STOP DELIVERY SYSTEM, INCLUDING BENCHMARKS, AND ITS GUIDANCE TO ASSIST LOCAL BOARDS, CHIEF ELECTED OFFICIALS, AND LOCAL ONE-STOP PARTNERS IN DETERMINING EQUITABLE AND STABLE METHODS OF FUNDING INFRASTRUCTURE IN ACCORDANCE WITH SEC. 121(H)(1)(B). BEGINNING WITH THE STATE PLAN MODIFICATION IN 2018 AND FOR SUBSEQUENT STATE PLANS AND STATE PLAN MODIFICATIONS, THE STATE MUST ALSO INCLUDE SUCH GUIDELINES.

III (B) (2) The State policies that will support the implementation of the State's strategies (e.g., co–enrollment policies and universal intake processes). The one–stop system will be made up of mandatory and other partners that have signed a Memorandum of Understanding (MOU). The MOU establishes Delaware JobLink as the State's Labor Exchange system. The document also establishes the program information of all partners will be available on DJL and that all partners will participate in the one–stop referral system. The MOU also establishes that when a customer is enrolled in a program that the program is responsible for eligibility and the cost of the services. This agreement is supportive of dual enrollments enabling partners to send customers to any service available in a partner program that they determine the customer to need.

Delaware is not consolidating the management information systems but is taking significant steps toward an integrated intake process. All individuals when determined work ready by the program serving them will be enrolled in Delaware JobLink. This will be accomplished either by uploading customer information from a partner system, using JobLink as work readiness tool and having the customer self– register or partner staff completing the registration. All partners will be able to track service to customers in JobLink. The extent of use by partners of JobLink will be determined by the partners based on their needs but regardless, JobLink will be the job matching tool of the one stop system for both job seekers and employers.

DVR is an eligibility program and DVR counselors will employ RSA driven methods to determine eligibility. DVR will participate with Core partners in a central referral location.

3. STATE PROGRAM AND STATE BOARD OVERVIEW

A. STATE AGENCY ORGANIZATION

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

III (b) (3) (a) State Agency Organization. The Delaware Workforce Development Board is a six committee body, which meets quarterly to review Core Partner performance; approve training programs; develop, review and administer budgets; review workforce system performance; provide guidance; and initiate mid-course corrections as needed. The Board is governed by an Executive Committee composed of Board members who are officers of the Board, the chairpersons of all standing committees, the Secretary of Labor, the Director of the Delaware Economic Development Office, the Secretary of the Department of Education and the Secretary of the Department of Health

and Social Services. The majority of the members shall be from the private sector. The Chair shall appoint the undesignated members. Membership shall not exceed 53. • 6. Committees. The DWIB is currently composed of an Executive Committee and five standing committees. • a. Executive Committee. Provides governance, leadership and direction. Approves and negotiates federally mandated performance measures • b. Performance Measures. Monitors local and state performance indicators. Negotiates performance levels for annual reporting to the Feds • c. Proposal Review & Certification Committee. Certifies and monitors the Eligible Training Provider List (ITA's - Individual Training Account Voucher System); Implements the funding guidelines and assists in the development of criteria for awarding Contract Services for Blue Collar Training Funds ; (RFP - Request for Funding Proposals) • d Public Relations and Outreach. Creates a public forum and outreach program for public/employers to increase the use of Delaware's public workforce system • e. Youth Council. Develops a youth vision and oversees the delivery of youth services for neediest and at-risk youth, both in-school and out of school • g. Financial Oversight. Works with fiscal agent (Department of Labor) to oversee financial matters (i.e. funding allocations, budget, training provider cost issues, etc.) The Board Chair will serve as Chair of the Executive Committee. Because the portal does not readily accept Pdfs or JEPGs please us this link to see the org chart. wib.delawareworks.com/documents/20160511/Organizational Chart Append B.pdf

Because the Portal will not accept standard organization charts please read the chart below from left to instead of top to bottom.

Governor's Office > Delaware Workforce Development Board (DWDB) in partnership with the Delaware Department of Labor, Division of Employment and Training (co administrative entities.*

DWDB Committees > Executive Committee, Financial Oversight Committee, Performance Measures Committee, Proposal Review and Certification Committee, Public Relations Committee, Pathways Committee.

Executive Committee > Board At Large

*Memorandum of Understanding

between the Governor of the State of Delaware and the Delaware Workforce Development Board

This agreement is made and entered into by and between the Governor of the State of Delaware, hereinafter referred to as the Chief Elected Official (CEO) and the Delaware Workforce Development Board, hereinafter referred to as the (WDB): and

WHEREAS, the United States Congress has established the Workforce Innovation and Opportunity Act (WIOA) and charged the State of Delaware with the establishment of Workforce Development Areas; and

WHEREAS, the Governor of the State of Delaware has, by his authority, designated the entire State as a single Workforce Development Area for the cities and counties within the confines of its boundaries; and

WHEREAS, the Governor of the State of Delaware is the Chief Elected Official (CEO) of the Workforce Development Area; and

WHEREAS, the Act requires the establishment of a Workforce Development Board to provide policy guidance and oversight with respect to the Workforce Innovation and Opportunity Act; and

WHEREAS, the Chief Elected Official and the WDB are partners in the implementation of the Act; and

WHEREAS, the parties desire to enter into an agreement to provide career services and training to eligible residents of Delaware.

NOW, THEREFORE, BE IT RESOLVED, that the following agreement between the Governor of the State of Delaware and the Workforce Development Board shall when signed, constitute a proper and valid agreement between the two parties for the purpose of determining responsibility for the development of the Workforce Development State Plan, selection of a grant recipient and entity to administer the Workforce Development Plan.

ARTICLE I

Development of Delaware's Four-Year Strategic Plan

The CEO and the WDB hereby agree that a draft of the WIOA State Plan shall be developed by staff of the Department of Labor's Division of Employment and Training (DOL/DET) and the WDB for review and endorsement by the Policy and Planning Committee and approval by the WDB. This plan shall address the core program requirements of WIOA Section 102.

ARTICLE II

Grant Recipient and Administrative Entity

The CEO and the WDB hereby agree that the DOL/DET and the WDB will jointly be the Administrative Entity under the WIOA.

The CEO designates the DOL/DET to act in his stead to carry out the administrative functions of the Act.

The CEO and the WDB hereby designate the DOL/DET as the One-Stop Operator.

The CEO and the WDB hereby designate the DOL/DET as the Grant Recipient for funds.

Allocated by the Workforce Innovation and Opportunity Act (WIOA).

ARTICLE III

Membership of the Workforce **Development Board**

The Workforce Development Board (hereinafter "the Board") shall not exceed 53 voting members, shall represent diverse geographic areas of the state, including urban, rural, and suburban areas, and shall be comprised of:

- The Governor;

- 2 members of the Senate, and 2 members of the House of Representatives;
- Members of the business community, who shall comprise a majority of the membership of the board;
- Members of labor organizations and community based organizations in the state, who shall comprise no less than twenty percent of the membership of the board;
- Lead state agency officials with primary responsibility for the core programs as defined by section 3(12) of WIOA, including, but not limited to;

o The Secretary of the Department of Labor;

o The Secretary of the Department of Education; and

o The Secretary of the Economic Development Office;

- Chief elected officials collectively representing both cities and counties, where appropriate;
- State agency officials from agencies that are one-stop partners as defined by Section 3(42) of WIOA, when the Governor deems it necessary to appoint them;
- State agency officials responsible for economic development or juvenile justice programs in the state, when the Governor deems it necessary to appoint them;
- Officials responsible for education programs in the state, including chief executive officers of community colleges and other institutions of higher education, when the Governor deems it necessary to appoint them; and
- Any other members the Governor deems it necessary to appoint in order for the Board to remain in compliance with WIOA.

Note: An individual member of the board may not be deemed to be a representative for more than one subcategory described above.

ARTICLE IV

Responsibilities of the Workforce Development Board The Workforce Development Board shall assist the CEO in the:

- Development, implementation and modification of a four year (unified/combined) plan for WIOA core (and other combined) programs to be submitted to the U.S. DOL and the U.S. DOE, as detailed in section 116(b)(3)(iv);
- Review of statewide policies, of statewide programs, and of recommendations on actions that should be taken by the State to align workforce development programs in the State identified in section 101(d)(2) of WIOA;
- Development and continuous improvement of the workforce development system identified in section 101(d)(3)of WIOA;
- Development of linkages to ensure coordination and non-duplication among core programs and the other programs identified in section 103(a)(2) of WIOA;

- Maintain a list of eligible providers with performance and cost information;

- Conduct oversight of youth activities, career services and training activities and the one-stop system authorized under the Act;
- Negotiate Performance Measures; and
- Comply with all other applicable provisions of WIOA including any subsequent amendments.

Article V

Responsibilities of the Delaware Department of Labor's Division of Employment

And Training

The Delaware Department of Labor's Division of Employment and Training shall:

- Ensure that an appropriate list of providers determined to be eligible be made available to such participants and the public through the one stop system; as described in section 122 (d);
- Establish and maintain sound fiscal practices and procedures which will ensure that all funds are managed in accordance with the Delaware State Code, the WIOA, and the parties to this agreement;
- Administer all WIOA programs described in titles **I & III** of the act.
- Administer any other programs agreed to by the CEO and the WDB;
- Develop and maintain a Management Information System to monitor eligibility, intake, performance, and compliance with contracts, the WDB Plan, and regulations under the Act;
- Report on operations, federal performance measures and expenditures of all WIOA core programs as required by the U.S. Secretary of Labor, the CEO, and the WDB;

n Manage request for proposal process, review and evaluate proposals, execute contracts and review and monitor contract performance;

- With the concurrence of the WDB, take prompt and appropriate corrective action upon learning of violations agreements, contracts, the Act or Regulations;

n With the WDB, establish and maintain a procedure for handling grievances, investigations, and hearings as required under the Act;

- Develop an Annual Budget for the Administrative Entity; **5**
- Establish and maintain eligibility determination, intake, assessment and referral procedures for those enrolled in WIOA programs; and
- Provide training for all staff involved in the implementation of WIOA. **ARTICLE VI**

The parties to this agreement acknowledge that while funds reserved for State Activities, as described in this document, are the sole responsibility of the Governor, this Agreement grants administration of those funds to the DOL/DET and WDB, the Administrative Entity.

ARTICLE VII

The WDB and the CEO agree that appointment of members is the responsibility of the appointment authorities as authorized by Executive Order Fifty-One. Recommendations of the candidates will

follow the requirements of the Act. Removal of a member of the WDB for valid cause is the responsibility of the WDB with the approval of the Governor.

As this Agreement indicates that a partnership exists between the WDB and the CEO, any disagreements between the partners affecting this Agreement shall be resolved by mutually satisfactory negotiations. Any modification or addition hereto shall not become binding upon either party until accepted by both parties, reduced to writing, and attached hereto as an amendment to this Agreement In cases where accord cannot be reached, the dispute will be submitted to the U. S. Secretary of Labor's Office for resolution.

This Agreement shall be in effect until it is replaced or canceled by mutual agreement of both parties.

We, the undersigned, the Governor of the State of Delaware and the Delaware Secretary of Labor, enter into this agreement on the 10th of June, 2015.

B. STATE BOARD

Provide a description of the State Board, including—

The Board is governed by an Executive Committee composed of Board members who are officers of the Board, the chairpersons of all standing committees, the Secretary of Labor, the Director of the Delaware Economic Development Office, the Secretary of the Department of Education and the Secretary of the Department of Health and Social Services. The majority of the members shall be from the private sector. The Chair shall appoint the undesignated members. Membership shall not exceed 53. The Board is governed by an Executive Committee composed of Board members who are officers of the Board, the chairpersons of all standing committees, the Secretary of Labor, the Director of the Delaware Economic Development Office, the Secretary of the Department of Education and the Secretary of the Department of Health and Social Services. The majority of the members shall be from the private sector. The Chair shall appoint the undesignated members. Membership shall not exceed 53. The Board Chair will serve as Chair of the Executive Committee. (See the Board roster, its Bylaws, and Executive Order 51 at appendices H http://wib.delawareworks.com/documents/wioa/Appendix%20H%20DWDB_MEMBER_ROSTER.pdf ?20160215; I, http://wib.delawareworks.com/documents/wioa/Appendix%20I%20Bylaws.pdf?20160215 and B rhttp://wib.delawareworks.com/documents/wioa/Appendix%20B%20E051.pdf espectively). The Board is governed by an Executive Committee composed of Board members who are officers of the Board, the chairpersons of all standing committees, the Secretary of Labor, the Director of the Delaware Economic Development Office, the Secretary of the Department of Education and the Secretary of the Department of Health and Social Services. The majority of the members shall be from the private sector. The Chair shall appoint the undesignated members. Membership shall not exceed 53. The Board Chair will serve as Chair of the Executive Committee. • 6. Committees. The DWIB is currently composed of an Executive Committee and five standing committees. • a. Executive Committee. Provides governance, leadership and direction. Approves and negotiates federally mandated performance measures • b. Performance Measures. Monitors local and state performance indicators. Negotiates performance levels for annual reporting to the Feds • c. Proposal Review & Certification Committee. Certifies and monitors the Eligible Training Provider List (ITA's - Individual Training Account Voucher System); Implements the funding guidelines and assists in the development of criteria for awarding Contract Services for Blue Collar Training Funds ; (RFP – Request for Funding Proposals) • d Public Relations and Outreach. Creates a public forum and

outreach program for public/employers to increase the use of Delaware's public workforce system • e. Youth Council. Develops a youth vision and oversees the delivery of youth services for neediest and at-risk youth, both in-school and out of school • g. Financial Oversight. Works with fiscal agent (Department of Labor) to oversee financial matters (i.e. funding allocations, budget, training provider cost issues, etc.) ARTICLE 1.O NAME AND NATURE OF THE BOARD Section 1.1 The Delaware Workforce Development Board (the "Board") is established pursuant to the authority in, "The Workforce Innovation and Opportunity Act of 2014." The purpose of the Board is to review statewide policies and programs and make recommendations on actions that should be taken by the State to align workforce development programs in the State in a manner that supports a comprehensive and streamlined workforce development system in the State. The Board shall assist the Governor in the development, implementation, and modification of the State plan; ensuring the development and continuous improvement the workforce development system in the state that are funded under Title I, of the Workforce Innovation and Opportunity Act, or carried out through a One-Stop delivery system described in the act. that receives funds under this subtitle B (referred to as a "state workforce development system"), including- developing linkages to ensure coordination and non-duplication among the programs and One-Stop Partners; commenting annually on the measures taken pursuant to section 113(b)(14) of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C 2323(b)(14)); ensuring continuous improvement of comprehensive State adjusted levels of performance, to assess the effectiveness of the workforce development activities in the State; preparing the annual report to the U.S. Secretary of Labor. ARTICLE 2.0 MEMBERS Section 2.1 Membership The Governor of Delaware shall appoint the members of the Board according to the Workforce Development Act of 2014. Members of the Board shall be "Board members." The number of Board members shall not exceed 53. Section 2.2 Qualifications The composition of the Board will satisfy the criteria for membership as delineated in the Workforce Innovation and Opportunity Act. Any Board member who no longer represents the organization that served as the basis for his or her initial appointment to the Board shall be succeeded by another representative of that organization or another organization in the same category. Section 2.3 Compensation The members of the Board shall be entitled to reasonable travel expenses when designated by the Chair to attend out-of-state meetings relating to the business of the Board. Section 2.4 Removal A member may be recommended to the Governor for removal from the Board by the vote of three-fourths (3/4) of the members presently serving. Lack of attendance at meetings may be considered a reason for such action. ARTICLE 3.0 GENERAL POWERS General Powers The business and affairs of the Board shall be managed by the Board and/or its Executive Committee. ARTICLE 4.0 MEETINGS Section 4.1 Meetings The Board shall meet annually and additionally as needed, on dates determined by the Chair. Notice of all such meetings shall be mailed by the Executive Director of the Board to each Board member at least fourteen (14) days prior to the meeting. Such notice shall state a reasonable time, date and place of meeting, and shall also state the purpose thereof. In addition, meetings will be held in compliance with 29 DE C ' 10004. Section 4.2 Quorum Forty Percent (40%) of the serving members shall constitute a quorum for the transaction of business at a meeting, notwithstanding the existence of one or more vacancies. Decisions of the Board must be approved by a majority of those members constituting a quorum at a meeting of the Board. No proxy voting will be allowed. ARTICLE 5.0 OFFICERS The Board officers shall consist of the Chair and Vice-Chair and such other officers as may be required and whose duties may be fixed by the Board. The Chair and Vice-Chair are appointed by the Governor. The Chair shall be a representative of private industry. Should there be a vacancy of an officer other than the Chair or Vice-Chair, the Chair will appoint a member to serve in that capacity until the next annual meeting. ARTICLE 6.0 COMMITTEES Section 6.1 Executive Committee The Executive Committee will be composed of Board members who are officers of the Board, the chairpersons of all standing committees, the Secretary of Labor, the Director of the Delaware Economic Development Office, the Secretary of the Department of Education and the Secretary of the Department of Health and Social Services. The majority of the members shall be from the private

sector. The Chair shall appoint the undesignated members. Membership shall not exceed 15. The Board Chair will serve as Chair of the Executive Committee. The Executive Committee, so far as may be permitted by law and these by-laws, shall exercise all the authority of the Board during the intervals between the meetings. The Executive Committee will meet as requested by the Chair. Section 6.2 Standing Committees Standing Committees shall be appointed by the Chair following the annual meeting. The Chair shall be an ex-officio member of all committees. The Committees are: Policy & Planning; Performance Measures and Customer Satisfaction; The Proposal Review and Service Provider Certification; Public Relations and Outreach; and, The Youth Council. Section 6.3 Other Committees Other committees, standing or special, shall be appointed by the Chair as the Board or the Executive Committee deems necessary to carry out the work of the Board. Except as otherwise prohibited by law and these bylaws, the Chair may invest any such committee with such powers and authority, subject to such conditions, as may be fitting. ARTICLE 7.0 EXECUTIVE DIRECTOR The Board shall employ an Executive Director to be responsible for day-to- day operations. Other persons or firms may also be engaged or employed to assist the Board in carrying out its programs and responsibilities. All such employment must be by action of the Chair, with the concurrence of the Board or the Executive Committee. ARTICLE 8.0 CONFLICT OF INTEREST Any member of the Board who is an employee or a board member of an organization applying for funds, or deemed eligible to receive Individual Training Accounts, shall disclose this fact at Board meetings and/or Committee meetings. In all such cases, these individuals shall refrain from voting upon any matter related to such contracts, or upon any matter in which he or she, or his or her, immediate family may have a financial interest. ARTICLE 9.0 AMENDMENTS TO BYLAWS Amendments to these bylaws shall be adopted by the affirmative vote of a majority of the members of the Board at a meeting as provided in 29 DE C. ' 10004. Executive Order NOW, THEREFORE, I, JACK A. MARKELL, by virtue of the authority vested in me as Governor of the State of Delaware, do hereby ORDER that: 1. The Workforce Development Board (the "Board") is hereby established. 2. The Board shall not exceed fifty-three voting members. Each member shall serve at the pleasure of the appointing authority. The membership of the Board shall reflect the demographic and geographic diversity of the state and shall be composed of: a. the Governor; b. 2 members of the Senate, appointed by the President Pro Tempore of the Senate, and 2 members of the House of Representatives, appointed by the Speaker of the House; c. and representatives appointed by the Governor, of which: i. a majority shall be representatives of business in the state, who: A. are owners of businesses, chief executives or operating officers of businesses, or other business executives or employers with optimum policymaking or hiring authority; B. represent businesses (including small businesses), or organizations representing businesses that provide employment opportunities that at a minimum include high quality, work relevant training and development in in-demand industries or sectors or occupations; and C. are appointed from among individuals nominated by the state business organizations and business trade associations; ii. not less than twenty percent shall be representatives of the workforce within the state who: A. shall include representatives of labor organizations who have been nominated by state labor federations; B. shall include a representative, who shall be a member of a labor organization or training director from a joint labor-management apprenticeship program, or if no such joint program exists in the state, such a representative of an apprenticeship program in the state; 2 C. may include 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; and iii. the balance: A. shall include: 1. the Secretary of the Department of Labor or his or her designee; 2. the Secretary of the Department of Education or his or her designee; 3. the Secretary of the Department of Health and Social Services or his or her designee; 4. the Secretary of the Economic Development Office or his or her designee; 5. the Director of the State Housing Authority or his or her designee; and 6. chief elected officials (collectively representing both cities and counties where appropriate). B. may include any individuals the Governor deems necessary to

appoint in order for the membership of the board to remain in compliance with federal requirements; and C. may include such other persons as the Governor may from time to time appoint. 3. The Governor shall designate from the members appointed under 2(c)(i) one person to serve as Chairman of the Board and one person to serve as Vice Chairman of the Board. 4. An Executive Director shall staff the Board. 5. The Board shall assist the Governor in: a. the development, implementation and modification of the state plan required by applicable federal law; 3 b. consistent with paragraph (a), the review of statewide policies of statewide programs, and recommendations on actions that should be taken by the state to align workforce development programs in the state in a manner that supports a comprehensive and streamlined workforce development system in the state, including the review and provision of comments on the state plans, if any, for programs and activities of one-stop partners that are not core programs as defined by applicable federal law; c. the development and continuous improvement of the workforce development in the state through: i. the identification of barriers and means for removing barriers to better coordinate, align, and avoid duplication among the programs and activities carried out through the system; ii. the development of strategies to support the use of career pathways for the purpose of providing individuals, including low skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities), with workforce investment activities, education, and supportive services to enter or retain employment; iii. the development of strategies for providing effective outreach to and improved access for individuals and employers who could benefit from services provided through the workforce development system; iv. the development and expansion of strategies for meeting the needs of employers, workers, and jobseekers particularly through industry or sector partnerships related to in-demand sectors and occupations; v. the development of strategies to support staff training and awareness across programs supported under the workforce development system; d. the development and updating of comprehensive state performance accountability measures, including state adjusted levels of performance, to assess the effectiveness of the core programs in the state; e. the identification and dissemination of best practices; f. the development and review of statewide policies affecting the coordinated provision of services through the state’s one-stop delivery system; g. the development of strategies for technological improvements to facilitate access to, and improve the quality of, services and activities provided through the one-stop delivery system; 4 h. the development of strategies for aligning technology and data systems across one-stop partner programs to enhance service delivery and improve efficiencies in reporting on performance accountability measures (including the design and implementation of common intake, data collection, case management information, and performance accountability measurement and reporting processes and the incorporation of local input into such design and implementation to improve coordination of services across one-stop partner programs); i. the preparation of the Board’s annual reports; J. the development of the statewide workforce and labor market information system; k. the development of such other policies as may promote statewide objectives for, and enhance the performance of, the workforce development system in the state; 1. the development and the implementation of a plan for assuming the duties, responsibilities and functions of the Delaware Workforce Investment Board including oversight of the "Blue-Collar Act" Title 19 Del. C 3402 (3)(a) & (3)(b); and m. the carrying out of responsibilities of the Local Boards. 6. The Board shall promulgate bylaws, consistent with law and with this Executive Order, governing its organization and procedure. These bylaws shall include provisions outlining procedures for the determination of a conflict of interest for a board member, and a conflict shall be handled. 7. The Board shall meet at the call of the Chairperson, or as provided by rules adopted by the Board, but shall not meet less than annually. 8. Members of the Board may receive reimbursement for necessary travel and expenses. 9. Forty Percent (40%) of the serving members shall constitute a quorum for the transaction of business at a meeting, notwithstanding the existence of one or more vacancies. Decisions of the Board must be approved by a majority of those members constituting a quorum at meeting of the Board. 10. The Delaware Workforce Investment Board is hereby eliminated. 11. Executive Order No. 75, dated January 31st, 2000, issued by Governor Thomas R. Carper, is hereby rescinded.

1. MEMBERSHIP ROSTER

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

NAME COMPANY BOARD POSITION Honorable Anas Ben Addi Delaware State Housing - Director State Government

John N. Austin, Ph.D. Delaware State University College

Patricia Barron Barron Associates, Inc. Private Sector

Jack Berberian Medtix, LLC Private Sector

Peter J. Bradley Dover Downs Hotel and Casino Private Sector

Gerald Brady AFL-CIO of Delaware Labor

Mark Brainard, Ph.D. Delaware Technical Community College

College Jeffrey M Bross [Chair-Performance Measures] Duffield and Associates Private Sector

Alisha W. Bryson Wayman Fire Protection Private Sector

Chris A. Burkhard The CBI group Private Sector

Edward Capodanno Associated Builders and Contractors Private Sector

John J. Casey Delaware Contractor's Association Private Sector

Ralph Cetrulo [Chair-Finance] Cetrulo & Morgan Group Private Sector

John A. Chrzanowski [Chair-Proposal Review] Business Insurance Services, Inc. Private Sector

Alice Coleman Smith & Coleman Counseling Private Sector

B. Craig Crouch Kent Sussex Industries, Inc Private Sector

Kerry Delgado Christiana Care Health System Private Sector

Robert Epps Junior Achievement Community

Gerard Esposito Tidewater Utilities, Inc. Private Sector

Jeffrey W. Garland University of Delaware College

Michael Hackendorn Delaware Building Trades Labor

Honorable James Johnson State Representative State Government

George Krupanski, [Chair-Youth Council] Boys & Girls Club of Delalware

Youth Toby Lamb Laborers Local Union 199 Labor

Honorable Rita M. Landgraf DE Dept. of Health & Social Svcs. - Secretary

State Government Samuel Lathem [Vice-Chair Youth Council] AFL-CIO of Delaware Labor

Stephan Lehm VanDemark & Lynch Private Sector

Daniel Madrid (DHSS Designee) DHHS Division of Visually Impaired State Government

Mitchell F. Magee PPG Industries Private Sector

Honorable Jack Markell Governor- State of Delaware Government

Honorable Patrice Gilliam-Johnson DE Department of Labor - Secretary State Government

Honorable Edward Osienski State Representative State Government

Nello Paoli, Jr. Preferred Electric, Inc. Private Sector Honorable Nicole Poore State Senate State Government James Randall Business Development / Consulting Private Sector

Honorable David P. Sokola State Senate State Government

Gary R. Stockbridge [Chairman of Board] President, Delamarva Power, Pepco Holdings Private Sector

Michelle A. Taylor United Way of Delaware Non-Profit

Honorable Bernice Whaley DE Economic Development Office (DEDO) State Government

DELAWARE WORKFORCE DEVELOPMENT STAFF

William J. Potter DE Workforce Development Board Executive Director

Vacant DE Workforce Development Board Deputy Director

Robin McKinney-Newman DE Workforce Development Board Data Mgmt. Analyst

Wanda Holifield DE Workforce Development Board Executive Assistant

2. BOARD ACTIVITIES

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

The Board is governed by an Executive Committee composed of Board members who are officers of the Board, the chairpersons of all standing committees, the Secretary of Labor, the Director of the Delaware Economic Development Office, the Secretary of the Department of Education and the Secretary of the Department of Health and Social Services. The majority of the members shall be from the private sector. The Chair shall appoint the undesignated members. Membership shall not exceed 53. The Board Chair will serve as Chair of the Executive Committee. • 6. Committees. The DWIB is currently composed of an Executive Committee and five standing committees. • a. Executive Committee. Provides governance, leadership and direction. Approves and negotiates federally mandated performance measures • b. Performance Measures. Monitors local and state performance indicators. Negotiates performance levels for annual reporting to the Feds • c. Proposal Review & Certification Committee. Certifies and monitors the Eligible Training Provider List (ITA's - Individual Training Account Voucher System); Implements the funding guidelines and assists in the development of criteria for awarding Contract Services for Blue Collar Training Funds ; (RFP – Request for Funding Proposals) • d Public Relations and Outreach. Creates a public forum and outreach program for public/employers to increase the use of Delaware's public workforce system • e. Youth Council. Develops a youth vision and oversees the delivery of youth services for neediest and at-risk youth, both in-school and out of school • g. Financial Oversight. Works with fiscal agent (Department of Labor) to oversee financial matters (i.e. funding allocations, budget, training provider cost issues, etc.) ARTICLE 1.O NAME AND NATURE OF THE BOARD Section 1.1 The Delaware Workforce Development Board (the "Board") is established pursuant to the authority in, "The Workforce Innovation and Opportunity Act of 2014." The purpose of the Board is to review statewide policies and programs and make recommendations on actions that should be taken by the State to align workforce development programs in the State in a manner that supports a comprehensive and streamlined workforce development system in the State. The Board shall assist the Governor in the development, implementation, and modification of the State plan; ensuring the development and continuous improvement the workforce development system in the state that are funded under Title I, of the Workforce Innovation and Opportunity Act, or carried out through a One-Stop delivery system described in the act. that receives funds under this subtitle B (referred to as a "state workforce development system"), including- developing linkages to ensure coordination and non-duplication among the programs and One-Stop Partners; commenting annually on the measures taken pursuant to section 113(b)(14) of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C 2323(b)(14)); ensuring continuous improvement of comprehensive State adjusted levels of performance, to assess the effectiveness of the workforce development activities in the State; preparing the annual report to the U.S. Secretary of Labor. ARTICLE 2.0 MEMBERS Section 2.1 Membership The Governor of Delaware shall appoint the members of the Board according to the Workforce Development Act of 2014. Members of the Board shall be "Board members." The number of Board members shall not exceed 53. Section 2.2 Qualifications The composition of the Board will satisfy the criteria for membership as delineated in the Workforce Innovation and Opportunity Act. Any Board member who no longer represents the organization that served as the basis for his or her initial appointment to the Board shall be succeeded by another representative of that organization or another organization in the same category. Section 2.3 Compensation The members of the Board shall be entitled to reasonable travel expenses when designated by the Chair to attend out-of-state meetings relating to the business of the Board. Section 2.4 Removal A member may be recommended to the Governor for removal from the Board by the vote of three-fourths (3/4) of the members presently serving. Lack of attendance at meetings may be considered a reason for such action. ARTICLE 3.0 GENERAL POWERS General Powers The business and affairs of the Board shall be managed by the Board and/or its Executive Committee. ARTICLE 4.0 MEETINGS Section 4.1 Meetings The Board shall meet annually and additionally as needed, on dates determined by the Chair. Notice of all such meetings shall be mailed by the Executive Director of the Board to each Board member at least fourteen (14) days prior to the meeting. Such notice shall state a reasonable time, date and place of meeting, and shall

also state the purpose thereof. In addition, meetings will be held in compliance with 29 DE C ' 10004. Section 4.2 Quorum Forty Percent (40%) of the serving members shall constitute a quorum for the transaction of business at a meeting, notwithstanding the existence of one or more vacancies. Decisions of the Board must be approved by a majority of those members constituting a quorum at a meeting of the Board. No proxy voting will be allowed. ARTICLE 5.0 OFFICERS The Board officers shall consist of the Chair and Vice-Chair and such other officers as may be required and whose duties may be fixed by the Board. The Chair and Vice-Chair are appointed by the Governor. The Chair shall be a representative of private industry. Should there be a vacancy of an officer other than the Chair or Vice-Chair, the Chair will appoint a member to serve in that capacity until the next annual meeting. ARTICLE 6.0 COMMITTEES Section 6.1 Executive Committee The Executive Committee will be composed of Board members who are officers of the Board, the chairpersons of all standing committees, the Secretary of Labor, the Director of the Delaware Economic Development Office, the Secretary of the Department of Education and the Secretary of the Department of Health and Social Services. The majority of the members shall be from the private sector. The Chair shall appoint the undesignated members. Membership shall not exceed 15. The Board Chair will serve as Chair of the Executive Committee. The Executive Committee, so far as may be permitted by law and these by-laws, shall exercise all the authority of the Board during the intervals between the meetings. The Executive Committee will meet as requested by the Chair. Section 6.2 Standing Committees Standing Committees shall be appointed by the Chair following the annual meeting. The Chair shall be an ex-officio member of all committees. The Committees are: Policy & Planning; Performance Measures and Customer Satisfaction; The Proposal Review and Service Provider Certification; Public Relations and Outreach; and, The Youth Council. Section 6.3 Other Committees Other committees, standing or special, shall be appointed by the Chair as the Board or the Executive Committee deems necessary to carry out the work of the Board. Except as otherwise prohibited by law and these bylaws, the Chair may invest any such committee with such powers and authority, subject to such conditions, as may be fitting. ARTICLE 7.0 EXECUTIVE DIRECTOR The Board shall employ an Executive Director to be responsible for day-to- day operations. Other persons or firms may also be engaged or employed to assist the Board in carrying out its programs and responsibilities. All such employment must be by action of the Chair, with the concurrence of the Board or the Executive Committee. ARTICLE 8.0 CONFLICT OF INTEREST Any member of the Board who is an employee or a board member of an organization applying for funds, or deemed eligible to receive Individual Training Accounts, shall disclose this fact at Board meetings and/or Committee meetings. In all such cases, these individuals shall refrain from voting upon any matter related to such contracts, or upon any matter in which he or she, or his or her, immediate family may have a financial interest. ARTICLE 9.0 AMENDMENTS TO BYLAWS Amendments to these bylaws shall be adopted by the affirmative vote of a majority of the members of the Board at a meeting as provided in 29 DE C. ' 10004. Executive Order NOW, THEREFORE, I, JACK A. MARKELL, by virtue of the authority vested in me as Governor of the State of Delaware, do hereby ORDER that: 1. The Workforce Development Board (the "Board") is hereby established. 2. The Board shall not exceed fifty-three voting members. Each member shall serve at the pleasure of the appointing authority. The membership of the Board shall reflect the demographic and geographic diversity of the state and shall be composed of: a. the Governor; b. 2 members of the Senate, appointed by the President Pro Tempore of the Senate, and 2 members of the House of Representatives, appointed by the Speaker of the House; c. and representatives appointed by the Governor, of which: i. a majority shall be representatives of business in the state, who: A. are owners of businesses, chief executives or operating officers of businesses, or other business executives or employers with optimum policymaking or hiring authority; B. represent businesses (including small businesses), or organizations representing businesses that provide employment opportunities that at a minimum include high quality, work relevant training and development in in-demand industries or sectors or occupations; and C. are appointed from among individuals nominated by the state business organizations and business trade associations; ii. not less than twenty percent shall be

representatives of the workforce within the state who: A. shall include representatives of labor organizations who have been nominated by state labor federations; B. shall include a representative, who shall be a member of a labor organization or training director from a joint labor-management apprenticeship program, or if no such joint program exists in the state, such a representative of an apprenticeship program in the state; 2 C. may include 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; and iii. the balance: A. shall include: 1. the Secretary of the Department of Labor or his or her designee; 2. the Secretary of the Department of Education or his or her designee; 3. the Secretary of the Department of Health and Social Services or his or her designee; 4. the Secretary of the Economic Development Office or his or her designee; 5. the Director of the State Housing Authority or his or her designee; and 6. chief elected officials (collectively representing both cities and counties where appropriate). B. may include any individuals the Governor deems necessary to appoint in order for the membership of the board to remain in compliance with federal requirements; and C. may include such other persons as the Governor may from time to time appoint. 3. The Governor shall designate from the members appointed under 2(c)(i) one person to serve as Chairman of the Board and one person to serve as Vice Chairman of the Board. 4. An Executive Director shall staff the Board. 5. The Board shall assist the Governor in: a. the development, implementation and modification of the state plan required by applicable federal law; 3 b. consistent with paragraph (a), the review of statewide policies of statewide programs, and recommendations on actions that should be taken by the state to align workforce development programs in the state in a manner that supports a comprehensive and streamlined workforce development system in the state, including the review and provision of comments on the state plans, if any, for programs and activities of one-stop partners that are not core programs as defined by applicable federal law; c. the development and continuous improvement of the workforce development in the state through: i. the identification of barriers and means for removing barriers to better coordinate, align, and avoid duplication among the programs and activities carried out through the system; ii. the development of strategies to support the use of career pathways for the purpose of providing individuals, including low skilled adults, youth, and individuals with barriers to employment (including individuals with disabilities), with workforce investment activities, education, and supportive services to enter or retain employment; iii. the development of strategies for providing effective outreach to and improved access for individuals and employers who could benefit from services provided through the workforce development system; iv. the development and expansion of strategies for meeting the needs of employers, workers, and jobseekers particularly through industry or sector partnerships related to in-demand sectors and occupations; v. the development of strategies to support staff training and awareness across programs supported under the workforce development system; d. the development and updating of comprehensive state performance accountability measures, including state adjusted levels of performance, to assess the effectiveness of the core programs in the state; e. the identification and dissemination of best practices; f. the development and review of statewide policies affecting the coordinated provision of services through the state's one-stop delivery system; g. the development of strategies for technological improvements to facilitate access to, and improve the quality of, services and activities provided through the one-stop delivery system; 4 h. the development of strategies for aligning technology and data systems across one-stop partner programs to enhance service delivery and improve efficiencies in reporting on performance accountability measures (including the design and implementation of common intake, data collection, case management information, and performance accountability measurement and reporting processes and the incorporation of local input into such design and implementation to improve coordination of services across one-stop partner programs); i. the preparation of the Board's annual reports; J. the development of the statewide workforce and labor market information system; k. the development of such other policies as may promote statewide objectives for, and enhance the

performance of, the workforce development system in the state; 1. the development and the implementation of a plan for assuming the duties, responsibilities and functions of the Delaware Workforce Investment Board including oversight of the "Blue-Collar Act" Title 19 Del. C 3402 (3)(a) & (3)(b); and m. the carrying out of responsibilities of the Local Boards. 6. The Board shall promulgate bylaws, consistent with law and with this Executive Order, governing its organization and procedure. These bylaws shall include provisions outlining procedures for the determination of a conflict of interest for a board member, and a conflict shall be handled. 7. The Board shall meet at the call of the Chairperson, or as provided by rules adopted by the Board, but shall not meet less than annually. 8. Members of the Board may receive reimbursement for necessary travel and expenses. 9. Forty Percent (40%) of the serving members shall constitute a quorum for the transaction of business at a meeting, notwithstanding the existence of one or more vacancies. Decisions of the Board must be approved by a majority of those members constituting a quorum at meeting of the Board. 10. The Delaware Workforce Investment Board is hereby eliminated. 11. Executive Order No. 75, dated January 31st, 2000, issued by Governor Thomas R. Carper, is hereby rescinded. The DWDB established a Missions Essential Task List using the commonly used RACI methodology. The METL identifies tasks and who is Responsible, Accountable, Consulted, or Informed. Tasks Description Accountable Decision Maker Responsible to do the work Consult (prior to decision) Inform (after decision) Notes Although the DWDB embraced a RACI approach to develop its Mission Essential Task List, it is too cumbersome to place in the portal. In lieu of that we list the Essential Tasks and list the groups individuals involved in making the system. Generally speaking the accountable Decions maker is listed first Tasks Description Accountable Decision Maker Responsible to do the work Consult (prior to decision) Inform (after decision) Notes Administrative Tasks Allocation of Blue Collar training dollars for contract funding categories DWDB Chairman: DWDB Proposal Review Committee: Chair The DWDB at large in Open Meeting: DET Contracting Staff: Including DET Director: Public Via Website; Staff Via DJL; The allocation of blue collar funds is the state board’s responsibility, but this function is facilitated through the RFP process which is managed by DET contracting and overseen by DWDB members

Manage the funding approved for contact and ITA and training providers. DET Director DET Contracting Staff: DWDB Chair: Performance Measures Chair: Proposal Review and Certification Committee Chair: DWDB executive Director: Public; Providers; The only WIOA allocation required is the breakout of fund between in-school & out-of-school. For additional information see numbers 54, 55

Develop processes and procedures for managing the Certified Provider Training list. Facilitate the subsequent renewal and approval for new programs for Program Year funding. DWDB Executive Committee: DWDB Chairman DWDB Executive Director: DWDB Deputy Director: DWDB Contracting Specialist: DET DJL staff: DWDB Chair: Performance Measures Chair: Proposal Review and Certification Committee Chair: DET Staff; Public; DWDB Board Committee is used to make decisions, DET is responsible to Feds. Develop and submit the mandated Annual report to U.S. Department of Labor (Funding depends on the timely submission of the Annual Report (Due October 1st of each year). DWDB Executive Committee: DWDB Chairman DET Management Team: Delaware Department of Labor: Sec, DET Director: OOLMI: DWDB This report is done in two parts. DWDB does the narrative and DET does the data portion

Maintain Memorandum Of Understanding (MOU) with mandatory service partners to enhance One-Stop service offerings DET Director: DET All mandatory and optional partners ETA, Gov. Department SecsDET is designated as the One stop operator in the MOU

Conduct Oversight for the Workforce Investment Act Youth and State Blue Collar contracted Youth Programs DET Director: DET Contracting Staff: DET Staff DWDB Executive Director: Youth Council: COMPLETED WITH THE ASSUMPTION THAT OVERSIGHT REFERS TO ACTUALLY IMPLEMENTING , AND MANAGING THE YOUTH PROVIDERS - DET administers the program and provides staff assistance to the Youth Council. In administering the program, DET carries out all contract implementation & management. DWDB utilizing the results of this work provides overall oversight.

Conduct operations/oversight for the One-Stops for Workforce Investment Act training/activities and report to the Delaware Workforce Investment Board DET Director: DET Staff: DWDB Chair: Performance Measures Chair: Proposal Review and Certification Committee Chair: Delaware Secretary of Labor: One Stop Staff; COMPLETED WITH THE ASSUMPTION THAT OVERSIGHT REFERS TO ACTUALLY IMPLEMENTING , AND MANAGING THE THE ONE STOP EMPLOYMENT AND TRAINING ACTIVITIES - DET administers the programs. In administering the program, DET carries out all planning, implementation & management. DWDB utilizing the results of this work provides overall oversight.

Negotiation of Federal performance measures with U.S. Department of Labor - ETA for Delaware

DET Director: DWDB: Performance Review Chair: DET Staff: DWDB Staff USDOL, ETA Regional Headquarters; One Stop Staff; Providers; DWDB Chairman Per the MOU, The Workforce Investment Board assists the CEO to develop performance measures and in partnership with the CEO it negotiates the performance standards. DET provides recommendations to the DWDB

Oversee and coordinate all state and federal workforce investment programs Gov. Sec. and Chairman DET/DWDB DET Staff; Public; DWDB Board This tasks associated with this are found in Article III of the MOU although it does not say this. In carrying out the activities, they are either done as "shall assist the CEO" or ’in partnership with the CEO"

Hold Board meetings - at a minimum annually DWDB Executive Committee: DWDB Chairman DWDB Director, DET/DWDB Public; Govs. Office; Board Members Scheduled Quarterly Meetings

Establish administrative polices, interpretation and guidelines for the operation of WIOA activities and One-Stops DET Director DET Management Team: DWDB / ETA DET Staff; Public; DWDB Board DET as administrator of WIOA programs, The Grant recipient and CEO develops "operation policies. Policies developed by DET that effect the public are sent to the DWDB for comment. The DWDB can also develop policy. Generally it is not operational but global. When that is done the DWDB Director is Accountable and Responsible with DET being consulted.

Provide opportunities for public comment DET Director DWDB Deputy Director: DWDB Executive Assistant: DET Staff; USDOL, ETA Regional Headquarters; Primarily relates to the plan and waivers which are included in the planning process and work together to get for additional information from employers i.e. board members

Promote private sector involvement of board members and business community DWDB Chair: DWDB Chairman: DWDB Executive Director: DET Director DET, DWDB & One Stop Partners/DEDO Gov. ASSUMES THE INVOLVEMENT IN QUESTION REFERS TO PRIVATE SECTOR INVOLVEMENT IN A STATEWIDE WORKFORCE SYSTEM (661.305 (a)(8). The MOU establishes a role for both partners. As written here the DET role is identified as promoting private sector

involvement as it relates to programs that it administers such as the Business Services unit for Wagner Peyser.

Ensure continuous improvement of providers through feedback, monitoring and sharing of data DET Director DET DWDB DET as WIOA program administrator (MOU) has most of this responsibility. DWDB shares the role because of it responsibility to manage the ITA provider list

Coordinate local Rapid response activities DET Director: DET Staff UI Staff DOL Secretary DEDO: OOLMI Director: This function is done solely by DET

Resolving findings based on federal compliance visits/inspections (E.g. Audits) DET Director: DET Staff: DWDB Executive Director: Deputy Attorney General DWDB Executive Committee

Report on operation and expenditures of all WIOA programs as required by the U.S. Secretary of Labor, the CEO, and the DWDB; DET Director: DET Management Team: DWDB Executive Director: DWDB Finance Chairman: DET is the Grant Recipient and provides quarterly reports to board

With the concurrence of the DWDB, take prompt and appropriate corrective action upon learning of violations of the Act or Regulations; DET Director: DET Staff: DWDB Executive Director: Deputy Attorney General DWDB Executive Committee Actions taken to discontinue funding or eligibility is taken to the DWDB for review and determination of action

EO DET Director Civil Rights Center USDOL; DWDB Civil Rights Center USDOL, DWDB, DE Department of Labor Process in place

Funding Decisions DWDB Chair: DWDB Executive Director: Deputy Attorney General ; Proposal Review Chair: Public; Providers; Other Customer DET Director DET Director; Secretary of Labor DWDB Executive Director:

Complainant; Deputy Attorney General ; Secretary of Labor This is a graduated process that allows complaints to be resolve at the lowest level but rising to DWDB Director

ITA Provider DWDB Director: DET Administrator: DWDB Deputy Director: DWDB Executive Director: DET Director: One Stop Staff: via DJL; Deputy Attorney General;, Proposal Review and Certification Committee, Provider; Public;, Secretary of Labor

Develop and maintain a Management. Information System to monitor eligibility, intake, performance, and compliance with contracts, the DWDB Plan, and regulations under the Act; DET Director: DET Management Team: DWDB Executive Committee; DWDB Director AJLA; USDOL One Stop Staff; Public; Employers; Sec. DOL: DWDB Executive Director, Committee This is done through DJL

Provide Regular Performance Information to the Board DET Director DWDB Executive Committee; DWDB; USDOL; Delaware Department of Labor Secretary: Covered in Article IV of the MOU

Operate the "One Stops" DET Director Sec. Delaware Department of Labor: DWDB Executive Committee: DWDB Chairman Covered in Article I of the MOU

DET Specific Tasks Receive and disburse all WIOA funds DET Director DET Staff DWDB Executive Committee; DWDB Chairman:

Establish and maintain sound fiscal practices and procedures which will ensure that all funds are managed in accordance with the Delaware State Code, the WIOA, and the parties to this agreement; DET Director DET Staff DWDB Executive Committee; DWDB Chairman:

Administer all WIOA programs covered by this agreement; DET Director DET Management Team: DWDB Executive Committee; DWDB Chairman:

Administer any other programs agreed to by the CEO and the DWDB; DET Director DET Management Team: DWDB Executive Committee; DWDB Chairman:

Develop an Annual Budget for the Administrative Entity; DET Director DET Management Team: DWDB Executive Committee; DWDB Chairman: Incorporate the DWDB Budget to carry out their activities

Establish and maintain eligibility determination, intake, assessment and referral procedures for those enrolled in WIOA programs; DET Director DET Management Team: DWDB Executive Committee; DWDB Chairman:

Provide training for all staff involved in the implementation of WIOA DET Director DET Management Team: Exec. Director, DWDB Executive Committee; DWDB Chairman: ITA Specific Tasks Determine initial and subsequent eligibility of providers

Proposal Review and Certification: DWDB Staff: Deputy Director: Contracting Specialist: DWDB Executive Director: Delaware Department of Education; Deputy Attorney General One Stop Staff via DJL; Provider

Ensure the widest dissemination of provider list DWDB Executive Director: DET MIS Staff: DWDB Contracting Specialist: DET Director: Proposal Review and Certification Committee: Public; Staff DWDB enters the information into DJL

Eliminate providers which fail to meet standards from the state list DWDB Proposal review and Certification Committee: DWDB Staff: Executive Director, Deputy Director, Contracting Specialist, DET staff: Director, Administrator Proposal Review and Certification Committee DWDB, Delaware Department of Education Public, One Stop Staff; DET MIS Section, - Youth Council Chair

Develop and publish an appeal process for the denial of eligibility and subsequent eligibility DWDB Chairman DET Administrator: DWDB Deputy Director: DWDB Executive Director: DET Director: One Stop Staff: via DJL; Deputy Attorney General Provider; Public Current Appeals Process in place. Process being refined through a rewrite of our policy manual Planning Specific Tasks Develop, write, and submit a the unified state workforce plan to US DOL Secretary of Labor: DWDB Director: DET Director: Gov. Markel's Policy Advisor: DWDB Chair: Executive Director DEDO; Secretary of DHSS; Secretary Delaware Housing Authority; Delaware Secretary Delaware Department of Education; Public Comment & Board This document is signed by the Governor, Sec. Labor and DET Director

Assist the Governor in developing the strategic plan for all state and federal workforce development program DWDB Chairman: DWDB Director: DET Director: Gov. Policy Advisor: DWDB Chair: Executive Director DEDO; Secretary of DHSS; Secretary Delaware Housing Authority; Delaware Secretary Delaware Department of Education; Secretary Department Children Youth and their Families; Sec. Gov. Develop operations and training budgets for Blue Collar and Workforce Investment Act funds DET Director: DWDB Director: DET Director: DWDB Financial Oversight

Committee: DWDB Executive Committee: MOU Sections II & IV - Consultation is critical because the DWDB does a budget for its own activities that gets included Identify current/projected employment opportunities and necessary job skills to serve citizens of Delaware Secretary of Labor: DWDB Chairman: OOLMI Director: Deputy Director DWDB Proposal Review and Certification Committee: DEDO Workforce Development: DEDO Labor Markel: Business Community, DOE Public, Providers, Clients; DET Administrator: DET Director: Identifying targeted areas with growth Develop a menu of services (Wagner Peyser Core Services and Intensive Training services) to address the needs of clients DET Director: DWDB Director, Delaware Workforce Investment Board; Proposal Review and Certification Committee: Public, DWDB DWDB manages the ITA provider Development and continuous improvement of comprehensive State Performance measures, including State adjusted levels of performance, to assess the effectiveness of the workforce investment activities in the State DWDB Chairman: DET Staff: DWDB Performance Review Committee Chair DWDB Executive Committee; DET Director: DOL Secretary One Stop Staff; Providers; language for task has been changed to be the same as 661.205 F. One Stop staff and providers are always informed through standard administrative channels Develop requests for federal waivers, where necessary, to allow flexibility in funding and services DWDB Executive Committee: DWDB Chairman DET Director: DWDB Executive Director: Performance Measures Committee: DWDB Executive Committee: All Members; Sec. DOL: Public Via Website; Staff Via DJL; Waivers are submitted to the FEDs based on need of SDA Determine self sufficiency employment standard DWDB Chairman: DWDB Director: DET Director: DWDB Determine adult eligibility based on levels at which an individual would cease to be eligible for training. Procurement and Contract Management Specific Tasks Select providers for Blue Collar funds through an open bid process Proposal Review and Certification: DET Director DET Staff DET Director: DWDB Chairperson DET Staff Provider; Public Through the RFP Select providers for youth programs through the competitive bid process DWDB DWDB Staff: Executive Director, Executive Assistant, DET Staff: DET Contracting Staff: DET Director: Proposal Review and Certification Committee: Provider; Public,Chair - Youth Council Through the RFP process Develop a competitive process for grants and contracts DET Director DET Staff DWDB Executive Committee, Deputy Attorney Delaware Code Public; Bids.delaware.Gov; Review and evaluate proposals and contractors for services with the assistance of the DWDB to include a review of Request for Funding Proposal Guidelines. DET Director DET DWDB Executive Committee, Deputy Attorney Delaware CodePublic; Bids.delaware.Gov; Development of the Funding Guidelines DET Director DET Management Team: DWDB Chair: ; Performance Measures Chair: Proposal Review and Certification Committee Chair: DWDB executive Director: Public; Providers; Approval of the funding Guidelines DWDB Executive Committee: DWDB Chairman DWDB Proposal review and Certification Committee: DET Director DET; DWDB; Providers Development of the Request for Proposal DET Director DWDB Executive Committee, Deputy Attorney General Delaware CodePublic; Bids.delaware.Gov; Orientation & Contract Development (steps from interested party to Best and Final Offer DET Director DWDB Executive Committee, Deputy Attorney General, Delaware Code ; Bids.delaware.Gov; Awards DWDB Executive Committee: DWDB Chairman DWDB Proposal review and Certification Committee: DET Director Public; Providers; Contract and Training Unit Management (The following steps are not comprehensive) DET Director DET Contracting Staff: DET Management Team: DWDB Executive Committee, Deputy Attorney General Delaware Code Public; Bids.delaware.Gov; Covered in Article IV of the MOU Writing the contract DET Director DWDB Executive Committee, Deputy Attorney, Delaware Code Public; Bids.delaware.Gov; Covered in Article IV of the MOU Executing the Contract Director DET Director, DWDB Director, DWDB Executive Committee, Deputy Attorney General, Delaware Code Public; Bids.delaware.Gov Covered in Article IV of the MOU Monitoring for eligibility, compliance (Fiscal & Program) and performance. DET Director DWDB Executive Committee, Deputy Attorney General, Delaware Code; USDOL Public, Providers, Clients; One Stop Staff Covered in Article IV of the MOU Writing and issuing contract/agreement policy/procedures DET Director DWDB Executive Committee, Deputy Attorney General, Delaware CodePublic; Bids.delaware.Gov Covered in Article IV of the MOU Technical

Assistance & Corrective action DET Director DWDB Executive Committee, Deputy Attorney General, Delaware Code Public; Bids.delaware.Gov Covered in Article IV of the MOU

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

A. ASSESSMENT OF CORE PROGRAMS

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

Delaware will assess its workforce system using a complementary set of quantitative and qualitative tools. The State performance accountability system will focus on the six required WIOA common measures as applicable to each core program. Additional goals beyond the six are not planned at this time. As Delaware consists of a single statewide workforce investment area, State performance levels are established to promote accountability while supporting the Governor's desire to assure that Delaware's employment and training system is open to the hardest to serve adults and youth with special needs and barriers to employment. In setting Delaware's performance levels, the DWDB will consider the U.S. DOL Statistical Model, labor market conditions, past state performance trends, past national average performance tends, U.S. DOL Government Performance and Results Act (GPRA) goals, continuous improvement expectations, and the U.S. DOL Youth Vision. In setting performance levels The State's goals reflect an expectation of improved performance and an effort to support the U.S. DOL in achieving the GPRA goals, however, due to mass layoffs that continue to occur, coupled with the Governor's commitment to continue to target the hardest to serve, some goals may be lower than the GPRA levels. The state will assess the actual need for adult education services adult education system via an analysis of unemployment rates for:

• Part time vs. full time jobs;

• Family sustaining wages; • Job placements in areas of provided training; • Long term job areas; • Increasing education attainment level of adult workers; • Use of career lattices by lower skilled workers; • Provider performance target attainment; and • Client satisfaction surveys In addition the state will delve deeper into its data to determine the characteristics of those workers unable to access employment while receiving unemployment insurance and become part of the "out of the labor market" cohort.

The state will also assess its publicly funded system looking at the two key stakeholders; Businesses and Job Seekers. The effectiveness of Businesses Customer Services will be evaluated as follows:

• Customer Service Surveys

• Increase of the number of employers utilizing Delaware JobLink (Saturation)

• Focus group feedback

The effectiveness of services to job seekers is the evaluation of the One-Stop system. This is the delivery system for all customers, but in particular the job seeker: We will evaluate success serving the job seeker by:

• Customer Service Surveys

• Success in Seamless Referrals – This refers to the number of individuals that are referred to partner services who actually receive services. This refers primarily to referrals linking affiliated sites or partner programs with the One-Stop. It is thought that outside the “one stops”, in affiliated sites and partner programs little success in referral has been occurring.

• Implementation Surveys – This refers to the evaluation of operational changes. Among these will be the referral system and the seamless enrollment of core partner customers in Delaware Job Link. Added by a continuous feedback loop during implementation, a final assessment survey will be completed

• Core Partners meeting federal performance measures – Federal Reports

• Other Evaluations as necessary

DOL-DET Contract Management and Monitoring unit will be lead in compiling program performance data for interim reporting purposes. This unit will report directly to the Delaware Workforce Development Board (DWDB) on contracts managed by DOL-DET and other programs housed in DOL-DET. In the case of core partners, this unit will be responsible to collecting from the partner’s information to be reported to the DWDB. The Core Partners not housed in DOL-DET will report directly to the Board. The DWDB will schedule these presentations as part of its quarterly meetings schedule.

The DWDB leadership, partners and upper level leadership will evaluate results and determine if adjustments are needed, the amount and type needed adjustments, as well as timelines for each adjustments.

B. ASSESSMENT OF ONE-STOP PARTNER PROGRAMS

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

III (4) (B) Assessment of One–Stop Program Partner Programs. A One–Stop Partner Program committee was established to create and implement the vision for the One–Stop delivery system under WIOA. Monthly meetings among the partner programs focus on continuous improvement and evolvement of the Workforce Development System for Delaware. Program performance, effectiveness, and recommendations for improvement will be an on–going topic.

Title II programs will rely on several data points to determine program quality, effective and continuous improvement. These will include:

• Quarterly desk audits to monitor program progress towards performance targets

• Technical assistance meetings with programs that are in danger of not meeting performance targets

• On site state and peer monitoring visits to ensure that programs are delivering services as described in the grant application and established in legislation

• Student surveys to evaluate service quality from a client perspective

• Staff surveys to evaluate delivery of professional development from an instructor perspective

C. PREVIOUS ASSESSMENT RESULTS

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

Review Panel determined this as NA

III (4) (C) Previous Assessment Results. The Title II Program MIS system will be WIOA compliant for reporting purposes. This system also has the capacity to store historic information allowing for an easily accessible review of previous program performances. To be continued under WIOA as initiated under WIA, program performance report cards will be published and disseminated for all program providers making program accountability a transparent process.

Please see Delaware's Annual Report for PY 2014 to review previous organization assessments. Even so the DWDB two year strategic Goal 1 addresses this issues and like Goal 3 – marketing – it is in the action planning stage.

D. EVALUATION

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

Evaluations – The DWDB and the core partners will determine, over the next two years, what research projects are appropriate within the construct of the new law. But generally speaking, research projects will use commonly excepted formats across the spectrum of information papers for a single entity; decision papers as needed for a single entity; and staff studies to develop information gathering and coordinate recommendations across multiple partners.

Delaware will assess its workforce system using a complementary set of quantitative and qualitative tools. The State performance accountability system will focus on the six required WIOA common measures as applicable to each core program. Additional goals beyond the six are not planned at this time. As Delaware consists of a single statewide workforce investment area, State performance levels are established to promote accountability while supporting the Governor's desire to assure

that Delaware's employment and training system is open to the hardest to serve adults and youth with special needs and barriers to employment. In setting Delaware's performance levels, the DWDB will consider the U.S. DOL Statistical Model, labor market conditions, past state performance trends, past national average performance tends, U.S. DOL Government Performance and Results Act (GPRA) goals, continuous improvement expectations, and the U.S. DOL Youth Vision. In setting performance levels The State's goals reflect an expectation of improved performance and an effort to support the U.S. DOL in achieving the GPRA goals, however, due to mass layoffs that continue to occur, coupled with the Governor's commitment to continue to target the hardest to serve, some goals may be lower than the GPRA levels. The state will assess the actual need for adult education services adult education system via an analysis of unemployment rates for:

• Part time vs. full time jobs;

• Family sustaining wages; • Job placements in areas of provided training; • Long term job areas; • Increasing education attainment level of adult workers; • Use of career lattices by lower skilled workers; • Provider performance target attainment; and • Client satisfaction surveys In addition the state will delve deeper into its data to determine the characteristics of those workers unable to access employment while receiving unemployment insurance and become part of the "out of the labor market" cohort.

The state will also assess its publicly funded system looking at the two key stakeholders; Businesses and Job Seekers. The effectiveness of Businesses Customer Services will be evaluated as follows:

• Customer Service Surveys

• Increase of the number of employers utilizing Delaware JobLink (Saturation)

• Focus group feedback

The effectiveness of services to job seekers is the evaluation of the One–Stop system. This is the delivery system for all customers, but in particular the job seeker: We will evaluate success serving the job seeker by:

• Customer Service Surveys

• Success in Seamless Referrals – This refers to the number of individuals that are referred to partner services who actually receive services. This refers primarily to referrals linking affiliated sites or partner programs with the One–Stop. It is thought that outside the "one stops", in affiliated sites and partner programs little success in referral has been occurring.

• Implementation Surveys – This refers to the evaluation of operational changes. Among these will be the referral system and the seamless enrollment of core partner customers in Delaware Job Link. Added by a continuous feedback loop during implementation, a final assessment survey will be completed

• Core Partners meeting federal performance measures – Federal Reports

• Other Evaluations as necessary

DOL–DET Contract Management and Monitoring unit will be lead in compiling program performance data for interim reporting purposes. This unit will report directly to the Delaware Workforce Development Board (DWDB) on contracts managed by DOL–DET and other programs housed in DOL–DET. In the case of core partners, this unit will be responsible to collecting from the partner's information to be reported to the DWDB. The Core Partners not housed in DOL–DET will report directly to the Board. The DWDB will schedule these presentations as part of its quarterly meetings schedule.

5. DISTRIBUTION OF FUNDS FOR CORE PROGRAMS

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

A. FOR TITLE I PROGRAMS

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

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

The Delaware Workforce Development Board funding guidelines are a policy statement, which is reviewed and updated every November, and approved by the board. The guidelines are THE policy document that governs the expenditure of all monies (including state and federal funds) used by the DWDB and DOL-DET. Not only that, the funding guidelines are one of several foundational documents outlining how the DWDB and its joint administrative entity, DOL-DET disburse funds. The DWDB takes it under advisement that the Title Funding Guidelines could be renamed Funding Policy PY2016. The Funding guidelines work in tandem with DOL-DET Policy 1 "Client Flow", the Demand Occupation list, THE ITA, manual and the RFP process to develop a unified approach to youth activities, adult, and dislocated workers. To avoid redundancy, section III.b.3.B.2 — Board Activities, outlines the responsibililites of the Boar, and other partners in regards to the use of funds. For the convenience of the reader the guidelines are listed below and also in several other locations as some readers may only have interest in one location. Both the In-School and Out of School abridged RFP's are provided for your convenience. Complete copies are available at https://wib.delawareworks.com/index.php DELAWARE WORKFORCE DEVELOPMENT BOARD PY 2016 Funding Guidelines: Delaware Workforce Development Board (DWDB) The purpose of this document is to give the Delaware Workforce Development Board a baseline of the service delivery for our One Stop Office operators, Blue Collar and WIOA Youth contractors alike. 1. Delaware Workforce Development Board (DWDB) acknowledges that the degree to which an employee can analyze and solve problems, demonstrate soft skills, competency in foundation mathematics and reading skills and good attendance, is as important to job retention as is demonstrating the occupational skills. Accordingly, DWDB seeks evidence that these skills are taught and reinforced continually as important and interrelated parts of the training. 2. To the extent possible, the definitions provided in the federal law and regulations will be the definitions for all sources of funds, including Blue Collar, except the definition of eligibility. The Blue Collar training programs have no requirement that participants be low income. 3. Occupational Skills programs with a combination of activities are being requested. In particular, programs that: • Combine classroom occupational training including an internship, clinical, actual work experience, OJT (On-the Job Training) along with the necessary foundation skills in reading and math. 4. Contractors will assess reading and math skills. Basic language and numeric skills training, when appropriate, will be provided

concurrently with skills training. As part of the RFP, proposers will be asked to describe their plan to meet this objective. 5. American Job Centers will assess career services applicants in reading and math skills. Basic language and numeric skills training, when appropriate, will be provided to the extent possible either concurrently with skills training or in another manner consistent with the jointly developed employment plan. 6. American Job Center staff is responsible for determining and documenting eligibility for those individuals involved in a career/training service. 7. Contractors are responsible for determining and documenting eligibility, recruiting customers, and providing the Department of Labor, Division of Employment & Training's (DET) Management Information System (MIS) with the required information. Failure in any of these areas may result in corrective action. 8. Retention services will be provided, as necessary in the day and evening in order to meet the performance measures for 12 months following exit except for Adult Blue Collar. Adult Blue Collar exits will require 6 months of follow-up. 9. Up to ninety-five percent of available funds may be awarded. 10. Up to a maximum of fifty percent of the Blue Collar Funds may be used for Youth Programs. The remaining Blue Collar funds will be used to fund adult training for dislocated workers, to assist in school-to-work transition activities and to underwrite such other innovative training programs. 11. The proposal rating criteria will favor those proposals that demonstrate the ability to operate quality, cost effective training programs that result in high placement rates, increased wages, long term job retention, credential attainment and literacy/numeracy gains. 12. Funding may be approved to support all or any portion of the cost of a training program. Proposers will provide, in their proposal, the cost of their entire training program and the amount of funds requested. 13. Funding awards will be at a level which is sufficient to fully carry out the portion of the program which is funded. Proposers awarded will be required to demonstrate that the level of funding is sufficient. 14. Computer training appropriate to the intended job placement opportunity will be a key factor in funding occupational skills training proposals. 15. Providers requesting supportive services will be required to document linkages with other human service providers. 16. Proposers will demonstrate that the curriculum being offered through proposed training meets the current and projected needs of the local employers. 17. Training in occupations in demand including occupations identified as part of career lattices will be solicited. The report and recommendations of the Office of Occupational and Labor Market Information (OOLMI) will be used as a guide to the types of occupational skills training which are to be solicited and funded. Training areas identified as high growth/high demand will be preferred. The Proposal Review and Certification Committee will approve the list of the "in demand" occupations sought. Proposals for occupational skills training in occupations not targeted in the solicitation as well as emerging skill areas will be considered only with comprehensive documentation of the need for the training provided within the proposal. 18. DWDB will strive to provide training based on each county's needs and in reasonable proportion to the population. The Board may consider the percentage of poverty level residents recorded in the most recent official census, and the state-generated rate of unemployment. 19. Program providers shall define their staff qualifications in the proposal for any position for which they are requesting funding in whole, or in part. 20. Documentation must be maintained for each participant, including eligibility, attendance, assessments, credentials, certificates, literacy/numeracy gains & outcomes. The documentation must be made available to DWDB, the Youth Council, DET and/or their designees upon request 21. The current Federal performance measures will be the performance criteria for all training programs, including Blue Collar. Performance Accountability (performance rates to be negotiated for PY17) Adult and Dislocated Worker Programs I. the percentage of program participants who are in unsubsidized employment during the second quarter after the exit from the program. II. the percentage of program participants who are in unsubsidized employment during the fourth quarter after the exit from the program. III. the median earnings of program participants who are in unsubsidized employment during the second quarter after the exit from the program. IV. the percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within 1 year after the exit from the program. V. the percentage of program participants who, during a program year,

are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment. VI. the indicators of effectiveness in serving employers. Youth Program I. the percentage of program participants who are in education or training activities, or in unsubsidized employment during the second quarter after the exit from the program. II. the percentage of program participants who are in education or training activities, or in unsubsidized employment during the fourth quarter after the exit from the program. III. the median earnings of program participants who are in unsubsidized employment during the second quarter after the exit from the program. IV. the percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within 1 year after the exit from the program. V. the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skills gains toward such a credential or employment. VI. the indicators of effectiveness in serving employers. 22. Blue Collar Adult training contracts will be a hybrid contract. The normal standard for the hybrid is to fund as a 60% Cost Reimbursement and a 40% Performance based contract. Performance payments will be based on Day 1 Outcomes and Day 30 Outcomes except for the Career Lattice contracts. Performance payments in the Career Lattice contracts may be based on process as well as outcome standards. 23. Wagner Peyser Act funds will support the state One Stop system. 24. Any local American Job Center office providing federal services that fails to achieve 85% of goal in any year may be required to compete to be a provider in the following year in the Request for Proposal process. 25. All Providers will offer training that will allow trainees to earn a Diploma, GED, or Certificate as defined in USDOL TEGL 17-05 Attachment B. 26. Youth Proposers will be required to identify the incremental credentials received during the course of the proposed program and the credential obtained as a result of successfully completing the proposed program. 27. Youth programs will be contracted. Proposals will be solicited for Out-of-School Youth and In-School Youth programs. 28. Eligible youth programs will provide: WIOA requires: a. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants; b. Develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance that shall identify career pathways that include education and employment goals (including in appropriate circumstances, nontraditional employment), and appropriate services for the participant taking into account the assessment conducted; c. Preparation for postsecondary educational and training opportunities; d. Strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials; e. Preparation for unsubsidized employment opportunities, in appropriate cases; f. Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential; g. Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets. 29. Funded youth providers are not required to directly provide all program elements. All funded providers are required to ensure youth have access to all program elements in order to provide a comprehensive youth program that offers the following program elements: WIOA requires: a. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential; b. Alternative secondary school services, or dropout recovery services, as appropriate; c. Paid and unpaid work experience that have as a component academic and occupational education, which may include – (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities d. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials

that are aligned with in-demand industry sectors or occupations; e. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate; f. Supportive services; g. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months; h. Follow-up services for not less than 12 months after the completion of participation, as appropriate; i. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; as appropriate; j. Financial literacy education; k. Entrepreneurial skills training; l. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; m. Activities that help youth prepare for and transition to postsecondary education and training. n. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. 30. In-School and Out-of-School Youth programs will be funded with a combination of Blue Collar and WIOA funds. 31. Under the guidance of the Youth Council, youth programs will be contracted.Proposers will utilize Delaware Job Link to develop and implement a plan to improve employment opportunities for trainees in order to maximize success in the current economy. This will include a current updated resume built in the Delaware Job Link system. 32. DWDB will set aside $200,000 of Blue Collar funds to enter into partnerships with DEDO (Delaware Economic Development Office) or non-profit agencies with a dollar to dollar match for Blue Collar training initiatives. 33. All providers will be responsible for the data entry of participant information and activities into the Delaware JobLink Management Information System (DJL). 34. DWDB will set aside up to $600,000 of Blue Collar funds to fund new and/or existing Adult Career Lattice training as well as other innovative training programs that may have lattice-type potential. Lattice training is training that combines occupational, soft skills and basic skills training with a work experience related to the training. The training provides a minimum of two occupational steps enabling the trainee to move from their first placement to a higher occupational level with a higher wage during a maximum period of two years. 35. Prior to executing a contract, proposers, without current contracts, will be required to provide a copy of their most recent financial statement to enable DWDB/DET to establish their fiscal soundness and eligibility for a contract. 36. Funds returned may be allocated as deemed appropriate by the DWDB. 37. Out-of-School providers shall allocate a minimum of twenty percent of funds to provide paid and unpaid work experiences that have an academic and occupational component which may include: employment opportunities, pre-apprenticeship programs; internships, job shadowing, and on-the-job opportunities. 38. The Consolidation Committee of the Proposal Review Committee will in addition to approving funding recommendations, establish a priority for funding programs should additional funds become available prior to the beginning of the next program year. No funding changes will take place after the start of the new program year. Any funds identified after that point will become carry in for the following year.

The funding guidelines operate drive all aspects of funding decisions. We annually release a solicitation for Out of School and In-School Youth.

Below is the out of school RFP which supplements the funding guidelines. This is an abridged copy of the document.

DELAWARE WORKFORCE DEVELOPMENT BOARD (DWDB)

PROPOSAL REVIEW SCHEDULE REQUEST FOR PROPOSAL Out-of-School Youth Program Year July 1, 2015 - June 30, 2016 Issued: January 4, 2016

January 8, 2016 ORIENTATION (Note Location) Youth Training Buena Vista Conference Center 12:30 P.M. 661 South DuPont Highway New Castle, DE 19720 (302) 323-4430 (SNOW DATE if necessary, January 12, 2016)

January 21, 2016 PROPOSALS DUE (3 COPIES) (Note Location) NO LATER THAN 4:00 P.M Delaware Workforce Development Board (DWDB) c/o DE Dept. of Labor, Division of Employment & Training Attn: Ashley Francica 4425 N. Market Street Wilmington, DE 19802

Please note that the Proposals must be delivered to the DWDB office no later than 4:00 p.m. on January 21, 2016 and that no proposal is considered a complete proposal without a scheduled Proposal Development Session, as described in the Request for Proposal. Incomplete Proposals will not be considered. E-mail Ashley Francica at Ashley.Francica@state.de.us to schedule.

February 1– February 26, 2016 PROPOSAL DEVELOPMENT

February 29, 2016 BEST AND FINAL OFFERS DUE (ONE COPY) (Note Location) NO LATER THAN 4:00 P.M. Delaware Workforce Development Board (DWDB) c/o DE Dept. of Labor, Division of Employment & Training Attn: Ashley Francica 4425 N. Market Street Wilmington, DE. 19802

March 21, 2016 PROPOSAL PRESENTATIONS (Note Location) Embassy Suites (Newark-Wilmington South) 654 South College Avenue Newark, Delaware 19713

April 5, 2016 DWDB APPROVAL OF FUNDING AWARDS

EQUAL OPPORTUNITY EMPLOYER/PROGRAM Auxiliary aids and services are available upon request to individuals with disabilities.

TABLE OF CONTENTS

EQUAL OPPORTUNITY ASSURANCE

PART A -REQUEST FOR PROPOSAL GUIDANCE

I. PURPOSE

II. SOLICITATION

III. SPECIFIC PROGRAM SOLICITATION

IV. TARGETED POPULATIONS & ELIGIBILITY CRITERIA

V. PERFORAMNCE STANDARDS

VI. OTHER SOLICITATION INFORMATION

VII. POLICIES

VIII. COST CATEGORIES, BUDGETING & CONTRACTING

IX. PROPOSAL REVIEW PROCESS & PROCEDURES

X. PROPOSAL EVALUATION

XI. DEFINITIONS

PART B - PROPOSAL FORMS

PROPOSAL FORMAT & CHECKLIST

QUESTION 1, OUTCOME STATEMENT

QUESTION 2, CUSTOMERS

QUESTION 3, PERFORMANCE TARGET

QUESTION 4, YOUR PRODUCT

QUESTION 5, KEY PEOPLE

QUESTION 6, MILESTONES

BUDGET PAGES (SUMMARY, EMPLOYEE LISTING, BACKUP, DIRECT BENEFITS)

PART C – ATTACHMENTS. All attachments listed below are posted separately on the DWDB web site at http://wib.delawareworks.com/index.php . All attachments are subject to change at the sole discretion of the Delaware Workforce Development Board.

1. Funding Guidelines

2. ETO 16 - Documentation of Program Eligibility

3. ETO 17.6 - Documentation for Performance Goal Attainment

EO Assurance

As a condition to the award of financial assistance from the Delaware Workforce Development Board and the Department of Labor under Title I of WIOA, the grant application assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:

Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIOA Title I financially assisted program or activity;

Title VII of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color and national origin; Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against individuals with disabilities;

The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and

Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

The grant applicant also assures that it will comply with 29 CFR Part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIOA Title I financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIOA Title I financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.

I. PURPOSE

The Delaware Workforce Development Board (DWDB) with the issuance of this Request for Proposal (RFP) is requesting proposals for the following type of training:

Out of School Youth programs

Funding sources that will fund this solicitation are as follows:

1) U.S. Workforce Innovation and Opportunity Act "WIOA"

The purpose of programs funded under WIOA is to provide high-quality services for all youth and young adults, beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, such as pre-apprenticeships or internships, and culminating with a good job along a career pathway, enrollment in post-secondary education, or a Registered Apprenticeship.

2) Delaware Blue Collar Jobs Development Act “Blue Collar”

The purpose of programs funded under the Blue Collar Jobs Development Act is to provide services to Dislocated Workers, to provide school to work transition services, and to provide other innovative training programs.

II. SOLICITATION

1) The funding levels identified are estimates, based on historical information. WIOA mandates 75% percent of WIOA funds be allocated to fund Out-of-School Youth programs. The Blue Collar estimate will be used to fund the youth and adult solicitation. A maximum of 50% of Blue Collar funds may be used to fund youth programs. The estimates are subject to change without notice.

WIOA Youth ($1,420,530) Blue Collar ($2,687,176)

2) Proposals are competitive. Competitive elements to be considered are (a) the minimum number of participants, (b) the percentage of those participants who will achieve the outcome (90 day retention in entered employment or other specified outcome is required), (c) the services to be delivered, (d) the cost and quality of the services, (e) program completion rates for all participants, (f) percentage of all participants placed into unsubsidized employment in occupations related to training received,

placed into post-secondary education, or advanced training, (g) wages at placement into unsubsidized employment for all participants, (h) the types of credentials participants will obtain, and (i) description of methodology used in determining the data.

III. SPECIFIC PROGRAM SOLICITATION

The Delaware Workforce Development Board is soliciting proposals for Out-of-School youth between the ages of 16 and 24. In addition to achieving the outcomes described in “Performance Standards and Definitions”, the Delaware Workforce Development Board is seeking proposals from organizations whose program model emphasizes education at the secondary and post-secondary level for participants.

The intent of this proposal relative to youth services is to focus on long-term intervention strategies that offer youth a broad range of services. To that end, the following mandated design components and program elements have been established for the Workforce Innovation and Opportunity Act funded programs and adopted for the Blue Collar funded youth programs. Accordingly, the Delaware Workforce Development Board is seeking proposals that incorporate these components and elements.

The four Critical Strategies follow: 1. Focus on Alternative Education 2. Focus on Business Demands, Especially in High-Growth Industries and Occupations 3. Focus on Neediest Youth 4. Focus on Improved Performance

Design Requirements

Youth Training (WIOA Youth and Blue Collar funds)

Out-of-School Youth

Youth program proposals will target the neediest of youth who are not attending any school.

Providers will recruit all youth. In doing this, providers will establish linkage teams with other youth service agencies. Some examples of youth service agencies are the Division of Social Services, Department of Services for Children, Youth and their Families, local community centers, faith-based community organizations, etc. Youth service agencies can be of particular importance in retention of youth by providing community based services that support success. Linkage teams will be a key component in the recruitment and retention of youth.

Interest and compatibility for the program will be determined through assessments that will establish the baseline for educational/work readiness skill training that will begin upon enrollment. It will also act as the foundation for the development of skill attainment goals and credential attainment.

All youth being served must be determined eligible by the provider in accordance with the eligible youth definition in this RFP.

Mandated Design Components

Programs must integrate the following design components into their program.

A. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program; B. Develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance described in section 116(b)(A)(ii) and that shall identify career pathways that include education and employment goals (including in appropriate circumstances, nontraditional employment), and appropriate services for the participant taking into account the assessment conducted pursuant to subparagraph (A), except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program; C. Provide • Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential; • Preparation for postsecondary educational and training opportunities; • Strong linkages between academic instruction (based on State academic content and student academic achievement standards established under section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311)) and occupational education that lead to the attainment of recognized postsecondary credentials; • Preparation for unsubsidized employment opportunities, in appropriate cases; and • Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets Mandated Program Elements

Proposed programs must incorporate current and planned efforts to provide services that support the mandated program elements listed below.

A. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential; B. Alternative secondary school services, or dropout recovery services, as appropriate; C. Paid and unpaid work experience that have as a component academic and occupational education, which may include – (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities D. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local are involved, if the local board determines that the programs meet the quality criteria described in section 123; E. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; F. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate; G. Supportive services; H. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months; I. Follow-up services for not less than 12 months after the completion of participation, as appropriate; J. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; as appropriate; K. Financial literacy education; L. Entrepreneurial skills training; M. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and N. Activities that help youth prepare for and transition to postsecondary education and training.

The program(s) solicited will provide youth with the following:

1. All youth served will receive the Mandated Program Components

• Priority – Not less than 20 percent of the funds allocated shall be used to provide paid work experience that have as a component academic and occupational education, which may include – (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities

2. Youth served will receive the following mandated program elements: (e) Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; (j) Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; (k) Financial literacy education; and (m) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration. All other mandated program elements are not required to be provided but the provider must demonstrate how the service options will be made available to all youth participants. The specific program services that are provided to each youth participant will be based on the participant's objective assessment and individual service strategy.

3. The completion of High School Diplomas or a GED will be a planned goal for all youth. Additional education leading to a High School Diploma/GED will be provided to all clients that have not received a diploma/GED. In order to provide this service to youth in need of these services, providers must link with the appropriate agencies. Incentives may be provided to encourage participation. Providers will also link with agencies in order to ensure post-secondary education preparation.

4. An Individual Service Strategy (ISS) will be developed for all youth. The ISS will be reviewed and updated regularly. The ISS will include an ultimate employment goal and the incremental work readiness and academic steps to achieve the goal.

5. All youth will have credentials planned within the ISS. Credentials specified will be based on academic and employment goals. These credentials should be achieved prior to exiting the program in order to ensure long term sustainable success. The CPR certificate and the OSHA certificate do not count for the degree/certificate measure as they do not meet ETA's intent of its credential definition.

6. Youth proposers will be required to identify incremental credentials that will be received during the course of the proposed program that will assist with the credential obtained as a result of successfully completing the proposed program and the number of enrollments/exiters expected to achieve each credential.

7. Comprehensive guidance and counseling begins at the point of enrollment. It continues for the entire period that the youth is in the program. It is the central activity of case management that begins at enrollment and ends 12 months after the youth exits the program. Mentoring services will also be provided and may be employment based.

8. The selected providers may also provide occupational skills training. Occupational skills training may be provided through the selected provider or may be purchased.

9. Basic skills (reading, math, and language) training will be a major component of any training provided.

10. All occupational training will be combined with paid/unpaid work experience, internship specifically related to the training.

11. The development of work readiness skills will be reinforced through incremental employment experiences. This may include summer work experience, short term work assignments with an employer, other paid/unpaid work experience, internship and/or work shadowing specifically related to the training.

12. Post-exit follow-up services will be specifically targeted to employment (or other recognized outcome) retention, increased wages and improving occupational skills and career development, including encouraging enrollment in training while the student is employed. Follow-up will include regular face-to-face contact. During the post-exit follow-up period, services described in the individual service strategy will continue to be provided the participant.

13. Provide substance abuse training (appropriate to the expected outcome of the training).

14) Provide instruction on the use of the Internet, as a resource in obtaining employment, where program targeted outcomes is job placement. All Out-of-School youth participants are expected to register in Delaware Joblink (https://joblink.delaware.gov).

15. Training/experience in analyzing and solving problems, working productively with others, being considerate, listening and following instructions, accepting responsibility, and demonstrating good attendance. These skills will be taught and reinforced continually as interrelated parts of skills training.

IV. TARGETED POPULATIONS AND ELIGIBILITY CRITERIA

Out-of-School Youth means an individual who is:

(i) Not attending any school (ii) Not younger than age 16 or older than age 24; and (iii) One or more of the following: I. A school dropout II. A youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter III. A recipient of a secondary school diploma or its recognized equivalent who is low-income individual and is (aa) basic skills deficient; or (bb) an English language learner (iv) An individual who is subject to the juvenile or adult justice system (v) A homeless individual (as defined in section 414403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement (vi) An individual who is pregnant or parenting (vii) A youth who is an individual with a disability (viii) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment

Contractors will be responsible for documenting all eligibility information prior to enrollment consistent with the policy of the Delaware Workforce Development Board.

V. Performance Standards (contract performance standards) The outcome goals for the youth programs funded by the Workforce Development Board and required under the Workforce Innovation and Opportunity Act are provided below. All programs selected for funding must have program designs that support the attainment of these performance goals. Performance Goals for PY 16 have not yet been defined or negotiated. Measures are subject to change.

Youth Measures

1. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program.

2. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after the exit from the program.

3. The median earnings of program of program participants who are in unsubsidized employment during the second quarter after exit from the program.

4. The percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program.

5. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.

6. The indicators of effectiveness in serving employers

To assist in monitoring the retention of youth in employment and other outcomes, providers will also be responsible for reporting on participant retention in employment and other outcomes at the following increments of time: • Day 1 of employment • Day 30 of employment (continuous from day1) • Day 60 of employment (continuous from day1) • Day 90 of employment (continuous from day1)

VI. OTHER SOLICITATION INFORMATION

15) All Youth Proposers will provide training that will allow trainees to earn a Diploma or GED.

16) The proposal rating criteria will favor those proposals that demonstrate the ability to operate quality, cost effective training programs that result in high placement rates, increased wages, long term job retention, credential attainment.

17) Youth proposers will enter into partnerships (with other contractors or other youth providers) that produce synergy. Proposers demonstrating a synergistic partnership may be given priority in funding. Synergistic activity will produce an outcome greater than the sum of the efforts taken independently.

4) Youth proposes, consistent with the USDOL Youth Vision, will plan for improved youth performance while continuing to serve the “at risk/neediest” youth population as described in the TEGL 28-05. This will include establishing linkages with alternative education and direct involvement

with the Business community (areas such as speakers, volunteers, trainers, work shadowing, internships, & employment).

IN SCHOOL --- As you can see, the DWDB has chosen to continue funding In –School Programs using state “Blue Collar” funds. As a result the following RFP was issued In Accordance With the funding guidelines. For brevity sake we have only included the first 21 pages of the RFP.

DELAWARE WORKFORCE DEVELOPMENT BOARD (DWDB)

PROPOSAL REVIEW SCHEDULE REQUEST FOR PROPOSAL In-School Youth Program Year July 1, 2015 - June 30, 2016 Issued: January 4, 2016

January 8, 2016 ORIENTATION (Note Location) Youth Training Buena Vista Conference Center 2:30 P.M. 661 South DuPont Highway New Castle, DE 19720 (302) 323-4430 (SNOW DATE if necessary, January 12, 2016)

January 21, 2016 PROPOSALS DUE (3 COPIES) (Note Location) NO LATER THAN 4:00 P.M Delaware Workforce Development Board (DWDB) c/o DE Dept. of Labor, Division of Employment & Training Attn: Ashley Francica 4425 N. Market Street Wilmington, DE 19802

Please note that the Proposals must be delivered to the DWDB office no later than 4:00 p.m. on January 21, 2016 and that no proposal is considered a complete proposal without a scheduled Proposal Development Session, as described in the Request for Proposal. Incomplete Proposals will not be considered. E-mail Ashley Francica at Ashley.Francica@state.de.us to schedule.

February 1– February 26, 2016 PROPOSAL DEVELOPMENT

February 29, 2016 BEST AND FINAL OFFERS DUE (ONE COPY) (Note Location) NO LATER THAN 4:00 P.M. Delaware Workforce Development Board (DWDB) c/o DE Dept. of Labor, Division of Employment & Training Attn: Ashley Francica 4425 N. Market Street Wilmington, DE. 19802

March 21, 2016 PROPOSAL PRESENTATIONS (Note Location) Embassy Suites (Newark-Wilmington South) 654 South College Avenue Newark, Delaware 19713

April 5, 2016 DWDB APPROVAL OF FUNDING AWARDS

EQUAL OPPORTUNITY EMPLOYER/PROGRAM Auxiliary aids and services are available upon request to individuals with disabilities.

TABLE OF CONTENTS

EQUAL OPPORTUNITY ASSURANCE

PART A -REQUEST FOR PROPOSAL GUIDANCE

I. PURPOSE

II. SOLICITATION

III. SPECIFIC PROGRAM SOLICITATION

IV. TARGETED POPULATIONS & ELIGIBILITY CRITERIA

V. PERFORAMNCE STANDARDS

VI. OTHER SOLICITATION INFORMATION

VII. POLICIES

VIII. COST CATEGORIES, BUDGETING & CONTRACTING

IX. PROPOSAL REVIEW PROCESS & PROCEDURES

X. PROPOSAL EVALUATION

XI. DEFINITIONS

PART B - PROPOSAL FORMS

PROPOSAL FORMAT & CHECKLIST

QUESTION 1, OUTCOME STATEMENT

QUESTION 2, CUSTOMERS

QUESTION 3, PERFORMANCE TARGET

QUESTION 4, YOUR PRODUCT

QUESTION 5, KEY PEOPLE

QUESTION 6, MILESTONES

BUDGET PAGES (SUMMARY, EMPLOYEE LISTING, BACKUP, DIRECT BENEFITS)

PART C – ATTACHMENTS

All attachments listed below are posted separately on the DWDB web site at http://wib.delawareworks.com/index.php. All attachments are subject to change at the sole discretion of the Delaware Workforce Development Board.

4. Funding Guidelines

5. ETO 16 - Documentation of Program Eligibility

6. ETO 17.6 - Documentation for Performance Goal Attainment

EO Assurance

As a condition to the award of financial assistance from the Delaware Workforce Development Board and the Department of Labor under Title I of WIOA, the grant application assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:

Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIOA Title I financially assisted program or activity;

Title VII of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color and national origin; Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against individuals with disabilities;

The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and

Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

The grant applicant also assures that it will comply with 29 CFR Part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIOA Title I financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIOA Title I financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.

III. PURPOSE

The Delaware Workforce Development Board (DWDB) with the issuance of this Request for Proposal (RFP) is requesting proposals for the following type of training:

In School Youth programs

Funding sources that will fund this solicitation are as follows:

3) U.S. Workforce Innovation and Opportunity Act "WIOA"

The purpose of programs funded under WIOA is to provide high-quality services for all youth and young adults, beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, such as pre-apprenticeships or internships, and culminating with a good job along a career pathway, enrollment in post-secondary education, or a Registered Apprenticeship.

4) Delaware Blue Collar Jobs Development Act “Blue Collar”

The purpose of programs funded under the Blue Collar Jobs Development Act is to provide services to Dislocated Workers, to provide school to work transition services, and to provide other innovative training programs.

IV. SOLICITATION

3) The funding levels identified are estimates, based on historical information. The estimates are subject to change without notice. The Blue Collar estimate will be used to fund the youth and adult solicitation. A maximum of 50% of Blue Collar funds may be used to fund youth programs.

WIOA Youth ($1,420,530) Blue Collar ($2,687,176)

4) Proposals are competitive. Competitive elements to be considered are (a) the minimum number of participants, (b) the percentage of those participants who will achieve the outcome (90 day retention in entered employment or other specified outcome is required), (c) the services to be delivered, (d) the cost and quality of the services, (e) program completion rates for all participants, (f) percentage of all participants placed into unsubsidized employment in occupations related to training received, placed into post-secondary education, or advanced training, (g) wages at placement into unsubsidized employment for all participants, (h) the types of credentials participants will obtain, and (i) description of methodology used in determining the data.

IV. SPECIFIC PROGRAM SOLICITATION

The Delaware Workforce Development Board is soliciting proposals for In-School youth between the ages of 14 and 21. In addition to achieving the outcomes described in “Performance Standards and Definitions”, the Delaware Workforce Development Board is seeking proposals from organizations whose program model emphasizes education at the secondary and post-secondary level for participants.

The intent of this proposal relative to youth services is to focus on long-term intervention strategies that offer youth a broad range of services. To that end, the following mandated design components and program elements have been established for the Workforce Innovation and Opportunity Act funded programs and adopted for the Blue Collar funded youth programs. Accordingly, the Delaware Workforce Development Board is seeking proposals that incorporate these components and elements.

The four Critical Strategies follow: 5. Focus on Alternative Education 6. Focus on Business Demands, Especially in High-Growth Industries and Occupations 7. Focus on Neediest Youth 8. Focus on Improved Performance

Design Requirements

Youth Training (WIOA Youth and Blue Collar funds)

In-School Youth

Youth program proposals will target the neediest of youth who are at risk of dropping out of secondary school and/or basic skills deficient.

Providers will recruit all youth. In doing this, providers will establish a linkage team with each school. The linkage team should include representatives from the school, and other youth service agencies. Some examples of youth service agencies are the Division of Social Services, Department of Services for Children, Youth and their Families, local community centers, faith-based community organizations, etc. Youth service agencies can be of particular importance in retention of youth by providing community based services that support success. Linkage teams will be a key component in the recruitment and retention of youth.

Interest and compatibility for the program will be determined through assessments that will establish the baseline for educational/work readiness skill training that will begin upon enrollment. It will also act as the foundation for the development of skill attainment goals and credential attainment.

All youth being served must be determined eligible by the provider in accordance with the eligible youth definition in this RFP except that the youth being served with BC funds do not have to meet the definition of low-income individual.

Mandated Design Components

Programs must integrate the following design components into their program.

D. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program; E. Develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance described in section 116(b)(A)(ii) and that shall identify career pathways that include education and employment goals (including in appropriate circumstances, nontraditional employment), and appropriate services for the participant taking into account the assessment conducted pursuant to subparagraph (A), except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program; F. Provide • Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential; • Preparation for postsecondary educational and training opportunities; • Strong linkages between academic instruction (based on State academic content and student academic achievement standards established under section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311)) and occupational education that lead to the attainment of recognized postsecondary credentials; • Preparation for unsubsidized employment opportunities, in appropriate cases; and • Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets

Mandated Program Elements

Proposed programs must incorporate current and planned efforts to provide services that support the mandated program elements listed below.

O. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its

recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential; P. Alternative secondary school services, or dropout recovery services, as appropriate; Q. Paid and unpaid work experience that have as a component academic and occupational education, which may include – (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities R. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local are involved, if the local board determines that the programs meet the quality criteria described in section 123; S. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; T. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate; U. Supportive services; V. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months; W. Follow-up services for not less than 12 months after the completion of participation, as appropriate; X. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; as appropriate; Y. Financial literacy education; Z. Entrepreneurial skills training; AA. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and BB. Activities that help youth prepare for and transition to postsecondary education and training.

The program(s) solicited will provide youth with the following:

All youth served will receive the Mandated Program Components

• summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities

14. Youth served will receive the following mandated program elements: (1) Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; (2) Financial literacy education; and (3) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration. All other mandated program elements are not required to be provided but the provider must demonstrate how the service options will be made available to all youth participants. The specific program services that are provided to each youth participant will be based on the participant’s objective assessment and individual service strategy.

15. The completion of High School Diplomas or a GED will be a planned goal for all youth. Additional education leading to a High School Diploma/GED will be provided to all clients that have not received a diploma/GED. In order to provide this service to youth in need of these services, providers must link with the appropriate agencies. Incentives may be provided to encourage participation. Providers will also link with agencies in order to ensure post-secondary education preparation.

16. An Individual Service Strategy (ISS) will be developed for all youth. The ISS will be reviewed and updated regularly. The ISS will include an ultimate employment goal and the incremental work readiness and academic steps to achieve the goal.

17. All youth will have credentials planned within the ISS. Credentials specified will be based on academic and employment goals. These credentials should be achieved prior to exiting the program in order to ensure long term sustainable success. The CPR certificate and the OSHA certificate do not count for the degree/certificate measure as they do not meet ETA's intent of its credential definition.

18. Youth proposers will be required to identify incremental credentials that will be received during the course of the proposed program that will assist with the credential obtained as a result of successfully completing the program.

19. Comprehensive guidance and counseling begins at the point of enrollment. It continues for the entire period that the youth is in the program. It is the central activity of case management that begins at enrollment and ends 12 months after the youth exits the program. Mentoring services will also be provided and may be employment based.

20. The selected providers may also provide occupational skills training. Occupational skills training may be provided through the selected provider or may be purchased.

21. Basic skills (reading, math, and language) training will be a major component of any training provided.

22. All occupational training will be combined with paid/unpaid work experience, internship specifically related to the training.

23. The development of work readiness skills will be reinforced through incremental employment experiences. This may include summer work experience, short term work assignments with an employer, other paid/unpaid work experience, internship and/or work shadowing specifically related to the training.

24. Post-exit follow-up services will be specifically targeted to employment (or other recognized outcome) retention, increased wages and improving occupational skills and career development, including encouraging enrollment in training while the student is employed. Follow-up will include regular face-to-face contact. During the post-exit follow-up period, services described in the individual service strategy will continue to be provided the participant.

25. Provide substance abuse training (appropriate to the expected outcome of the training).

18) Provide instruction on the use of the Internet, as a resource in obtaining employment, where program targeted outcomes is job placement. All In-School youth participants are expected to register in Delaware Joblink (https://joblink.delaware.gov).

16. Training/experience in analyzing and solving problems, working productively with others, being considerate, listening and following instructions, accepting responsibility, and demonstrating good attendance. These skills will be taught and reinforced continually as interrelated parts of skills training.

V. TARGETED POPULATIONS AND ELIGIBILITY CRITERIA

In-School Youth means an individual who is:

1. In School youth served will be enrolled in school and be at risk of dropping out of school at the time they are enrolled.

2. Youth served through this youth program will be funded by both WIOA Youth and Blue Collar (BC) funds. The youth served with the BC funds must be determined eligible in accordance with the eligible youth definition that follows except that the youth being served with BC funds do not have to meet the definition of low-income individual. Youth must meet the following eligibility criteria:

(i) attending school; (ii) not younger than age 14 or older than age 21; (iii) a low-income individual (a youth is low-income if he or she receives or is eligible to receive a free or reduced price lunch); and (iv) one or more of the following: (1)Basic Skills Deficient; (II)An English Language Learner; (III)An offender; (IV)A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677) or in an out-of-home placement. (V)Pregnant or parenting (VI)A youth who is an individual with a disability (VII)An individual who requires additional assistance to complete an educational program or to secure or hold employment

Contractors will be responsible for documenting all eligibility information prior to enrollment consistent with the policy of the Delaware Workforce Investment Board.

V. Performance Standards (contract performance standards) The outcome goals for the youth programs funded by the Workforce Development Board and required under the Workforce Innovation and Opportunity Act are provided below. All programs selected for funding must have program designs that support the attainment of these performance goals. Performance Goals for PY 16 have not yet been defined or negotiated. Measures are subject to change.

Youth Measures

2. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program.

7. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after the exit from the program.

8. The median earnings of program of program participants who are in unsubsidized employment during the second quarter after exit from the program.

9. The percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program.

10. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.

11. The indicators of effectiveness in serving employers

To assist in monitoring the retention of youth in employment and other outcomes, providers will also be responsible for reporting on participant retention in employment and other outcomes at the following increments of time: • Day 1 of employment • Day 30 of employment (continuous from day1) • Day 60 of employment (continuous from day1) • Day 90 of employment (continuous from day1)

VI. OTHER SOLICITATION INFORMATION

19) All Youth Proposers will provide training that will allow trainees to earn a Diploma or GED.

20) The proposal rating criteria will favor those proposals that demonstrate the ability to operate quality, cost effective training programs that result in high placement rates, increased wages, long term job retention, credential attainment.

21) Youth proposers will enter into partnerships (with other contractors or other youth providers) that produce synergy. Proposers demonstrating a synergistic partnership may be given priority in funding. Synergistic activity will produce an outcome greater than the sum of the efforts taken independently.

4) Youth proposes, consistent with the USDOL Youth Vision, will plan for improved youth performance while continuing to serve the “at risk/neediest” youth population as described in the TEGL 28-05. This will include establishing linkages with alternative education and direct involvement with the Business community (areas such as speakers, volunteers, trainers, work shadowing, internships, & employment).

VII. POLICIES

1) The existence and contents of proposals are confidential and as such will not be discussed with any proposer or outside party by staff or Board members at any time other than designated official proposal review periods. Proposers also should be aware that they are competitors and should not discuss the contents of proposals with others. Proposals received are considered the property of the DWDB and will not be returned.

2) All proposals funded through this Request for Proposal (RFP), when viewed in their entirety, will be readily accessible to disabled individuals and will conform with all non-discrimination and Equal Opportunity laws and regulations covered by Section 188 of the Workforce Innovation and Opportunity Act.

3) All proposers must establish linkages with other state and community agencies in order to assure the delivery of services indicated above.

4) All proposers must be capable of obtaining supportive services.

5) It is the policy of the Delaware Workforce Development Board that all participants will receive work maturity skills training, which includes job search, and substance abuse prevention skills.

6) All service providers will be responsible for determining and documenting eligibility, recruiting customers, and providing Department of Labor, Division of Employment and Training’s (DET) Management Information System (MIS) with the required information. Failure in any of these areas may result in corrective action and possible discontinuance of program.

7) Proposals, submitted through this RFP, will describe the entire program to be considered. The Proposal should reflect 100% of services, budget, and participants. Funding may be approved to fund all or any portion of the cost of a training program. Selected proposers may make available on a tuition basis any portion of a program that is not funded. Awards granted for less than the full program amount will be made contingent on the proposer working closely with staff, demonstrating that the level of funding is sufficient to operate the program.

8) All selected proposers, will provide information regarding their training to the “One Stop” offices. The information will include; training type, schedule, entrance criteria, eligibility, and the number of slots available on a tuition basis and their cost, if appropriate.

9) Youth providers will be responsible for the data entry of MIS forms. Data entry includes applications, adds, leaves, literacy/numeracy, placement and retention information.

10) Prior to a contract being executed, proposers without current contracts will be required to provide a copy of their most recent financial statement to enable the Delaware Workforce Development Board and the Division of Employment and Training to establish the proposer’s fiscal soundness and eligibility for a contract.

VIII. COST CATEGORIES, BUDGETING, AND CONTRACTING

1) The DWDB reserves the right to write separate contracts for each type of funding awarded to a program.

2) Contract Extensions - The DWDB reserves the right to negotiate a one-year extension to contracts funded through this Request for Proposal. The minimum criteria for extension will be satisfactory performance for the review period. The DWDB reserves the right, at its sole discretion, to specify the review period. 3) Tuition fee contracts may be allowed when documentation of the following conditions is provided: Tuition charges or entrance fees are not more than the education institution’s catalog price, are necessary to receive specific training, and the training is open to and attended by the general public.

4) Cost Allocation - All budgeted costs must be allocable to one of two categories: (1) administration, (2) program. Administration may not exceed 12% of the total budget. Although the breakout of costs is not a Request for Proposal requirement, proposals that are funded must meet this requirement.

5) The following costs are not allowable charges under the WIOA program: • Costs of fines and penalties resulting from violation or, failure to comply with Federal, State, or local laws and regulations. • Back pay, unless it represents additional pay for WIOA services performed for which the individual was underpaid; • Entertainment costs • Bad debts expense • Insurance policies offering protection against debts established by the Federal Government • Contributions to a contingency reserve or any similar provision for unforeseen events • Costs prohibited by 29CFR part 93 (Lobbying) • Costs of activities prohibited in 627.205 (Public service employment prohibition); and 627.210 (non-discrimination)

6) Profit is an allowable expense for “for profit” trainers. All profit is negotiable. No profit will be allowed until all contracted performance is achieved.

IX. PROPOSAL REVIEW PROCESS AND PROCEDURES

Serious proposers should attend an orientation meeting on January 8, 2016 (or the backup date if cancellation of the January 12, 2016 date becomes necessary) at Buena Vista Conference Center, 661 South Dupont Highway, New Castle, DE 19720. The orientation for potential proposers will begin at 1:00 for Youth training. Questions regarding this Request for Proposal will be answered at the orientation. Questions will be answered at the orientation and at no other time, and the answers will be posted on http://wib.delawareworks.com/index.php by January 15, 2016.

1. A detailed review of the critical changes resulting from the passage of the Workforce Innovation and Opportunity Act will be provided at this orientation. Because the changes are significant - proposers that fail to attend the orientation will place themselves at a disadvantage for responding to the Request for Proposal.

2. When you determine that your organization will submit a proposal, you must schedule your initial proposal development session. The scheduling of proposal development sessions is required for your proposal to be considered a complete proposal.

3. Three copies of each proposal are due no later than 4:00 P.M. on January 21, 2016. They will be submitted to the Delaware Workforce Development Board (DWDB) c/o DE Dept of Labor, Division of Employment & Training, 4th Floor, 4425 N. Market Street, Wilmington, DE. 19802

4. A separate Proposal for each type of specific solicitation is required.

6. Proposals are considered “confidential” information until funding decisions are final.

7. All proposals become the sole property of DWDB.

8. The proposals submitted in response to this Request for Proposal will be processed after submission as follows:

• A pre-screening will be performed by staff to insure that each proposal is responsive to the Request for Proposal (RFP).

• Responsive proposers will then enter into and participate in proposal development sessions with DOL/DET contract staff. The purpose of proposal development is to establish the “Best and Final” offer of the proposer. The process allows proposers to make necessary changes in their proposal to make it as clear and competitive as possible. The “Best and Final” offer will be the final revision of the Proposal. The proposal development period will begin on February 1, 2016 and end no later than February 26, 2016.

9. One copy of the “Best and Final” offer is due no later than 4:00 P.M. on February 29, 2016. They will be submitted to the Delaware Workforce Development Board (DWDB) c/o DE Dept. of Labor, Division of Employment & Training, ATTN: Ashley Francica, 3rd Floor, 4425 N. Market Street, Wilmington, DE. 19802

• “Best and Final” offers will be presented by the proposer to a subcommittee of the DWDB. The DWDB will decide based on that presentation, and related data, whether to fund the offer. Funding may be for all or part of the offer.

• Oral presentations will be made to the DWDB proposal review committees on March 21, 2016. Individual appointments will be scheduled. NOTE: Handouts, promotional materials, videos, overheads, etc., are not permitted at oral presentations.

• The “Best and Final” offer will be analyzed by staff. Analysis will include a comparison with other similar offers, provider past performance, and other DWDB performance/contract placement standards. The analysis will be provided to the DWDB, which will make the decision on funding.

• Funded proposals will be expected to provide the services specified, at the cost proposed in the “Best and Final” offer unless further proposal development is specified by the DWDB.

10. The DOL/DET contract staff may submit a concern to DWDB on matters discussed in proposal development. Proposers who decide not to adjust their proposals in light of expressed concerns may comment on their justification in writing or in their oral presentation.

11. Proposers may request an explanation of the basis of the awarding of funds from the Executive Director of the DWDB. The request must be in writing and must be submitted within ten (10) days of the award. Proposers who feel that a provision of the WIOA has been violated may file a complaint. Information on the filing of a complaint may be obtained through the DWDB office.

X. PROPOSAL EVALUATION

All proposals presented for DWDB consideration will be reviewed and evaluated according to the following criteria:

Youth Training

Demonstrated Ability (25%) • Proposer demonstrates the ability to operate like or similar high quality, cost effective training programs that result in high placement rates.

Cost (15%) • Costs are reasonable and competitive as compared to other similar programs.

Program Design and Proposed Results (30%) • Program design provides adequate case management to achieve the planned results. • Number and quality of staff is adequate. • All required program elements are included. • Work Readiness competencies are taught through sequential work and classroom experiences. • Additional education is provided to all individuals in need of this service. • Retention and Post-Exit Follow-Up services

Linkages with schools / other youth agencies (10%) • Specific linkages with specific schools / programs have been established. • Evidence of specific services that will be provided through the linkages is provided. • The program includes Basic Skills instruction during the summer and upon the return to school, when appropriate.

Intensity & Duration of Training (20%) • The length, hours per day, and type of training service

XI. DEFINITIONS

ADULT - Except in sections 127 and 132, the term "adult" means an individual who is age 18 or older.

BASIC SKILLS DEFICIENT - The term "basic skill deficient" means, with respect to an individual, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test.

CAREER PATHWAY – The term “Career Pathway” means a combination of rigorous and high-quality education, training, and other services that –

A. aligns with the skill needs of industries in the economy of the State or regional economy involved; B. prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the National Apprenticeship Act) C. includes counseling to support an individual in achieving the individual’s education and career goals; D. includes as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupations or occupational cluster; E. organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable; F. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and G. helps an individual enter or advance within a specific occupation or occupational cluster

CAREER PLANNING – The term “career planning” means the provision of a client-centered approach in the delivery of services designed –

A. to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and B. to provide job, education, and career counseling, as appropriate during program participation and after job placement

CASE MANAGEMENT - The term "case management" means the provision of a client-centered approach in the delivery of services, designed (a) to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and (b) to provide job and career counseling during program participation and after job placement.

COMMERCIALLY AVAILABLE OFF-THE-SHELF TRAINING PACKAGE means a training package sold or traded to the general public in the course of normal business operations, at prices based on established catalog or market prices. To be considered as sold to the general public, the package must be regularly sold in sufficient quantities to constitute a real commercial market to buyers that must include other than WIOA programs. The package must include performance criteria pertaining to the delivery of the package, which may include participant attainment of knowledge, skills or a job.

COMMUNITY-BASED ORGANIZATION - The term "community-based organization" means a private nonprofit organization that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment.

COMPETENCY - The term “competency” means a skill or knowledge, accepted by the DWDB, to be achieved by an individual in order to achieve a program credential.

COMPLETER – The term “completer” means a participant who successfully complies with the definition of program credential completion in the Contract.

COMPLETION – The term “completion” means the successful achievement of the requirements of training specified in the contract. Generally this is defined by a combination of hours of attendance and competency attainment.

COST ANALYSIS – The term “Cost Analysis” means the review and evaluation, element by element, of the cost estimate supporting an organizations proposal for the purpose of pricing the contract.

COST REIMBURSEMENT CONTRACT – The term “Cost Reimbursement Contract” means an agreement that provides for the payment of actual costs incurred to the extent prescribed in the agreement. Instead of paying the contractor to meet all the terms and conditions at a specified price, this type of agreement reimburses the awardee for its best efforts to perform up to the total cost and types of costs authorized in the agreement.

Credential is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to obtain employment or advance within an occupation. These technical or occupational skills are generally based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards (WIBs) are not included in this definition, nor are work readiness certificates because neither of them document “measurable technical or occupational skills necessary to gain employment or advance within an occupation.” A variety of different public and private entities issue credentials. Below is a list of types of organizations and institutions that award industryrecognized credentials. • A state educational agency or a state agency responsible for administering vocational and technical education within a state. • An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student financial aid programs. • A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, or a National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, or a Sun Certified Java Programmer) using a valid and reliable assessment of an individual’s knowledge, skills and abilities. • ETA’s Office of Apprenticeship or a State Apprenticeship Agency. • A public regulatory agency, upon an individual’s fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., Federal Aviation Administration aviation mechanic license, or a state licensed asbestos inspector). • A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons. • Job Corps centers that issue certificates. • An institution of higher education which is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or tribes. For further information about the various types of credentials and resources for identifying

DIPLOMA OR RECOGNIZED EQUIVALENT ATTAINMENT RATE - A youth diploma or equivalent attainment rate is calculated for those participants that enroll without a diploma or equivalent. The performance percentage is calculated by dividing the number of participants that achieve a secondary school diploma or equivalent at termination by the total terminated (except those still in secondary school)

DIRECT BENEFITS - The term "supportive services" means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this title, consistent with the provisions of this title.

DIRECT BENEFITS may include the following: (1) Linkages to community services; (2) Assistance with transportation costs; (3) Assistance with child care and dependent care costs; (4) Assistance with housing costs; (5) Referrals to medical services; and (6) Assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eye glasses and protective eye gear. [WIOA sec. 129(c)(2)(G).]

EMPLOYMENT etc. ATTAINMENT RATE - The performance percentage established is calculated by dividing the number of individuals who enter and retain in postsecondary education, advanced training, military service, employment, or qualified apprenticeships by the number of individuals who have exited the program.

ENROLLMENT – The term “enrollment” means the completion of a defined number of hours of training in the core curriculum as specified in the contract.

EXIT– A participant who has not been reported in AJLA (management information system) as enrolled in an any activity for 90 days.

FAMILY - The term "family" means two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories: (A) A husband, wife, and dependent children. (B) A parent or guardian and dependent children. (C) A husband and wife.

FIXED UNIT PRICE CONTRACT – The term “Fixed Unit Price Contract” means an agreement that pays a Contractor a specified price for specified deliverables regardless of the Contractors actual costs incurred. This contract type places maximum risk and full responsibility on the contractor for all costs and resulting profit/program income or loss.

PERFORMANCE BASED CONTRACT – A “Fixed Unit Price contract where the contractor agrees to be paid for performance based on outcomes.

FOLLOW-UP SERVICES FOR YOUTH – 1. Follow-up services for youth may include: • The leadership development and supportive service activities; • Regular contact with a youth participant’s employer, including • assistance in addressing work-related problems that arise; • Assistance in securing better paying jobs, career development • and further education; • Work-related peer support groups; • Adult mentoring; and • Tracking the progress of youth in employment after training. 2. All youth participants must receive some form of follow-up services for a minimum duration of 12 months. Follow-up services may be provided beyond twelve (12) months at the State or Local Board’s discretion. The types of services provided and the duration of services must be determined based on the needs of the individual. The scope of these follow-up services may be less intensive for youth who have only participated in summer youth employment opportunities.

FULL LEVEL OF STAFF - The term “Full Level of Staff” refers to the employment of individuals and their assignment to work on the Contract at a level sufficient to occupy all the positions found on the Staff section of the Statement of Work, for the hours specified there. An individual is considered to

occupy a position when carrying out the duties of the position or on paid leave, consistent with Contractor personnel policies while assigned to that position.

HOMELESS – The term “Homeless” means an individual who lacks a fixed, regular, and adequate nighttime residence; and who has a primary nighttime residence that is:

a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); or

b. an institution that provides a temporary residence for individuals intended to be institutionalized; or

c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

IN-SCHOOL YOUTH – A Youth attending any school, including alternative school, when the education leads to a High School Diploma.

INDIVIDUAL WITH A DISABILITY - (A) IN GENERAL - The term "individual with a disability" means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)). (B) INDIVIDUALS WITH DISABILITIES - The term "individuals with disabilities" means more than one individual with a disability.

INDIVIDUAL SERVICE STRATEGY (ISS) – The term “Individual Service Strategy” means an individual plan for a participant which shall include an employment goal (including, for women, consideration of non-traditional employment), appropriate achievement objectives, and the appropriate combination of services for the participant based on the objective assessment.

LEADERSHIP DEVELOPMENT OPPORTUNITIES – The term “Leadership Development Opportunities” means the following activities: ? Exposure to post-secondary educational opportunities; ? Community and service learning projects; ? Peer-centered activities, including peer mentoring and tutoring; ? Organizational and team work training, including team leadership training; ? Training in decision-making, including determining priorities; ? Citizenship training, including life skills training such as parenting, work behavior training, and budgeting of resources; ? Employability; and positive social behaviors [WIOA sec. 129(c)(2)(F).]

LEARNING RICH – The term “Learning Rich” means training in which a variety of important basic skills are learned in the context of the functional task required to accomplish the work. Learning may occur in a work or training setting. Training is characterized by high expectations, real challenges, real work, and the real world. The learner is continually involved in problem solving, communication, and critical thinking.

LOWER LIVING STANDARD INCOME LEVEL - The term "lower living standard income level" means that income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary based on the most recent lower living family budget issued by the Secretary.

LOW-INCOME INDIVIDUAL - The term "low-income individual" means an individual who (i) receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established

under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grant to States for temporary assistance for needy families program under part A of the title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance; (ii) is in a family with total income that does not exceed the high of I. the poverty line; or II. 70 percent of the lower living standard income level;

(iii) is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))); (iv) receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.); (v) is a foster child on behalf of whom State or local government payments are made; or (vi) is an individual with a disability whose own income meets the income requirement of clause (ii) but who is a member of a family whose income does not meet this requirement.

NONTRADITIONAL EMPLOYMENT - The term "nontraditional employment" refers to occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

OFFENDER - The term "offender" means any adult or juvenile (A) who is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or (B) who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

OLDER INDIVIDUAL - The term "older individual" means an individual age 55 or older.

ON-THE-JOB TRAINING - The term "on-the-job training" means training by an employer that is provided to a paid participant while engaged in productive work in a job that (A) provides knowledge or skills essential to the full and adequate performance of the job; (B) provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and (C) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

PARTICIPANT - The term "participant" means an individual who has been determined to be eligible to participate in and who is receiving services (except follow-up services authorized under this title) under a program authorized by this title. Participation shall be deemed to commence on the first day, following determination of eligibility, on which the individual began receiving subsidized employment, training, or other services provided under this title.

PLACEMENT – The term “Placement” means the act of securing for or by a participant unsubsidized employment for the duration of 1 calendar day, with an anticipated permanent duration. For reporting purposes, a placement may not begin prior to the day of the last leave from any activity in AJLA (management information system) is reported. Full-time placement requires 30 or more hours per normal workweek. Part-time placement requires 24 or more hours per normal workweek.

POSITIVE SOCIAL BEHAVIORS - The outcomes of leadership opportunities, often referred to as soft skills, which are incorporated by many local programs as part of their menu of services. Positive social behaviors focus on areas that may include the following: (a) Positive attitudinal development;

(b) Self esteem building; (c) Openness to working with individuals from diverse racial and ethnic backgrounds; (d) Maintaining healthy lifestyles, including being alcohol and drug free; (e) Maintaining positive relationships with responsible adults and peers, and contributing to the well being of one's community, including voting; (f) Maintaining a commitment to learning and academic success; (g) Avoiding delinquency; (h) Postponed and responsible parenting; and (i) Positive job attitudes and work skills.

POSTSECONDARY EDUCATIONAL INSTITUTION - The term "postsecondary educational institution" means an institution of higher education, as defined in section 481 of the Higher Education Act of 1965 (20 U.S.C. 1088).

POVERTY LINE - The term "poverty line" means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family to the size involved.

PUBLIC ASSISTANCE - The term "public assistance" means Federal, State, or local government cash payments for which eligibility is determined by a needs or income test.

RECOGNIZED POSTSECONDARY CREDENTIAL – The term "recognized postsecondary credential" means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

SCHOOL DROPOUT - The term "school dropout" means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

SECONDARY SCHOOL - The term "secondary school" has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

SIMULATED WORK - The term "Simulated Work" means an activity that takes place in a training situation where a work product is produced for the purpose of learning work maturity skills and/or specific occupational skills rather than for the purpose of producing the work product.

SKILL ATTAINMENT RATE - If a participant is deficient in basic literacy skills, the contractor will establish at a minimum, one participant basic skills goal for the year. A minimum of one participant skill goal must be set for the year with a maximum of three goals per year. Skill goals will fall into the category of basic, work readiness, or occupational skills.

The performance percentage established for Skill Attainment Rate is calculated by dividing the Skills Goals (Basic, Work Readiness, and Occupational) achieved by the number of Skills Goals set.

TRAINING – The term "Training" means a systematic, planned sequence of instruction or other learning experiences on an individual or group basis under competent supervision which is designed to impart skills, knowledge, or abilities to prepare individuals for unsubsidized employment.

TRAINING RELATED JOB – The term "Training Related Job" means a job in which a major vocational skill learned in training, as specified in the training plan or curriculum, is a predominant activity.

TUITION BASED – The term “Tuition Based” means that payments to a vendor educational institution of tuition charges, entrance fees, and other usual and customary fees of an educational institution are not more than the educational institutions catalogue price, necessary to receive specific training, and are for training of participants.

UNEMPLOYED INDIVIDUAL - The term "unemployed individual" means an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.

VETERAN; RELATED DEFINITION (A) VETERAN - The term "veteran" means an individual who served in the active military, naval, or air services, and who was discharged or released from such service under conditions other than dishonorable. (B) RECENTLY SEPARATED VETERAN - The term "recently separated veteran" means any veteran who applies for participation under this title within 48 months after the discharge or release from active military, naval, or air service.

WORK EXPERIENCES FOR YOUTH - • Work experiences are planned, structured learning experiences that take place in a workplace for a limited period of time. Work experiences may be paid or unpaid. • Work experience workplaces may be in the private, for-profit sector; the non-profit sector; or the public sector. • Work experiences are designed to enable youth to gain exposure to the working world and its requirements. Work experiences are appropriate and desirable activities for many youth throughout the year. Work experiences should help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment. The purpose is to provide the youth participant with the opportunities for career exploration and skill development and is not to benefit the employer, although the employer may, in fact, benefit from the activities performed by the youth. Work experiences may be subsidized or unsubsidized and may include the following elements:

(1) Instruction in employability skills or generic workplace skills such as those identified by the Secretary’s Commission on Achieving Necessary Skills (SCANS); (2) Exposure to various aspects of an industry; (3) Progressively more complex tasks; (4) Internships and job shadowing; (5) The integration of basic academic skills into work activities; (6) Supported work, work adjustment, and other transition activities; (7) Entrepreneurship; (8) Service learning; (9) Paid and unpaid community service; and (10) Other elements designed to achieve the goals of work

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

The Delaware Workforce Development Board funding guidelines are a policy statement, which is Reviewed and updated every November, and approved by the board. The guidelines are THE policy document that governs the expenditure of all monies (including state and federal funds) used by the DWDB and DOL-DET. Not only that, the funding guidelines are one of several foundational documents outlining how the DWDB and its joint administrative entity , DOL-DET disburse funds. The DWDB takes it under advisement that the Title Funding Guidelines could be renamed Funding Policy PY2016. The Funding guidelines work in tandem with DOL-DET Policy 1 “Client Flow”, the Demand Occupation list, THE ITA manual and the RFP process to develop a unified approach to youth activities. For the convenience of the reader the guidelines are listed below and also in several other locations as some readers may only have interest in one location. The DWDB Mission Essential Task List also Provides insight to the process and that is found in III.b.3.B.2 — Board Activities An abridged Adult RFP is provided for your convenience. Complete copies are available at

https://wib.delawareworks.com/index.php DELAWARE WORKFORCE DEVELOPMENT BOARD PY 2016 Funding Guidelines: Delaware Workforce Development Board (DWDB) The purpose of this document is to give the Delaware Workforce Development Board a baseline of the service delivery for our One Stop Office operators, Blue Collar and WIOA Youth contractors alike. 11. Delaware Workforce Development Board (DWDB) acknowledges that the degree to which an employee can analyze and solve problems, demonstrate soft skills, competency in foundation mathematics and reading skills and good attendance, is as important to job retention as is demonstrating the occupational skills. Accordingly, DWDB seeks evidence that these skills are taught and reinforced continually as important and interrelated parts of the training. 12. To the extent possible, the definitions provided in the federal law and regulations will be the definitions for all sources of funds, including Blue Collar, except the definition of eligibility. The Blue Collar training programs have no requirement that participants be low income. 13. Occupational Skills programs with a combination of activities are being requested. In particular, programs that: • Combine classroom occupational training including an internship, clinical, actual work experience, OJT (On-the Job Training) along with the necessary foundation skills in reading and math. 14. Contractors will assess reading and math skills. Basic language and numeric skills training, when appropriate, will be provided concurrently with skills training. As part of the RFP, proposers will be asked to describe their plan to meet this objective. 15. American Job Centers will assess career services applicants in reading and math skills. Basic language and numeric skills training, when appropriate, will be provided to the extent possible either concurrently with skills training or in another manner consistent with the jointly developed employment plan. 16. American Job Center staff is responsible for determining and documenting eligibility for those individuals involved in a career/training service. 17. Contractors are responsible for determining and documenting eligibility, recruiting customers, and providing the Department of Labor, Division of Employment & Training's (DET) Management Information System (MIS) with the required information. Failure in any of these areas may result in corrective action. 18. Retention services will be provided, as necessary in the day and evening in order to meet the performance measures for 12 months following exit except for Adult Blue Collar. Adult Blue Collar exits will require 6 months of follow-up. 19. Up to ninety-five percent of available funds may be awarded. 20. Up to a maximum of fifty percent of the Blue Collar Funds may be used for Youth Programs. The remaining Blue Collar funds will be used to fund adult training for dislocated workers, to assist in school-to-work transition activities and to underwrite such other innovative training programs. 22. The proposal rating criteria will favor those proposals that demonstrate the ability to operate quality, cost effective training programs that result in high placement rates, increased wages, long term job retention, credential attainment and literacy/numeracy gains. 23. Funding may be approved to support all or any portion of the cost of a training program. Proposers will provide, in their proposal, the cost of their entire training program and the amount of funds requested. 24. Funding awards will be at a level which is sufficient to fully carry out the portion of the program which is funded. Proposers awarded will be required to demonstrate that the level of funding is sufficient. 25. Computer training appropriate to the intended job placement opportunity will be a key factor in funding occupational skills training proposals. 26. Providers requesting supportive services will be required to document linkages with other human service providers. 27. Proposers will demonstrate that the curriculum being offered through proposed training meets the current and projected needs of the local employers. 28. Training in occupations in demand including occupations identified as part of career lattices will be solicited. The report and recommendations of the Office of Occupational and Labor Market Information (OOLMI) will be used as a guide to the types of occupational skills training which are to be solicited and funded. Training areas identified as high growth/high demand will be preferred. The Proposal Review and Certification Committee will approve the list of the "in demand" occupations sought. Proposals for occupational skills training in occupations not targeted in the solicitation as well as emerging skill areas will be considered only with comprehensive documentation of the need for the training provided within the proposal. 29. DWDB will strive to provide training based on each county's needs and in reasonable proportion to the population. The

Board may consider the percentage of poverty level residents recorded in the most recent official census, and the state-generated rate of unemployment. 30. Program providers shall define their staff qualifications in the proposal for any position for which they are requesting funding in whole, or in part. 31. Documentation must be maintained for each participant, including eligibility, attendance, assessments, credentials, certificates, literacy/numeracy gains & outcomes. The documentation must be made available to DWDB, the Youth Council, DET and/or their designees upon request 32. The current Federal performance measures will be the performance criteria for all training programs, including Blue Collar. Performance Accountability (performance rates to be negotiated for PY17) Adult and Dislocated Worker Programs V. the percentage of program participants who are in unsubsidized employment during the second quarter after the exit from the program. VI. the percentage of program participants who are in unsubsidized employment during the fourth quarter after the exit from the program. VII. the median earnings of program participants who are in unsubsidized employment during the second quarter after the exit from the program. VIII. the percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within 1 year after the exit from the program. VII. the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment. VIII. the indicators of effectiveness in serving employers. Youth Program VII. the percentage of program participants who are in education or training activities, or in unsubsidized employment during the second quarter after the exit from the program. VIII. the percentage of program participants who are in education or training activities, or in unsubsidized employment during the fourth quarter after the exit from the program. IX. the median earnings of program participants who are in unsubsidized employment during the second quarter after the exit from the program. X. the percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within 1 year after the exit from the program. XI. the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skills gains toward such a credential or employment. XII. the indicators of effectiveness in serving employers. 29. Blue Collar Adult training contracts will be a hybrid contract. The normal standard for the hybrid is to fund as a 60% Cost Reimbursement and a 40% Performance based contract. Performance payments will be based on Day 1 Outcomes and Day 30 Outcomes except for the Career Lattice contracts. Performance payments in the Career Lattice contracts may be based on process as well as outcome standards. 30. Wagner Peyser Act funds will support the state One Stop system. 31. Any local American Job Center office providing federal services that fails to achieve 85% of goal in any year may be required to compete to be a provider in the following year in the Request for Proposal process. 32. All Providers will offer training that will allow trainees to earn a Diploma, GED, or Certificate as defined in USDOL TEGL 17-05 Attachment B. 33. Youth Proposers will be required to identify the incremental credentials received during the course of the proposed program and the credential obtained as a result of successfully completing the proposed program. 34. Youth programs will be contracted. Proposals will be solicited for Out-of-School Youth and In-School Youth programs. 35. Eligible youth programs will provide: WIOA requires: e. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants; f. Develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance that shall identify career pathways that include education and employment goals (including in appropriate circumstances, nontraditional employment), and appropriate services for the participant taking into account the assessment conducted; g. Preparation for postsecondary educational and training opportunities; h. Strong linkages between academic instruction and occupational education that lead to the attainment of recognized

postsecondary credentials; h. Preparation for unsubsidized employment opportunities, in appropriate cases; i. Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential; j. Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets. 29. Funded youth providers are not required to directly provide all program elements. All funded providers are required to ensure youth have access to all program elements in order to provide a comprehensive youth program that offers the following program elements: WIOA requires: o. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential; p. Alternative secondary school services, or dropout recovery services, as appropriate; q. Paid and unpaid work experience that have as a component academic and occupational education, which may include – (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities r. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations; s. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate; t. Supportive services; u. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months; v. Follow-up services for not less than 12 months after the completion of participation, as appropriate; w. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; as appropriate; x. Financial literacy education; y. Entrepreneurial skills training; z. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; aa. Activities that help youth prepare for and transition to postsecondary education and training. bb. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. 30. In-School and Out-of-School Youth programs will be funded with a combination of Blue Collar and WIOA funds. 31. Under the guidance of the Youth Council, youth programs will be contracted.Proposers will utilize Delaware Job Link to develop and implement a plan to improve employment opportunities for trainees in order to maximize success in the current economy. This will include a current updated resume built in the Delaware Job Link system. 39. DWDB will set aside $200,000 of Blue Collar funds to enter into partnerships with DEDO (Delaware Economic Development Office) or non-profit agencies with a dollar to dollar match for Blue Collar training initiatives. 40. All providers will be responsible for the data entry of participant information and activities into the Delaware JobLink Management Information System (DJL). 41. DWDB will set aside up to $600,000 of Blue Collar funds to fund new and/or existing Adult Career Lattice training as well as other innovative training programs that may have lattice-type potential. Lattice training is training that combines occupational, soft skills and basic skills training with a work experience related to the training. The training provides a minimum of two occupational steps enabling the trainee to move from their first placement to a higher occupational level with a higher wage during a maximum period of two years. 42. Prior to executing a contract, proposers, without current contracts, will be required to provide a copy of their most recent financial statement to enable DWDB/DET to establish their fiscal soundness and eligibility for a contract. 43. Funds returned may be allocated as deemed appropriate by the DWDB. 44. Out-of-School providers shall allocate a minimum of twenty percent of funds to provide paid and unpaid work experiences that have an academic and occupational component which may include: employment opportunities, pre-apprenticeship programs; internships, job shadowing, and on-the-job opportunities. 45. The Consolidation Committee of the Proposal Review Committee will in addition to approving funding recommendations, establish a priority for funding programs should additional funds become

available prior to the beginning of the next program year. No funding changes will take place after the start of the new program year. Any funds identified after that point will become carry in for the following year.

The funding guidelines operate drive all aspects of funding decisions. We annually release a solicitation for.

DELAWARE WORKFORCE DEVELOPMENT BOARD (DWDB) PROPOSAL REVIEW SCHEDULE REQUEST FOR PROPOSAL ADULT Training Programs Program Year July 1, 2016 – June 30, 2017 Issued: January 4, 2016

January 8, 2016 ORIENTATION (Note Location) Adult Training Buena Vista Conference Center 661 South DuPont Highway 9:00 A.M. New Castle, DE 19720 (302) 323 - 4430 (SNOW DATE if necessary, January 12, 2016)

January 21, 2016 PROPOSALS DUE (3 COPIES) (Note Location) NO LATER THAN 4:00 P.M Delaware Workforce Development Board (DWDB) c/o DE Dept. of Labor, Division of Employment & Training 3rd Floor – Attn: Ashley Francica 4425 N. Market Street Wilmington, DE. 19802

Please note that the Proposals must be delivered to the DWDB office no later than 4:00 p.m., on January 21, 2016 and that no proposal is considered complete without a scheduled Proposal Development Session, as described in the R.F.P. Incomplete Proposals will not be considered. E-mail Ashley Francica at Ashley.Francica@state.de.us to schedule.

February 1 – February 26, 2016 PROPOSAL DEVELOPMENT February 29, 2016 BEST AND FINAL OFFERS DUE (ONE COPY) NO LATER THAN 4:00 P.M. DWDB c/o DE Dept. of Labor, Division of Employment & Training 3rd Floor – Attn: Ashley Francica 4425 N. Market Street Wilmington, DE. 19802

March 21, 2016 PROPOSAL PRESENTATIONS (Note Location) Embassy Suites 654 South College Ave. Newark, Delaware 19713 April 5, 2016 DWDB APPROVAL OF FUNDING AWARDS

EQUAL OPPORTUNITY EMPLOYER/PROGRAM Auxiliary aids and services are available upon request to individuals with disabilities.

TABLE OF CONTENTS

Equal Opportunity Assurance

PART A - REQUEST FOR PROPOSAL GUIDANCE

I. PURPOSE

II. SOLICITATION

III. SPECIFIC PROGRAM SOLICITATION

IV. TYPES OF TRAINING

V. PROPOSAL REVIEW PROCESS & PROCEDURES

VI. TARGETED POPULATIONS & ELIGIBILITY CRITERIA

VII. POLICIES

VIII. COST CATEGORIES, BUDGETING & CONTRACTING

IX. PROPOSAL EVALUATION

X. DEFINITIONS

PART B - PROPOSAL FORMS

PROPOSAL FORMAT & CHECKLIST

QUESTION 1, OUTCOME STATEMENT

QUESTION 2, CUSTOMERS

QUESTION 3, PERFORMANCE TARGET

QUESTION 4, YOUR PRODUCT

QUESTION 5, KEY PEOPLE

QUESTION 6, MILESTONES

BUDGET PAGES (SUMMARY, EMPLOYEE LISTING, BACKUP, DIRECT BENEFITS)

PART C – ATTACHMENTS - All attachments listed below are posted separately on the DWDB web site at http://wib.delawareworks.com/index.php. All attachments are subject to change at the sole discretion of the Delaware Workforce Development Board.

7. Funding Guidelines 8. ETO Policy 15 - Documentation of Program Eligibility – Adult Blue Collar Programs 9. ETO Policy 17.6 - Documentation for Performance Goal Attainment

EO Assurance

As a condition to the award of financial assistance from the Delaware Workforce Development Board and the Department of Labor under Title I of WIOA, the grant application assures that it will comply fully with the nondiscrimination and equal opportunity provisions of the following laws:

Section 188 of the Workforce Investment Act of 1998 (WIA), which prohibits discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIOA Title I financially assisted program or activity;

Title VII of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the bases of race, color and national origin; Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against individuals with disabilities;

The Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age; and

Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.

The grant applicant also assures that it will comply with 29 CFR Part 37 and all other regulations implementing the laws listed above. This assurance applies to the grant applicant's operation of the WIOA Title I financially assisted program or activity, and to all agreements the grant applicant makes to carry out the WIOA Title I financially assisted program or activity. The grant applicant understands that the United States has the right to seek judicial enforcement of this assurance.

V. PURPOSE

The Delaware Workforce Development Board (DWDB) with the issuance of this Request for Proposal (RFP) is requesting proposals for the following type of training:

• Adult Training Programs funded with Blue Collar funds

The source of funds that will fund this solicitation is the following:

5) Delaware Blue Collar Jobs Development Act ("Blue Collar")

The purpose of programs funded under the Blue Collar Jobs Development Act is to provide services to Dislocated Workers, to provide school to work transition sites, and to provide other innovative training programs.

VI. SOLICITATION

5) The funding level identified is an estimate, based on historical information. The estimate is subject to change without notice. This estimate will be used to fund this Adult solicitation in addition to partially funding youth contracts (separate solicitation). A minimum of 50% of Blue Collar Funds may be used to fund adult programs.

Blue Collar ($ 2,687,176)

6) Proposals are competitive. Competitive elements to be considered are (a) the minimum number of participants, (b) the percentage of those participants who will achieve the outcome (90 day retention in entered employment or other specified outcome as required), (c) the services to be delivered, (d) the cost and quality of the services, (e) program completion rates for all participants, (f) percentage of all participants placed into unsubsidized employment in occupations related to training received, (g) wages at placement into unsubsidized employment for all participants, (h) the types of credentials participants will obtain, (i) placement of participants into internships, and (j) proposer past performance (if applicable).

V. SPECIFIC PROGRAM SOLICITATION –

A. Adult Training (Blue Collar Funds)

1) Occupational Skills programs with a combination of activities are being requested. In particular, programs that: Combine classroom occupational training including an internship, clinical, actual work experience, OJT (On-the Job Training) along with the necessary foundation skills in reading and math.

2) All Blue Collar Proposers will provide training that will allow trainees to earn a Diploma, GED, or Certificate as defined in USDOL TEGL 17-05 Attachment B.

3) The proposal rating criteria will favor those proposals that demonstrate the ability to operate quality, cost effective training programs that result in high placement rates, increased wages, long term job retention, credential attainment and literacy/numeracy gains. New proposers are encouraged to attend the scheduled Request for Funding Proposal (RFP) orientation session prior to submitting a proposal.

4) Proposers providing training in occupations in demand will be solicited. Proposers will demonstrate that the curriculum being offered through proposed training meets the needs of the local employers.

5) Proposers will develop and implement a plan to develop employment opportunities for trainees in order to maximize success in the current economy.

6) Proposers will assess reading and math skills. Basic Language and numeric skills training, when appropriate, will be provided concurrently with skills training. As part of the RFP, proposers will be asked to describe their plan to meet this objective.

7) Delaware Workforce Development Board (DWDB) seeks occupational skill training that provides computer training appropriate to the intended placement opportunity. This will provide basic computer instruction including using the Internet as a resource in obtaining employment. At a minimum trainees are expected to register in Delaware Joblink (https://joblink.delaware.gov)

8) Skills training programs will provide substance abuse training.

9) Skills training programs will provide training/experience in analyzing and solving problems, working productively with others, being considerate, listening and following instructions, accepting responsibility, and demonstrating good attendance. These skills will be taught and reinforced continually as interrelated parts of skills training.

10) Skills training programs will provide placement retention and replacement services for all placements for the maximum amount of time under the contract. Retention services will be provided, as necessary in the day and evening in order to meet the performance measures for 6 months after the clients exits the program.

11) The DWDB requires all proposals for job training to include job placement as an integral part of the program.

12) DWDB requests training programs to report any participant who has excelled in their respective training and who may be considered candidates for more intensive training, in the event such programs become available in the workforce development community.

13) The following are targeted training / skill areas solicited:

Targeted Training Areas

Occupation Title Annual Total Openings Retail Salespersons 670 Combined Food Preparation and Serving Workers, Including Fast Food 581 Cashiers 506 Waiters and Waitresses 402 Registered Nurses 355 Customer Service Representatives 247 Laborers and Freight, Stock, and Material Movers, Hand 242 Janitors and Cleaners, Except Maids and Housekeeping Cleaners 188 Nursing Assistants 184 Accountants and Auditors 183 First-Line Supervisors of Office and Administrative Support Workers 171 Office Clerks, General 171 Meat, Poultry, and Fish Cutters and Trimmers 169 Stock Clerks and Order Fillers 154 Medical Secretaries 151 Elementary School Teachers, Except Special Education 145 Secretaries and Administrative Assistants, Except Legal, Medical, and Executive 133 First-Line Supervisors of Retail Sales Workers 132 Carpenters 129 Cooks, Restaurant 128 Hosts and Hostesses, Restaurant, Lounge, and Coffee Shop 128 First-Line Supervisors of Food Preparation and Serving Workers 125 Home Health Aides 123 Landscaping and Groundskeeping Workers 123 Bookkeeping, Accounting, and Auditing Clerks 119 Construction Laborers 117 Tellers 115 General and Operations Managers 113 Chemists 110 Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products 109 Computer Systems Analysts 107 Maintenance and Repair Workers, General 104 Bartenders 99 Sales Representatives, Services, All Other 98 Licensed Practical and Licensed Vocational Nurses 95 Hairdressers, Hairstylists, and Cosmetologists 95 Heavy and Tractor-Trailer Truck Drivers 93 Maids and Housekeeping Cleaners 92 Financial Analysts 91 Teacher Assistants 90 Dishwashers 89 Preschool Teachers, Except Special Education 88 Secondary School Teachers, Except Special and Career/Technical Education 87 Lawyers 83 Market Research Analysts and Marketing Specialists 75 Software Developers, Applications 74 Security Guards 74 Receptionists and Information Clerks 72 Farmworkers and Laborers, Crop, Nursery, and Greenhouse 71 Management Analysts 68 Cooks, Institution and Cafeteria 66 Shipping, Receiving, and Traffic Clerks 65 Billing and Posting Clerks 64 Electricians 64 Middle School Teachers, Except Special and Career/Technical Education 62 Computer User Support Specialists 60 Financial Managers 59 Medical Assistants 59 Light Truck or Delivery Services Drivers 59 Cost Estimators 58 Managers, All Other 57 Correctional Officers and Jailers 57 Counter Attendants, Cafeteria, Food Concession, and Coffee Shop 57 Physicians and Surgeons, All Other 56 Dining Room and Cafeteria Attendants and Bartender Helpers 56 Food Preparation Workers 55 Heating, Air Conditioning, and Refrigeration Mechanics and Installers 55 Bus Drivers, School or Special Client 55 Amusement and Recreation Attendants 54 Insurance Sales Agents 54 Automotive Service Technicians and Mechanics 54 First-Line Supervisors of Construction Trades and Extraction Workers 51 Farmers, Ranchers, and Other Agricultural Managers 50 Lifeguards, Ski Patrol, and Other Recreational Protective Service Workers 50 Personal Financial Advisors 49 Computer Programmers 48 Emergency Medical Technicians and Paramedics 45 First-Line Supervisors of Mechanics, Installers, and Repairers 44 Protective Service Workers, All Other 43 Securities, Commodities, and Financial Services Sales Agents 43 Bill and Account Collectors 42 Real Estate Sales Agents 41 Insurance Claims and Policy Processing Clerks 40 Operating Engineers and Other Construction Equipment Operators 40 Personal Care Aides 39 Fitness Trainers and Aerobics Instructors 39 Credit Analysts 38 Paralegals and Legal Assistants 38 Hotel, Motel, and Resort Desk Clerks 38 Cleaners of Vehicles and Equipment 38 Painters, Construction and Maintenance 36 Industrial Machinery Mechanics 36 Counter and Rental Clerks 35 Construction Managers 34 Property, Real Estate, and Community Association Managers 34 Medical and Health

Services Managers 33 Human Resources Specialists 33 Training and Development Specialists 32 Chemical Technicians 32 Postal Service Mail Carriers 32 Computer and Information Systems Managers 31 Mechanical Engineers 31 Substitute Teachers 31 Coaches and Scouts 31 Packers and Packagers, Hand 31 Software Developers, Systems Software 30 Social and Human Service Assistants 30 Loan Officers 29 First-Line Supervisors of Personal Service Workers 29 Nonfarm Animal Caretakers 29 Driver/Sales Workers 29 Compliance Officers 28 Business Operations Specialists, All Other 28 Educational, Guidance, School, and Vocational Counselors 28 Physical Therapists 28 Child, Family, and School Social Workers 27 Parts Salespersons 27 Network and Computer Systems Administrators 26 Special Education Teachers, Kindergarten and Elementary School 26 Machinists 26 Chemical Equipment Operators and Tenders 26 Social and Community Service Managers 25 Pharmacists 25 Dental Hygienists 25 Loan Interviewers and Clerks 25 Parking Lot Attendants 25 Pharmacy Technicians 24 Dental Assistants 24 Tour Guides and Escorts 24 Industrial Truck and Tractor Operators 24 Claims Adjusters, Examiners, and Investigators 23 First-Line Supervisors of Housekeeping and Janitorial Workers 23 Recreation Workers 23 Dispatchers, Except Police, Fire, and Ambulance 23 Office and Administrative Support Workers, All Other 23 Laundry and Dry-Cleaning Workers 23 Industrial Engineers 22 Food Servers, Nonrestaurant 22 Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products 22 Court, Municipal, and License Clerks 22 Education Administrators, Elementary and Secondary School 21 Operations Research Analysts 21 Mental Health Counselors 21 Library Assistants, Clerical 21 Production, Planning, and Expediting Clerks 21 First-Line Supervisors of Production and Operating Workers 21 First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators 21 Residential Advisors 20

14) Occupations included in the career lattice samples are considered in demand occupations for this solicitation. 15) Proposals for occupational skills training in occupations not targeted here are encouraged with comprehensive documentation supporting the need for training. The supportive documentation must accompany the proposal.

The outcome measures for the Adult programs funded by the DWDB for PY 16 have not been finalized and are impacted by performance outcome negotiations to be conducted with the United States Department of Labor. The standards below are the expected standards at the date of issuance of this Request for Proposal. They are subject to change:

Adult Entered Employment Rate 79% (of terminations)

Adult Employment Retention Rate (30 days) 70% (of terminations)

Adult Employment Retention Rate (90 days) 70% (of terminations)

Adult Employment Retention Rate (180 days) 70% (of terminations)

Training Related/Day 1 Employment Rate 62% (of terminations)

Adult Average Earnings $14,075

Adult Employment and Credential Rate 67% (of terminations)

16) Blue Collar Adult training contracts will be a hybrid contract. The normal standard for the hybrid is to fund as a 60% Cost Reimbursement and a 40% Performance based contract. Performance payments will be based on Day 1 Outcomes and Day 30 Outcomes except for the Career Lattice

contracts. Performance payments in the Career Lattice contracts may be based on process as well as outcome standards. 17) Adult Blue Collar providers will be responsible for the data entry of MIS forms. Data entry includes applications, adds, leaves, placement and retention information.

DET Client Flow Policy Flow 1 is included for your convenience. Worker Function DJL Function Area Determine if client already has an existing account Search DJL. One Stop Core Registration Create a New Account or Update an Existing Account. One Stop Core Create a Labor Exchange Enrollment Opens Job Service Link under Program Registrations. One Stop Core Conduct Assessment Interview Enter Services under Service & Training (S&T) Plan Link. Client watches a video explaining DET services and is given a Green Sheet with available services – client makes self determination as to whether they are interested in intensive services or training. One Stop Core Demographic Verification Client inquiries about Intensive Services/Training LE Staff verifies Demographic information is correct. One Stop Core REFERRAL TO ASSESSMENT/TESTING LE staff will schedule client for CASAS testing. One Stop Core ASSESSMENT-TESTING Client attends CASAS testing – LE staff enters client attended One Stop Core Referral to Career Planning Workshop Once client attends the CASAS testing – LE staff will schedule client for Career Planning Workshop One Stop Core Career Planning Workshop Client attends Career Planning Workshop – LE staff enters client attended One Stop Core Career Planning Workshop At the end of the Workshop individuals who are interested in training/intensive services complete a Service Proposal and are scheduled to meet with a case manager. One Stop Core Meeting with Case Manager - Review Eligibility (Eligibility date is the date eligibility was determined) Case Manager - At this point, case manager needs to confirm Demographics Information. When necessary documentation to support eligibility is available, the case manager can check the validation box. This opens the Workforce Investment Act Link – click on the link and continue to the Add Enrollment screen. Intensive Training

Eligibility Determination Case Manager – Add Service – Eligibility Determination - Enter in the Service & Training (S&T) Plan – Status should reflect Completed. The estimated start, actual start date, estimated end, and actual end date should be the same as the Eligibility and Enrollment date. Intensive Training

Complete an Assessment/Planning Service Case Manager - Add Service – Assessment/Planning Service - Enter in the Service & Training (S&T) Plan – Status should reflect In-Progress. The estimated and actual start dates should be the same as the Eligibility and Enrollment date. The estimated end date should be the tentative start date of training. Please Note: When adding the Assessment & Planning Service, it is only necessary to select a Service Type, enter “DOL / DET” in the Training Agent ID field, select a Status, and complete the appropriate Date fields. The rest of the information on the screen is automatically populated by the system when the service is saved.

Intensive Training

Create the Individual Service Strategy Client & Case Manager Sign the ISS/Training Plan Case Manager - Insert a Program Note on the WIA Program Details Screen stating ISS can be found in Participant File and the Training Plan can be found on the Universal Screen – In Uploaded Documents

Intensive Training

Case Manager forwards signed ISS to Supervisor – Supervisor signs off on the ISS. Supervisor – will Approve the Enrollment through their Pending Enrollment List Intensive Training

Complete an Occupational Skills Training Service or a Job Search and Placement Assistance (for those clients who do not want Training scroll down to Client begins Job Search and Placement Assistance If Training is chosen Case Manager - Add Service – Occupational Skills Training Service (OST)-Enter in the Service & Training (S&T) Plan – Status should reflect Proposed. Case Manager will be responsible for creating a budget. If it is a new client a paper budget will be created. If it's a returning client a budget can be created in the system. Please Note: When adding an OST, click on the Training Providers Link at the top of the screen, search for the appropriate Provider and Program, and click on the Add to Training Plan Link at the bottom of the Program screen - this automatically adds the provider and program information to the Service Details screen. The estimated start date should be the tentative training start date. The estimated end date should be the tentative end date of the semester or program. Intensive Training

Nothing Case Manager goes into DJL and creates the budget Existing Client Returns for Additional Funding (OST's need to be created for those with full Pell grants) Client brings copy of Student Schedule/Bill and book estimates to case manager. Case manager creates new S&T for OST as proposed for the upcoming semester and creates the budget. Supervisor reviews request and either approves or returns. If PELL grant or other grant is received, case manager enters grant information in the WIA Enrollment under the Educational Grant Link Confirm client start training The case manager will change the OST status from Proposed to In- Progress Supervisor will process payment. The case manager will go into the existing Assessment/Planning Service and insert an Actual End Date and change Status to Completed Case Manager will e-mail supervisor and provider to confirm client did started training. Refer to Policy 15 – Requirements for Entering an OST Intensive Training Supportive Service Request Case Manager - add Service – Supportive Services – enter in the S&T Plan as completed each time a supportive service payment is approved. Confirm client didn't start training Case Manager will e-mail supervisor and provider to confirm client did not started training. A Program Note on the WIA Program Details Screen will also be entered then Supervisor can move forward with the de-obligation of funds. Case Manager will go into the existing Assessment/Planning Service and insert an Actual End Date and change Status to Completed. Case Manager will go into the existing Occupational Skills Service and insert an Actual End Date and change Status to Failed to Report. Case Manager - add Service – Job Search and Placement Assistance – enter in the S&T Plan the estimated start, actual start date, estimated end, and actual end date should be the same date. Refer to IJS Policy. Intensive Training

Complete contacts while client is in OST or in Job Search and Placement Assistance Case Manager - Enter updates in the Program Notes on the WIA Program Details screen. Intensive Training

Confirms completion of Training

Obtain verification of Credential Case Manager - Go into the existing Occupational Skills Training Service and insert an Actual End Date and change Status to Completed Enter details on the WIA Program Detail Screen (Outcomes, Third Quarter After Exit Links). Intensive Training

Client begins Job Search and Placement Assistance Add Service – Job Search and Placement Assistance – enter in the S&T Plan. The estimated start, actual start, estimated end, and actual end should reflect the same date. If a training client, all dates should reflect the day after the training completion date. Refer to IJS Policy All services provided to client during the job search phase should be entered with appropriate S&T under the LE Enrollment Link. Program Notes documenting services should continue under the WIA Program Detail Screen. Intensive Training

Confirm Job Placement

Case Manager - Enter job placement details under the Job Placement Link on the Case Details Screen. Add Service –Follow-Up Services – Enter in S&T Plan Achieved Day 1 Outcome Intensive Training

Obtain verification of 30, 60, and 90 Days of Employment Case Manager - add Service –Follow-Up Services – Enter in the S&T Plan Achieved Day 30 Outcome, Follow-Up Services – Achieved Day 60 Outcome, and Follow-Up Services – Achieved Day 90 Outcome as appropriate Intensive Training

Nothing System generates Exit -90 days after the last entered estimated end or actual end date of last service (typically Job Search and Placement Assistance) if no other activity is inputted. Intensive Training

Place placement information, wage information, credential information in folder Case Manager - after the case exits, Complete Outcome and Wages Information on the WIA Program Detail Screen. Intensive Training

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

Intensive/Training - Policy 1 Client Flow The following table indicates the behavioral steps and required Delaware Job Link entry for individuals on the Intensive Services/Training path: Worker Function DJL Function Area Determine if client already has an existing account Search DJL. One Stop Core Registration Create a New Account or Update an Existing Account. One Stop Core Create a Labor Exchange Enrollment Opens Job Service Link under Program Registrations. One Stop Core Conduct Assessment Interview Enter Services under Service & Training (S&T) Plan Link. Client watches a video explaining DET services and is given a Green Sheet with available services – client makes self determination as to whether they are interested in intensive services or training. One Stop Core Demographic Verification Client inquiries about Intensive Services/Training LE Staff verifies Demographic information is correct. One Stop Core REFERRAL TO ASSESSMENT/TESTING LE staff will schedule client for CASAS testing. One Stop Core ASSESSMENT-TESTING Client attends CASAS testing – LE staff enters client attended One Stop Core Referral to Career Planning Workshop Once client attends the CASAS testing – LE staff will schedule client for Career Planning Workshop One Stop Core Career Planning Workshop Client attends Career Planning Workshop – LE staff enters client attended One Stop Core Career Planning Workshop At the end of the Workshop individuals who are interested in training/intensive services complete a Service Proposal and are scheduled to meet with a case manager. One Stop Core Meeting with Case Manager - Review Eligibility (Eligibility date is the date eligibility was determined) Case Manager - At this point, case manager needs to confirm Demographics Information. When necessary documentation to support eligibility is available, the case manager can check the validation box. This opens the Workforce Investment Act Link – click on the link and continue to the Add Enrollment screen. Intensive Training

Eligibility Determination Case Manager – Add Service – Eligibility Determination - Enter in the Service & Training (S&T) Plan – Status should reflect Completed. The estimated start, actual start date, estimated end, and actual end date should be the same as the Eligibility and Enrollment date. Intensive Training

Complete an Assessment/Planning Service Case Manager - Add Service – Assessment/Planning Service - Enter in the Service & Training (S&T) Plan – Status should reflect In-Progress. The

estimated and actual start dates should be the same as the Eligibility and Enrollment date. The estimated end date should be the tentative start date of training. Please Note: When adding the Assessment & Planning Service, it is only necessary to select a Service Type, enter “DOL / DET” in the Training Agent ID field, select a Status, and complete the appropriate Date fields. The rest of the information on the screen is automatically populated by the system when the service is saved.

Intensive Training

Create the Individual Service Strategy Client & Case Manager Sign the ISS/Training Plan Case Manager - Insert a Program Note on the WIA Program Details Screen stating ISS can be found in Participant File and the Training Plan can be found on the Universal Screen – In Uploaded Documents

Intensive Training

Case Manager forwards signed ISS to Supervisor – Supervisor signs off on the ISS. Supervisor – will Approve the Enrollment through their Pending Enrollment List Intensive Training

Complete an Occupational Skills Training Service or a Job Search and Placement Assistance (for those clients who do not want Training scroll down to Client begins Job Search and Placement Assistance If Training is chosen Case Manager - Add Service – Occupational Skills Training Service (OST)-Enter in the Service & Training (S&T) Plan – Status should reflect Proposed. Case Manager will be responsible for creating a budget. If it is a new client a paper budget will be created. If it’s a returning client a budget can be created in the system. Please Note: When adding an OST, click on the Training Providers Link at the top of the screen, search for the appropriate Provider and Program, and click on the Add to Training Plan Link at the bottom of the Program screen - this automatically adds the provider and program information to the Service Details screen. The estimated start date should be the tentative training start date. The estimated end date should be the tentative end date of the semester or program. Intensive Training

Nothing Case Manager goes into DJL and creates the budget Existing Client Returns for Additional Funding (OST’s need to be created for those with full Pell grants) Client brings copy of Student Schedule/Bill and book estimates to case manager. Case manager creates new S&T for OST as proposed for the upcoming semester and creates the budget. Supervisor reviews request and either approves or returns. If PELL grant or other grant is received, case manager enters grant information in the WIA Enrollment under the Educational Grant Link Confirm client start training The case manager will change the OST status from Proposed to In- Progress Supervisor will process payment. The case manager will go into the existing Assessment/Planning Service and insert an Actual End Date and change Status to Completed Case Manager will e-mail supervisor and provider to confirm client did started training. Refer to Policy 15 – Requirements for Entering an OST Intensive Training Supportive Service Request Case Manager - add Service – Supportive Services – enter in the S&T Plan as completed each time a supportive service payment is approved. Confirm client didn’t start training Case Manager will e-mail supervisor and provider to confirm client did not started training. A Program Note on the WIA Program Details Screen will also be entered then Supervisor can move forward with the de-obligation of funds. Case Manager will go into the existing Assessment/Planning Service and insert an Actual End Date and change Status to Completed. Case Manager will go into the existing Occupational Skills Service and insert an Actual End Date and change Status to Failed to Report. Case Manager - add Service – Job Search and Placement Assistance – enter in the S&T Plan the estimated start, actual start date, estimated end, and actual end date should be the same date. Refer to IJS Policy. Intensive Training

Complete contacts while client is in OST or in Job Search and Placement Assistance Case Manager - Enter updates in the Program Notes on the WIA Program Details screen. Intensive Training

Confirms completion of Training

Obtain verification of Credential Case Manager - Go into the existing Occupational Skills Training Service and insert an Actual End Date and change Status to Completed Enter details on the WIA Program Detail Screen (Outcomes, Third Quarter After Exit Links). Intensive Training

Client begins Job Search and Placement Assistance Add Service – Job Search and Placement Assistance – enter in the S&T Plan. The estimated start, actual start, estimated end, and actual end should reflect the same date. If a training client, all dates should reflect the day after the training completion date. Refer to IJS Policy All services provided to client during the job search phase should be entered with appropriate S&T under the LE Enrollment Link. Program Notes documenting services should continue under the WIA Program Detail Screen. Intensive Training

Confirm Job Placement

Case Manager - Enter job placement details under the Job Placement Link on the Case Details Screen. Add Service –Follow-Up Services – Enter in S&T Plan Achieved Day 1 Outcome Intensive Training

Obtain verification of 30, 60, and 90 Days of Employment Case Manager - add Service –Follow-Up Services – Enter in the S&T Plan Achieved Day 30 Outcome, Follow-Up Services – Achieved Day 60 Outcome, and Follow-Up Services – Achieved Day 90 Outcome as appropriate Intensive Training

Nothing System generates Exit -90 days after the last entered estimated end or actual end date of last service (typically Job Search and Placement Assistance) if no other activity is inputted. Intensive Training

Place placement information, wage information, credential information in folder Case Manager - after the case exits, Complete Outcome and Wages Information on the WIA Program Detail Screen. Intensive Training

General Rules Associated with Client Flow: Every service for client, every contact with the client, etc., should be notated through the completion of a program note in DJL. Notes should be created on the WIA Program Details Screen. Effective Date: June 1, 2009 Revised Date: August 14, 2009 Revised Date: May 17, 2010 Revised Date: June 4, 2010 Revised Date: September 9, 2010 Revised Date: July 14, 2011 Revised Date: July 18, 2012 Revised Date: October 12, 2012 Revised Date: January 30, 2013 Revised Date: May 1, 2013 Revised Date: June 13, 2013 Revised Date: December 17, 2013 Revised Date: February 14, 2014 Revised Date: August 20, 2014

While the DWDB hesitate to include the funding guidelines again, it realized some readers may only want to use this section.

The Delaware Workforce Development Board funding guidelines are a policy statement. Reviewed and updated every November, and approved by the board, the guidelines are THE policy document that governs the expenditure of all monies (including state and federal funds) used by the DWDB and DOL-DET. Not only that, the funding guidelines are one of several foundational documents

outlining how the DWDB and its Joint administrative entity disburse funds. The DWDB takes it under advisement that the Title Funding Guidelines could be renamed Funding Policy PY2016.

DELAWARE WORKFORCE DEVELOPMENT BOARD

PY 2016 Funding Guidelines: Delaware Workforce Development Board (DWDB)

The purpose of this document is to give the Delaware Workforce Development Board a baseline of the service delivery for our One Stop Office operators, Blue Collar and WIOA Youth contractors alike.

1. Delaware Workforce Development Board (DWDB) acknowledges that the degree to which an employee can analyze and solve problems, demonstrate soft skills, competency in foundation mathematics and reading skills and good attendance, is as important to job retention as is demonstrating the occupational skills. Accordingly, DWDB seeks evidence that these skills are taught and reinforced continually as important and interrelated parts of the training.

2. To the extent possible, the definitions provided in the federal law and regulations will be the definitions for all sources of funds, including Blue Collar, except the definition of eligibility. The Blue Collar training programs have no requirement that participants be low income.

3. Occupational Skills programs with a combination of activities are being requested. In particular, programs that:

• Combine classroom occupational training including an internship, clinical, actual work experience, OJT (On-the Job Training) along with the necessary foundation skills in reading and math.

4. Contractors will assess reading and math skills. Basic language and numeric skills training, when appropriate, will be provided concurrently with skills training. As part of the RFP, proposers will be asked to describe their plan to meet this objective.

5. American Job Centers will assess career services applicants in reading and math skills. Basic language and numeric skills training, when appropriate, will be provided to the extent possible either concurrently with skills training or in another manner consistent with the jointly developed employment plan.

6. American Job Center staff is responsible for determining and documenting eligibility for those individuals involved in a career/training service.

7. Contractors are responsible for determining and documenting eligibility, recruiting customers, and providing the Department of Labor, Division of Employment & Training's (DET) Management Information System (MIS) with the required information. Failure in any of these areas may result in corrective action.

8. Retention services will be provided, as necessary in the day and evening in order to meet the performance measures for 12 months following exit except for Adult Blue Collar. Adult Blue Collar exits will require 6 months of follow-up.

9. Up to ninety-five percent of available funds may be awarded.

10. Up to a maximum of fifty percent of the Blue Collar Funds may be used for Youth Programs. The remaining Blue Collar funds will be used to fund adult training for dislocated workers, to assist in school-to-work transition activities and to underwrite such other innovative training programs.

11. The proposal rating criteria will favor those proposals that demonstrate the ability to operate quality, cost effective training programs that result in high placement rates, increased wages, long term job retention, credential attainment and literacy/numeracy gains.

12. Funding may be approved to support all or any portion of the cost of a training program. Proposers will provide, in their proposal, the cost of their entire training program and the amount of funds requested.

13. Funding awards will be at a level which is sufficient to fully carry out the portion of the program which is funded. Proposers awarded will be required to demonstrate that the level of funding is sufficient.

14. Computer training appropriate to the intended job placement opportunity will be a key factor in funding occupational skills training proposals.

15. Providers requesting supportive services will be required to document linkages with other human service providers.

16. Proposers will demonstrate that the curriculum being offered through proposed training meets the current and projected needs of the local employers.

17. Training in occupations in demand including occupations identified as part of career lattices will be solicited. The report and recommendations of the Office of Occupational and Labor Market Information (OOLMI) will be used as a guide to the types of occupational skills training which are to be solicited and funded. Training areas identified as high growth/high demand will be preferred. The Proposal Review and Certification Committee will approve the list of the “in demand” occupations sought. Proposals for occupational skills training in occupations not targeted in the solicitation as well as emerging skill areas will be considered only with comprehensive documentation of the need for the training provided within the proposal.

18. DWDB will strive to provide training based on each county’s needs and in reasonable proportion to the population. The Board may consider the percentage of poverty level residents recorded in the most recent official census, and the state-generated rate of unemployment.

19. Program providers shall define their staff qualifications in the proposal for any position for which they are requesting funding in whole, or in part.

20. Documentation must be maintained for each participant, including eligibility, attendance, assessments, credentials, certificates, literacy/numeracy gains & outcomes. The documentation must be made available to DWDB, the Youth Council, DET and/or their designees upon request

21. The current Federal performance measures will be the performance criteria for all training programs, including Blue Collar.

Performance Accountability

(performance rates to be negotiated for PY17)

Adult and Dislocated Worker Programs

I. The percentage of program participants who are in unsubsidized employment during the second quarter after the exit from the program.

II. The percentage of program participants who are in unsubsidized employment during the fourth quarter after the exit from the program.

III. The median earnings of program participants who are in unsubsidized employment during the second quarter after the exit from the program.

IV. The percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within 1 year after the exit from the program.

V. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.

VI. The indicators of effectiveness in serving employers.

Youth Program

I. The percentage of program participants who are in education or training activities, or in unsubsidized employment during the second quarter after the exit from the program.

II. The percentage of program participants who are in education or training activities, or in unsubsidized employment during the fourth quarter after the exit from the program.

III. The median earnings of program participants who are in unsubsidized employment during the second quarter after the exit from the program.

IV. The percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within 1 year after the exit from the program.

V. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skills gains toward such a credential or employment.

VI. The indicators of effectiveness in serving employers.

22. Blue Collar Adult training contracts will be a hybrid contract. The normal standard for the hybrid is to fund as a 60% Cost Reimbursement and a 40% Performance based contract. Performance payments will be based on Day 1 Outcomes and Day 30 Outcomes except for the Career Lattice contracts. Performance payments in the Career Lattice contracts may be based on process as well as outcome standards.

23. Wagner Peyser Act funds will support the state One Stop system.

24. Any local American Job Center office providing federal services that fails to achieve 85% of goal in any year may be required to compete to be a provider in the following year in the Request for Proposal process.

25. All Providers will offer training that will allow trainees to earn a Diploma, GED, or Certificate as defined in USDOL TEGL 17-05 Attachment B.

26. Youth Proposers will be required to identify the incremental credentials received during the course of the proposed program and the credential obtained as a result of successfully completing the proposed program.

27. Youth programs will be contracted. Proposals will be solicited for Out-of-School Youth and In-School Youth programs.

28. Eligible youth programs will provide:

WIOA requires:

a. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants;

b. Develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance that shall identify career pathways that include education and employment goals (including in appropriate circumstances, nontraditional employment), and appropriate services for the participant taking into account the assessment conducted;

c. Preparation for postsecondary educational and training opportunities;

d. Strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials;

e. Preparation for unsubsidized employment opportunities, in appropriate cases;

f. Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;

g. Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.

29. Funded youth providers are not required to directly provide all program elements. All funded providers are required to ensure youth have access to all program elements in order to provide a comprehensive youth program that offers the following program elements:

WIOA requires:

a. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;

b. Alternative secondary school services, or dropout recovery services, as appropriate;

c. Paid and unpaid work experience that have as a component academic and occupational education, which may include – (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities

d. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations;

e. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;

f. Supportive services;

g. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;

h. Follow-up services for not less than 12 months after the completion of participation, as appropriate;

i. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; as appropriate;

j. Financial literacy education;

k. Entrepreneurial skills training;

l. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services;

m. Activities that help youth prepare for and transition to postsecondary education and training.

n. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

30. In-School and Out-of-School Youth programs will be funded with a combination of Blue Collar and WIOA funds.

31. Under the guidance of the Youth Council, youth programs will be contracted. Proposers will utilize Delaware Job Link to develop and implement a plan to improve employment opportunities for trainees in order to maximize success in the current economy. This will include a current updated resume built in the Delaware Job Link system.

32. DWDB will set aside $200,000 of Blue Collar funds to enter into partnerships with DEDO (Delaware Economic Development Office) or non-profit agencies with a dollar to dollar match for Blue Collar training initiatives.

33. All providers will be responsible for the data entry of participant information and activities into the Delaware JobLink Management Information System (DJL).

34. DWDB will set aside up to $600,000 of Blue Collar funds to fund new and/or existing Adult Career Lattice training as well as other innovative training programs that may have lattice-type potential. Lattice training is training that combines occupational, soft skills and basic skills training with a work experience related to the training. The training provides a minimum of two occupational steps enabling the trainee to move from their first placement to a higher occupational level with a higher wage during a maximum period of two years.

35. Prior to executing a contract, proposers, without current contracts, will be required to provide a copy of their most recent financial statement to enable DWDB/DET to establish their fiscal soundness and eligibility for a contract.

36. Funds returned may be allocated as deemed appropriate by the DWDB.

37. Out-of-School providers shall allocate a minimum of twenty percent of funds to provide paid and unpaid work experiences that have an academic and occupational component which may include: employment opportunities, pre-apprenticeship programs; internships, job shadowing, and on-the-job opportunities.

38. The Consolidation Committee of the Proposal Review Committee will in addition to approving funding recommendations establish a priority for funding programs should additional funds become available prior to the beginning of the next program year. No funding changes will take place after the start of the new program year. Any funds identified after that point will become carry in for the following year.

B. FOR TITLE II:

1. MULTI-YEAR GRANTS OR CONTRACTS

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.

The Delaware Department of Education (DDOE) is the responsible agency for distributing Title II funding. The Adult and Prison Education Resources Workgroup within the DDOE provides oversight to the grantees receiving Title II allocations. Title II Adult Education and Family Literacy funding will be used to provide services throughout the three counties of the state: New Castle, Kent and Sussex. Each county's allocation will be based on the county's need for services as reflected in high

school completion data from the American Community Survey and the Delaware State Data Bureau. Providers currently receiving funding through a “Continuing Grant Application” issued in spring 2016 will receive funding to provide services as required in the Workforce Investment Act until June 30, 2016. DDOE will monitor each provider’s performance and financial reports and provide technical assistance as required. DDOE will administer a competitive application process to determine providers of AEFLA services in the three counties starting July 1, 2017. Funding will be available on multiple year cycles for a minimum of four years. In addition, all providers will submit annual continuing grant applications focused on program improvement. All providers will adhere to the same funding cycles. The RFP process will be implemented as follows: • February/March 2017 o The DDOE will publish a four year AEFLA Request for Proposal aligned with Delaware’s WIOA State Plan o The DDOE will provide technical assistance to those entities applying for funding • April/May 2017 o The proposals will be reviewed and providers will be determined. • May 2017 o Successful applicants will be notified. • July 2017 o Providers will begin grant cycle.

The same Request for Proposal process will be issued for all applicants. Eligible applicants will include but not be limited to: (1) local educational agencies; (2) community based organizations; (3) faith based organizations; (4) volunteer literacy organizations; (5) institutions of higher education; (6) public or private nonprofit organizations; (7) libraries; (8) public housing authorities; (9) a nonprofit institution not previously described; (10) consortiums or coalitions of agencies, organizations, libraries, institutions; or (11) an employer and entity previous described. Public announcements of the RFP including submission dates will be published to the DDOE and the state’s Office of Management and Budget Bid Solicitation websites. All applications will be reviewed for compliance with the 13 considerations of WIOA Title II and commitment to following all applicable federal and state laws and regulations regarding the provision of educational services within Delaware. The DDOE Finance Office will serve as an independent third party reviewing applications for responsiveness and completeness within the RFP’s timeframes. The Finance Office will forward only applications that meet the RFP requirements to the Adult and Prison Education Resources for evaluation. As one of the requirements of the application, all respondents will have to include evidence of demonstrated effectiveness in providing the types of services they are offering. Evidence should provide confidence that the respondent has successfully provided similar services to similar target populations as outlined in the RFP. Evidence should incorporate empirical and subjective data and can include performance data from previous projects, external evaluation studies, participant and stakeholder surveys, impact evaluations, and return on investment reports.

2. ENSURE DIRECT AND EQUITABLE ACCESS

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.

The Delaware Department of Education (DDOE), Adult and Prison Education Resources Workgroup, will ensure direct and equitable access to all eligible providers to apply and compete for funding through the use of the same grant or contract process for all entities. One Request for Proposal (RFP) will be developed and disseminated throughout the state. The RFP will contain the same questions, application procedures, forms and timelines for submissions allowing all respondents to focus their responses on the required information by a specific submission date and providing reviewers with an organized format for evaluating applicant’s responses on the same questions. All documents will be electronically available for download on the Adult and Prison Education Resources website. The RFP will follow the DDOE RFP format which is the same format and submission process used by other DDOE workgroups for similar purposes. The RFP applications will

be submitted to the DDOE Finance Office to verify that the response is in accordance with the RFP requirements and within the submission deadlines. The applications will then be forwarded to the Adult and Prison Education Resources Workgroup for evaluation. The proposals will be evaluated based by a team of trained reviewers including representatives from the Delaware Workforce Development Board and the Adult and Prison Education Resources Workgroup. The outreach process for this sole Request for Proposal process includes a variety of communications methods allowing for the greatest dissemination to all entities interested in applying for provision of services. The venues used for communications regarding this RFP will include: the State of Delaware Office of Management and Budget – Government Support Services website; the DDOE website announcing RFPs; the DOE Adult and Prison Education Resources website; the ACE Network State Adult Education Resource Center website; and the Division of Libraries Partner's listserv. The DDOE Adult and Prison Education Resources will accept proposals from all entities including: • local educational agencies; • community–based organizations or faith–based organization; • volunteer literacy organizations; • institutions of higher education; • public or private nonprofit agencies; • libraries; • public housing authorities; • nonprofit institutions that are not described in any of the above that have the ability to provide adult education and family literacy activities to eligible individuals; • consortia or coalitions of the agencies, organizations, institutions, libraries, or authorities described above; and • partnerships between an employer and an entity described above. As has been highlighted throughout the plan the Delaware Workforce Development Board Funding Guidelines, its RFP process and ITA manual ensure the direct and equitable distribution of funds. Moreover, since funding guidelines are voted on by the Board and expenditures reviewed quarterly the process has multiple checks and course realignment points. The same type announcement, application, and process will be used for all applicants for each RFP it intends to issue. All applications are treated in the same manner in terms of review and evaluation.

C. TITLE IV VOCATIONAL REHABILITATION

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

The Division of Vocational Rehabilitation and the Division for the Visually Impaired have signed a Memorandum of Understanding that divides the vocational rehabilitation funding in Delaware. The money is proportioned based on the population of individuals with significant visual loss and staff necessary to provide equitable services to the individuals who require vocational rehabilitation services. The current allocation to the Division for the Visually Impaired is approximately 14% of the overall budget.

6. PROGRAM DATA

A. DATA ALIGNMENT AND INTEGRATION

Describe the plans of the lead State agencies with responsibility for the administration of the core programs, along with the State Board, to align and integrate available workforce and education data systems for the core programs, unemployment insurance programs, and education through postsecondary education, and to the extent possible, the Combined State Plan partner programs

included in this plan. The description of the State's plan for integrating data systems should include the State's goals for achieving integration and any progress to date.

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

III (6) (A) (i) Delaware has aligned and integrated the data and performance for the following programs:

• WIOA Adults • WIOA Dislocated Workers • WIOA Youth • WIOA Statewide Activities • WIOA National Programs • Wagner Peyser • Trade Adjustment Assistance • TANF Employment and Training • Jobs for Veterans State Grants Programs authorized under State unemployment compensation laws are interfaced with JobLink.

The remaining Core Partners, Vocational Rehabilitation and Adult Education have individual electronic systems. The same is true for the remaining required one–stop partners; Job Corp, Senior Community Service employment and training programs, Career and Technical Education programs at the post–secondary level, employment and training programs carried out by the Department of Housing and Urban Development, and second chance. Discussion is continuing looking for opportunities for further alignment.

At a minimum, aggregated wage data and employment data will be provided to the two partners not fully aligned in JobLink. The registration of all work ready individuals in JobLink will assist this effort but other means of providing data such a using a flat file may be utilized. The integrity of the Unemployment Insurance wage data will be maintained.

As of this writing, there is no hard and fast guidance regarding the use of cross–platform data. Core partners have heard that they will continue to report quarterly through their habitual chains and a, as yet to be determined methodology will be used for an annual report.

As per RSA guidance on 8/13/2015, DVR will work with partners to align and integrate data, but until specifically advised, will continue to maintain data required by RSA

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

III 6 (A) (ii) Describe the State's plans to integrate data systems to facilitate streamlined intake and service delivery to track participation across all programs included in this plan. DJL provides for a single information system serving all DOL programs housed within our four One–Stop Career Centers: Youth, Adults, Dislocated Workers, Wagner–Peyser Labor Exchange, Local Veterans Employment Representative Program, Disabled Veterans Outreach Program, Migrant and Seasonal Farm Workers Program, Alien Labor Certification, Trade Act, and UI Profiling Reemployment Services, as well as the State Blue Collar. Customers of other core One–Stop partners seeking services through the One–Stop Career Centers are offered appropriate services, and tracked as they receive services.

In addition, DJL offers employers and job seekers, staff, and training providers seamless self–service access to a wide range of employment and training services and information including the Delaware Workforce Development Board's interactive list of Certified ITA Providers and Courses; Delaware's Job Bank; Delaware's Resume Talent Bank; One–Stop Career Center services, bulletins, and links to related sites; as well as links to national electronic workforce information tools such as O*Net Online.

Currently a registration data interface exists between the Division of Unemployment Insurance and the Division of Employment and Training. This interface allows common data elements to be captured at intake by the Division of Unemployment then seamlessly transferred to the Division of Employment and Training. As a result of this process, it greatly reduces the number of data fields the customer has to provide input.

Interfaces are possible with all core programs to maximize the efficient exchange of common data elements. Future plans to make these connections and establish data interfaces are pending final regulations.

III (b) (6) (iii) Explain how the State board will assist the governor in aligning technology. The elimination of the duplicate collection of data from the customer is a major goal. Discussion will take place with the unaligned programs during the first year with the goal being to streamline the customer experience. All partners will have access to JobLink and will be capable of using it for tracking participation as they choose. The referral system will track referred individuals through partner programs using JobLink. Since JobLink includes the entire job seeker population, including the customer of most of the mandatory programs, the interface with unemployment insurance as well as its electronic presence and four full service one–stops, it offers many opportunities for linkages. The DWDB will assist the governor in aligning technology and data systems across mandatory One–Stop partner programs in accordance with WIOA legislation and federal guidance. The State Board will, over the next two years, establish a subcommittee to oversee the discussion on integration. See partner MOUs at Appendix D.

III (b) (6) (iv) Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA section 116(d) (2).

US DOL – at this point – has provided very little regarding the submission of the reports required under 116 (d)(2). Even so, Delaware JobLink (DJL) is part of America's JobLink Alliance (AJLA), a consortium of more than eight states. AJLA has a documented history of being able to meet deadlines and requirements for the Federal reports required by the U.S. Department of Labor. Both Vocational Rehabilitation and Adult Education have national systems targeting their programs also. These programs do not produce as broad a selection of Federal reports as AJLA but they also have a history of meeting deadlines and producing reports. While there may be additional reporting regarding trainers performance, AJLA, contains the Delaware Approved Provider list currently and will be able to produce reports required.

The Core Partners in Delaware have a history of working together when data exchanges are necessary. Presently, the data–collection and reporting processes for the WIOA core programs are not integrated. The data–collection and reporting processes for all DOL programs and activities is executed in the DJL system. The data–collection and reporting processes for DOE programs is carried out by the Literacy Pro system for the Adult Education program and the AWARE system for the Vocational Rehabilitation programs. Information reported by U.S. DOL and U.S. DOE on August 13, 2015 in a Workforce3 One seminar indicated the WIOA annual report would be submitted by

core programs directly to their respective U.S. Federal agencies. Activities to integrate systems among the core programs are contingent upon final WIOA regulations.

It would be fiscally irresponsible to invest funds in an integrated system while no final regulations have been issued which outline requirements. Implementing a system in advance of federal guidance would undoubtedly precipitate the need for costly adjustments or modifications. Consequently, fewer funds would be available to provide services to the public.

As of this writing, US DOE has directed Title II programs to document performance through their US DOE compliant MIS system. All programs will be inputting performance data and DDOE Adult Education will be monitoring program and statewide progress for accountability purposes.

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

III (b) (6) (iii) Explain how the State board will assist the governor in aligning technology. The elimination of the duplicate collection of data from the customer is a major goal. Discussion will take place with the unaligned programs during the first year with the goal being to streamline the customer experience. All partners will have access to JobLink and will be capable of using it for tracking participation as they choose. The referral system will track referred individuals through partner programs using JobLink. Since JobLink includes the entire job seeker population, including the customer of most of the mandatory programs, the interface with unemployment insurance as well as its electronic presence and four full service one–stops, it offers many opportunities for linkages. The DWDB will assist the governor in aligning technology and data systems across mandatory One–Stop partner programs in accordance with WIOA legislation and federal guidance. The State Board will, over the next two years, establish a subcommittee to oversee the discussion on integration. See partner MOUs at Appendix D at http://wib.delawareworks.com/documents/wioa/Appendix%20D%20MOU%20incomplete.pdf.

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

III (b) (6) (iv) Describe the State's plans to develop and produce the reports required under section 116, performance accountability system. (WIOA Section 116(d) (2).

US DOL – at this point – has provided very little regarding the submission of the reports required under 116 (d)(2). Even so, Delaware JobLink (DJL) is part of America's JobLink Alliance (AJLA), a consortium of more than eight states. AJLA has a documented history of being able to meet deadlines and requirements for the Federal reports required by the U.S. Department of Labor. Both Vocational Rehabilitation and Adult Education have national systems targeting their programs also. These programs do not produce as broad a selection of Federal reports as AJLA but they also have a history of meeting deadlines and producing reports. While there may be additional reporting regarding trainers performance, AJLA, contains the Delaware Approved Provider list currently and will be able to produce reports required.

The Core Partners in Delaware have a history of working together when data exchanges are necessary. Presently, the data–collection and reporting processes for the WIOA core programs are not integrated. The data–collection and reporting processes for all DOL programs and activities is executed in the DJL system. The data–collection and reporting processes for DOE programs is carried out by the Literacy Pro system for the Adult Education program and the AWARE system for the Vocational Rehabilitation programs. Information reported by U.S. DOL and U.S. DOE on August 13, 2015 in a Workforce3 One seminar indicated the WIOA annual report would be submitted by core programs directly to their respective U.S. Federal agencies. Activities to integrate systems among the core programs are contingent upon final WIOA regulations.

It would be fiscally irresponsible to invest funds in an integrated system while no final regulations have been issued which outline requirements. Implementing a system in advance of federal guidance would undoubtedly precipitate the need for costly adjustments or modifications. Consequently, fewer funds would be available to provide services to the public.

As of this writing, US DOE has directed Title II programs to document performance through their US DOE compliant MIS system. All programs will be inputting performance data and DDOE Adult Education will be monitoring program and statewide progress for accountability purposes.

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

B. ASSESSMENT OF PARTICIPANTS' POST-PROGRAM SUCCESS

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

The performance accountability system will focus on the six required WIOA common Measures as applicable to each core program. Additional goals beyond the six are not planned at this time. As Delaware consists of a single statewide workforce investment area, State performance levels are established to promote accountability while supporting the Governor's desire to assure that Delaware's employment and training system is open to the hardest to serve adults and youth with special needs and barriers to employment.

DDOE Adult Education will be able to track client entry, persistence and completion through several methods. Since clients will develop career plans while engaged in Title II programming, placement in employment, and/or postsecondary education will be a performance target for each provider.

• For clients entering degree granting institutions, a statewide data match with the resources of the Delaware P20 council will provide the required information.

• For clients entering DOL funded specific skills training, a data matching process with DJL will yield the required information.

• For clients entering specific skills training not funded through DOL, Title II providers will work with clients and trainers to attain needed information.

• For clients entering or retaining employment, an agency data match process between DOL–DET and DDOE Adult Education will be developed to document participant progress.

Under the Delaware Division for the Visually Impaired's Vocational Rehabilitation program the agency shall use existing surveying and direct contact methods already in place with customers who are entering, persisting in, and completing postsecondary education. The agency currently requires records of enrollment, FAFSA completion, transcripts each semester (or applicable progress reporting period) for postsecondary support from the agency. The agency shall also utilize existing case management methods to track individuals entering or remaining in employment in addition to wage verification through the State of Delaware's Unemployment Insurance database.

Under the Delaware Division for the Visually Impaired's Vocational Rehabilitation program the agency shall use existing surveying and direct contact methods already in place with customers who are entering, persisting in, and completing postsecondary education. The agency currently requires records of enrollment, FAFSA completion, transcripts each semester (or applicable progress reporting period) for postsecondary support from the agency. The agency shall also utilize existing case management methods to track individuals entering or remaining in employment in addition to wage verification through the State of Delaware's Unemployment Insurance database.

Under the Delaware Division for the Visually Impaired's Vocational Rehabilitation program the agency shall use existing surveying and direct contact methods already in place with customers who are entering, persisting in, and completing postsecondary education. The agency currently requires records of enrollment, FAFSA completion, transcripts each semester (or applicable progress reporting period) for postsecondary support from the agency. The agency shall also utilize existing case management methods to track individuals entering or remaining in employment in addition to wage verification through the State of Delaware's Unemployment Insurance database.

The DVR will run a scheduled task, monthly or quarterly, that will select candidate cases. The candidate cases will be "successful outcomes" that have not been previously selected for quarterly wage reporting. An Intermediate Database Table will be used to store all candidate wage data information. This table will be used to create a file that will be forwarded to UI for wage data processing. The results from the UI process will then be used to update the Intermediate Database Table. Reporting of the wage information will be generated using the Intermediate Database Table.

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

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

III (6) (C) Use of Unemployment Insurance (UI) Wage Record Data. Quarterly Delaware Unemployment Insurance wage records, complemented by additional wage records obtained through active participation in the Wage Record Interchange System (WRIS), are utilized to

determine employment, retention, and wage gain related outcomes for DOL programs. Quarterly extracts of information for all workers on the Delaware wage record database are maintained by the Division; Access is restricted to designated DOL–DET staff. This comprehensive, historic wage record database facilitates the computation of the required U.S. DOL employment related performance levels and also allows for the adoption of similar measures across the entire One–Stop system in order to track and set goals for the continuous improvement of the quality and effectiveness of services provided to customers. DDOE Adult Education will electronically share participant data with DOL–DET. The data will b3e refined of any unique information that would identify a specific individual. *Plans to provide Unemployment Insurance wage records to non–DOL agencies are pending final regulations.

D. PRIVACY SAFEGUARDS

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

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

To ensure that personally identifiable information collected in Job Match and Case Management is protected, Delaware JobLink has implemented security measures that include limiting the people who have physical access to our database servers, installing electronic security using 128 byte encryption SSL and individual password protection to guard against unauthorized access for all accounts.

All Title II programs will be made aware of their responsibilities under GEPA provisions and will be monitored to ensure that participant information is kept confidential and secure.

• All providers will be required to share their processes with DDOE Adult Education regarding their privacy safeguards.

• Any Adult Education MIS design revisions will be developed to ensure that program information is kept secure, confidential and is accessible only to appropriate parties.

• As part of the Intake Process, all Title II participants will be requested to sign a release of information statements that has been approved by DOL–DET and DDOE. This release will allow the sharing of information between agencies for accountability and research purposes only.

• When sharing participant information electronically, only encrypted processes will be used to ensure privacy.

To ensure that personally identifiable information collected through the Delaware Division for the Visually Impaired is protected, the agency has implemented security measures that include limiting the people who have physical access to our database servers, installing electronic security using 128 byte encryption and individual password protection to guard against unauthorized access for all accounts within the agency's database. In addition, the Division works with the Department's Information Resource Management Unit to ensure that all employees are provided information and

sign agreements to protect client information consistent with GEPA (FERPA) and HIPAA. The agency's policies, procedures, forms and systems are reviewed by the Attorney General's Office to ensure legal compliance with all applicable state and federal privacy safeguards.

All information exchange between DVR and UI will be encrypted.

DVR also uses encrypted e-mail when it is necessary to send information such as Social Security Numbers. DVR's case management system, AWARE, has an additional level of security, user name and password, beyond that which is required to log into the State network. All DVR locations have badge-only security access.

As part of the Delaware DOL, all DVR staff is required to participate in cybersecurity training.

7. PRIORITY OF SERVICE FOR VETERANS

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

DVOP specialists are fully integrated into the One-Stop service delivery system and their clients have complete access, on a priority basis, to all career and training services. DVOP specialists are cross trained in all programs and services available at the One-Stop, and through their case management efforts facilitate the provision of services to eligible veterans and eligible persons.

DOL places a "48" hour Veteran hold on every job order placed in Delaware Job. This means that only veterans are given priority during this period to apply for the open job. The Delaware job posting network will not allow anyone other than veterans to apply during this time frame. After 48 hours, other customers may then join the veteran pool to apply for the job. Beginning July 1,2016 the Administrator for the Jobs for Veteran State Grant will pull a monthly monitoring review for the Delaware AJC's(Dover, Pencader ,Fox Valley and Georgetown) with relevant reporting on system Priority of Service performance. Refresher training will be provided to all AJC staff, including DVOPS, LVERS and Business Service Representatives on the use of Priority of Service for veterans to maintain system integrity and sustainability. Delaware LVER'S will provide weekly data on Priority of Service utilization to veteran clients in their weekly activity reports. Detail will be used for continuous system improvement.

Beginning October 1 ,2016,the Administrator for the Jobs for Veteran State Grant will pull a monthly monitoring report within DJL of the Delaware AJC's(Dover, Pencader ,Fox Valley and Georgetown) to monitor Priority of Service to veterans compliance and performance. To further support compliance refresher training will be provided to all AJC staff on an ongoing basis; including DVOPS, LVERS and Business Service Representatives on the use of Priority of Service for veterans to s maintain system integrity, continuous quality improvement and sustainability.

This will be added to our our 30 April Deadline list as we need more time to adequately answer this topic

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

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

III (8) Addressing the Accessibility of the One–Stop Delivery System. Describe how the one–stop delivery system (including one–stop center operators and the one–stop delivery system partners), will comply with section 188 of WIOA (if applicable) and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) with regard to the physical and programmatic accessibility of facilities, programs, services, technology, and materials for individuals with disabilities. This also must include a description of compliance through providing staff training and support for addressing the needs of individuals with disabilities. Describe the State's one–stop center certification policy, particularly the accessibility criteria. (This Operational Planning element applies to core programs.)

As part of the One Stop MOU agreement process, VR will certify the One–Stop system addressing any accessibility issues. Relying on VR's expertise in this area, it will make recommendations and assist in program development when applicable.

In addition to VR's technical assistance for One–Stop certification, each One Stop has updated Equal Opportunity posters with several persons to contact in the event they believe they have been subjected to discrimination under WIOA. Each screen in Delaware JobLink has a link to the One Stop's non–discrimination policy and individuals to contact if they believe they have been subjected to discrimination.

Under WIOA, there will be monthly partner meetings for all One Stop partners to share information including technical assistance from VR on providing services to individuals with disabilities.

While individuals with unidentified disabilities usually receive services within the general population due to personal choice, when disabilities are identified specific services are available. DOL–DET is a Ticket to Work Employment Network provider. Through signage, videos and discussion with one stop staff, individuals who are receiving social security and want to learn more about this program with are offered an initial assessment with a case manager.

Within each One Stop an individual has been identified as the ticket to work case manager. This individual works closely with a VR designee to determine the best service plan for the individual and if they chose to enroll in the ticket to work program.

During the initial assessment interview, one of the three service options below will be chosen.

• The individual will be serviced by the ticket to work case manager and receive one on one service including referrals to additional services

• The individual is not in need of case management services and will perform self–service job search and may self–select for additional one stop services

• The individual is in need of more intensive services and will be referred to VR for service. The division of Vocational Rehabilitation is located within each one–stop.

This disability expert working with other One Stop staff enables services to be provided in the one–stop. VR often refers individuals with disabilities to the One Stop when services are not immediately available at VR. Both agencies are housed within the One Stop and work closely together.

DDOE Title II providers will serve participants requiring services under ADA and Section 504 of the Rehabilitation Act. DDOE Adult Education will provide mandatory trainings, in person and/or electronically to ensure that all providers are aware of student rights and program responsibilities under these laws. The DDOE Adult Education will use its Student Accommodations Application Process to identify, monitor and track requests and accommodations provided. DDOE Adult Education will continue to collaborate closely with Delaware Vocational Rehabilitation to provide our mutual clients with the supports they need to be successful in the workplace...

All One Stop locations are compliant with ADA. This includes either an elevator or ramp access to building and automatic doors. There is one location which does not have automatic doors, and that location is scheduled to be relocated in the summer of 2016 at which time automatic doors will be included. All One Stop locations are on fixed and paratransit bus routes.

Each One Stop has a designated computer in the resource room which has JAWS and a screen reader to serve individuals who are blind and visually impaired. For the deaf we have interpreter services available.

The Division of Vocational Rehabilitation, or other certified disability accessibility evaluation entity, will conduct an accessibility checklist at least bi-annually.

9. ADDRESSING THE ACCESSIBILITY OF THE ONE-STOP DELIVERY SYSTEM FOR ENGLISH LANGUAGE LEARNERS

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

IV. COORDINATION WITH COMBINED STATE PLAN PROGRAMS. If the State is submitting a Combined State Plan, describe the methods used for joint planning and coordination of the core programs and the other programs and activities covered by the Combined State Plan

Section IV. Coordination with Combined State Plan Programs

Coordination with partner agencies began in Delaware Wednesday January 21, 2015 with a kick–off meeting to introduce the Workforce Investment and Opportunity Act. In addition to state agency attendees, representatives from the U.S. DOL ETA Region 2 Philadelphia Office attended this initial meeting and provided remarks.

Tuesday, May 19th a follow up meeting occurred with the partner agencies to review the One–Stop requirements and design. In addition, there was a discussion introducing the state plan requirements and advantages for the partner agencies to participate in the combined planning process.

A central email box was established to coordinate communication among the partner agencies and to ensure the efficient and expedient flow of ideas.

Two committees emerged to coordinate and plan for WIOA. The Combined Plan Partner Planning Committee and the One–Stop Partner Planning Committees were formed.

• Each One-Stop Center and WIOA partners utilizes Delaware JobLink (DJL), which is a workforce development system. DJL has an integrate software program powered by Google that translates embedded DJL programs such as Job-seeker Registration and Resume Builder into multiple world languages. As part of the client registration process, policies and procedure; DJL identifies Client's needs and barriers and determines if the client is an English language learner.

• To ensure DOL –DET meets the needs of English Language learners and others; DET trains staff through monthly meeting to address Q&A's. Also, local One-Stop Centers (AJCs) conduct monthly training sessions based on local county needs. All information is located in a commonly accessible staff folder and is shared and discussed by AJC Area Operations Managers and Supervisors.

• Furthermore, each AJC has trained Employment Services Specialists in the Registration and Resource Room area that identify client's needs for English language learning. Staff then refers these clients to approved DDOE Adult Education certification classes such as Delaware Technical community College and University of Delaware.

• For RES and RESEA programs, our AJC's mandate that claimants complete their ESL certifications as program compliant requirements.

• For hearing impaired, all of Delaware's AJC's are in close proximity (same building) to the Division of Vocational Rehabilitation. Due to this, sign language translators are easily accessible based on client's needs and requirements.

• Besides the above, DOL-DET and WIOA partners refer clients based on their needs to local resources who could better serve their needs.

• DOL-DET's AJC's have trained Spanish speaking Employment services Specialists who are trained to assist clients. AJC's and WIOA partners also have Applicant Services brochures in Spanish.

IV. COORDINATION WITH STATE PLAN PROGRAMS

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

Coordination with partner agencies began in Delaware Wednesday January 21, 2015 with a kick–off meeting to introduce the Workforce Investment and Opportunity Act. In addition to state agency attendees, representatives from the U.S. DOL ETA Region 2 Philadelphia Office attended this initial meeting and provided remarks.

Tuesday, May 19th a follow up meeting occurred with the partner agencies to review the One–Stop requirements and design. In addition, there was a discussion introducing the state plan requirements and advantages for the partner agencies to participate in the combined planning process.

A central email box was established to coordinate communication among the partner agencies and to ensure the efficient and expedient flow of ideas.

Two committees emerged to coordinate and plan for WIOA. The Combined Plan Partner Planning Committee and the One–Stop Partner Planning Committees were formed.

Combined Plan – Partner Planning Committee

Partner agencies were asked to respond to the Division of Employment and Training by June 30, 2015 to state their intentions of participating in the combined planning process.

On July 10, 2015 a Letter of Instruction (LOI) for development of Delaware's Combined, Demand Driven, Four Year State Workforce Plan was distributed to the agencies who agreed to participate in the Combined Plan. The LOI outlined the mission of the planning committee and the general flow of the process.

The first initial meeting of the combined plan partners committee occurred on Wednesday, July 15 at 1:30 p.m. in the Department of Labor Annex Building at 19 West Lea Boulevard, Wilmington, DE 19802.

An information sharing platform was provided by the Delaware Department of Education which enabled the group to easily share pertinent information to be included in the plan.

Bi–weekly conference call meetings were established. The meetings focused on the following areas:

• Federal Guidance/Notifications

• Information Collection Request (ICR) Combined Plan Requirements

• Project Timeline

• Public Comment Requirements

One–Stop – Partner Planning Committee

The One–Stop Partner Planning Committee's initial meeting was held on September 16, 2015. Subsequent meetings have been scheduled on a monthly basis. This committee is tasked with ensuring continuous improvement and evolvement of the Workforce Development System for Delaware.

V. COMMON ASSURANCES (FOR ALL CORE PROGRAMS)

The Unified or Combined State Plan must include assurances that—

1. The State has established a policy identifying circumstances that may present a conflict of interest for a State Board or local board member, or the entity or class of officials that the member represents, and procedures to resolve such conflicts; Yes

2. The State has established a policy to provide to the public (including individuals with disabilities) access to meetings of State Boards and local boards, and information regarding activities of State boards and local boards, such as data on board membership and minutes; Yes

3. The lead State agencies with optimal policy-making authority and responsibility for the administration of core programs reviewed and commented on the appropriate operational planning elements of the Unified or Combined State Plan, and approved the elements as serving the needs of the populations served by such programs; Yes

4. (a) The State obtained input into the development of the Unified or Combined State Plan and provided an opportunity for comment on the plan by representatives of local boards and chief elected officials, businesses, labor organizations, institutions of higher education, the entities responsible for planning or 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; and Yes

12. Priority of service for veterans and eligible spouses is provided in accordance with 38 USC 4215 in all workforce preparation, development or delivery of programs or services funded directly, in whole or in part, by the Department of Labor. Yes

VI. PROGRAM-SPECIFIC REQUIREMENTS FOR CORE PROGRAMS

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

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

The Unified or Combined State Plan must include the following with respect to activities carried out under subtitle B--

A. GENERAL REQUIREMENTS

1. REGIONS AND LOCAL WORKFORCE DEVELOPMENT AREAS

A. IDENTIFY THE REGIONS AND THE LOCAL WORKFORCE DEVELOPMENT AREAS DESIGNATED IN THE STATE.

VI (A) General Requirements Regions and Local Workforce Development Areas. The state of Delaware, a single service delivery area, will develop its regional initiative during the covered period of the plan. Part of that initiative will require a thorough analysis of labor force migration between Delaware and adjoining counties from Pennsylvania, Maryland, New Jersey, and possibly Virginia.

B. DESCRIBE THE PROCESS USED FOR DESIGNATING LOCAL AREAS, INCLUDING PROCEDURES FOR DETERMINING WHETHER THE LOCAL AREA MET THE CRITERIA FOR “PERFORMED SUCCESSFULLY” AND “SUSTAINED FISCAL INTEGRITY” IN ACCORDANCE WITH 106(B)(2) AND (3) OF WIOA. DESCRIBE THE PROCESS USED FOR IDENTIFYING REGIONS AND PLANNING REGIONS UNDER SECTION 106(A) OF WIOA. THIS MUST INCLUDE A DESCRIPTION OF HOW THE STATE CONSULTED WITH THE LOCAL BOARDS AND CHIEF ELECTED OFFICIALS IN IDENTIFYING THE REGIONS.

Delaware is a single service Delivery area and will develop regions in the upcoming two years.

C. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 106(B)(5) OF WIOA RELATING TO DESIGNATION OF LOCAL AREAS.

NA

D. PROVIDE THE APPEALS PROCESS REFERRED TO IN SECTION 121(H)(2)(E) OF WIOA RELATING TO DETERMINATIONS FOR INFRASTRUCTURE FUNDING.

NA

2. STATEWIDE ACTIVITIES

A. PROVIDE STATE POLICIES OR GUIDANCE FOR THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM AND FOR USE OF STATE FUNDS FOR WORKFORCE INVESTMENT ACTIVITIES.

This is an Annual Policy Statement DELAWARE WORKFORCE DEVELOPMENT BOARD PY 2016 Funding Guidelines: Delaware Workforce Development Board (DWDB)

The purpose of this document is to give the Delaware Workforce Development Board a baseline of the service delivery for our One Stop Office operators, Blue Collar and WIOA Youth contractors alike.

1. Delaware Workforce Development Board (DWDB) acknowledges that the degree to which an employee can analyze and solve problems, demonstrate soft skills, competency in foundation mathematics and reading skills and good attendance, is as important to job retention as is demonstrating the occupational skills. Accordingly, DWDB seeks evidence that these skills are taught and reinforced continually as important and interrelated parts of the training.

2. To the extent possible, the definitions provided in the federal law and regulations will be the definitions for all sources of funds, including Blue Collar, except the definition of eligibility. The Blue Collar training programs have no requirement that participants be low income.

3. Occupational Skills programs with a combination of activities are being requested. In particular, programs that: • Combine classroom occupational training including an internship, clinical, actual work experience, OJT (On-the Job Training) along with the necessary foundation skills in reading and math.

4. Contractors will assess reading and math skills. Basic language and numeric skills training, when appropriate, will be provided concurrently with skills training. As part of the RFP, proposers will be asked to describe their plan to meet this objective.

5. American Job Centers will assess career services applicants in reading and math skills. Basic language and numeric skills training, when appropriate, will be provided to the extent possible either concurrently with skills training or in another manner consistent with the jointly developed employment plan.

6. American Job Center staff is responsible for determining and documenting eligibility for those individuals involved in a career/training service.

7. Contractors are responsible for determining and documenting eligibility, recruiting customers, and providing the Department of Labor, Division of Employment & Training's (DET) Management Information System (MIS) with the required information. Failure in any of these areas may result in corrective action.

8. Retention services will be provided, as necessary in the day and evening in order to meet the performance measures for 12 months following exit except for Adult Blue Collar. Adult Blue Collar exits will require 6 months of follow-up.

9. Up to ninety-five percent of available funds may be awarded.

10. Up to a maximum of fifty percent of the Blue Collar Funds may be used for Youth Programs. The remaining Blue Collar funds will be used to fund adult training for dislocated workers, to assist in school-to-work transition activities and to underwrite such other innovative training programs.

11. The proposal rating criteria will favor those proposals that demonstrate the ability to operate quality, cost effective training programs that result in high placement rates, increased wages, long term job retention, credential attainment and literacy/numeracy gains.

12. Funding may be approved to support all or any portion of the cost of a training program. Proposers will provide, in their proposal, the cost of their entire training program and the amount of funds requested.

13. Funding awards will be at a level which is sufficient to fully carry out the portion of the program which is funded. Proposers awarded will be required to demonstrate that the level of funding is sufficient.

14. Computer training appropriate to the intended job placement opportunity will be a key factor in funding occupational skills training proposals.

15. Providers requesting supportive services will be required to document linkages with other human service providers.

16. Proposers will demonstrate that the curriculum being offered through proposed training meets the current and projected needs of the local employers.

17. Training in occupations in demand including occupations identified as part of career lattices will be solicited. The report and recommendations of the Office of Occupational and Labor Market Information (OOLMI) will be used as a guide to the types of occupational skills training which are to be solicited and funded. Training areas identified as high growth/high demand will be preferred. The Proposal Review and Certification Committee will approve the list of the “in demand” occupations sought. Proposals for occupational skills training in occupations not targeted in the solicitation as well as emerging skill areas will be considered only with comprehensive documentation of the need for the training provided within the proposal.

18. DWDB will strive to provide training based on each county’s needs and in reasonable proportion to the population. The Board may consider the percentage of poverty level residents recorded in the most recent official census, and the state-generated rate of unemployment.

19. Program providers shall define their staff qualifications in the proposal for any position for which they are requesting funding in whole, or in part.

20. Documentation must be maintained for each participant, including eligibility, attendance, assessments, credentials, certificates, literacy/numeracy gains & outcomes. The documentation must be made available to DWDB, the Youth Council, DET and/or their designees upon request

21. The current Federal performance measures will be the performance criteria for all training programs, including Blue Collar. Performance Accountability (performance rates to be negotiated for

PY17) Adult and Dislocated Worker Programs I. the percentage of program participants who are in unsubsidized employment during the second quarter after the exit from the program. II. the percentage of program participants who are in unsubsidized employment during the fourth quarter after the exit from the program. III. the median earnings of program participants who are in unsubsidized employment during the second quarter after the exit from the program. IV. the percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within 1 year after the exit from the program. V. the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment. VI. the indicators of effectiveness in serving employers. Youth Program I. the percentage of program participants who are in education or training activities, or in unsubsidized employment during the second quarter after the exit from the program. II. the percentage of program participants who are in education or training activities, or in unsubsidized employment during the fourth quarter after the exit from the program. III. the median earnings of program participants who are in unsubsidized employment during the second quarter after the exit from the program. IV. the percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within 1 year after the exit from the program. V. the percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skills gains toward such a credential or employment. VI. the indicators of effectiveness in serving employers.

22. Blue Collar Adult training contracts will be a hybrid contract. The normal standard for the hybrid is to fund as a 60% Cost Reimbursement and a 40% Performance based contract. Performance payments will be based on Day 1 Outcomes and Day 30 Outcomes except for the Career Lattice contracts. Performance payments in the Career Lattice contracts may be based on process as well as outcome standards.

23. Wagner Peyser Act funds will support the state One Stop system.

24. Any local American Job Center office providing federal services that fails to achieve 85% of goal in any year may be required to compete to be a provider in the following year in the Request for Proposal process.

25. All Providers will offer training that will allow trainees to earn a Diploma, GED, or Certificate as defined in USDOL TEGL 17-05 Attachment B.

26. Youth Proposers will be required to identify the incremental credentials received during the course of the proposed program and the credential obtained as a result of successfully completing the proposed program.

27. Youth programs will be contracted. Proposals will be solicited for Out-of-School Youth and In-School Youth programs.

28. Eligible youth programs will provide: WIOA requires: a. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants; b. Develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance that shall identify career pathways that include education and

employment goals (including in appropriate circumstances, nontraditional employment), and appropriate services for the participant taking into account the assessment conducted; c. Preparation for postsecondary educational and training opportunities; d. Strong linkages between academic instruction and occupational education that lead to the attainment of recognized postsecondary credentials; e. Preparation for unsubsidized employment opportunities, in appropriate cases; f. Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential; g. Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.

29. Funded youth providers are not required to directly provide all program elements. All funded providers are required to ensure youth have access to all program elements in order to provide a comprehensive youth program that offers the following program elements: WIOA requires: a. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential; b. Alternative secondary school services, or dropout recovery services, as appropriate; c. Paid and unpaid work experience that have as a component academic and occupational education, which may include - (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities d. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations; e. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate; f. Supportive services; g. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months; h. Follow-up services for not less than 12 months after the completion of participation, as appropriate; i. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; as appropriate; j. Financial literacy education; k. Entrepreneurial skills training; l. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; m. Activities that help youth prepare for and transition to postsecondary education and training. n. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

30. In-School and Out-of-School Youth programs will be funded with a combination of Blue Collar and WIOA funds.

31. Under the guidance of the Youth Council, youth programs will be contracted.

32. Proposers will utilize Delaware Job Link to develop and implement a plan to improve employment opportunities for trainees in order to maximize success in the current economy. This will include a current updated resume built in the Delaware Job Link system.

33. DWDB will set aside $200,000 of Blue Collar funds to enter into partnerships with DEDO (Delaware Economic Development Office) or non-profit agencies with a dollar to dollar match for Blue Collar training initiatives.

34. All providers will be responsible for the data entry of participant information and activities into the Delaware JobLink Management Information System (DJL).

35. DWDB will set aside up to $600,000 of Blue Collar funds to fund new and/or existing Adult Career Lattice training as well as other innovative training programs that may have lattice-type potential. Lattice training is training that combines occupational, soft skills and basic skills training with a work experience related to the training. The training provides a minimum of two occupational steps enabling the trainee to move from their first placement to a higher occupational level with a higher wage during a maximum period of two years.

. Prior to executing a contract, proposers, without current contracts, will be required to provide a copy of their most recent financial statement to enable DWDB/DET to establish their fiscal soundness and eligibility for a contract.

37. Funds returned may be allocated as deemed appropriate by the DWDB.

38. Out-of-School providers shall allocate a minimum of twenty percent of funds to provide paid and unpaid work experiences that have an academic and occupational component which may include: employment opportunities, pre-apprenticeship programs; internships, job shadowing, and on-the-job opportunities.

39. The Consolidation Committee of the Proposal Review Committee will in addition to approving funding recommendations, establish a priority for funding programs should additional funds become available prior to the beginning of the next program year. No funding changes will take place after the start of the new program year. Any funds identified after that point will become carry in for the following year.

B. DESCRIBE HOW THE STATE INTENDS TO USE GOVERNOR'S SET ASIDE FUNDING. DESCRIBE HOW THE STATE WILL UTILIZE RAPID RESPONSE FUNDS TO RESPOND TO LAYOFFS AND PLANT CLOSINGS AND COORDINATE SERVICES TO QUICKLY AID COMPANIES AND THEIR AFFECTED WORKERS. STATES ALSO SHOULD DESCRIBE ANY LAYOFF AVERSION STRATEGIES THEY HAVE IMPLEMENTED TO ADDRESS AT RISK COMPANIES AND WORKERS

Delaware currently utilizes this funding to support required and allowable statewide employment and training activities. Below are several of the required activities which Delaware plan's to fund with the Governor's set aside:

• A portion of Delaware JobLink (DJL) is funded with the Governor's set aside. DJL is a federal reporting, case management and fiscal accountability system. DJL also provides direct client services. For job seekers and employers, it is a talent matching and career exploration tool. This system also houses the eligible training provider list including training providers cost and performance.

• In PY 2015, we identified a need for additional training for staff to facilitate workshops or provide other services in a group setting. We identified the need and researched training providers. We worked with Dale Carnegie to customize a training which was provided to 20 staff in PY 2015. We plan to build on this training through continuous improvement and peer reviews.

• Technical assistance to local One Stops. Technical assistance is provided monthly in person to One Stop supervisors and case managers who administer WIOA adult, dislocated worker and youth programs.

• Monitoring and oversight of activities for services to youth, adults, and dislocated workers.

Delaware plans to utilize this funding to continue to support allowable statewide employment and training activities. Listed below are several initiatives for which we have utilized this funding in the recent program year. We plan to continue to support the below initiatives and implement others as the needs are determined.

• Refresher training. In the past Delaware has utilized this fund to increase skills of job seekers who have demonstrated a deficiency in basic skills. Through an assessment, we targeted this service to job seeker/career service customers who could most quickly benefit from a refresher course in math and English. The individuals targeted had once demonstrated these skills but due to not utilizing them in their currently careers had become deficient.

• Basic Computer/Job Surfing. This is a two part basic computer class designed for the customer who is deficient in basic computer skills. There are several points in the service delivery system where candidates are assessed for this training. Individuals may self-refer or be mandatory for this course. This training will assist job seekers/career service customers in utilizing self-service tools available through the internet. This includes creating a resume in Delaware JobLink job searching on the internet and applying for jobs through the internet.

VI (2) (B) Rapid Response. Delaware conducts rapid response activities to dislocated workers primarily through employer outreach. Employers are identified and contacted through WARN notices and other notifications of mass lay-offs. Because no two layoffs are identical, the needs of employers and dislocated workers will differ, as will the type and scale of needed services, the impact on the economy, and the availability of job opportunities. While Rapid Response must be consistent across all layoffs with respect to the quality, effectiveness, and timeliness of service delivery, the response must be customized and responsive to each specific event. . The most common activity is to provide information to dislocated workers in the form of group settings or rapid response workshops. Workshops are held on site at the employer location, union halls, community centers and other locations within the community. On site rapid response workshops are generally held when there are larger groups of dislocated workers. Rapid Response activities are primarily performed through scheduled workshops facilitated in conjunction with the DOL-DET of Unemployment Insurance (DOL-UI). These workshops cover topics such as services available through the local One-Stops; job search and training opportunities; general Unemployment Insurance information; and other services available through the Department of Labor are covered. At the conclusion of each workshop, feedback is provided by participants regarding other services they are interested in and offer suggestions how to improve the Rapid Response workshop. Once we have the worker survey results and other information, Rapid Response provides a comprehensive array of service to accelerate reemployment. While most of the effort is usually expended in the early stages of a dislocation event or an impending dislocation, it is important to continue Rapid Response services until all worker and employer needs are met. DEDO is the lead agency in providing layoff aversion strategies to employers. DOL-DET's Business Services Unit contacts DEDO when they are notified or become aware of a company who is at risk. This has historically been a difficult task with employers in Delaware as they tend not to be too forthcoming when having difficulties. It is important to note. DEDO is a member of the DOL Business Services Team, which meets monthly to share employer information, including business expansions and/or layoffs. Normally at risk companies are

contacted through regular employer outreach, notification, or when other information is received. Business Service Representatives (BSR) have a specific territory within Delaware each is responsible for servicing. If an employer conveys information regarding possible layoffs with the representative, the BSR immediately contacts the Community Services Coordinator (CSC). The CSC oversees the Business Services Unit. The CSC will gather initial information and immediately contact DEDO. From this point on, DEDO would be the lead agency with DOL-DET BSRs providing assistance.

C. IN ADDITION, DESCRIBE THE STATE POLICIES AND PROCEDURES TO PROVIDE RAPID RESPONSES IN CASES OF NATURAL DISASTERS INCLUDING COORDINATION WITH FEMA AND OTHER ENTITIES.

VI (2) (C) Rapid Responses in cases of natural disasters including coordination with FEMA and other entities.

Delaware does not have specific policies or procedures relating to rapid response and natural disasters. Through the use of cell phones and a Mobile One Stop, we would be able to take services to an affected area and conduct rapid response activities per LE Policy 28-Rapid Response Activities.

Through the flexibility of an internet based system, Delaware JobLink can be accessed anywhere the internet is available. This combined with the internet based Unemployment Insurance (UI) application system allows individuals to apply for UI benefits, register for work and search for employment remotely.

Moreover, if a natural disaster occurred, DOL-DET would immediately apply for a national emergency grant when applicable.

In the event an employer experienced a natural disaster, a Business Services Representative would assess their needs and determine the best course of action based on the resources available in the state. For example, several years ago a portion of Kent County, Delaware experienced a flood. Several small businesses had to remain closed for several weeks. DOL-DET worked with several other agencies in the state and provided temporary office space to several small businesses during their time of evacuation due to the flood. The businesses were able to meet with clients and remain minimally operational during this time.

D. DESCRIBE HOW THE STATE PROVIDES EARLY INTERVENTION (E.G., RAPID RESPONSE) TO WORKER GROUPS ON WHOSE BEHALF A TRADE ADJUSTMENT ASSISTANCE (TAA) PETITION HAS BEEN FILED. (SECTION 134(A)(2)(A).) THIS DESCRIPTION MUST INCLUDE HOW THE STATE DISSEMINATES BENEFIT INFORMATION TO PROVIDE TRADE-AFFECTED WORKERS IN THE GROUPS IDENTIFIED IN THE TAA PETITIONS WITH AN ACCURATE UNDERSTANDING OF THE PROVISION OF TAA BENEFITS AND SERVICES IN SUCH A WAY THAT THEY ARE TRANSPARENT TO THE TRADE-AFFECTED DISLOCATED WORKER APPLYING FOR THEM (TRADE ACT SEC. 221(A)(2)(A) AND SEC. 225; GOVERNOR-SECRETARY AGREEMENT). DESCRIBE HOW THE STATE WILL USE FUNDS THAT HAVE BEEN RESERVED FOR RAPID RESPONSE TO PROVIDE SERVICES FOR EVERY WORKER GROUP THAT FILES A TAA PETITION.

VI (2) (D) Describe how the State provides early intervention. Trade activity in Delaware has been rare. Our early intervention to worker groups on whose behalf a TAA petition has been filed is the same as our WIA Rapid Response activities. Delaware has the distinct advantage of ensuring seamless service delivery for affected workers receiving Rapid Response services because the DOL–DET Rapid Response unit is part of the One–Stop Career Center integrated service design.

In most cases, by the time a TAA petition is filed, WIA rapid response activities have already taken place. Once we learn a TAA petition has been filed, we provide the additional information specific to Trade, for example ensuring workers are aware of particular deadlines.

We understand the primary purpose of Rapid Response is to enable affected workers to return to work as quickly as possible following a layoff, or to prevent their layoff altogether. This process starts with our Business Service Representatives (BSRs). The BSRs cover the state and report to one person, a Community Service Coordinator. The BSRs are looking for ways to help employers, whether it is to help them get started with getting new employees or help them with layoff aversion. They also, try to promote the effectiveness of our services including our Rapid Response services. We want the employers to be educated about their responsibilities to issue notifications of layoffs and closures. We want these conversations to be held before any layoff and should help us with our relationship with a firm, because it illustrates to them we may be offering quality services and are really there to help them in many ways. If employers know that we are there to help them and have different resources available to us, they may be encourage to work with us before it is too late.

The BSR unit meets monthly to exchange information and have an active conversation regarding economic trends, new labor market information, new businesses and impending hires and layoff, funding resources, training resources, and etc. We want everyone on the team to have the same information, so they can pick up trends and perhaps come up with plans for themselves and for the team.

Furthermore, in order to have proactive monitoring of any pending layoff, we feel it is important to have a very active approach with employers, employer organizations, communications with Unemployment Insurance (U.I.) about any increase in U.I. claims, press attention, (WARN), union organizations, etc.

Rapid Response teams are proactive, to facilitate the assessment of a potential dislocation. Early intervention can help with the Trade Adjustment Assistance (TAA) petition process. Similarly, early intervention can assist with fact–gathering for a strong National Emergency Grant (NEG) application

if the dislocation is one that cannot be accommodated within the state's existing formula–based Dislocated Worker resources. These are held at the employer site whenever possible, but meetings are and have sometimes been held at nearby facilities. Our mobile One Stop has been deployed at times to insure effective communications. It has been important to us that the team remains flexible and customizes its approaches to that employer and affected workers can all be accommodated. We do feel being proactive is the best policy. Therefore, we are continually trying to build and maintain relationships with our various stakeholders to include many employers, labor organizations, workforce and economic development agencies, training institutions, service providers and community organization, especially with our BSRs and other employment and training staff.

When Rapid Response sessions are held after a WARN or other announcement of layoff, it is a time to not only communicate information to the affected workers about services and benefits (including DOL–DET services, unemployment insurance, health insurance, the Health Care Tax Credit, severance and retirement pay, and potentially social services related to financial management, child care, housing and legal issues), but it is also a time to gather information. We ask them to complete a survey, so that we can have a wide array of information on the demographics, skill sets, and training needs of the workforce. Sometimes these face–to–face sessions cannot be repeated, so we make sure that we are well–prepared in advance to gather and shared, as appropriately, and then analyze the responses. In the past, we have used survey results to analyze where affected workers reside and analyze the service that are requested/needed to plan and implement. Once we have the worker survey results and other information, we try to provide a comprehensive array of service to accelerate reemployment. Using the survey results help provide the desired services in an area that the affected workers can access. This increases our success in rapid reengagement into the workforce.

While no two layoffs are the same, DOL–DET in collaboration with UI, does have an established procedure including presentation tools and materials as well as experienced staff conducting rapid response sessions for any employer as already described. For worker groups on whose behalf a TAA petition has been filed, it is likely, that they have already received at least one rapid response session or contact with DOL–DET staff prior to the TAA petition being filed.

Once we know that a petition is filed, we outreach the workers, labor unions, and employer again to ensure TAA information including how to access TAA services is communicated. More specifically, we have established a Specialized One Stop office at the Floyd I. Hudson State Service Center (Hudson). Hudson has served as a central place where workers affected by mass layoffs can go for services. Hudson does not only serve as a One Stop Center to receive core, intensive, and training services that is equipped with a resource room where clients can register with DOL–DET, take assessments, and conduct job search, but more importantly, it has served as an outreach center that really strives towards engaging the affected workers, labor unions, and employers rapidly when a mass layoff occurs. We have continuous training for staff for both Trade and NEG type layoffs.

Policies and procedures are continually being reviewed and updated and then shared with staff. We have used a Self–Assessment Rapid Response Tool to help determine areas of needed improvement. We continue to strive for improvement that can lead to early intervention and rapid reengagement into the workforce.

B. ADULT AND DISLOCATED WORKERS PROGRAM REQUIREMENTS

1. IF THE STATE IS UTILIZING WORK-BASED TRAINING MODELS (E.G. ON-THE-JOB TRAINING, INCUMBENT WORKER TRAINING, TRANSITIONAL JOBS, AND CUSTOMIZED TRAINING) AS PART OF ITS TRAINING STRATEGY AND THESE STRATEGIES ARE NOT ALREADY DISCUSSED IN OTHER SECTIONS OF THE PLAN, DESCRIBE THE STATE'S STRATEGIES FOR HOW THESE MODELS ENSURE HIGH QUALITY TRAINING FOR BOTH THE PARTICIPANT AND THE EMPLOYER.

VI (b) Adult and Dislocated Worker Program Requirements

VI (b) (1) Alternative Training Models. If the state were to utilize alternative training models (e.g. incumbent worker training, transitional jobs, and customized training) the state would use existing policies and procedures to operate our Job Driven–NEG On–the–Job Training. We have a designated staff person working with an employer to determine needs then an agreement detailing those needs and the designation of appropriate performance measures to be achieved is created and monitored by staff.

2. DESCRIBE HOW THE STATE WILL INCORPORATE REGISTERED APPRENTICESHIP INTO ITS STRATEGY AND SERVICES.

VI (b) (2) Registered Apprenticeship. Describe how the State will incorporate Registered Apprenticeship into its strategy and services. Delaware's Registered Apprenticeship office will join the state's the publicly funded workforce system as one its One Stop Partners.

3. PROVIDE THE PROCEDURE, ELIGIBILITY CRITERIA, AND INFORMATION REQUIREMENTS FOR DETERMINING TRAINING PROVIDER INITIAL AND CONTINUED ELIGIBILITY, INCLUDING REGISTERED APPRENTICESHIP PROGRAMS (WIOA SECTION 122).

OVERVIEW

1. This Eligible Training Provider List (ETPL) and Individual Training Account (ITA) Provider policy manual outlines the Delaware Workforce Development Board's (DWDB) approach to managing its responsibility under the Workforce Innovational and Opportunity Act (WIOA). This manual provides specific guidance on the development, management, and enforcement of Delaware's ITA system.

3. The DWDB will make changes to this manual as needed. The DWDB will announce changes through its website, social media accounts, and as necessary, through the Division of Employment and Training.

PREPARATION

1. Introduction. Processing Individual Training Account (ITA) provider applications is an important and fundamental part of the DWDB's work and deserves a level of detail and process appropriate to the annual expenditure of several million dollars and the training of several hundred Delawareans. While many components are key in developing a quality provider approval process, it is impossible to overstate the importance of detailed preparation.

2. Demand Occupation List. The first preparation step is development of the Demand Occupations List. This list is the driving document for provider approval. The DWDB will annually post the high demand occupation list on its website and distribute it through social media

a. To facilitate preparation the DWDB Deputy Director will:

1. Gather relevant labor market information from Delaware's Office of

Occupational Labor Market Information (OOLMI);

2. Request qualitative information from the Delaware Economic Development

Office (DEDO), workforce development unit;

3. Conduct an initial analysis of potential employment demand;

4. Ask DEDO and OOLMI for input based on data;

5. Develop a draft high demand occupation list for the DWDB executive director; for presentation to Proposal Review and Certification Committee; and

6. Ensure the DWDB website is posted with the new list

b. DWDB Executive Director will:

1. Review the draft list; and

2. Present it to the Proposal Review and Certification Committee for approval.

3. Performance Measures. The development of performance measures serves several functions including, but not limited to, giving providers a clearly defined set of performance expectations and providing DWDB committees with selection criteria for future provider approvals. The development of performance measures occurs annually. The DWDB will evaluate providers based on performance. The DWDB will eliminate providers from the provider list, which fail to meet minimum standards. The development of performance measures is a joint staff project between the Delaware Department of Labor, Division of Employment and Training (DOL-DET), the DWDB Performance Measures Committee, Proposal Review and Certification Committee, and the DWDB staff. State performance measures must ensure the DWDB and DPL-DET meet or exceed the federally mandated requirements. The results of the annual negotiation, between the DWDB Performance Measures Committee and U.S. DOL Employment and Training Administration, are the primary driver for development of provider measures. To prepare for the negotiations DOL-DET and DWDB will:

a. Work together and develop draft performance measures that ensure the success of state programs to meet federally mandated performance;

b. Take into consideration the demand occupation list when developing employment standards; and

c. Present the draft performance measures to the Proposal Review and Certification Committee for review and approval.

4. Other Screening Criteria. Although the Demand Occupation List and Provider Performance Measures are the two primary sets of screening criteria, the DWDB will also consider qualitative data from other sources such as the Delaware Economic Development Office, local and/or state chambers of commerce, intelligence gathered from DET Business Services Reps (BSR's), and websites, such as Indeed.com that give a daily snapshot of job openings.

INITIAL APPLICATIONS

1. Prospective providers can submit applications anytime. However, only the Proposal Review and Certification Committee may approve a provider and its programs. The DWDB staff will only accept complete applications from prospective providers. Complete applications include:

a. A signed Memorandum of Understanding (MOU);

b. A complete program information form for each program;

c. Provide verifiable program specific information;

d. Completed initial eligibility form;

e. An initial monitoring visit form (completed by DWDB staff);

f. Debarment disclosure;

g. Delaware Department of Education (DOE) Certification;

h. DWDB staff will make an onsite visit to the prospective providers training site. The visit will determine and ensure the provider facilities are adequate, safe, and reflect an atmosphere appropriate to the trade being taught.

2. When the DWDB staff receives a complete initial application, it will send the provider via "snail mail" or email in pdf a copy of "The Provider Link User Guide

3. DWDB staff will recommend to the Proposal Review and Certification Committee approval/non-approval of initial applications for providers and specific programs. The staff will develop the recommendations based on, at least, the following criteria:

a. Does the provider program meet a high demand occupation?

b. Does this provider have an established track record of success for at least one year with the general public?

c. Does the provider have enough revenue to succeed without the DWDB ITA's?

d. Is the training site equipped to conduct training?

e. Are the programs submitted for approval currently available and ready for public use?

4. The Proposal Reviewed and Certification Committee may accept or reject the staff's recommendation(s) in whole or in part. The committee is free to accept all prospective programs, some programs, or no programs.

5. When the committee approves a provider and/or program, DWDB staff will notify the provider to enter data into the Delaware Job Link in accordance with the instructions in "Provider Link User Guide." When programs are entered, the DWDB staff will notify DET, which will activate the program in its financial system.

6. The DWDB executive director will notify, in writing, non-approved providers and/or programs of the committee's decision. As a minimum the letter will:

a. Be sent to providers within 30 working days of the committee's decision

b. Clearly inform providers of their opportunity to appeal

c. Have the appeal process as a standalone attachment to the letter

d. Generally explain the reason for non-approval

SUBSEQUENT RENEWALS

1. Retaining quality providers and ensuring provider stability is in the DWDB's best interest. To ensure Delawareans have access to training, which will give them a competitive edge in the labor market, it is essential the DWDB review provider performance to ensure only the best are renewed. This may result in longtime providers and/or select programs being removed from the list. Programs are removed from the list for two years. Programs may reapply on the two year anniversary of the removal.

2. The subsequent renewal process generally mirrors the initial application process, with one major exception - subsequent renewals are also judged on the provider's success rate from the previous year. To be considered for renewal providers must:

a. Attend the provider forum;

b. Submit updated forms;

c. Submit required performance information;

d. Meet the previous year's performance objectives;

e. Still offer training programs which support demand occupations; and

f. Submit an updated contact and email list with the renewal application.

3. When a provider submits its renewal application the DWDB staff will check the performance measures. The DWDB staff will flag any performance measure failure of a subsequent program renewal application for removal from the provider list. The Proposal Review and Certification Committee will remove the program from the list.

4. DWDB staff will recommend to the Proposal Review and Certification Committee approval/non-approval for providers and specific programs of subsequent renewal applications which have met performance measures. It is important to note, that successful programs which no longer training high demand occupations are subject to non-renewal.

5. The Proposal Reviewed and Certification Committee may only renew programs that achieve minimum standards, but is free accept or reject the all other staff's recommendation(s) in whole or in part. The committee is free to accept all programs, some of its programs, or none of the programs.

6. When the committee approves a subsequent renewal, the DWDB will notify the provider tye can submit their changes into Delaware Job Link. When programs are entered, the DWDB staff will notify DET, which will activate the program in its financial system.

7. The DWDB executive director will notify, in writing, non-approved providers and/or programs of the committee's decision. As a minimum the letter will:

a. Be sent to providers within 15 working days of the committee's decision

b. Clearly inform providers of their opportunity to appeal

Provider Forum

1. The provider forum is a required step in the renewal process. At a minimum DET and DWDB staff will prepare:

a. Short term and long term employment projections;

b. DET and DWDB process changes;

c. A discussion of common challenges/solutions from the previous year;

d. A discussion of state performance measures for the past and upcoming year; and

e. Other information as appropriate.

2. The DWDB staff is responsible for developing and coordinating all aspects of the forum. The Executive Director will:

a. Develop the overall vision for the forum;

b. Determine the date, and content of the forum;

c. Identify key lessons learned;

d. Coordinate for Executive Committee representation at the forum; and

e. Give presentations/briefing as needed at the forum

The Deputy Director will

a. Coordinate with OOLMI for labor market projections;

b. Develop briefing slides for LMI data ;

c. Coordinate with DOL-DET director for his/her comments at the forum;

d. Work closely with executive assistant to produce binders and other handouts; and

e. Give presentations/briefings at the forum.

The executive assistant will:

a. Contact all providers pending subsequent renewal and notify them of the date, time, and location of the provider forum;

b. Coordinate with the DWDB staff for contents of binders to be distributed to forum attendees; and

c. Develop name tags, etc for the forum.

The contract specialist will:

a. Coordinate with the forum site for all logistical support;

b. Ensure smooth operation of forum events;

c. Coordinate directly with the site staff for needed support;

d. Brief providers at the forum concerning monitoring visits; and

e. Review program information process.

MOU Reviews and Updates

1. The DWDB disciplines the process through its Memorandum of Understanding (MOU) and addendums (if needed). The DWDB staff will annually review the MOU to ensure it provides clear standards to the providers and enforcement provision to the DWDB.

Enforcement

1. Enforcement of standards throughout the ITA process is essential to ensure Delaware's publicly funded workforce system is fair to all providers, provides the highest quality training to its citizens, and makes the best use of taxpayer dollars. To that end the DWDB, in partnership with DOL-DET and providers, will take a multi-prong approach to quality control.

2. The DWDB will use both announced and unannounced visits. The DWDB contract specialist will shoulder most of the responsibility for visits, although the entire DWDB staff is expected to conducted visits. Although each situation is different, each visit will include:

a. Meet with the owner or on site ITA manager (in the case of higher eds);

b. Interviews with students;

c. A tour of the facility; and

d. Completed monitoring checklist.

3. Each visit will conclude with an exit briefing by the DWDB representative. The DWDB rep will review the monitoring checklist with the provider to ensure to ensure both parties understand the results. The monitor will - to the greatest extent possible - have the provider initial the checklist.

Initialing the checklist neither constitutes agreement nor disagreement by the provider with any DWDB finding. Initialing the checklist only means the provider has received the checklist and understands its contents.

4. Non-compliance suspension. To ensure quality and promote monetary stewardship, the DWDB will rigorously enforce MOU compliance. In the rare likelihood that suspension are necessary, the suspension will last one year.

5. Providers will ensure:

a. They have sufficient funds to run their programs without the use of WIA federal money. Calls from creditors to DOL-DET or the DWDB are a potential indication of a lack of sufficient funds to run an ITA program.

b. It has a stable location. While the DWDB understands that business world is dynamic and things change, it also understands that training facility stability is an indicator of a successful and viable organization. The DWDB will suspend any organization that moves without notification, twice in the same 12 month period as the training provider will be out of compliance with its application.

c. They have a landline communication system. Because it is easy for the unscrupulous to use mobile phone technology, The DWDB requires landline telephones for all providers. Failure to have an operating landline phone is non-compliance.

d. It has adequate staff and training materials for students. Training providers will ensure that every student has sufficient equipment, books, and other materials required for instruction. Programs with inadequate and unqualified staff are non-compliant and will be suspended.

e. Tuition charged for WIOA students is equal to or less than that charged to the general public. Vendors charging more are grievously non-compliant and are subject to immediate removal from the list.

f. Programs which withhold learning materials until state payment is issued are non-compliant and will be immediately suspended.

5. In the event a complaint is made against a provider, the DWDB will immediately suspended the provider from the ITA list pending the resolution of the complaint. The DWDB will notify a provider when a complaint is filed and will ensure - to the greatest extent possible - the confidentiality of the complainant. Complaints must be specific and detailed. The DWDB will conduct an inquiry to determine, “what was or was not done in violation of what standard.” To the greatest extent possible, the DWDB inquiry will embrace the “reasonable person” standard when evaluating complaints.

ITA PROVIDER LIST MANAGEMENT

1. Overview. The Delaware JobLink is the data exchange system used by the DWDB and DOL-DET to list providers, programs, and other employment related services. The management of the ITA Provider List is an essential DWDB function and deserves the highest attention. List development and maintenance is the joint responsibility of the provider and the DWDB. Although the executive director is ultimately responsible for the list, the DWDB contract specialist is the day-to-day lead and Point of Contact for the maintenance of the ITA Provider List.

2. Renewals. All renewals are effective 1 July every year.

a. Providers will:

1. Provide accurate information for posting to the list when submitting renewal

Information;

3. Ensure every renewed program has an update course description (electronic preferred);

Programs without descriptions are noncompliant and the DWDB will delete them; and

2. Review all renewed programs between June 15th June 21st every year to ensure DJL

accuracy.

b. DWDB Staff will:

1. Assist providers as needed to ensure DJL input accuracy;

2. Make corrections to provider course data; and

3. Review provider data into Delaware JobLink No Later Than (NLT) 20 JUN 10

c. The Contract Specialist will:

1. Ensure all renewal programs for approved providers are accurate and updated on

Delaware JobLink NLT 15 June every year;

2. Will ensure all corrections to programs are made NLT June 28th every year; and

3. Develop the Return on Investment results no NLT 1 August

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 FUNDING BY THE ADULT FORMULA PROGRAM.

The DWDB closely monitors this and annually reviews its allocations of the states Lowe Level Income Standard ensuring monies are prioritized in accordance with law and regulation. The DOL–DET leadership reviews the day–to–day enforcement of prioritization and via its monthly meetings makes adjustments as necessary. To date this has never been a problem.

5. DESCRIBE THE STATE'S CRITERIA REGARDING LOCAL AREA TRANSFER OF FUNDS BETWEEN THE ADULT AND DISLOCATED WORKER PROGRAMS.

DWDB

Memorandum

For Record

From: William J. Potter, Executive Director, Delaware Workforce Development Board (DWDB)

Date: August 19, 2016

SUBJECT: Policy 2016002 Reallocating Youth, Adult, and Dislocated Worker Funds.

1. Purpose. This policy provides the procedures for reallocating Youth, Adult, and Dislocated worker funds throughout Delaware. It is effective upon receipt.

2. Background. The Workforce Innovation and Opportunity Act of 2014 and section 683.140 of the WIOA Final Rule authorize individual states to reallocate funds from the above grants. Because the decision rests solely with the governor and that official is a member of the Delaware Workforce Development Board, and authorized the board to make these type decisions on his/her behalf, the DWDB or its Executive committee will authorize the reallocation of funds through its quarterly meetings.

3. Procedure. The Delaware Department of Labor, Division of Employment and Training (DOL-DET), and/or any DWDB committee will identify any potential opportunity for reallocation and make a recommendation for action to the board or the Executive Committee. While it is desirable for the whole board to approve a reallocation, the Executive Committee may act if the need identified requires immediate action.

4. Additional Considerations. This policy does not proscribe strict criteria to initiate reallocation actions as the breadth of potential needs for this type of action are too varied to categorize; rather it embraces the "reasonable person" approach, "Given the same situation, what could we expect a reasonable person to do?" Examples of criteria could include:

- A mass layoff resulting in a huge expenditure of dislocated worker funds
- An influx of adult job seekers resulting from improved economic conditions
- An increase of dislocated worker investment due to the arrival of a new employer with specific needs

5. Point of Contact. I am the point of contact at 302-761-8163 or William.potter@state.de.us

William J. Potter

Executive Director

Delaware Workforce Development Board

C. YOUTH PROGRAM REQUIREMENTS

With respect to youth workforce investment activities authorized in section 129 of WIOA,—

1. IDENTIFY THE STATE-DEVELOPED CRITERIA TO BE USED BY LOCAL BOARDS IN AWARDING GRANTS 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.*

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

VI (c) (1). The DWDB, on an annual basis, issues a Request for Proposal, (RFP) soliciting proposals that incorporate the specific program elements prescribed in the law. After issuance of the RFP, the DWDB and DOL–DET hold an orientation session to review the RFP to ensure potential proposers have a clear understanding of what services are being solicited. Those who are interested, then submit a proposal utilizing the format developed by the Rensselaerville Institute (known as Target Questions 1 through 6). After initial submission, proposers enter into what is known as Proposal Development Sessions where staff reviews the proposals with the proposers to facilitate greater understanding of what the proposer is proposing and to assisting them with determining a Best and Final Offer. Proposers who opt to submit a Best and Final Offer – have the opportunity to present their proposal to a committee made up of DWDB board members. The board members rank the proposals based on Rating Criteria found in the Request for Proposal, and make funding awards based on those rankings. The way the local board takes into consideration the ability of the providers to meet performance measures is two–fold. Members are first made aware of the spelled out performance measures within the Request for Proposal and the completion of Target Outlines Questions 3, 4, and 6 submitted by the proposers give an overview of how they intent to meet stated measures. The second step is reviewing past performance of operators with an established history.

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, AND COMBINED STATE PLAN PARTNER PROGRAMS INCLUDED IN THIS PLAN, REQUIRED AND OPTIONAL ONE-STOP PARTNER PROGRAMS, AND ANY OTHER RESOURCES AVAILABLE.

Delaware’s publicly funded workforce system has chosen to attack its out of school requirements initially and primarily through contract services, a robust referral service and on site GED programs.

The Delaware Workforce Development Board, through the Delaware Department of Labor, Division of Employment and Training (DOL-DET) publish an annual competitive Grant to serve the out of school population. Awarded grantees are responsible for recruiting and training out of school youth to the standards in the RFP (they are based on state and federal law).

In the event a juvenile out of school youth is identified by the One Stop staff - or any other core or One Stop Partner - that person is referred to one of the out of school providers. The front line staff

receive updates on the out of school youth via a notification DOL-DET uses called the Training Orders.

Although the out of school RFP appears at other places in the state plan I have included an excerpt of that 40+ page document (the complete document is available at https://wib.delawareworks.com/documents/wioa/Appendix%20K%20DOL_14124YouthTraining_RFP.pdf).

Regardless this highlight of the RFP will provide an overview of the approach.

DELAWARE WORKFORCE DEVELOPMENT BOARD (DWDB)

PROPOSAL REVIEW SCHEDULE

Purpose

The Delaware Workforce Development Board (DWDB) with the issuance of this Request for Proposal (RFP) is requesting proposals for the following type of training:

Out of School youth programs - WIOA funds will solely fund the Out-of-School Youth programs.

The source of funding that will fund this solicitation is the following:

1) U.S. Workforce Innovation and Opportunity Act ("WIOA")

The purpose of programs funded under WIOA is to prepare youth facing serious barriers to employment for participation in the labor force by providing training and other services that will result in increased employment and earnings, increased educational and occupational skills credentials, and decreased welfare dependency, thereby improving the quality of the workforce and enhancing its productivity and competitiveness.

II. SOLICITATION

1. The funding levels identified are estimates, based on historical information. The estimates are subject to change without notice. WIOA Youth ($ 1,420,530)
2. Proposals are competitive. Competitive elements to be considered are (a) the minimum number of participants, (b) the percentage of those participants who will achieve the outcome (90 day retention in entered employment or other specified outcome is required), (c) the services to be delivered, (d) the cost and quality of the services, (e) program completion rates for all participants, (f) percentage of all participants placed into unsubsidized employment in occupations related to training received, placed into post-secondary education, or advanced training, (g) wages at placement into unsubsidized employment for all participants, (h) the types of credentials participants will obtain, and (i) description of methodology used in determining the data.

III. SPECIFIC PROGRAM SOLICITATION

The Delaware Workforce Development Board is soliciting proposals for Out-of-School youth between the ages of 16 and 24. In addition to achieving the outcomes described in “Performance

Standards and Definitions", the Delaware Workforce Development Board is seeking proposals from organizations whose program model

emphasizes education at both the secondary and post-secondary level for participants.

The intent of this proposal relative to youth services is to focus on long-term intervention strategies that offer youth a broad range of services. To that end, the following mandated design components and program elements have been established for Workforce Innovation and Opportunity Act funded programs. Accordingly, the Delaware Workforce Development Board is seeking proposals that incorporate these components and elements.

The four Critical Strategies follow:

1. Focus on Alternative Education
2. Focus on Business Demands, Especially in High-Growth Industries and Occupations
3. Focus on Neediest Youth
4. Focus on Improved Performance

Design Requirements

Youth Training (WIOA Youth funds)

Youth program proposals will target the neediest of youth who are not attending any school.

Providers will recruit all youth. In doing this, providers will establish linkage teams with other youth service agencies. Some examples of youth service agencies are the Division of Social Services, Department of Services for Children, Youth and their Families, local community centers, faith-based community organizations, etc. Youth service agencies can be of particular importance in retention of youth by providing community based services that support success. Linkage teams will be a key component in the recruitment and retention of youth.

Interest and compatibility for the program will be determined through assessments that will establish the baseline for educational/work readiness skill training that will begin upon enrollment. It will also act as the foundation for the development of skill attainment goals and credential attainment.

All youth being served with WIOA funds must be determined eligible by the provider in accordance with the eligible youth definition in this RFP.

Mandated Design Components

Programs must integrate the following design components into their program.

A. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for participants, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program;

B. Develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance described in section 116(b)(A)(ii) and that shall identify career pathways that include education and employment goals (including in appropriate circumstances, nontraditional employment), and appropriate services for the participant taking into account the assessment conducted pursuant to subparagraph (A), except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program;

C. Provide

- Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;
- Preparation for postsecondary educational and training opportunities;
- Strong linkages between academic instruction (based on State academic content and student academic achievement standards established under section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311)) and occupational education that lead to the attainment of recognized postsecondary credentials;
- Preparation for unsubsidized employment opportunities, in appropriate cases; and
- Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets

<u>Mandated Program Elements</u>

Proposed programs must incorporate current and planned efforts to provide services that support the mandated program elements listed below.

A. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;
B. Alternative secondary school services, or dropout recovery services, as appropriate;
C. Paid and unpaid work experience that have as a component academic and occupational education, which may include - (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities
D. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local are involved, if the local board determines that the programs meet the quality criteria described in section 123;
E. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
F. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
G. Supportive services;
H. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;
I. Follow-up services for not less than 12 months after the completion of participation, as appropriate;

J. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; as appropriate;
K. Financial literacy education;
L. Entrepreneurial skills training;
M. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
N. Activities that help youth prepare for and transition to postsecondary education and training.

The program(s) solicited will provide youth with the following:

1. All youth served will receive the Mandated Program Components
    - Priority - Not less than 20 percent of the funds allocated shall be used to provide paid and unpaid work experience that have as a component academic and occupational education, which may include - (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities
2. Youth served will receive the following mandated program elements: (e) Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; (j) Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; (k) Financial literacy education; and (m) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration. All other mandated program elements are not required to be provided but the provider must demonstrate how the service options will be made available to all youth participants. The specific program services that are provided to each youth participant will be based on the participant's objective assessment and individual service strategy.
3. The completion of High School Diplomas or a GED will be a planned goal for all youth. Additional education leading to a High School Diploma/GED will be provided to all clients that have not received a diploma/GED. In order to provide this service to youth in need of these services, providers must link with the appropriate agencies. Incentives may be provided to encourage participation. Providers will also link with agencies in order to ensure post-secondary education preparation.
4. An Individual Service Strategy (ISS) will be developed for all youth. The ISS will be reviewed and updated regularly. The ISS will include an ultimate employment goal and the incremental work readiness and academic steps to achieve the goal.
5. All youth will have credentials planned within the ISS. Credentials established in the ISS will be incremental and credential attainment will be designed to reinforce success and encourage the continual development of skills. Credentials specified will be based on academic and employment goals. These credentials should be achieved prior to exiting the program in order to insure long term sustainable success. <u>The CPR certificate and the OSHA certificate do not count for the degree/certificate measure as they do not meet ETA's intent of its credential definition.</u>
6. Youth proposers will be required to identify the incremental credentials received during the course of the proposed program and the credential obtained as a result of successfully completing the proposed program and the number of enrollments/exiters expected to achieve each credential.

7. Comprehensive guidance and counseling begins at the point of enrollment. It continues for the entire period that the youth is in the program. It is the central activity of case management that begins at enrollment and ends 12 months after the youth exits the program. Mentoring services will also be provided and may be employment based.
8. The selected providers may also provide occupational skills training. Occupational skills training may be provided through the selected provider or may be purchased.
9. Basic skills (reading, math, and language) training will be a major component of any training provided.
10. All occupational training will be combined with paid/unpaid work experience, internship specifically related to the training.
11. The development of work readiness skills will be reinforced through incremental employment experiences. This may include summer work experience, short term work assignments with an employer, other paid/unpaid work experience, internship and/or work shadowing specifically related to the training.
12. Post-exit follow-up services will be specifically targeted to employment (or other recognized outcome) retention, increased wages and improving occupational skills and career development, including encouraging enrollment in training while the student is employed. Follow-up will include regular face-to-face contact. During the post-exit follow-up period, services described in the individual service strategy will continue to be provided the participant.
13. Provide substance abuse training (appropriate to the expected outcome of the training).
14. Provide instruction on the use of the Internet, as a resource in obtaining employment, where program targeted outcomes is job placement. All Out-of-School youth participants are expected to register in Delaware Joblink (https://joblink.delaware.gov).
15. Training/experience in analyzing and solving problems, working productively with others, being considerate, listening and following instructions, accepting responsibility, and demonstrating good attendance. These skills will be taught and reinforced continually as interrelated parts of skills training.

IV. TARGETED POPULATIONS AND ELIGIBILITY CRITERIA

(i) Not attending any school

(ii) Not younger than age 16 or older than age 24; and

(iii) One or more of the following:

I. A school dropout

II. A youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter

III. A recipient of a secondary school diploma or its recognized equivalent who is low-income individual and is (aa) basic skills deficient; or (bb) an English language learner

(iv) An individual who is subject to the juvenile or adult justice system

(v) A homeless individual (as defined in section 414403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), a homeless child or youth (as defined in section 725(2) of the

McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement

(vi) An individual who is pregnant or parenting

(vii) A youth who is an individual with a disability

(viii) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment

Contractors will be responsible for documenting all eligibility information prior to enrollment consistent with the policy of the Delaware Workforce Development Board.

V. Performance Standards (contract performance standards)

The outcome goals for the youth programs funded by the Workforce Development Board and required under the Workforce Innovation and Opportunity Act are provided below. All programs selected for funding must have program designs that support the attainment of these performance goals. Performance Goals for PY 15 have not yet been defined or negotiated. Both these percentages and measures are subject to change.

Youth Measures

The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program.

1. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after the exit from the program.

2. The median earnings of program of program participants who are in unsubsidized employment during the second quarter after exit from the program.

3. The percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program.

4. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.

5. The indicators of effectiveness in serving employers established pursuant to clause (4)

To assist in monitoring the retention of youth in employment and other outcomes, providers will also be responsible for reporting on participant retention in employment and other outcomes at the following increments of time:

- Day 1 of employment
- Day 30 of employment (continuous from day1)

- Day 60 of employment (continuous from day1)
- Day 90 of employment (continuous from day1)

VI. OTHER SOLICITATION INFORMATION

15) All Youth Proposers and ITA Providers will provide training that will allow trainees to earn a Diploma, or GED.

16) The proposal rating criteria will favor those proposals that demonstrate the ability to operate quality, cost effective training programs that result in high placement rates, increased wages, long term job retention, credential attainment.

17) Youth proposers will enter into partnerships (with other contractors or other youth providers) that produce synergy. Proposers demonstrating a synergistic partnership may be given priority in funding. Synergistic activity will produce an outcome greater than the sum of the efforts taken independently.

4) Youth proposes, consistent with the USDOL Youth Vision, will plan for improved youth performance while continuing to serve the “at risk/neediest” youth population as described in the TEGL 28-05. This will include establishing linkages with alternative education and direct involvement with the Business community (areas such as speakers, volunteers, trainers, work shadowing, internships, & employment).

VII. POLICIES

1) The existence and contents of proposals are confidential and as such will not be discussed with any proposer or outside party by staff or Board members at any time other than designated official proposal review periods.

Proposers also should be aware that they are competitors and should not discuss the contents of proposals with others. Proposals received are considered the property of the DWDB and will not be returned.

2) All proposals funded through this Request for Proposal (RFP), when viewed in their entirety, will be readily accessible to disabled individuals and will conform with all non-discrimination and Equal Opportunity laws and regulations covered by Section 188 of the Workforce Innovation and Opportunity Act.

3) All proposers must establish linkages with other state and community agencies in order to assure the delivery of services indicated above.

4) All proposers must be capable of obtaining supportive services.

5) It is the policy of the Delaware Workforce Development Board that all participants will receive work maturity skills training, which includes job search, and substance abuse prevention skills.

6) All service providers will be responsible for determining and documenting eligibility, recruiting customers, and providing Department of Labor, Division of Employment and Training’s (DET)

Management Information System (MIS) with the required information. Failure in any of these areas may result in corrective action and possible discontinuance of program.

7) Proposals, submitted through this RFP, will describe the entire program to be considered. The Proposal should reflect 100% of services, budget, and participants. Funding may be approved to fund all or any portion of the cost of a training program. Selected proposers may make available on a tuition basis any portion of a program that is not funded. Awards granted for less than the full program amount will be made contingent on the proposer working closely with staff, demonstrating that the level of funding is sufficient to operate the program.

8) All selected proposers, will provide information regarding their training to the “One Stop” offices. The information will include; training type, schedule, entrance criteria, eligibility, and the number of slots available on a tuition basis and their cost, if appropriate.

9) Youth providers will be responsible for the data entry of MIS forms. Data entry includes applications, adds, leaves, literacy/numeracy, placement and retention information.

10) Prior to a contract being executed, proposers without current contracts, will be required to provide a copy of their most recent financial statement to enable the Delaware Workforce Development Board and the Division of Employment and Training to establish the proposer’s fiscal soundness and eligibility for a contract.

Youth Training

<u>Demonstrated Ability (25%)</u>

- Proposer demonstrates the ability to operate like or similar high quality, cost effective training programs that result in high placement rates.

<u>Cost (15%)</u>

- Costs are reasonable and competitive as compared to other similar programs.

<u>Program Design and Proposed Results (30%)</u>

- Program design provides adequate case management to achieve the planned results.
- Number and quality of staff is adequate.
- All required program elements are included.
- Work Readiness competencies are taught through sequential work and classroom experiences.
- Additional education is provided to all individuals in need of this service.
- Retention and Post-Exit Follow-Up services

<u>Linkages with schools / other youth agencies (10%)</u>

- Specific linkages with specific schools / programs have been established.
- Evidence of specific services that will be provided through the linkages is provided.
- The program includes Basic Skills instruction during the summer and upon the return to school, when appropriate.

Intensity & Duration of Training (20%)

- The length, hours per day, and type of training service

XI. DEFINITIONS

ADULT - Except in sections 127 and 132, the term "adult" means an individual who is age 18 or older.

BASIC SKILLS DEFICIENT - The term "basic skill deficient" means, with respect to an individual, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test or a comparable score on a criterion-referenced test.

CAREER PATHWAY - The term “Career Pathway” means a combination of rigorous and high-quality education, training, and other services that -

A. aligns with the skill needs of industries in the economy of the State or regional economy involved;

B. prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the National Apprenticeship Act)

C. includes counseling to support an individual in achieving the individual’s education and career goals;

D. includes as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupations or occupational cluster;

E. organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

F. enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

G. helps an individual enter or advance within a specific occupation or occupational cluster

CAREER PLANNING - The term “career planning” means the provision of a client-centered approach in the delivery of services designed -

A. to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and

B. to provide job, education, and career counseling, as appropriate during program participation and after job placement

CASE MANAGEMENT - The term "case management" means the provision of a client-centered approach in the delivery of services, designed

(a) To prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies; and

(b) To provide job and career counseling during program participation and after job placement.

CERTIFICATE - A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by Workforce Development Boards are not included in this definition. Work readiness certificates are also not included in this definition. A certificate is awarded in recognition of an individual's attainment of technical or occupational skills by:

- A state educational agency or a state agency responsible for administering vocational and technical education within a state.
- An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student financial aid programs.
- A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence certification, National Institute for Metalworking Skills, Inc., Machining Level I credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
- A registered apprenticeship program.
- A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, state certified asbestos inspector).
- A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
- Job Corps centers that issue certificates.
- Institutions of higher education which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

COMMERCIALLY AVAILABLE OFF-THE-SHELF TRAINING PACKAGE means a training package sold or traded to the general public in the course of normal business operations, at prices based on established catalog or market prices. To be considered as sold to the general public, the package must be regularly sold in sufficient quantities to constitute a real commercial market to buyers that must include other than WIOA programs. The package must include performance criteria pertaining to the delivery of the package, which may include participant attainment of knowledge, skills or a job.

COMMUNITY-BASED ORGANIZATION - The term "community-based organization" means a private nonprofit organization that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce investment.

COMPETENCY - The term "competency" means a skill or knowledge, accepted by the DWDB, to be achieved by an individual in order to achieve a program credential.

COMPLETER - The term “completer” means a participant who successfully complies with the definition of program credential completion in the Contract.

COMPLETION - The term “completion” means the successful achievement of the requirements of training specified in the contract. Generally this is defined by a combination of hours of attendance and competency attainment.

COST ANALYSIS - The term “Cost Analysis” means the review and evaluation, element by element, of the cost estimate supporting an organizations proposal for the purpose of pricing the contract.

COST REIMBURSEMENT CONTRACT - The term “Cost Reimbursement Contract” means an agreement that provides for the payment of actual costs incurred to the extent prescribed in the agreement. Instead of paying the contractor to meet all the terms and conditions at a specified price, this type of agreement reimburses the awardee for its best efforts to perform up to the total cost and types of costs authorized in the agreement.

CREDENTIAL - Nationally recognized degree or certificate or State recognized credential (H.S Dipl/GED, postsecondary degrees, recognized skills standards, licensure, apprenticeship or industry recognized certificates). Includes all state education agency recognized credentials.

DIPLOMA OR RECOGNIZED EQUIVALENT ATTAINMENT RATE - A youth diploma or equivalent attainment rate is calculated for those participants that enroll without a diploma or equivalent. The performance percentage is calculated by dividing the number of participants that achieve a secondary school diploma or equivalent at termination by the total terminated (except those still in secondary school)

DIRECT BENEFITS - The term "supportive services" means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this title, consistent with the provisions of this title.

DIRECT BENEFITS may include the following:

(1) Linkages to community services;

(2) Assistance with transportation costs;

(3) Assistance with child care and dependent care costs;

(4) Assistance with housing costs;

(5) Referrals to medical services; and

(6) Assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eye glasses and protective eye gear. [WIOA sec. 129(c)(2)(G).]

EMPLOYMENT etc. ATTAINMENT RATE - The performance percentage established is calculated by dividing the number of individuals who enter and retain in postsecondary education, advanced

training, military service, employment, or qualified apprenticeships by the number of individuals who have exited the program.

ENROLLMENT - The term “enrollment” means the completion of a defined number of hours of training in the core curriculum as specified in the contract.

EXIT- A participant who has not been reported in AJLA (management information system) as enrolled in an any activity for 90 days.

FAMILY - The term "family" means two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:

(A) A husband, wife, and dependent children.

(B) A parent or guardian and dependent children.

(C) A husband and wife.

FIXED UNIT PRICE CONTRACT - The term “Fixed Unit Price Contract” means an agreement that pays a Contractor a specified price for specified deliverables regardless of the Contractors actual costs incurred. This contract type places maximum risk and full responsibility on the contractor for all costs and resulting profit/program income or loss.

PERFORMANCE BASED CONTRACT - A “Fixed Unit Price contract where the contractor agrees to be paid for performance based on outcomes.

FOLLOW-UP SERVICES FOR YOUTH -

1. Follow-up services for youth may include:

- The leadership development and supportive service activities;
- Regular contact with a youth participant’s employer, including
- assistance in addressing work-related problems that arise;
- Assistance in securing better paying jobs, career development
- and further education;
- Work-related peer support groups;
- Adult mentoring; and
- Tracking the progress of youth in employment after training.

2. All youth participants must receive some form of follow-up services for a minimum duration of 12 months. Follow-up services may be provided beyond twelve (12) months at the State or Local Board’s discretion. The types of services provided and the duration of services must be determined based on the needs of the individual. The scope of these follow-up services may be less intensive for youth who have only participated in summer youth employment opportunities.

FULL LEVEL OF STAFF - The term “Full Level of Staff” refers to the employment of individuals and their assignment to work on the Contract at a level sufficient to occupy all the positions found on the Staff section of the Statement of Work, for the hours specified there. An individual is considered to occupy a position when carrying out the duties of the position or on paid leave, consistent with Contractor personnel policies while assigned to that position.

HOMELESS - The term “Homeless” means an individual who lacks a fixed, regular, and adequate nighttime residence; and who has a primary nighttime residence that is:

a. A supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill); or

b. An institution that provides a temporary residence for individuals intended to be institutionalized; or

c. A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

IN-SCHOOL YOUTH - A Youth attending any school, including alternative school, when the education leads to a High School Diploma.

INDIVIDUAL WITH A DISABILITY -

(A) IN GENERAL - The term "individual with a disability" means an individual with any disability (as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102)).

(B) INDIVIDUALS WITH DISABILITIES - The term "individuals with disabilities" means more than one individual with a disability.

INDIVIDUAL SERVICE STRATEGY (ISS) - The term “Individual Service Strategy” means an individual plan for a participant which shall include an employment goal (including, for women, consideration of nontraditional employment), appropriate achievement objectives, and the appropriate combination of services for the participant based on the objective assessment.

LEADERSHIP DEVELOPMENT OPPORTUNITIES - The term “Leadership Development Opportunities” means the following activities:

- Exposure to post-secondary educational opportunities;
- Community and service learning projects;
- Peer-centered activities, including peer mentoring and tutoring;
- Organizational and team work training, including team leadership training;
- Training in decision-making, including determining priorities;
- Citizenship training, including life skills training such as parenting, work behavior training, and budgeting of resources;
- Employability; and positive social behaviors [WIOA sec. 129(c)(2)(F).]

LEARNING RICH - The term “Learning Rich” means training in which a variety of important basic skills are learned in the context of the functional task required to accomplish the work. Learning may occur in a work or training setting. Training is characterized by high expectations, real challenges, real work, and the real world. The learner is continually involved in problem solving, communication, and critical thinking.

LOWER LIVING STANDARD INCOME LEVEL - The term "lower living standard income level" means that income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary based on the most recent lower living family budget issued by the Secretary.

LOW-INCOME INDIVIDUAL - The term "low-income individual" means an individual who

(i) Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grant to States for temporary assistance for needy families program under part A of the title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance;

(ii) Is in a family with total income that does not exceed the high of

I. The poverty line; or

II. 70 percent of the lower living standard income level;

(iii) is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)));

(iv) receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);

(v) is a foster child on behalf of whom State or local government payments are made; or

(vi) is an individual with a disability whose own income meets the income requirement of clause (ii) but who is a member of a family whose income does not meet this requirement.

NONTRADITIONAL EMPLOYMENT - The term "nontraditional employment" refers to occupations or fields of work for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

OFFENDER - The term "offender" means any adult or juvenile

(A) Who is or has been subject to any stage of the criminal justice process, for whom services under this Act may be beneficial; or

(B) Who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

OLDER INDIVIDUAL - The term "older individual" means an individual age 55 or older.

ON-THE-JOB TRAINING - The term "on-the-job training" means training by an employer that is provided to a paid participant while engaged in productive work in a job that

(A) Provides knowledge or skills essential to the full and adequate performance of the job;

(B) Provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, for the extraordinary costs of providing the training and additional supervision related to the training; and

(C) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

PARTICIPANT - The term "participant" means an individual who has been determined to be eligible to participate in and who is receiving services (except follow-up services authorized under this title) under a program authorized by this title. Participation shall be deemed to commence on the first day, following determination of eligibility, on which the individual began receiving subsidized employment, training, or other services provided under this title.

PLACEMENT - The term “Placement” means the act of securing for or by a participant unsubsidized employment for the duration of 1 calendar day, with an anticipated permanent duration. For reporting purposes, a placement may not begin prior to the day of the last leave from any activity in AJLA (management information system) is reported. Full-time placement requires 30 or more hours per normal workweek. Part-time placement requires 24 or more hours per normal workweek.

POSITIVE SOCIAL BEHAVIORS - The outcomes of leadership opportunities often referred to as soft skills, which are incorporated by many local programs as part of their menu of services. Positive social behaviors focus on areas that may include the following:

(a) Positive attitudinal development;

(b) Self-esteem building;

(c) Openness to working with individuals from diverse racial and ethnic backgrounds;

(d) Maintaining healthy lifestyles, including being alcohol and drug free;

(e) Maintaining positive relationships with responsible adults and peers, and contributing to the well-being of one’s community, including voting;

(f) Maintaining a commitment to learning and academic success;

(g) Avoiding delinquency;

(h) Postponed and responsible parenting; and

(i) Positive job attitudes and work skills.

POSTSECONDARY EDUCATIONAL INSTITUTION - The term "postsecondary educational institution" means an institution of higher education, as defined in section 481 of the Higher Education Act of 1965 (20 U.S.C. 1088).

POVERTY LINE - The term "poverty line" means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family to the size involved.

PUBLIC ASSISTANCE - The term "public assistance" means Federal, State, or local government cash payments for which eligibility is determined by a needs or income test.

RECOGNIZED POSTSECONDARY CREDENTIAL - The term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

SCHOOL DROPOUT - The term "school dropout" means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

SECONDARY SCHOOL - The term "secondary school" has the meaning given the term in section 14101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 8801).

SIMULATED WORK - The term “Simulated Work” means an activity that takes place in a training situation where a work product is produced for the purpose of learning work maturity skills and/or specific occupational skills rather than for the purpose of producing the work product.

SKILL ATTAINMENT RATE - If a participant is deficient in basic literacy skills, the contractor will establish at a minimum, one participant basic skills goal for the year. A minimum of one participant skill goal must be set for the year with a maximum of three goals per year. Skill goals will fall into the category of basic, work readiness, or occupational skills.

The performance percentage established for Skill Attainment Rate is calculated by dividing the Skills Goals (Basic, Work Readiness, and Occupational) achieved by the number of Skills Goals set.

TRAINING - The term “Training” means a systematic, planned sequence of instruction or other learning experiences on an individual or group basis under competent supervision which is designed to impart skills, knowledge, or abilities to prepare individuals for unsubsidized employment.

TRAINING RELATED JOB - The term “Training Related Job” means a job in which a major vocational skill learned in training, as specified in the training plan or curriculum, is a predominant activity.

TUITION BASED - The term “Tuition Based” means that payments to a vendor educational institution of tuition charges, entrance fees, and other usual and customary fees of an educational

institution are not more than the educational institutions catalogue price, necessary to receive specific training, and are for training of participants.

UNEMPLOYED INDIVIDUAL - The term "unemployed individual" means an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.

VETERAN; RELATED DEFINITION

(A) VETERAN - The term "veteran" means an individual who served in the active military, naval, or air services, and who was discharged or released from such service under conditions other than dishonorable.

(B) RECENTLY SEPARATED VETERAN - The term "recently separated veteran" means any veteran who applies for participation under this title within 48 months after the discharge or release from active military, naval, or air service.

WORK EXPERIENCES FOR YOUTH -

- Work experiences are planned, structured learning experiences that take place in a workplace for a limited period of time. Work experiences may be paid or unpaid.
- Work experience workplaces may be in the private, for-profit sector; the non-profit sector; or the public sector.
- Work experiences are designed to enable youth to gain exposure to the working world and its requirements. Work experiences are appropriate and desirable activities for many youth throughout the year. Work experiences should help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment. The purpose is to provide the youth participant with the opportunities for career exploration and skill development and is not to benefit the employer, although the employer may, in fact, benefit from the activities performed by the youth. Work experiences may be subsidized or unsubsidized and may include the following elements:

(1) Instruction in employability skills or generic workplace skills

(2) Exposure to various aspects of an industry;

(3) Progressively more complex tasks;

(4) Internships and job shadowing;

(5) The integration of basic academic skills into work activities;

(6) Supported work, work adjustment, and other transition activities;

(7) Entrepreneurship;

(8) Service learning;

(9) Paid and unpaid community service; and

(10) Other elements designed to achieve the goals of work

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.*

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

All 14 youth elements are present in our Annual RFP for both in school and out of school youth see section VI.e.2 for a discussion of improved outcomes for out-of-school and an excerpt of the in school youth RFP 4

I. PURPOSE

The Delaware Workforce Development Board (DWDB) with the issuance of this Request for Proposal (RFP) is requesting proposals for the following type of training:

In School Youth programs

Funding sources that will fund this solicitation are as follows:

1) U.S. Workforce Innovation and Opportunity Act "WIOA"

The purpose of programs funded under WIOA is to provide high-quality services for all youth and young adults, beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, such as pre-apprenticeships or internships, and culminating with a good job along a career pathway, enrollment in post-secondary education, or a Registered Apprenticeship.

2) Delaware Blue Collar Jobs Development Act “Blue Collar”

The purpose of programs funded under the Blue Collar Jobs Development Act is to provide services to Dislocated Workers, to provide school to work transition services, and to provide other innovative training programs.

II. SOLICITATION

1) The funding levels identified are estimates, based on historical information. The estimates are subject to change without notice. The Blue Collar estimate will be used to fund the youth and adult solicitation. A maximum of 50% of Blue Collar funds may be used to fund youth programs.

WIOA Youth ($1,420,530) Blue Collar ($2,687,176)

2) Proposals are competitive. Competitive elements to be considered are (a) the minimum number of participants, (b) the percentage of those participants who will achieve the outcome (90 day retention in entered employment or other specified outcome is required), (c) the services to be delivered, (d) the cost and quality of the services, (e) program completion rates for all participants, (f) percentage

of all participants placed into unsubsidized employment in occupations related to training received, placed into post-secondary education, or advanced training, (g) wages at placement into unsubsidized employment for all participants, (h) the types of credentials participants will obtain, and (i) description of methodology used in determining the data.

III. SPECIFIC PROGRAM SOLICITATION

The Delaware Workforce Development Board is soliciting proposals for In-School youth between the ages of 14 and 21. In addition to achieving the outcomes described in “Performance Standards and Definitions”, the Delaware Workforce Development Board is seeking proposals from organizations whose program model emphasizes education at the secondary and post-secondary level for participants.

The intent of this proposal relative to youth services is to focus on long-term intervention strategies that offer youth a broad range of services. To that end, the following mandated design components and program elements have been established for the Workforce Innovation and Opportunity Act funded programs and adopted for the Blue Collar funded youth programs. Accordingly, the Delaware Workforce Development Board is seeking proposals that incorporate these 5 components and elements.

The four Critical Strategies follow:

1. Focus on Alternative Education

2. Focus on Business Demands, Especially in High-Growth Industries and Occupations

3. Focus on Neediest Youth

4. Focus on Improved Performance

<u>Design Requirements</u>

Youth Training (WIOA Youth and Blue Collar funds)

In-School Youth

Youth program proposals will target the neediest of youth who are at risk of dropping out of secondary school and/or basic skills deficient.

Providers will recruit all youth. In doing this, providers will establish a linkage team with each school. The linkage team should include representatives from the school, and other youth service agencies. Some examples of youth service agencies are the Division of Social Services, Department of Services for Children, Youth and their Families, local community centers, faith-based community organizations, etc. Youth service agencies can be of particular importance in retention of youth by providing community based services that support success. Linkage teams will be a key component in the recruitment and retention of youth.

Interest and compatibility for the program will be determined through assessments that will establish the baseline for educational/work readiness skill training that will begin upon enrollment. It will also act as the foundation for the development of skill attainment goals and credential attainment.

All youth being served must be determined eligible by the provider in accordance with the eligible youth definition in this RFP except that the youth being served with BC funds do not have to meet the definition of low-income individual.

Mandated Design Components

Programs must integrate the following design components into their program.

A. Provide an objective assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs of such participant, for the purpose of identifying appropriate services and career pathways for

participants, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program;

B. Develop service strategies for each participant that are directly linked to 1 or more of the indicators of performance described in section 116(b)(A)(ii) and that shall identify career pathways that include education and employment goals (including in appropriate circumstances, nontraditional employment), and appropriate services for the participant taking into account the assessment conducted pursuant to subparagraph (A), except that a new assessment of a participant is not required.

If the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program;

C. Provide

- Activities leading to the attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;
- Preparation for postsecondary educational and training opportunities;
- Strong linkages between academic instruction (based on State academic content and student academic achievement standards established under section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311)) and occupational education that lead to the attainment of recognized postsecondary credentials;
- Preparation for unsubsidized employment opportunities, in appropriate cases; and
- Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets

Mandated Program Elements

Proposed programs must incorporate current and planned efforts to provide services that support the mandated program elements listed below.

A. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential;

B. Alternative secondary school services, or dropout recovery services, as appropriate;

C. Paid and unpaid work experience that have as a component academic and occupational education, which may include - (i) summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities

D. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local are involved, if the local board determines that the programs meet the quality criteria described in section 123;

E. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

F. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;

G. Supportive services;

H. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months;

I. Follow-up services for not less than 12 months after the completion of participation, as appropriate;

J. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; as appropriate;

K. Financial literacy education;

L. Entrepreneurial skills training;

M. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and

N. Activities that help youth prepare for and transition to postsecondary education and training.

The program(s) solicited will provide youth with the following: All youth served will receive the Mandated Program Components

? summer employment opportunities and other employment opportunities available throughout the school year; (ii) pre-apprenticeship programs; (iii) internships and job shadowing; and (iv) on-the-job training opportunities

1. Youth served will receive the following mandated program elements: (1) Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral; (2) Financial literacy education; and (3) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration. All other mandated program elements are not required to be provided but the provider must demonstrate how the service options will be made available to all youth participants. The specific program services that are provided to each youth participant will be based on the participant's objective assessment and individual service strategy.

2. The completion of High School Diplomas or a GED will be a planned goal for all youth. Additional education leading to a High School Diploma/GED will be provided to all clients that have not received a diploma/GED. In order to provide this service to youth in need of these services, providers must link with the appropriate agencies. Incentives may be provided to encourage participation. Providers will also link with agencies in order to ensure post-secondary education preparation.

3. An Individual Service Strategy (ISS) will be developed for all youth. The ISS will be reviewed and updated regularly. The ISS will include an ultimate employment goal and the incremental work readiness and academic steps to achieve the goal.

4. All youth will have credentials planned within the ISS. Credentials specified will be based on academic and employment goals. These credentials should be achieved prior to exiting the program in order to ensure long term sustainable success. <u>The CPR certificate and the OSHA certificate do not count for the degree/certificate measure as they do not meet ETA's intent of its credential definition.</u>

5. Youth proposers will be required to identify incremental credentials that will be received during the course of the proposed program that will assist with the credential obtained as a result of successfully completing the program.

6. Comprehensive guidance and counseling begins at the point of enrollment. It continues for the entire period that the youth is in the program. It is the central activity of case management that begins at enrollment and ends 12 months after the youth exits the program. Mentoring services will also be provided and may be employment based.

7. The selected providers may also provide occupational skills training. Occupational skills training may be provided through the selected provider or may be purchased.

8. Basic skills (reading, math, and language) training will be a major component of any training provided.

9. All occupational training will be combined with paid/unpaid work experience, internship specifically related to the training.

10. The development of work readiness skills will be reinforced through incremental employment experiences. This may include summer work experience, short term work assignments with an employer, other paid/unpaid work experience, internship and/or work shadowing specifically related to the training.

11. Post-exit follow-up services will be specifically targeted to employment (or other recognized outcome) retention, increased wages and improving occupational skills and career development, including encouraging enrollment in training while the student is employed. Follow-up will include regular face-to-face contact. During the post-exit follow-up period, services described in the individual service strategy will continue to be provided the participant.

12. Provide substance abuse training (appropriate to the expected outcome of the training).

14) Provide instruction on the use of the Internet, as a resource in obtaining employment, where program targeted outcomes is job placement. All In-School youth participants are expected to register in Delaware Joblink (https://joblink.delaware.gov).

15. Training/experience in analyzing and solving problems, working productively with others, being considerate, listening and following instructions, accepting responsibility, and demonstrating good attendance. These skills will be taught and reinforced continually as interrelated parts of skills training.

IV. TARGETED POPULATIONS AND ELIGIBILITY CRITERIA In-School Youth means an individual who is:

1. In School youth served will be enrolled in school and be at risk of dropping out of school at the time they are enrolled.

2. Youth served through this youth program will be funded by both WIOA Youth and Blue Collar (BC) funds. The youth served with the BC funds must be determined eligible in accordance with the eligible youth definition that follows except that the youth being served with BC funds do not have to meet the definition of low-income individual. Youth must meet the following eligibility criteria:

(i) Attending school;

(ii) Not younger than age 14 or older than age 21;

(iii) A low-income individual (a youth is low-income if he or she receives or is eligible to receive a free or reduced price lunch); and

(iv) One or more of the following:

(1) Basic Skills Deficient;

(II) An English Language Learner;

(III) An offender;

(IV) A homeless individual (as defined in section 41403(6) of the Violence Against WomenAct of 1994 (42 U.S.C. 14043e-2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677) or in an out-of-home placement.

(V)Pregnant or parenting

(VI)A youth who is an individual with a disability

(VII)An individual who requires additional assistance to complete an educational program or

to secure or hold employment

Contractors will be responsible for documenting all eligibility information prior to enrollment consistent with the policy of the Delaware Workforce Investment Board.

V. Performance Standards (contract performance standards)

The outcome goals for the youth programs funded by the Workforce Development Board and required under the Workforce Innovation and Opportunity Act are provided below. All programs selected for funding must have program designs that support the attainment of these performance goals. Performance Goals for PY 16 have not yet been defined or negotiated. Measures are subject to change.

Youth Measures

1. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the second quarter after exit from the program.

2. The percentage of program participants who are in education or training activities, or in unsubsidized employment, during the fourth quarter after the exit from the program.

3. The median earnings of program of program participants who are in unsubsidized employment during the second quarter after exit from the program.

4. The percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program.

5. The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment.

6. The indicators of effectiveness in serving employers

To assist in monitoring the retention of youth in employment and other outcomes, providers will also be responsible for reporting on participant retention in employment and other outcomes at the following increments of time:

- Day 1 of employment
- Day 30 of employment (continuous from day1)
- Day 60 of employment (continuous from day1)
- Day 90 of employment (continuous from day1)

VI. OTHER SOLICITATION INFORMATION

15) All Youth Proposers will provide training that will allow trainees to earn a Diploma or GED.

16) The proposal rating criteria will favor those proposals that demonstrate the ability to operate quality, cost effective training programs that result in high placement rates, increased wages, long term job retention, credential attainment.

17) Youth proposers will enter into partnerships (with other contractors or other youth providers) that produce synergy. Proposers demonstrating a synergistic partnership may be given priority in funding. Synergistic activity will produce an outcome greater than the sum of the efforts taken independently.

4) Youth proposes, consistent with the USDOL Youth Vision, will plan for improved youth performance while continuing to serve the “at risk/neediest” youth population as described in the TEGL 28-05. This will include establishing linkages with alternative education and direct involvement with the Business community (areas such as speakers, volunteers, trainers, work shadowing, internships, & employment).

VII. POLICIES

1) The existence and contents of proposals are confidential and as such will not be discussed with any proposer or outside party by staff or Board members at any time other than designated official proposal review periods. Proposers also should be aware that they are competitors and should not discuss the contents of proposals with others. Proposals received are considered the property of the DWDB and will not be returned.

2) All proposals funded through this Request for Proposal (RFP), when viewed in their entirety, will be readily accessible to disabled individuals and will conform with all non-discrimination and Equal Opportunity laws and regulations covered by Section 188 of the Workforce Innovation and Opportunity Act.

3) All proposers must establish linkages with other state and community agencies in order to assure the delivery of services indicated above.

4) All proposers must be capable of obtaining supportive services.

5) It is the policy of the Delaware Workforce Development Board that all participants will receive work maturity skills training, which includes job search, and substance abuse prevention skills.

6) All service providers will be responsible for determining and documenting eligibility, recruiting customers, and providing Department of Labor, Division of Employment and Training's (DET) Management Information System (MIS) with the required information. Failure in any of these areas may result in corrective action and possible discontinuance of program.

7) Proposals, submitted through this RFP, will describe the entire program to be considered. The Proposal should reflect 100% of services, budget, and participants. Funding may be approved to fund all or any portion of the cost of a training program. Selected proposers may make available on a tuition basis any portion of a program that is not funded. Awards granted for less than the full program amount will be made contingent on the proposer working closely with staff, demonstrating that the level of funding is sufficient to operate the program.

8) All selected proposers, will provide information regarding their training to the "One Stop" offices. The information will include; training type, schedule, entrance criteria, eligibility, and the number of slots available on a tuition basis and their cost, if appropriate.

9) Youth providers will be responsible for the data entry of MIS forms. Data entry includes applications, adds, leaves, literacy/numeracy, placement and retention information.

10) Prior to a contract being executed, proposers without current contracts will be required to provide a copy of their most recent financial statement to enable the Delaware Workforce Development Board and the Division of Employment and Training to establish the proposer's fiscal soundness and eligibility for a contract.

VIII. COST CATEGORIES, BUDGETING, AND CONTRACTING

1) The DWDB reserves the right to write separate contracts for each type of funding awarded to a program.

2) Contract Extensions - The DWDB reserves the right to negotiate a one-year extension to contracts funded through this Request for Proposal. The minimum criteria for extension will be satisfactory performance for the review period. The DWDB reserves the right, at its sole discretion, to specify the review period.

3) Tuition fee contracts may be allowed when documentation of the following conditions is provided: Tuition charges or entrance fees are not more than the education institution's catalog price, are necessary to receive specific training, and the training is open to and attended by the general public.

4) Cost Allocation - All budgeted costs must be allocable to one of two categories: (1) administration, (2) program. Administration may not exceed 12% of the total budget. Although the breakout of costs is not a Request for Proposal requirement, proposals that are funded must meet this requirement.

5) The following costs are not allowable charges under the WIOA program:

- Costs of fines and penalties resulting from violation or, failure to comply with Federal, State, or local laws and regulations.
- Back pay, unless it represents additional pay for WIOA services performed for which the individual was underpaid;
- Entertainment costs
- Bad debts expense
- Insurance policies offering protection against debts established by the Federal Government
- Contributions to a contingency reserve or any similar provision for unforeseen events
- Costs prohibited by 29CFR part 93 (Lobbying)
- Costs of activities prohibited in 627.205 (Public service employment prohibition); and 627.210 (nondiscrimination)

6) Profit is an allowable expense for “for profit” trainers. All profit is negotiable. No profit will be allowed until all contracted performance is achieved.

IX. PROPOSAL REVIEW PROCESS AND PROCEDURES

Serious proposers should attend an orientation meeting on January 8, 2016 (or the backup date if cancellation of the January 12, 2016 date becomes necessary) at Buena Vista Conference Center, 661 South Dupont Highway, New Castle, DE 19720. The orientation for potential proposers will begin at 1:00 for Youth training. Questions regarding this Request for Proposal will be answered at the orientation. Questions will be answered at the orientation and at no other time, and the answers will be posted onhttp://wib.delawareworks.com/index.php by January 15, 2016.

1. A detailed review of the critical changes resulting from the passage of the Workforce Innovation and Opportunity Act will be provided at this orientation. Because the changes are significant - proposers that fail to attend the orientation will place themselves at a disadvantage for responding to the Request for Proposal.

2. When you determine that your organization will submit a proposal, you <u>must</u> schedule your initial proposal development session. The scheduling of proposal development sessions is required for your proposal to be considered a complete proposal.

3. Three copies of each proposal are due no later than 4:00 P.M. on January 21, 2016. They will be submitted to the Delaware Workforce Development Board (DWDB) c/o DE Dept of Labor, Division of Employment & Training, 4th Floor, 4425 N. Market Street, Wilmington, DE. 19802

4. A separate Proposal for each type of specific solicitation is required.

6. Proposals are considered “confidential” information until funding decisions are final.

7. All proposals become the sole property of DWDB.

8. The proposals submitted in response to this Request for Proposal will be processed after submission as follows:

- A pre-screening will be performed by staff to insure that each proposal is responsive to the Request for Proposal (RFP).
- Responsive proposers will then enter into and participate in proposal development sessions with DOL/DET contract staff. The purpose of proposal development is to establish the “Best and Final” offer of the proposer. The process allows proposers to make necessary changes in their proposal to make it as clear and competitive as possible. The “Best and Final” offer will be the final revision of the Proposal. The proposal development period will begin on February 1, 2016 and end no later than February 26, 2016.

9. One copy of the “Best and Final” offer is due no later than 4:00 P.M. on February 29, 2016. They will be submitted to the Delaware Workforce Development Board (DWDB) c/o DE Dept. of Labor, Division of Employment & Training, ATTN: Ashley Francica, 3rd Floor, 4425 N. Market Street, Wilmington, DE. 19802

- “Best and Final” offers will be presented by the proposer to a subcommittee of the DWDB. The DWDB will decide based on that presentation, and related data, whether to fund the offer. Funding may be for all or part of the offer.
- Oral presentations will be made to the DWDB proposal review committees on March 21, 2016. Individual appointments will be scheduled.

NOTE: Handouts, promotional materials, videos, overheads, etc., are not permitted at oral presentations.

- The “Best and Final” offer will be analyzed by staff. Analysis will include a comparison with other similar offers, provider past performance, and other DWDB performance/contract placement standards. The analysis will be provided to the DWDB, which will make the decision on funding.
- Funded proposals will be expected to provide the services specified, at the cost proposed in the “Best and Final” offer unless further proposal development is specified by the DWDB.

10. The DOL/DET contract staff may submit a concern to DWDB on matters discussed in proposal development. Proposers who decide not to adjust their proposals in light of expressed concerns may comment on their justification in writing or in their oral presentation.

11.Proposers may request an explanation of the basis of the awarding of funds from the Executive Director of the DWDB. The request must be in writing and must be submitted within ten (10) days of the award. Proposers who feel that a provision of the WIOA has been violated may file a complaint. Information on the filing of a complaint may be obtained through the DWDB office.

X. PROPOSAL EVALUATION

All proposals presented for DWDB consideration will be reviewed and evaluated according to the following criteria:

Youth Training

Demonstrated Ability (25%)

- Proposer demonstrates the ability to operate like or similar high quality, cost effective training programs that result in high placement rates.

Cost (15%)

- Costs are reasonable and competitive as compared to other similar programs.

Program Design and Proposed Results (30%)

- Program design provides adequate case management to achieve the planned results.
- Number and quality of staff is adequate.
- All required program elements are included.
- Work Readiness competencies are taught through sequential work and classroom experiences.
- Additional education is provided to all individuals in need of this service.
- Retention and Post-Exit Follow-Up services

Linkages with schools / other youth agencies (10%)

- Specific linkages with specific schools / programs have been established.
- Evidence of specific services that will be provided through the linkages is provided.
- The program includes Basic Skills instruction during the summer and upon the return to school, when appropriate.

Intensity & Duration of Training (20%)

- The length, hours per day, and type of training service

For a complete review of the youth RFP go to
http://wib.delawareworks.com/documents/20160104/In%20School%20Youth%20RFP.pdf

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).

Below is the language that has been used for years. The definition can be found in our Youth Eligibility Documentation policy

(I) Aan individual (including a youth with a disability) who requires additional assistance to complete an educational program, or to secure and hold employment (see definition below). [*Act 101(13)*]

A youth who requires additional assistance to complete school is defined by the Delaware Workforce DEVELOPMENT Board as:

- An individual whose educational level is two or more grade levels below the grade level appropriate to the age of the individual
- An individual identified as at risk in *TEGL 03-04 & TEGL 28-05 not specifically identified in Section 101 (13) (c) including youth at risk of dropping out, dropouts, aging out of foster care, court involved youth, children of incarcerated parents, migrants, Indian and Native American youth and youth with disabilities.

*When I googled both TEGL's referenced above their Status reads Cancelled and WIOA Operating Guidance reads None.

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.

Following the completion of prosecution of the case and the subsequent failure of the student to return to school within 5 school days thereof, the school shall immediately notify the Department of Services for Children, Youth and Their Families requesting intervention services by the Department. The Department shall contact the family within 10 business days. There is no state law governing this item.

6. IF NOT USING THE BASIC SKILLS DEFICIENT DEFINITION CONTAINED IN WIOA SECTION 3(5)(B), INCLUDE THE SPECIFIC STATE DEFINITION.

Delaware will use the U.S. DOL Department of Labor definition as defined in 681.210(c) (3), a youth is basic skills deficient if they: (1) have English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or (2) are 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. Policy established for (2) will state the requirement (1) at or below the 8th grade level on a generally accepted standardized test administered in the individual's native language.

D. SINGLE-AREA STATE REQUIREMENTS

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

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. THE TYPE AND AVAILABILITY OF WIOA TITLE I YOUTH ACTIVITIES, INCLUDING AN IDENTIFICATION OF SUCCESSFUL PROVIDERS OF SUCH ACTIVITIES. (WIOA SECTION 108(B)(9).)

Comments from Respectability and Telamon can be seen at http://wib.delawareworks.com/documents/wioa/RespectAbility%20Delaware%20WIOA%20State%20Plan%20Comments.pdf?20160215 and

http://wib.delawareworks.com/documents/wioa/Telamon%20Comments.pdf?20160215 respectively.

VI (d) (3). The type and availability of WIOA title I Youth activities, including an identification of successful providers of such activities. (WIOA section 108(b)(9).) Answer:

Successful Providers are:

• Challenge Program

• Delaware Skills Center

• Delaware Technical Community College – Georgetown Campus

• Jobs for Delaware Graduates

• Pathways to Success

• West End Neighborhood House

Services provided are

• Tutoring, study skills and instruction leading to secondary school completion including dropout prevention strategies

• Alternative secondary school services, or drop out recovery services

• Paid and unpaid work experiences that have as a component academic and occupational education including summer youth employment, pre–apprenticeship programs, internships and job shadowing.

• Occupational Skills Training

• Education offered concurrently with and in the same context as workforce preparation

• Leadership development opportunities which include peer centered activities encouraging responsibility and other positive social behaviors

• Supportive Services

• Adult Mentoring for a period of at least twelve (12) months that may occur both during and after the program participation

• Follow–Up Services

• Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth

• Financial Literacy Education

• Entrepreneurial Skills Training

• Information about In–Demand Occupations

• Activities that help the youth prepare and transition to postsecondary education or training

E. WAIVER REQUESTS (OPTIONAL)

States wanting to request waivers as part of their Title I-B Operational Plan must include a waiver plan that includes the following information for each waiver requested:

1. IDENTIFIES THE STATUTORY OR REGULATORY REQUIREMENTS FOR WHICH A WAIVER IS REQUESTED AND THE GOALS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, INTENDS TO ACHIEVE AS A RESULT OF THE WAIVER AND HOW THOSE GOALS RELATE TO THE UNIFIED OR COMBINED STATE PLAN;

2. DESCRIBES THE ACTIONS THAT THE STATE OR LOCAL AREA, AS APPROPRIATE, HAS UNDERTAKEN TO REMOVE STATE OR LOCAL STATUTORY OR REGULATORY BARRIERS;

3. DESCRIBES THE GOALS OF THE WAIVER AND THE EXPECTED PROGRAMMATIC OUTCOMES IF THE REQUEST IS GRANTED;

4. DESCRIBES HOW THE WAIVER WILL ALIGN WITH THE DEPARTMENT'S POLICY PRIORITIES, SUCH AS:

A. SUPPORTING EMPLOYER ENGAGEMENT;

B. CONNECTING EDUCATION AND TRAINING STRATEGIES;

C. SUPPORTING WORK-BASED LEARNING;

D. IMPROVING JOB AND CAREER RESULTS, AND

E. OTHER GUIDANCE ISSUED BY THE DEPARTMENT.

5. DESCRIBES THE INDIVIDUALS AFFECTED BY THE WAIVER, INCLUDING HOW THE WAIVER WILL IMPACT SERVICES FOR DISADVANTAGED POPULATIONS OR INDIVIDUALS WITH MULTIPLE BARRIERS TO EMPLOYMENT; AND

6. DESCRIBES THE PROCESS USED TO:

A. MONITOR THE PROGRESS IN IMPLEMENTING THE WAIVER;

B. PROVIDE NOTICE TO ANY LOCAL BOARD AFFECTED BY THE WAIVER;

C. PROVIDE ANY LOCAL BOARD AFFECTED BY THE WAIVER AN OPPORTUNITY TO COMMENT ON THE REQUEST;

D. ENSURE MEANINGFUL PUBLIC COMMENT, INCLUDING COMMENT BY BUSINESS AND ORGANIZED LABOR, ON THE WAIVER.

E. COLLECT AND REPORT INFORMATION ABOUT WAIVER OUTCOMES IN THE STATE'S WIOA ANNUAL REPORT

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

None

TITLE I-B ASSURANCES

The State Plan must include assurances that:

1. The State has implemented a policy to ensure Adult program funds provide a priority in the delivery of training services and individualized career services to individuals who are low income, public assistance recipients and basic skills deficient; Yes

2. The state has implemented a policy to ensure local areas have a process in place for referring veterans with significant barriers to employment to career services provided by the JVSG program's Disabled Veterans' Outreach Program (DVOP) specialist; Yes

3. The state established a written policy and procedure that set forth criteria to be used by chief elected officials for the appointment of local workforce investment board members. Yes

4. The state established written policy and procedures to ensure local workforce investment boards are certified by the governor every two years in accordance with WIOA section 107(c)(2). Yes

5. Where an alternative entity takes the place of a State Board, the State has written policy and procedures to ensure the alternative entity meets the definition under WIOA section 101(e) and the legal requirements for membership. Yes

6. The State established a written policy and procedure for how the individuals and entities represented on the State Workforce Development Board help to determine the methods and factors of distribution, and how the state consults with chief elected officials in local areas throughout the state in determining the distributions. Yes

7. The State will not use funds received under WIOA Title I to assist, promote, or deter union organizing in accordance with WIOA section 181(b)(7). Yes

8. The State distributes adult and youth funds received under WIOA equitably throughout the State, and no local area suffers significant shifts in funding from year-to-year during the period covered by this plan. Yes

9. If a State Workforce Development Board, department, or agency administers state laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I. Yes

10. The State agrees to report on the impact and outcomes of its approved waivers in its WIOA Annual Report. Yes

11. The State has taken appropriate action to secure compliance with the Uniform Guidance at 2 CFR 200 and 2 CFR 2900, including that the State will annually monitor local areas to ensure

compliance and otherwise take appropriate action to secure compliance with the Uniform Guidance under section WIOA 184(a)(3); Yes

PROGRAM-SPECIFIC REQUIREMENTS FOR WAGNER-PEYSER PROGRAM (EMPLOYMENT SERVICES)

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

A. EMPLOYMENT SERVICE PROFESSIONAL STAFF DEVELOPMENT.

1. DESCRIBE HOW THE STATE WILL UTILIZE PROFESSIONAL DEVELOPMENT ACTIVITIES FOR EMPLOYMENT SERVICE STAFF TO ENSURE STAFF IS ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS.

(a) (1) Employment Service Professional Staff Development. Wagner–Peyser, JVSG, Re–employment service, Business Service Representatives and WIOA staff meet monthly to review policies, procedures, receive technical assistance, and are notified about upcoming projects or initiatives. All DOL–DET policies and procedures are kept on a central electronic policy drive that can be accessed by staff. In addition to policies and procedures, DOL–DET created an electronic helpdesk to assist staff at any level with questions or interpretations of policies or procedures. These helpdesk questions with an appropriate answer are reviewed at the monthly meetings. They questions, referred to as Q&As, are also housed on the electronic policy drive.

When a new employee is hired, their initial training in on the job and is conducted by their immediate supervisor. As the new hire progresses through the initial training, he/she is included in other group training as specific job duties require. For example; employees who conduct workshops in a group setting which peer review is provided.

As Delaware continues to develop additional products and workshops, we develop a standard format to deliver the services. Policies and procedures are developed relating to the service delivery of the product(s). When the product is fully developed, we train staff statewide utilizing a standard format.

The products which are developed are kept centrally and staff are not permitted alter them. If updates are required on the product, it is done centrally and distributed with all One–Stops.

In PY 2015, DOL–DET identified a need for additional training for staff that facilitate workshops, or provide other services in a group setting. We identified the need and researched training providers. We worked with Dale Carnegie to customize a training which was provided to 20 staff in PY 2015. We plan to build on this training through continuous improvement and peer reviews. Through the use of yearly customer service reviews, we will determine the need in other areas of staff development.

2. DESCRIBE STRATEGIES DEVELOPED TO SUPPORT TRAINING AND AWARENESS ACROSS CORE PROGRAMS AND THE UNEMPLOYMENT INSURANCE PROGRAM, AND THE TRAINING PROVIDED FOR EMPLOYMENT SERVICES AND WIOA STAFF ON IDENTIFICATION OF UI ELIGIBILITY ISSUES AND REFERRAL TO UI STAFF FOR ADJUDICATION.

(a) (2) Describe strategies developed to support training and awareness across core. Unemployment Insurance is co–housed in all four full–service One Stops. Individuals who apply for UI start the process at the UI counter. The UI staff fully answers the individual’s questions regarding the UI

application and eligibility. The UI staff person takes the claim then sends the individual to the DOL–DET registration/resource room area to complete their registration and begin their job search. Initial demographic information provided by the claimant/customer is electronically sent to DOL–DET to begin to create the registration for the claimant/customer.

Once at DOL–DET, the individual completes the registration process. DOL–DET staff has been trained in UI requirements pertain to the DOL–DET functions, such as work registration requirements and mandatory work activities. More in depth UI eligibility questions are referred to UI staffs who are housed in the One Stops.

Wagner–Peyser, JVSG, Re–employment service, Business Service Representatives and WIOA staff meet monthly to review policies, procedures, receive technical assistance, and are notified about upcoming projects or initiatives. During these monthly meetings, awareness and general understanding of Unemployment Insurance rules are shared with program staff.

DOL–DET staff who conducts Reemployment Services Eligibility Assessment (RESEA) workshops receive additional training on potential eligibility issues. This is done by UI staff attending the DOL–DET RESEA staff training for these specific workshops. A feedback loop has been established in the One Stops locations for reporting UI individuals who are non–compliant in DOL–DET programs as well as possible eligibility issues.

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.

(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.

Unemployment Insurance is co–housed in all four full–service One Stops. Individuals who are applying for unemployment insurance (UI) start the process at the UI counter. The UI staff person at that time would fully answer the individual's questions regarding applying for and eligibility for UI. The UI staff person takes the claim than sends the individual to the DOL–DET registration/resource room area to complete their work registration and begin their job search. Initial demographic information provided by the claimant/customer is electronically sent to DOL–DET to begin to create the registration for the claimant/customer.

Once at DOL–DET, the individual would complete the registration process. DOL–DET staff has been trained in UI requirements that pertain to the DOL–DET function, such as work registration requirements and mandatory work activities. More in depth UI eligibility questions are referred to UI staff who are housed in the One Stops.

In addition, each One Stop has a contact person at UI which can assist in customer issues and questions for staff and individuals filing for UI.

C. DESCRIBE THE STATE'S STRATEGY FOR PROVIDING REEMPLOYMENT ASSISTANCE TO UNEMPLOYMENT INSURANCE CLAIMANTS AND OTHER UNEMPLOYED INDIVIDUALS.

c. Describe the State's strategy for providing reemployment assistance to UI claimants and other unemployed individuals.

Delaware code requires applicants and recipients of Unemployment Insurance to register and search for work. There are several exempt categories such as the individual has a return to work date or is a member of an active union hiring hall.

Delaware will continue to improve and expand its self–service tools for job seekers and services that can be provided in groups settings. This is the most effective and efficient way to provide services to larger groups of individuals when having minimum staffing levels.

Individuals who must register for work in Delaware are required to complete registration (demographic) questions in Delaware JobLink (DJL) and create a resume through Delaware's intelligent resume builder. Through the job seekers home page on DJL, individuals can immediately look for work and conduct career exploration through Delaware's Career Lattices. DJL will immediately begin to search for jobs for job seekers and place job postings for review on their home page, email them to the individual, and will begin to text job opportunities to individuals (texting is projected to be functional November 2015).

Any individual who comes into a One Stop has their resume reviewed, receives job search assistance, and a job referral if one is found. Individuals are required to view a One Stop services video and may self–select for additional services.

Each One Stop has a dedicated staff person who works with the Business Service Representatives and employers to search for candidates to meet the employers hiring needs.

This individual searches DJL daily and reviews resumes of individuals who have created a resumes in DJL. So an individual who creates a job seeker account (or registers for work as required by UI) is immediately able to be referred to employment by this individual.

Individuals, who are receiving UI and are more likely to exhaust their UI, are referred to the Reemployment Services (RES) program. This is done electronically through the demographic and work history information the UI applicant enters when they 'register for work'. Individuals are run through a statistical 'profile' model nightly. Delaware's model is being updated and should be implemented by January 2016. Individuals who are most likely to exhaust their UI are referred to the RES program.

The RES program is a structured series of workshops, job clubs, and other services targeted at getting individuals back to work quicker. For these individuals, the services outlined are mandatory and UI is notified if clients fail to attend the services. This program is being transitioned to the RESEA program.

D. DESCRIBE HOW THE STATE WILL USE W-P FUNDS TO SUPPORT UI CLAIMANTS, AND THE COMMUNICATION BETWEEN W-P AND UI, AS APPROPRIATE, INCLUDING THE FOLLOWING:

1. COORDINATION OF AND PROVISION OF LABOR EXCHANGE SERVICES FOR UI CLAIMANTS AS REQUIRED BY THE WAGNER-PEYSER ACT;

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

Delaware code requires applicants and recipients of Unemployment Insurance to register and search for work. There are several exempt categories such as the individual has a return to work date or is a member of an active union hiring hall.

Delaware will continue to improve and expand its self–service tools for job seekers and services that can be provided in groups settings. This is the most effective and efficient way to provide services to larger groups of individuals when having minimum staffing levels.

Individuals who are required to register for work in Delaware are required to complete registration (demographic) questions in Delaware JobLink (DJL) and create a resume through Delaware's intelligent resume builder. Through the job seekers home page on DJL individuals can immediately look for work and conduct career exploration through Delaware's Career Lattices. DJL will immediately begin to search for jobs for job seekers and place them on their home page, email them to the individual and will begin to text job opportunities to individuals (texting is projected to be functional November 2015).

Since DJL is internet based, individuals can access DJL wherever there is access to the internet. Individuals can register at home, libraries, partner locations, or One Stops.

Any individual who comes into a One Stop, at a minimum has their resume reviewed, receives job search assistance and a job referral if one is found. Individuals are required to view a One Stop services video and may self–select for additional services.

In addition, each One Stop has a dedicated staff person who works with the Business Service Representatives and employers to search for candidates to meet the employers hiring needs. This individual searches DJL daily and reviews resumes of individuals who have created one in DJL. So an individual who creates a job seeker account (or registers for work as required by UI) is immediately able to be referred to employment by this individual.

Individuals who are receiving UI and are more likely to exhaust their UI are referred to the Reemployment Services (RES) program. This is done electronically through the demographic and work history information the UI applicant enters when they 'register for work'. Nightly individuals are run through a statistical 'profile' model. Delaware's model is in the process of being updated and should be implement by January 2016. Those individuals who are most likely to exhaust their UI are referred to the RES program.

The RES program is a structured series of workshops, job clubs and other services targeted at getting individuals back to work quicker. For these individuals, the services outlined are mandatory

and they are reported back to UI if they fail to attend the services. This program is being transitioned to the RESEA program.

2. REGISTRATION OF UI CLAIMANTS WITH THE STATE'S EMPLOYMENT SERVICE IF REQUIRED BY STATE LAW;

(d) (2) Registration of UI claimants with the State's employment service if required by State law; Delaware code requires applicants and recipients of Unemployment Insurance to register and search for work. There are several exempt categories such as the individual has a return to work date or is a member of an active union hiring hall.

Delaware will continue to improve and expand its self–service tools for job seekers and services that can be provided in groups settings. This is the most effective and efficient way to provide services to larger groups of individuals when having minimum staffing levels.

Individuals who are required to register for work in Delaware are required to complete registration (demographic) questions in Delaware JobLink (DJL) and create a resume through Delaware's intelligent resume builder. Through the job seekers home page on DJL individuals can immediately look for work and conduct career exploration through Delaware's Career Lattices. DJL will immediately begin to search for jobs for job seekers and place job postings for review on their home page, email them to the individual and will begin to text job opportunities to individuals (texting is projected to be functional November 2015).

Since DJL is internet based, individuals can access DJL wherever there is access to the internet. Individuals can register at home, libraries, partner locations or One Stops.

Any individual who comes into a One Stop, at a minimum has their resume reviewed, receives job search assistance and a job referral if one is found. Individuals are required to view a One Stop services video and may self–select for additional services.

In addition, each One Stop has a dedicated staff person who works with the Business Service Representatives and employers to search for candidates to meet the employers hiring needs. This individual searches DJL daily and reviews resumes of individuals who have created one in DJL. So an individual who creates a job seeker account (or registers for work as required by UI) is immediately able to be referred to employment by this individual.

Individuals who are receiving UI and are more likely to exhaust their UI are referred to the Reemployment Services (RES) program. This is done electronically through the demographic and work history information the UI applicant enters when they 'register for work'. Nightly individuals are run through a statistical 'profile' model. Delaware's model is in the process of being updated and should be implement by January 2016. Those individuals who are most likely to exhaust their UI are referred to the RES program.

The RES program is a structured series of workshops, job clubs and other services targeted at getting individuals back to work quicker. For these individuals, the services outlined are mandatory and they are reported back to UI if they fail to attend the services. This program is being transitioned to the RESEA program.

3. ADMINISTRATION OF THE WORK TEST FOR THE STATE UNEMPLOYMENT COMPENSATION SYSTEM, INCLUDING MAKING ELIGIBILITY ASSESSMENTS (FOR REFERRAL TO UI ADJUDICATION, IF NEEDED), AND PROVIDING JOB FINDING AND PLACEMENT SERVICES FOR UI CLAIMANTS; AND

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

Delaware code requires applicants and recipients of Unemployment Insurance to register and search for work. There are several exempt categories such as the individual has a return to work date or is a member of an active union hiring hall. When an individual completes or updates their job seeker account, they are ‘registering for work’. In Delaware we also require individuals to create a resume as part of their registration.

Individuals who are required to register for work in Delaware are required to complete registration (demographic) questions in Delaware JobLink (DJL) and create a resume through Delaware’s intelligent resume builder. Through the job seekers home page on DJL individuals can immediately look for work and conduct career exploration through Delaware’s Career Lattices. DJL will immediately begin to search for jobs for job seekers and place them on their home page, email them to the individual and will begin to text job opportunities to individuals (texting is projected to be functional November 2015).

Since DJL is internet based, individuals can access DJL wherever there is access to the internet. Individuals can register at home, libraries, partner locations or One Stops.

Individuals who are receiving UI and are more likely to exhaust their UI are referred to the Reemployment Services (RES) program. This is done electronically through the demographic and work history information the UI applicant enters when they ‘register for work’. Nightly individuals are run through a statistical ‘profile’ model. Delaware’s model is in the process of being updated and should be implement by January 2016. Those individuals who are most likely to exhaust their UI are referred to the RES program.

The RES program is a structured series of workshops, job clubs and other services targeted at getting individuals back to work quicker. This program is being transitioned to the RESEA program. Individuals in this program have a dedicated case manager who assists them with their job search and job referrals.

At three different points in the service delivery process, individuals are reported back to UI as not registered, not compliant, or possible eligibility issue:

• DJL and UI’s data management systems interface nightly for the purpose of updating demographic information for common customers and reporting back to UI if individuals have registered for work. This interface began in spring of 2014 and has replaced manual forms being sent back and forth from agencies. Individuals who have been identified as ‘not registered’ through the interface are sent notices by UI notifying them their registration is not complete. UI benefits are stopped until the customer updates what has been required.

• Individuals are reported to the UI contact person for their One Stop if there is a potential eligibility issue. This can include individuals not available for work or failed to report to an interview etc...

• Any UI client who does not report for a mandatory service such as a workshop is reported to the UI contact person as non–compliant. (See Appendix R for LE Policy 9)

4. PROVISION OF REFERRALS TO AND APPLICATION ASSISTANCE FOR TRAINING AND EDUCATION PROGRAMS AND RESOURCES.

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

Unemployment Insurance recipients who are interested in training are required to view the career services video. This video will outline the steps an individual will need to take in order to apply for training funds or receive one on one career services. At registration, individuals may self–select for these services.

In addition to self–selecting for this service, many UI recipients will be selected for the RESEA program and will automatically receive additional information on how to apply for training funds as part of the orientation to the program and the career planning workshop.

E. AGRICULTURAL OUTREACH PLAN (AOP). EACH STATE AGENCY MUST DEVELOP AN AOP EVERY FOUR YEARS AS PART OF THE UNIFIED OR COMBINED STATE PLAN REQUIRED UNDER SECTIONS 102 OR 103 OF WIOA. THE AOP MUST INCLUDE--

1. ASSESSMENT OF NEED

Provide an assessment of the unique needs of farmworkers in the area based on past and projected agricultural and farmworker activity in the State. Such needs may include but are not limited to: employment, training, and housing.

Delaware is in compliance with section 102 or 103 of WIOA as the last AOP was developed and approved in PY2014 as required. Agricultural Outreach Plans are completed as directed by the National/Regional Migrant Seasonal Farm Worker (MSFW) offices. Per notice from the Regional office, State MSFW offices were not required to submit Agricultural Outreach Plans for PY 15. (e) (1) (A) Assessment of Need. Farmworkers do often present needing supportive services and are referred to local agencies in the Dover AJC and the local community to receive services. Those services include but are not limited to: food, shelter, clothing, medical care, and employment.

A. AN ASSESSMENT OF THE AGRICULTURAL ACTIVITY IN THE STATE MEANS: 1) IDENTIFYING THE TOP FIVE LABOR-INTENSIVE CROPS, THE MONTHS OF HEAVY ACTIVITY, AND THE GEOGRAPHIC AREA OF PRIME ACTIVITY; 2) SUMMARIZE THE AGRICULTURAL EMPLOYERS' NEEDS IN THE STATE (I.E. ARE THEY PREDOMINANTLY HIRING LOCAL OR FOREIGN WORKERS, ARE THEY EXPRESSING THAT THERE IS A SCARCITY IN THE AGRICULTURAL WORKFORCE); AND 3) IDENTIFYING ANY ECONOMIC, NATURAL, OR OTHER FACTORS THAT ARE AFFECTING AGRICULTURE IN THE STATE OR ANY PROJECTED FACTORS THAT WILL AFFECT AGRICULTURE IN THE STATE.

Agriculture is Delaware's largest single land use, with 41 percent of Delaware's land in farming. Delaware has about 2,450 farms. More than 115,000 acres of Delaware farmland are permanently preserved for agriculture. Delaware's agricultural production is valued at $1.3 billion. In 2012, Delaware was just ahead of California in the market value of agricultural products sold per acre, at $2,505 to California's $1,667. It was No. 2 in the value of agricultural products sold per farm, at $519,794 to California's $547,510 according to the latest Census of Agriculture. The Fruit and Vegetable Growers Association of Delaware says 45,000 to 55,000 acres are planted each year in fruits and vegetables, with a third sold fresh and two-thirds intended for freezing, canning or pickling. Plants in Delaware and nearby states – such as Hanover, Seabrook, Pictsweet, Friels and J.G. Townsend – freeze and can peas, lima beans, snap beans and sweet corn. Delaware cucumbers and peppers are pickled by B&G and Vlasic. These vegetables, plus melons, potatoes and sweet potatoes grown on 221 farms generated $61 million in 2012, for the No. 3 position on the USDA's most-valuable farm product list. Delaware has more acreage for lima beans – 22,564 in 2012 – than any other place in the world. Watermelon, Delaware farmers' most popular fruit covers 2,800 acres, generating $10 million in sales. Principal Farm Operators by Age Group, 2007 Age of Operator % of Operations The average farm age in Delaware is as follows: 60 to 64 years 12.8 70 years & over 13.0 35 to 44 years 13.9 55 to 59 years 15.1 45 to 54 years 28.2 Source: Delaware Department of Agriculture

The top five labor intensive core crops in Delaware that use migrant workers are: Watermelon, cabbage, asparagus, apples, cabbage and pumpkins. Some farms are reverting to the use of H2-A worker designation to harvest their crops as well, and consider them migrant workers. Watermelon farms to date access personnel through licensed brokers during the peak season. The peak seasons annually for harvesting and related labor are from June through October. While there is some local employment interest, most farmers are utilizing migrant workers to manage their farms. These farms are located in the Kent and Sussex counties in Delaware. Delaware does have two mushroom farms currently. These farms operate all year long and use migrant workers throughout consistently to harvest mushrooms.

B. AN ASSESSMENT OF THE UNIQUE NEEDS OF FARMWORKERS MEANS SUMMARIZING MIGRANT AND SEASONAL FARM WORKER (MSFW) CHARACTERISTICS (INCLUDING IF THEY ARE PREDOMINANTLY FROM CERTAIN COUNTRIES, WHAT LANGUAGE(S) THEY SPEAK, THE APPROXIMATE NUMBER OF MSFWS IN THE STATE DURING PEAK SEASON AND DURING LOW SEASON, AND WHETHER THEY TEND TO BE MIGRANT, SEASONAL, OR YEAR-ROUND FARMWORKERS). THIS INFORMATION MUST TAKE INTO ACCOUNT DATA SUPPLIED BY WIOA SECTION 167 NATIONAL FARMWORKER JOBS PROGRAM (NFJP) GRANTEES, OTHER MSFW ORGANIZATIONS, EMPLOYER ORGANIZATIONS, AND STATE AND/OR FEDERAL AGENCY DATA SOURCES SUCH AS THE U.S. DEPARTMENT OF AGRICULTURE AND THE U.S. DEPARTMENT OF LABOR (DOL) EMPLOYMENT AND TRAINING ADMINISTRATION.

During Delaware’s peak farm season, approximately 484-600 migrant workers come to Delaware from Puerto Rico, Dominican Republic, Haiti, Florida, North Carolina, South Carolina, and Georgia. The core language used is Spanish, French and Creole (domestic version of French).Many workers are bilingual and primarily use English. During the pre-season approximately 25-50 migrant workers may be requested to assist the agricultural growers prepare for the upcoming season. Given the consistent socio-economic conditions of deprivation in Haiti, persons of Haitian descent often chose to travel with other migrants to the next state harvesting crops or to remain stay in Delaware. In the case where Delaware is chosen as the home state, transition services are provided at the point of notice via NFJP partners ,community resources and DOL for housing ,employment, health and other ancillary support as requested. Delaware does have two mushroom farms currently with approximately 30 workers. These farms operate all year long and use migrant workers throughout the year to harvest mushrooms.

2. OUTREACH ACTIVITIES

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

With the oversight and support of the MSFW Program Administrator, DOL shall have one (1) fulltime contractual employee serve as the designated outreach worker to support an outreach program. This person will be responsible to conduct outreach to MSFW’S and crew leaders and employers separate from the State Monitor Advocate to provide job services and access to other employment-related programs. Outreach will occur at farms and the sites of community based agencies and partners where services are provided to MSFW’s. Employer outreach will occur at the job/farm sites at the convenience of the employer and at related business (farm) associations, i.e. farm bureau meetings and conferences. This employee shall also provide related services part time to the Foreign Labor Certification unit during off peak season.

The State goal anticipates the number of farmworkers to remain consistent thru the State plan period at approximately 484 -600 MSFWs annually dependent upon the farm need.

A. CONTACTING FARMWORKERS WHO ARE NOT BEING REACHED BY THE NORMAL INTAKE ACTIVITIES CONDUCTED BY THE EMPLOYMENT SERVICE OFFICES.

With the oversight and support of the MSFW Program Administrator, DOL shall have 1 fulltime contractual employee to serve as the designated outreach worker. This person will have the responsibility to conduct outreach to MSFW'S to provide job services which includes presentation and offer of assistance related to the full range of employment services available at the local office, specific employment opportunities currently available, information on the JS complaint system, and a basic summary of farmworker rights related to terms and conditions of employment. Outreach will occur at farms at the beginning of the Peak Season and as needed and coordinated at the sites of community based agencies and partners where services are provided to MSFW's. In addition to traditional outreach ,DOL will conduct outreach to farm workers on our Mobile One Stop(MOS); a thirty eight (38) foot RV, with satellite internet access to the DOL JobLink network , approved job search sites and other DOL service units, i.e. Unemployment Insurance .The MOS will be taken to the farms and partner agencies who also provide services to farmworkers. Our intent is to accommodate mutual farmworker/farmer need to minimize time away from work. DOL employment service and job readiness materials on JobLink resume and career development, and training in English and Spanish.

The MSFW and Outreach worker shall encourage farmworkers and community partners who provide services to come directly or refer farmworkers to the DOL-DET for employment services. At DOL-DET the Delaware Job Link (DJL) is the main tool used both in the local AJC's and through the internet. DJL has a multiple language choice preference to include Spanish. The Job Search system enables a job seeker to search for jobs locally, regionally and nationally. In addition, it links to websites that provide assessment tools to assist a job seeker in additional career exploration as well as job search. In DJL and through direct employment specialist assistance a job seeker has access to a complete menu of training services that offer marketable and competitive job skills

B. PROVIDING TECHNICAL ASSISTANCE TO OUTREACH WORKERS. TECHNICAL ASSISTANCE MUST INCLUDE TRAININGS, CONFERENCES, ADDITIONAL RESOURCES, AND INCREASED COLLABORATION WITH OTHER ORGANIZATIONS ON TOPICS SUCH AS ONE-STOP CENTER SERVICES (I.E. AVAILABILITY OF REFERRALS TO TRAINING, SUPPORTIVE SERVICES, AND CAREER SERVICES, AS WELL AS SPECIFIC EMPLOYMENT OPPORTUNITIES), THE EMPLOYMENT SERVICE COMPLAINT SYSTEM, INFORMATION ON THE OTHER ORGANIZATIONS SERVING MSFWS IN THE AREA, AND A BASIC SUMMARY OF FARMWORKER RIGHTS, INCLUDING THEIR RIGHTS WITH RESPECT TO THE TERMS AND CONDITIONS OF EMPLOYMENT.

The Delaware SWA has a Memorandum of Understanding with the Department of Human and Social Services, Division of Public Health to conduct pre-occupancy housing inspections and subsequent reported violations of Agricultural Growers who hire Migrant Seasonal Farm Workers in accordance with OSHA federal and state laws. This has been a productive alliance as it supports and ensures safe housing and environmental conditions for the workers. The Delaware State Monitor Advocate often directly accompanies the DPH Inspector and helps to inform the outcome.

The Delaware SWA has a working alliance with the NFJP Grantee, Telamaon, to provide supportive services and alternative employment services to the Migrant Seasonal Farm Workers during their

tenure in Delaware. The SMA provides the contact information to the workers for awareness and helps to facilitate direct contact upon request of the MSFW and or the Agricultural Growers. The SWA through its Administrator will continue to ensure regular meetings and information /resource sharing occurs between the SMA and Telamon representatives to support and strengthen this partnership.

The SWA thru the SMA who also serves in the capacity as the principal outreach worker shall gain invaluable experience and support by participating in related conferences, webinars, forums and learning opportunities to support and strengthen knowledge needed for the MSFW program. Routinely the SMA provides technical assistance as the subject matter expert to peers in collaborating agencies on SWA one-stop center services (i.e. availability of referrals to training, supportive services, and career services, as well as specific employment opportunities), the employment service complaint system, information on the other organizations serving MSFWs in the area, and farmworker rights, including their rights with respect to the terms and conditions of employment.

New Opportunities The Delaware SWA through the Administrator/SMA will increase outreach to human and social service entities to support our customer base of MSFW's and Agricultural Growers by: • Conducting 5 new outreach contacts per week • Verifying services offered in existing outreach services • Serving as the principle liaison with the outreach partners • Develop working relationships with Delaware State's Department of Agriculture and other agencies that provide services to MFSW workers and Agricultural Growers as identified • Becoming participating members of established Agricultural Growers Associations, Farm Bureaus and other relevant professional organizations as identified.

C. INCREASING OUTREACH WORKER TRAINING AND AWARENESS ACROSS CORE PROGRAMS INCLUDING THE UNEMPLOYMENT INSURANCE (UI) PROGRAM AND THE TRAINING ON IDENTIFICATION OF UI ELIGIBILITY ISSUES.

The State Farm Program Coordinator provides orientation to the farmworkers for employment services that can be accessed through the AJC Service Delivery System. This supports an increase in the opportunities for migrant and seasonal farmworkers to transition into occupations with high employment and wage growth potential both within and outside agricultural industry.

Additionally the following are tools and strategies used to conduct outreach for farmworkers and farmworker advocacy groups to and further explain AJC services:

• Bilingual Brochures outlining the services DOL–DET provides to job seekers

• Bilingual supportive service brochures and contact information

• Discuss the DOL–DET Complaint System and assure that established complaint procedures are complied

D. PROVIDING STATE MERIT STAFF OUTREACH WORKERS PROFESSIONAL DEVELOPMENT ACTIVITIES TO ENSURE THEY ARE ABLE TO PROVIDE HIGH QUALITY SERVICES TO BOTH JOBSEEKERS AND EMPLOYERS.

The MSFW encourages farmworkers and community partners who provide services to come directly or refer farmworkers to the DOL–DET for employment services. At DOL–DET the Delaware Job Link (DJL) is the main tool used both in the local AJC's and through the internet. DJL has a multiple language choice preference to include Spanish. The Job Search system enables a job seeker to search for jobs locally, regionally and nationally. In addition, it links to websites that provide assessment tools to assist a job seeker in additional career exploration as well as job search. In DJL and through direct employment specialist assistance a job seeker has access to a complete menu of training services that offer marketable and competitive job skills.

E. COORDINATING OUTREACH EFFORTS WITH NFJP GRANTEES AS WELL AS WITH PUBLIC AND PRIVATE COMMUNITY SERVICE AGENCIES AND MSFW GROUPS.

(3) (A) Coordinating outreach efforts with WIOA Title 1 section 167 grantees as well as with public and private community service agencies and MSFW groups. Delaware is not certified as a significant state. Our Dover AJC, located at 655 S Bay Rd, Suite 6A Dover, DE 19901 has the most MSFW farmworker activity and is designated as the MSFW office. As needed services can be coordinated state wide. Farmworkers needing supportive services are referred to local agencies in the Dover AJC and the local community to receive services. Those services include but are not limited to: food, shelter, clothing, medical care, etc.

Additional outreach efforts are conducted through MSFW partner services:

• Visit community groups and organizations, church groups, migrant school recruiters, and service agencies to exercise all possible efforts to contact MSFWs. Supply copies of the bilingual "Service to Farm Workers" pamphlet. Attend monthly meetings with other partner services, as necessary.

• La Esperanza provides outreach and supportive services to include referral to local health services, legal services, childcare, etc.

• La Red provides direct medical services, as needed.

• Telamon provides onsite supportive services, health information and information on available medical services to MSFW's.

• Westside Family Healthcare also provides health information and direct medical services to MSFW's.

• Bay Health Medical Center

• Kent/Sussex County Counseling

• Delaware Breast Cancer Coalition

• DDOE Migrant Education Program

3. SERVICES PROVIDED TO FARMWORKERS AND AGRICULTURAL EMPLOYERS THROUGH THE ONE-STOP DELIVERY SYSTEM.

Describe the State agency's proposed strategies for:

(A) PROVIDING THE FULL RANGE OF EMPLOYMENT AND TRAINING SERVICES TO THE AGRICULTURAL COMMUNITY, BOTH FARMWORKERS AND AGRICULTURAL EMPLOYERS, THROUGH THE ONE-STOP DELIVERY SYSTEM. THIS INCLUDES:

I. HOW CAREER AND TRAINING SERVICES REQUIRED UNDER WIOA TITLE I WILL BE PROVIDED TO MSFWS THROUGH THE ONE-STOP CENTERS;

II. HOW THE STATE SERVES AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH SERVICES.

(4) Services provided to farmworkers and agricultural employers through the one–stop delivery system.

The state continually strives to provide all customers with comprehensive One–Stop access to the complete array of state and federal employment and training programs. Universal access and integrated services, including access by migrant and seasonal farm workers (MSFWs), is a central principle of the service delivery system.

The basic tools used to conduct outreach to farmworkers includes, personal contact, printed bilingual matter and or bilingual digital video recordings. Referrals are also made to long–term, year–round employment opportunities as alternatives to seasonal or migratory agricultural work; training opportunities; social services, including Federal and State assistance programs; and information regarding farm worker rights and the DOL–DET Complaint System.

The State Farm Program Coordinator (SFPC) routinely consults statewide agricultural employers to advise them of the AJC services. The SFPC gathers information data on employer labor needs necessary to develop plans for meeting specific needs on specified dates, including follow up with employers to rotate crews when necessary. During the pre and post agricultural employer visits the SFPC provides labor exchange information and materials to employers. DOL–DET serves the agricultural community by locating; screening and referring qualified workers from other areas through the Agricultural Recruitment System when qualified local workers are unavailable. The SPFC also does the following for agriculture employers. • Visit agricultural employers prior to the beginning of their planting season to discuss their employment needs and advise them of support services that are available to workers and their families. During these visits, discuss anticipated MSFW arrival dates, offer services to orient the workers on specific job requirements and check to insure that their contractors are in possession of required registration certificates. • Visits the agricultural employer to schedule an outreach session with the MSFWs and establish a visiting schedule for the season. • Upon arrival of the migrant crews, the SFPC contacts the Farm Labor Coordinator who examines his/her Farm Labor Contractor Certificate of Registration to insure compliance with federal requirements. On this visit, the outreach worker will prepare all appropriate forms and discuss the full range of services available at the AJC Offices.

MSFW's will have access to the full array of employment and training services available at the American Job Centers, the Mobile One Stop(MOS) on line services and or through the NJFP partner at a community based partner site to be determined. MSFW's are entered in the Delaware employment network, Delaware JobLink upon notice of their arrival from the agricultural growers and registered by the SMA. At this point of entry employment service delivery begins.

Services to agriculture growers and employers will be improved by the development of a directed marketing tool on Delaware JobLink, DOL Facebook page and within a monthly electronic news via and email notification system. These strategies will include information on the national, regional and local MSFW programs, Federal guidance letters and notices, relevant DOL policy letters and employer services, frequently asked questions and answers section and more.

(B) MARKETING THE EMPLOYMENT SERVICE COMPLAINT SYSTEM TO FARMWORKERS AND OTHER FARMWORKER ADVOCACY GROUPS.

With the oversight and support of the MSFW Program Administrator, DOL shall have one (1) fulltime contractual employee serve as the designated outreach worker to support an outreach program. This person will be responsible to conduct outreach to MSFW'S and crew leaders and employers separate from the State Monitor Advocate to provide job services and access to other employment-related programs. Outreach will occur at farms and the sites of community based agencies and partners where services are provided to MSFW's. Employer outreach will occur at the job/farm sites at the convenience of the employer and at related business (farm) associations, i.e. farm bureau meetings and conferences. This employee shall also provide related services part time to the Foreign Labor Certification unit during off peak season.

See previous responses in section VI-WP E (3) (A) on how MSFWs and agricultural employers will be served through the one-stop delivery system

DOL uses a brochure to directly explain the employment complaint system to farmworkers, employers, community services partners and advocates. This is printed in English and Spanish. DOL also displays the ETA-approved employment service complaint system poster in each AJC.A link to the complaint system information will be provided on Delaware JobLink and webpage that is available to the public.

(C) MARKETING THE AGRICULTURAL RECRUITMENT SYSTEM TO AGRICULTURAL EMPLOYERS AND HOW IT INTENDS TO IMPROVE SUCH PUBLICITY.

See previous responses in section VI-WP E (3) (A) on how MSFWs and agricultural employers will be served through the one-stop delivery system.

DOL currently does not market the Agricultural Recruitment System .DOL proposes to develop an in-service video in English and Spanish that will explain and market the Agricultural Recruitment System to agricultural employers by September 1, 2016. A link to the video will be placed on Delaware JobLink and included in the e-news and electronic e-mail notification system referenced previously in section VI-WP E(3)(A), which states, "Services to agriculture growers and employers will be improved by the development of a directed marketing tool on Delaware JobLink, DOL Facebook page and within a monthly electronic news via and email notification system. These strategies will include information on the national, regional and local MSFW programs, Federal

guidance letters and notices, relevant DOL policy letters and employer services, frequently asked questions and answers section and more."

4. OTHER REQUIREMENTS

(A) COLLABORATION

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

The Delaware SWA has a Memorandum of Understanding with the Department of Human and Social Services, Division of Public Health to conduct pre–occupancy housing inspections and subsequent reported violations of Agricultural Growers who hire Migrant Seasonal Farm Workers in accordance with OSHA federal and state laws. This has been a productive alliance as it supports and ensures safe housing and environmental conditions for the workers. The Delaware State Monitor Advocate often directly accompanies the DPH Inspector and helps to inform the outcome.

The Delaware SWA has a working alliance with the NFJP Grantee, Telamaon to provide supportive services and alternative employment services to the Migrant Seasonal Farm Workers during their tenure in Delaware. The SMA provides the contact information to the workers for awareness and helps to facilitate direct contact upon request of the MSFW and or the Agricultural Growers. The SWA through its Administrator will continue to ensure regular meetings and information /resource sharing occurs between the SMA and Telamon representatives to support and strengthen this partnership.

New Opportunities

The Delaware SWA through the Administrator SMA will increase outreach to human and social services to support our customer base of MSFW and Agricultural Growers by:

• Conducting 5 new outreach contacts per week

• Verifying services offered in existing outreach services

• Serving as the principle liaison with the outreach partners

• Develop working relationships with Delaware State’s Department of Agriculture and other agencies that provide services to MFSW workers and Agricultural Growers as identified

• Becoming participating members of established Agricultural Growers Associations, Farm Bureaus and other relevant professional organizations as identified.

• Participating in related conferences, webinars, forums and learning opportunities to support and strengthen knowledge needed for the MSFW program

Delaware is not certified as a significant state. Our Dover AJC, located at 655 S Bay Rd, Suite 6A Dover, DE 19901 has the most MSFW farmworker activity and is designated as the MSFW office. As needed services can be coordinated state wide. Farmworkers needing supportive services are referred to local agencies in the Dover AJC and the local community to receive services. Those services include but are not limited to: food, shelter, clothing, medical care, etc.

Additional outreach efforts are conducted through MSFW partner services:

• Visit community groups and organizations, church groups, migrant school recruiters, and service agencies to exercise all possible efforts to contact MSFWs. Supply copies of the bilingual "Service to Farm Workers" pamphlet. Attend monthly meetings with other partner services, as necessary.

• La Esperanza provides outreach and supportive services to include referral to local health services, legal services, childcare, etc.

• La Red provides direct medical services, as needed.

• Telamon provides onsite supportive services, health information and information on available medical services to MSFW's.

• Westside Family Healthcare also provides health information and direct medical services to MSFW's.

• Bay Health Medical Center

• Kent/Sussex County Counseling

• Delaware Breast Cancer Coalition

• DDOE Migrant Education Program

(B) REVIEW AND PUBLIC COMMENT.

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

(5) (B) Review and Public Comment. The AOP was submitted for public comment from April 15–May 15, 2014 on the Delaware DOL internet website. No comments were received .The Delaware AOP was approved by the Regional Monitor Advocate office on June 27, 2015 –See attached.

(C) DATA ASSESSMENT.

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

This requirement is being worked with an expected completion date of 30 June 2106.

(D) ASSESSMENT OF PROGRESS

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

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

State believes it has enhanced overall MSFW Program management and has a good working relationship with agriculture employers. Farmworkers and Agricultural employers are being outreached, and there has been a significant increase in the development of partnerships with direct service providers to support farmworkers as needed. Delaware also passed a successful federal audit by the Regional Monitor advocate in 2014.

(E) STATE MONITOR ADVOCATE

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

(5) (A) State Monitor Advocate. The State Monitor Advocate has reviewed and approved of the 2014 Agricultural Outreach Plan.

The State Monitor Advocate has reviewed and approved of this plan.

F. WAGNER-PEYSER ASSURANCES

The State Plan must include assurances that:

1. The Wagner-Peyser Employment Service is co-located with one-stop centers or a plan and timeline has been developed to comply with this requirement within a reasonable amount of time. (sec 121(e)(3)); Yes

2. The State agency is complying with the requirements under 20 CFR 653.111 (State agency staffing requirements) if the State has significant MSFW one-stop centers; Yes

3. If a State Workforce Development Board, department, or agency administers State laws for vocational rehabilitation of persons with disabilities, that board, department, or agency cooperates with the agency that administers Wagner-Peyser services, Adult and Dislocated Worker programs and Youth Programs under Title I; and Yes

4. State agency merit-based public employees provide Wagner-Peyser Act-funded labor exchange activities in accordance with Department of Labor regulations. Yes

PROGRAM-SPECIFIC REQUIREMENTS FOR ADULT EDUCATION AND FAMILY LITERACY ACT PROGRAMS

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

A. ALIGNING OF CONTENT STANDARDS

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The purpose of Title II funding is to provide adult education and literacy activities that: • assist adults to become literate and obtain the knowledge an skills necessary for employment and economic self–sufficiency; • assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family; • assist adults to attain a secondary credential or diploma and transition into post–secondary education and training, including career pathways; and • assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking and comprehension skills in English and mathematics skills and acquiring an understanding of the American system of Government, individual freedom and the responsibilities of citizenship.

To achieve these goals, in 2013 DDOE Adult and Prison Education adapted the Common Core College and Career Readiness and Nex Gen Standards. These standards are the same standards that the State had adapted in 2011 (Common Core Standards) and 2013 (Nex Gen Standards) for K–12 content instruction in English Language Arts, Mathematics and Science.

The implementation of CCRS has been multi–faceted: (1) program administrators reviewed and approved adoption of the standards; (2) state staff received training as leaders in CCRS content area implementation; (3) teams of state staff and teachers reviewed currently provided ABE instruction and Certificate of Attainment (COA) writing requirements to determine alignment with the new standards and to revise as needed (4) professional development and technical assistance regarding “unpacking the standards” and delivery of standards based instruction is currently being provided to staff from all programs through in person and web–based activities. The state team will monitor standards implementation through site visits and desktop audits of COA applications.

A Standards website that serves as a repository for standards resources has been developed and is accessible to all Title II funded program staff and administrators. This site is continuously updated with resources ranging from new electronic PD opportunities such as those offered by LINCS, model lessons, and CCRS based content videos. Plans include asynchronous chat rooms to connect adult education staff statewide around CCRS best practices and concerns.

B. LOCAL ACTIVITIES

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

ADULT EDUCATION AND LITERACY ACTIVITIES (SECTION 203 OF WIOA)

- Adult education;
- Literacy;
- Workplace adult education and literacy activities;
- Family literacy activities;
- English language acquisition activities;
- Integrated English literacy and civics education;
- Workforce preparation activities; or
- Integrated education and training that—
    1. Provides adult education and literacty activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
    2. Is for the purpose of educational and career advancement.

The Delaware Department of Education serves as the administrative/fiscal agent for Title II Adult Education and Family Literacy Act. As such, DDOE through Title II funding will fund providers who can effectively offer adult education, literacy, workplace adult education and literacy activities, family literacy and English language acquisition activities, integrated English literacy and civics education, workforce preparation activities or integrated education and training services to eligible individuals. Eligible individuals are defined as: (1) at least 16 years of age; (2) not enrolled or required to be enrolled in a K–12 school according to Delaware law; and (3) basic skilled deficient or (4) English Language learners or (5) not possessing a secondary school diploma or secondary credential. RFP Process Through the “Request for Proposal” process, any eligible provider can apply for grant funding in alignment with section 203 (4) of WIOA. There will be public announcements of the RFP process including submission deadlines. Through these notifications, interested parties will be directed to the websites where the RFP application is hosted. Prior to submission, a respondent information meeting will be held to explain the various components of the RFP application and to answer questions. Questions and answers arising during and after the meeting and before the submission deadline will be posted on the State Literacy Resource Center website. A team consisting of representatives from the Workforce Development Board, DOE Adult and Prison Education Resources and community stakeholders will review each application. Applications will be evaluated and scored based on Title II considerations, capacity to provide effective services and budgetary considerations. A rubric aligning minimum and maximum scores for each component of the proposal will be developed prior to the review of applications. The review team will determine an average score for each application. Grants will be awarded on a competitive basis to those proposals garnering the highest scores for the geographic areas in which they propose to provide services. Grants will be awarded based on multi–year funding with recipient performance monitored on a quarterly basis. Continuing grant applications will be due annually. This yearly submission will give each funded program the opportunity to document its effectiveness, unique interventions, best practices and areas where technical assistance is needed. It will also provide a mechanism to propose programmatic innovations. This report along with quarterly desktop audits of program effectiveness will be shared with the Workforce Development Board when reviewing program

performance progress. Technical assistance will be offered to those programs not meeting performance targets. A consistent inability to meet performance targets will result in program defunding.

Funding will be distributed between direct service and administrative services. • Not less than 82.5% of Title II funding will be allocated to grants and contracts under Section 231 and to carry out Section 225, of which no not more than 20% of such amounts shall be available to carry out Section 225. • Not more than 12.5% of Title II funding will be allocated to carry out State leadership activities under Section 223. • Not more than 5% of Title II funding or $85,000 whichever is greater will be allocated for administrative expenses of the DDOE.

Eligibility Criteria for Providers Applying for Title II Funding Eligible providers who can apply for Title II funding include but are not limited to: (1) local educational agencies; (2) community based organizations; (3) faith based organizations; (4) volunteer literacy organizations; (5) institutions of higher education; (6) public or private nonprofit organizations; (7) libraries; (8) public housing authorities; (9) a nonprofit institution not previously described; (10) consortiums or coalitions of agencies, organizations, libraries, institutions; or (11) an employer and entity previous described. Eligible providers must also commit to following all applicable federal and state laws and regulations regarding the provision of educational services within Delaware.

Legislative Considerations In the RFP application, respondents will have to address the legislative considerations for the different activities being proposed. These responses will provide evaluators with information to determine the provider's capacity to deliver high quality and effective instruction.

All respondents will have to provide the information on how they will support the purposes of the Workforce Innovation and Opportunity Act including: 1. How the program will provide services and supports to adults with barriers to employment including: low skilled; English Language learners; displaced homemakers; low income individuals; Indians, Alaska Native and Native Hawaiians; individuals with disabilities; older individuals; ex–offenders; homeless individuals; youth exiting foster care; individuals with substantial cultural barriers; migrant and seasonal farmworkers; long term unemployed; individuals exiting SSA, title IV, part A; incarcerated offenders and other institutionalized individuals; and single parents; 2. Valid and reliable data reflecting past effectiveness in delivering literacy services to adult sub–populations including those targeted as possessing barriers to employment; 3. How the program will support the Delaware Workforce Development Board's strategic plan while preparing participants for the entry into or promotion within the workplace and/or postsecondary education and/or training options; 4. How the program will work with local One Stops to align activities and integrate services to support job–ready adult learners; 5. How the program will offer a flexible schedule of service provision that will support successful completion of studies; 6. How the program will incorporate accelerated instruction and use of technology for academic instruction for learners who can benefit from these options; 7. How the program will provide reading instruction that is evidence based and geared to adult learners; 8. How the program will provide reading, writing, speaking, mathematics and/or English language acquisition instruction and identify the best practices, current scientifically valid research, and effective educational practice which form the basis for the proposed instructional delivery; 9. How the program will deliver contextualized academic instruction that aligns with the state's workforce development plan and Common Core/College and Career Readiness Standards; 10. How the program will engage participants in knowing and exercising their rights and responsibilities as citizens; 11. How the program will ensure that staff meet DDOE Adult Education certification requirements; 12. How the program will deliver high quality professional development focused on program delivery and improvement to staff; 13. How the program will coordinate with other entities including WIOA

partners, postsecondary education and training entities, one–stop centers, community based organizations, nonprofit organizations for the development of career pathways; 14. How the program will promote concurrent enrollment with enrollment in programs and activities under Title I, as appropriate; 15. How the program will coordinate with other entities to support supplemental services needed by participants to successful complete their studies; 16. The program's history in maintaining a high quality information management system that can report measurable participant outcomes and monitor program progress; 17. Is the program located in an area with a demonstrated need for additional English language acquisition and civics education programs based on valid and reliable data; 18. How the program will meet the State adjusted levels of performance and how data will be collected to report on performance indicators; 19. How the program will coordinate with other entities including the Delaware Division of Vocational Rehabilitation, to support individuals with disabilities in the completion of their goals; Services to be provided through Title II RFP Process Applicants will also have to describe the types of services they wish to offer and the strategies they will use to deliver the services. The services required for funding consideration are: • Appropriate contextualized instruction, including critical thinking skills, focusing on reading, numeracy and writing content areas as described in the National Reporting System guidance for eligible participants based on entry assessment scores. Instruction will be available for grade level 0 – 12.9. • Appropriate English Language Acquisition instruction as described in the National Reporting System guidance for NRS Levels 0 – 6. • Civics education focusing on the rights and responsibilities of citizens and civic participation in communities • Digital literacy that provides the skills and understanding necessary to perform tasks effectively and thoughtfully in digital environments • Self–management skills that prepares/reinforces skills needed to be effective and efficient at the workplace, in the home and in the community • Job readiness skills that assist a person in choosing and preparing for a job, post–secondary training/education or advancement in a job • Workplace readiness skills that assist a person to be successful on the job • Integrated ABE and ELL with occupational instruction (acting as a bridge to state developed Career Lattices or industry recognized career ladders) • Integrated education and training (acting as a bridge to state developed Career Lattices or industry recognized career ladders) • Financial literacy skills that assist a person in managing their resources to attain their work and personal goals • Provision of the WIOA services outlined above that are aligned with security concerns in a correctional setting • Provision of the WIOA services outlined above for individuals with disabilities • Local professional development • Technology Enhancement

SPECIAL RULE

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

C. CORRECTIONS EDUCATION AND OTHER EDUCATION OF INSTITUTIONALIZED INDIVIDUALS

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

a. Adult education and literacy activities;
b. Special education, as determined by the eligible agency;
c. Secondary school credit;
d. Integrated education and training;
e. Career pathways;
f. Concurrent enrollment;
g. Peer tutoring; and
h. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

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

The RFP for WIOA services in a correctional setting will be the same RFP as for providers offering services in the community. It will be noted in the RFP that providers who offer services in correctional settings will have to provide instruction in alignment with the local facility's security restrictions and must prioritize delivery of services to offenders whose short–term release date is within five years of participation in the program. In addition, these respondents will be able to offer special education services and transition to re–entry initiatives and other post release services with the goal of reducing recidivism as part of their proposal for service.

D. INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAM

1. DESCRIBE HOW THE STATE WILL ESTABLISH AND OPERATE INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION PROGRAMS UNDER SECTION 243 OF WIOA, FOR ENGLISH LANGUAGE LEARNERS WHO ARE ADULTS, INCLUDING PROFESSIONALS WITH DEGREES AND CREDENTIALS IN THEIR NATIVE COUNTRIES.

DDOE will determine the service area with the highest need for Integrated English Literacy and Civics Education services based on the number of individuals with English language acquisition needs according to American Community Survey/US Census and state data. The goal of the Integrated English Literacy and Civics Education Program will be to prepare the English Language Learner based on their individual needs and current skills for entry into an "in–demand" job and/or transition into postsecondary education and/or training for career advancement. The DDOE will continue its efforts with the DWDB, local vocational technical schools and the community college to develop career pathways for English Language Learners. The DDOE will offer technical assistance to programs regarding the braiding of funding from local, state, federal and private sources to support this type of program.

This program will provide instruction in reading, writing and speaking competencies, comprehension of the English language and citizenship skills to English language learners, including professionals with degrees and credentials from their native countries. Instructional will be delivered through a contextualized approach focusing on workforce preparation for a specific occupation or occupational cluster designated as 'in demand" by the Delaware Workforce Development Board's Strategic Plan.

English Literacy and Civics instruction in collaboration with specific skills training. All efforts will be made to deliver this program through collaborative efforts with vocational training entities. If these efforts are not successful, Title II funding may be used for the vocational training component. The program will incorporate DDOL website and print resources into student activities. The program will also make use of the newly developed DOL WIOA partner referral service to support learners in attaining their educational and career goals.

2. DESCRIBE HOW THE STATE WILL FUND, IN ACCORDANCE WITH THE REQUIREMENTS OF TITLE II, SUBTITLE C, INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION SERVICES AND HOW THE FUNDS WILL BE USED FOR THOSE SERVICES.

A Request for Funding (RFP) will be issued for the provision of services described under Section 243 and based on the allocation received from USDOE. The RFP will focus on providing services that prepare adult 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 to integrate with the workforce development system and its function s to carry out the activities of the program. Eligible Criteria for Providers Eligible providers who can apply for Title II funding include but are not limited to: (1) local educational agencies; (2) community based organizations; (3) faith based organizations; (4) volunteer literacy organizations; (5) institutions of higher education; (6) public or private nonprofit organizations; (7) libraries; (8) public housing authorities; (9) a nonprofit institution not previously described; (10) consortiums or coalitions of agencies, organizations, libraries, institutions; or (11) an employer and entity previous described. Eligible providers must also commit to following all applicable federal and state laws and regulations regarding the provision of educational services within Delaware. Funding Process Through the “Request for Proposal” process, any eligible provider can apply for grant funding in alignment with section 243 of WIOA. There will be public announcements of the RFP process including submission deadlines. Through these notifications, interested parties will be directed to the websites where the RFP application is hosted. Prior to submission, a respondent information meeting will be held to explain the various components of the RFP application and to answer questions. Questions and answers arising during and after the meeting and before the submission deadline will be posted on the State Literacy Resource Center website. A rubric aligning minimum and maximum scores for each component of the proposal will be developed prior to the review of applications. Each application will be evaluated by a team of reviewers consisting of representatives from the Workforce Development Board, DOE Adult and Prison Education Workgroup and community stakeholders. Based on the team’s evaluations, an average score for each application will be determined. Grants will be awarded on a competitive basis to those applications garnering the highest scores and offering to provide services in the highest need areas. Programs receiving funding will be announced to ensure transparency. DDOE will determine the service areas where the highest need exists based on the number of individuals with low literacy rates and/or the number of individuals with English language acquisition needs based on the American Community Survey/US Census data. In addition to the DDOE Title II information, data from the Delaware Workforce Development Board’s Strategic Plan and DOL–DET job market information will be referenced in the RFP application.

Funding will be available on a multi–year cycle with a continuing grant application due annually. The application will give programs the opportunity to report on their effectiveness, successful interventions and areas where technical assistance is needed. It will also provide a mechanism to propose programmatic innovations. These applications along with quarterly desktop audits of program effectiveness will be shared with the Workforce Development Board when reviewing WIOA performance progress. Based on individual and system wide program performance, technical

assistance will be offered to those not meeting performance targets. Programs exhibiting a consistent inability to meet performance targets run the risk of being defunded Information Requested through the RFP

Within the RFP application, each applicant will address how it proposes to prepare English Language Learners for unsubsidized employment in in–demand industries and occupations that lead to economic self–sufficiency and how services will support the workforce development system and the state's Workforce Development Board's strategic plan. All respondents will have to provide information on their capacity to deliver the required services, including but not limited to the following information: 1. Valid and reliable data reflecting past effectiveness in delivering literacy and workforce skills to English Language Learners; 2. How the program will support the Delaware Workforce Development Board's strategic plan while preparing participants for the entry into or promotion within the workplace and/or postsecondary education and/or training options; 3. How the program will work with local One Stops to align activities and integrate services to support job–ready adult learners; 4. How the program will offer a flexible schedule of service provision that will support successful completion of studies; 5. How the program will incorporate accelerated instruction and use of technology for academic instruction for learners who can benefit from these options; 6. How the program will provide reading, writing and mathematics instruction that is based on best practices, current scientifically valid research and effective educational practice geared to adult learners; 7. How the program will engage participants in knowing and exercising their rights and responsibilities as citizens; 8. How the program will promote concurrent enrollment with enrollment in programs and activities under Title I, as appropriate; 9. How the program will ensure that staff meet DDOE Adult Education certification requirements; 10. How the program will deliver high quality professional development focused on program delivery and improvement to staff; 11. How the program will coordinate with other entities including WIOA partners, postsecondary education and training entities, one–stop centers, community based organizations, nonprofit organizations for the development of career pathways; 12. How the program will coordinate with other entities to support supplemental services needed by participants to successful complete their studies; 13. The program's history in maintaining a high quality information management system that can report measurable participant outcomes and monitor program progress; 14. Valid data that the services will be provided in locations accessible to the targeted populations. 15. How the program will meet the State adjusted levels of performance and how data will be collected to report on performance indicators; 16. How the program will coordinate with other entities including the Delaware Division of Vocational Rehabilitation, to support individuals with disabilities in the completion of their goals; 17. A budget detailing funding requested for the implementation of the program; 18. Other state requirements as appropriate.

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.

The DDOE uses funds available under Section 222(a)2 to support the required leadership activities described in Section 223. No more than 12.5% of the state's AEFLA allocation will be allocated to fund these activities. (1) To support the required activities under Section 223(a)(1)(A), DDOE will work with core programs and one-stop partners to align services in support of the state's workforce development plan. This coordination will include but not be limited to: the development of career pathways to provide access to employment and training services for ABE and ESL students in adult education programs; alignment of assessments; seamless interagency referrals; and cross training of staff regarding partner services. (2) To support the required activities under Section 223(a)(1)(B),

DDOE will develop high quality professional development activites to improve reading, writing, speaking, math instruction and English language acquisition skills provided in all Adult Education programs. These activities will be research based where applicable, align with Delaware's Common Core Standards, provide guidance on new practices and continue support during implementation of the new practices. The professional development will be delivered through a variety of methods including professional learning communities, webinars, in person projects, summer academies and conferences. In addition to instructional improvement, professional development activities will also concentrate on integrating technology into instruction; developing the skills required to successful transition to employment and training upon completion of adult education services; enhancing instructors' abilities to write lessons that align with the Delaware Common Core Standards; and providing online resources such as LINCS for program use in developing their site based professional development activities. (3) To support the required activities under Section 223(a)(1)(C), technical assistance to eligible providers will be data driven as reflected in individual program performances. This assistance will target individual program low performance area(s), work with the program to identify causes for the low performance, collaboratively develop an improvement plan, assist with the implementation of the plan, and monitor program improvement offering more technical assistance as needed. Areas such as teacher instructional capacity, enhancement of programmatic processes and coordination with one-stop partners that will result in increased student progress will be evaluated. Technical assistance activities may include: implementation of STAR reading instruction for reading improvement; evidence based writing instruction; distance learning basics; program data analysis; MIS data input; and working with one-stop partners on information sharing, increased access to services, and transition students to employment and training. (4) To support the required activities under Section 223(a)(1)(D), DDOE will monitor and evaluate the performance of all providers and provide information on models and proven or promising practices. DDOE will monitor all programs' data to evaluate effectiveness through the state approved MIS. DDOE will provide technical assistance to lower performing programs through on site visits and conferencing with program administrators to develop an improvement plan to increase performance.

2. DESCRIBE HOW THE STATE WILL USE THE FUNDS TO CARRY OUT PERMISSIBLE STATE LEADERSHIP ACTIVITIES UNDER SECTION 223 OF WIOA, IF APPLICABLE.

An entity or entities will be funded to provide one or more of the permissible activities outlined in Section 223 of WIOA.

The State will use the Request for Proposal process to attain the services of a vendor with the capacity and experience to provide the required activities. Applicants will explain their strategies for providing the activities in an effective and efficient manner. An evaluation team consisting of representatives from the Workforce Development Board, DDOE Adult and Prison Education Workgroup and community stakeholders will review the submissions. Applications will be evaluated and scored based on the capacity to provide the services, history of effectiveness in providing like services and budgetary considerations. A rubric aligning minimum and maximum scores for each component of the proposal will be developed prior to the review of applications. Each application will be awarded an average score. The grant will be awarded on a competitive basis to the application with the highest score and will be funded on a multi–year funding cycle with performance measured on a quarterly basis.

Information Requested through the RFP All respondents will have to provide strategies on how they will effectively and efficiently provide the one or more of the following activities: 1. support of a statewide literacy resource center; 2. development and implementation of technology applications,

translation technology or distance education, including professional development to support the use of instructional technology; 3. development of integrated education and training and career pathways content and models; 4. development and dissemination of curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults; 5. technical assistance to providers that assists them in developing and implementing programs that achieve Title II objectives and in measuring the programs of programs in meeting their adjusted levels of performance described in Section 116(b)(3); 6. Enhancement of the transitional process to post-secondary education; 7. Development of activities that promote workplace adult education and literacy activities; 8. Integration of English language and literacy instruction with workforce preparation and skills training, including linkages to employers; 9. Identification of curriculum frameworks aligning to Delaware Department of Education's academic standards; 10. Enhancement and piloting of adult educator quality improvement and retention strategies; 11. development and enhancement of programs and services to meet the needs of adult learners with learning disabilities, English language learners and adults with low academic skills; 12. Outreach to instructors, students and employers; 13. other activities as needed that are in alignment with this legislation.

F. ASSESSING QUALITY

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

Title II programs will rely on several data points to determine program quality, effectiveness and continuous improvement. These will include: quarterly desk audits to monitor program progress towards performance targets based on MIS data input; technical assistance meetings with programs that are in danger of not meeting performance targets; on site state and peer monitoring visits to ensure that programs are delivering services as described in the grant application and established in legislation; student surveys to evaluate service quality from a client perspective; staff surveys to evaluate delivery of professional development from an instructor perspective.

CERTIFICATIONS

States must provide written and signed certifications that

1. The plan is submitted by the State agency that is eligible to submit the plan. Yes

2. The State agency has authority under State law to perform the functions of the State under the program. Yes

3. The State legally may carry out each provision of the plan. Yes

4. All provisions of the plan are consistent with State law. Yes

5. A State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made available under the plan. Yes

6. The State officer who is submitting the plan, specified by the title in the certification, has authority to submit the plan. Yes

7. The agency that is submitting the plan has adopted or otherwise formally approved the plan. Yes

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization **Delaware Department of Education**

Full Name of Authorized Representative: **Dr. Stephen Godowsky**

Title of Authorized Representative: **Secretary of Education**

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to OCTAE_MAT@ed.gov

ASSURANCES

The State Plan must include assurances that:

1. The eligible agency will expend funds appropriated to carry out title II of the Workforce Innovation and Opportunity Act (WIOA) only in a manner consistent with fiscal requirements under section 241(a) of WIOA (regarding supplement and not supplant provisions). Yes

2. The eligible agency will ensure that there is at least one eligible provider serving each local area, as defined in section 3(32) of WIOA. Yes

3. The eligible agency will not use any funds made available under title II of WIOA for the purpose of supporting or providing programs, services, or activities for individuals who are not “eligible individuals” within the meaning of section 203(4) of WIOA, unless it is providing programs, services or activities related to family literacy activities, as defined in section 203(9) of WIOA. Yes

4. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be delivered in combination with integrated education and training activities; Yes

5. The Integrated English Literacy and Civics Education program under section 243(a) of WIOA will be designed to (1) 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 (2) integrate with the local workforce development system and its functions to carry out the activities of the program; and Yes

6. 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

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (GENERAL)

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

_____

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

A. INPUT OF STATE REHABILITATION COUNCIL

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

The Division of Vocational Rehabilitation and the State Rehabilitation Council maintain open lines of communication. The DVR Director and Deputy Director participate in SRC meetings. The Director reports key activities to the SRC as a regular agenda item at each meeting. The SRC is kept abreast of the Workforce Innovation and Opportunity Act as it relates to new performance standards and the combined state plan with the DET and WDB. The SRC frequently designates a representative to participate in the state budget process for DVR, attending the DOL Budget Hearings with the Office of Management and Budget and the Delaware Legislature's budget hearings before the Joint Finance Committee. The State Rehabilitation Council is invited to comment on the state plan as part of the annual plan development process. The SRC recommendations for DVR policy and program improvements to be reflected in the combined state plan are received during the annual Effectiveness Evaluation, and delineated below.

The SRC comments related to the effectiveness of DVR in reference to the goals and priorities identified in FY15 on a scale of 1=low and 5=high are as follows:

1. Provide quality employment outcomes for people with disabilities. 4.79

*Continue current efforts. *I would like more information about rehabilitation rates? *I like the connection with industry to share standards and skills needed for employment. *I like the vision to serve model….it sounds person centered vs. compliance based. *Increased number of provided services is excellent.

2. Recruit new training programs that reflect opportunities in the labor market. 4.5

*Continue efforts to recruit programs statewide to meet client needs, interests and abilities with a focus on programs offering certifications and diplomas. *Keep recruiting the smaller programs too! Small training programs are able to deliver services as efficiently as the larger programs. *Wonderful job training and working in the community. I like the diversity in employment training. *This information needs to be shared with schools when students update career cruising every year. *Great PETS summer programs. Can the data on students who applied to participate but were turned down due to a lack of sufficient slots be used in future grant applications? Use the data as proof of need? *VR's interest in exploring the pathways model will significantly improve the effectiveness of the trainings. *Increased number of services provided is excellent.

3. Provide transition services to more high school students with disabilities. 4.14

*DVR does a great job at transition services and PETS. Continue to look for opportunities to serve students with unique, innovative programs to support students in career pathways. *Representative or DVR counselor attend the IEP meeting. Expand Project Search to Sussex County. *Wished Voc Rehab coordinated with Special Educators to host WIOA transition workshops during school day. Youth self–advocates need to be included. *Please see comment above re: data driving funding allocations. Transition is so very important and more than 7 transition counselors are necessary to allow every student a chance to transition into work/secondary education. *Transition services are restricted by the DOE's counselors in high school by lack of understanding of career path services for students vs college oriented advisement. *I wonder how many disabled students in the school systems could benefit from VR services. The identified 1000 is good. Increased numbers of services provided is very good. *Provide workshop and conference information and materials to counselors, school resource personnel through organizations such as DE NASW (National Association of Social Workers) and the Mental Health Association. Goal: 4 presentations per year.

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

1. SRC Recommendation: The SRC would like to see VR work with higher education in pre–service teacher training programs on what is transition, skills students with disabilities need for involvement.

Agency Response: DVR agrees with this recommendation. This comment reflects the need for teachers and VR counselors and VR transition staff to work more closely to support students with disabilities towards career focused employment. Typically school educators and guidance counselors are very adept at supporting students towards college. However, students who are interested in an alternative to a 4–year degree need to be equally supported and validated and encouraged. DVR has recently hired a full time transition specialist (in addition to our statewide Transition Coordinator) to work in schools, in conjunction with counselors and teachers, to educate teachers and diagnosticians around the importance of employment for everyone, including students with special needs.

2. SRC Recommendation: Transition services are restricted by the DOE counselors in high school due to a lack of understanding of "Career Pathways" services for students vs. college oriented advisement.

Agency Response: DVR agrees with the goal of this recommendation. DVR agrees with this observation and as described above. We are committed to bringing Career Pathways counseling into the schools via our Transition Specialist and Statewide Transition Coordinator. Fostering independence and self–sufficiency comes with maximizing employment goals. Assisting the student

with mapping an individualized Career Pathway is a goal for every student with a disability regardless of whether or not the student is college bound. One of DVR's initiatives is to increase credential attainment via expanding training programs and by linking students with achievable credentials relevant to individual's selected Career Pathway. 3. SRC Recommendation: DVR should be cognizant to not lose focus on serving adults with disabilities–especially adults with physical disabilities. WIOA focuses heavily on transition students & PETS but adults disabled after age 18–24 are equally as important.

Agency Response: DVR agrees with this recommendation. DVR recognizes that adults with disabilities, including adults with acquired physical disabilities, will continue to require services. The majority of DVR's counselors have served. and will continue to serve, adults with disabilities. As part of DVR's initiative to bring Career Pathways focused counseling throughout the agency, DVR counselors will be trained about how to use Career Pathways with adults with acquired disabilities. The concept of multiple entrance and exit points in Career Pathways is particularly relevant as individuals with acquired physical disabilities frequently have transferable skills that will enable them to move elsewhere in the career cluster or to a non–entry–level position on another Career Pathway.

4. SRC Recommendation: Continue to expand employment–based training for transition students and expand Project Search to Sussex County.

Agency Response: DVR agrees with this recommendation. DVR recognizes the importance of employment–based training for all transition students. DVR has made the expansion of Project SEARCH, Start On Success, and summer internship programming the focus of its Innovation and Expansion programs. DVR is expanding Project SEARCH into Sussex County in FY 2016 with the Nanticoke Hospital as the employer at which point DVR will have three site locations, one in each county. DVR has also funded 11 eight week summer internship programs statewide that served over 100 students and operated at nearly100% capacity across programming. DVR intends to continue these internship programs and to expand to accommodate more students. 5. SRC Recommendation: Increase the number of transition counselors to serve more students.

Agency Response: DVR agrees with this recommendation. Although DVR is not able to hire additional full time transition counselors due the list of approved personnel, DVR does hire contractual and casual seasonal employees wherever possible to serve students and to assist the seven transition counselors. In addition, some counselors that serve primarily adults also liaison to a school program.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

DVR did not reject any of the SRC's recommendations.

B. REQUEST FOR WAIVER OF STATEWIDENESS

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

This section is blank because Delaware DVR does not request this waiver.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

This section is blank because Delaware DVR does not request this waiver.

3. ALL STATE PLAN REQUIREMENTS WILL APPLY

Requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

This section is blank because Delaware DVR does not request this waiver.

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM.

Describe interagency cooperation with and utilization of the servivces and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

The Division of Vocational Rehabilitation (DVR) maintains relationships with other agencies, both public and private, that provide services to individuals with disabilities. DVR maintains cooperative agreements with public and private non–profit agencies such as programs that serve individuals with developmental disabilities, individuals with mental health and/or substance abuse disabilities, and community rehabilitation programs. Some of these agreements have been in effect for more than 20 years. The agreements provide for cooperation in key areas such as respective roles related to joint constituents, agency financial responsibilities including terms of reimbursement, liaison relationships to promote information flow, joint referral processes, and dispute resolution.

DVR maintains ongoing relationships with several councils throughout the state that have missions related to individuals with disabilities including the State Council for Persons with Disabilities (SCPD), the Developmental Disabilities Council (DDC), the Governor's Commission for Community Alternatives, the University of Delaware Center for Disability Studies, the Division of Substance Abuse and Mental Health, and the Governor's Committee on Equal Employment Opportunity (GCEEO). These councils address issues of common concern to the disability community. DVR's Director participates in the Governors Employment First Taskforce, which is responsible to monitor implementation of Delaware's Employment First Legislation. DVR participates with the SCPD, a coordinating council for all disability–related councils throughout the State. DVR participates on the DDC including its Adult Issues committee. DVR participates in the Governor's Task Force on Community Inclusion, a collaboration of state agencies, organizations and entities involved with issues relating to disabilities. The goal of the task force is to develop strategies to implement the

Olmstead principals, to assist people with disabilities to live more independently in the community, and to align the state's service delivery system with that goal. This task force has supported implementation of Medicaid for People with Disabilities (Medicaid Buy–in) in Delaware, increased public transportation, and has recently supported development of the Pathways Medicaid waiver program for people with disabilities.

As required by the Rehabilitation Act, DVR developed a Memorandum of Understanding with the public institutions of higher education in Delaware, specifically, Delaware Technical and Community College (DTCC), Delaware State University, and the University of Delaware. DVR and DTCC have collaborated with a separate Memorandum of Understanding to provide supported education services to DVR clients who are enrolled in remedial education programs at DTCC. The program provides additional training in study skills, time management, study techniques, and accommodations necessary for students to be successful in the school environment.

Since 2011, DVR has had a memorandum of understanding with the Delaware Division of Social Services, Temporary Assistance for Needy Families with minor children under title IV–A of the Social Security Act (TANF) in order to: a. Determine the employment needs TANF recipients who have medical waivers through assessment and identifying services that foster employment and self-sufficiency. b. Create an unimpeded path of entry for eligible TANF recipients into DVR's programs directly from DSS and from other TANF funded employment and training providers. c. Create agreed upon communication pathways between the Divisions that maintains regular communication regarding shared clients. d. To provide funding to DVR to provide additional supports to TANF recipients as determined by family circumstances.

In October of 2012 the Division of Social Services, the Delaware Economic Development Office, and DVR entered into a MOU to create the Advancement through Pardon and Expungement (APEX) program to address barriers to employment for consumers with criminal histories. The APEX program assists consumers in the process of expungement and pardon of a criminal history to reduce the barriers of employment to seek high quality high demand employment. Those consumers who are eligible under the law for expungement and/or pardon are assisted throughout the process by APEX via form completion, filing, payment of finger printing and court documents and representation at court expungement hearings and/or Pardon Board Reviews.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

Each county in Delaware has an Assistive Technology Resource Center (ATRC). The ATRCs acquire pieces of equipment that may be loaned to individuals so that they may try the equipment before it is purchased. DVR works in conjunction with the ATRCs to identify vocationally applicable equipment. DVR clients work with ATRC staff to assess the individuals' needs, select, and use equipment that, if used successfully, will enable the clients to participate in education/training or to perform their employment. Upon successful identification of assistive technology, a recommendation for the purchase of that equipment is given to DVR. • DVR has an active representative on the Assistive Technology Loan Advisory Board as required by the Assistive Technology Act. The board is coordinated through the Easter Seals of Delaware and Maryland's Eastern Shore. The representative attends the board's scheduled meetings, providing input into the running of the program, receiving information on the loans that have been made and reviewing the programs financial information with an eye on sustainability. The DVR representative also brings information about the loan program back to DVR.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE UNITED STATES DEPARTMENT OF AGRICULTURE;

The AgrAbility Grant through the United States Department of Agriculture (USDA) has been a resource to DVR and rural Delawareans engaged in the State's agriculture labor sector. Although the AgrAbility Grant through USDA was not renewed for Delaware, resources exist with our partners at the University of Delaware, The Cooperative Extension Office, to provide expert advice to DVR and consumers engaged in agriculture employment in the State. Those services assist consumers in concert with contracted service providers of assistive technology to support and enhance employment outcomes.

4. NONEDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

DVR supports the Delaware Young Adults Advisory Council, a developing program for individuals between the ages of 16 and 24 who are experiencing mental illness. The program is young–adult led and provides peer–to–peer interactions. The goal of the program is to empower young adults with mental illness to increase their input into and control over the services they receive.

Youth who utilize the APEX program, referenced above, may regain access to financial support for postsecondary education.

5. STATE USE CONTRACTING PROGRAMS.

In Delaware, the State Use Law requires that State agencies purchase goods and services from specific organizations that promote the employment and financial self–sufficiency of individuals with disabilities. DVR, following the State Use Law, procures goods and services through the Delaware Industries for the Blind and the Delaware Association of Rehabilitation Facilities.

D. COORDINATION WITH EDUCATION OFFICIALS

Describe:

1. DSU'S PLANS

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.

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. The Division of Vocational Rehabilitation (DVR) has a strong relationship established with many transition stakeholders throughout the state. DVR collaborates with the Delaware Department of Education (DOE), including the Exceptional Children Resources and Career & Technical Education Work Groups as well as with the Local Education Agencies and Charter Schools. DVR continues to participate in the State and Regional Transition Councils, the Delaware Community of Practice on Transition and the DOE Cadre meetings. The Division of Vocational Rehabilitation works closely with the DOE and other organizations on a variety of other initiatives to facilitate the transition process for students with disabilities. Some of these initiatives include the annual Transition Conference, Customized Employment Bootcamp, Project SEARCH and the Start on Success program (SOS). DVR and DOE, in collaboration with the Delaware Division for the Visually Impaired (DVI) and the Delaware Division of Developmental Disabilities Services (DDDS), plan and financially support the statewide Transition Conference which continues to draw over 600 attendees, nearly half of whom are transition students. In the spring of 2015, DVR and DOE held the semi–annual Customized Employment Bootcamp for school personnel, DVR staff, community rehabilitation program (CRP) staff and other state agency personnel. This is a long standing training program focused on employment strategies for working with individuals with disabilities, especially high school students and those requiring supported employment services. The Start on Success Program (SOS) is collaboration among a

variety of partners including DVR, DOE, community businesses, local school districts and Humanim, a community rehabilitation program. The 2014–2015 school–year marked the second year of SOS which is a successful employment assistance program targeting three main factors for finding and keeping employment: 1) Career Readiness, 2) Experience, and 3) Job Retention. The major focus is a four– month paid internship in a business where students learn on site experience through various work opportunities. Students are mentored by current employees at the business and supported by SOS staff from Humanim and the VR Counselor. Three school districts participated with a total of 26 students in the program and the businesses were expanded to 3 YMCA locations and the VA Hospital. Project SEARCH is another example of a strong collaboration with DVR, DOE, local schools, businesses and a CRP. It was expanded beyond New Castle County (Christiana Hospital Site) during the 2014–2015 school year to include Kent County (Bayhealth Hospital Site). In addition, it went from being offered in one school district to being open to all districts within each of the 2 counties, increasing enrollment from 13 total graduates in 2015 to 22 enrolled for the current school year. Delaware has been nationally recognized for the high rate of successful employment among the graduates of its Project SEARCH program with the following statistics among those individuals who completed the program: PS Christiana Care, New Castle County 2012-2013 8/9 placed 89% 2013-2014 4/5 placed 80% 2014-2015 5/5 placed 100% 2015-2016 2/11 placed so far this year

PS Bayhealth, Kent County 2014-2015 6/8 placed 75% (7th outcome pending) 2015-2016 3/9 placed so far this year

In order to reach more transition students at a younger age (summer prior to senior year or younger), DVR worked with many of the CRPs, training vendors, local businesses and a local university to develop summer programs specifically related to Pre–Employment Transition Services activities. Eleven programs were selected including paid or unpaid internships and job shadows, career preparation, skills training and college exploration. Over 100 students participated in the programs, some of whom obtained employment as a result of their experience. DVR worked closely with the local schools to ensure students were informed of the opportunities prior to summer break. Some schools provided students with transportation to and from the programs to ensure they could participate in the opportunity. DVR is anticipating an expansion of the pilot for the 2015–2016 school year and summer. Continuous Improvement a. Project Search/ Steering Committees have been developed for both Project SEARCH (PS) programs in Delaware and are comprised of representative from each of the partners, the host business, DOE, DVR, Local Education Agency and provider agency. Although each program operates slightly differently, the committee meetings are held regularly, generally monthly or bi-monthly. The purpose of the committee is to monitor and evaluate the program based on adherence to the Memorandum of Understanding. The committee reviews roles and responsibilities, process and procedures, and the timeline of events to evaluate program effectiveness and efficiency. With all partners at the table on a regular basis, we have the ability to provide continuous program evaluation. When situations arise in which a change is required, the partners discuss options, the impact the change may have on the program and considerations for each individual partner. The Committee will consult with the PS Team to receive feedback and communicate changes for program implementation.

The PS Team consists of the instructor, para professional(s), job coaches and the VR Counselor. The PS Team meets weekly to review operational needs, plan coverage, identify and address concerns, and facilitate communication and collaboration. A member of the Steering Committee meets with the PS Team at least monthly in order to maintain communication, evaluate the daily operations, and assist with identifying and resolving programmatic barriers.

The partners of the Start on Success (SOS) program also meet quarterly at a minimum. This committee includes representatives from the DOE, DVR, LEAs and the provider. The committee's purpose is to evaluate the program, addressing the areas of program structure and timelines, funding and expansion, eligibility requirements, marketing and recruiting and student outcomes. The daily operations are often addressed by many of the same individuals, but may also include the VR Counselor and employment specialists.

Given the size of Delaware and the ability of all parties involved in PS and SOS to maintain regular contact, issues can be identified and addressed quickly. Some program sites are more established than others and there is a lot of opportunity to learn from those programs. Each program, however, is unique and requires continuous and thoughtful evaluation to establish, enhance or expand in order to provide effective and relevant services to students with disabilities.

b. Pre-Employment Transition Services projects For the past 2 year, DVR has worked with local provider agencies to develop programming related to the 5 core Pre-Employment Transition Services for transition students ages 14-21 potentially eligible for DVR. In the summer of 2015, DVR was able to offer 11 different programs related to work-based learning experience, career exploration and employment readiness training, and exposure to opportunities for higher education. In 2016, that initiative was expanded to 20 summer and school year programs. The collaboration among DVR, DOE, the LEAs and providers has been exceptional with everyone seeing the value of connecting students to these opportunities. There are many opportunities to monitor and evaluate the programs, both formally and informally. Staff from DVR and many of the schools take time to visit and observe the programs and students while participating. Agencies are required to provide students with pre- and post-testing as one way to evaluate program effectiveness. In addition, agencies are asked to collect information on each student participating and submit formal program reports upon completion of the program. These reports include individual student information and/or overall program evaluation summaries. In addition to the more formal documentation, anecdotal information is shared by students, school staff and family members who see the benefits students gain by participating in these programs.

Although there is a lot of valuable information available, DVR is working hard to find a better way to track information on the students who participate in order to ensure that information is shared and utilized if/when they do become DVR consumers. This is information that can be used by schools, the DVR Counselor, students themselves and any provider they may work with in the future. Due to the difficulty in tracking individual information, DVR is working with the agencies who offer the programs to use this information as a way to help the student to have a better understanding of their own strengths, barriers, disability and accommodation needs on order to develop their self-advocacy skills.

c. Anticipated changing needs of TR/PETS students Delaware DOE, DVR and LEAs participate in a monthly cadre meeting to share transition information, receive professional development and participate in collaborative transition planning. Through this forum, the partners have begun a student leadership initiative with about 70 students participating. This has provided the "transition professionals" with valuable, first-hand feedback directly from students themselves. The student leadership initiative will continue to inform and influence Delaware's efforts in strengthening transition services for students with disabilities.

In addition, Delaware has been selected by the National Technical Assistance Center on Transition (NTACT) to be an intensive technical assistance state. Planning has already begun but utilizing the expertise and resources through NTACT as well as WINTACT and Y-TAC for evidence-based,

effective and promising practices will help Delaware as we work to better understand the needs of transition students and youth with disabilities and develop programing and planning for these young adults.

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;

For the past two years, DVR has been a regular participant in the monthly DOE Cadre Meetings in which 12 of the 19 school districts send teams ranging from Administrators, Special Education and Transition Coordinators, and middle and high school teachers from within their districts. In May 2015, DOE and DVR held a cadre meeting with the charter schools throughout the state with the purpose of establishing regular meetings in the upcoming year. At a minimum, the DVR Transition Coordinator attends each meeting to provide schools with information and support related to DVR services for students with disabilities. It is an opportunity for all DVR Transition staff to receive training and technical assistance provided by DOE and for Counselors to work with teams from their assigned schools to develop goals for collaboration, allowing VR to be further integrated in the school processes, procedures and resources and enhancing transition services for students with disabilities at the state and local level. Throughout the school year, DVR works closely with the local schools to develop and participate in student and parent information sessions, career and college fairs and general transition fairs. These events serve to inform current consumers of DVR and transition services as well as to provide outreach to younger students and families who may not know about or be receiving VR services yet.

There is continued collaboration between DVR and Delaware Technical Community College (DTCC) in the initiative to provide intensive educational supports for graduating transition students enrolled in remedial programs at DTCC. The supported education project provides workshops in Math, English and Reading to transition youth, along with some additional specialized study skills training. Over the years, the initiative has grown from one campus to all of the four DTCC campuses statewide, and DVR has started a pilot program in New Castle County by identifying a College VR Counselor who works primarily on the Wilmington and Stanton campuses. This initiative began in August 2015 in order to provide additional VR supports to college students and allow the high school transition counselors to begin working with transition students prior to their Senior year.

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

Delaware has a strong collaboration between DVR and Education. The DVR Transition Coordinator works closely with the DOE Education Associate to facilitate meetings, develop training, and plan for transition services statewide. There are many opportunities for DVR to interact with DOE and LEAs/Charters whether through meetings, training, email or phone calls. In addition, DVR often participates in outreach events through the schools and other state agencies to insure students and families are familiar with a variety of transition related services and resources including pre–employment students for potentially eligible transition students who have IEPs and 504 plans.

Regular communication is encouraged and supported to insure proper outreach and connection to services that are critical to the successful transition of students with disabilities.

The cooperative agreement insures DVR is part of the School Transition Team and provides all entities with regular opportunities to share information, provide technical assistance and outreach to students and support students with their post–school goals. Due to the structure of the DVR transition program in which VR Counselors are assigned to schools, and in order to insure timely eligibility determinations and development of individualized plans for employment, there is regular interaction between DVR, transition students, and school personnel. DVR Transition Counselors work with the students, primarily in the schools, to develop their Individualized Plan for Employment and plan for services related to their post–high school employment goals and to provide students with career exploration and vocational counseling and guidance, including Pre–Employment Transition Services. Counselors have, at minimum, monthly meetings with students at the schools; they attend IEP meetings and have opportunities to communicate with school personnel. DVR Transition Counselors attend Individual Education Plan (IEP) meetings to explain services and make recommendations to assist the student, family and school staff with transition planning and career preparation. School personnel assist Counselors with obtaining space within the school and accessing students during the school day. Information is easily shared among all the parties and allows for everyone involved to be aware of and supporting the student's plan and goals.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

The Division of Vocational Rehabilitation (DVR) within the Department of Labor holds an interagency agreement with the Exceptional Children & Early Childhood Education Group, Delaware Department of Education (DDOE) , Local Education Agencies (LEA) and Charter Schools. The agreement outlines the commitment of DVR and DDOE to ensure the transition of individuals who are potentially eligible for DVR services from the receipt of educational services to vocational rehabilitation services in a programmatically sound manner which reduces the disruption of services to the individual. As outlined in the Interagency Agreement between DVR and DDOE, the educational and vocational training of students ages 3-21 who are eligible for special education and related services is the responsibility of the education system prior to graduation. Local Education Agencies (LEA) and Charter Schools are to provide effective secondary education programs to students with disabilities and ensure they are linked to appropriate adult services prior to leaving the school system. LEAs and Charter Schools are responsible for identifying a transition team to oversee and facilitate the transition process for the qualifying students. In regard to the coordination of education and vocational rehabilitation services, the transition team will inform students and their parents of DVR as early as a student's initial IEP. The LEAs and Charter Schools will coordinate with and invite DVR Counselors to IEP and other transition planning meetings to develop, implement and monitor the transition process.

Although DVR maintains no absolute lower age limit for eligibility, vocational rehabilitation services are generally offered to students between the ages of 16 and 21 with the exception of pre-employment transition services which may begin at age 14. LEAs and Charter Schools will ensure informed written consent for release of information is obtained from students and/or parents prior to referring a student to DVR or inviting DVR to an IEP or planning meeting and typically will make referrals to DVR in a student's Junior year of High School, or 2 years prior to exit for students participating in an 18-21 year old program. When special circumstances warrant, LEAs and Charters

may refer a student prior to the Junior year. DVR will provide services for those students who are approaching, or are of working age (out of school) and who are determined by DVR to be eligible for services and not placed on the OOS waiting list. DVR will assign a qualified Vocational Rehabilitation Counselor (VRC) to all school programs serving students from grades 9-12. The VRC will maintain a regular schedule with each of their schools to maintain a cooperative working relationship and the LEA/Charter will provide locations within the schools for the VRC to meet with students and staff for planning purposes. The VRC works with the student to explore career opportunities, discuss post-school goals, and collaborate with the schools to develop and implement additional vocationally related training and employment initiatives as needs of students are identified by the transition team. The VRC will also collaborate with schools to address the needs of youth with disabilities at risk of dropping out of school and provide outreach to students potentially eligible for DVR. The Division of Vocational Rehabilitation works closely with the DOE and other organizations on a variety of other initiatives to facilitate the transition process for students with disabilities and provide pre–employment transition services. Some of these initiatives include the annual Transition Conference, Customized Employment Bootcamp, Project SEARCH and the Start on Success program (SOS). The monthly cadre meetings and statewide transition meetings, in which all districts and VR Transition Staff are invited, are other opportunities to provide training and share information. The cooperative agreement also outlines the financial responsibilities for both DVR and DOE. It emphasizes the adherence to the specific responsibilities of both agencies as delineated by their applicable rules and regulations. These responsibilities include the provision of services specified and required by each student's Individualized Education Plan and Individual Plan for Employment. In the development of these plans both agencies' staff will ensure that duplication of services, which may occur in instances where responsibilities overlap, does not occur. In cases where the primary responsibilities for those services would rest with the most appropriate agency, as determined by the student's status at that time, and when an agency is legally obligated and funded to provide that service. Nothing in the agreement relieves either agency of the responsibility to provide or pay for any transition service that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of that agency. The strong relationship between DVR and DOE as well as with LEAs and Charter Schools has allowed for very successful sharing of resources to ensure transition services are provided in an efficient and effective manner.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

The School to Work Transition Program at DVR consists of eight Transition Counselors and four Transition Assistants throughout the state. Each counselor is assigned to specific school districts, charters and non–public schools in order to ensure students with disabilities are receiving VR services prior to exiting from high school. VR Counselors work with the students, primarily in the schools, to develop their Individualized Plan for Employment and plan for services related to their post–high school employment goals and to provide students with career exploration and vocational counseling and guidance, including Pre–Employment Transition Services. In addition, VR Transition Counselors attend Individual Education Plan (IEP) meetings to explain services and make recommendations to assist the student, family and school staff with transition planning and career preparation.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

In July, 2013 DVR opened up solicitations for requests for proposals (RFPs) to provide vocational rehabilitation services for individuals with disabilities. The solicitation process was advertised through Delaware's electronic purchasing site, bids.gov. Proposals were solicited and awarded for the following services: job development, placement and retention services; employment preparation services, community based work assessment services, job coaching services, job coaching for individuals communicating with ASL, behavioral analysis and support services, supported employment services, assistive technology services, vocational training services, and other services. Prior to the issuing of the solicitations to bid, service descriptions were revised based upon evaluation of the effectiveness of services, and recommendations of best practices from DVR Counselors and Vendors. Effective October 1, 2013, DVR established Purchase of Service Agreements (PSAs) with 43 community based service providers, private and non–profit programs to provide vocational rehabilitation services and training to people with disabilities in Delaware.

It was determined that certain consumer groups and certain geographic areas had additional service needs; therefore, in May 2014 a supplemental RFP for supported employment, and job placement services with ASL was advertised. Seven proposals were received with three specifically to serve counties with fewer providers for consumers. As a result of successful negotiations DVR increased community based service providers to 50 statewide. It has been determined that an additional supplemental RFP be published in late 2015 or early 2016 to increase both competitive and supported employment services to meet the diverse needs of consumers and increase capacity. The RFP is intended to seek services that reflect the WIOA legislation with respect to Career Pathways and model service delivery to achieve that goal.

In the fall of 2012, DVR and the Delaware Department of Education collaborated with Goodwill of Delaware, Christiana Care Network, and Red Clay School District to pilot Project SEARCH in Delaware. After a long planning period, a second Project SEARCH site began in the fall of 2014 in Kent County Delaware, at Bayhealth Medical Center. DVR published a Request for Proposal for both SEARCH sites beginning in the fall of 2014. Contracts were awarded and services implemented in August of 2014. Community Integrated Services and Autism Delaware, Productive Opportunities for Work and Recreation (POW&R) jointly provide Project SEARCH programming for both Bayhealth Medical Center in Kent County and Christiana Care Network in New Castle County, collaborating with Dover and Red Clay school districts. The first Project SEARCH site, at the Christiana Medical Center Hospital just completed its third year of services. It is a highly successful, highly regarded program in Delaware. Project SEARCH is now operating at or near capacity; a positive increase of service delivery to transition youth in two of the three counties in Delaware with an aspirational goal of expansion in 2016 to Sussex County.

The Start on Success (SOS) Program, a model similar to SEARCH, is very successful in the State of Maryland. The program combines classroom training in job readiness and soft–skills, with skill training at an employer site, using onsite supports. After a review of the program and its successes, Delaware DVR decided to pilot Start on Success Program to Delaware. In FY 2013, DVR contacted Humanim, the service provider administering the SOS program in Maryland. A Cooperative Agreement was developed and in January 2014 Humanim implemented the SOS program in Delaware with the YMCA as the employer. The Program expanded to a second site at the Veterans Administration Hospital in Elsmere, Delaware in the fall of 2014.

In response to WIOA, DVR initiated Transition Youth Summer Pilot programs in the April 2015 through an informal RFP process highlighting the tenants of the Pre–Employment Transition Services legislation. Fourteen (14) proposals were received and eleven (11) contracts were awarded as a result. In June and July 2015 programming was implemented. Job training in customer service,

culinary arts, retail sales and hospitality was provided, along with employability skills, within the context of paid summer internships for youth. An additional pre–college experience was afforded to participants. The summer pilot program targeted students with a disability, ages 14–21, enrolled in school, and who are likely to be potentially eligible for DVR services. This engaged students not previously served in integrated employment environments. The outcome of the pilot programs has been positive feedback from youth, their families, and providers along with host businesses. Based upon outcomes and impact DVR is exploring expansion of these services throughout the school year to enrolled students with a disability. DVR is exploring expansion of these services to meet the needs of out–of–school youth with a disability in 2016.

In an effort to maintain effective working relationships with these programs, DVR continues to collaborate with the Delaware Association of Rehabilitation Facilities (DelARF). Most of the rehabilitation services providers in Delaware belong to this organization and use it to address common issues with DVR. The DVR Contract Administrator and other DVR representatives participate in the DelARF Vocational Committee Meetings to address issues and trends which impact DVR and service providers. The Committee discusses contractual and service–related issues, referred to it by the larger group of DelARF members, such as program performance, consumer choice and satisfaction, as well as staff education and turnover. To increase provider agency collaboration, program development, and quality improvement, DVR initiated Contractor Provider Quarterly Meetings to engage the whole of the provider community for skill building, quality assurance measures, and contract development to standardize and improve service delivery to consumers.

Under the Ticket–To–Work Initiative, DVR has contacted all Employment Networks (EN) that have agreed to serve Delaware. Currently, eight community rehabilitation facilities contracted through DVR are registered as ENs. The Delaware Department of Labor's Division of Employment and Training became registered as an EN in 2011 and began receiving Ticket to Work referrals.

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

(Formerly known as Attachment 4.8(b)(4)). 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.

In order to provide supported employment services throughout Delaware, DVR has cooperative agreements with the agency that serves individuals with significant mental illness, the Division of Substance Abuse and Mental Health (DSAMH), and with the agency that serves individuals with cognitive disabilities, the Division of Developmental Disabilities Services (DDDS). The agreements are monitored by workgroups that review the programs, identifying best practices and areas that need improvement. As delineated in the cooperative agreement, DVR and DDDS collaborate to provide supported employment services to transition–age students and youth and to adults with cognitive/developmental disabilities. The Early Start to Supported Employment Model provides Supported Employment Services to students with developmental disabilities transitioning from school to work. The Department of Education, the Division of Developmental Disabilities Services and the Division of Vocational Rehabilitation have a cooperative agreements to reflect newly implemented effective practices. For individuals with cognitive disabilities, DVR and DDDS have a long-standing agreement on the Supported Employment (SE) process and financial responsibilities

of each agency. For out of school youth and adults being referred to SE, typically the referral is made to DDDS and then sent to DVR with supporting documentation. DVR will assist the individual with selecting a SE provider and provide funding to that provider for 1.) discovery and community-based work assessments, 2.) job placement, and 3.) stabilization/closure. DVR pays the 3rd milestone of stabilization/closure once the individual has achieved 90 days of employment. DVR continues to monitor the case for an additional 60 days (150 total), however once DVR payment ends at 90 days, funding shifts to DDDS for extended services. This model and structure has been in place for many years with only minor adjustments needed. DVR, DDDS and the providers work together to ensure individuals with disabilities receive quality and seamless SE services. The WIOA provision allowing VR to provide extended services has not impacted this process for those who qualify for DDDS. In regard to students who are still in school, the only variation to the process is the responsibility of the schools to identify and inform students and families of the SE opportunity and assist with helping families to connect to the related services, i.e. DDDS. Once the school refers the student to DDDS for Supported Employment (2 years prior to high school exit), the process is the same. This model, Early Start to Supported Employment (ESSE), increases the collaboration with schools, allows for more information to be shared and increases employment opportunities for students near the time they exit from high school. SE providers are able to include information from the schools and observations of the students in the SE discovery and assessment process and begin job development while the student is still in school. However, funding for ESSE remains the same as for general SE services as outlined above. Although DVR and DDDS have had a long-standing partnership and agreement for providing Supported Employment services, there are still individuals with disabilities who do not qualify for DDDS yet need this level of service in order to achieve and maintain employment. DVR has always assisted individuals to identify other potential sources of funding for extended services (Mental Health, Aging and Adults with Physical Disabilities, PASS plans, etc.) as well as work with the SE provider agencies to develop natural supports on the job in order to provide the long-term supports an individual may require. The WIOA provision allowing VR agencies to provide extended services will allow our agency to more adequately support individuals who require SE services who do not have access to any other formal funding stream. We will be able to provide funding to SE providers for longer periods of time for those with more significant disabilities who may require more intense job coaching or for whom developing natural supports may take longer. DVR and DSAMH collaborated on the implementation of the Evidence–Based Supported Employment Project. The goal of the collaboration is for mental health services organizations to provide integrated mental health and supported employment services. The project used a team approach to respond to the employment needs of individuals with the most significant mental health disabilities by creating a system of services and supports. Since 2012, the Division of Substance Abuse and Mental Health (DSAMH) has built its mental health services upon an ACT/ICM Team model. A Request for Proposal was published and new providers were secured, offering multiple teams in each County. Two existing providers also made the transition to the new model. The model was refined further in 2014, eliminating ICM Teams and assigning those individuals to ACT Teams. DVR and DSAMH are continuing to work with the new and continuing providers to develop integrated mental health and supported employment services using ACT team model, throughout the state. While the program has experienced some participation and outcome setbacks during the transition to the ACT team model, both DVR and DSAMH are committed to moving forward and engaging more individuals with significant mental illness in employment. Per the cooperative agreement, DSAMH provides extended services to youth and adults who have obtained employment through supported employment and have reached employment stabilization.

G. COORDINATION WITH EMPLOYERS

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR SERVICES; AND

Since 1996, having the unique opportunity of being co–located within the Delaware Department of Labor has afforded the Delaware Division of Vocational Rehabilitation with enriched connections to workforce information, resources, and other advantages for serving individuals with disabilities. Career exploration, employer engagement, and assisting our job seeker population to go to work are at the forefront of DVR's strategic goals. Consequently, working with employers and employer engagement is not a new role for DVR staff but has become an enhanced focus. In September 2007, the Delaware Division of Vocational Rehabilitation developed an in–house Business Relations Unit to help guide business practices. The unit consists of one Statewide Business Relations Manager, five full–time and 2 part–time Business Relations Specialists, all of whom have post–secondary degrees with concentrations in areas such as of marketing, communications, or human resource management. Unit team members consistently receive training in job development and placement, labor market information, marketing to business customers, employment readiness, soft skills training, the Americans with Disabilities Act and other areas required to bring proficiency to the job. The Business Relations Unit uses information from the Delaware Office of Occupational and Labor Market Information such as the Delaware Career Compass, the Delaware Monthly Labor Review and other labor market information as a guide for creating career opportunities for people with disabilities who want to go to work and for establishing linkages with business. Utilization of Delaware Job Links, the States free job matching and workforce information service for job seekers and business from the Division of Employment and Training, is also a resource used by the for serving its dual customers population. The Business Relations unit currently functions from a dual customer perspective and exists to: • Assist the counselors in obtaining meaningful employment opportunities for all assigned job seekers who want to gain successful employment • Identify and prepare the DVR job seekers in a timely manner in response to employer recruiting needs. • Build solid relationships and engage business and industry in collaborative activities as a resource to meet their workforce demands and needs. • Increase state agency knowledge and participation in the State of Delaware's Selective Placement and Agency Aide programs to help advance hiring opportunities for people with disabilities seeking employment in State government. • Work closely with local workforce development agencies, schools and community–based organizations who seek to build relationships with employers by engaging in career fairs, parent nights and other activities. • Facilitate statewide communication, training, marketing, resource sharing and other activities related to consumer placement and business development. • Work closely with state and local Chambers, SHRM, rotaries, and other professional organizations to promote a structure for networking and sharing information. • The DVR Business Relations Unit works with the Office of Federal Contract Compliance Program to assist businesses with Federal contracts fulfill the Section 503 requirements regarding employment of individuals with disabilities. The OFCCCP has referred businesses that are seeking compliance to DVR for assistance. Federal contractors send lists of open positions to the Business Relations Unit. In addition, Business Relations Specialists work with the State's office of Government Support Services where state federal contracts are awarded. • Moving forward, the Division of Vocational Rehabilitation will continue to develop and enhance established partnerships with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of VR services. Utilizing the current practices in place the Division of Vocational Rehabilitation will also: • Engage employers in activities as strategic partners and not use

them only in an advisory capacity. • Use employers to help identify high demand industries and occupations in Delaware • Utilize their expertise to develop career options and credentialed programs for individuals with disabilities who want to work. • Promote and encourage their expertise in activities such as apprenticeships, OJT, internships, and other work–based learning opportunities where employer input is valued. • Pursue careers, not just jobs, with individuals with disabilities who are interested in seeking employment. • Use Delaware labor market trend information to assist with developing career options. • Use the Talent Acquisition Portal as a way to highlight Delaware's workforce talent and connect job seekers with a larger network of employers from across the country. • Make use of available tools and resources that address workforce needs and job seeker skill sets. • O'NET • Talent Acquisition Portal • Division of Employment and Training, Delaware Job–Link • Delaware Office of Occupation and Labor Market Information (OOLMI) • Collaborate with business, community service providers, colleges, universities, and other organizations for skill development training. • Work with employers to identify skills gaps and collaborate with local training programs to customize training to meet the needs. • Seek business guidance for developing curriculum for training programs. • Encourage employer feedback regarding program services through activities such as open forums, surveys, and attendance at meetings in the business community. The Delaware Division of Vocational Rehabilitation (DVR) will utilize their in-house Business Relations Unit staff, resources from Business Relations staff within the Department of Labor's Job Career Centers, and contractual job development and placement staff from the rehabilitation provider community to develop, build and maintain partnerships with business and industry. These statewide joint efforts will serve to create coordinated business outreach and services to connect business and industry to information and resources to meet their workforce needs and demands and create widespread employment opportunities for people with disabilities in Delaware . DVR will collaborate with business partners for specific events and activities which help to market career opportunities for people with disabilities. These business activities may include targeted job fair events with business that focus on demands of precise markets and help meet the needs of specific industries, career/job fair opportunities with business as a way for employers recruiters, and schools to connect with potentials candidates and give pertinent information to potential employees/recruits, sponsored business disability mentoring days as a way of raising awareness of employment opportunities for people with disabilities and the talents they bring to the workplace, and disability awareness training and lunch-time learning offered to business partners as who are interested in creating a diverse workforce to learn on topics such as specific aspects of disabilities, assistive technology, workplace accommodations, tax credits and workforce incentives, etc.

DVR will encourage business participation in the National Employment Team (NET) to develop a strategy across the footprint of a company. In addition, to offer business the advantage of national qualified applicants, DVR will facilitate business demonstrations of and access to the Talent Acquisition Portal (TAP), an online system that includes both a national talent pool of Vocational Rehabilitation (VR) candidates looking for employment and a job posting system for businesses looking to hire individuals with disabilities.

The DVR in-house Business Relations Unit will utilize labor market information and work with businesses to identify those jobs considered in-demand and high growth sectors. This information will be provided to DVR counselors for developing career pathways in addition to creating training and work opportunities for individuals with disabilities. In partnership with business, DVR will gather real-time labor market information based on current conditions, industry and skills segments to identify workforce needs and supports and align credentialed training with community programs to meet those needs and demands. DVR will work cooperatively with business and industry and education to determine business recognized training opportunities that meet workforce demands and

creates employment opportunities for people with disabilities in the community. In collaboration with workforce partners who serve the business community, DVR will create a standard needs assessment to initially determine what business and industry need in terms of resources, information and services, and then follow-up with survey tool(s) for the level of customer satisfaction derived from the workforce services received. The survey will serve to gage areas of best practices, met and unmet business needs, and areas of improvement for providing future workforce supports. DVR will collaborate and engage in training opportunities with WIOA core partners for how to better serve the business community based on their needs.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

The Delaware Division of Vocational Rehabilitation (DVR) will utilize their in-house Business Relations Unit staff, resources from Business Relations staff within the Department of Labor's Job Career Centers, and contractual job development and placement staff from the rehabilitation provider community to develop, build and maintain partnerships with business and industry. These statewide joint efforts will serve to create coordinated business outreach and services to connect business and industry to information and resources to meet their workforce needs and demands and create widespread employment opportunities for people with disabilities in Delaware . DVR will collaborate with business partners for specific events and activities which help to market career opportunities for people with disabilities. These business activities may include targeted job fair events with business that focus on demands of precise markets and help meet the needs of specific industries, career/job fair opportunities with business as a way for employers recruiters, and schools to connect with potentials candidates and give pertinent information to potential employees/recruits, sponsored business disability mentoring days as a way of raising awareness of employment opportunities for people with disabilities and the talents they bring to the workplace, and disability awareness training and lunch-time learning offered to business partners as who are interested in creating a diverse workforce to learn on topics such as specific aspects of disabilities, assistive technology, workplace accommodations, tax credits and workforce incentives, etc.

DVR will encourage business participation in the National Employment Team (NET) to develop a strategy across the footprint of a company. In addition, to offer business the advantage of national qualified applicants, DVR will facilitate business demonstrations of and access to the Talent Acquisition Portal (TAP), an online system that includes both a national talent pool of Vocational Rehabilitation (VR) candidates looking for employment and a job posting system for businesses looking to hire individuals with disabilities.

The DVR in-house Business Relations Unit will utilize labor market information and work with businesses to identify those jobs considered in-demand and high growth sectors. This information will be provided to DVR counselors for developing career pathways in addition to creating training and work opportunities for individuals with disabilities. In partnership with business, DVR will gather real-time labor market information based on current conditions, industry and skills segments to identify workforce needs and supports and align credentialed training with community programs to meet those needs and demands. DVR will work cooperatively with business and industry and education to determine business recognized training opportunities that meet workforce demands and creates employment opportunities for people with disabilities in the community. In collaboration with workforce partners who serve the business community, DVR will create a standard needs assessment to initially determine what business and industry need in terms of resources, information and services, and then follow-up with survey tool(s) for the level of customer satisfaction derived from the workforce services received. The survey will serve to gage areas of best practices, met and

unmet business needs, and areas of improvement for providing future workforce supports. DVR will collaborate and engage in training opportunities with WIOA core partners for how to better serve the business community based on their needs.

H. INTERAGENCY COOPERATION

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

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

The State of Delaware, Department of Health and Social Services, Division of Social Services was awarded a federal grant through SNAP, USDA (Supplemental Nutrition Assistance Program) to address the barriers to employment in a comprehensive approach to meeting the needs of consumers with wrap around services. DVR was invited to partner to strategically address the needs of participants as it relates to eliminating or reducing the impact of a criminal history on securing employment through the expansion of the Advancement through Pardon and Expungement (APEX) program services. The State of Delaware, Department of Health and Social Services, Division of Social Services was awarded a federal grant through SNAP, USDA (Supplemental Nutrition Assistance Program) to address the barriers to employment in a comprehensive approach to meeting the needs of consumers with wrap around services. DVR was invited to partner to strategically address the needs of participants as it relates to eliminating or reducing the impact of a criminal history on securing employment through the expansion of the Advancement through Pardon and Expungement (APEX) program services. The cooperative partnership is currently in development with implementation set for December 2015. The criminal background barriers to employment to be addressed via the APEX program include supporting consumers towards either expungement or pardoning of charges. The APEX program was signed into agreement in 2012 and serves all Delawareans in the pursuit of expungement and/or pardon as a barrier reduction. Criminal backgrounds continue to be a legitimate barrier to employment for anyone seeking employment, and disproportionately so for people with disabilities. In a 50/50 partnership with the Division of Social Services (DSS), DVR manages three employees who serve DSS and DVR consumers statewide. In 2016 a MOU has been crafted and signed between DSS and DVR to support administrative filing consumer costs up to $250 per. Currently, the DE DOL, Employment and Training, the Division of Substance Abuse and Mental Health and Delaware Workforce Development Board are being pursued to become financial partners.

DVR has initiated a partnership with the DE Department of Agriculture to engage Farm Credit Bureau to more fully meet the needs of Farms with respect to access of social and financial services. DVR intends in 2016 &2017 to develop with the Department of Agriculture, in partnership with the Farm Credit Bureau, a resource directory for social services included, but not limited to, substance abuse/mental health and family counseling and Veteran's Administration (VA) resources, and financial services via the VA, USDA grant, State, and philanthropic grant opportunities, increase the University of Delaware cooperative extension office resources, and utilize other regional land grant universities cooperative extension services to increase farm technology outreach.

The Division of Developmental Disabilities Services (DDDS) and DVR have a seamless continuum of service delivery of SE client from DVR to DDDS for follow-up and DVR requires SE providers be approved DDDS providers and in compliance with annual training requirement per DDDS via Medicaid. SE clients have access to barrier reduction services e.g. APEX and assistive technology,

e.g. Empowerability –contracted service provider in addition to Independent Living and Division of Services for Aging and Adults with Physical Disabilities resources where applicable.

Transition services are ever expanding for youth statewide beginning in 2015 with PETS summer services, and in 2016 PETS summer service and school year services reaching youth enrolled in school ages 14-21 with a disability and potentially eligible for DVR services. This is in collaboration with Department of Education, the Division of Services for Children, Youth, and Families and community based partners through RFP awards. Project Search implemented on or about 2012 as a pilot was awarded a contract in 2014 to serve 2 of the 3 counties in DE and it is planned the program will expand to the third county in 2016 & 2017.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

• DVR continues to work with the Division of Developmental Disabilities (DDDS) and the Division of Substance Abuse and Mental Health (DSAMH) to maintain good inter-agency relationships. DVR, DDDS and DSAMH have Memorandums of Understanding to address program integration, shared staff and employer training, customized employment, the overall shared serving of our mutual consumers and post-employment follow along services. The collaborative efforts with DDDS and DSAMH have enhanced integrated competitive employment and wrap around support services for persons with significant mental illness and cognitive disabilities statewide. • • The Division of Developmental Disabilities Services (DDDS) and DVR have a seamless continuum of service delivery of for supported employment clients from DVR to DDDS for follow-up and extended services and supports. DVR requires supported employment providers be approved DDDS providers and in compliance with annual training requirement per DDDS via Medicaid. On an semi-annual basis, staff training is provided through a Supported Customized Employment Bootcamp program that trains DVR supported employment staff, along with representatives from DDDS, DSAMH, the Department of Education, LEAs including individuals from the school districts, charter schools and community rehabilitation providers. This program is jointly funded by DVR, DDDS and DOE and offers training on effective supported employment and business engagement processes. This training facilitates skill building, networking and cross-agency understanding and collaboration to better serve our mutual consumers and local businesses. • • The cooperative agreement specifies which agency is responsible throughout the supported employment process with DVR responsible through employment stabilization. DVR provides funding to the SE provider for 1.) discovery and community-based work assessments, 2.) job placement, 3.) stabilization/closure. DVR pays the 3rd and final milestone once the individual has achieved 90 days of employment and continues to monitor the individual for an additional 60 days (150 total). Once DVR pays the final milestone at 90 days of employment, DDDS, through a community provider, assumes responsibility for the long-term follow-along extended services. • • The Early Start to Supported Employment Model provides Supported Employment Services to students with developmental disabilities transitioning from school to work. The model has been refined since its inception in 2005, adding Customized Employment principles and working with providers to begin services earlier, in the year prior to the student's exiting year. The Department of Education, the Division of Developmental Disabilities and the Division of Vocational Rehabilitation have updated their cooperative agreements to reflect newly implemented effective practices. • • The Project SEARCH model was first implemented in Delaware several years ago through collaboration with Red Clay School District, the Delaware Department of Education, the Division of Vocational Rehabilitation, and Christiana Care Health Services. The project provides employment services to people students, many of whom are eligible for long term support services through the Division for Developmental Disability Services. DDDS provides long term supports to eligible consumers who received job training and placement through project SEARCH. Project

Search currently has a site in 2 of the 3 counties in Delaware and planning has begun to expand to the 3rd county for the 2017-2018 school year.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

DVR is currently meeting semi-annually with all ACT team community partners, specifically front line workers and supervisors, DSAMH ACT management and DVR front line workers to share best competitive integrated employment practices and to apply consistency across providers and agencies. All new community partner employment specialists experience customized employment training via DVR. Quarterly meetings are held with community partners to review contractual employment responsibilities. Contracts with community partners have been modified to require all job ready consumers be registered with DOL one-stop Employment and Training JobLink web based career pathways focused case management system. Progress reports are required monthly. DVR and community partners also work closely with the Business Leadership Network, the Workforce Development Board and with DOL Employment and Training to maximize intergrated employment opportunities for the ACT team population.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

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

Delaware DVR has a Social Services Administrator dedicated to coordinating training for Vocational Rehabilitation Staff. Throughout the year a series of activities are conducted to analyze the training needs. Staff training needs are assessed through conversation with staff and supervisors, online surveys and requests received from training evaluations. Based on these needs, trainings are scheduled to ensure the staff is adequately equipped with information and knowledge to perform their duties. DE DVR also supports Counselors that hold the professional credential applicable to the field, Certified Rehabilitation Counselor, in the areas of training needed and cost to maintain their certification. We also have some Counselors that hold specific credentials that are applicable to caseloads handling consumers with mental health diagnoses. The Agency also lends support for training to maintain those credentials and licensures as they relate to serving consumers with disabilities to gain employment. In FY 2015 DE DVR determined 2,501 individuals eligible for services and developed 2,075 Individualized Plans for Employment.

Job Title Total Positions Administrative Specialists 17

Support staff– part time 6

Fiscal Staff 3

Vocational Rehabilitation Counselors 31

Vocational Rehabilitation District Administrators 4 Employment Services District Administrator 1 Employment Specialists 5

Sr. Social Services Administrator 2

Social Services Administrator 2

Social Services Technician 1 Management Analyst 1

Deputy Director 1

Division Director 1

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

DVR recognizes the comments made by the SRC regarding the need for additional vocational rehabilitation counselors to handle transitioning students and feels that an additional four positions, one in each field unit, would have a positive impact on caseload size. At this time, some of the burden is being addressed through the hiring of casual-seasonal position counselors. DVR would like to have additional positions added to the agency's list of authorized personnel and will advocate for these positions, but we do not anticipate that the additions will be made quickly in the current economic climate.

Job Title Current Vacancies Administrative Specialists 4

Support staff– part time 1

Fiscal Staff 0

Vocational Rehabilitation Counselors 1

Vocational Rehabilitation District Administrators 0

Employment Services District Administrator 0

Employment Specialists 0

Sr. Social Services Administrator 0

Social Services Administrator 0

Social Services Technician 0

Management Analyst 0

Deputy Director 0

Division Director 0

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.

Job Title Projected 5–year Vacancies Administrative Specialists 5

Support staff– part time 0

Fiscal Staff 2

Vocational Rehabilitation Counselors 8

Vocational Rehabilitation District Administrators 1 Employment Services District Administrator 1 Employment Specialists 0

Sr. Social Services Administrator 1

Social Services Administrator 0

Social Services Technician 0 Management Analyst 1

Deputy Director 0

Division Director 1

B. PERSONNEL DEVELOPMENT

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

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

Delaware does not have an institute of higher education with a vocational rehabilitation program; however, we do have one person at an in–state institution pursing their undergraduate degree with intentions of pursuing a graduate degree in Rehabilitation Counseling. We maintain communication and close working relationships with our institutions in the Mid–Atlantic Region that do offer the master's program. In FY 2015 DE DVR employed a 2015 graduate & CRC from Rutgers University. We also utilize Masters in Rehabilitation Counseling programs outside of the region through RSA–

supported distance learning. In FY 2015 we also have one VR Counselor that is completing additional coursework requirements to meet the eligibility criteria to take the CRC exam.

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

University Currently Enrolled

Utah State University– Master's Program/18 credits 1

Rutgers University– Master's Program/18 credits 0 Wilmington University– Bachelor's degree 1

iii. the number of students who graduated during the prior year from each of theose institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Utah State University- Master's Program/18 credits Counselor enrolled Graduate/Certificate: 0

Rutgers University- Master's Program/18 credits Counselor was enrolled Graduate/Certificate: 1

Wilmington University- Bachelor's degree Administrative Specialist enrolled Graduate/Certificate: 0

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

The Social Services Administrator maintains a network of communication with the institutions of higher education that offer a master's program in Rehabilitation Counseling in the Mid–Atlantic Region. The Social Services Administrator represents the agency on the Advisory Committees at George Washington University and Rutgers University, and at the University of Maryland Eastern Shore, a historically black university. Job openings are sent through contacts at the universities. Delaware DVR regularly invites graduate students in these programs to complete their practicum and internship experiences with Delaware DVR.

The State of Delaware has a Selective Placement Program in which agencies can interview qualified individuals with disabilities without having to post a position. This program was developed to recruit more individuals with disabilities. The Division has provided training about Selective Placemente statewide to all Counselors and Employment Specialists, as well as community partners who have contracts to do job development and job placement services.

Once hired, VRC's receive an On Boarding Plan that introduces the agency, provides a prescribed training plan that will be scheduled out over their first few months, aids in navigating their resources,

and offers a checklist of various activities they will participate in by way of introduction to the Delaware DVR.

3. PERSONNEL STANDARDS

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

Currently, 28 of the 31 Vocational Rehabilitation Counselors have Master’s Degrees in Rehabilitation or a related field. The 3 who do not hold a Master’s degree have plans to retire within 1–3 years. The HRD Specialist works with staff interested in pursuing additional coursework to become eligible to take the CRC exam. While it is not a requirement by the State to possess or be eligible to sit for the CRC, DE DVR does hold the Commission in high regards as the only certifying body directly related to field of helping people with disabilities achieves employment. The HRD Specialist encourages staff to pursue the additional coursework and provides information on RSA grants, information from our educational institutions and is willing to lend tuition assistance. To fill specialized positions with special linguistic requirements or positions in rural locations or in the complete absence of candidates who meet the established personnel standards, DVR recognizes that it may be necessary to hire individuals who will not meet the State requirements. In order to minimize the number of individuals not meeting State requirements, DVR has increased its marketing to universities with Masters in Rehabilitation Counseling programs by posting positions through their networks and conducting presentations to graduate seminars to recruit graduate interns. All of our Vocational Rehabilitation Counselors are required to attend at least 20 hours of training annually directly related to serving people and businesses in regards to supporting people with disabilities.

Every permanent position within DVR has an established job description which outlines the knowledge, skills, and abilities required for the position. DVR uses competency–based interviewing, a process for determining whether the job candidate has the specific knowledge, skills, and abilities in the job description, to fill open positions.

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.

The Delaware Division of Vocational Rehabilitation has set the following as its personnel standard for rehabilitation counselor:

1. Possession of a Master’s degree or higher in Rehabilitation Counseling, Social or Behavioral Science or related field OR Certified Rehabilitation Counselor (CRC) designation.

2. At least one year experience in vocational rehabilitation.

3. Six months experience in health or human services work which includes applying theories, principles, laws and practices of health or human services programs and services that assist with and improve life for individuals, families, or communities such as financial support, employment including a 21st century understanding of the evolving labor force and the needs of individuals with disabilities, unemployment, housing, health care, disease prevention, substance abuse, child protective services, physical/mental health treatment and prevention or rehabilitation.

4. Six months experience in analyzing and interpreting medical, psychiatric, psychological, psycho–social, educational and vocational reports from medical, psychological, and other experts to determine eligibility or an individual's vocational rehabilitation needs.

5. Six months experience in case management which includes assessing, planning, developing, implementing, monitoring, and evaluating options and services to meet an individual's human service needs.

6. Six months experience in interpreting vocational rehabilitation laws, rules, regulations, standards, policies and procedures

DVR is providing training to all staff to assist with understanding the labor market. At a recent, agency–wide program, staff received training regarding Career Pathways and how to use pathways established through the Division of Employment and Training to assist individuals with disabilities to identify career goals and the steps and certifications necessary to reach short–term and long–term employment goals.

4. STAFF DEVELOPMENT.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. SYSTEM OF STAFF DEVELOPMENT

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

The performance of all DVR staff is formally evaluated annually. Specific performance expectations relative to the mission of the Division and the duties of the position are listed on each staff member's performance plan. The performance plans of all Rehabilitation Counselors and Employment Specialists include the goal of completing a minimum of 20 hours of In–Service Training. The 20 hours of In–Service Training requirement is consistent with the requirement of the Commission of Rehabilitation Counseling Committee for those with the CRC designation. During the Performance Review process, the staff member is evaluated based on his or her ability to meet the outlined expectations. When training is recommended to improve performance, it is noted on the performance plan and incorporated into the individual's training needs assessment. The HRD Specialist collects and analyzes information on the training needs of all division personnel. The data

and training needs are collected from a variety of sources; via face–to–face staff meetings, supervisory input, online surveys, and a review of all evaluations of trainings in which there is a designated place to specify additional training requests. The analysis is used to develop the training calendar for the upcoming year. The final year of the In–Service Training grant has to an end. The Division is committed to allocating the same amount of funds for staff development in the coming year.

In the past, under the guidance of the Technical Assistance and Continuing Education Center through George Washington University (GW TACE), an online course in Assistive Technology was available for staff if in–person assistive technology training was not conducive to their schedule. As this option is no longer available, DVR plans to conduct in–person training in FY 2016 and in subsequent fiscal years.

B. ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

In the past four quarters, training, information and resources have been provided to staff on a variety of topics, some of which include school–to–careers transition, job placement and related services, motivational interviewing, ethics, specific disabilities, and community resources. This is in addition to the onboarding training all new counselors receive pertaining to the Rehabilitation Act and other legislation, eligibility, comprehensive assessment, informed choice, customer service, fiscal components, and state specific information on specialty programs and our case management system.

The Division, with technical assistance from the Division of Employment and Training and the JDVRTAC, is working towards the development and structural growth to engage career pathways into our business process. This philosophical shift in services and business process will involve training our VR Counselors in WIOA and agency shared expectations. There is also mass email distribution to staff, when publications and webinars are available and applicable to their work, through our national resource centers such as the Institute for Community Inclusion, Commission on Rehabilitation Counselor Certification, etc.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

Within the Division, two Counselor positions have been designated as Rehabilitation Counselors for clients who are Deaf or Hard of Hearing. One of the incumbents has a hearing impairment and is fluent in American Sign Language, making DVR services accessible to consumers who use manual communication. The other Counselor, currently vacant, is located in the Wilmington office. To fill this position, as well as an anticipated second vacancy due to retirement, DVR has sent hiring information and qualifications related to serving individuals who are deaf or hard of hearing to Master’s programs in the Mid–Atlantic region.

Within New Castle County, one position is designated for a bilingual, English and Spanish, Counselor in order to serve the Hispanic population. We currently have two Counselors in the state who speak both English and Spanish fluently. The division hires interpreters to work with clients when there is no available Counselor to serve the client at hand based on language barriers.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

The DVR and the Delaware Department of Education (DOE) work closely to provide Transition services to high school students with disabilities. DVR has an assigned Counselor to every public, private and alternative school in the state. Counselors maintain regular business hours within their schools during the school year. The DVR Senior Social Services Administrator for Transition Services works closely with the DOE Educational Associate to coordinate transition programs throughout the state.

In the summer of 2015, 11 contracts were awarded to community providers to serve youth with disabilities for Pre–Employment Transition Services. The programs combined had the capacity to serve over 100 youth throughout the state.

The DVR Senior Social Services Administrator for Transition Services program is a member of the Mid–Atlantic Transition Council and the State Transition Council. The Transition Coordinator represents DVR on the Governor’s Advisory Council for Exceptional Citizens and the adult transition services sub–committee. DVR and DOE have partnered with various agencies and organizations and the Delaware Community of Practice on Transition to hold an annual statewide transition conference.

The Statewide Transition Cadre holds quarterly meetings where DOE Administrators, school district administrators, local education agency personnel, DVR Counselors and DVR Administrators come together to collaborate, share ideas and work on enhancing services, post–school planning and outcomes for transition–age youth.

J. STATEWIDE ASSESSMENT

(Formerly known as Attachment 4.11(a)).

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

Overview State Vocational Rehabilitation Agencies are required to conduct a Comprehensive Statewide Needs Assessment on a triennial basis. The purpose of the assessment is to determine

the employment–related service needs of individuals in the state in order to develop a plan to address those needs. In 2014, the Delaware Division of Vocational Rehabilitation (DVR), in partnership with the Division's State Rehabilitation Council, conducted their assessment using data from the American Community Survey as well as data collected from the disability community and the agency staff.

The Rehabilitation Services Administration encourages State Vocational Rehabilitation Agencies to us both existing data and newly created data in carrying out the needs assessment. DVR has used existing data, primarily from the 2012 Delaware Disability Status Report (DDSR), the Delaware–specific information gathered as part of the American Community Survey. In conjunction with DVR's State Rehabilitation Council, DVR has created and implemented online surveys and held a Town Hall Meeting to obtain community and staff input.

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

A. Services for Individuals with the Most Significant Disabilities According to the DDSR, among individuals who are of pre–employment age, ages 16–20, the most prevalent type of disability is Cognitive. The category includes both learning and psychological disabilities. The Cognitive category is also prevalent among working age adults. Many of the individuals with Cognitive disabilities are served through Supported Employment. Both the Consumer and the Staff surveys indicated a need for increased Supported Employment–related services. The need was also discussed at the Town Hall meeting.

DVR staff indicated a need to expand Supported Employment to serve additional populations other than individuals with intellectual and psychological disabilities who also have most significant disabilities. Individuals with physical disabilities are not currently served through supported employment. In order to meet this need, additional funding resources for long–term support would need to be identified. These services would need to be available statewide.

The consumer segment, including consumers, parents/guardians, and advocates, identifies Job Placement Assistance as their 1 barrier to employment, and DVR staff concur but to a lesser extent. Among the Consumer segment, the need for specific assistance such as resume development and job interview preparation are identified. The need for expanding the services that provide or teach these specific skills is indicated.

B. WHO ARE MINORITIES;

B. Individuals with Disabilities who are Minorities The surveys and Town Hall Meeting did not uncover racially–based needs. As with the previous survey, individuals who are Hispanic did not respond. The reluctance to respond is likely to be culturally based.

According to the DDSR, 8.6% of the Delaware population is of Hispanic descent. In FY 2013, 4.47% of the individuals who were successfully rehabilitated, or 46 individuals, indicated that they were Hispanic. While it would seem that the Hispanic population is underserved, the DDSR reports that, out of an estimated 78,100 individuals of Hispanic descent live in Delaware, 5.7% (4,400) report having one or more disabilities. This compares to an overall disability rate of 13% of non–Hispanics who report a disability. The data does not indicate a cause for either the lower disability rate or for why a lower rate at which disability is reported. As the reported disability rate is significantly lower,

less than half of the reported rate among non–Hispanic residents of Delaware, it is difficult to ascertain if the Hispanic individuals with disabilities are under–represented and to what extent.

A group of individuals who did report barriers to employment were those individuals who do not have transportation to attend training or employment. Public transportation is available less often in rural communities, but is a barrier statewide for individuals for whom employment is offered as shift–work or on weekends when service is reduced. The availability of para–transit, particularly for individuals who do not live near fixed–route public transportation, is limited and may be reduced in the future due to the cost of running the service.

Transportation to employment and to training is seen as a barrier by both DVR Staff and Consumers. Staff sees it as the 1 barrier. While DVR does have contracted services to assist consumers, the services are not well known, not universally available, or may be insufficient to meet the needs of DVR consumers. As a starting point, the availability of the current services needs to be promoted. Expansion of the current services or additional transportation may be indicated.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

C. Individuals who have been Unserved or Underserved Among working age individuals, the most commonly reported disability is Ambulatory. Using data from the DDSR, the number is 54.24% of those working-age individuals with disabilities report an ambulatory disability. Approximately 73.3% of this group is unemployed, but only 7.4% report that they are actively seeking employment. According to the DVR Rehabilitated Clients Report, in FY 2013, 10.87% of DVR's successful closures are categorized as having an Orthopedic Impairment. Looking at these numbers, it is evident that DVR could be serving a greater number of individuals with physical disabilities and that additional outreach is indicated.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

D. Individuals with Disabilities served by Other Components of the Statewide Workforce Investment System DVR is co–located at all four of the American Job Centers in Delaware. DVR staff refers clients to the Center's resources. The letter that notifies individuals that they are on the DVR Order of Selection waiting list includes information about the Centers. Both the Consumers and the DVR Staff have the perception that staff in the One–Stop /American Job Centers is not fully prepared to provide services to individuals with disabilities. Center staff refers individuals to DVR who may not need the more intensive services available through the VR process. Ongoing training and skill building for the Center staff appears to be indicated and in order to increase the comfort levels of both the staff members and the consumers.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

E. Individuals who are youth with disabilities and students with disabilities, including, as appropriate, their need for pre–employment transition services or other transition services. This section is new under WIOA as was not included in our last Comprehensive Statewide Needs Assessment. Accordingly, the topic was presented for discussion at a State Rehabilitation Council meeting, and written comments were received.

The SRC felt that the upper echelons of the education system are familiar with transition, recommended that more communication be offered to the frontline teachers. They should be provided with information about transition. Parents and school counselors also need additional information.

A recommendation was made that DVR reach out to as many students as possible through pre–employment transition services. As many students are not bound for college programs, the opportunities for job shadowing and planning for internships and apprenticeships are important.

DVR currently has transition counselors who liaison with the academic programs in juvenile detention programs. The SRC identified that Delaware has a problem with youth violence and recommended that DVR work closely with juvenile corrections. The need for ongoing support of social workers, psychologists, law enforcement professionals, religious organizations and community leaders in coordination with vocational rehabilitation was identified. It was also identified that DVR services are a source of prevention to students who are “on the fence.”

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

The Need to Establish, Develop, or Improve Community Rehabilitation Programs within the State
Among the DVR staff, 44.4% indicated that he or she had made a referral to a Community Rehabilitation Program (CRP). Multiple responses were permitted. The most frequent reason for the referral was for job placement assistance (81.81%), followed by skills training (72.72%), counseling/work adjustment (59.09), and job seeking skills in that order (54.54%). One individual each indicated job coaching and drug/alcohol counseling.

When asked about barriers to referral to or utilization of a CRP program, again, with multiple responses permitted, the responses were:

Transportation 47.61%

Client did not want to attend 38.09%

Waiting list for services 23.80%

Type of program not available locally* 23.80%

Program not accessible to my client 19.04%

Other* 33.33%

* Two staff mentioned criminal history as a barrier to referral to the program/vocational goal desired by the consumer. Others indicated the CRP staff lacked skills to meet the needs of the consumer or that the consumers wanted specific specialized fields, such as clothing design or interior design, which were not available.

The DVR Contract Administrator is working to address the barriers identified in the survey by meeting with the staff of the DVR offices around the state to identify specific gaps in services available and populations served. An example of how the process is working, and will continue to

work, is the recent RFP for providing increased services for individuals who are deaf which will increase the availability of job coaching and employment services to individuals who use sign language as their primary means of communication.

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT .

This section is new under WIOA as was not included in our last Comprehensive Statewide Needs Assessment. Accordingly, the topic was presented for discussion at a State Rehabilitation Council meeting, and written comments were received.

DVR has had liaison counselors in all of the public and private/parochial school programs in Delaware, and served home–schooled students that are identified, for nearly 20 years. The annual Transition Conference, sponsored by a Community of Practice that includes DVR, the Department of Education, and the Division of Developmental Disabilities Services, was moved from the spring to the fall to provide students and parents with information earlier in the academic year. Yet, the need to provide information to students, parents, guidance counselors, and teachers earlier and more often was identified as a need. Some of the information sharing will occur through pre–employment transition services which will provide opportunities to students as young as 14. The SRC also mentioned that the need to publicize, promote, and inform students, parents, teachers, and counselors about the pre–employment transition services is also paramount.

DVR has begun to offer pre–employment transition services. The agency works with school districts in New Castle and Kent counties to support Project SEARCH. The SRC recommended a Sussex County option be pursued. DVR is also supporting Start on Success at two locations. In FY 2015, DVR offered an RFP to provide pre–employment transition services throughout the state. Over 100 students were served by 11 programs during the summer of 2015. The SRC recommended expanding services to offer opportunities for more students to participate.

The SRC noted that many of the transition services offered by school counselors focus on preparation for college. Students who are not college–bound need assistance in identifying career pathways and plans to achieve the required experiences and training both as part of their educational experience and through DVR services. DVR is training the DVR staff about career pathway–focused planning and working with the Delaware Department of Labor, Division of Employment and Training to increase access to the credential–bearing programs that lead to employment in Delaware. DVR is also working with the community rehabilitation programs to develop industry–recognized credentials as the end–product of training programs.

K. ANNUAL ESTIMATES

(Formerly known as Attachment 4.11(b)). Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

According to US Census Bureau data from 2012, there are approximately 4,286 unemployed adults with disabilities in the state of Delaware. It is estimated that approximately 2,000 new applicants will be determined eligible in FY 2017.

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

Including people carrying over plans from prior years, DVR estimates that approximately 8,500 individuals will receive services through individualized plans for employment (IPEs) under Part A of Title I and/or Part B of Title VI in FY 2017. The estimated cost of providing services to these individuals is $9,489,760. DVR has $6.2 million available in its regular Federal allotment to provide services for DVR clients. At its peak, DVR had over 1,000 individuals in OOS delayed status. For the past several years, the State budget in Delaware has provided funding support in excess of the required State match. The additional State funds have enabled DVR to receive re-allotment dollars, allowing DVR to serve the 8500 applicants with only priority category 3 individuals going on the waiting list. The funding, in excess of required match, is already in the budget for FY 2017.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

Out of the 8,500 individuals who will receive services, approximately 120 are anticipated to receive services under Title VI–B.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

• Category 1 – Most Significantly Disabled – Title I Number of clients served: 4,190 • Category 1 – Most Significantly Disabled – Title VI Number of clients served: 120 • Category 2 – Significantly Disabled - Number of clients served: 3,352 • Individuals, Employed at Application, who are at risk of losing employment, served regardless of OOS: 30 • Category 3 – Not Significantly Disabled • Number of clients served: 808 • TOTALS SERVED: 8,500 •

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

DVR is currently serving all individuals who have most significant or significant disabilities without placing these individual in delayed status. Individuals who do not have significant disabilities are placed in delayed status. DVR is currently moving individuals out of delayed status according to their date of application. In recent months, the number in delayed status has remained under 100 individuals. Year to date, 118 unique individuals have been on the waiting list is FY 2016. For individuals who have been on the waiting list in FY 2016, the average time in delayed status has been 104 days.

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.

Category 1 – Most Significantly Disabled – Title I

Cost of Services: $ 4,617,380

Category 1 – Most Significantly Disabled – Title VI

Cost of Services: $ 255,000

Category 2 – Significantly Disabled

Cost of Services: $ 3,693,904

Category 3 – Not Significantly Disabled

Cost of Services: $ 923,476

TOTAL COST: $ 9,489,760

L. STATE GOALS AND PRIORITIES

The designated State unit must:

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED

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.

Each year, the State Rehabilitation Council and the Division of Vocational Rehabilitation review, define, and update DVR's goal and priorities. In keeping with the Delaware's WIOA Combined State Plan timeline, the review of goals and priorities occurred at the October meeting of the SRC. The Goals and Priorities below were jointly developed by the State Rehabilitation Council and the Division of Vocational Rehabilitation.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS.

2. Identify the goals and priorities in carrying out the VR and Supported Employment programs. (General) GOAL 1. Provide quality employment outcome for people with disabilities. Performance Objectives and Measures a. Employment Outcomes (traditional, supported employment, transition) 1. Increase total outcomes by a minimum of 10 each year over the previous year. 2. Increase transition outcomes by a minimum of 5 each year over the previous year. 3. Increase Supported Employment outcomes by a minimum of 5 each year over the previous year. b. Average hourly wage adult, transition, supported employment) 1. Increase the overall average hourly wage by $.10 each year over the previous year.. 2. Increase the adult average hourly wage by $.10 each year over the

previous year. 3. Increase average hourly wage for transition students by $.10 each year over the previous year. 4. Increase average hourly wage for supported employment by $.05 each year over the previous year. c. Employment in the second and fourth quarters following exit from the program (meet or exceed target estimates) In previous years, DVR has not calculated the employment rate among all individuals all individuals in the second and fourth quarters post exit; however, phone surveys of only successfully rehabilitated individuals yielded an employment rate of 70% in the second quarter for those who DVR was able to reach. In the absence of additional data on how to calculate this measure and who should be included, DVR's internal targets are 55% at the second quarter and 45% at the fourth quarter post-exit. d. Median wage in second quarter following exit from the program (meet or exceed target estimates) Median wage of successful closures from DVR in FY 2015 was $9.00. In the absence of additional data on how to calculate this measure and who should be included, the preliminary objective is to increase the median wage by $ .05 each year over the previous year. GOAL 2. Recruit new training programs that reflect opportunities in the labor market. Performance Objectives and Measures– a. Identify education and training options in high demand occupations based on labor market information. 1. Annually, use labor market information to identify the top five employment opportunities in each county. 2. Identify one or more credential-bearing training program, enabling individuals to be employable in three of these five employment opportunities in each county. 3. Since the high-demand jobs in each county will not change substantially each year, have credential-bearing training programs in all five high demand jobs by year four of the State Plan. b. Create education and training options that lead to business–recognized credentials and experiences. 1. In keeping with the previous objective and when credential-bearing programs are not available, work with education and training programs and businesses to develop business–recognized credentials and experiences that will enable people with disabilities to enter the identified career paths at multiple points in the fields identified using labor market information. The goal is to have credential-bearing programs in at least three of the five the high-demand occupations in each county. 2. Work with education and training vendors and businesses have credential-bearing training programs in all five high demand jobs by year four of the State Plan. 3. Modify request for proposal to require training vendors to include business-recognized credential-bearing training programs in the upcoming contracts. Modification to be completed for the FY 2017-2019 (two-year) contract cycle. c. Credential rate for adults and transition participant 1. Although the dimensions for the WIOA credential attainment rate have not been fully defined and baseline results have not been established, DVR has set a preliminary measure of a 60% credential attainment rate. This measure may be modified once fuller information is received with the ultimate objective of meeting or exceeding established measures. d. Employer measure 1. The dimensions for the WIOA employer measures have not been established for VR agencies. When the dimensions are established, DVR had to objective of meeting or exceeding these measures. GOAL 3. Provide pre–employment transition services and transition career services to transition–aged individuals with disabilities. Performance Objectives and Measures Pre–employment transition service opportunities for transition students Increase the number of pre–employment transition services, including opportunities such as Project SEARCH and Start on Success, to enable more transition students to participate (establish a baseline in the first full year following the availability of regulations). In FY 2015, in addition to the Project SEARCH and Start on Success programs, 11 pre-employment transition services programs hosted 100 students through summer programs. While Project SEARCH and Start on Success are focused towards students in the terminal years of high school, the other programs will be open to, and promoted via the DVR and school-based transition staff, to students starting at age 14. Going forward, DVR will: a. Expand the Project SEARCH to include programs in all three counties by FY 2017 b. Expand the Start of Success into Sussex County in FY 2017 and Kent County in FY 2018. c. Expand the vendor-based, pre-employment transition services summer programs to serve a minimum of: 1. 350 students in 2016 2. 400 students in 2017 3. 450 students in 2018 4. 500 students in 2019 d. Expand the vendor-based, pre-employment transition services to include year-round programming: 1. 8 programs in school year 2016-2017 2. 10

programs in school year 2017- 2018 3. 13 programs in school year 2018-2019 4. 16 programs in school year 2019-2020 e. Address future employment-related transportation needs for transition students through a statewide, transportation-focused pre-employment transition service: 1. Training provided to 500 students in school year 2016-2017 2. Training provided to 550 students in school year 2017-2018 3. Training provided to 600 students in school year 2018-2019 4. Training provided to 650 students in school year 2019-2020 GOAL 4: Provide vocational rehabilitation service to individuals with physical/orthopedic disabilities. Performance Objectives and Measures By FY 2020, increase the percentage of individuals with physical/orthopedic disabilities from 11% (FY 2013 number) to 15%. To accomplish this objective, DVR will: 1. Identify, at minimum, one new referral source annually and provide outreach presentations at least semi-annually. 2. Work with the Division of Services for Aging and Adults with Physical Disabilities to create Supported Employment follow-along funding for individuals with physical/orthopedic disabilities who have most significant disabilities. 3. In the absence of identified follow-along through DSAAPD, utilize DVR funding to provide extended follow-along for individuals with physical/orthopedic disabilities who have most significant disabilities for up to four years. GOAL 5: Address the needs of transition youth and adults who are not college-bound Performance Objectives and Measures DVR is infusing the agency's program with information about developing individual career pathways in high-demand industries as well as using the career pathways developed by the Delaware Division of Employment and Training. The career pathways process assists individuals in identifying the steps necessary to develop short-term and long-term vocational goals. Often, the individual is able to enter a pathway by obtaining an entry-level credential that does not require a college degree. Other individuals who are not able to continue in their previous employment may be able to move onto a different pathway using transferable skills or by obtaining additional credentials. DVR has provided overview training on developing career pathways as a counseling technique and the use of the DET's Joblink program to all DVR staff. DVR, through the Job Driven Vocational Rehabilitation Technical Assistance Program, is piloting a project in one field office where staff is getting additional training and support for implementing the career pathways process. 1. During FY 2016, DVR will provide training and support for one field unit to pilot the intensive and consistent use of career pathways in the development of the Individualized Plans for Employment. The clients will be surveyed after plan development to measure the impact of the program leading to modifications and updates to the program. 80% of the clients will indicate that career pathway information was provided and 70% will indicate that it was used in the development of their employment plans. 2. During FY 2017, the career pathways project will be expanded to the additional three field units along with the staff training necessary to implement the program. Again, the clients will be asked to complete a survey after plan development. 70% of the clients agency-wide will indicate that career pathways information was provided and 60% will indicate that it was used in the development of their employment plans. 3. In FY 2018, 80 % of the clients agency-wide will indicate that they received career pathways information and 70% will indicate that it was used in the development of their employment plans.

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; (General) • (A) WIOA expands the Comprehensive Statewide Needs Assessment, Section (j) Statewide Assessment, to include input related to transition services. DVR is not currently conducting a CSNA. Accordingly, the State Rehabilitation Council was asked to provide input into sections 1E and 3 of the assessment. Feedback was incorporated into Section (j) as well as into the goals and priorities outlined above. • In section 2, DVR indicates that it will address several of the needs identified in the CSNA and in the recent feedback from the SRC. These include transportation, services for

individuals with physical disabilities, the need for more pre-employment transition services and services at a younger age, and services for individuals/transition students who are not college-bound. • IIIB. the State's performance under the performance accountability measures of section 116 of WIOA; and (General) • (B) Section 116 of WIOA, the common measures, was woven tightly into the goals and priorities above. The measures, including some preliminary internal targets as requested, are included in the performance goals. DVR, as well as all VR agencies, was not asked to provide goals for the WIOA Common Measures in the Combined State Plan. Once the specific measures are established, DVR will work to meet or exceed those targets. • C. other available information on the operation and effectiveness of the VR program, including any reports received from the State Rehabilitation Council and finding and recommendations from monitoring activities conducted under section 107. (General) • (C) The State Rehabilitation Council, jointly with representation from DVR, participated in an effectiveness evaluation in order to review the goals and priorities established by the previous State Plan and to establish the goals and priorities above. They were presented with performance data from the previous year and participated in discussion. Following the discussion DVR received written input from the SRC members. Their written input was incorporated into the goals and priorities. Prior to submitting the goals and priorities outlined above, the draft goals and priorities were sent out to the SRC members for comments and recommendations. •

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

(A) WIOA expands the Comprehensive Statewide Needs Assessment, Section (j) Statewide Assessment, to include input related to transition services. DVR is not currently conducting a CSNA. Accordingly, the State Rehabilitation Council was asked to provide input into sections 1E and 3 of the assessment. Feedback was incorporated into Section (j) as well as into the goals and priorities outlined above.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

(B) Section 116 of WIOA, the common measures, was woven tightly into the goals and priorities above. The measures are included in the performance goals.

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDING AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

(C) The State Rehabilitation Council, jointly with representation from DVR, participated in an effectiveness evaluation in order to review the goals and priorities established by the previous State Plan and to establish the goals and priorities above. They were presented with performance data from the previous year and participated in discussion. Following the discussion DVR received written input from the SRC members. Their written input was incorporated into the goals and priorities. Prior to submitting the goals and priorities outlined above, the draft goals and priorities were sent out to the SRC members for comments and recommendations.

M. ORDER OF SELECTION

Describe:

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES.

Due to limited resources, the Delaware Division of Vocational Rehabilitation believes that it will be unable to provide services to all individuals who are eligible under the Rehabilitation Act of 1973, as Amended (the Act). According to section 101 (a)(5) of the Act, if a rehabilitation agency determines that it is unable to provide services for all eligible individuals, an Order of Selection is required in order to ensure that the agency has as its priority the provision of services to individuals with the most significant disabilities and that categories are established to define the priorities.

B. THE JUSTIFICATION FOR THE ORDER.

Over the past several years, the Delaware legislature has seen fit to provide DVR with funding in excess of the required match. The funding is included in the FY 2017 proposed budget. The legislature first gave DVR the funding in order to reduce a substantial waiting list and has continued to provide the funding. DVR has used the State funding to apply for and receive re-allotment funds. The additional funding has allowed DVR to directly serve all individuals who have most-significant and significant disabilities, as well as those who are employed at application but at risk of losing their jobs, with only individuals with non-significant disabilities entering delayed status. As of the writing of this section, the average time that an individual is staying in delayed status is 104 days.

C. THE SERVICE AND OUTCOME GOALS.

Description of Priority categories Accordingly, DVR establishes the following categories for service provision:

Priority Category I, Individuals with the Most Significant Disabilities (MSD) Eligible individuals with impairments that result in serious limitations of three or more functional capacities that require multiple vocational rehabilitation services over an extended period of time, six months or more.

Priority Category II, Individuals with Significant Disabilities (SD) Eligible individuals with impairments that result in serious limitations in one or two functional capacities requiring multiple vocational rehabilitation services over an extended period of time, six months or more. An allowed SSDI beneficiary or SSI recipient is automatically considered to be, at least, an individual with a significant disability, and should be reviewed for possible Priority 1 status. . Priority Category III, Individuals with Non–Significant Disabilities Eligible individuals with a disability who do not meet the definition for MSD or SD.

D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.

The numbers below accurately reflect DVR's anticipated ability to serve individuals in Fiscal Year 2017. As indicated above and in the Annual Estimates section, DVR has received additional funding from the State legislature and through the re-allotment process. The money has enabled DVR to serve all individuals in Priority Category 2, individuals with significant disabilities, and individuals who are employed at application but at risk of losing their employment while having only a small number of individuals in Priority Category 3, individuals with non-significant disabilities, in delayed status. Priority Category 1 Anticipated Served: 4310 Anticipated Successful Outcomes: 550 Anticipated Unsuccessful Outcomes: 300 Time Frame: Fiscal Year 2017 Anticipated Cost: $ 4,872,380 Priority Category 2 Anticipated Served: 3352 Anticipated Successful Outcomes: 575 Anticipated Unsuccessful Outcomes: 300 Time Frame: Fiscal Year 2017 Anticipated Cost: $ 3,693,904 Individuals, Employed at Application, who are at risk of losing employment, served regardless of OOS: 30 Anticipated Successful Outcomes: 25 Anticipated Unsuccessful Outcomes: 5 Time Frame: Fiscal Year 2017 Anticipated Cost: $33,060 Priority Category 3 Anticipated Served: 808 • Anticipated Successful Outcomes: 50 • Anticipated Unsuccessful Outcomes: 30 • Time Frame; Fiscal Year 2017 • Anticipated Cost: $890,416

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

In order to focus services on the individuals with the most significant disabilities, DVR will serve individuals in the following order:

First: Priority Category I

Second: Priority Category II

Third: Priority Category III

As DVR identifies that the agency has sufficient resources to move individuals from the waiting list, individuals will be moved to active services first according to priority category and secondly according to date of application. Service and outcome goals and the time within which the goals will be achieved. Written notification is sent to all individuals who are placed on the waiting list for vocational rehabilitation services. The notification includes information about available services and resources the individual may contact for assistance in employment. Each letter identifies the nearest American Job Center, established per the Workforce Investment Act.

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.

The Division of Vocational Rehabilitation has updated its policy to state: An eligible individual who is employed at application, and requires specific services or equipment to maintain employment may receive services regardless of their priority category.

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.

Requested Revision — Description (n), Goals and Plans for Distribution of title VI Funds, of the Vocational Rehabilitation portion of the Plan does not include all required information pursuant to section 603 of the Rehabilitation Act. There are no goals or priorities specified. The Division of Vocational Rehabilitation (DVR) funds supported employment services for consumers under Title VI, Part B of the Rehabilitation Act and allocates all funds for services. Program Funds are used to purchase supported employment assessments and services from the community rehabilitation programs under a Purchase of Services Agreement with DVR. In order to provide supported employment for all consumers who require services, Title I funds are used to supplement the Title VI, Part B allocation. The Division of Vocational Rehabilitation has a long standing partnership with the DE Division of Developmental Disabilities Services (DDDS) in regard to providing supported employment (SE) services. Individuals with intellectual disabilities who need long term supports in order to obtain and maintain employment are referred to DVR and DDDS. The individual works with a community rehabilitation provider (CRP) of their choice to begin community–based supported employment assessments to identify a vocational goal and the necessary supports to be successful in employment. The CRP assists the individual with job placement and coaching for a total of 90 days or until the individual is stable on the job. At that time, DVR pays the CRP the final milestone payment at which time DDDS provides funding to the CRP for the long term supports in order for the individual to remain on the job. DVR will continue to monitor the case for an additional 60 days (150 total) once the individual enters inter extended services through DDDS; however, no additional funding is provided by DVR. For individuals not eligible for DDDS services, but needing long term supports in order to be successful on a job, DVR assists the individual to identify other sources of long term funding or natural supports on the job. Although Delaware has a strong SE program in place with excellent partnerships with the Department of Education (DOE), DDDS, Local Education Agencies (LEAs) and DVR, there are still many students who are potentially eligible for SE services who are not being referred. Each year the DOE identifies the number of students statewide who are enrolled in school and have a disability typically meeting the criteria for DDDS services and/or requiring SE services in order to obtain and maintain employment. There are a variety of factors which influence the referral process for students, including school staff not believing a student can work (low expectations, lack of understanding of adult services and supports available, etc.), families not supporting employment as a goal for their chiId (safety concerns, fear of losing benefits, lack of understanding of adult services and Supported Employment, low expectations etc.), students not choosing employment (limited or lack of exposure to career options, limited understanding of disability and support needs, lack of training in self-advocacy, etc.), and lack of CRP experience to provide SE services to individuals with the most significant disabilities (lack of training and/or experience). Goals and priorities for supported employment (SE) services include: • expanding the reach of SE services to more students prior to them exiting from high school by providing more outreach to schools, students and families • connecting students to adult services while still in school, thereby eliminating gaps in services, • providing students opportunities to participate in assessments and career exploration activities • increasing student understanding and preparation for work and the chance of becoming employed right out of high school and providing them access to a team of professionals all working towards the same goal. The Division of Vocational Rehabilitation and the Division of Substance Abuse and Mental Health (DSAMH) jointly administer an Evidence–Based Supported Employment Program to individuals with mental illness. This supported employment program has struggled since DE transitioned their services to an ACT model, however

leadership at both agencies continue to see it as a priority, and effort has been focused on identifying and training the staff on the ACT teams to provide the supported employment supports. As staff is learning the new model of providing services, supported employment supports have been difficult for them to incorporate into other responsibilities and many staff members are not trained on providing employment supports. Due to this transition, DVR has developed an agreement with additional service providers to ensure job development, placement, and supports are provided to individuals with mental illness who qualify for supported employment services. The DVR and DSAMH have also collaborated efforts and funds to assist providers in hiring employment staff who will assist the ACT teams in doing job development and placement for individuals with mental health disabilities. The DVR Transition Coordinator provides technical assistance and administrative support for the supported employment program for individuals with DD/ID and the DVR Deputy Director oversees supported employment for individuals with mental health disabilities.

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

DVR leverages long–term extended services that are funded by the Division of Developmental Disabilities Services or, for transition students and youth with mental health disabilities, the Division of Substance Abuse and Mental Health. By leveraging the long–term supports through DDDS and DSAMH, DVR is able to expand supported employment services to youth with the most significant disabilities. DVR also uses Title I funds to supplement Title VI funds for supported employment. When extended services are not available through the support of DDDS or DSAMH, DVR will support extended services for a period not to exceed four (4) years. During the four years of DVR–supported extended services, alternate sources of extended services supports will be pursued, including the development of natural supports.

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.

Pursuant to section 603(d), DVR recognizes the requirement to reserve 50% of its supported employment allocation on transition–age consumers with the most significant disabilities and will achieve that requirement through the Early Start to Supported Employment program (ESSE). The Division of Vocational Rehabilitation, the Department of Education and the Division of Developmental Disabilities Services (DDDS) collaborate with the local education agencies, community rehabilitation providers, businesses, families and students with disabilities to implement ESSE. The ESSE philosophy is that all persons, regardless of disability, are able to be employed and be successful, active, participating members of their communities. The ESSE program starts two years prior to the student exiting high school through the identification of students and assistance and encouragement to apply for services under DVR and DDDS. The program offers students an opportunity to gain exposure to work in the community and assists them with learning and retaining employment related skills. It provides a more seamless transition from school to work and alleviates student and family stress during the transition to life after high school.

O. STATE'S STRATEGIES

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES.

DVR will engage with a wide range of stakeholders in the community in order to expand and improve services including consumer organizations, public and non–profit agencies, community rehabilitation programs, education, and employers. By listening to input from stakeholders and building programs that have value and address the objectives of multiple members of the rehabilitation community, the impact of vocational rehabilitation is increased. Examples of collaboration include the Transition Community of Practice, the Early Start to Supported Employment, the Project SEARCH program, Supported Education, and the Start on Success Program, as well as the numerous committees and programs to which DVR staff contributes and through which DVR reaches out to the community. DVR has specifically identified the expansion of business–focused training programs for transitioning students, specifically Project SEARCH and Start on Success, as its innovation and expansion project. Additional pre–employment transition services programs for transition students have been developed, and the process of refining and expanding the business–focused opportunities will continue.

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.

The Division of Vocational Rehabilitation makes assistive technology goods and services available to individuals with disabilities at all stages of the rehabilitation process. DVR maintains collaborative relationships with organizations and entities that provide rehabilitation technology goods and services, including the Delaware Assistive Technology Initiative (DATI), Easter Seals Society of Delaware and Maryland Eastern Shore, and with other technology providers. In October of 2013, DVR sponsored many members of the DVR staff in a full day of training on assistive technology that was offered by the Delaware Rehabilitation Association. The goal of the program was to increase staff awareness of AT options throughout the VR process and to increase informed choice. The program featured speakers with expertise on a range of Assistive Technology and Rehabilitation Engineering topics. DVR plans to offer additional training on AT during Fiscal Year 2016. DVR and Easter Seals Society of Delaware and Maryland Eastern Shore jointly administer Financing Your Independence, the AT Loan Program and Telework Loan Program in Delaware. DVR has relationships with vendors who provide a wide array of assistive technology goods and services. Counselors who have clients with assistive technology issues collaborate with one of several vendors with specialized knowledge in rehabilitation technology when serving clients with specific AT needs. DVR has a check–off item on every Individualized Plan for Employment to prompt counselors to consider AT needs for every client in the planning process.

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.

DVR counselors maintain a broad array of referral sources to provide outreach services to people with disabilities in Delaware, including minorities and individuals with the most significant disabilities. DVR has been working with the Brain Injury Association in Delaware, BIAD, to make an effort to reach and serve individuals with physical disabilities which has been identified as an underserved population in the on–site review process. The largest DVR office is located in the city of Wilmington, which has the largest population of minority residents in the state. DVR has a Spanish speaking counselor and a Spanish speaking District Administrator who serve the Hispanic population and provide outreach to churches and community centers in the city. DVR has a strong collaborative relationship with the local school district transition coordinators and Delaware Department of Education Special Education Coordinator. DVR receives referral information from all public and most private high schools in the state, including adjudicated youth, regarding transition students and reaches out to the students, often on an individual basis, to connect the students with DVR services. A substantial proportion of these students are minority students and students with significant disabilities. DVR Counselors, District Administrators, and Program Managers conduct outreach activities to advocacy organizations, other state agencies, non–profit service providers, individual and organizational health–care providers and mental health providers to offer DVR services to their clients.

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).

DVR has a long history of providing transition services that begins with developing relationships with the Delaware Department of Education, as well as leadership within each of the local education agencies, and designating a liaison vocational rehabilitation counselor for each of the high school programs in the state. Even prior to the implementation of pre–employment transition services, DVR had implemented both Project SEARCH and Start on Success and had developed a supported employment program, Early Start on Supported Employment, that focused considerable resources on transition age individuals. DVR plans to continue to expand the models currently in place while expanding on the business–based opportunities for transition students. In the summer of 2015, DVR coordinated 11 pre–employment transition services programs, primarily in business sites, that gave over 100 students the opportunity to explore and experience work environments.

In FY 2016, DVR implemented a focus on career pathways for all DVR consumers. Implementation included agency–wide training on what career pathways are and how to include career pathways information in vocational rehabilitation counseling and guidance. DVR is also improving its vocational evaluation process to help consumers, including transition students and youth, identify short and long–term vocational goals. Career pathways and informed choice are key to assisting students and youth to identify steps in building the credentials to meet their goals. Programs at the postsecondary level, both at community rehabilitation facilities and postsecondary education institutions, are being given DVR support to develop and offer industry–recognized credentials that coordinate with career pathways in the local economies.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

DVR provides rehabilitation services and training to individuals with disabilities through contracts with community rehabilitation programs (CRPs) in Delaware. DVR follows a request for proposal (RFP) process and solicits proposals from all CRPs in the state to provide services on a two–year cycle. DVR and the community rehabilitation programs have strong collaborative relationships. Referrals for services flow both ways.

DVR holds quarterly meetings with the community rehabilitation programs to review accomplishments and identify ways to improve effectiveness. The division is helping the community rehabilitation programs to understand anticipated changes that will be forthcoming under the WIOA regulations. In incorporating WIOA and the move towards implementing the use of career pathways, DVR is moving away from programs that offer certificates of completion towards programs that offer national industry–recognized credentials and is in the process of incorporating the requirement of industry–recognized credentials to the fullest extent possible. For occupations for which there are no nationally recognized credentials, DVR, in conjunction with businesses, education and training providers, and WIOA partners, towards the development of local, industry–recognized standards and credentials.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA.

DVR is in the process of establishing memoranda of understanding with other workforce partners that will enable the division to calculate the common performance accountability measures under Title I, section 116 of WIOA.

DVR maintains processes to continually monitor progress and seek ways to improve performance. DVR maintains a quality assurance process, conducting quarterly reviews of cases to evaluate quality and timeliness of services, and conformance to the requirements of the Rehabilitation Act and regulations. The review instrument is patterned after an RSA review instrument and tailored to highlight the specific focus–area for that review but is also expanded to gather information on specific topics during many reviews. Counselors, program managers, and fiscal staff review randomly selected case records to evaluate quality casework standards. The results of the reviews are shared with the counselors, their supervisors, and the training administrator. They are used to evaluate the quality of services provided by DVR, and also to identify training needs, performance deficiencies, and policy issues. DVR’s efforts to improve services and training opportunities for people with disabilities as part of the revised RFP process are intended to improve agency performance in addressing the common measure requirements for establishing credential training programs. DVR is working with service providers to promote training programs that are more closely aligned with employer job requirements and to include internships as part of the training experience. DVR is collaborating with Delaware Technical and Community College to provide more educational/training supports and opportunities for transition youth to attend post–secondary educational programs at Delaware Tech.

DVR is collaborating with the mental health agency to implement an evidence–based supported employment program in Delaware for people with mental illness. The goal is continuous improvement in the service delivery capability among the community mental health agencies so that

employment, placement, and employment supports are part of the services available in those agencies.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES.

DVR is co–located in the four Delaware Department of Labor locations that house the American Job Centers for the State. DVR is working with the rest of the DE DOL to promote the vision and implementation of one–stop and no wrong door. Currently, DVR receives referrals from the Division of Employment and Training (DET) and assists DVR clients in accessing the resources from the American Job Centers. DVR, through resources obtained in previously funded grant programs, has assisted DET in becoming physically and programmatically accessible to individuals with disabilities. DVR will continue to work with DET to provide training to their staff so that they are better prepared to assist individuals with disabilities.

In addition to working with resources within the Delaware Department of Labor, DVR has a strong relationship with the Delaware Department of Education and the statewide Delaware Technical & Community College. DVR and Delaware Tech have created the Supported Education to assist DVR–sponsored students to acquire academic and study skills that foster success in the educational process. The Workforce Development Board is represented on the State Rehabilitation Council by an active member of the WDB Youth Council who is a former DVR client and strong advocate for vocational rehabilitation and individuals with disabilities.

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

(A) Strategies to Achieve Goals and Priorities.

As part of the Effectiveness Evaluation and in conjunction with the results of the Comprehensive Statewide Needs Assessment, DVR and the SRC discussed recommendation for way to address the goals and priorities. Ways in which DVR will continue to support the goals and priorities include:

1) Provide quality employment outcome for people with disabilities. The priority relates to concerns that there is the need for employment in jobs with sufficient pay and employee benefits to become self–sufficient. According, DVR is responding by:

• Educating clients on career pathways and the development of short and long–term vocational goals.

• Working with postsecondary education and training providers to develop and implement credential–bearing that are geared to labor market information and career pathways.

• Increasing the number of individuals obtaining employment through Supported Employment and Self–Employment as part of the overall goal of increasing employment outcomes.

• Focusing on increasing the hourly wage of employed consumers as part of a focus to increase the quality of employment outcomes.

• Continue to provide benefits counseling to assist clients to understand the impact of employment on benefits and the positive effect of employment on independence and self–sufficiency.

• Assisting clients to understand the availability of healthcare benefits through the Affordable Care Act so that fear of the loss of health benefits will no longer be a disincentive to employment.

• Promoting financial independence and in conjunction with educating clients on the availability of healthcare, encourage individuals to earn as much as they can either through a single full–time job or two part–time jobs.

2) Support training programs that reflect opportunities in the labor market. The priority relates to the employment services/employment needs as well as the need for information.

• Utilize employment trend information available from the Delaware Office of Occupational and Labor Market Information by

1) using the labor market information to advise community rehabilitation programs in the development of training programs

2) seeking additional programs that offer training in fields where the employment outlook is positive, and

3) using labor market information during the counseling/informed choice process with DVR clients.

• Implement the use of career pathways developed by the Division of Employment and Training as a tool for career guidance.

• Continue to work with Community Rehabilitation Programs as part of the RFP process to use the labor market information to develop credential–bearing training programs that reflect labor market trends. Enable clients to make informed choices about their vocational training by providing information about the training programs through the updated Choices booklet.

• Work directly with employers and with Community Rehabilitation Programs to develop training programs that are held on–site at places of employment in the community.

3. Expand opportunities for students to transition from school to work. Transition students and youth served by DVR have a wide range of disabilities and vocational needs. They require quality training programs that focus on careers available in the labor market in order to get employment.

• Support training for school to careers transition counselors to enable them to meet the unique needs of youth with disabilities.

• Work with the Department of Education and the Division of Developmental Disabilities Services to provide supported employment to common clients under the Early Start to Supported Employment program.

• Collaborate with the Delaware Technical & Community College (DTCC) to provide more training and educational opportunities for transition youth in this statewide, post–secondary educational organization. Use Supported Education to target youth with disabilities as clients who may benefit from the additional supports offered through the program in order to be successful in post–secondary education, basic education programs at DTCC. Include the provision of study skills training, tutoring and other intensive supports on campus to students enrolled in DTCC in the remedial program.

• Participate in the Department of Education in the Community of Practice (CoP) initiative to work collaboratively with parents, students, advocates, and other agencies and service providers in a coordinated and collaborative effort.

• Through the DVR Specialist for Transition, collaborate extensively with the Department of Education and local school district representatives including the implementation of a Student Success Plan (SSP) and the Career Cruising self–assessment/career planning tool for all students, including students with disabilities in the Delaware public school system. Students who are actively using these programs may offer access to the DVR transition counselors to use the programs as a plan–development tool.

• As part of the CoP, co–sponsor “The Annual Community of Practice Transition Conference: Shared Work; Shared Vision” as a collaborative effort by the Delaware Department of Education, the Division on Career Development and Transition and members of the CoP (i.e.: Parent Information Center of Delaware, school district representatives throughout the state, and the Student Leadership Team). The conference is well attended by students, parents, educators, DVR transition counselors, transition specialists from many high schools, as well as other stakeholders involved in assisting youth with disabilities transition to post–secondary life.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

In FY 2014, DVR established the goal of expanding the availability of employer–based training for transition students. The anticipated goal at that time was to continue the implementation of Project SEARCH in New Castle County while expanding the services into Kent and Sussex Counties. The following progress has been attained:

• The Project SEARCH program in New Castle County has been maintained its relationship with the Red Clay School District since the fall of 2013. A cohort completed the program at the Christiana Medical Center in May of 2015, and a new group began in the fall of 2015.

• A second Project SEARCH site was initiated in Kent County. Project SEARCH is working with the Capital School District and the employer, Bayhealth. The first program cohort, initiated in the fall of 2014, has successfully completed the program, and a new cohort began in the fall of 2015.

DVR has expanded the goals of the Innovation and Expansion project to reflect the implementation of the Start on Success (SOS) program. Similar to Project SEARCH, SOS provides employer–based training opportunities for youth in transition. Thus far, the SOS sites are in New Castle County, but DVR will explore the expansion into Kent and Sussex Counties.

• In FY 2014, DVR implemented the SOS program as a partnership with the Christina School District and several YMCA locations in New Castle County. The training vendor is Humanim. DVR has continued to implement the program in FY 2015 and FY 2016.

DVR will continue the Project SEARCH and Start on Success models as the models implement business–based experience for transition youth. DVR anticipates expanding opportunities for business–based experiences through the implementation of pre–employment transition services

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.

All locations of the Division of Vocational Rehabilitation are physically and programmatically accessible for all DVR consumers seeking services from both the State Vocational Rehabilitation Services Program and the State Supported Employment Services Program. Each location has accessible parking designated for individuals with disabilities. DVR locations have accessible entrances and restrooms. If DVR identifies a barrier to providing services to a specific individual, the agency moves quickly to accommodate that individual's need for physical or programmatic access. Examples of barrier removal may include changing the location of the meeting to accommodate transportation barriers, the format of the printed materials, or provision of interpreter services (sign or foreign language). DVR permits and encourages advocates, including parents and guardians, who, with the permission of the consumers, attend meetings with DVR in order to assist the individual with a developmental or intellectual disability to make decisions in their best interest.

DVR requires that its vendors also be physically and programmatically accessible and works with them to provide accommodations when barriers are identified.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

Section 1. Although a State Plan update was not required by July 1st of 2015, DVR conducted and documented a full Effectiveness Evaluation in February of 2015 to review the goals and priorities in the most recent, approved DVR State Plan.

The documentation is as follows:

EFFECTIVENESS EVALUATION Standards and Indicators DVR provided information to SRC members on DVR performance administering the Vocational Rehabilitation Program, as measured by federal standards and indicators under the Workforce Investment Act. The performance on standards and indicators in FY2014 is as follows:

• DVR achieved 1046 outcomes in FY2014, an increase of 16 outcomes over the previous year. This was the highest number of outcomes ever for DVR, and clearly exceeded the RSA standard to equal or better the results from the prior year.

• The Rehabilitation rate in FY 2012 was 65.5%, over the RSA standard of 55.8%.

• 100% of the employment outcomes for FY 2014 were competitive employment in the community at or above the minimum wage. This exceeded the standard of 72.6%.

• Of all those individuals who were competitively employed in FY 2014as the result of DVR services, 96% were individuals with significant disabilities. This exceeds the RSA standard of 62.4%.

• The average hourly wage increased to $10.30 in FY2014, an decrease of 16 cents per hour over the previous year. The standard for hourly wage is that DVR clients' wages average 52% of the average wage for all wage earners in the State of Delaware. DVR did not meet this standard.

• The increased percentage of individuals who report their wages as the largest source of support between application and successful closure is 64.72%, above the standard of 53%.

• The service rate for all individuals with disabilities from minority backgrounds as a ratio to the service rate for all individuals with disabilities from non–minority backgrounds was 97%, exceeding the 80% standard.

Employment Retention DVR attempted to reach individuals who achieved a successful employment outcome in FY 2014, at least 90 days after closure, to ask them about job retention. A total of 462 individuals, or 44%, were successfully contacted. Of those reporting, 77.71% indicated that they were currently employed. Of those, 52.65% indicated that they were in the same job in which they had been employed when their case was closed by DVR. 47.35% of the individuals indicated that they were employed in different jobs. Of those who have stayed in the same job, 46.88% indicated that their earnings had remained stable. 14% indicated an increase in earnings due to a raise in pay. 12.5% indicated a decrease in earnings due to decreased hours. (16.15% refused to answer this question). Of those changed jobs, 43.35% indicated that their earnings had remained stable. 15.61% indicated an increase in earnings due to a raise in pay. 6.94% indicated a decrease in earnings due to decreased hours. (20.81 refused to answer the question) Of those currently not employed, the primary reasons were "Quit" 32.67%, "Fired" 25.74%, "Disability" 18.81%, and "New Medical Problem" 10.89%.

Consumer Satisfaction The 2014 Customer Satisfaction Survey was designed to seek out specific ways in which DVR services could improve. As such, the participants were asked to rate a service on a Likert scale from "Excellent" to "Poor." For each item that was not rated "Excellent," the participant was asked what DVR could have done differently that would have resulted in an excellent rating.

• The majority or participants, both rehabilitated and not rehabilitated, rated overall satisfaction with DVR as excellent with 63.76% and 52.24% respectfully. Combined with the 22.15% and 25.37% who rated services as good, the positive ratings are 85.91% (rehabilitated) and 77.61% (not rehabilitated).

• For individuals who were successfully rehabilitated, the positive counselor relationship was 89.62% (with 72.41% excellent rating) along with an 82.52% (60.84% excellent) rating of ability to choose services.

• For those who were closed not–rehabilitated, the counselor relationship received an 80% (52.14% excellent) positive rating with a 55.88% (44.12% excellent) positive rating for the ability to choose services.

• Comments about ways to improve services centered on common themes such as the need for better communication, less perception of being rushed, and better explanation of the available choices. Some participants who were not rehabilitated indicated very limited interaction with their counselors.

• Among those who were closed as rehabilitated, the positive rating was 91.79% (67.16% excellent). Reasons for a not–excellent rating centered on common themes such as the time it took to find a job and dissatisfaction with the job type, benefits, or hours.

• For individuals who were successfully rehabilitated, the positive counselor relationship was 89.62% (with 72.41% excellent rating) along with an 82.52% (60.84% excellent) rating of ability to choose services.

• For those who were closed not–rehabilitated, the counselor relationship received an 80% (52.14% excellent) positive rating with a 55.88% (44.12% excellent) positive rating for the ability to choose services.

• Comments about ways to improve services centered on common themes such as the need for better communication, less perception of being rushed, and better explanation of the available choices. Some participants who were not rehabilitated indicated very limited interaction with their counselors.

• Among those who were closed as rehabilitated, the positive rating was 91.79% (67.16% excellent). Reasons for a not–excellent rating centered on common themes such as the time it took to find a job and dissatisfaction with the job type, benefits, or hours.

Goals and Priorities

Participants in the Effectiveness evaluation were given the opportunity to review the previously approved goals and priorities. For each goal/priority, the participants were given some additional information related to that goal which is included below.

FY 2014 GOALS & PRIORITES

1. Provide quality employment outcome for people with disabilities. Performance measures–

1. Number of outcomes: Traditional; Self–employment; Supported employment

2. Average hourly wage: Adult; Transition; Supported Employment Target Goals–

a. Achieve 50 Supported Employment Outcomes from Evidence Based Program

b. Achieve 40 Supported Employment Outcomes from DDDS/DVR SE Program

2. Support training programs that reflect opportunities in the labor market. Performance Measures–

1. Training choices for clients in areas of job availability

2. Outcomes per training program Target Goals–

a. Develop at least 1 new training program in Kent & Sussex County

b. Develop at least 1 new training program in the healthcare industry

c. Develop at least 1 new training program for people with Traumatic Brain Injury

• 1588 clients received training services

• 557 clients received post–secondary education services

• DVR provided OJT services for 90 individuals in FY 2014.

3. Expand opportunities for students to transition from school to work. Performance Measures

1. Number of new students served

2. Number of transition outcomes

Target Goals–

a. Increase number of new students served by at least 10

b. Increase number of outcomes by at least 10

c. Develop a social group program for students with autism downstate

d. Increase number of students in Supported Education Program in DTCC Stanton Campus to 12

Number of new students served:

FY 2014: 857 (+48) FY 2013: 809

Number of transition outcomes:

FY 2014: 322 (+59) FY2013: 263

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

DVR exceeded the RSA standards as indicated in the WIA legislation for six of the seven measures and, accordingly met the overall RSA requirements; however, due to the high average wage of workers in Delaware, DVR did not meet Standard 1.5. Delaware, along with many other states in the region and northeastern United States, has not met Standard 1.5 in many years. Although there was a significant increase in the average hourly wage of Transition clients, there was a decrease in the average hourly wage of adult and supported employment outcomes. DVR has not yet instituted the Common Measures as outlined in WIOA and will be implementing them once they are fully defined in the pending regulations.

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.

Section 2.

A. Many students in the ESSE Program are in a vocationally focused, 18–21 program in which they will not be receiving a diploma, but a certificate of completion. The ESSE collaboration has offered earlier engagement of students into the supported employment process resulting in fewer students being placed in sheltered employment or day habilitation settings. In addition, more students are getting connected to adult service providers and receiving community–based employment services prior to exiting high school. For the students who obtain employment prior to leaving high school, they are able to either hold a part time job along with completing high school or exiting high school prior to 21 as their goals for employment have been achieved.

For adults with most–significant disabilities, DVR provides supported employment services for individuals who have developmental/cognitive disabilities and individuals who have mental illness. Adults with developmental/cognitive disabilities receive services from the same vendors as the youth participants. Adults with mental illness are served through the mental health ACT teams. DVR has liaison counselors who are present at the ACT team locations in order to coordinate services.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

B. There are still many families and students with cognitive disabilities who do not believe community–based employment is a viable option and choose not to pursue those services. Some school personnel do not make referrals to DDDS and DVR because they do not believe the students will be eligible for the services. In addition, some families are not engaging as early as possible which may hold up the process until after the student leaves high school. Over the course of the 10 full years ESSE has been in place, we see fewer of these barriers, however they still exist. For adults with cognitive disabilities, the barrier to success is the created by the lack of community service providers. DVR is pursuing additional service providers.

For individuals with significant mental illness, the Division of Substance Abuse and Mental Health's change in the service provision model has posed an impediment to success. Members of the new service team have not been familiar with supported employment. The training of the ACT team members is underway.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.

Section three requests feedback on DVR's performance on the performance evaluation indicators as outlined in WIOA, Title I, section 116. Regulations and Guidance have not yet been formally approved for the WIOA legislation. DVR is familiar with section 116, and the indicators are reflected in the DVR goals and priorities in Section (l), found in the Vocational Rehabilitation section of the Delaware Combined State Plan. DVR has not yet measured its performance based on the performance evaluation indicators in section 116.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

Section 4. Innovation and Expansion: Start of Success began in Delaware in the spring of 2014. Fourteen Students were selected from the Central School and Christiana High School and the partner business was the YMCA (Central and Western locations). For the 2014–2015 academic year, SOS was expanded to Brandywine School District where 14 additional students participated, totaling 28 students in New Castle County. The Brandywine YMCA and Veteran's Administration Hospital are two additional businesses where students are participating in internships. The goal is to expand statewide and discussions have begun to identify business and school partners in Kent and Sussex Counties.

In the fall of 2012, DVR and the Delaware Department of Education collaborated with Goodwill of Delaware, Christiana Care Network, and Red Clay School District to pilot Project SEARCH in Delaware. DVR published a Request for Proposal for both SEARCH sites beginning in the fall of 2014. Contracts were awarded and services implemented in August of 2014. Community Integrated Services and Autism Delaware, Productive Opportunities for Work and Recreation (POW&R) jointly provide Project SEARCH programming for both Bayhealth Medical Center in Kent County and Christiana Care Network in New Castle County, collaborating with Dover and Red Clay school districts. A second Project SEARCH site began in the fall of 2014 in Kent County Delaware, at Bayhealth Medical Center.

The first Project SEARCH site, at the Christiana Medical Center Hospital just completed its third year of services. It is a highly successful, highly regarded program in Delaware. Project SEARCH is now operating at or near capacity; a positive increase of service delivery to transition youth in two of the three counties in Delaware with an aspirational goal of expansion in 2016 to Sussex County. The Project SEARCH program in Delaware has been nationally recognized for the successful employment of participants.

The Specialisterne–Computer Aid, Inc. (CAI) partnership continues to provide unique training and employment opportunities in the information age to individuals on the autism spectrum. The transition from Specialisterne as the primary provider of service to CAI who has had its own learning curve to working with a broad spectrum of autistic youth and adults has been an evolution facilitated by Autism DE, POW&R (Productive Opportunities for Work & Recreation). CAI is fundamentally an

employer learning how to engage, interact and train individuals with autism for prescribed government and private contracts within deadlines for production. The program has not expanded as far as an increase in training available statewide or in an alternative location. CAI has come to understand that term is broader than they originally understood. With the help and support of POW&R and DVR, CAI is developing an understanding of how to work effectively with participants across the autism spectrum which leads to successful training and employment for individuals with autism disabilities.

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES.

Include the following:

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

Section 1. The Division of Vocational Rehabilitation administers the Supported Employment Program under Title VI, Part B of the Rehabilitation Act. Supported Employment occurs in an integrated setting where individuals with the most significant disabilities receive minimum wage or above for work. In the absence of the services available as part of supported employment, many of the participants would not obtain or retain employment.

The Division is focused on providing quality services through the use of the following strategies:
*Quality Assurance Reviews of all supported employment programs operated by rehabilitation providers. A representative from the administrative unit and representatives from Vocational Rehabilitation Services meet with staff from the Community Rehabilitation Programs on a quarterly basis to review progress and resolve programmatic issues.

*Oversight monitoring in partnership with long term funding agencies. At least quarterly, representatives from the Division of Developmental Disabilities Services (DDDS) and the Division of Substance Abuse and Mental Health (DSAMH) meet with DVR program staff to address issues related to the smooth transition from DVR services to the extended services provided by the other divisions.

*DVR coordinates the Customized Employment Bootcamp training that is provided by George Tilson, Ed.D, formerly with TransCen, Inc., to provide job development and coaching training to front line staff at the community rehabilitation programs (CRP). The training program certifies staff providing services through the programs. The training was held once in 2015, training 20 CRP staff. Bi–monthly training work groups have been held with DVR, DDDS and CRP staff, along with Dr. Tilson, to determine training needs in Delaware and the capacity to increase the Bootcamp training. DVR is working with Dr. Tilson to develop a “Train the Trainer” component to the Bootcamp and offer it quarterly, increasing the capacity to 80–100 staff being trained per year. DVR works with the Department of Education, the Division of Developmental Disabilities Services, and the Division of Substance Abuse and Mental Health to fund and coordinate training through a SE Consortium of state agencies.

*The ongoing development of training programs to maintain and increase the expertise of all staff providing supported employment services. Staff from all of the State agencies, including DVR,

participates in training programs to enhance their abilities to provide supported employment services.

The Division of Vocational Rehabilitation is currently under Order of Selection which prioritizes services to individuals with the most significant disabilities. DVR has been able to serve all individuals with most significant disabilities. To ensure that Supported Employment services are available to eligible individuals, DVR augments the Title VI, Part B funds with Title I funds.

The Division of Vocational Rehabilitation provides supported employment services for those populations considered to have the most significant disabilities and for whom long term funding has been secured for extended services or in which natural supports can be developed on the job.

The division uses needs assessments and strategic plans to identify and address the needs of unserved and/or underserved populations. The need for supported employment services is evident in the comprehensive statewide needs assessment (CSNA). The CSNA also indicates the need for services for individuals with physical disabilities. DVR is exploring the long–term follow–along options that may make supported employment services for individuals with physical disabilities possible. DVR conducts a supported employment assessment for every client referred to the supported employment program to determine the client's need for the intensive services available through the program.

The Division of Vocational Rehabilitation works with the DDDS, local education agencies and the DSAMH to identify appropriate referrals for supported employment services. Primary indicators for supported employment are:

*Demonstrated inability to maintain employment utilizing traditional employment programs without extended follow–along services as the result of a most significant disability.

*Indication that, due to the significance of the disability, the individual is not likely to obtain and maintain employment in the absence of intensive services from DVR and extended services from DDDS, DSAMH or natural supports.

Individuals with the most significant mental health or developmental/intellectual disabilities who are identified as appropriate for supported employment services will have the following services available:

1. Assessment services to assist the individual in selecting an appropriate vocational goal consistent with the individual's unique strengths, resources, interests, priorities, concerns, abilities, capabilities and informed choice.

2. Job development and job placement in an integrated work environment based on the results of the assessment.

3. Intensive job coaching services on–site and/or off–site to enable the individual to become stabilized in his or her employment.

4. Upon stabilization, DVR and the agency identified to provide extended services commence the transition to extended services. DVR will be the lead service provider, facilitating communication with the individual, the employer, and the extended service provider for a minimum of 90 days following stabilization.

5. The individual will be eligible for post–employment services for those services unavailable through the extended service provider for a time period not to exceed four (4) years.

This process remains the same for transition students, however, for those who achieve employment while still in high school and reach stabilization and 90 days of successful employment prior to exiting, funding options will be discussed by DOE and/or the LEA, DDDS and DVR. Due to the well–established Early Start to Supported Employment program, all entities collaborate regularly as well as for individual situations and decisions are made based on requirements and responsibilities of each agency involved in order to maintain employment supports for the student.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES.

Section 2. Supported employment services are available to clients for no more than 24 months by which time a client should achieve job stabilization. When circumstances, documented in the client's IPE, indicate that an extension of services will be necessary to enable an individual to retain employment, exceptions may allow the services to extend beyond the 24 month time limit. Clients are determined ready for follow–along services when job stabilization is achieved. Although the program is flexible in order to provide for the needs of individuals with the most significant disabilities, stabilization is generally achieved when the individual requires job coaching supports only 20% of the time that they are working. The client, DVR Counselor, job coach, case manager, and employer must agree that work performance is satisfactory and employment can be maintained with the level of Follow–Along Services available. When job stabilization is declared the DVR Counselor starts the ninety–day count for DVR closure.

The transition to extended services begins at job stabilization. In order to increase the availability of extended services and increase supported employment, most participants in supported employment are provided with extended services by a long–term funding agency that has contracted with the community rehabilitation program providing supported employment services. Only when funding for extended services is not available by a long–term funding agency does DVR fund the extended services, and then only for a period of up to four years. During the four year period, DVR looks for alternate funding to support the participant's extended services in order to preserve the supported employment funds. DVR does not limit financial support to supported employment to only those funds received specifically for supported employment.

During the transitional period, from job stabilization to closure, both DVR and the long–term funding agency work together to insure the client will retain employment. Closure from DVR services occurs only if there is agreement among the parties that the client is performing satisfactorily on the job, at which time funding is transitioned to the long–term agency.

CERTIFICATIONS

Name of designated State agency or designated State unit, as appropriate Delaware Department of Labor

Name of designated State agency Division of Vocational Rehabilitation

Full Name of Authorized Representative: Andrea Guest

Title of Authorized Representative: Director

States must provide written and signed certifications that:

1. The designated State agency or designated State unit (as appropriate) listed above is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** Yes

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the designated State agency listed above agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; Yes

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;** Yes

4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; Yes

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes

7. The Authorized Representative listed above has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; Yes

8. The Authorized Representative listed above has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; Yes

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. Yes

FOOTNOTES

_____

Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

*** Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

ADDITIONAL COMMENTS ON THE CERTIFICATIONS FROM THE STATE

CERTIFICATION REGARDING LOBBYING — VOCATIONAL REHABILITATION

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization Delaware Division of Vocational Rehabilitation

Full Name of Authorized Representative: Andrea Guest

Title of Authorized Representative: Director

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

CERTIFICATION REGARDING LOBBYING — SUPPORTED EMPLOYMENT

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall

complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization Delaware Division of Vocational Rehabilitation

Full Name of Authorized Representative: Andrea Guest

Title of Authorized Representative: Director

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:The State Plan must provide assurances that:

1. PUBLIC COMMENT ON POLICIES AND PROCEDURES:

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

2. SUBMISSION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT:

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3. ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN:

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

A. THE ESTABLISHMENT OF THE DESIGNATED STATE AGENCY AND DESIGNATED STATE UNIT, AS REQUIRED BY SECTION 101(A)(2) OF THE REHABILITATION ACT.

B. THE ESTABLISHMENT OF EITHER A STATE INDEPENDENT COMMISSION OR STATE REHABILITATION COUNCIL, AS REQUIRED BY SECTION 101(A)(21) OF THE REHABILITATION ACT.

The designated State agency or designated State unit, as applicable (B) has established a State Rehabilitation Council

C. CONSULTATIONS REGARDING THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(16)(B) OF THE REHABILITATION ACT.

D. THE FINANCIAL PARTICIPATION BY THE STATE, OR IF THE STATE SO ELECTS, BY THE STATE AND LOCAL AGENCIES, TO PROVIDE THE AMOUNT OF THE NON-FEDERAL SHARE OF THE COST OF CARRYING OUT THE VR PROGRAM IN ACCORDANCE WITH SECTION 101(A)(3).

E. THE LOCAL ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(2)(A) OF THE REHABILITATION ACT.

The designated State agency allows for the local administration of VR funds Yes

F. THE SHARED FUNDING AND ADMINISTRATION OF JOINT PROGRAMS, IN ACCORDANCE WITH SECTION 101(A)(2)(A)(II) OF THE REHABILITATION ACT.

The designated State agency allows for the shared funding and administration of joint programs: Yes

G. STATEWIDENESS AND WAIVERS OF STATEWIDENESS REQUIREMENTS, AS SET FORTH IN SECTION 101(A)(4) OF THE REHABILITATION ACT.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. No

H. THE DESCRIPTIONS FOR COOPERATION, COLLABORATION, AND COORDINATION, AS REQUIRED BY SECTIONS 101(A)(11) AND (24)(B); AND 606(B) OF THE REHABILITATION ACT.

I. ALL REQUIRED METHODS OF ADMINISTRATION, AS REQUIRED BY SECTION 101(A)(6) OF THE REHABILITATION ACT .

J. THE REQUIREMENTS FOR THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT, AS SET FORTH IN SECTION 101(A)(7) OF THE REHABILITATION ACT.

K. THE COMPILATION AND SUBMISSION TO THE COMMISSIONER OF STATEWIDE ASSESSMENTS, ESTIMATES, STATE GOALS AND PRIORITIES, STRATEGIES, AND PROGRESS REPORTS, AS APPROPRIATE, AND AS REQUIRED BY SECTIONS 101(A)(15), 105(C)(2), AND 606(B)(8) OF THE REHABILITATION ACT.

L. THE RESERVATION AND USE OF A PORTION OF THE FUNDS ALLOTTED TO THE STATE UNDER SECTION 110 OF THE REHABILITATION ACT FOR THE DEVELOPMENT AND IMPLEMENTATION OF INNOVATIVE APPROACHES TO EXPAND AND IMPROVE THE PROVISION OF VR SERVICES TO INDIVIDUALS WITH DISABILITIES, PARTICULARLY INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES.

M. THE SUBMISSION OF REPORTS AS REQUIRED BY SECTION 101(A)(10) OF THE REHABILITATION ACT.

4. ADMINISTRATION OF THE PROVISION OF VR SERVICES:

The designated State agency, or designated State unit, as appropriate, assures that it will:

A. COMPLY WITH ALL REQUIREMENTS REGARDING INFORMATION AND REFERRAL SERVICES IN ACCORDANCE WITH SECTIONS 101(A)(5)(D) AND (20) OF THE REHABILITATION ACT.

B. IMPOSE NO DURATION OF RESIDENCE REQUIREMENT AS PART OF DETERMINING AN INDIVIDUAL'S ELIGIBILITY FOR VR SERVICES OR THAT EXCLUDES FROM SERVICES UNDER THE PLAN ANY INDIVIDUAL WHO IS PRESENT IN THE STATE IN ACCORDANCE WITH SECTION 101(A)(12) OF THE REHABILITATION ACT .

C. PROVIDE THE FULL RANGE OF SERVICES LISTED IN SECTION 103(A) OF THE REHABILITATION ACT AS APPROPRIATE, TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR SERVICES IN ACCORDANCE WITH SECTION 101(A)(5) OF THE REHABILITATION ACT?

Agency will provide the full range of services described above

D. DETERMINE WHETHER COMPARABLE SERVICES AND BENEFITS ARE AVAILABLE TO THE INDIVIDUAL IN ACCORDANCE WITH SECTION 101(A)(8) OF THE REHABILITATION ACT.

E. COMPLY WITH THE REQUIREMENTS FOR THE DEVELOPMENT OF AN INDIVIDUALIZED PLAN FOR EMPLOYMENT IN ACCORDANCE WITH SECTION 102(B) OF THE REHABILITATION ACT.

F. COMPLY WITH REQUIREMENTS REGARDING THE PROVISIONS OF INFORMED CHOICE FOR ALL APPLICANTS AND ELIGIBLE INDIVIDUALS IN ACCORDANCE WITH SECTION 102(D) OF THE REHABILITATION ACT.

G. PROVIDE VOCATIONAL REHABILITATION SERVICES TO AMERICAN INDIANS WHO ARE INDIVIDUALS WITH DISABILITIES RESIDING IN THE STATE, IN ACCORDANCE WITH SECTION 101(A)(13) OF THE REHABILITATION ACT.

H. COMPLY WITH THE REQUIREMENTS FOR THE CONDUCT OF SEMIANNUAL OR ANNUAL REVIEWS, AS APPROPRIATE, FOR INDIVIDUALS EMPLOYED EITHER IN AN EXTENDED EMPLOYMENT SETTING IN A COMMUNITY REHABILITATION PROGRAM OR ANY OTHER EMPLOYMENT UNDER SECTION 14(C) OF THE FAIR LABOR STANDARDS ACT OF 1938, AS REQUIRED BY SECTION 101(A)(14)OF THE REHABILITATION ACT.

I. MEET THE REQUIREMENTS IN SECTIONS 101(A)(17) AND 103(B)(2) OF THE REHABILITATION ACT IF THE STATE ELECTS TO CONSTRUCT, UNDER SPECIAL CIRCUMSTANCES, FACILITIES FOR COMMUNITY REHABILITATION PROGRAMS

J. WITH RESPECT TO STUDENTS WITH DISABILITIES, THE STATE,

I. HAS DEVELOPED AND WILL IMPLEMENT,

A. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND

B. STRATEGIES TO ACHIEVE THE GOALS AND PRIORITIES IDENTIFIED BY THE STATE, TO IMPROVE AND EXPAND VOCATIONAL REHABILITATION SERVICES FOR STUDENTS WITH DISABILITIES ON A STATEWIDE BASIS; AND

II. HAS DEVELOPED AND WILL IMPLEMENT STRATEGIES TO PROVIDE PRE-EMPLOYMENT TRANSITION SERVICES (SECTIONS 101(A)(15) AND 101(A)(25)).

5. PROGRAM ADMINISTRATION FOR THE SUPPORTED EMPLOYMENT TITLE VI SUPPLEMENT:

A. THE DESIGNATED STATE UNIT ASSURES THAT IT WILL INCLUDE IN THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN ALL INFORMATION REQUIRED BY SECTION 606 OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL SUBMIT REPORTS IN SUCH FORM AND IN ACCORDANCE WITH SUCH PROCEDURES AS THE COMMISSIONER MAY REQUIRE AND COLLECTS THE INFORMATION REQUIRED BY SECTION 101(A)(10) OF THE REHABILITATION ACT SEPARATELY FOR INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE I AND INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE VI OF THE REHABILITATION ACT.

C. THE DESIGNATED STATE UNIT WILL COORDINATE ACTIVITIES WITH ANY OTHER STATE AGENCY THAT IS FUNCTIONING AS AN EMPLOYMENT NETWORK UNDER THE TICKET TO WORK AND SELF-SUFFICIENCY PROGRAM UNDER SECTION 1148 OF THE SOCIAL SECURITY ACT.

6. FINANCIAL ADMINISTRATION OF THE SUPPORTED EMPLOYMENT PROGRAM:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL EXPEND NO MORE THAN 2.5 PERCENT OF THE STATE'S ALLOTMENT UNDER TITLE VI FOR ADMINISTRATIVE COSTS OF CARRYING OUT THIS PROGRAM; AND, THE DESIGNATED STATE AGENCY OR AGENCIES WILL PROVIDE, DIRECTLY OR INDIRECTLY THROUGH PUBLIC OR PRIVATE ENTITIES, NON-FEDERAL CONTRIBUTIONS IN AN AMOUNT THAT IS NOT LESS THAN 10 PERCENT OF THE COSTS OF CARRYING OUT SUPPORTED EMPLOYMENT SERVICES PROVIDED TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES WITH THE FUNDS RESERVED FOR SUCH PURPOSE UNDER SECTION 603(D) OF THE REHABILITATION ACT, IN ACCORDANCE WITH SECTION 606(B)(7)(G) AND (H) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL USE FUNDS MADE AVAILABLE UNDER TITLE VI OF THE REHABILITATION ACT ONLY TO PROVIDE SUPPORTED EMPLOYMENT SERVICES TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, WHO ARE ELIGIBLE TO RECEIVE SUCH SERVICES; AND, THAT SUCH FUNDS ARE USED ONLY TO SUPPLEMENT AND NOT SUPPLANT THE FUNDS PROVIDED UNDER TITLE I OF THE REHABILITATION ACT, WHEN PROVIDING SUPPORTED EMPLOYMENT SERVICES SPECIFIED IN THE INDIVIDUALIZED PLAN FOR EMPLOYMENT, IN ACCORDANCE WITH SECTION 606(B)(7)(A) AND (D), OF THE REHABILITATION ACT.

7. PROVISION OF SUPPORTED EMPLOYMENT SERVICES:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL PROVIDE SUPPORTED EMPLOYMENT SERVICES AS DEFINED IN SECTION 7(39) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT:

I. THE COMPREHENSIVE ASSESSMENT OF INDIVIDUALS WITH SIGNIFICANT DISABILITIES CONDUCTED UNDER SECTION 102(B)(1) OF THE REHABILITATION ACT AND FUNDED UNDER TITLE I OF THE REHABILITATION ACT INCLUDES CONSIDERATION OF SUPPORTED EMPLOYMENT AS AN APPROPRIATE EMPLOYMENT OUTCOME, IN ACCORDANCE WITH THE REQUIREMENTS OF SECTION 606(B)(7)(B) OF THE REHABILITATION ACT

II. AN INDIVIDUALIZED PLAN FOR EMPLOYMENT THAT MEETS THE REQUIREMENTS OF SECTION 102(B) OF THE REHABILITATION ACT , WHICH IS DEVELOPED AND UPDATED WITH TITLE I FUNDS, IN ACCORDANCE WITH SECTIONS 102(B)(3)(F) AND 606(B)(6)(C) AND (E) OF THE REHABILITATION ACT.

ADDITIONAL COMMENTS ON THE ASSURANCES FROM THE STATE

PROGRAM-SPECIFIC REQUIREMENTS FOR VOCATIONAL REHABILITATION (BLIND)

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

_____

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

A. INPUT OF STATE REHABILITATION COUNCIL

All agencies, except for those that are independent consumer-controlled commissions, must describe the following:

1. INPUT PROVIDED BY THE STATE REHABILITATION COUNCIL, INCLUDING INPUT AND RECOMMENDATIONS ON THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, RECOMMENDATIONS FROM THE COUNCIL'S REPORT, THE REVIEW AND ANALYSIS OF CONSUMER SATISFACTION, AND OTHER COUNCIL REPORTS THAT MAY HAVE BEEN DEVELOPED AS PART OF THE COUNCIL'S FUNCTIONS;

The Delaware Vocational Rehabilitation Advisory Council for the Division for the Visually Impaired(hereinafter referred to as SRC) is a voluntary Council whose membership is comprised of individuals appointed by Governor Jack Markell. In accordance with statutory requirements, the DVI SRC is comprised of members representing individual's who are blind or visually impaired; individuals representing other disability groups and interests; parents of children who are blind or visually impaired; recipients of vocational rehabilitation services from the Division for the Visually Impaired's VR program; a representative from the Client Assistance Program; representatives from business and industry; a vocational rehabilitation counselor; a representative of the state educational agency; and a representative of the State Workforce Development Board. The input and recommendation of the SRC reflect ongoing efforts to obtain information and feedback from Delawareans who are blind or visually impaired and are derived from the following sources: 1. Information supplied to the SRC by the Delaware Division for the Visually Impaired; 2. Information outlined in the summary report of the Comprehensive Statewide Needs Assessment, completed during FY'13; 3. input received from public meetings and town hall meetings held in calendar years 2014 and 2015; 4. Information obtained from the Section 107 RSA monitoring activities of the VR Agency that took place in April 2013; 5. Information received from consumers and other related stakeholders; and 6. Statistics and other related data.

Recommendations from the Delaware Vocational Rehabilitation Council for the Delaware Division for the Visually Impaired (SRC)

"Alone we can do so little; together we can do so much" – Helen Keller The Delaware Vocational Rehabilitation Council for the Delaware Division for the Visually Impaired (SRC) commends DVI for its engagement with the SRC and the community of Delawareans who are blind and visually

impaired. The community benefits when we work cooperatively to improve services and empower consumers to self–advocate effectively. We look forward to accomplishing important goals together.

Summary of the SRC's Input

During FY 2014, the SRC took an active role in evaluating and addressing barriers to employment and increasing employment opportunities for Delawareans who are blind or visually impaired. These important activities include, but are not limited to:

Drafting consumer satisfaction surveys and collaborating with DVI to establish a regular schedule for survey completion and transmission of survey results to the Council for analysis and action;

Participating in DVI's statewide public meetings;

Facilitating joint stakeholder meetings to maximize the community's ability to address common issues;

Establishing a legislative agenda for the SRC, designed to increase the state legislators' awareness of issues impacting Delawareans who are blind and visually impaired. The legislative efforts of the SRC include face–to–face communication with members of the State's House of Representatives and Senate and collaboration with Delaware's disability advocacy groups.

Chartering and executing a plan to complete a Delaware Statewide Needs Assessment and Analysis through the use of consultative services.

Actively participating in efforts to create and disseminate public service announcements (PSAs) designed to publicize the National Governors' Association's efforts to improve employment opportunities for persons with disabilities.

Volunteering to participate in DVI's programming, such as Career Day, and serve as members of interview panels during recruitment activities for VR leadership and staff.

Sponsorship of programming designed to increase the public's awareness of services for Delaware's blind and visually impaired community in conjunction with the National Federation of the Blind, the Delaware Division for the Visually Impaired, and corporate sponsors, such as Comcast Assistive technology.

Actively engaging in strategic planning activities processes with DVI, which were facilitated by TACE Region 3 representatives, to evaluate the needs of the community of blind and visually impaired persons in Delaware and to set a collective agenda to prioritize and address the significant needs identified.

Recommendations from the SRC for the Delaware Division of the Visually Impaired

The Council recognizes that the community of Delawareans who are blind and visually impaired face a number of issues in their pursuit of meaningful employment. The following recommendations represent the Council's attempt to prioritize these issues to assist DVI in establishing specific, measurable, achievable, results–focused, time–bound goals for the community's benefit. 1. Transition – DVI provided to the SRC its new transition policy and program in May 2014. The SRC

appreciates DVI's work in the area of transition and looks forward to evaluating the program's effectiveness. Recommendations: a. Establish policies jointly with the Department of Education and the school districts to ensure that VR Counselors, who are expected to attend all IEP meetings and all other appropriate meetings involving the transitioning needs of the consumer, receive timely notification of all IEP meetings and regular reports of the student's progress from IEP team members. As a result of the Education Task Force and the hiring of the new DVI Principal some internal systems to alert VR Counselors when IPEs are scheduled. Communication between the VR Counselors and TVI has increased. VR Counselors are able to contact parents prior to meeting to let parents know about the services provided. The Principal is currently working closely with the VR District Administrator alert VR Counselors of IPE meetings. The education and VR staff are provided with updated case list routinely so that they can identify shared consumers/or students.

b. Establish a means through which DVI Counselors and IEP team members receive appropriate training on the means through which to integrate Individualized Education Plans with Individualized Plans for Employment. Parent Information Center has provided VR Counselors with training on the IEP. The District Administrator will be developing training plans for each of the VR staff in 2015/2016 to address core areas of training in which includes IPE development. DVI has provided each of their staff the opportunity to participate in online training opportunities in which annually they are responsible for 20 hours of professional development. Those that opt out of these online training are provided the opportunity to participate in local trainings by the state and other entities.

c. Establish a program that offers to students who are blind or visually impaired and their parents and/or guardians, services designed to obtain from the College Board, which administers the SAT and PSAT, and the ACT organization, reasonable accommodations for testing, including assistance with completion of paperwork related to such requests, determinations related to the accommodations required, and practice testing.

During the year the District Administrator research various programs that provided this services to visually impaired students. To prepare students the SAT, PSAT, and ACT testing. VR has established a relationship with a community provider "Back to Basic" these services for students. Our plan is to work with the DOE and school district to insure that these options are available on the local level.

d. Establish an objective means through which to evaluate a consumer's educational progress toward a selected career path prior to altering or otherwise reducing or eliminating DVI sponsorship of the activities related to the chosen career.

e. Fill the Education Principal position and engage the agency's education program leader in transition student case reviews with VR, TVI, O&M, and AT staff to identify recommendations and facilitate sharing of information with the IEP team.

a. Increase public awareness of available services. Recommendations:

a. Implement the use of automatic calling to disseminate information to members of the community.

b. Increase utilization of social media to inform eligible consumers of events, programming, and resource availability.

c. Sponsor workshops or courses on use of social media to access information about programs and services for persons who are blind or visually impaired. The goal is to coordinate with DVI's ILS and Technical Assistance unit to provide workshops in this area in FY 2016.

d. Increase public knowledge of SRC meetings by posting them on the DVI website, Facebook, the DVI newsletter, and other means through which DVI communicates with eligible consumers.

DVI website is in the process being revised. The Facebook postings have increase in the last year. A quarterly newsletter was implemented in FY 2015.

3. Establish a sustainable means through which to oversee, monitor, and review all Memoranda of Understanding to which DVI is a party.

a. Include in the marketing toolkit a resource guide that outlines services available to VR consumers, current, and potential employers through partnerships established by existing MOUs with other organizations or entities. The marketing business service resource guide is currently in final draft. Projected distributions of this resource guide will be distributed in January 2016.

b. On at least an annual basis, provide to the SRC status reports on existing MOUs and identify issues that require evaluation of the MOU and/or revisions of existing terms.

c. Execute the Revised Memorandum of Understanding between the Delaware Division for the Visually Impaired and the Delaware Department of Education on or before September 1, 2014.

a. Establish a new timeline for execution of the DVI/DOE MOU by proactively identifying concrete dates upon which to hold meetings with required parties.

b. Establish and publish a review schedule for each Lead Education Agency's review and transmission of feedback and suggested changes to the MOU. All such activities should be completed on or before the above–identified deadline for execution of the MOU.

c. Develop a DVI training program to implement educational sessions designed to outline responsibilities created by the MOU and establish a timetable for beginning such training sessions during calendar year 2014.

d. Establish and implement a quarterly meeting schedule to obtain feedback from LEAs with whom DVI is working under the executed MOU.

5. Implement an effective means through which to obtain information and feedback from the approximately 6,429 individuals between the ages of 18–64 that may be potentially eligible for VR services.

Recommendations:

a. Explore use of web–based surveys. DVI Leadership team has form a work group to explore web–based survey tools. The work group is in the process of researching cost–neutral web–based survey.

b. Explore use of trained personnel or consultants to conduct telephone interviews with potentially eligible consumers to determine needs and identify barriers to receipt of services. DVI recently hired a new Volunteer Coordinator that will be responsible for recruiting, training and overseeing volunteers to conduct DVI surveys.

c. Institute or enhance current efforts to obtain information from consumers who have been identified as successful closures at regular intervals (90 days, six months, one year, etc...)

2. THE DESIGNATED STATE UNIT'S RESPONSE TO THE COUNCIL'S INPUT AND RECOMMENDATIONS; AND

The Designated State unit's agrees with the Council's input and recommendations with the inclusion of the caveat for the recommendation regarding "establishing and implementing a quarterly meeting schedule to obtain feedback from LEAs with whom DVI is working under the executed MOU" that these meetings will be an extension of existing special education director meetings coordinated by the Delaware Department of Education in which DVI is invited to participate as a portion of these quarterly meetings.

3. THE DESIGNATED STATE UNIT'S EXPLANATIONS FOR REJECTING ANY OF THE COUNCIL'S INPUT OR RECOMMENDATIONS.

DVI does not reject any of the Council's input or recommendations.

B. REQUEST FOR WAIVER OF STATEWIDENESS

When requesting a waiver of the statewideness requirement, the designated State unit must identify the types of services to be provided by the program on a non-statewide basis. The waiver request must also include written assurances that:

1. A LOCAL PUBLIC AGENCY WILL PROVIDE THE NON-FEDERAL SHARE OF COSTS ASSOCIATED WITH THE SERVICES TO BE PROVIDED IN ACCORDANCE WITH THE WAIVER REQUEST;

The agency is not requesting a waiver of statewideness.

2. THE DESIGNATED STATE UNIT WILL APPROVE EACH PROPOSED SERVICE BEFORE IT IS PUT INTO EFFECT; AND

N/a.

3. ALL STATE PLAN REQUIREMENTS WILL APPLY

requirements of the VR services portion of the Unified or Combined State Plan will apply to the services approved under the waiver.

N/a.

C. COOPERATIVE AGREEMENTS WITH AGENCIES NOT CARRYING OUT ACTIVITIES UNDER THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM.

Describe interagency cooperation with and utilization of the servivces and facilities of agencies and programs that are not carrying out activities through the statewide workforce development system with respect to:

1. FEDERAL, STATE, AND LOCAL AGENCIES AND PROGRAMS;

To utilize various services as deemed necessary and appropriate to address the unique and individualized needs of our targeted population the Division for the Visually Impaired (DVI) works cooperatively with state agencies under the umbrella of Delaware Health and Social Services (DHSS) that are not carrying out activities through the statewide workforce investment system. Such agencies include: 1. Division of Social Services to address immediate needs for: Health Care Coverage, Food Supplement Program, Cash Assistance, Child Care Assistance, and Low Income Home Energy Assistance Program 2. Division of Developmental Disabilities Services for transition of our jointly served consumers to extended services following the cessation of supported employment services under Title VI Part B funding, and consultation for development of Behavior Support Plans as necessary to reduce self–limiting and/or complex behaviors to facilitate positive supported employment outcomes. 3. Division of Medicaid and Medical Assistance to assist individuals with disabilities by allowing them to work without losing health benefits. Individuals with countable income below 275% of the Federal Poverty Level (FPL) may be eligible under this Medicaid for Workers with Disabilities program. 4. Division of Public Health for referral to community Health Centers for comprehensive family health services from prenatal and adolescent care to adult and geriatric medicine. 5. Division of services for Aging and Adults with Physical Disabilities as a comprehensive resource for Independent Living in areas such as money management, Medicare Part D for prescription assistance, Emergency Preparedness, Home Modifications, Medical Transportation, Attendant Services, and the Senior Community Service Employment Program. 6. The Division of Substance Abuse and Mental Health (DSAMH) to provide drug and alcohol treatment services for adults, primarily through contracts with private agencies for screening and evaluation; outpatient counseling; opioid treatment, including methadone maintenance; continuous treatment team programs for individuals with long–term, disabling alcohol and drug dependence disorders; less intensive case management services offered through the outpatient counseling agencies; detoxification; and residential services. The residential services include short–term/variable length–of–stay treatment (30 days or less), long–term treatment, and halfway houses.

2. STATE PROGRAMS CARRIED OUT UNDER SECTION 4 OF THE ASSISTIVE TECHNOLOGY ACT OF 1998;

DVI maintains an agreement regarding the establishment of the Accessible Instructional Materials (AIM) Collaborative between the Delaware Department of Education (DOE), the Delaware Department of Health and Social Services/Division for the Visually Impaired (DVI), and the University of Delaware/Center for Disabilities Studies (CDS). The parties collaborate in pursuit of a coordinated online request system and repository for the delivery of high quality AIM to all students with qualifying print disabilities in formats appropriate to their strengths and needs. DVI serves students who qualify for its services, and uses the centralized online material request system and repository in support of statewide accountability and optimized efficiency. DVI's Instructional Materials Center

(IMC) fulfills AIM orders for students within DVI's purview. Students with print disabilities outside the purview of DVI are served by the Delaware AIM Center under CDS.

3. PROGRAMS CARRIED OUT BY THE UNDER SECRETARY FOR RURAL DEVELOPMENT OF THE UNITED STATES DEPARTMENT OF AGRICULTURE;

N/a.

4. NONEDUCATIONAL AGENCIES SERVING OUT-OF-SCHOOL YOUTH; AND

DVI currently maintains a memorandum of understanding with the Delaware Division of Libraries, a state agency dedicated to providing leadership and support for the timely development of Delaware's libraries, to ensure convenient access to, and encourage use of current information resources and reading material by all Delawareans. The Division for the Visually Impaired and the Division of Libraries share a mission to enhance and promote values of service, access, and excellence for all constituents and work together to uphold the National Federation for the Blind's Newsline Service and other accessible systems through the public library system that benefits Delawareans with disabilities. The Newsline is a service provided by the National Federation of the Blind (NFB) where individuals with disabilities including visually impaired people can call in and access local and national media content including local newspapers, job advertisements, magazines, and periodicals.

5. STATE USE CONTRACTING PROGRAMS.

DVI is engaged in the state use contracting programs with beneficiaries being individuals with disabilties.

D. COORDINATION WITH EDUCATION OFFICIALS

Describe:

1. DSU'S PLANS

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.

The Division for the Visually Impaired (DVI) Vocational Rehabilitation (VR) Program works with the Department of Education (DOE), and Local Education Agencies (LEAs) through the Interagency Agreement implemented on March 4. 2004 reviewed and accepted on September 19, 2007 by RSA to be incompliance with 34 CFR 361.22. This agreement was recently comprehensively revised to include the additional provisions under the Workforce Investment Opportunities Act (WIOA) and is pending circulation for signatures as of October 1, 2015. It is anticipated that the new MOU will complete the signature process for implementation no later than March 1, 2016. The revised agreement with DOE and LEAs includes specific roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services beginning no later than age fourteen for youth that qualify for services under an Individualized Education Program (IEP) or 504 Plan. It also

includes the appeal process for families to grieve any decisions regarding services requests. The new agreement further delineates the differences in services being provided by the agency's education unit in comparison with the vocational rehabilitation unit including pre–employment transition services.

DVI continues to maintain a transition program that is designed as an integrated network of activities, which facilitates the successful progression of students through high school into the adult employment arena. The program includes: vocational assessment; career exploration; vocation training; post–secondary education; employment within integrated work settings (including early start to supported employment); individualized adaptive living services from DVI including orientation and mobility training, low vision services, in home adaptive living skills training and assistive technology, etc. All of our student referrals continue to be made through the education unit of the agency, which provides educational programming to students in public and private schools through graduation or to the end of the school term during which the student reaches 21 years of age within DOE/:EA. All of the students served by our Educational Services program are involved in the Special Education program in accordance with Section 614(d) of the Individuals with Disabilities Education Act (IDEA).

DVI–VR is working in collaboration with the education program to provide support and services to transition age youth. DVI–VR has expanded services as of the 2015/2016 school year to include WIOA Pre–employment Training Services: job exploration counseling; work–based learning experiences, which may include in–school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible; counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education; workplace readiness training to develop social skills and independent living; instruction in self–advocacy, which may include peer mentoring; effective strategies to increase the likelihood of independent living and inclusion in communities and competitive integrated workplaces; developing and improving strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment; instruction to vocational rehabilitation counselors, school transition personnel, and other persons supporting students with disabilities; disseminating information about innovative, effective, and efficient approaches to achieve the goals of this section; coordinating activities with transition services provided by local educational agencies under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); evidence–based findings to improve policy, procedure, practice, and the preparation of personnel, in order to better achieve the goals; developing model transition demonstration projects; multistate or regional partnerships involving States, local educational agencies, designated State units, developmental disability agencies, private businesses, or other participants to achieve the goals of this section; and dissemination of information and strategies to improve the transition to postsecondary activities of individuals who are members of traditionally unserved populations.

The DVI–VR counselor works collaboratively with all other DVI agency program staff for coordination of specific services focusing on career exploration and skill development in the areas of activities of daily living and rehab technology. In order to ensure consistent progress toward vocational goals, contacts by the VR Counselor are required throughout the calendar year with the students, their families, appropriate school personnel DVI Education staff, and various other sources contracted for student transition educational programming. The VR Transition Counselor also attends Individualized Educational Program (IEP) meetings and interagency interdisciplinary team meetings to gather information relative to the full scope of VR services required for transition from secondary education to self–sufficiency. Based on the information obtained from various sources to include the

student, the students, family, school officials and others, DVI VR Casework mandates that an Individualized Plan for Employment (IPE) is developed a minimum of 90 days following the determination of eligibility. At this time, assistive technology, funding resources for the technology, timeframes for delivery of services, transportation assistance, low vision services, Orientation and Mobility, and all other pertinent VR services are provided as deemed necessary. If a needs assessment determines that specific equipment/technology must be provided, VR will loan (if it is in stock) the necessary equipment to an individual until such equipment can be ordered, setup and installed by the responsible parties. If funds or loaner equipment are not available, DVI will work with DOE and LEAs through the DVI Principal, who acts as the liaison between DVI and DOE, to transfer DOE purchased equipment to VR or provide a waiver that will enable the student to retain his/her DOE purchased equipment until replacement equipment is procured through VR.

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;

The Division for the Visually Impaired (DVI) Vocational Rehabilitation (VR) Program works with the Department of Education (DOE), and Local Education Agencies (LEAs) through the Interagency Agreement implemented on March 4. 2004 reviewed and accepted on September 19, 2007 by RSA to be incompliance with 34 CFR 361.22. This agreement was recently comprehensively revised to include the additional provisions under the Workforce Investment Opportunities Act (WIOA) and is pending circulation for signatures as of October 1, 2015. It is anticipated that the new MOU will complete the signature process for implementation no later than March 1, 2016. The revised agreement with DOE and LEAs includes specific roles and responsibilities, including financial responsibilities, of each agency, including provisions for determining State lead agencies and qualified personnel responsible for transition services beginning no later than age fourteen for youth that qualify for services under an Individualized Education Program (IEP) or 504 Plan. It also includes the appeal process for families to grieve any decisions regarding services requests. The new agreement further delineates the differences in services being provided by the agency's education unit in comparison with the vocational rehabilitation unit including pre–employment transition services.

DVI continues to maintain a transition program that is designed as an integrated network of activities, which facilitates the successful progression of students through high school into the adult employment arena. The program includes: vocational assessment; career exploration; vocation training; post–secondary education; employment within integrated work settings (including early start to supported employment); individualized adaptive living services from DVI including orientation and mobility training, low vision services, in home adaptive living skills training and assistive technology, etc. All of our student referrals continue to be made through the education unit of the agency, which provides educational programming to students in public and private schools through graduation or to the end of the school term during which the student reaches 21 years of age within DOE/:EA. All of the students served by our Educational Services program are involved in the Special Education program in accordance with Section 614(d) of the Individuals with Disabilities Education Act (IDEA).

B. TRANSITION PLANNING BY PERSONNEL OF THE DESIGNATED STATE AGENCY AND EDUCATIONAL AGENCY THAT FACILITATES THE DEVELOPMENT AND IMPLEMENTATION OF THEIR INDIVIDUALIZED EDUCATION PROGRAMS;

The DVI–VR counselor works collaboratively with all other DVI agency program staff for coordination of specific services focusing on career exploration and skill development in the areas of activities of daily living and rehab technology. In order to ensure consistent progress toward vocational goals, contacts by the VR Counselor are required throughout the calendar year with the students, their families, appropriate school personnel DVI Education staff, and various other sources contracted for student transition. The VR Transition Counselor also attends Individualized Educational Program (IEP) meetings and interagency interdisciplinary team meetings to gather information relative to the full scope of VR services required for transition from secondary education to self–sufficiency. Based on the information obtained from various sources, plans are developed to include the needs of the student such as assistive technology, funding resources for the technology, transportation assistance, low vision services, Orientation and Mobility, and all other pertinent services.

C. ROLES AND RESPONSIBILITIES, INCLUDING FINANCIAL RESPONSIBILITIES, OF EACH AGENCY, INCLUDING PROVISIONS FOR DETERMINING STATE LEAD AGENCIES AND QUALIFIED PERSONNEL RESPONSIBLE FOR TRANSITION SERVICES;

The Delaware Division for the Visually Impaired, the Delaware Department of Education, and Delaware's Local Education Agency's revised, finalized and is in the process of signing a Memorandum of Understanding (MOU) that includes the roles, responsibilities, including financial responsibilities of each agency, including state lead agencies and qualified personnel responsible for transition services. This document was signed by the Department of Health and Social Services, Department of Education and Division for the Visually Impaired as of April 1, 2016. It is anticipated to be fully signed and executed no later than July 1, 2016 by all LEAs in Delaware.

D. PROCEDURES FOR OUTREACH TO AND IDENTIFICATION OF STUDENTS WITH DISABILITIES WHO NEED TRANSITION SERVICES.

DVI will continue to participate in outreach events to promote vision rehabilitation services and engage community partners to collaborate on ensuring successful outcomes of students with disabilities who need transition services. The Delaware Division for the Visually Impaired currently houses the statewide education program for students with visual impairments. Upon students turning age fourteen within DVI's school program a referral will be initiated to DVI's Vocational Rehabilitation Unit. The student population is reconciled annually per the terms of a Memorandum of Understanding with the Delaware Department of Education being signed to go into effect on July 1, 2016.

E. COOPERATIVE AGREEMENTS WITH PRIVATE NONPROFIT ORGANIZATIONS

(Formerly known as Attachment 4.8(b)(3)). Describe the manner in which the designated State agency establishes cooperative agreements with private non-profit VR service providers.

DVI's ongoing practice is to identify VR vendors in New Castle, Kent and Sussex Counties that provide services to include: Medical and Psychological/Psychiatric assessments and treatment, Job Placement, Job Coaching, Supported Employment, Vocational Training, Work Adjustment

training, Community Based Work Assessments, Job Readiness Training, Language Translation, Tutoring and Assistive Technology support/assessments and training. These services are provided for DVI VR consumers in an effort to facilitate employment through a partnership with Department of Labor's general VR agency (DOL 116) via a cooperative memorandum of understanding and "share" contractual agreements with local non–profit service providers. DVI also contracts with providers that specialize or seek to specialize in community rehabilitation services for the blind.

In addition, DVI offers sensitivity and assistive technology awareness trainings for all private non–profit vocational rehabilitation service providers entering into cooperative agreements with DVI for contracted services if they are interested in servicing DVI customers.

Vocational Rehabilitation, Independent Living Services, Technology Center Education and Certified Orientation and Mobility staff partner with each other to provide comprehensive support designed to teach techniques and strategies that promote skill development and lead to employment when desired. This collaboration enables persons with severe vision loss to function comparably with their contemporaries at school, at work and in their communities. We regularly review and revisit consumers' needs and plans towards employment. Contracts for employment related services with private non–profit vocational rehabilitation service providers include Community Accredited Rehabilitation Facilities. When specific blindness services for Occupational Training or Rehabilitation Technology Services are warranted, DVI has the flexibility to seek approval from the Office of Management and Budget to enter into contractual agreements with private non–profit organizations that may be located outside the State of Delaware. DVI is represented at Delaware Association for Rehabilitation Facilities (DelARF) meetings, and works strategically with the local community rehabilitation provider community to ensure that DVI consumers are also provided access to set–aside employment opportunities within the State of Delaware.

F. ARRANGEMENTS AND COOPERATIVE AGREEMENTS FOR THE PROVISION OF SUPPORTED EMPLOYMENT SERVICES

(Formerly known as Attachment 4.8(b)(4)). Describe the designated State agency's efforts to identify and make arrangements, including entering into cooperative agreements, with other State agencies and other appropriate entities in order to provide supported employment services and extended employment services, as applicable, to individuals with the most significant disabilities, including youth with the most significant disabilities.

The Division for the Visually Impaired (DVI) has Memorandum of Understanding agreements with the Division for Developmental Disabilities Services (DDDS), the Department of Education (DOE), the Department of Labor's Vocational Rehabilitation Division (DOL DVR) and with for the Department of Substance Abuse and Mental Health Services (DSAMH) to provide wrap around Supported Employment and coordinate extended services for folks with most significant disabilities in DVI.

Specific supported employment SE vocational rehabilitation services best practices are provided as per the Dartmouth Psychiatric Research Center Evidence Based Supported Employment model. All consumers who receive services under supported employment require long term supports or extended services, the majority of whom receive funding under a Medicaid waiver funded program through DDDS, DSAAPD or DSAMH. Under WIOA, DVI also provides extended services up to four years following the exit of an individual if determined necessary under an Individualized Plan for Employment.

DDDS, DVR, and DOE entered into a formal agreement to work together with eligible students aged 14 and above, to transition successfully from school into employment, training/education or both. It is the goal of DVI VR to have every student who is a Supported Employment Candidate and active with DDDS to start Supported Employment Services by age 15 under the “Early Start” model. This is to insure that there is no gap in services between the last month of school and the beginning of Supported Employment services and/or actual employment obtained through Supported Employment service provision.

G. COORDINATION WITH EMPLOYERS

(Formerly known as Attachment 4.8(b)(5)). Describe how the designated State unit will work with employers to identify competitive integrated employment and career exploration opportunities in order to facilitate the provision of:

1. VR SERVICES; AND

The DVI business services resource guide is currently in final draft. Projected distributions of this resource guide will be distributed in 2016.

DVI shall provide training and technical assistance to employers regarding the employment of individuals with disabilities, including disability awareness, and the requirements of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) and other employment–related laws.

DVI shall work with employers to: (A) provide opportunities for work–based learning experiences (including internships, short–term employment, apprenticeships, and fellowships), and opportunities for pre–employment transition services; (B) recruit qualified applicants who are individuals with disabilities; (C) Train employees who are individuals with disabilities; and (D) promote awareness of disability–related obstacles to continued employment. DVI shall develop and provide internships, short term employment, apprenticeships, and fellowships to at least 75% of all students enrolled in DVI’s transition program prior to graduation from high school.

DVI shall provide consultation, technical assistance, and support to employers on workplace accommodations, assistive technology, and facilities and workplace access through collaboration with community partners and employers, across States and nationally, to enable the employers to recruit, job match, hire, and retain qualified individuals with disabilities who are recipients of vocational rehabilitation services or who are applicants for such services.

DVI shall assist employers with utilizing available financial support for hiring or accommodating individuals with disabilities, including but not limited to, a renewed agreement with the Division of Employment and Training regarding utilization of the Work Opportunities Tax Credit for individuals with visual impairments.

Additional goals for FY 2016 & FY 2017 will also remain as previously reported to develop negotiated relationships with employers to craft customized supported employment opportunities in integrated settings that is consistent with the individual’s unique skills, abilities, interests, and informed choice.

2. TRANSITION SERVICES, INCLUDING PRE-EMPLOYMENT TRANSITION SERVICES, FOR STUDENTS AND YOUTH WITH DISABILITIES.

DVI continues to maintain a transition program that is designed as an integrated network of activities, which facilitates the successful progression of students through high school into the adult employment arena. The program includes: vocational assessment; career exploration; vocation training; post–secondary education; employment within integrated work settings (including early start to supported employment); individualized adaptive living services from DVI including orientation and mobility training, low vision services, in home adaptive living skills training and assistive technology, etc. All of our student referrals continue to be made through the education unit of the agency, which provides educational programming to students in public and private schools through graduation or to the end of the school term during which the student reaches 21 years of age within DOE/:EA. All of the students served by our Educational Services program are involved in the Special Education program in accordance with Section 614(d) of the Individuals with Disabilities Education Act (IDEA).

DVI–VR is working in collaboration with the education program to provide support and services to transition age youth. DVI–VR has expanded services as of the 2015/2016 school year to include WIOA Pre–employment Training Services: job exploration counseling; work–based learning experiences, which may include in–school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment to the maximum extent possible; counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education; workplace readiness training to develop social skills and independent living; instruction in self–advocacy, which may include peer mentoring; effective strategies to increase the likelihood of independent living and inclusion in communities and competitive integrated workplaces; developing and improving strategies for individuals with intellectual disabilities and individuals with significant disabilities to live independently, participate in postsecondary education experiences, and obtain and retain competitive integrated employment; instruction to vocational rehabilitation counselors, school transition personnel, and other persons supporting students with disabilities; disseminating information about innovative, effective, and efficient approaches to achieve the goals of this section; coordinating activities with transition services provided by local educational agencies under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.); evidence–based findings to improve policy, procedure, practice, and the preparation of personnel, in order to better achieve the goals; developing model transition demonstration projects; multistate or regional partnerships involving States, local educational agencies, designated State units, developmental disability agencies, private businesses, or other participants to achieve the goals of this section; and dissemination of information and strategies to improve the transition to postsecondary activities of individuals who are members of traditionally unserved populations.

The DVI–VR counselor works collaboratively with all other DVI agency program staff for coordination of specific services focusing on career exploration and skill development in the areas of activities of daily living and rehab technology. In order to ensure consistent progress toward vocational goals, contacts by the VR Counselor are required throughout the calendar year with the students, their families, appropriate school personnel DVI Education staff, and various other sources contracted for student transition educational programming. The VR Transition Counselor also attends Individualized Educational Program (IEP) meetings and interagency interdisciplinary team meetings to gather information relative to the full scope of VR services required for transition from secondary education to self–sufficiency. Based on the information obtained from various sources to include the student, the students, family, school officials and others, DVI VR Casework mandates that an Individualized Plan for Employment (IPE) is developed a minimum of 90 days following the

determination of eligibility. At this time, assistive technology, funding resources for the technology, timeframes for delivery of services, transportation assistance, low vision services, Orientation and Mobility, and all other pertinent VR services are provided as deemed necessary. If a needs assessment determines that specific equipment/technology must be provided, VR will loan (if it is in stock) the necessary equipment to an individual until such equipment can be ordered, setup and installed by the responsible parties. If funds or loaner equipment are not available, DVI will work with DOE and LEAs to transfer DOE purchased equipment to VR or provide a waiver that will enable the student to retain his/her DOE purchased equipment until replacement equipment is procured through VR.

As of December, 2015 DVI maintains three employment services specialist positions. These individuals (employment services unit) began a business champions program in 2015 to expand the number of paid internships and work opportunities for students with visual impairments. Over the past year the number of paid work opportunities has increased and DVI plans to continue to expand these opportunities through improved coordination with the Workforce Partners (Division of Employment and Training) under WIOA.

H. INTERAGENCY COOPERATION

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

1. THE STATE MEDICAID PLAN UNDER TITLE XIX OF THE SOCIAL SECURITY ACT;

DVI is currently working with several other agencies within the Department of Health and Social Services, and has entered into a cooperative agreement with the Division of Medicaid and Medical Assistance (administering agency of State Medicaid plan under title XIX of the Social Security Act), Developmental Disabilities Services, and Division of Services for Aging and Adults with Physical Disabilities in administering a comprehensive, cross–disability 1915i Medicaid state plan amendment program entitled Pathways to Employment. The Pathways program offers employment based services to those that are Medicaid/Target Population/Functionally eligible for the program. Pathways is a Medicaid program designed to provide greater extended employment options for individuals with disabilities, including those with visual impairments. This program: serves low income individuals aged 14 to 25, across disabilities, who have a desire to work in a competitive work environment; provide individually tailored services for individuals with visual impairments, physical disabilities, intellectual disabilities (including brain injury), and autism spectrum disorders.

2. THE STATE AGENCY RESPONSIBLE FOR PROVIDING SERVICES FOR INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES; AND

The Division for the Visually Impaired (DVI) has Memorandum of Understanding agreements with the Division for Developmental Disabilities Services (DDDS), the Department of Education (DOE), the Department of Labor’s Vocational Rehabilitation Division (DOL DVR) and with for the Department of Substance Abuse and Mental Health Services (DSAMH) to provide wrap around Supported Employment and coordinate extended services for folks with most significant disabilities in DVI.

Specific supported employment SE vocational rehabilitation services best practices are provided as per the Dartmouth Psychiatric Research Center Evidence Based Supported Employment model. All consumers who receive services under supported employment require long term supports or extended services, the majority of whom receive funding under a Medicaid waiver funded program through DDDS, DSAAPD or DSAMH. Under WIOA, DVI also provides extended services up to four years following the exit of an individual if determined necessary under an Individualized Plan for Employment.

DDDS, DVR, and DOE entered into a formal agreement to work together with eligible students aged 14 and above, to transition successfully from school into employment, training/education or both. It is the goal of DVI VR to have every student who is a Supported Employment Candidate and active with DDDS to start Supported Employment Services by age 15 under the “Early Start” model. This is to insure that there is no gap in services between the last month of school and the beginning of Supported Employment services and/or actual employment obtained through Supported Employment service provision.

3. THE STATE AGENCY RESPONSIBLE FOR PROVIDING MENTAL HEALTH SERVICES.

Individuals with mental health support needs receive similar services through a different, comprehensive Medicaid authority: 1115 waiver entitled PROMISE through the Division of Substance Abuse and Mental Health; this program offers an array of services such as career exploration, on the job supports, transportation, personal care, orientation and mobility training, assistive technology, and other services to help individuals gain and maintain employment based on their specific needs and tailored to their interests; stretch limited State dollars by partnering with the federal government, increasing individual independence, and strengthening the State’s workforce; and, provide a strong foundation for Delaware’s ongoing efforts to ensure that transition aged individuals with disabilities have a clear path to employment. DVI actively partners and consults with DSAMH on the implementation of the PROMISE program to ensure that individuals with visual impairments, including mental health disabilities, are provided with employment services to the greatest extent available.

I. COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT; DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

(Formerly known as Attachment 4.10)). Describe the designated State agency's procedures and activities to establish and maintain a comprehensive system of personnel development designed to ensure an adequate supply of qualified State rehabilitation professional and paraprofessional personnel for the designated State unit, including the following:

1. DATA SYSTEM ON PERSONNEL AND PERSONNEL DEVELOPMENT

A. QUALIFIED PERSONNEL NEEDS.

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on qualified personnel needs with respect to:

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

The trend in the number of individuals making application for VR services and those being identified “most significantly disabled” continues to increase in that these individuals have two or more functional limitations that present a substantial impediment to employment and they will require VR services for a period of 6 months or more. Over the past three years DVI has seen some variation in the numbers served in the VR program. In FY 14, 249 persons were served with the majority being “most significantly disabled. In FY 15 the program served 257 persons, with 100% identified as most significantly disabled. There are currently 13 staff positions dedicated to the direct provision of VR services. The VR Team is currently staffed statewide by (1) District Administrator, (3) Senior VR Counselors, (1) Casual/Seasonal Counselor, (3) Employment Services Specialists, (3) Administrative Specialists, (1) Teacher – Certified Orientation and Mobility Specialist, and (1) Vocational Rehabilitation Program Specialist. Presently, all of our full–time VR counselors have Master’s Degrees in a Counseling related field and (2) Staff have their CRCs. Based on the increasing numbers served on an annual basis coupled with the complexity of secondary and tertiary disabilities we see the agency requiring 13 staff positions dedicated to the direct provision of VR services. The statewide staffing needed by the agency to handle the increased number of consumers being served in the next 5 years is (5) Senior VR Counselors (this includes 2 Senior VR Counselors for Transition Services), (3) Employment Services Specialists, (3) Administrative Specialists, (2) Teachers, Special Education Certified Orientation and Mobility Specialists, (1) VR District Administrator, (1) VR Program Specialist, and (1) VR Counselor I (seasonal/casual). In addition to the VR direct service positions mentioned above, DVI has an assortment of ancillary positions that provide either technical, administrative, fiscal or supportive roles in VR service provision and which are partly funded with VR Basic Support funds. Below is a summary of the personnel data regarding all positions whose salaries are partially or totally funded by the VR.

ii. the number of personnel currently needed by the State agency to provide VR services, broken down by personnel category; and

The Delaware Division for the Visually Impaired currently requires two additional senior vocational rehabilitation counselors to provide VR services at the levels required under WIOA. As of May, 2016 these two additional positions are approved by the DSU (Delaware Health and Social Services) for DVI to be recruited and filled no later than September 1, 2016.

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.

1 VR District Administrator (1 position filled, 1 vacancy in next 5 years); 1 VR Program Specialist (1position filled, 1 vacancy in next five years); 1 BEP Director/ 1Business Service Supervisor (2 positions filled, 0 vacancies in the next 5 years); 1 Orientation and Mobility Specialists (1 position filled, 0 vacancies in next five years); 2 Sr. Accountant/Accounting Specialists (2 positions filled, 0 vacancies in next 5 years); 5 Vocational Rehabilitation Senior Counselors (3 positions filled, 2 vacancies within next five years); 3 Employment Services Specialist (2 positions filled, 1 vacancy within next 5 years); 1 Part Time Vocational Rehabilitation Counselor (1 position filled, 0 vacancies within next five years); 1 Information Systems Support Specialist (1 position filled, 0 vacancies within next 5 years); 1 Mgr. of Comp/Telecom Network/etc. (1 position filled, 0 vacancies within next five years)

B. PERSONNEL DEVELOPMENT

Describe the development and maintenance of a system for collecting and analyzing on an annual basis data on personnel development with respect to:

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

Delaware continues to be without an institution of higher education with a program to prepare Vocational Rehabilitation professionals. DVI continues to support local university applications to implement such training programs. Currently, VR professionals are encouraged to pursue on–line training programs and local training opportunities.

ii. the number of students enrolled at each of those institutions, broken down by type of program; and

DVI does not have any students enrolled at an institution of higher learning focused on VR.

iii. the number of students who graduated during the prior year from each of theose institutions with certification or licensure, or with the credentials for certification or licensure, broken down by the personnel category for which they have received, or have the credentials to receive, certification or licensure.

Unfortunately Delaware does not have an institution of higher education with a program to prepare VR professionals. DVI continues to support local university application to implement this form of training programs. Currently, VR professionals are encouraged to pursue on–line training programs and local training opportunities. Therefore, one DVI Employment Services Specialist graduated from a RSA graduate–sponsored program and obtained her CRC.

2. PLAN FOR RECRUITMENT, PREPARATION AND RETENTION OF QUALIFIED PERSONNEL

Describe the development and implementation of a plan to address the current and projected needs for qualified personnel including, the coordination and facilitation of efforts between the designated State unit and institutions of higher education and professional associations to recruit, prepare, and retain personnel who are qualified, including personnel from minority backgrounds and personnel who are individuals with disabilities.

DVI has partnership agreements with the University of Delaware, Salus University, University of Pittsburgh, the University of Maryland Eastern Shore, and Pennsylvania College of Optometry to provide internships for graduate students majoring in Rehabilitation Education and other closely related fields of study. These partnerships afford an intern the opportunity to participate in the work environment of VR Service delivery and the delivery of ancillary services in a role similar to rehabilitation counselor. Interns are assigned working mentors in the VR program, as well as working in partnership with other field services to gain the broad scope of knowledge needed to become a successful rehabilitation professional. Generally, after completion of a successful internship, the intern is considered to be a qualified candidate for employment and would be considered for hiring purposes if/when a vacancy exists. We currently are providing staff opportunities to participate in local, regional trainings and online courses/webinars to insure their

sustainability in the profession. Our agency has also developed a partnership with the Office of Management and Budget (OMB). OMB operates a Selective Placement Registry for the State of Delaware. This Registry lists qualified persons with disabilities from various backgrounds who have been pre–determined eligible to fill specific vacancies within state agencies. Agencies are free to select qualified individuals from this registry without going through the normal state recruitment process.

3. PERSONNEL STANDARDS

Describe the State agency's policies and procedures for the establishment and maintenance of personnel standards consistent with section 101(a)(7)(B) and 34 CFR 361.18(c) to ensure that designated State unit professional and paraprofessional personnel are adequately trained and prepared, including:

A. STANDARDS THAT ARE CONSISTENT WITH ANY NATIONAL OR STATE-APPROVED OR -RECOGNIZED CERTIFICATION, LICENSING, REGISTRATION, OR OTHER COMPARABLE REQUIREMENTS THAT APPLY TO THE PROFESSION OR DISCIPLINE IN WHICH SUCH PERSONNEL ARE PROVIDING VR SERVICES; AND

The agency follows recruitment practices established by the state to recruit, prepare and retain qualified personnel. In addition, vacancies for the Division are shared with various advocacy group chairpersons so that their memberships are aware of any vacancies. DVI also shares job openings with program chairs of the respective Universities in the region that prepare professionals in rehabilitation counseling, orientation and mobility, assistive technology, and teachers of students with visual impairments. They are asked to encourage qualified members, specific to the vacant position, to apply when vacancies recruitments occur. One of DVI’s Employment Services Specialists is a liaison to the State Human Resource Management office for Selective Placement. Presentations and site visits have been made to state agencies to create promote hiring of persons with disabilities via Selective Placement and to identify the types of reasonable accommodations to facilitate positive employment outcomes. The minimum qualifications for an entry level VR Counselor I requires a Bachelor’s degree or higher in Rehabilitation Counseling, Social or Behavioral Science or a related field. A Qualified Rehabilitation Counselor in Level II or the Senior level designated in the State Personnel system are required to possess or obtain a Master’s Degree in Rehabilitation Counseling or a related field (such as but not limited to Sociology, Psychology, or Behavioral Science), and must include graduate level coursework in Theory & Techniques of Counseling. DVI’s current practice for the VR Counselors and applicants not already CRC certified, is to ensure the potential candidate aspires to achieve the educational requirements to be eligible to sit for the CRC exam. Following an offer of employment a performance plan is implemented and signed by the employee that includes a requirement for enrollment and participation in rehabilitation education graduate classes leading to eligibility to sit for the CRC exam within five (5) years from the date of hire. Due to the absence of an in–state graduate program in Vocational Rehabilitation Counseling newly hired counselor(s) at the VR Counselor I and II levels are encouraged to take advantage of online distance learning opportunities with schools nationwide that offer graduate programs in Rehabilitation Counseling and coursework leading to certification eligibility. The VR Program Specialist gathers information regarding available online graduate programs in Rehabilitation Counseling to share with VR staff. We have encouraged our staff to take advantage of the Vocational Rehabilitation Research Training Center (VR–RRTC) trainings due to the recent departure of the all the national TACE centers. Staff are provided with variety of opportunities to used interactive participant–driven platform to translate research, share information, and inform practice and policy development. Staff have the opportunity to participate in trainings and webinars

disseminate curricula, and knowledge throughout the VR community. The minimum qualifications for an orientation and mobility specialist is the Certified Orientation and Mobility Specialist (COMS) certification issued by the Academy for Certification of Vision Rehabilitation and Education Professionals (ACVREP). DVI currently requires this certification for practicing Orientation and Mobility Specialists within the agency. The minimum qualifications for Trainer/Educator IIs is currently three years of experience in preparing and developing training or education courses which includes designing learning objectives, curricula and materials with a focus on assistive technology. In order to become fully CSNA compliant the agency is moving toward requiring the two agency staff in this area to achieve Assistive Technology Professional (ATP) certification through the Rehabilitation Engineering and Assistive Technology Society of North America (RESNA) no later than the end of FY 16.

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.

To ensure that all personnel employed by the agency receive appropriate and adequate training with respect to the evolving labor force and the needs of individuals with disabilities, DVI supports distance learning courses supported by Mississippi State University's Technical Assistance Center, VR professional development opportunities through community partners and professional organizations.

4. STAFF DEVELOPMENT.

Describe the State agency's policies, procedures, and activities to ensure that, consistent with section101(a)(7)(C) of the Rehabilitation Act, all personnel employed by the designated State unit receive appropriate and adequate training in terms of:

A. SYSTEM OF STAFF DEVELOPMENT

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

To ensure that all personnel employed by the agency receive appropriate and adequate training with respect to assessment, vocational counseling, job placement, and rehabilitation technology, trainings from outside vendors, In–Service Training for workshops via contracted vendors specializing in specific areas, participate in trainings and webinars by VR RRTC and by approving staff travel to attend meetings and conferences as well as webinars to keep staff abreast of "Best Practices." As outlined in the Division's Staff Development Policy, as part of the annual Training Needs Assessment, the individual staff person meets with his/her supervisor to determine areas of training needed for career development. The VR Program Specialist (Staff Development Officer) compiles and summarizes this data and updates each person's Career Development file.

B. ACQUISITION AND DISSEMINATION OF SIGNIFICANT KNOWLEDGE

procedures for the acquisition and dissemination of significant knowledge from research and other sources to designated State unit professionals and paraprofessionals.

In FY2015 the Department created a web–based training tracking system called the “E–Learning Center”. Each employee has a sign on and training that is tracked by the system. Managers and Supervisors can set up training plans and recommended training activities via this system. The new system is a management tool that enhances the ability for managers and supervisors track staff development. Based upon the needs assessment, the Staff Development Officer works with staff and supervisors to see that each has the opportunity to receive the training that has been identified as needed to perform their job duties as efficiently and effectively as possible. Through the coordination of in house training seminars, access to the Delaware Department of Health & Social Services (DHSS) extensive training curriculum, the Human Resource Management Office’s Career Enhancement Program, and a multitude of outside training opportunities, specific needs can usually be met. Also the agency has the ability to sponsor membership to the National Rehabilitation Association as well as agency memberships in the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER), American Foundation for the Blind, National Federation for the Blind, and the National Rehabilitation Association (NRA) to pursue opportunities for professional growth.

5. PERSONNEL TO ADDRESS INDIVIDUAL COMMUNICATION NEEDS

Describe how the designated State unit has personnel or obtains the services of other individuals who are able to communicate in appropriate modes of communication with or in the native language of applicants or eligible individuals who have limited English speaking ability.

Whenever an applicant for services needs an interpreter in order to communicate, DVI staff obtains the services of an appropriate interpreter from a list of local professional interpreting services with whom we have a contractual agreement through the State of Delaware. All written materials are disseminated to consumers in the appropriate media: Braille, large print, tape or electronic file, as well as Spanish for various forms/brochures.

6. COORDINATION OF PERSONNEL DEVELOPMENT UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

As appropriate, describe the procedures and activities to coordinate the designated State unit's comprehensive system of personnel development with personnel development under the Individuals with Disabilities Education Act.

DVI’s teachers of students with visual impairments (TVIs) work in local school districts throughout the state. Within six months of a student turning age 14, TVIs begin to refer their students to the DVI Vocational Rehabilitation Program to begin transition services. The students are assigned to DVI vocational rehabilitation counselors who works with the students in the schools and in their homes to garner parental support during the transitional phase from school to the world of work. The VR counselors also work to promote the concept of self–sufficiency, provides career counseling, and encourages and assists the student with obtaining part time employment while the student is in high school. DVI personnel providing services to students with disabilities include Teachers of Students with Visual Impairments, Orientation and Mobility Specialists, Certified Rehabilitation Instructors,

Technology Trainer/Educators, and Employment Services Specialists. All personnel requiring CEUs to maintain their specific certification or to keep abreast of trends impacting persons with disabilities are afforded the opportunity to participate in trainings for professional development. Staff Development Trainings are paid with state funding and training grants the agency may be able to secure through competitive selection. When travel funding is not available or restricted, the agency has made on–line CEU opportunities available.

J. STATEWIDE ASSESSMENT

(Formerly known as Attachment 4.11(a)).

1. PROVIDE AN ASSESSMENT OF THE REHABILITATION NEEDS OF INDIVIDUALS WITH DISABILITIES RESIDING WITHIN THE STATE, PARTICULARLY THE VR SERVICES NEEDS OF THOSE:

A. WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING THEIR NEED FOR SUPPORTED EMPLOYMENT SERVICES;

Following the guidelines established for a Comprehensive Statewide Needs Assessment (CSNA) and the Vocational Rehabilitation Needs Assessment Guide established by the Rehabilitation Services Administration, the Division for the Visually Impaired contracted with Analytic Insights for the completion of the Statewide Needs Assessment.

The following observations are based on consumer, staff and CRP feedback obtained via the last completed CSNA process: • The rehabilitation needs of individuals with disabilities, particularly those with most significant disabilities are being well–met by the Division, however, there is a need to improve the provision of supported employment services due to underutilization of supported employment funds.

B. WHO ARE MINORITIES;

The most recent CSNA (completed in August, 2013) commented positively regarding the needs of racial and ethnic minorities are being met by the VR program, with no significant differences in satisfaction with department services between minority groups. DVI is committed to being sensitive to all minority groups and ensuring materials are culturally sensitive and encouraging minority groups to access services. DVI is currently developing the resources to complete and finalize the next CSNA in the latter half of 2016.

C. WHO HAVE BEEN UNSERVED OR UNDERSERVED BY THE VR PROGRAM;

Individuals with disabilities who have been unserved or underserved by VR may include Amish residents. There are approximately 1,500 Amish residents in the state, but there is an unknown number of Amish community members affected by blindness of visual impairment. DVI is planning to extend a successful campaign targeted toward Hispanic persons to the Amish community. In addition, following a review of the data provided by DVI in comparison with the state’s demographic distribution of those that were blind and visually impaired, the report found that DVI served a higher proportion of African Americans than compared with the State’s population, but a lower proportion of Whites, Latinos, and Asian Americans when compared with the State’s population of persons with

visual impairments. DVI plans to review outreach to these communities as part of the 2016-17 CSNA process.

D. WHO HAVE BEEN SERVED THROUGH OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM; AND

Individuals with disabilities served through other components of the statewide workforce investment system also participate in DVI. DVI has currently developed an agreement with the Division of Employment and Training, the sole contractor responsible for implementation of the Delaware Workforce Development Board's Job Centers. Within this agreement DVI shall enroll all employment ready customers into the Delaware Job Link System to seek job matches, build resumes, and to improve upon the blending/braiding of systems/funding in Delaware with respect to workforce funding. In establishing the 2017-2018 State Plan it is undetermined and to what extent that individuals with visual impairments are benefitting from other components of the Statewide Workforce Development System. In establishing the combined State Plan DVI entered into a Memorandum of Understanding (MOU) with the Division of Employment and Training to track and share data on a quarterly basis of how many individuals are being referred between program partners and utilizing their services.

E. WHO ARE YOUTH WITH DISABILITIES AND STUDENTS WITH DISABILITIES, INCLUDING, AS APPROPRIATE, THEIR NEED FOR PRE-EMPLOYMENT TRANSITION SERVICES OR OTHER TRANSITION SERVICES.

Assistive Technology was found to be an important issue to consumers, especially youth with disabilities, and the most frequently cited difficulty in finding employment. In the prior fiscal year DVI revised it's internal policies to permit students exiting the agency's educational system to keep their AT for employment purposes upon exit from high school. In addition, the agency began implementing the requirement of an AT evaluation in the exiting year from high school to ensure that the student's AT needs will be met for their next step(s) in transition. Overall, the agency also assessed that additional staff would be required to appropriately provide pre-employment transition services to all 90+ students with visual impairments age 14-21 who required services. The agency was provided with permission from the DSU (DHSS) to post and hire two full time dedicated transition counselors to begin providing services no later than September 1, 2016.

2. IDENTIFY THE NEED TO ESTABLISH, DEVELOP, OR IMPROVE COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE; AND

Although the CSNA did not identify gaps for establishment, development, or improvement of community rehabilitation programs within the state, the agency recognizes the need to continue to work with our CRPs to further build their capacities to provide services to individuals who are blind and visually impaired which remains a continuous objective of the agency.

3. INCLUDE AN ASSESSMENT OF THE NEEDS OF INDIVIDUALS WITH DISABILITIES FOR TRANSITION CAREER SERVICES AND PRE-EMPLOYMENT TRANSITION SERVICES, AND THE EXTENT TO WHICH SUCH SERVICES ARE COORDINATED WITH TRANSITION SERVICES PROVIDED UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT .

DVI has assessed that there are currently 90 students within DVI's education program age 14 or older that may require pre–employment transition services. Due to these needs the agency was provided with permission from the DSU (DHSS) to post and hire two full time dedicated transition counselors to begin providing services no later than September 1, 2016. The pre-employment transition services that DVI offers are coordinated between multiple entities including those staff from within the agency such as teachers of students with visual impairments, independent living specialists, orientation and mobility specialists, assistive technology trainers, employment services specialists, and vocational rehabilitation counselors. In addition, these DVI team members coordinated with Delaware school district staff and are members of students' IEP teams in the coordination of services under IDEA.

K. ANNUAL ESTIMATES

(Formerly known as Attachment 4.11(b)). Describe:

1. THE NUMBER OF INDIVIDUALS IN THE STATE WHO ARE ELIGIBLE FOR SERVICES;

2.3% of Delaware's population reports as having a visual disability. Delaware's working age population (21–64) is estimated at 532,200 individuals. Thus, 12,241 Delawareans may be eligible for DVI–VR services (Disability Statistics Compendium, 2013 U.S. Census Bureau, and American Community Survey).

2. THE NUMBER OF ELIGIBLE INDIVIDUALS WHO WILL RECEIVE SERVICES UNDER:

A. THE VR PROGRAM;

DVI estimates during FY 17 and FY 18 VR will serve 250 individuals and of those 250 individuals 4% will be eligible for use of Part B Title VI funds.

B. THE SUPPORTED EMPLOYMENT PROGRAM; AND

The DSU is estimating supported employment services will be provided to approximately 10 most significantly disabled individuals requiring supported employment services resulting from severe on developmental delays, traumatic brain injuries, and/or severe and persistent mental health impairments.

C. EACH PRIORITY CATEGORY, IF UNDER AN ORDER OF SELECTION;

The agency is not operating under an order of selection.

3. THE NUMBER OF INDIVIDUALS WHO ARE ELIGIBLE FOR VR SERVICES, BUT ARE NOT RECEIVING SUCH SERVICES DUE TO AN ORDER OF SELECTION; AND

DVI estimates during FY 17 and FY 18 VR will serve 250 individuals and of those 250 individuals 4% will be eligible for use of Part B Title VI funds. DVI anticipates having sufficient resources and funding streams to serve all eligible individuals making application for VR services which will preclude DVI from implementing an order of selection wait list.

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.

Category Title I Estimated $ Estimated Average Cost Eligible Title I $944,000 240 $3,933 Eligible Title VI $75,000 10 $7,500 Totals $1,019,000 250 $4,076

L. STATE GOALS AND PRIORITIES

The designated State unit must:

1. IDENTIFY IF THE GOALS AND PRIORITIES WERE JOINTLY DEVELOPED

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.

The SRC and the Delaware Division for the Visually Impaired jointly developed and agreed to the goals and priorities of Delaware Blind State VR Program.

2. IDENTIFY THE GOALS AND PRIORITIES IN CARRYING OUT THE VR AND SUPPORTED EMPLOYMENT PROGRAMS.

Goal 1: Increase the Quality of employment outcomes, and Quantity of Employment Outcomes by 20% annually each fiscal year from the prior completed fiscal year.

Performance Measure 1.1: Increase successful closures from FFY 2015 levels by 20% in each subsequent program year for this state plan. 90% of DVI consumers shall maintain employment at two quarters following exit from the VR program. 80% of DVI consumers shall maintain employment at four quarters following exit from the VR program.

Performance Measure 1.2: Demonstrate business partnerships through at least five new employer partnerships annually, whereby DVI consumers are employed within each program year.

Performance Measure 1.3: DVI consumers shall obtain a minimum median earnings level of $11.00 per hour at two quarters following exit from the VR program.

Performance Measure 1.4: DVI shall continue a “business champions” program to highlight the successful partnerships established between the agency and local businesses Performance Measure 1.5: 10% of DVI’s consumer placements shall be as entrepreneurs or business owners (defined as majority ownership) within each program year.

Goal 2: Review, evaluate and implement improvements to Transition Services.

Performance Measure 2.1: Implement program, policies, and procedures with 90% of applicable students with disabilities being served under pre–employment transition services no later than 12/31/2016. By 12/31/2017 and in each program year thereafter 95% of applicable students with disabilities will be served through pre–employment transition services. Performance Measure 2.2: Continue to use the Visually Impaired Client Registry, and the September 30th Child Count to validate the identity and school enrollment status and location of all transition–aged youth eligible for transition services by October 1st of each year.

Performance Measure 2.3: Continue to enhance transition model for services by, which includes direct coordination with DVI's education program and independent living services unit in establishing agency protocol for the provision of services under the expanded core curriculum, as well as incorporating the use of customized employment by all DVI team members for individuals with significant disabilities who would benefit from this service delivery strategy.

Performance Measure 2.4: DVI will execute the terms of a Memorandum of Understanding with the Delaware Department of Education, which details the roles and responsibilities of: (i) DVI staff; (ii) local education agencies; (iii) general VR transition personnel; (iv) and the Department of Education in providing transition–related services to students who are blind and visually impaired no later an March 1, 2016. DVI shall meet with DOE on a consistent basis to discuss mutual issues and terms of this agreement and to develop informational materials for staff use while working in the school districts.

Performance Measure 2.5: Continue to ensure that 100% of students that are expected to graduate within the next four school years are provided the opportunity and support to enroll in DVI VR services no later than September 1 of each program year.

Performance Measure 2.6: Evaluate the current level of exposure to AT that transition students currently receive and ensure that 100% of students are referred for AT evaluations related to AT that is consistent to their IPE goals.

Performance Measure 2.7: DVI shall develop and provide internships, short term employment, apprenticeships, and fellowships to at least 75% of all students enrolled in DVI's transition program prior to graduation from high school.

Goal 3: Improve Marketing and Outreach to Potentially Eligible DVI Consumers.

Performance Measure 3.1: DVI will focus outreach efforts on the Delaware Medical Community with targeted outreach materials developed 04/01/17.

Performance Measure 3.2: DVI will continue to revise and publish a new that includes updated information on the agency along with links to social media for the agency.

Goal 4: Develop Innovation and Expansion Activities. Performance Measure 4.1: DVI will develop and publish a standardized curriculum for all DVI staff in the foundations of eye conditions, eye anatomy, sensitivity training, accommodations, and assistive technology no later than 12/31/2016. All staff within the agency will have received this training with supporting documentation of their training no later than 12/31/2017. Performance Measure 4.2: Increase pool of service providers by adding one new vendor each program year in Kent/Sussex Counties. All new providers shall offer

specific industry focused training programs that are in high demand within the Delaware labor market pool, developed in coordination with local employers.

Goal 5: Consistently provide a high level of consumer satisfaction

Performance Measure 5.1: DVI will continue to share consumer satisfaction survey data every other month with the State Rehabilitation Council.

Performance Measure 5.2: Conduct 1Town Hall Meeting annually in coordination with the State Rehabilitation Council. Performance Measure 5.3: DVI shall continue to provide opportunities in self–advocacy skills development with a formalized program established by 12/31/16 and fully operationalized by 12/31/2017.

The DSU is estimating supported employment services will be provided to approximately 10 most significantly disabled individuals requiring supported employment services resulting from severe on developmental delays, traumatic brain injuries, and/or severe and persistent mental health impairments.

DVI has assessed there are currently 90 students within DVI's education program age 14 or older that may require pre–employment transition services. DVI's goal by the end of program year 2017 is to serve 90% of these students with appropriate documentation in place and use of reserved Title I dollars.

3. ENSURE THAT THE GOALS AND PRIORITIES ARE BASED ON AN ANALYSIS OF THE FOLLOWING AREAS:

To operate an effective vocational rehabilitation program for individuals with significant and most significant disabilities, the Division for the Visually Impaired (DVI) shall: (1) Increase the Quality of employment outcomes, and Quantity of Employment Outcomes by 20% from the prior fiscal year. (2) Review, Evaluate and Implement Improvements to Transition Services. (3) Improve Marketing and Outreach to Potentially Eligible DVI Consumers. (4) Improve Assistive Technology Services through Innovation and Expansion. (5) Consistently Provide a High Level of Consumer Satisfaction.

A. THE MOST RECENT COMPREHENSIVE STATEWIDE ASSESSMENT, INCLUDING ANY UPDATES;

Following the guidelines established for a Comprehensive Statewide Needs Assessment (CSNA) and the Vocational Rehabilitation Needs Assessment Guide established by the Rehabilitation Services Administration, the Division for the Visually Impaired contracted with Analytic Insights for the completion of the Statewide Needs Assessment.

The following observations are based on consumer, staff and CRP feedback obtained via the last completed CSNA process: • The rehabilitation needs of individuals with disabilities, particularly those with most significant disabilities are being well–met by the Division, however, there is a need to improve the provision of supported employment services due to underutilization of supported employment funds. • The needs of racial and ethnic minorities are well–addressed by the department, with no significant differences in satisfaction with department services between minority

groups. • Individuals with disabilities who have been unserved or underserved by VR may include Amish residents. There are approximately 1,500 Amish residents in the state, but there is an unknown number of Amish community members are affected by blindness of visual impairment. DVI is planning to extend a successful campaign targeted toward Hispanic persons to the Amish community. • Individuals with disabilities served through other components of the statewide workforce investment system also participate in DVI. • Although the CSNA did not identify gaps for establishment, development, or improvement of community rehabilitation programs within the state, the agency recognizes the need to continue to work with our CRPs to further build their capacities to provide services to individuals who are blind and visually impaired which remains a continuous objective of the agency. •Assistive Technology was found to be an important issue to consumers, and the most frequently cited difficulty in finding employment. The improved standards of utilizing the ATP credentialing for DVI under RESNA is in an effort to improve the assistive technology services provided by the agency over the course of the last two years.

B. THE STATE'S PERFORMANCE UNDER THE PERFORMANCE ACCOUNTABILITY MEASURES OF SECTION 116 OF WIOA; AND

DVI set the following performance accountability measures as follows: Employment (Second Quarter after Exit) 29 customers at baseline, 32 customers in PY 16/17, 38 customers in PY 17/18.

Employment (Fourth Quarter after Exit) 29 customers at baseline, 28 customers in PY 16/17, 34 customers in PY 17/18.

Median Earnings (Second Quarter after Exit) at $11.00 baseline, $11.25 PY 16/17 and 17/18.

Credential Attainment Rate at 30 customers baseline, 36 customers in PY 16/17 and 43 customers in PY 17/18. Measureable Skill Gains at 30 customers baseline, 36 customers in PY 16/17 and 43 customers in PY 17/18.

Effectiveness in Serving Employers to be determined based upon final regulations

C. OTHER AVAILABLE INFORMATION ON THE OPERATION AND EFFECTIVENESS OF THE VR PROGRAM, INCLUDING ANY REPORTS RECEIVED FROM THE STATE REHABILITATION COUNCIL AND FINDING AND RECOMMENDATIONS FROM MONITORING ACTIVITIES CONDUCTED UNDER SECTION 107.

DVI continues to work with the Rehabilitation Services Administration to address the findings of the most recent monitoring.

M. ORDER OF SELECTION

Describe:

1. WHETHER THE DESIGNATED STATE UNIT WILL IMPLEMENT AND ORDER OF SELECTION. IF SO, DESCRIBE:

A. THE ORDER TO BE FOLLOWED IN SELECTING ELIGIBLE INDIVIDUALS TO BE PROVIDED VR SERVICES.

2.3% of Delaware's population reports as having a visual disability. Delaware's working age population (21–64) is estimated at 532,200 individuals. Thus, 12,241 Delawareans may be eligible for DVI–VR services (Disability Statistics Compendium, 2013 U.S. Census Bureau, and American Community Survey). DVI estimates during FY 17 and FY 18 VR will serve 250 individuals and of those 250 individuals 4% will be eligible for use of Part B Title VI funds. DVI anticipates having sufficient resources and funding streams to serve all eligible individuals making application for VR services which will preclude DVI from implementing an order of selection wait list.

B. THE JUSTIFICATION FOR THE ORDER.

The designated state unit does not foresee implementing an order of selection.

C. THE SERVICE AND OUTCOME GOALS.

The estimated of eligible individuals for services and the estimated cost of providing identified services utilizing Title I and Title VI funds are: Eligible Title I Estimated Funds: $944,000, Estimated Number to be Served: 240, Average Cost of Services $3933 Eligible Title VI Estimated Funds $75,000, Estimated Number to be Served: 10, Average Cost of Services $7,500

D. THE TIME WITHIN WHICH THESE GOALS MAY BE ACHIEVED FOR INDIVIDUALS IN EACH PRIORITY CATEGORY WITHIN THE ORDER.

The agency is not operating under an order of selection.

E. HOW INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES ARE SELECTED FOR SERVICES BEFORE ALL OTHER INDIVIDUALS WITH DISABILITIES; AND

The agency is not operating under an order of selection.

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.

The DSU is estimating supported employment services will be provided to approximately 10 most significantly disabled individuals requiring supported employment services resulting from severe on developmental delays, traumatic brain injuries, and/or severe and persistent mental health impairments.

Title I funds will be utilized to supplement Title VI part B funds as deemed necessary to provide supplemental disability related support services that facilitate successful employment outcomes. Supplemental support services may include, but are not limited to, adjustment counseling, adaptive devices, transportation, interpreter services, personal attendant services, and maintenance.

To identify individuals requiring such intensive job support services, the state unit will engage in comprehensive community based assessments, including the use of customized employment strategies, to determine the nature and scope of the individual's rehabilitation needs prior to plan development. The VR Counselors' assessment will include a psychological evaluation, a functional skill assessment, three to five community work based assessments, and an evaluation of rehabilitation technology needs based on the individual's selected employment goal as necessary and appropriate.

A Memorandum of Understanding exists between DVI, DVR, DSAMH, DOE and DDDS to operationalize all SE services.

In accordance with the Rehabilitation Act of 1973, as amended, the provision of supported employment services allows for 24 months. Under special circumstances, in mutual agreement with the eligible individual, the contracted vendor, the VR Counselor, and the VR District Administrator, DVI may also provide extended services provision for up to an additional 48 months following closure in order to achieve the employment outcome identified in the Individualized Plan for Employment (IPE).

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

To operate an effective vocational rehabilitation program for individuals with significant and most significant disabilities, the Division for the Visually Impaired (DVI) shall: (1) Increase the Quality of employment outcomes, and Quantity of Employment Outcomes by 20% from the prior fiscal year. (2) Review, Evaluate and Implement Improvements to Transition Services. (3) Improve Marketing and Outreach to Potentially Eligible DVI Consumers. (4) Improve Assistive Technology Services through Innovation and Expansion. (5) Consistently Provide a High Level of Consumer Satisfaction.

Activities include: Identifying how a broad range of assistive technology services and assistive technology devices will be provided to individuals with disabilities at each stage of the rehabilitation process; and describe how assistive technology services and devices will be provided to individuals with disabilities on a statewide basis.

In FFY 2014 the agency adopted the SETT framework as a validated process for assessing clients' assistive technology needs. This model emphasizes the Student (or consumer), Environment, Tasks, and Tools as equally valid components in determining the AT needs of an individual with a visual impairment. While this was originally developed for transition aged youth, the agency has broadened its applicability to all consumers served by the agency in order to consistently and effectively meet their AT needs. In addition DVI has adopted the Assistive Technology Professional (ATP) credential under RESNA as a standard for occupational advancement with the trainer–educator unit of the agency.

In terms of service provision these areas continue to align with the mission of the VR unit, though the extension of programming for pre–employment transition services, additional supports for individuals historically tracked toward sheltered employment, an extension of supported employment and extended services for persons with significant disabilities, will constitute shifts in funding for the agency. Given that the funding is shifting internally due to the new requirements, the agency is looking toward improved use and coordination with other core partners under WIOA to supplement these programmatic changes. For instance, individuals with visual impairments that are ready for employment will be enrolled under the Delaware Job Link system to improve their chances of local job matches and opportunities for blended funding of training funding across agencies.

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.

Title I funds will be utilized to supplement Title VI part B funds as deemed necessary to provide supplemental disability related support services that facilitate successful employment outcomes. Supplemental support services may include, but are not limited to, adjustment counseling, adaptive devices, transportation, interpreter services, personal attendant services, and maintenance.

To identify individuals requiring such intensive job support services, the state unit will engage in comprehensive community based assessments, including the use of customized employment strategies, to determine the nature and scope of the individual's rehabilitation needs prior to plan development. The VR Counselors' assessment will include a psychological evaluation, a functional skill assessment, three to five community work based assessments, and an evaluation of rehabilitation technology needs based on the individual's selected employment goal as necessary and appropriate. DVI will continue to collaborate with partners to increase resources for extended services and develop and maintain agreements for expanded supported employment opportunities.

Given that the funding is shifting, the agency is looking toward improved use and coordination with other core partners under WIOA to supplement these programmatic changes.

O. STATE'S STRATEGIES

Describe the required strategies and how the agency will use these strategies to achieve its goals and priorities, support innovation and expansion activities, and overcome any barriers to accessing the VR and the Supported Employment programs (See sections 101(a)(15)(D) and (18)(B) of the Rehabilitation Act and section 427 of the General Education Provisions Act (GEPA)):

1. THE METHODS TO BE USED TO EXPAND AND IMPROVE SERVICES TO INDIVIDUALS WITH DISABILITIES.

To operate an effective vocational rehabilitation program for individuals with significant and most significant disabilities, the Division for the Visually Impaired (DVI) shall: (1) Increase the Quality of employment outcomes, and Quantity of Employment Outcomes by 20% from the prior fiscal year. (2) Review, Evaluate and Implement Improvements to Transition Services. (3) Improve Marketing and Outreach to Potentially Eligible DVI Consumers. (4) Improve Assistive Technology Services through Innovation and Expansion. (5) Consistently Provide a High Level of Consumer Satisfaction. Goal 1: Increase the Quality of employment outcomes, and Quantity of Employment Outcomes by 20% annually each fiscal year from the prior completed fiscal year.

Performance Measure 1.1: Increase successful closures from FFY 2015 levels by 20% in each subsequent program year for this state plan. 90% of DVI consumers shall maintain employment at two quarters following exit from the VR program. 80% of DVI consumers shall maintain employment at four quarters following exit from the VR program.

Performance Measure 1.2: Demonstrate business partnerships through at least five new employer partnerships annually, whereby DVI consumers are employed within each program year.

Performance Measure 1.3: DVI consumers shall obtain a minimum median earnings level of $11.00 per hour at two quarters following exit from the VR program.

Performance Measure 1.4: DVI shall continue a “business champions” program to highlight the successful partnerships established between the agency and local businesses Performance Measure 1.5: 10% of DVI’s consumer placements shall be as entrepreneurs or business owners (defined as majority ownership) within each program year.

Goal 2: Review, evaluate and implement improvements to Transition Services.

Performance Measure 2.1: Implement program, policies, and procedures with 90% of applicable students with disabilities being served under pre–employment transition services no later than 12/31/2016. By 12/31/2017 and in each program year thereafter 95% of applicable students with disabilities will be served through pre–employment transition services. Performance Measure 2.2: Continue to use the Visually Impaired Client Registry, and the September 30th Child Count to validate the identity and school enrollment status and location of all transition–aged youth eligible for transition services by October 1st of each year.

Performance Measure 2.3: Continue to enhance transition model for services by, which includes direct coordination with DVI’s education program and independent living services unit in establishing agency protocol for the provision of services under the expanded core curriculum, as well as

incorporating the use of customized employment by all DVI team members for individuals with significant disabilities who would benefit from this service delivery strategy.

Performance Measure 2.4: DVI will execute the terms of a Memorandum of Understanding with the Delaware Department of Education, which details the roles and responsibilities of: (i) DVI staff; (ii) local education agencies; (iii) general VR transition personnel; (iv) and the Department of Education in providing transition–related services to students who are blind and visually impaired no later an March 1, 2016. DVI shall meet with DOE on a consistent basis to discuss mutual issues and terms of this agreement and to develop informational materials for staff use while working in the school districts.

Performance Measure 2.5: Continue to ensure that 100% of students that are expected to graduate within the next four school years are provided the opportunity and support to enroll in DVI VR services no later than September 1 of each program year.

Performance Measure 2.6: Evaluate the current level of exposure to AT that transition students currently receive and ensure that 100% of students are referred for AT evaluations related to AT that is consistent to their IPE goals.

Performance Measure 2.7: DVI shall develop and provide internships, short term employment, apprenticeships, and fellowships to at least 75% of all students enrolled in DVI's transition program prior to graduation from high school.

Goal 3: Improve Marketing and Outreach to Potentially Eligible DVI Consumers.

Performance Measure 3.1: DVI will focus outreach efforts on the Delaware Medical Community with targeted outreach materials developed 04/01/17.

Performance Measure 3.2: DVI will continue to revise and publish a new that includes updated information on the agency along with links to social media for the agency.

Goal 4: Develop Innovation and Expansion Activities. Performance Measure 4.1: DVI will develop and publish a standardized curriculum for all DVI staff in the foundations of eye conditions, eye anatomy, sensitivity training, accommodations, and assistive technology no later than 12/31/2016. All staff within the agency will have received this training with supporting documentation of their training no later than 12/31/2017. Performance Measure 4.2: Increase pool of service providers by adding one new vendor each program year in Kent/Sussex Counties. All new providers shall offer specific industry focused training programs that are in high demand within the Delaware labor market pool, developed in coordination with local employers.

Goal 5: Consistently provide a high level of consumer satisfaction

Performance Measure 5.1: DVI will continue to share consumer satisfaction survey data every other month with the State Rehabilitation Council.

Performance Measure 5.2: Conduct 1Town Hall Meeting annually in coordination with the State Rehabilitation Council. Performance Measure 5.3: DVI shall continue to provide opportunities in self–advocacy skills development with a formalized program established by 12/31/16 and fully operationalized by 12/31/2017.

The DSU is estimating supported employment services will be provided to approximately 10 most significantly disabled individuals requiring supported employment services resulting from severe on developmental delays, traumatic brain injuries, and/or severe and persistent mental health impairments.

DVI has assessed there are currently 90 students within DVI's education program age 14 or older that may require pre–employment transition services. DVI's goal by the end of program year 2017 is to serve 90% of these students with appropriate documentation in place and use of reserved Title I dollars.

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.

To facilitate informed choice, DVI's computer labs located in each of the agency's offices offers a variety of rehab technology devices to afford VR consumers the opportunity to use and select devices to increase their functional capacities to engage in vocational training, educational training, and/or a work environment. Evaluation and training is provided by two DVI Trainer Educators at each stage of the rehabilitation process to the extent that training or technical assistance is necessary for an individual with a disability to achieve an employment outcome. DVI VR Consumers are also made aware of and referred to other community resources such as the Delaware Assistive Technology Initiative, and Easter Seals that also offer a variety of rehab technology devices to trial prior to purchase to ensure the device meets their specific need.

In FFY 2014 the agency adopted the SETT framework as a validated process for assessing clients' assistive technology needs. This model emphasizes the Student (or consumer), Environment, Tasks, and Tools as equally valid components in determining the AT needs of an individual with a visual impairment. While this was originally developed for transition aged youth, the agency has broadened its applicability to all consumers served by the agency in order to consistently and effectively meet their AT needs. In addition DVI has adopted the Assistive Technology Professional (ATP) credential under RESNA as a standard for occupational advancement with the trainer–educator unit of the agency.

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.

In FFY 14 and 15 the agency made comprehensive revisions to all of the marketing materials, including the agency website. The materials developed are all required to be A. Accessible in large print and alternate formats if requested, and B. Select materials are being developed in Spanish versions to better meet the needs of this minority population. The agency continues to perform outreach to Delaware's minority populations through the faith based network, and a targeted outreach to Delaware's optometrists, ophthalmologists, senior centers, Lions Clubs, and 55 and older communities where potential customers may be found. In addition, the agency established a presence on social media through Facebook and Linked In in FFY 2014 which has been maintained with significant growth and activity through FFY 2015. The agency adopted a "robo-calling" system in FFY 2015 to inform the some 3,000 plus registrants on the agencies' registry of events, opportunities, and services on a continuous basis. The agency also implemented a constant contact

email listserv to distribute quarterly newsletters and other information items through email to all registrants with the agency in FFY 2015.

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).

DVI currently received approval to recruit and hire two dedicated VR transition counselors to serve students with visual impairments beginning in FY 17. In FY 2016 DVI implemented the pre-employment transition services array for all students age 14-21 in public education systems in Delaware that were classified as having an IEP with a primary or secondary classification of visual impairment. As of April, 2016 over 90% of DVI students age 14 - 21 were referred and had begun receiving pre-employment transition services. Within the year prior to a student's graduation the DVI VR unit also reviews any remaining needs of students for assistive technology, orientation and mobility, and independent living in order to prepare them for postsecondary education or employment needs prior to graduation. The agency also continues to implement transition skills development programs with Beach House weekend, a braille enrichment summer camp (NFB BELL), Camp Abilities Delaware, and Mission Transition College/Postsecondary Exploration week.

5. IF APPLICABLE, PLANS FOR ESTABLISHING, DEVELOPING, OR IMPROVING COMMUNITY REHABILITATION PROGRAMS WITHIN THE STATE.

DVI will run a request for proposals for innovation and expansion in the development of community rehabilitation programs that are interested in developing accessible training programs for the blind and visually impaired. The initial RFP will be issued no later than the first quarter of PY 17. The request for proposals will include the availability of funding for technical assistance, assistive technology provision/installation, and model development from the agency.

6. STRATEGIES TO IMPROVE THE PERFORMANCE OF THE STATE WITH RESPECT TO THE PERFORMANCE ACCOUNTABILITY MEASURES UNDER SECTION 116 OF WIOA.

To improve the performance of DVI's VR program with respect to the evaluation of standards and performance indicators under Section 116 of WIOA, DVI is currently developing new fields in our electronic case management system, VR casework manual policies, and forms to capture and track employment outcomes up to four quarters after exit, measurable skill gains, and post–secondary credentials to be reported accurately and in a timely manner. In terms of service provision these areas continue to align with the mission of the VR unit, though the extension of programming for pre–employment transition services, additional supports for individuals historically tracked toward sheltered employment, an extension of supported employment and extended services for persons with significant disabilities, will constitute shifts in funding for the agency. Given that the funding is shifting internally due to the new requirements, the agency is looking toward improved use and coordination with other core partners under WIOA to supplement these programmatic changes. For instance, individuals with visual impairments that are ready for employment will be enrolled under the Delaware Job Link system to improve their chances of local job matches and opportunities for blended funding of training funding across agencies.

7. STRATEGIES FOR ASSISTING OTHER COMPONENTS OF THE STATEWIDE WORKFORCE DEVELOPMENT SYSTEM IN ASSISTING INDIVIDUALS WITH DISABILITIES.

The Director for the Division for the Visually Impaired remains an appointed member of the statewide Workforce Development Board that administers the federal Department of Labor programs within the State of Delaware. As a member of the Board, the Director has input into the awarding of contracts and funds to workforce training programs and in ensuring that the programs are accessible to all persons with disabilities, including those with legal blindness. In addition, cooperative agreements are in the process of being revised with other core WIOA partners including the Delaware Division of Employment and Training, the Department of Education, and the Division of Libraries.

As an agency we have taken steps to develop and offer sensitivity and awareness trainings for all private non–profit vocational rehabilitation service providers entering into cooperative agreements with DVI for contracted services. Vocational Rehabilitation Program Staff, Independent Living Services Program Staff, Technology Center Education Support Staff and Certified Orientation and Mobility partner to provide a day of comprehensive activities designed to teach techniques and strategies that promote skill development. These trainings demonstrate the capability of persons with severe vision loss to function on as much of an equal plane as their sighted peers in terms of acquiring skills training and employment within integrated settings. Contracts for employment related services with private non–profit vocational rehabilitation service providers typically include Accredited Rehabilitation Facilities such as Goodwill, CHIMES, Elwyn, and Easter Seals. When specific blindness services for Occupational Training or Rehabilitation Technology Services, DVI has the flexibility to seek approval from the Office of Management and Budget to enter into contractual agreements to procure specific client services from other private non–profit organizations that may be located outside the state of Delaware.

With respect to the provision of services by more than one VR Agency to an individual simultaneously, a cooperative agreement was updated between the director of the General VR Agency and DVI agency Director effective December, 2013 as follows:

“This agreement provides that DVI, in fulfilling the terms of this agreement, shall: “Refer to DVR all persons who do not fall under the legal definition of blindness. OR Refer to DVR for case management purposes all persons who are classified as Severely Visually Impaired only when there exists a waiting list for DVI while under an Order of Selection. AND DVI will provide support as subject matter experts for cases referred to DVR where either the condition does not make the individual eligible for DVI services or for those cases referred to DVR while an Order of Selection waiting list exists. This support can be, but not limited to assessments, evaluation for assistive technology, training with assistive technology and orientation and mobility instruction. Reimbursement for services provided to DVR consumers provided by DVI personnel shall be assessed at the prevailing Medicaid rate for that service.

For purposes of this agreement in those cases where two or more disabling conditions are present, the primary disability will be the determining factor in which agency will assume case management authority. For those cases in which eligibility for VR services has been established by DVR and/or DVI and the case has been accepted (eligible for VR services) with a significant disability, a case conference will be convened, to include the District Administrators and to determine the most appropriate service delivery system. In those cases where agreement cannot be reached, the Directors of DVI and DVR will make the final determination.

Regardless of which agency retains the Vocational Rehabilitation case management authority, it is required under Delaware Code Title 31, Chapter 2108, that DVI be informed of all persons known to be Legally Blind or Severely Visually Impaired within the State in order that an accurate Registry of the Blind can be maintained."

8. HOW THE AGENCY'S STRATEGIES WILL BE USED TO:

A. ACHIEVE GOALS AND PRIORITIES BY THE STATE, CONSISTENT WITH THE COMPREHENSIVE NEEDS ASSESSMENT;

DVI will use the following strategies with respect to achieving its goals and strategies, utilizing innovation and expansion funds, and overcoming identified barriers to participation in the VR program by our consumer base:

DVI will continue to utilize and implement a performance based accountability system of management throughout the agency. This is based off of the Quality Programs for Students with Visual Impairments framework that has been utilized for three consecutive school years in the agency. The framework requires each program area to develop core indicators that demonstrate the progress of our clients, adopting standard practices/best practices that support improvement of these metrics, and setting goals and benchmarks that align with these areas as collectively driven by staff and management. The framework also allows for improved data driven decision making and engagement of community stakeholders through an aligned system of program metrics with a high level of data integrity.

B. SUPPORT INNOVATION AND EXPANSION ACTIVITIES; AND

DVI will prepare for an RFP process to utilize innovation and expansion funds in PY 2017, which may include the development of local community rehabilitation program(s) to better meet the needs of customers served in rural areas (Kent and Sussex Counties) in targeted industries within Delaware.

C. OVERCOME IDENTIFIED BARRIERS RELATING TO EQUITABLE ACCESS TO AND PARTICIPATION OF INDIVIDUALS WITH DISABILITIES IN THE STATE VR SERVICES PROGRAM AND THE STATE SUPPORTED EMPLOYMENT SERVICES PROGRAM.

In order to better improve access to programs in Delaware, DVI shall continue to work with WIOA core partners and all other state agencies that serve persons with disabilities in advocating and providing direct technical assistance on accommodations and accessible solutions for their programs, locations, and staff.

P. EVALUATION AND REPORTS OF PROGRESS: VR AND SUPPORTED EMPLOYMENT GOALS

Describe:

1. AN EVALUATION OF THE EXTENT TO WHICH THE VR PROGRAM GOALS DESCRIBED IN THE APPROVED VR SERVICES PORTION OF THE UNIFIED OR

COMBINED STATE PLAN FOR THE MOST RECENTLY COMPLETED PROGRAM YEAR WERE ACHIEVED. THE EVALUATION MUST:

A. IDENTIFY THE STRATEGIES THAT CONTRIBUTED TO THE ACHIEVEMENT OF THE GOALS.

DVI has increased the number of business partnerships in FY 2015. DVI has educated and provided business consultation on hiring individuals that are blind and visually impaired employers. The DVI staff has conducted trainings with various management teams throughout the state to educate and establish a relationship with hiring managers as an avenue of potential employment opportunities for our consumers. The current tool kit includes business service, business support and accommodation information. The goal of the business resource guide is to provide businesses with “how to manual “on working with individuals with disabilities. In FY 2015 a “business champions” program was implemented to highlight the successful partnerships established between DVI and business partners within the state of Delaware. The business consultants make constant contact with are business partners. They offer services such work place assessments, accommodation consultation, A.T. assessments and a pool of talent for the business community. During the FY 2015, DVI and the SRC co–hosted the second annual Business Champion celebration. All of DVI’s business partners were invited to participate. Legislators, consumers, community partners and DVI staff were invited. Two of DVI’s business partners were recognized for their commitment and dedication to the blind and visually impaired community. This event is used as a marketing tool for other businesses that are not aware of the talent, services and support provided to the business community.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

ome of the factors that impeded the achievement of this goal were the change in the composition of the VR counselors’ case load. There was an increased focus on transition age students and supported employment individuals. The transition policy was revised to include transition age students starting at age 14. As result of the change in policy there was an increased focus on this group. DVI did not have any customers this year that the supported employment program dollars would have been applicable toward. Overall, approximately, 74% of this was caseload is not ready to work. Common barriers to employment such as skill development, lack of work history, training, education, and the need to prepare for work were also incorporated in the delayed achievement of a successful closure goal as recommended in the state plan in FY 2015. DVI is committed to quality outcomes for individuals that they served. Obtaining employment goals include career driven outcomes, benefits and sustainable employment.

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.

DVI has increased the number of business partnerships in FY 2015. DVI has educated and provided business consultation on hiring individuals that are blind and visually impaired. The DVI staff has conducted trainings with various management teams throughout the state to educate and establish a

relationship with hiring managers as an avenue of potential employment opportunities for our consumers.

B. DESCRIBE THE FACTORS THAT IMPEDED THE ACHIEVEMENT OF THE GOALS AND PRIORITIES.

DVI did not have any consumers in FY'15 enrolled in the supported employment program. The goal for FY 2015 was to develop negotiated relationships with employers to craft customized supported employment opportunities in integrated settings that is consistent with the individual's unique skills, abilities, interests, and informed choice. The DSU estimated that supported employment services would be provided to approximately 10 most significantly disabled individuals requiring supported employment services resulting from severe on developmental delays, traumatic brain injuries, and/or severe mental health impairments.

3. THE VR PROGRAM'S PERFORMANCE ON THE PERFORMANCE ACCOUNTABILITY INDICATORS UNDER SECTION 116 OF WIOA.

The feedback on DVI–VR performance on the performance evaluation indicators as outlined in WIOA, Title I, section 116 is undetermined at this time. Regulations and Guidance have not yet been formally approved for the WIOA. DVI is familiar with section 116, and the indicators are reflected in the DVI's goals and priorities in Section (I), Evaluation and Reports of Progress: VR and Supported Employment Goals of the Combined State Plan. DVI performance measures based on the performance evaluation indicators in section 116 continues to be monitored. Past performance outcomes will be used to project success in section 116.

4. HOW THE FUNDS RESERVED FOR INNOVATION AND EXPANSION (I&E) ACTIVITIES WERE UTILIZED.

In FY 2014 the agency adopted the SETT framework as a validated process for assessing clients' assistive technology needs. This model emphasizes the Student (or consumer), Environment, Tasks, and Tools as equally valid components in determining the AT needs of an individual with a visual impairment. While this was originally developed for transition aged youth, the agency has broadened its applicability to all consumers served by the agency in order to consistently and effectively meet their AT needs. In addition DVI has adopted the Assistive Technology Professional (ATP) credential under RESNA as a standard for occupational advancement with the technology trainer–educator unit of the agency. In FY 14 and 15 the agency made comprehensive revisions to all of the marketing materials, including the agency website. The materials developed are all required to be accessible in large print and alternate formats and select materials are being developed in Spanish versions to better meet the needs of this minority population. The agency continues to perform outreach to Delaware's minority populations through the faith based network and at targeted outreach to Delaware's optometrists, ophthalmologists, senior centers, Lions Clubs, and 55 and older communities where potential customers may be found. In addition, the agency established a presence on social media through Facebook and Linked In in FY '14 which has been maintained with significant growth and activity through FY '15. The agency adopted a "robo–calling" system in FY 2015 to inform the some 3,000 plus registrants on the agencies' registry of events, opportunities, and services on a continuous basis. The agency also implemented a constant contact email listserv to distribute quarterly newsletters and other information items through email to all registrants with the agency in FY '15.

The Director for the Division for the Visually Impaired remains an appointed member of the statewide Workforce Development Board that administers the federal Department of Labor programs within the State of Delaware. As a member of the Board, the Director has input into the awarding of contracts and funds to workforce training programs and in ensuring that the programs are accessible to all persons with disabilities, including those with legal blindness. In addition, cooperative agreements are in the process of being revised with other core WIOA partners including the Delaware Division of Employment and Training, the Department of Education, and the Division of Libraries.

DVI–VR increased its pool of service providers by one during FY'15. Schanzenbach Consulting Services is an AT consultant that provides an enhance presence in Kent and Sussex county for AT support for consumers in these counties.

During the year the VR staff researched various programs that provided services to prepare students for the SAT, PSAT, and ACT testing. VR has established a relationship with a community provider "Back to Basic" for these services. Our plan is to work with the DOE and the school districts to insure that these options are available on the local level. We shall continue to work with education staff to partner in providing accommodations and consultation services for all students. The DVI Program Managers collaborated to ensure 100% of all students that were qualified for VR services were referred. VR staff continues to work with potential graduates. Referrals for services and vocational guidance & direction are provided by the VR Counselors. Supported employment vocational tracks, post–secondary education, training and employment are some of the potential graduates' options. DVI revised procedures to include all VR transition consumers are referred for AT services. AT services are determined early to insure that all transition students are well equipped to pursue their vocational goals. DVI continues to partner with local universities and colleges to assist with transition services. In FY '15 DVI utilized the support of a Public Ally and University of Delaware intern. They both provided support in the area transition services outreach and enhancement of these services. DVI continues to utilized the services of community partners to engage transition–aged youth.

Q. QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES.

Include the following:

1. THE QUALITY, SCOPE, AND EXTENT OF SUPPORTED EMPLOYMENT SERVICES TO BE PROVIDED TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING YOUTH WITH THE MOST SIGNIFICANT DISABILITIES.

The quality of contracted vendors for Supported Employment SE services will be assessed based on the level of integration our eligible individuals have with non–disabled individuals performing the associated tasks of similar duties [which can also be customized based on functional capacities] occurring in an integrated setting with similar wages paid to other employees performing like duties. The number of hours worked per week will be dependent upon the eligible individuals' functional capacities and in mutual agreement between the individual, the VR Counselor and as appropriate, the individuals representative. Additionally, all contracted vendors shall maintain a program of professional development for those employees within its organization who provide job placement services by participating in training opportunities for on–site trainers, employment specialists/job developers and SE managers. DVI will be supporting the ID/DD agency as well as DOL Vocational Rehabilitation in supporting the adoption of the Certified Employment Support Professional as a credentialing standard for supported employment direct support professionals. The scope and extent of contracted supported employment services for individuals with intellectual and developmental

disabilities shall include: 1. Assessment services to evaluate the needs, strengths, skills and job preferences through 3–5 community based work assessments, inclusive of the discovery process under customized employment. 2. Job readiness skills training to assist the eligible individual with understanding appropriate work behaviors for job retention, appropriate grooming for the workplace, developing a resume, completing a criminal background check. 3. Placement in a job that is commensurate with the eligible individuals' skills, interests, functional capacities, aptitude, and informed choice following a job analysis. 4. Provide a minimum of four weeks [up to a maximum of 24 months with supervisory approval] of intensive on–site job skills training to assist the eligible individual with new employee orientation, mastering the job tasks, establishing appropriate work habits, and meeting all required work standards of the job. 5. On–site assistance at a rate 20% of the time or less for a minimum of four weeks to address any problems or concerns to ensure stabilization for a positive employment outcome. 6. Follow–along services for 90 days post–stabilization for continued collaboration with the employer to address any issues arising that may potentially impact job retention. 7. Extended services for continued monitoring and crisis intervention as necessary for as long as the eligible individual remains employed for up to 48 months if appropriate under and individualized plan for employment (IPE), or transitioned to other Medicaid waiver funded supports if deemed to be the most appropriate system of care for that individual with a disability. In addition, a comparable supported employment services model for persons with severe and persistent mental illness and addiction is adopted by the Division for the Visually impaired in coordination with the Division of Vocational Rehabilitation and the Division of Substance Abuse and Mental Health(DSAMH). The contracted services are administered through a contractual relationship between the agencies. DVI maintains access to the same service model, rates, and provider network.

2. THE TIMING OF TRANSITION TO EXTENDED SERVICES.

In accordance with the Rehabilitation Act of 1973, as amended, the provision of supported employment services allows for 24 months. The long term follow– along supports (extended services) may be supported up to 48 months if appropriate under an individualized plan for employment.DVI may also provide extended services provision for transition to other Medicaid waiver funded supports if deemed to be the most appropriate system of care for the individual with a disability. Post–employment services will be provided as necessary and appropriate for job retention.

CERTIFICATIONS

Name of designated State agency or designated State unit, as appropriate Delaware Department of Health and Social Services

Name of designated State agency Division for the Visually Impaired

Full Name of Authorized Representative: Daniel Matthew Madrid III

Title of Authorized Representative: Director

States must provide written and signed certifications that:

1. The designated State agency or designated State unit (as appropriate) listed above is authorized to submit the VR services portion of the Unified or Combined State Plan under title 1 of the

Rehabilitation Act of 1973 (Rehabilitation Act), as amended by WIOA*, and its supplement under title VI of the Rehabilitation Act.** Yes

2. As a condition for the receipt of Federal funds under title I of the Rehabilitation Act for the provision of VR services, the designated State agency listed above agrees to operate and administer the State VR Services Program in accordance with the VR services portion of the Unified or Combined State Plan , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under section 111 of the Rehabilitation Act are used solely for the provision of VR services and the administration of the VR services portion of the Unified or Combined State Plan; Yes

3. As a condition for the receipt of Federal funds under title VI of the Rehabilitation Act for supported employment services, the designated State agency agrees to operate and administer the State Supported Employment Services Program in accordance with the supplement to the VR services portion of the Unified or Combined State Plan* , the Rehabilitation Act, and all applicable regulations , policies, and procedures established by the Secretary of Education. Funds made available under title VI are used solely for the provision of supported employment services and the administration of the supplement to the VR services portion of the Unified or Combined State Plan;** Yes

4. The designated State agency and/or the designated State unit has the authority under State law to perform the functions of the State regarding the VR services portion of the Unified or Combined State Plan and its supplement; Yes

5. The State legally may carry out each provision of the VR services portion of the Unified or Combined State Plan and its supplement. Yes

6. All provisions of the VR services portion of the Unified or Combined State Plan and its supplement are consistent with State law. Yes

7. The Authorized Representative listed above has the authority under State law to receive, hold, and disburse Federal funds made available under the VR services portion of the Unified or Combined State Plan and its supplement; Yes

8. The Authorized Representative listed above has the authority to submit the VR services portion of the Unified or Combined State Plan and the supplement for Supported Employment services; Yes

9. The agency that submits the VR services portion of the Unified or Combined State Plan and its supplement has adopted or otherwise formally approved the plan and its supplement. Yes

FOOTNOTES

Certification 1 Footnotes

* Public Law 113-128.

** Unless otherwise stated, "Rehabilitation Act" means the Rehabilitation Act of 1973, as amended by WIOA, signed into law on July 22, 2014.

Certification 2 Footnotes

* All references in this plan to "designated State agency" or to "the State agency" relate to the agency identified in this paragraph.

** No funds under title 1 of the Rehabilitation Act may be awarded without an approved VR services portion of the Unified or Combined State Plan in accordance with section 101(a) of the Rehabilitation Act.

*** Applicable regulations, in part, include the Education Department General Administrative Regulations (EDGAR) in 34 CFR parts 76,77,79,81, and 82; 2 CFR part 200 as adopted by 2 CFR part 3485; and the State VR Services Program regulations.

Certification 3 Footnotes

* No funds under title VI of the Rehabilitation Act may be awarded without an approved supplement to the VR services portion of the Unified or Combined State Plan in accordance with section 606(a) of the Rehabilitation Act.

** Applicable regulations, in part, include the citations in *** under Certification 2 footnotes

ADDITIONAL COMMENTS ON THE CERTIFICATIONS FROM THE STATE

CERTIFICATION REGARDING LOBBYING — VOCATIONAL REHABILITATION

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person

who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization Delaware Division for the Visually Impaired

Full Name of Authorized Representative: Daniel M. Madrid

Title of Authorized Representative: Director

SF LLL Form – Disclosure of Lobbying Activities (only if applicable) (http://www2.ed.gov/fund/grant/apply/appforms/appforms.html). If applicable, please print, sign, and email to MAT_OCTAE@ed.gov

CERTIFICATION REGARDING LOBBYING — SUPPORTED EMPLOYMENT

Certification for Contracts, Grants, Loans, and Cooperative Agreements The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed

when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

STATEMENT FOR LOAN GUARANTEES AND LOAN INSURANCE

The undersigned states, to the best of his or her knowledge and belief, that:
If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Applicant's Organization Delaware Division for the Visually Impaired

Full Name of Authorized Representative: Daniel M. Madrid

Title of Authorized Representative: Director

SF LLL Form – Disclosure of Lobbying Activities (only if applicable)
(http://www2.ed.gov/fund/grant/apply/appforms/appforms.html).

ASSURANCES

The designated State agency or designated State unit, as appropriate and identified in the State certifications included with this VR services portion of the Unified or Combined State Plan and its supplement, through signature of the authorized individual, assures the Commissioner of the Rehabilitation Services Administration (RSA), that it will comply with all of the requirements of the VR services portion of the Unified or Combined State Plan and its supplement, as set forth in sections 101(a) and 606 of the Rehabilitation Act. The individual authorized to submit the VR services portion of the Unified or Combined State Plan and its supplement makes the following assurances:The State Plan must provide assurances that:

1. PUBLIC COMMENT ON POLICIES AND PROCEDURES:

The designated State agency assures it will comply with all statutory and regulatory requirements for public participation in the VR Services Portion of the Unified or Combined State Plan, as required by section 101(a)(16)(A) of the Rehabilitation Act.

2. SUBMISSION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN AND ITS SUPPLEMENT:

The designated State unit assures it will comply with all requirements pertaining to the submission and revisions of the VR services portion of the Unified or Combined State Plan and its supplement

for the State Supported Employment Services program, as required by sections 101(a)(1), (22), (23), and 606(a) of the Rehabilitation Act; section 102 of WIOA in the case of the submission of a unified plan; section 103 of WIOA in the case of a submission of a Combined State Plan; 34 CFR 76.140.

3. ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN:

The designated State agency or designated State unit, as appropriate, assures it will comply with the requirements related to:

A. THE ESTABLISHMENT OF THE DESIGNATED STATE AGENCY AND DESIGNATED STATE UNIT, AS REQUIRED BY SECTION 101(A)(2) OF THE REHABILITATION ACT.

B. THE ESTABLISHMENT OF EITHER A STATE INDEPENDENT COMMISSION OR STATE REHABILITATION COUNCIL, AS REQUIRED BY SECTION 101(A)(21) OF THE REHABILITATION ACT.

The designated State agency or designated State unit, as applicable (B) has established a State Rehabilitation Council

C. CONSULTATIONS REGARDING THE ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(16)(B) OF THE REHABILITATION ACT.

D. THE FINANCIAL PARTICIPATION BY THE STATE, OR IF THE STATE SO ELECTS, BY THE STATE AND LOCAL AGENCIES, TO PROVIDE THE AMOUNT OF THE NON-FEDERAL SHARE OF THE COST OF CARRYING OUT THE VR PROGRAM IN ACCORDANCE WITH SECTION 101(A)(3).

E. THE LOCAL ADMINISTRATION OF THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN, IN ACCORDANCE WITH SECTION 101(A)(2)(A) OF THE REHABILITATION ACT.

The designated State agency allows for the local administration of VR funds Yes

F. THE SHARED FUNDING AND ADMINISTRATION OF JOINT PROGRAMS, IN ACCORDANCE WITH SECTION 101(A)(2)(A)(II) OF THE REHABILITATION ACT.

The designated State agency allows for the shared funding and administration of joint programs: No

G. STATEWIDENESS AND WAIVERS OF STATEWIDENESS REQUIREMENTS, AS SET FORTH IN SECTION 101(A)(4) OF THE REHABILITATION ACT.

Is the designated State agency requesting or maintaining a waiver of statewideness for one or more services provided under the VR services portion of the Unified or Combined State Plan? See Section 2 of this VR services portion of the Unified or Combined State Plan. No

H. THE DESCRIPTIONS FOR COOPERATION, COLLABORATION, AND COORDINATION, AS REQUIRED BY SECTIONS 101(A)(11) AND (24)(B); AND 606(B) OF THE REHABILITATION ACT.

I. ALL REQUIRED METHODS OF ADMINISTRATION, AS REQUIRED BY SECTION 101(A)(6) OF THE REHABILITATION ACT .

J. THE REQUIREMENTS FOR THE COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT, AS SET FORTH IN SECTION 101(A)(7) OF THE REHABILITATION ACT.

K. THE COMPILATION AND SUBMISSION TO THE COMMISSIONER OF STATEWIDE ASSESSMENTS, ESTIMATES, STATE GOALS AND PRIORITIES, STRATEGIES, AND PROGRESS REPORTS, AS APPROPRIATE, AND AS REQUIRED BY SECTIONS 101(A)(15), 105(C)(2), AND 606(B)(8) OF THE REHABILITATION ACT.

L. THE RESERVATION AND USE OF A PORTION OF THE FUNDS ALLOTTED TO THE STATE UNDER SECTION 110 OF THE REHABILITATION ACT FOR THE DEVELOPMENT AND IMPLEMENTATION OF INNOVATIVE APPROACHES TO EXPAND AND IMPROVE THE PROVISION OF VR SERVICES TO INDIVIDUALS WITH DISABILITIES, PARTICULARLY INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES.

M. THE SUBMISSION OF REPORTS AS REQUIRED BY SECTION 101(A)(10) OF THE REHABILITATION ACT.

4. ADMINISTRATION OF THE PROVISION OF VR SERVICES:

The designated State agency, or designated State unit, as appropriate, assures that it will:

A. COMPLY WITH ALL REQUIREMENTS REGARDING INFORMATION AND REFERRAL SERVICES IN ACCORDANCE WITH SECTIONS 101(A)(5)(D) AND (20) OF THE REHABILITATION ACT.

B. IMPOSE NO DURATION OF RESIDENCE REQUIREMENT AS PART OF DETERMINING AN INDIVIDUAL'S ELIGIBILITY FOR VR SERVICES OR THAT EXCLUDES FROM SERVICES UNDER THE PLAN ANY INDIVIDUAL WHO IS PRESENT IN THE STATE IN ACCORDANCE WITH SECTION 101(A)(12) OF THE REHABILITATION ACT .

C. PROVIDE THE FULL RANGE OF SERVICES LISTED IN SECTION 103(A) OF THE REHABILITATION ACT AS APPROPRIATE, TO ALL ELIGIBLE INDIVIDUALS WITH DISABILITIES IN THE STATE WHO APPLY FOR SERVICES IN ACCORDANCE WITH SECTION 101(A)(5) OF THE REHABILITATION ACT?

Agency will provide the full range of services described above

D. DETERMINE WHETHER COMPARABLE SERVICES AND BENEFITS ARE AVAILABLE TO THE INDIVIDUAL IN ACCORDANCE WITH SECTION 101(A)(8) OF THE REHABILITATION ACT.

E. COMPLY WITH THE REQUIREMENTS FOR THE DEVELOPMENT OF AN INDIVIDUALIZED PLAN FOR EMPLOYMENT IN ACCORDANCE WITH SECTION 102(B) OF THE REHABILITATION ACT.

F. COMPLY WITH REQUIREMENTS REGARDING THE PROVISIONS OF INFORMED CHOICE FOR ALL APPLICANTS AND ELIGIBLE INDIVIDUALS IN ACCORDANCE WITH SECTION 102(D) OF THE REHABILITATION ACT.

G. PROVIDE VOCATIONAL REHABILITATION SERVICES TO AMERICAN INDIANS WHO ARE INDIVIDUALS WITH DISABILITIES RESIDING IN THE STATE, IN ACCORDANCE WITH SECTION 101(A)(13) OF THE REHABILITATION ACT.

H. COMPLY WITH THE REQUIREMENTS FOR THE CONDUCT OF SEMIANNUAL OR ANNUAL REVIEWS, AS APPROPRIATE, FOR INDIVIDUALS EMPLOYED EITHER IN AN EXTENDED EMPLOYMENT SETTING IN A COMMUNITY REHABILITATION PROGRAM OR ANY OTHER EMPLOYMENT UNDER SECTION 14(C) OF THE FAIR LABOR STANDARDS ACT OF 1938, AS REQUIRED BY SECTION 101(A)(14)OF THE REHABILITATION ACT.

I. MEET THE REQUIREMENTS IN SECTIONS 101(A)(17) AND 103(B)(2) OF THE REHABILITATION ACT IF THE STATE ELECTS TO CONSTRUCT, UNDER SPECIAL CIRCUMSTANCES, FACILITIES FOR COMMUNITY REHABILITATION PROGRAMS

J. WITH RESPECT TO STUDENTS WITH DISABILITIES, THE STATE,

I. HAS DEVELOPED AND WILL IMPLEMENT,

A. STRATEGIES TO ADDRESS THE NEEDS IDENTIFIED IN THE ASSESSMENTS; AND

B. STRATEGIES TO ACHIEVE THE GOALS AND PRIORITIES IDENTIFIED BY THE STATE, TO IMPROVE AND EXPAND VOCATIONAL REHABILITATION SERVICES FOR STUDENTS WITH DISABILITIES ON A STATEWIDE BASIS; AND

II. HAS DEVELOPED AND WILL IMPLEMENT STRATEGIES TO PROVIDE PRE-EMPLOYMENT TRANSITION SERVICES (SECTIONS 101(A)(15) AND 101(A)(25)).

5. PROGRAM ADMINISTRATION FOR THE SUPPORTED EMPLOYMENT TITLE VI SUPPLEMENT:

A. THE DESIGNATED STATE UNIT ASSURES THAT IT WILL INCLUDE IN THE VR SERVICES PORTION OF THE UNIFIED OR COMBINED STATE PLAN ALL INFORMATION REQUIRED BY SECTION 606 OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL SUBMIT REPORTS IN SUCH FORM AND IN ACCORDANCE WITH SUCH PROCEDURES AS THE COMMISSIONER MAY REQUIRE AND COLLECTS THE INFORMATION REQUIRED BY SECTION 101(A)(10) OF THE REHABILITATION ACT SEPARATELY FOR INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE I AND INDIVIDUALS RECEIVING SUPPORTED EMPLOYMENT SERVICES UNDER TITLE VI OF THE REHABILITATION ACT.

C. THE DESIGNATED STATE UNIT WILL COORDINATE ACTIVITIES WITH ANY OTHER STATE AGENCY THAT IS FUNCTIONING AS AN EMPLOYMENT NETWORK UNDER THE TICKET TO WORK AND SELF-SUFFICIENCY PROGRAM UNDER SECTION 1148 OF THE SOCIAL SECURITY ACT.

6. FINANCIAL ADMINISTRATION OF THE SUPPORTED EMPLOYMENT PROGRAM:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL EXPEND NO MORE THAN 2.5 PERCENT OF THE STATE'S ALLOTMENT UNDER TITLE VI FOR ADMINISTRATIVE COSTS OF CARRYING OUT THIS PROGRAM; AND, THE DESIGNATED STATE AGENCY OR AGENCIES WILL PROVIDE, DIRECTLY OR INDIRECTLY THROUGH PUBLIC OR PRIVATE ENTITIES, NON-FEDERAL CONTRIBUTIONS IN AN AMOUNT THAT IS NOT LESS THAN 10 PERCENT OF THE COSTS OF CARRYING OUT SUPPORTED EMPLOYMENT SERVICES PROVIDED TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES WITH THE FUNDS RESERVED FOR SUCH PURPOSE UNDER SECTION 603(D) OF THE REHABILITATION ACT, IN ACCORDANCE WITH SECTION 606(B)(7)(G) AND (H) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL USE FUNDS MADE AVAILABLE UNDER TITLE VI OF THE REHABILITATION ACT ONLY TO PROVIDE SUPPORTED EMPLOYMENT SERVICES TO INDIVIDUALS WITH THE MOST SIGNIFICANT DISABILITIES, INCLUDING EXTENDED SERVICES TO YOUTH WITH THE MOST SIGNIFICANT DISABILITIES, WHO ARE ELIGIBLE TO RECEIVE SUCH SERVICES; AND, THAT SUCH FUNDS ARE USED ONLY TO SUPPLEMENT AND NOT SUPPLANT THE FUNDS PROVIDED UNDER TITLE I OF THE REHABILITATION ACT, WHEN PROVIDING SUPPORTED EMPLOYMENT SERVICES SPECIFIED IN THE INDIVIDUALIZED PLAN FOR EMPLOYMENT, IN ACCORDANCE WITH SECTION 606(B)(7)(A) AND (D), OF THE REHABILITATION ACT.

7. PROVISION OF SUPPORTED EMPLOYMENT SERVICES:

A. THE DESIGNATED STATE AGENCY ASSURES THAT IT WILL PROVIDE SUPPORTED EMPLOYMENT SERVICES AS DEFINED IN SECTION 7(39) OF THE REHABILITATION ACT.

B. THE DESIGNATED STATE AGENCY ASSURES THAT:

I. THE COMPREHENSIVE ASSESSMENT OF INDIVIDUALS WITH SIGNIFICANT DISABILITIES CONDUCTED UNDER SECTION 102(B)(1) OF THE REHABILITATION ACT AND FUNDED UNDER TITLE I OF THE REHABILITATION ACT INCLUDES CONSIDERATION OF SUPPORTED EMPLOYMENT AS AN APPROPRIATE EMPLOYMENT OUTCOME, IN ACCORDANCE WITH THE REQUIREMENTS OF SECTION 606(B)(7)(B) OF THE REHABILITATION ACT

II. AN INDIVIDUALIZED PLAN FOR EMPLOYMENT THAT MEETS THE REQUIREMENTS OF SECTION 102(B) OF THE REHABILITATION ACT , WHICH IS DEVELOPED AND UPDATED WITH TITLE I FUNDS, IN ACCORDANCE WITH SECTIONS 102(B)(3)(F) AND 606(B)(6)(C) AND (E) OF THE REHABILITATION ACT.

ADDITIONAL COMMENTS ON THE ASSURANCES FROM THE STATE

VII. PROGRAM-SPECIFIC REQUIREMENTS FOR COMBINED STATE PLAN PARTNER PROGRAMS

States choosing to submit a Combined State Plan must provide information concerning the six core programs—the Adult Program, Dislocated Worker Program, Youth Program, Wagner-Peyser Act Program, Adult Education and Family Literacy Act Program, and the Vocational Rehabilitation Program— and also submit relevant information for any of the eleven partner programs it includes in its Combined State Plan. When a State includes a Combined State Plan partner program in its Combined State Plan, it need not submit a separate plan or application for that particular program.* If included, Combined State Plan partner programs are subject to the "common planning elements" in Sections II and III of that document, where specified, as well as the program-specific requirements for that program (available on www.regulations.gov for public comment). The requirements that a State must address for any of the partner programs it includes in its Combined State Plan are provided in this separate supplemental document. The Departments are not seeking comments on these program-specific requirements, which exist under separate OMB control numbers and do not represent requirements under WIOA. For further details on this overall collection, access the Federal eRulemaking Portal at http://www.regulations.gov by selecting Docket ID number ETA-2015-0006.

---

* States that elect to include employment and training activities carried out under the Community Services Block Grant (CSBG) Act (42 U.S.C. 9901 et seq.) under a Combined State Plan would submit all other required elements of a complete CSBG State Plan directly to the Federal agency that administers the program. Similarly, States that elect to include employment and training activities carried by the Department of Housing and Urban Development and programs authorized under section 6(d)(4) and 6(o) of the Food and Nutrition Act of 2008 that are included would submit all other required elements of a complete State Plan for those programs directly to the Federal agency that administers the program.

CAREER AND TECHNICAL EDUCATION PROGRAMS AUTHORIZED UNDER THE CARL D. PERKINS CAREER AND TECHNICAL EDUCATION ACT OF 2006

NOTE

NOTE: Unless otherwise noted, statutory references in this section are to P.L.109-270—Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV or the Act). (20 U.S.C. 2301 et seq.) Please provide your Perkins IV State Plan, including any revisions for the upcoming program year, in the text boxes below. Please note the following as you make this submission:

- Use bold text to denote revisions to your plan.
- You are not required to provide or revise portions of your State's Perkins State Plan that are no longer relevant, for example, items pertaining to a transition year under Perkins IV. Accordingly, text boxes are not provided for those items below.
- You are not required to hold separate hearings for the Perkins portion of your WIOA Combined State Plan, unless your State determines that there is a "significant and relevant" change in: (1) the information or assurances in the Perkins plan; (2) the administration or operation of the Perkins plan; or (3) the organization, policies, or operations of the State agency that received the grant, if the change materially affects the information or assurances in the Perkins plan. See Question A.12 in the Department's Perkins IV Non-Regulatory Guidance Q&A -Version 4.0, released April 24, 2015. Accordingly, if your State determines that no significant or relevant change is being made, you are not required to provide or revise Section I, Planning, Coordination, and Collaboration Prior to State Plan Submission, unless your State chooses to do so.
- Congress eliminated a separate allocation for Title II, Tech Prep Programs under Perkins IV in the 2011 Continuing Resolution. Accordingly, States are not required to provide or revise Section V, Tech Prep Programs, or other items of their Perkins State Plan pertaining to tech prep programs unless your State chooses to do so.
- You are not required to provide or revise your EDGAR certifications and assurances unless your State determines that a significant or relevant change needs to be made.

Once you have entered your plan, please click on the link below to the Perkins State Plan Portal. There you must enter your request to extend your Perkins State Plan, an updated budget, performance levels for the upcoming program year, and, if applicable, updated EDGAR certifications and assurances.

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO STATE PLAN SUBMISSION

As noted above, in addition to entering your Perkins State Plan and any revisions for the upcoming year, you must submit a request to extend your Perkins State Plan using the link to the Perkins State Plan Portal below. You are not required to hold separate hearings for the Perkins portion of your WIOA Combined State Plan unless your State determines that there is a "significant and relevant" change in: (1) the information or assurances in the Perkins plan; (2) the administration or operation of the Perkins plan; or (3) the organization, policies, or operations of the State agency that received the grant, if the change materially affects the information or assurances in the Perkins plan. See Question A.12 in the Department's Perkins IV Non-Regulatory Guidance Q&A -Version 4.0, released April 24, 2015. Accordingly, if your State determines that no significant or relevant change is being made, you are not required to provide or revise this Section I, Planning, Coordination, and Collaboration Prior to State Plan Submission, unless your State chooses to do so.

A. STATUTORY REQUIREMENTS

1. THE STATE MUST CONDUCT PUBLIC HEARINGS IN THE STATE, AFTER APPROPRIATE AND SUFFICIENT NOTICE, FOR THE PURPOSE OF AFFORDING ALL SEGMENTS OF THE PUBLIC AND INTERESTED ORGANIZATIONS AND GROUPS (INCLUDING CHARTER SCHOOL AUTHORIZERS AND ORGANIZERS CONSISTENT WITH STATE LAW, EMPLOYERS, LABOR ORGANIZATIONS, PARENTS, STUDENTS, AND COMMUNITY ORGANIZATIONS), AN OPPORTUNITY TO PRESENT THEIR VIEWS AND MAKE RECOMMENDATIONS REGARDING THE STATE PLAN. (SECTION 122(A)(3))

Public meetings were held December 17, 2016 and January 17, 2016 at the John G. Townsend Building Cabinet Room. The proposed State plan was posted on the State Board of Education (SBE) and the Delaware Department of Education (DDOE) websites and notice of the public meeting was published in accordance with state public meeting laws and requirements.

2. THE STATE MUST INCLUDE A SUMMARY OF THE ABOVE RECOMMENDATIONS AND THE ELIGIBLE AGENCY'S RESPONSE TO SUCH RECOMMENDATIONS IN THE STATE PLAN. (SECTION 122(A)(3))

The proposed State plan was posted on the State Board of Education (SBE) and the Delaware Department of Education (DDOE) websites and notice of the public meeting was published in accordance with state public meeting laws and requirements. Comments were collected through both formats and are reflected in the revised plan.

3. THE STATE MUST DEVELOP THE STATE PLAN IN CONSULTATION WITH ACADEMIC AND CAREER AND TECHNICAL EDUCATION TEACHERS, FACULTY, AND ADMINISTRATORS; CAREER GUIDANCE AND ACADEMIC COUNSELORS; ELIGIBLE RECIPIENTS; CHARTER SCHOOL AUTHORIZERS AND ORGANIZERS CONSISTENT WITH STATE LAW; PARENTS AND STUDENTS; INSTITUTIONS OF HIGHER EDUCATION; THE STATE TECH PREP COORDINATOR AND REPRESENTATIVES OF TECH PREP CONSORTIA (IF APPLICABLE); ENTITIES PARTICIPATING IN ACTIVITIES UNDERTAKEN BY THE STATE BOARDS UNDER SECTION 101 OF THE WIOA; INTERESTED COMMUNITY MEMBERS (INCLUDING PARENTS AND COMMUNITY ORGANIZATIONS); REPRESENTATIVES OF SPECIAL POPULATIONS; REPRESENTATIVES OF BUSINESS AND INDUSTRY (INCLUDING REPRESENTATIVES OF SMALL BUSINESS); AND REPRESENTATIVES OF LABOR ORGANIZATIONS IN THE STATE. THE STATE ALSO MUST CONSULT THE GOVERNOR OF THE STATE WITH RESPECT TO DEVELOPMENT OF THE STATE PLAN. (SECTION 122)

The Delaware State Plan was developed as part of Delaware's Combined State Plan under the Workforce Innovation & Opportunity Act. As such, staff from the Department of Education worked with other core partners in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; and the State Tech Prep coordinator; entities participating in activities described in section 111 of Public Law 105-220;interested community members (including parents and

community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); representatives of labor organizations in the State; and State agencies such as the Delaware Department of Labor (DDOL) and the Delaware Economic Development Office (DEDO). The Governor of the State was consulted with respect to development of the State plan. The State Plan was vetted by a Sub-committee of the State Board of Education (SBE) and presented to the SBE on March 17, 2016 for approval.

4. THE STATE MUST DEVELOP EFFECTIVE ACTIVITIES AND PROCEDURES, INCLUDING ACCESS TO INFORMATION NEEDED TO USE SUCH PROCEDURES, TO ALLOW THE INDIVIDUALS AND ENTITIES LISTED IN ITEM 3 ABOVE TO PARTICIPATE IN STATE AND LOCAL DECISIONS THAT RELATE TO DEVELOPMENT OF THE STATE PLAN. (SECTION 122(B)(2))

The formulation and development of Delaware's State Plan included activities and procedures to ensure that participants and entities listed in item 1.3 participated in state and local decisions in relation to the development of the State Plan.

5. THE STATE MUST DEVELOP THE PORTION OF THE STATE PLAN RELATING TO THE AMOUNT AND USES OF ANY FUNDS PROPOSED TO BE RESERVED FOR ADULT CAREER AND TECHNICAL EDUCATION, POSTSECONDARY CAREER AND TECHNICAL EDUCATION, TECH PREP EDUCATION, AND SECONDARY CAREER AND TECHNICAL EDUCATION AFTER CONSULTATION WITH THE STATE AGENCY RESPONSIBLE FOR SUPERVISION OF COMMUNITY COLLEGES, TECHNICAL INSTITUTES, OR OTHER 2-YEAR POSTSECONDARY INSTITUTIONS PRIMARILY ENGAGED IN PROVIDING POSTSECONDARY CAREER AND TECHNICAL EDUCATION, AND THE STATE AGENCY RESPONSIBLE FOR SECONDARY EDUCATION. IF ANY OF THOSE STATE AGENCIES FINDS THAT A PORTION OF THE FINAL STATE PLAN IS OBJECTIONABLE, THAT STATE AGENCY MUST FILE ITS OBJECTIONS WITH THE ELIGIBLE STATE AGENCY. THE ELIGIBLE STATE AGENCY MUST RESPOND TO ANY OBJECTIONS IT RECEIVES IN THE STATE PLAN THAT IT SUBMITS TO THE SECRETARY OF EDUCATION. (SECTION 122(E)(3))

The portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, Tech Prep education, and secondary career and technical education was developed in consultation with representatives of all interested groups.

II. PROGRAM ADMINISTRATION

1. THE STATE MUST PREPARE AND SUBMIT TO THE SECRETARY A STATE PLAN FOR A 6-YEAR PERIOD; OR YOU MAY PREPARE AND SUBMIT A TRANSITION PLAN FOR THE FIRST YEAR OF OPERATION OF PROGRAMS UNDER THE ACT. (SECTION 122(A)(1))

2. THE STATE MUST DESCRIBE THE CAREER AND TECHNICAL EDUCATION ACTIVITIES TO BE ASSISTED THAT ARE DESIGNED TO MEET OR EXCEED THE STATE ADJUSTED LEVELS OF PERFORMANCE, INCLUDING A DESCRIPTION OF—

A. THE CAREER AND TECHNICAL EDUCATION PROGRAMS OF STUDY, THAT MAY BE ADOPTED BY LOCAL EDUCATIONAL AGENCIES AND POSTSECONDARY INSTITUTIONS TO BE OFFERED AS AN OPTION TO STUDENTS (AND THEIR PARENTS AS APPROPRIATE) WHEN PLANNING FOR AND COMPLETING FUTURE COURSEWORK, FOR CAREER AND TECHNICAL CONTENT AREAS THAT—

a. Incorporate secondary education and postsecondary education elements;

b. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education

c. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

d. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree

Term of the Plan

The Delaware State Board of Education (SBE) hereby submits this revised one-year plan for the period July 1, 2016 through June 30, 2017 for operation of programs under the Act. [Sec. 122(a)(1)]

Career and Technical Education Activities Designed to Meet or Exceed the State Adjusted Levels of Performance (Sec. 122(c)(1)(A)-(L)

The Career & Technical Education and STEM Initiatives workgroup provides leadership and technical assistance in an ongoing effort to meet or exceed the state's adjusted levels of performance. Delaware career and technical education programs at the secondary level must meet the career and technical education requirements under Title 14, Section 525 (Appendix A) and align with the career pathway requirement under Title 14, Section 505 (Appendix B) of the Delaware Administrative Code. Further, all programs must be approved by the State and appear on the state-approved course list for the applicable funding period. Secondary programs of study will meet state and/or nationally developed standards and apprentice related-training programs will follow applicable State apprentice training requirements under Title 19, Section 1100 of the Delaware Administrative Code. Community college programs must be approved by the Board of Trustees at the Delaware Technical Community College.

Delaware offers approximately 350 career and technical courses and programs that span from seventh grade through Associates Degrees, apprenticeship, and industry certification. Perkins funds are used to support programs for students' in grades 7-14 in 19 school districts, charter schools, the community college system, apprenticeship, correctional institutions, and other eligible recipients. These local educational agencies provide career and technical education programs aligned to the National Career Clusters model, which organizes instructional programs into sixteen career clusters and more specific occupational groupings or career pathways. This organizational structure helps to classify CTE programs of study and benchmark student outcome data to close achievement gaps. Additionally, the structure helps to align CTE programs of study to related occupations and relevant labor market information, ultimately connectingCTE programs to continuing education and career opportunities.

Delaware ensures the alignment ofcareer and technical education (CTE) standards, academic standards, and the career ready practicesthrough a stateapproval process for CTE programs of study. CTE programs are developed, implemented, and continuously improved in cooperation with business and industry partners, institutions of higher education, and the community to ensure academic and technical relevance. Defined pathways and programs of study allow students to

demonstrate technical and academic skills and knowledge. Additional learning and leadership opportunities are available through participation in career and technical student organizations (CTSOs). These intra-curricular organizations are essential components of all quality CTE programs and include comprehensive leadership and skill training at local, state, and national competitive events, community service opportunities, and promotion of career planning.

At the secondary level, the DDOE has revised the process for CTE program development, implementation, and continuous improvement. All programs include an alignment to the Common Core State Standards, the Common Career Technical Core, other state and national standards, opportunities for students to demonstrate technical skill attainment, articulation/dual enrollment with related postsecondary credential and degree programs, and the identification of work-based learning experiences. As reported in the annual CAR report each LEA has completed and posted on their website at least one program of study.

Postsecondary CTE programs are developed based on the prerequisite expectations of business and industry partners and align technical and academic skills and knowledge. Further, postsecondary CTE programs provide students with opportunities to engage employers, participate in work-based learning experiences, and opportunities to apply academic and technical knowledge.

Career and Technical Education Programs of Study:

Career and technical education (CTE) programs of study are developed and implemented in consultation with business, industry, educators, and other interested parties and are made available through the DDOE to LEAs, postsecondary institutions, advisory councils, students, parents, and other interested parties as a foundation for planning and completing future coursework for CTE and technical content areas that —

i. Incorporate secondary education and postsecondary education elements;

ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

iii. Include the opportunity for secondary education students to participate in dual enrollment, concurrent enrollment, course articulation, or other ways to acquire postsecondary education credits; and

iv. Lead to an industry recognized credential or certificate that holds value at the professional or postsecondary levels, or in an associate or baccalaureate degree.

B. HOW THE STATE, IN CONSULTATION WITH ELIGIBLE RECIPIENTS, WILL DEVELOP AND IMPLEMENT THE CAREER AND TECHNICAL PROGRAMS OF STUDY DESCRIBED IN (A) ABOVE;

Career and technical programs of study will be planned and approved according to Title 14, Sec. 525, 1.0 and 2.0 of the Delaware Administrative Code (Appendix A) and must align with the career pathway requirement under Title 14, Section 505 of the Delaware Administrative Code (Appendix B). State and local programs of study will be developed and provided during the grant year and made

available through the DDOE to local education agencies, postsecondary institutions, advisory councils, students, parents, and other interested parties as a foundation for planning and completing future coursework for career and technical content areas.

C. HOW THE STATE WILL SUPPORT ELIGIBLE RECIPIENTS IN DEVELOPING AND IMPLEMENTING ARTICULATION AGREEMENTS BETWEEN SECONDARY EDUCATION AND POSTSECONDARY EDUCATION INSTITUTIONS;

Delaware CTE programs of study are required to have current articulation agreements between secondary and postsecondary education institutions at both two- and four-year degree institutions. The DDOE will work with eligible recipients to cooperatively enter into articulation agreements between secondary education and postsecondary education institutions including Delaware apprentice related-training programs.

D. HOW PROGRAMS AT THE SECONDARY LEVEL WILL MAKE AVAILABLE INFORMATION ABOUT CAREER AND TECHNICAL PROGRAMS OF STUDY OFFERED BY ELIGIBLE RECIPIENTS;

LEAs will have documentation of current CTE programs of study in both hard copy and on the district and/or school web site. Documentation will be made accessible to the DDOE, teachers, guidance counselors, advisory committee members, parents, students and other interested parties. All LEAs receiving federal and state CTE funding have posted at least one program of study on their LEA web pages.

E. THE SECONDARY AND POSTSECONDARY CAREER AND TECHNICAL EDUCATION PROGRAMS TO BE CARRIED OUT, INCLUDING PROGRAMS THAT WILL BE CARRIED OUT BY YOU, TO DEVELOP, IMPROVE, AND EXPAND ACCESS TO APPROPRIATE TECHNOLOGY IN CAREER AND TECHNICAL EDUCATION PROGRAMS;

CTE programs are required to have active program advisory committees with membership drawn from the related area business and industry that the program is designed to serve. The expertise of area business and industry leaders shall be utilized in reviewing related CTE program curriculum and programs of study to ensure relevancy in student career preparation and use of appropriate technology. In addition, professional development activities related to the access of technology will be provided at the state level.

F. THE CRITERIA THAT YOU WILL USE TO APPROVE ELIGIBLE RECIPIENTS FOR FUNDS UNDER THE ACT, INCLUDING CRITERIA TO ASSESS THE EXTENT TO WHICH THE LOCAL PLAN WILL—

i. Promote continuous improvement in academic achievement;

ii. Promote continuous improvement of technical skill attainment; and

iii. Identify and address current or emerging occupational opportunities

Secondary LEAs will submit applications for Perkins funding through the *Delaware Education Success Planning and Evaluation System* (http://www.doe.k12.de.us/domain/212) that clearly

demonstrate how they will use assistance from the grant to promote continuous program improvement, academic achievement of CTE students, and increased levels of technical skill attainment and testing thereof, as well as to the development or implementation of appropriate CTE programs of study for current or emerging high skill, high wage, or high demand occupations. Applications for funding will be evaluated by the Career & Technical Education & STEM Initiatives workgroup as a part of the consolidated application program managers committee.

Postsecondary LEAs will submit applications as permitted under Section 133 of the Act, using a Request for Proposal process that incorporates the minimum postsecondary allocation for individual recipients as required under Section 132.

G. HOW PROGRAMS AT THE SECONDARY LEVEL WILL PREPARE CAREER AND TECHNICAL EDUCATION STUDENTS, INCLUDING SPECIAL POPULATIONS, TO GRADUATE FROM SECONDARY SCHOOL WITH A DIPLOMA

LEAs at the secondary level will demonstrate through the *Delaware Education Success Planning and Evaluation System* process (http://www.doe.k12.de.us/domain/212), how their CTE courses are an essential component of CTE programs of study consisting of pre-planned and sequential courses required for graduation aligned to Title 14, Section 525 of the Delaware Administrative Code as well as Title 14, Section 505 of the Delaware Administrative Code which defines a three-credit career pathway as a graduation requirement. In addition, program curriculum must align with Delaware and/or national standards and stress teaching content in a contextual manner with applications of academic concepts included in the CTE content, to enable CTE students, including special populations, to gain a greater understanding of these academic concepts and to see the alignment of the academic courses that are required for graduation.

H. HOW SUCH PROGRAMS WILL PREPARE CAREER AND TECHNICAL EDUCATION STUDENTS, INCLUDING SPECIAL POPULATIONS, ACADEMICALLY AND TECHNICALLY FOR OPPORTUNITIES IN POSTSECONDARY EDUCATION OR ENTRY INTO HIGH-SKILL, HIGH-WAGE, OR HIGH-DEMAND OCCUPATIONS IN CURRENT OR EMERGING OCCUPATIONS, AND HOW PARTICIPATING STUDENTS WILL BE MADE AWARE OF SUCH OPPORTUNITIES;

The review and analysis of labor market information (LMI) is required for CTE programs of study to be approved. The DDOE has partnered with the Delaware Department of Labor to make available labor market projections and related LMI to LEAs through the EDEPS website (http://www.edeps.org/CppDeCluster.aspx). Additionally, the DDOE has developed a policy tool and review document that can be used to analyze LMI. These tools are available on the DDOE website (http://www.doe.k12.de.us/Page/435) and are required for CTE program of study approval.

Programs at the secondary level will be an integral part of a program of study that provides students, including special populations, effective academic and technical preparation for entry into high-skill, high-wage, or high-demand occupations and/or related opportunities in postsecondary education. Instruction will reflect use of approved academic and CTE standards. LEAs will have easily accessible publications listing currently approved CTE program of study available in hard copy and on the district and/or school website that clearly outline the opportunities for entry into high-skill, high-wage, or high-demand occupations and/or related postsecondary education with the related occupations for postsecondary completers. The DDOE has also implemented statewide Student Success Plans for all secondary students. These Student Success Plans engage students, their

parents, counselors and other individuals in the process of developing an individual learning plan for each secondary student which will continue beyond high school. To assist schools with the implementation of these Student Success Plans, the State of Delaware has purchased career software, at no cost to the LEAs. The software allows the plan to be completed online while providing career exploration tools. It allows students to research occupations in which they may be interested, including average starting salaries, type of work, career ladders, and preparation necessary to be successful in securing such a position upon graduation. In addition the software allows the student to select a course of study to assist in reaching their postsecondary goals.

I. HOW FUNDS WILL BE USED TO IMPROVE OR DEVELOP NEW CAREER AND TECHNICAL EDUCATION COURSES—

i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;

ii. At the postsecondary level that are relevant and challenging; and

iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

Through the *Delaware Education Success Planning and Evaluation System* (http://www.doe.k12.de.us/domain/212), LEAs will cite how funds will be used to improve existing CTE programs of study or to develop new CTE programs.

i. Secondary CTE Programs will be aligned to Delaware and/or national CTE content standards. All students in CTE programs will receive instruction aligned with rigorous and challenging academic content standards based on the Delaware Recommended Curriculum (http://www.doe.k12.de.us/domain/200) and will be assessed in alignment with Delaware's Elementary and Secondary Education Act through the designated secondary assessment and accountability system (http://www.doe.k12.de.us/domain/310).

ii. Postsecondary community college CTE courses will be developed to incorporate relevant and challenging content under guidelines set by the Board of Trustees of Delaware Technical Community College and the Vice President for Academic Affairs or his/her designee and the college's program advisory committees. Postsecondary apprenticeship CTE courses will be developed to incorporate relevant and challenging content standards under guidelines set by the Delaware Apprentice/Trade Education Council and the Council's skill standards review teams.

Postsecondary programs will lead directly to one or more of the following:

Apprenticeship-Related Education Certificate

Trade Extension Education Certificate

Industry-Based Certificate

Community College Diploma and Certificate

Associate Degree

Associate Degree programs will be articulated with Bachelor's Degree programs, where applicable.

iii. Secondary and postsecondary courses will be part of a career pathway and documented through the Student Success Plan to lead students to employment in high skill, high wage, or high demand occupations.

J. HOW YOU WILL FACILITATE AND COORDINATE COMMUNICATIONS ON BEST PRACTICES AMONG SUCCESSFUL RECIPIENTS OF TECH PREP PROGRAM GRANTS UNDER TITLE II AND OTHER ELIGIBLE RECIPIENTS TO IMPROVE PROGRAM QUALITY AND STUDENT ACHIEVEMENT

Tech Prep Delaware will publish, distribute (to eligible recipients), and post on their website a newsletter which will include profiles of highly successful recipients as an example for others.

K. HOW FUNDS WILL BE USED EFFECTIVELY TO LINK ACADEMIC AND CAREER AND TECHNICAL EDUCATION AT THE SECONDARY LEVEL AND AT THE POSTSECONDARY LEVEL IN A MANNER THAT INCREASES STUDENT ACADEMIC AND CAREER AND TECHNICAL ACHIEVEMENT; AND

The DDOE will work with their consortia, high school coordinators, and postsecondary partners to sustain and expand a system of articulated links between academic and career and technical education at the secondary and postsecondary level that increase student academic and career and technical achievement.

The Career & Technical Education and STEM Initiatives Workgroup of the Delaware Department of Education will continue to encourage the integration of rigorous academic content into hands-on, contextual curriculums of CTE programs as well as the integration of rigorous technical content to provide contextual learning projects and other experiences. In both formats, the workgroup will promote the use of a wide variety of differentiated learning experiences to accommodate the varied learning styles of CTE students. This strategy will be stressed to enable quality courses for CTE students to incorporate increased rigor.

L. HOW THE STATE WILL REPORT ON THE INTEGRATION OF COHERENT AND RIGOROUS CONTENT ALIGNED WITH CHALLENGING ACADEMIC STANDARDS IN CAREER AND TECHNICAL EDUCATION PROGRAMS IN ORDER TO ADEQUATELY EVALUATE THE EXTENT OF SUCH INTEGRATION. (SECTION 122(C)(1)(A)-(L))

Delaware State assessments will be used to report the results of integration efforts for secondary students as stated in the State's Elementary and Secondary Education Act plan. The graduate follow-up core indicators will be used to report the integration and overall program quality for secondary student success. The graduate placement and retention core indicators will be used to report the success of integration efforts as reflective of the quality of postsecondary programs.

3. THE STATE PLAN MUST DESCRIBE HOW COMPREHENSIVE PROFESSIONAL DEVELOPMENT (INCLUDING INITIAL TEACHER PREPARATION AND ACTIVITIES THAT SUPPORT RECRUITMENT) FOR CAREER AND TECHNICAL TEACHERS, FACULTY, ADMINISTRATORS, AND CAREER GUIDANCE AND ACADEMIC

COUNSELORS WILL BE PROVIDED, ESPECIALLY PROFESSIONAL DEVELOPMENT THAT—

A. PROMOTES THE INTEGRATION OF COHERENT AND RIGOROUS ACADEMIC CONTENT STANDARDS AND CAREER AND TECHNICAL EDUCATION CURRICULA, INCLUDING THROUGH OPPORTUNITIES FOR ACADEMIC AND CAREER AND TECHNICAL TEACHERS TO JOINTLY DEVELOP AND IMPLEMENT CURRICULA AND PEDAGOGICAL STRATEGIES;

The DDOE will provide professional development to effectively consolidate and deliver DDOE services to districts, schools, programs, and agencies to ensure all educators have access to effective professional development and technical assistance that will result in high-quality education.

Professional Learning is a cohesive ongoing series of rigorous, data-driven, targeted, research-based, collaborative, supported, sustained, and systemic opportunities that result in improved student learning. All professional learning activities are aligned with Title14, Section 1598 of the Delaware Administrative Code (Appendix C) and the Delaware Standards for Professional Learning.

Promotion of Integrated Coherent and Rigorous Academic Content Standards and Career and Technical Education Curricula

The DDOE promote the alignment of academic and technical curriculum through the implementation of state and local CTE programs of study. Further, in state-model programs the DDOE will provide educators with focused and ongoing professional learning that is course and program specific as well as opportunities for educators to participate in professional learning communities to further expand knowledge and skills. Also, the DDOE requires that curriculum, instruction, and assessment be aligned to national and state standards and the use of program data for the continuous improvement of such program as well as the systematic and focused used of evidence-based instructional practices in alignment with Title 14, Section 502 of the Delaware Administrative Code (Appendix D).

B. INCREASES THE PERCENTAGE OF TEACHERS THAT MEET TEACHER CERTIFICATION OR LICENSING REQUIREMENTS;

The DDOE supports all teachers seeking to become certified as a career and technical education instructor. All CTE teachers are required to have knowledge of the content they teach and be highly skilled at using appropriate teaching strategies to meet the needs of various learners. This expectation demands that all students have equitable access to qualified teachers to meet challenging national and state content standards and academic achievement standards. The DDOE certification and license process supports this expectation through multiple opportunities for candidates to seek teaching certification which includes the Alternative Routes to Teacher Certification (ARTC) as well as opportunities to seek certification through Skills and Technical Sciences (STS) which is outlined in Title 14, Section 1559 of the Delaware Administrative Code (Appendix E).

C. IS HIGH QUALITY, SUSTAINED, INTENSIVE, AND FOCUSED ON INSTRUCTION, AND INCREASES THE ACADEMIC KNOWLEDGE AND UNDERSTANDING OF INDUSTRY STANDARDS, AS APPROPRIATE, OF CAREER AND TECHNICAL EDUCATION TEACHERS

The DDOE is committed to providing professional learning opportunities and the alignment of instruction to national and state content standards. Ongoing and high quality professional learning experiences are provided to teachers that are specific to their program and academic/technical content areas as well as career guidance/counseling and other instructional strategies. Technical assistance is provided to LEA leaders based on their identified needs and CTE performance metrics through face-to-face and online interactions. Additionally, more direct technical assistance is provided to LEAs that have not met 90% of the agreed upon measure for each Perkins Core Indicator for one or more years.

D. ENCOURAGES APPLIED LEARNING THAT CONTRIBUTES TO THE ACADEMIC AND CAREER AND TECHNICAL KNOWLEDGE OF THE STUDENT;

The DDOE promotes authentic learning as well as instruction based on student learning styles and needs. This includes access to real-world, career-based curriculum, assessment, and instruction in order to prepare students for postsecondary education and entry into the work force.

E. PROVIDES THE KNOWLEDGE AND SKILLS NEEDED TO WORK WITH AND IMPROVE INSTRUCTION FOR SPECIAL POPULATIONS; AND

The DDOE strives to create an effective learning environment that takes into account the cultures, strengths and limitations, as well as other factors affecting the student, family, and community surrounding a school. The DDOE ensures access for CTE programs through competitive funding structures and focused technical assistance for all LEAs.

F. PROMOTES INTEGRATION WITH PROFESSIONAL DEVELOPMENT ACTIVITIES THAT THE STATE CARRIES OUT UNDER TITLE II OF THE ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965, AS AMENDED, AND TITLE II OF THE HIGHER EDUCATION ACT OF 1965, AS AMENDED. (SECTION 122(C)(2)(A)-(G))

The DOE promotes the integration of professional learning to successfully implement CTE programs and ensures that the continuation of this work is a natural part of the process. The LEA will utilize the *Delaware Education Success Planning and Evaluation System* (http://www.doe.k12.de.us/domain/212) to coordinate this opportunity.

4. THE STATE MUST DESCRIBE EFFORTS THAT YOUR AGENCY AND ELIGIBLE RECIPIENTS WILL MAKE TO IMPROVE—

A. THE RECRUITMENT AND RETENTION OF CAREER AND TECHNICAL EDUCATION TEACHERS, FACULTY, AND CAREER GUIDANCE AND ACADEMIC COUNSELORS, INCLUDING INDIVIDUALS IN GROUPS UNDERREPRESENTED IN THE TEACHING PROFESSION; AND

The DDOE works closely with all school districts and charter schools in the state on the issues of teacher/counselor recruitment and retention. DOE staff assist and provide technical assistance to LEAs with teacher certification to hire certificated staff to fill their career and technical education vacancies with qualified candidates. The DDOE assists LEAs with recruitment of staff by providing free of charge access to the *Join Delaware Schools* website (http://www.joindelawareschools.org/). This website provides a centralized resource where school districts and charter schools to post all of their available job vacancies as well as review the resumes of potential applicants.

B. THE TRANSITION TO TEACHING FROM BUSINESS AND INDUSTRY, INCLUDING SMALL BUSINESS. (SECTION 122(C)(3)(A)-(B))

The State of Delaware, through the University of Delaware, oversees an aggressive Alternative Routes to Teacher Certification (ARTC) which allows local LEAs to hire qualified professionals from business and industry who wish to transition into teaching positions. Through the cooperation of the Alternative Routes program and through the DDOE's Professional Accountability office and the CTE Education Associates, a program of coursework is developed to help transition these professionals into the teaching profession.

Once staff is recruited, licensed, and certified, the DDOE works vigorously to provide high quality professional development programs for career and technical education teachers and counselors. This professional development is delivered through a variety of mechanisms including onsite workshops and travel to professional conferences in order to learn the latest initiatives within industry.

5. THE STATE PLAN MUST DESCRIBE EFFORTS THAT THE ELIGIBLE STATE AGENCY AND ELIGIBLE RECIPIENTS WILL MAKE TO IMPROVE THE TRANSITION OF SUBBACCALAUREATE CAREER AND TECHNICAL EDUCATION STUDENTS INTO BACCALAUREATE DEGREE PROGRAMS AT INSTITUTIONS OF HIGHER EDUCATION. (SECTION 122(C)(4))

The DDOE and its only statewide community college system, the Delaware Technical Community College (DTCC) recognize the importance of transitioning students enrolled in sub-baccalaureate career and technical education programs into baccalaureate degree programs. DTCC works closely with the two publicly-supported universities and the one private university to forge a program of transferability of individual course credit within and among their respective institutions through their "Transfer of Credit Matrix". DTCC's "Connected Degree" initiative continues to establish full program-to-program articulation agreements with both publicly-supported and private colleges and universities.

6. THE STATE PLAN MUST DESCRIBE HOW THE ELIGIBLE STATE AGENCY WILL ACTIVELY INVOLVE PARENTS, ACADEMIC AND CAREER AND TECHNICAL EDUCATION TEACHERS, ADMINISTRATORS, FACULTY, CAREER GUIDANCE AND ACADEMIC COUNSELORS, LOCAL BUSINESS (INCLUDING SMALL BUSINESSES), AND LABOR ORGANIZATIONS IN THE PLANNING, DEVELOPMENT, IMPLEMENTATION, AND EVALUATION OF CAREER AND TECHNICAL EDUCATION PROGRAMS IN YOUR STATE. (SECTION 122(C)(5))

In addition to the individual program advisory councils, each district is required to have an active, district wide Perkins Advisory Committee, with broad representation of parents, students, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small business), and labor organizations. A minimum of at least two meetings per program year, with minutes and attendance records kept. A list of advisory committee members and the constituency they represent must be submitted with application for funding. This expectation is outlined in Title 14, Section 525 of Delaware Administrative Code (Appendix A).

7. THE STATE PLAN MUST DESCRIBE EFFORTS THAT THE ELIGIBLE STATE AGENCY AND ELIGIBLE RECIPIENTS WILL MAKE TO—

A. IMPROVE THE ACADEMIC AND TECHNICAL SKILLS OF STUDENTS PARTICIPATING IN CAREER AND TECHNICAL EDUCATION PROGRAMS, INCLUDING BY STRENGTHENING THE ACADEMIC AND CAREER AND TECHNICAL COMPONENTS OF CAREER AND TECHNICAL EDUCATION PROGRAMS THROUGH THE INTEGRATION OF ACADEMICS WITH CAREER AND TECHNICAL EDUCATION TO ENSURE LEARNING IN—

i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended);

ii. Career and technical education subjects;

Delaware programs of study emphasize the integration of academic and technical content and include a sequence of courses that address Delaware's academic and CTE content standards. These programs of study provide the effective academic and technical preparation necessary for students to enter into high-skill, high-wage, or high-demand occupations and/or related opportunities in postsecondary education. All Delaware students will be held to the graduation requirements as defined through Title 14, Section 505, Delaware Administrative Code (Appendix B). These requirements include completion of rigorous academic courses and a planned and sequential career pathway as defined in the Student Success Plans (SSP). Delaware students are required to complete the SSP encompassing a minimum of five years including one year beyond high school developed and updated at least annually by the student, the student's advisor, at least one other staff member and the student's parent(s) guardian(s) or relative caregiver. The student's plan includes courses needed in preparation for immediate entry into the work force or opportunities in postsecondary education. The plan also includes the support services necessary for the student to graduate from high school.

Delaware will continue to support curriculum and professional development opportunities supporting the integration of academic and technical skills. Instruction will reflect the use of approved academic and CTE standards. Career and Technical Student Organizations (CTSOs) that support and provide

opportunities for the demonstration of the integration of academic and technical knowledge and skills will continue to be supported by the State. Programs will be held accountable for meeting academic and technical skill performance targets.

B. PROVIDE STUDENTS WITH STRONG EXPERIENCE IN, AND UNDERSTANDING OF, ALL ASPECTS OF AN INDUSTRY; AND

Delaware CTE programs of study are industry based and align with nationally recognized standards to provide an understanding of, and experience in, all aspects of an industry. The DDOE has partnered with the Delaware Department of Labor to establish the EDEPS website, which provides labor market projections aligned to the State's instructional model for CTE programs of study. There data help local education staff and students to better understand Delaware's labor market and more specific aspects of the industry including preferred educational levels and skills. This information is used as part of Delaware's CTE programs of study to define what students need to know and to be able to do while supporting student development in solving problems, gathering and using resources, and working collaboratively to assure success in a highly challenging academic and competitive global work environment. In addition, related, work-based learning experiences are supported upon the completion of state-approved programs.

C. ENSURE THAT STUDENTS WHO PARTICIPATE IN CAREER AND TECHNICAL EDUCATION PROGRAMS ARE TAUGHT TO THE SAME CHALLENGING ACADEMIC PROFICIENCIES AS TAUGHT TO ALL OTHER STUDENTS. (SECTION 122(C)(7)(A)-(C))

All Delaware students will be held to the rigorous graduation requirements as defined through Title 14, Section 505, Delaware Administrative Code (Appendix B). The DDOE will work with their consortia, high school coordinators, and postsecondary partners to sustain, and expand, a system of articulated links at the secondary and postsecondary levels to increase student academic and technical achievement and prepare students for postsecondary education and employment.

8. THE STATE PLAN MUST DESCRIBE HOW THE ELIGIBLE STATE AGENCY WILL PROVIDE LOCAL EDUCATIONAL AGENCIES, AREA CAREER AND TECHNICAL EDUCATION SCHOOLS, AND ELIGIBLE INSTITUTIONS IN THE STATE WITH TECHNICAL ASSISTANCE. (SECTION 122(C)(15))

Each eligible LEA has a DOE Career & Technical Education and STEM Initiatives Workgroup Education Associate assigned as their primary technical assistance representative. Other DDOE personnel will provide technical assistance, as needed. The workgroup will provide technical assistance as needed. The workgroup, supported by subject matter experts that represent all CTE content areas, will provide additional support by facilitating and providing training to CTE teachers, administrators, and counselors. Training will be focused on, but not limited to: curriculum alignment and program planning; implementation; and continuous improvement. Targeted technical assistance and support will be provided through the monitoring of Perkins performance measures.

9. THE STATE PLAN MUST DESCRIBE HOW CAREER AND TECHNICAL EDUCATION IN YOUR STATE RELATES TO YOUR STATE'S AND REGION'S OCCUPATIONAL OPPORTUNITIES. (WIOA SECTION 122(C)(16))

Delaware has joined the Pathways to Prosperity network as part of a collection of states working collaboratively to support career pathways. The Governor's Office, the Department of Education, Department of Labor, Department of Economic Development, institutions of higher education, and business partners are part of the Delaware Pathway network. The network has helped the State to align education and training programs into distinguished career pathways, which includes CTE programs of study which align with high demand, high skill, or high wage occupations. The DDOE has partnered with the Department of Labor to review state and national labor market information from the U.S. Bureau of Labor Statistics as well as state labor market information from the Delaware Department of Labor's Office of Labor Market Information and local cooperative employment surveys. Business and industry representatives serve on program advisory committees and will be further used to vet and demonstrate sufficient job opportunities for the total number of students to be enrolled in a CTE program of study..

The DDOE will maintain close ties with the Delaware Governor's Council on Apprenticeship and Training and the Delaware Department of Labor's Division of Industrial Affairs, Apprenticeship and Training Section. This includes active DDOE membership on the Governor's Council and regular meetings with the manager of the Apprentice and Training Section.

The DDOE has increased its emphasis on working with the Delaware Workforce Development Board to examine workforce trends, including new and emerging industries.

The DDOE has increased data quality and monitoring of post-graduation placements for secondary and postsecondary students. The DDOE has partnered with the Delaware Department of Labor to facilitate data-driven decision-making for improved pathway program management with respect unemployment and wage data.

10. THE STATE PLAN MUST DESCRIBE THE METHODS THE ELIGIBLE STATE AGENCY PROPOSES FOR THE JOINT PLANNING AND COORDINATION OF PROGRAMS CARRIED OUT UNDER THIS LEGISLATION WITH OTHER FEDERAL EDUCATION PROGRAMS. (SECTION 122(C)(17))

The Delaware Department of Education requires LEAs to apply for federal funding through a consolidated planning and application process. This process has been extended to include the monitoring of coordinated performance of LEAs under the *Delaware Education Success Planning and Evaluation System* (http://www.doe.k12.de.us/domain/212). The DDOE is part of the state's effort to align federal education and training programs as part of the Workforce Innovation and Opportunity Act. As such, the DDOE will meet with partnering state agencies to align federal education programs and performance metrics to ensure a continuum of service and evaluation.

11. THE STATE PLAN MUST PROVIDE A DESCRIPTION AND THE INFORMATION SPECIFIED “IN SUBPARAGRAPHS (B) AND (C)(III) OF SECTION 102(B)(2), AND, AS APPROPRIATE, SECTION 103(B)(3)(A), AND SECTION 121(C), OF THE WORKFORCE INNOVATION AND OPPORTUNITY ACT (PUBLIC LAW 113-128) CONCERNING THE PROVISIONS OF SERVICES ONLY FOR POSTSECONDARY STUDENTS AND SCHOOL DROPOUTS. (SECTION 122(C)(20))

The DDOE will strengthen successful partnerships to increase the alignment between labor force supply systems and workforce employment demands. These partnerships include the Delaware Department of Labor, the Delaware Office of Labor Market Information, and the Delaware Workforce Development Board. The DDOE will continue to build strong connections between education and workforce programs that include career and technical education programs at the secondary and postsecondary levels to increase the retention of students and workers moving from secondary education to postsecondary education, including registered apprenticeship programs, and in the continuous relationship between work and learning. These partners will continue to work through the Delaware Workforce Development Board to ensure an alignment of services through secondary, postsecondary, adult, and occupational training programs.

PROGRAM ADMINISTRATION

1. THE STATE PLAN MUST PROVIDE A WEB LINK TO THE ELIGIBLE STATE AGENCY'S LOCAL APPLICATIONS OR PLANS FOR SECONDARY AND POSTSECONDARY ELIGIBLE RECIPIENTS, WHICH WILL MEET THE REQUIREMENTS IN SECTION 134(B) OF THE ACT.

The purpose of *the Delaware Education Success Planning and Evaluation System* (http://www.doe.k12.de.us/domain/212) is to create a structure that increases the ability of the state, districts and schools to better align actions with resources resulting in improved outcomes for all students.

The system is intended to improve communication among the organization's staff and constituents and provide a dynamic structure to put the strategic plan into action. The major components of this dynamic system are Planning, Resource Allocation, Evaluation, and Monitoring. Local applications for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act, will be available through the DDOE web site.

2. THE STATE PLAN MUST PROVIDE A DESCRIPTION OF THE STATE'S GOVERNANCE STRUCTURE FOR CAREER AND TECHNICAL EDUCATION.

The State Board of Education (SBE) is the eligible agency responsible for the supervision of the administration of the state plan. The SBE has delegated the administration of the State Plan to the Delaware Department of Education (DDOE). The SBE has established a special committee of the Board that will involve stakeholders as outlined by the Perkins Act, to monitor, and review the DDOE's administration of the plan and provide feedback on the development of annual reports and plan updates. This committee will present annually to the SBE prior to the issuance of the annual report.

The Secretary of Education is an appointed member of the Delaware Governor's Cabinet. The Secretary of Education is the chief executive of the Delaware Department of Education working in partnership with the Delaware State Board of Education and the Professional Standards Board. A Deputy Secretary and Associate Secretaries are appointed by and report to the Secretary of Education. The Chief Academic Officer of the Teaching and Learning Branch oversees the Director of The Career and Technical Education and STEM Initiatives Workgroup who then oversees the workgroup Education Associates and professional staff. The Education Associates are assigned to monitor and provide technical assistance to all CTE programs. The DDOE organizational chart is provided as (Appendix F).

3. THE STATE PLAN MUST PROVIDE A DESCRIPTION OF THE ROLE OF POSTSECONDARY CAREER AND TECHNICAL EDUCATION IN THE ONE-STOP CAREER CENTER DELIVERY SYSTEM ESTABLISHED BY TITLE I OF WIOA.

As part of their efforts to streamline services in a one-stop environment that provides access to training opportunities, the State of Delaware is aligning education and training programs under the Workforce Innovation and Opportunity Act. The Department of Labor, Department of Education, the Department of Economic Development, and the Department of Health and Social Service have partnered to align supports and opportunities for all Delawareans. This work will align to the

Delaware Workforce Development Board and their contractual relationship with the following providers of postsecondary career and technical education:

i. Delaware Skills Center

ii. Delaware Technical & Community College (all campus locations)

iii. Polytech School District

iv. Sussex Technical School District

v. New Castle County Vocation-Technical School District

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

1. YOU MUST DESCRIBE YOUR PROGRAM STRATEGIES FOR SPECIAL POPULATIONS LISTED IN SECTION 3(29) OF THE ACT, INCLUDING A DESCRIPTION OF HOW INDIVIDUALS WHO ARE MEMBERS OF THE SPECIAL POPULATIONS—

A. WILL BE PROVIDED WITH EQUAL ACCESS TO ACTIVITIES ASSISTED UNDER THE ACT.

Special populations include but are not limited to individuals who are economically disadvantaged; non-English speaking; students with disabilities; preparing for careers that are nontraditional for their gender; single parents; displaced homemakers; migrants, etc. Members of special populations will be provided equal access to the full range of CTE programs available to individuals who are not members of special populations, including occupationally specific courses of study, cooperative education, apprenticeship programs, and comprehensive career guidance and counseling services. Individuals who are members of special populations will be provided with equal access to activities assisted under Perkins IV through a number of proactive initiatives implemented by Delaware Department of Education, including:

Equal access and services to special populations are monitored as part of the *Delaware Education Success Planning and Evaluation System* (http://www.doe.k12.de.us/domain/212) to ensure that students in special populations are provided with appropriate service and access to career and technical education (CTE) programs. Reviews will increase the focus on outreach and recruitment activities, as well as program placement options to ensure equal access to CTE information for special populations.

A Special Populations review group, consisting of CTE Associates, associates from the DDOE Exceptional Children's and Curriculum Improvement groups, LEAs, and other stakeholders, examines best practices to assist students in special populations to meet or exceed state levels of performance.

The Special Populations review group promotes the following activities:

- Delaware's Employment First Initiative requiring that state agencies that provide services and support to persons with disabilities shall consider, as their first option, competitive employment in an integrated setting for persons with disabilities.
- Interagency collaboration for support and transition services to special populations. This group collaborates with Delaware's Community of Practice on Secondary Transition for students with disabilities, which is supported initially by a grant from the federal Office of Special Education and Rehabilitation Services (OSERS), Department of Labor Division of Vocational Rehabilitation, and Division on Developmental Disabilities Services.
- Coordination and collaboration of CTE instructors, special education, and ELL staff in secondary school programs.
- Professional development opportunities in statewide conferences and forums on effective practices.
- Data analysis is used to identify effective programs that serve special populations in the most integrated settings possible. Programs requiring assistance to provide access and demonstrate success will also be identified.

B. WILL NOT BE DISCRIMINATED AGAINST ON THE BASIS OF THEIR STATUS AS MEMBERS OF SPECIAL POPULATIONS; AND

In accordance with the IDEA and the Civil Rights Acts of 1964 and 1968, Section 504 of the Rehabilitation Act of 1973, and subsequent federal legislation, Delaware prohibits discrimination against students, including students enrolled in career and technical education programs.

C. WILL BE PROVIDED WITH PROGRAMS DESIGNED TO ENABLE THE SPECIAL POPULATIONS TO MEET OR EXCEED STATE ADJUSTED LEVELS OF PERFORMANCE, AND HOW YOU WILL PREPARE SPECIAL POPULATIONS FOR FURTHER LEARNING AND FOR HIGH-SKILL, HIGH-WAGE, OR HIGH-DEMAND OCCUPATIONS. (SECTION 122(C)(9)(A)-(C))

Individuals who are members of special populations are provided with support services designed to enable the special populations to meet or exceed adjusted levels of performance.

LEAs at the secondary level will assure the Delaware Department of Education that students from special populations have Student Success Plans designed to meet or exceed State adjusted levels of performance, and to prepare them for further learning and for high-skill/high-wage occupations. Student Success Plans (SSPs) are required for for all students from 8th through 12th grades. The SSP is a five-year individualized plan developed by every student to identify post-school goals and to meet those goals through a variety of experiences during each student's high school years. It includes a series of career and learning styles assessments for each student, meetings with school advisors, development of a high school course of study, including career pathways and CTE coursework, and the identification of needed supports and other activities to reach those goals. The intent of the SSP is to encourage students to enroll in rigorous high school coursework that will lead to meet or exceed levels of performance and prepare them to enroll in postsecondary education/training programs and obtain high-skill/high-wage occupations.

2. YOU MUST DESCRIBE HOW YOU WILL ADEQUATELY ADDRESS THE NEEDS OF STUDENTS IN ALTERNATIVE EDUCATION PROGRAMS, IF YOU HAVE SUCH PROGRAMS. (SECTION 122(C)(14))

Delaware recognizes the need for a broad array of quality educational programs for life-long learners and for students who have not been successful within the regular school program. Often, in an instructional setting more appropriate to their needs, these students become highly successful at school and in the workplace. As the number and scope of alternative learning environments increase, more students will spend some portion of their academic careers outside of the traditional educational delivery system. While alternative education programs often work to return the student to the educational mainstream including the home school, where appropriate, many students will derive substantial educational benefits from the alternative school program and will therefore spend a significant portion of their educational careers in the alternative setting. Given this context, the State's role in the implementation of Perkins IV is to help ensure that students in alternative learning environments are not denied access to CTE. The State has developed strategies to address this concern.

3. DESCRIBE HOW FUNDS WILL BE USED TO PROMOTE PREPARATION FOR HIGH-SKILL, HIGH-WAGE, OR HIGH-DEMAND OCCUPATIONS AND NON-TRADITIONAL FIELDS. (SECTION 122(C)(18))

Delaware DOE staff developed links between high-quality technical and academic education in order to best prepare students for high-skill, high-wage, or high-demand occupations and non-traditional fields. Delaware CTE programs of study connect the theory of what is taught in core academic content areas to the authentic, real-world application to their application in the workplace via career and technical classes. This is intended to encourage and facilitate communication and collaboration among educators.

The DDOE will, throughout Perkins IV, continue to assess how programs are designed to enable special populations to be prepared for high-skill/high-wage careers, and to ensure that the steps outlined by each eligible recipient are undertaken. The DDOE has partnered with LEAs, postsecondary recipients, and non-profit organizations to increase the number of non-traditional students who pursue and complete CTE programs. This effort is focused on serving LEAs with the greatest needs and putting a support system in place for all LEAs to engage and improve services to non-traditional students.

4. YOU MUST DESCRIBE HOW FUNDS WILL BE USED TO SERVE INDIVIDUALS IN STATE CORRECTIONAL INSTITUTIONS. (SECTION 122(C)(19))

Offenders who have enhanced their academic and technical skills during their incarceration are less likely to return to prison. As such, CTE services are provided to offenders while incarcerated to prepare them for the job search process upon release. Program services will include establishing CTE programs at facilities with no training programs; enhancing currently operating programs through materials and equipment upgrades and staff development opportunities; providing offenders with information on job search and job retention for use upon release; and developing referral systems that will assist offenders with job search upon their re-entry into the community.

5. YOU MUST DESCRIBE HOW YOU WILL REQUIRE EACH APPLICANT FOR FUNDS TO INCLUDE IN ITS APPLICATION A DESCRIPTION OF THE STEPS THE

APPLICANT PROPOSES TO TAKE TO ENSURE EQUITABLE ACCESS TO, AND PARTICIPATION IN, ITS FEDERALLY-ASSISTED PROGRAM FOR STUDENTS, TEACHERS, AND OTHER PROGRAM BENEFICIARIES WITH SPECIAL NEEDS AS CONTAINED IN SECTION 427(B) OF THE GENERAL EDUCATION PROVISIONS ACT AS AMENDED. FOR FURTHER GUIDANCE AND EXAMPLES, SEE THE NOTICE TO ALL APPLICANTS AT HTTP://WWW.ED.GOV/FUND/GRAN/APPLY/APPFORMS/GEPA427.DOC

Through the local plan and application, eligible recipients will be required to assure that:

- Individuals with disabilities who do not have Individual Educational Plans (IEPs) will be afforded the rights and protections established by Section 504 of the Rehabilitation Act, including making such programs accessible through supplementary services;

- The rights of students with disabilities will be protected based on the requirements of IDEA and Section 504 of the Rehabilitation Act of 1973 as amended;

- Career and technical education for students with disabilities will be provided in the least restrictive environment (Section 1412(5), IDEA);

- Representatives for career and technical education, when appropriate, will participate in the Individual Educational Plan process (Section 1414(d), IDEA); and

- Programs will be provided to prepare special populations for further learning and high skill, high wage, and high demand occupations.

In addition, all eligible recipients will be expected to report data reflecting student participation in career and technical education programs. This data is used to adequately measure the progress of all career and technical education students, including students who are members of special populations.

IV. ACCOUNTABILITY AND EVALUATION

In addition to the narrative information provided below, you must submit your measurement definitions (Items 3 and 11 below) and proposed performance levels (Items 5 and 11 below) for the upcoming program year using the link to the Perkins State Plan Portal below.

A. STATUTORY REQUIREMENTS

1. YOU MUST DESCRIBE PROCEDURES YOU WILL USE TO OBTAIN INPUT FROM ELIGIBLE RECIPIENTS IN ESTABLISHING MEASUREMENT DEFINITIONS AND APPROACHES FOR THE CORE INDICATORS OF PERFORMANCE FOR CAREER AND TECHNICAL EDUCATION STUDENTS AT THE SECONDARY AND POSTSECONDARY LEVELS, AS WELL AS FOR ANY OTHER ADDITIONAL INDICATORS OF PERFORMANCE IDENTIFIED BY THE ELIGIBLE AGENCY. (SECTION. 113(B)(1)(A)-(B), SEC. 113(B)(2)(A)-(C))

Through a process of public hearings, the DDOE will obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency.

2. YOU MUST DESCRIBE THE PROCEDURES YOU WILL USE TO OBTAIN INPUT FROM ELIGIBLE RECIPIENTS IN ESTABLISHING A STATE ADJUSTED LEVEL OF PERFORMANCE FOR EACH OF THE CORE INDICATORS OF PERFORMANCE FOR CAREER AND TECHNICAL EDUCATION STUDENTS AT THE SECONDARY AND POSTSECONDARY LEVELS, AS WELL AS STATE LEVELS OF PERFORMANCE FOR ANY ADDITIONAL INDICATORS OF PERFORMANCE IDENTIFIED BY THE ELIGIBLE AGENCY. (SECTION 122(C)(10)(A), SEC. 113(B)(3)(B))

A three-year average of actual performance indicators will be used to establish a State adjusted level of performance for each of the core indicators of performance for CTE students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance. Temporary modifications to the target performance measures will be permitted for specific recipients if they can justify the need for such modifications.

3. IDENTIFY, ON THE FORMS IN PART C OF THIS GUIDE, THE VALID AND RELIABLE MEASUREMENT DEFINITIONS

You must identify, on the forms in Part C of this guide, the valid and reliable measurement definitions and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. You must describe how your proposed definitions and measures are valid and reliable. (Section 113(b)(2)(A)-(B)) Section 113(b) of the Act describes the measures that a State must use for student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics (1S1 and 1S2, respectively) and student graduation rates (4S1). Based on our non-regulatory guidance, we have prepopulated the measurement definitions on the Final Agreed Upon Performance Levels (FAUPL) form for your convenience. You do not need to describe how these definitions and measures are valid and reliable in your State plan narrative. A State that chooses to propose other student definitions and measurement approaches in its new State plan would have to describe how its proposed definitions and measures would be valid and reliable. (The Secretary is considering whether to issue regulations requiring a State to agree to use the student definitions and measurement approaches for the core indicators of performance for academic attainment in reading/language arts and

mathematics and graduation rates as contained in the guidance document. If the Secretary decides to regulate on these issues and adopts final rules, a State may be required to amend its State plan.

4. YOU MUST DESCRIBE HOW, IN THE COURSE OF DEVELOPING CORE INDICATORS OF PERFORMANCE AND ADDITIONAL INDICATORS OF PERFORMANCE, YOU WILL ALIGN THE INDICATORS, TO THE GREATEST EXTENT POSSIBLE, SO THAT INFORMATION SUBSTANTIALLY SIMILAR TO THAT GATHERED FOR OTHER STATE AND FEDERAL PROGRAMS, OR FOR ANY OTHER PURPOSE, IS USED TO MEET THE ACT'S ACCOUNTABILITY REQUIREMENTS. (SECTION 113(B)(2)(F))

Part C of this guide provides definitions and approaches that will be used for each of the core indicators of performance for CTE students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable.

CTE Core performance indicators and additional indicators of performance will, to the greatest extent possible, be aligned to other performance indicators, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. For example, the graduation rates will be calculated in the same way that is calculated for Delaware under the ESEA procedures.

5. PROVIDE, FOR THE FIRST TWO YEARS COVERED BY THE STATE PLAN, PERFORMANCE LEVELS

You must provide, for the first two years covered by the State plan, performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. (Section 113(b)(3)(A)(i)-(II)) Section 113(b)(2) of the Perkins Act requires a State to develop valid and reliable core indicators of performance, to propose performance levels in its State plan, and to reach agreement with the Department on "adjusted performance levels" for each of the core indicators. In so doing, the Perkins Act prescribes the measures that a State must use for some of the core indicators.

A. PERKINS ACT REQUIRES A STATE TO MEASURE CAREER AND TECHNICAL EDUCATION

(a) Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards. Thus, a State's core indicators must include career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and

technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards. To measure attainment of these standards, a State must develop and reach agreement with the Department on "adjusted performance levels," which constitute the State's performance targets for a program year. Permissible targets (i.e. "adjusted performance levels") would be a State's "annual measurable objectives" (AMOs) from its State's ESEA accountability workbook. (To ensure that a State's schools are making "adequate yearly progress" (AYP) as required under section 1111(b)(2)(A) of the ESEA, section 1111(b)(2)(G) of the ESEA requires a State to establish Statewide AMOs, which identify a single minimum percentage of students who are required to meet or exceed the proficient level on the State's academic assessments each year.) Under the Perkins Act, a State may propose different performance levels (targets) instead of its AMOs as discussed below.

B. STATE TO IDENTIFY A CORE INDICATOR TO MEASURE FOR ITS CAREER AND TECHNICAL EDUCATION

Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the (ESEA))." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide targets for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year. The Department strongly encourages your State to reach agreement on "adjusted performance levels" required under section 113 of the Perkins Act for the core indicators discussed in (a) and (b) above that are the same as your State's AMOs or targets that your State adopted to ensure that your State's schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established targets for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State's targets. If so, your State must provide baseline data using your State's most recent year's achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on "adjusted performance levels." (The Secretary is considering whether to issue regulations requiring a State to agree to "adjusted performance levels" under the Perkins Act that are the same as the State's AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.

6. YOU MUST DESCRIBE YOUR PROCESS FOR REACHING AGREEMENT ON LOCAL ADJUSTED LEVELS OF PERFORMANCE IF AN ELIGIBLE RECIPIENT DOES NOT ACCEPT THE STATE ADJUSTED LEVELS OF PERFORMANCE UNDER SECTION 113(B)(3) OF THE ACT AND ENSURING THAT THE ESTABLISHED PERFORMANCE LEVELS WILL REQUIRE THE ELIGIBLE RECIPIENT TO CONTINUALLY MAKE PROGRESS TOWARD IMPROVING THE PERFORMANCE OF CAREER AND TECHNICAL EDUCATION STUDENTS. (SECTION 113(B)(4)(A)(II); SEC. 122(C)(10)(B))

Refer to Part C for Performance Levels

LEAs that do not accept the State adjusted levels of performance under section 113(b)(3) of the Act would be required to submit a justification from the Chief School Officer of the LEA for proposing a reduced target. They would also be required to develop a plan for meeting the state adjusted performance targets.

7. YOU MUST DESCRIBE THE OBJECTIVE CRITERIA AND METHODS YOU WILL USE TO ALLOW AN ELIGIBLE RECIPIENT TO REQUEST REVISIONS TO ITS LOCAL ADJUSTED LEVELS OF PERFORMANCE IF UNANTICIPATED CIRCUMSTANCES ARISE WITH RESPECT TO AN ELIGIBLE RECIPIENT. (SECTION 113(B)(4)(A)(VI))

The LEA that requests in writing revisions to its local adjusted levels of performance due to unforeseen circumstances would have to document the effect of such circumstances on specific indicators. The LEA would also have to estimate the percentage by which the local adjusted levels would need to be reduced, and the number of years that this impact is expected to last. In some cases, a temporary modification to the target performance measures will be permitted for specific indicators if an LEA can justify the need for such modification.

8. YOU MUST DESCRIBE HOW YOU WILL REPORT DATA RELATING TO STUDENTS PARTICIPATING IN CAREER AND TECHNICAL EDUCATION PROGRAMS IN ORDER TO ADEQUATELY MEASURE THE PROGRESS OF THE STUDENTS, INCLUDING SPECIAL POPULATIONS AND STUDENTS PARTICIPATING IN TECH PREP PROGRAMS, IF APPLICABLE, AND HOW YOU WILL ENSURE THAT THE DATA REPORTED TO YOU FROM LOCAL EDUCATIONAL AGENCIES AND ELIGIBLE INSTITUTIONS, AND THE DATA THAT YOU REPORT TO THE SECRETARY, ARE COMPLETE, ACCURATE, AND RELIABLE. (SECTION 122(C)(13); SECTION 205).

Delaware collects LEA data through a statewide pupil accounting system called *eSchoolPLUS.* This system is used for entering CTE course information and course scheduling for students at the school level. All demographic and academic information on a student is also entered in *eSchoolPLUS.* The data is stored in a state database called DELSIS. Using a single database and SIF (Schools Interoperability Framework) technology DDOE is able to generate unique student identifiers and provide LEAs with real-time, complete and accurate data. LEAs are provided with data reporting and editing capability through Cognos Impromptu web reports. They are required to edit and verify Perkins data prior to a fixed submission date. Through this process, CTE participant and concentrator status is verified. Key demographic data (such as disability status) that are used to populate the Perkins CAR report are also verifiable.

9. YOU MUST DESCRIBE HOW YOUR STATE PLANS TO ENTER INTO AN AGREEMENT WITH EACH CONSORTIUM RECEIVING A GRANT UNDER PERKINS IV TO MEET A MINIMUM LEVEL OF PERFORMANCE FOR EACH OF THE PERFORMANCE INDICATORS DESCRIBED IN SECTION 113(B) AND 203(E). (SECTION 204(E)(1))

All required reporting data fields for Perkins data are entered at the school level and quality controlled at the point of entry. This data is then used to populate the required *EDEN data fields.*

10. YOU MUST DESCRIBE HOW YOU WILL ANNUALLY EVALUATE THE EFFECTIVENESS OF CAREER AND TECHNICAL EDUCATION PROGRAMS, AND DESCRIBE, TO THE EXTENT PRACTICABLE, HOW YOU ARE COORDINATING THOSE PROGRAMS WITH OTHER FEDERAL PROGRAMS TO ENSURE NONDUPLICATION. (SECTION 122(C)(8))

LEAs will submit applications for Perkins funding through the *Delaware Education and Evaluation System* (http://www.doe.k12.de.us/domain/212) using current disaggregated data to establish a minimum level of performance for each of the Perkins indicators. They would need to demonstrate how they will use assistance from the grant to promote continuous improvement in academic achievement, technical skill attainment and testing thereof, and/or to implement appropriate CTE pathways for current or emerging high skill, high wage, or high demand occupations. LEAs not meeting specific academic or skill attainment targets will be required to develop improvement plans, engage in technical assistance opportunities through the Delaware Department of Education, and/or be required to expend the equivalent of 20% of their total Perkins allocation, from any allowable and/or appropriate funding source, for time-bound initiatives that specifically addresses unmet targets.

Under *the Delaware Education Success Planning and Evaluation System* (http://www.doe.k12.de.us/domain/212), all LEAs with CTE programs would be evaluated annually. The evaluation along with data submitted for the annual Perkins Consolidated report will be used to evaluate the effectiveness of career and technical education programs and better integrate student services with other Federal programs to ensure non-duplication.

STATES SUBMITTING ONE-YEAR TRANSITION PLANS

Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

A. THE STUDENT DEFINITIONS THAT YOU WILL USE FOR THE SECONDARY CORE INDICATORS OF PERFORMANCE AND THE POSTSECONDARY/ADULT CORE INDICATORS OF PERFORMANCE;

B. BASELINE DATA FOR THE CORE INDICATORS OF PERFORMANCE UNDER SECTION 113(B)(2) USING DATA FROM THE MOST-RECENTLY COMPLETED PROGRAM YEAR, EXCEPT THAT, FOR THE INDICATORS FOR WHICH YOUR STATE MUST USE YOUR STATE'S STANDARDS, ASSESSMENT, AND GRADUATION RATES ADOPTED UNDER TITLE I OF THE ESEA, IF YOUR STATE CHOOSES TO USE ITS AMOS AND TARGETS UNDER THE ESEA, YOU WILL NOT NEED TO SUBMIT BASELINE DATA; AND

C. PROPOSED PERFORMANCE LEVELS AS DISCUSSED ABOVE, EXCEPT THAT, FOR THE INDICATORS FOR WHICH YOUR STATE MUST YOUR STATE'S STANDARDS, ASSESSMENTS, AND GRADUATION RATES ADOPTED UNDER TITLE I OF THE ESEA, IF YOUR STATE CHOOSES TO USE ITS AMOS AND TARGETS UNDER THE ESEA, YOU WILL ONLY HAVE TO CONFIRM THIS INFORMATION WITH YOUR OCTAE REGIONAL ACCOUNTABILITY SPECIALIST. UPON YOUR REQUEST,

THE REGIONAL ACCOUNTABILITY SPECIALIST WILL PRE-POPULATE THE FORMS IN PART C WITH YOUR STATE'S AMOS AND TARGETS FOR THE 2007-08 AND 2008-09 PROGRAM YEARS AND SEND THE FORMS FOR YOU TO FINISH COMPLETING.

2. YOU MUST IDENTIFY THE PROGRAM AREAS FOR WHICH THE STATE HAS TECHNICAL SKILL ASSESSMENTS, THE ESTIMATED PERCENTAGE OF CTE STUDENTS WHO TAKE TECHNICAL SKILL ASSESSMENTS, AND THE STATE'S PLAN FOR INCREASING THE COVERAGE OF PROGRAMS AND STUDENTS REPORTED IN FUTURE PROGRAM YEARS.

TECHNICAL SKILL ATTAINMENT IS DEFINED AS AN INDUSTRY RECOGNIZED CERTIFICATE OR CREDENTIAL EARNED THROUGH AN APPROVED CTE PROGRAM OF STUDY WHICH HOLDS VALUE AT THE PROFESSIONAL LEVEL, POSTSECONDARY LEVEL, OR IN AN ASSOCIATE OR BACCALAUREATE DEGREE PROGRAM. ALL CTE PROGRAMS OF STUDY ARE REQUIRED TO IDENTIFY AND SUPPORT THE IMPLEMENTATION OF TSA MEASURES FOR ALL CONCENTRATOR STUDENTS. MEASURES FOR TSA ARE IDENTIFIED BASED ON EMPLOYER DEMAND AND ASSOCIATED VALUE AT THE POSTSECONDARY LEVEL. MEASURESAREIDENTIFIED AT THE STATE OR LOCAL LEVEL AND ARE INCLUDED IN THE CTE PROGRAM OF STUDY APPROVAL PROCESS. ALL ESTABLISHED PROGRAMS WILL IDENTIFY THESE MEASURES THROUGH STATE MONITORING AND THE LOCAL SCHOOL DISTRICT CONTINUOUS IMPROVEMENT PROCESS. THE DDOE WILL WORK WITH LOCAL SCHOOL DISTRICTS AND CHARTER SCHOOLS TO DEVELOP A LIST OF APPROVED TECHNICAL SKILL ATTAINMENT MEASURES THAT ADD VALUE FOR CTE STUDENTS AND PROGRAMS AND ARE AVAILABLE AND APPROPRIATE TO THE SPECIFIC CTE PROGRAM OF STUDY. IN GENERAL, THE FOLLOWING TECHNICAL SKILL ATTAINMENT MEASURES WILL BE APPLIED TO DELAWARE CTE PROGRAMS OF STUDY AND MADE AVAILABLE THROUGH THE PLAN PERIOD:

· INDUSTRY DEVELOPED AND/OR RECOGNIZED CERTIFICATES THAT ADD TO A STUDENTS' ABILITY TO SEEK COMPETITIVE EMPLOYMENT;

· FEDERAL OR STATE REGULATORY AGENCY-DEVELOPED ASSESSMENT INSTRUMENTS LEADING TO LICENSURE THAT ADD TO A STUDENTS' ABILITY TO SEEK COMPETITIVE EMPLOYMENT;

- Third-party developed assessments that lead to a certificate and/or credential that holds value at the professional level, postsecondary level, and/or in an associate or baccalaureate degree program; and

· CREDENTIALS WHICH HOLD VALUE AT THE PROFESSIONAL LEVEL, POSTSECONDARY LEVEL, OR IN AN ASSOCIATE OR BACCALAUREATE DEGREE PROGRAM.

The DDOE will increase the number of CTE programs of study in which technical skill attainment measures are identified and reported. This includes revising the school accountability framework to include TSA as a measure for college and career readiness. This also includes the transition of Perkins compliance measures at the secondary level to emphasize TSA or 2S1.

V. TECH PREP PROGRAMS

As noted above, Congress eliminated a separate allocation for Title II, Tech Prep under Perkins IV in the 2011 Continuing Resolution. States are not required to provide or revise this Section V, Tech Prep Programs, unless your State chooses to do so.

A. STATUTORY REQUIREMENTS

1. DESCRIBE THE COMPETITIVE BASIS OR FORMULA YOU WILL USE TO AWARD GRANTS TO TECH-PREP CONSORTIA. (SECTION 203(A)(1))

Tech Prep Delaware (TPDE) was established in 1986 by the Delaware General Assembly after a House Resolution provided the funds to research secondary to postsecondary cooperative vocational programs at the national and state levels. These actions provided the framework to establish the Tech Prep Delaware Statewide Consortium. This program operated for four years using State funds exclusively.

The 1990 Perkins Act supported Tech Prep program activities and created a source of federal funds to expand the program to all Delaware public high schools and institutions of higher education. This dual funding stream (federal and state funds) continued until 2010, when Congress eliminated Title II Tech Prep Education funding set forth in the Perkins Act of 2006.

Since its inception, TPDE's primary mission is to provide a seamless curricular transition for students from secondary to postsecondary education to the labor market. This mission is accomplished by providing advanced credit articulation agreements between secondary Career and Technical Education (CTE) programs and postsecondary partners. Per the Epilogue language included in the annual State Operating Budget, the Delaware Tech Prep Consortium is formed to provide for overall CTE program development and management, coordination and technical assistance. To that end, TPDE will continue to provide statewide leadership in the development and maintenance of partnerships between secondary and postsecondary programs to provide advanced credit opportunities for Delaware students. These opportunities include "2+2 programs", "2+4 programs", and "bridges to apprenticeship" programs to provide a Tech Prep Education Program that will lead to a two year associates degree, a one-year diploma, a four year degree, advanced apprenticeship standing or industry certification. Since 1986 TPDE has expanded program partnerships to over 700 articulations. The scope of TPDE partnerships includes both in-state and out-of-state postsecondary institutions and the State of Delaware Department of Labor Apprenticeship Program. TPDE will also provide support to the Delaware Department of Education in the implementation and expansion of Programs of Study.

The Consortium Board of Directors includes representation from the county-wide vocational technical school districts, comprehensive local school districts, the community college system, the Delaware Department of Education, the Delaware Advisory Council on Career and Technical Education, state and private institutions of higher education and business and industry. Polytech School District is the financial agent for the Consortium. The Consortium will adopt rules and regulations consistent with state regulations and any federal legislation that may apply. Although TPDE is no longer funded with federal funds, Delaware continues to support the TPDE program through state funding.

2. YOU MUST DESCRIBE HOW YOU WILL GIVE SPECIAL CONSIDERATION TO APPLICATIONS THAT ADDRESS THE AREAS IDENTIFIED IN SECTION 204(D). (SECTION 204(D)(1)-(6))

NA

3. YOU MUST DESCRIBE HOW YOU WILL ENSURE AN EQUITABLE DISTRIBUTION OF ASSISTANCE BETWEEN URBAN AND RURAL CONSORTIUM PARTICIPANTS. (SECTION 204(F))

NA

4. YOU MUST DESCRIBE HOW YOUR AGENCY WILL ENSURE THAT EACH FUNDED TECH PREP PROGRAM—

A. Is carried out under an articulation agreement between the participants in the consortium, as defined in section 3(4) of the Act;

B. Consists of a program of study that meets the requirements of section 203(c)(2)(A)-(G);

C. Includes the development of tech prep programs for secondary and postsecondary education that meet the requirements of section 203(c)(3)(A)-(D);

D. Includes in-service professional development for teachers, faculty, and administrators that meets the requirements of section 203(c)(4)(A)-(F).

E. Includes professional development programs for counselors that meet the requirements of section 203(c)(5)(A)-(F);

F. Provides equal access to the full range of technical preparation programs (including pre-apprenticeship programs) to individuals who are members of special populations, including the development of tech-prep program services appropriate to the needs of special populations (Section 203(c)(6));

G. Provides for preparatory services that assist participants in tech-prep programs (Section 203(c)(7)); and

Coordinates with activities under Title I. (Section 203(c)(8))

NA

5. YOU MUST DESCRIBE HOW YOUR STATE PLANS TO ENTER INTO AN AGREEMENT WITH EACH CONSORTIUM RECEIVING A GRANT UNDER PERKINS IV TO MEET A MINIMUM LEVEL OF PERFORMANCE FOR EACH OF THE PERFORMANCE INDICATORS DESCRIBED IN SECTIONS 113(B) AND 203(E). (SECTION 204(E)(1))

NA

B. OTHER DEPARTMENTAL REQUIREMENTS

1. YOU MUST SUBMIT A COPY OF THE LOCAL APPLICATION FORM(S) USED TO AWARD TECH PREP FUNDS TO CONSORTIA AND A COPY OF THE TECHNICAL REVIEW CRITERIA USED TO SELECT WINNING CONSORTIA, IF FUNDS ARE AWARDED COMPETITIVELY.

VI. FINANCIAL REQUIREMENTS

As noted above, in addition to the narrative information provided below, you must submit an updated budget (Item B.1a below) for the upcoming program year using the link to the Perkins State Plan Portal below.

A. STATUTORY REQUIREMENTS

1. YOU MUST DESCRIBE HOW YOUR AGENCY WILL ALLOCATE FUNDS IT RECEIVES THROUGH THE ALLOTMENT MADE UNDER SECTION 111, INCLUDING ANY FUNDS THAT YOU CHOOSE TO CONSOLIDATE UNDER SECTION 202(A), WILL BE ALLOCATED AMONG CAREER AND TECHNICAL EDUCATION AT THE SECONDARY LEVEL, OR CAREER AND TECHNICAL EDUCATION AT THE POSTSECONDARY AND ADULT LEVEL, OR BOTH, INCLUDING THE RATIONALE FOR SUCH ALLOCATION. (SECTION 122(C)(6)(A); SECTION 202(C))

The DOE will comply with the applicable requirements of Titles I, II, and III of the Act. Additionally all fiscal procedures for the DOE, LEAs, and contractors will adhere to applicable state and federal regulations. The DOE will ensure recipients of funding are informed of the governing laws and regulations, which also include EDGAR 34 CFR parts 74, 74, 76, 77,79, 80, 81, 82, 84, 85, 86, 97, 98, and 99, OMB Circular A-87 Revised, and OMB Circular A-21.

Delaware's accounting framework is structured based on Generally Accepted Accounting Principles (GAAP) using appropriations and funds to track and manage anticipated revenues and expenditures. GAAP standards are used to establish measurement and classification criteria for meaningful financial reporting. Each year, Delaware prepares the Comprehensive Annual Financial Report (CAFR) as its official record of financial activities for the State, based on national GAAP standards and guidelines.

Delaware uses the budgetary/cash basis of accounting to manage its day-to-day operations. Under the cash basis of accounting, revenues are recognized when cash is received by the State; expenditures or expenses are recognized when cash is disbursed. The State tracks expenditures by appropriation using a number of different appropriation types. Each appropriation type is identified in

the State's finance and accounting system by a unique code. The State's appropriations represent spending authority granted by the Legislature. State agencies are not permitted to spend beyond their annual appropriated amounts. The DOE and LEAs utilize the same financial system.

Financial records and supporting documents will be kept on file in a State of Delaware office or contracted location per the Delaware Public Archives General Records Retention Schedule. The retention schedule can be reviewed at:
http://archives.delaware.gov/govsvcs/general_records_retention_schedules/index.shtml.

The Delaware State Auditor's Office is responsible for an independent audit of the DDOE operations and the 19 school districts that receive State and Federal funds. Such audits are made yearly as part of the State of Delaware A-133 Single Audit will be conducted in accordance with the generally accepted auditing standards, "Government Auditing Standards," issued by the Comptroller General of the United States, and OMB Circular A-128, "Audits of State and Local Government" (the Single Audit Act of 1984). Copies of such audits are available in the office of DOE, Dover, Delaware, and/or the office of the Auditor General, State of Delaware as well as on the web at:
http://auditor.delaware.gov/Audits/financial_compliance.shtml.

2. YOU MUST PROVIDE THE SPECIFIC DOLLAR ALLOCATIONS MADE AVAILABLE BY THE ELIGIBLE AGENCY FOR CAREER AND TECHNICAL EDUCATION PROGRAMS UNDER SECTIONS 131(A)-(E) AND HOW THESE ALLOCATIONS ARE DISTRIBUTED TO LOCAL EDUCATIONAL AGENCIES, AREA CAREER AND TECHNICAL EDUCATION SCHOOLS, AND EDUCATIONAL SERVICE AGENCIES WITHIN THE STATE. (SECTION 131(G); SECTION202(C))

· 5% of the total grant amount will be retained by DOE administrative purposes.

- 10% of the total grant amount will be retained at DOE for leadership activities.
- Of the remaining 85%:

Ø DOE will retain no more than 10% for Reserve funds. DOE may use some of the funds for program enhancements and a portion will be issued competitively to LEAs. LEAs will use the funds for the purpose of developing or enhancing existing CTE pathways.

Ø The remainder of the funding will be divided between secondary (85%) and postsecondary programs (15%).

Any LEA receiving an allocation that is not sufficient to conduct a program which meets the requirements of Section 135 of the Act is encouraged to form a consortium. Each consortia represents a new, separate LEA. The individual members of the consortium will contribute their Section 131 allocations, which will then be pooled and re-allocated based on a consortium agreed upon criteria. Funds allocated to a consortium shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under the Carl D. Perkins Act.

Each consortium will have one fiscal agent and the fiscal agent will submit one application through the consolidated application and will address Section 3.9 of the Consolidated Application on behalf of all consortia members. LEAs participating in a consortia will notify DDOE via email by May 30 of

each year of their intent to enter a consortia. For the current year the letter of intent to enter a consortia will be due May 30, 2015. The email must include the names of all participating LEAs. Members of a consortium will create a Memorandum of Understanding (MOU) which will include the signatures of all LEAs within the Consortia and the amount of funds allocated to each LEA in the Consortia. The MOU will be submitted when the Consortium applies for funds through the Consolidated. The Consortia application will have the same grant submission and review dates as the Consolidated Application.

3. YOU MUST PROVIDE THE SPECIFIC DOLLAR ALLOCATIONS MADE AVAILABLE BY THE ELIGIBLE AGENCY FOR CAREER AND TECHNICAL EDUCATION PROGRAMS UNDER SECTION 132(A) OF THE ACT AND HOW THESE ALLOCATIONS ARE DISTRIBUTED TO POSTSECONDARY INSTITUTIONS WITHIN THE STATE. (SECTION 122(C)(6)(A); SECTION 202(C))

Under the provisions of Section 132(a) of the Act awarding grants to eligible recipients for the purpose of operating postsecondary and adult programs based upon an amount that bears the same relationship to the amount of funds available under this section as the number of Pell Grant recipients enrolled in programs meeting the requirements of Section 132 offered by such institutions in the preceding fiscal year bears to the number of such recipients enrolled in such programs within the State in the current year does not result in a distribution of funds to eligible institutions within the State that have the highest numbers of economically disadvantaged individuals. This formula would, in fact, exclude eligible institutions that serve the State as providers of apprenticeship programs and institutions that provide CTE programs of adult education through the James H. Groves Adult High School program. The James H. Groves Adult program serves almost exclusively economically disadvantaged students that do not receive assistance from Pell Grants. Despite the fact these individuals are eligible for such assistance, the delivery system (including local educational agencies) for this adult program does not qualify as a provider of Pell assistance.

Therefore, institutions eligible to receive funds for postsecondary and adult programs in the State include:

1. An institution of higher education.

2. A local (secondary) education agency serving adults.

3. An area CTE school serving adults that offers or will offer a program that meets the requirements identified under the description of use of funds for postsecondary and adult programs.

Furthermore, funds are to be used to provide CTE programs that:

1. Are of such size, scope, and quality as to be effective,

2. Integrate academic and CTE in such programs through coherent sequences of courses so that those students achieve both academic and occupational competencies, and

3. Provide equitable participation in such programs for the special populations consistent with the assurance and requirements of the Act.

In order to meet the scope of such CTE programs, the State will not provide grants for local plans that are less than $50,000. In the event funds available for distribution from this allotment are not requested during any given fiscal year of the State Plan, remaining amounts from the allotment shall be redistributed to eligible institutions with approved plans. These approved plans will be renegotiated to properly use redistributed funds. Each eligible institution receiving funds under this section shall use no more than five percent of such funds for administrative costs.

Funds may not be used to supplant available State or local salary sources but may be used to supplement new program initiatives. All funds available from this allotment will be provided to eligible institutions on a competitive basis.

4. YOU MUST DESCRIBE HOW YOUR AGENCY WILL ALLOCATE ANY OF THOSE FUNDS AMONG ANY CONSORTIA THAT WILL BE FORMED AMONG SECONDARY SCHOOLS, AND HOW FUNDS WILL BE ALLOCATED AMONG THE MEMBERS OF THE CONSORTIA, INCLUDING THE RATIONALE FOR SUCH ALLOCATION. (SECTION 122(C)(6)(B); SECTION 202(C))

NA

5. YOU MUST DESCRIBE HOW YOUR AGENCY WILL ALLOCATE ANY OF THOSE FUNDS AMONG ANY CONSORTIA THAT WILL BE FORMED AMONG POSTSECONDARY INSTITUTIONS, AND HOW FUNDS WILL BE ALLOCATED AMONG THE MEMBERS OF THE CONSORTIA, INCLUDING THE RATIONALE FOR SUCH ALLOCATIONS. (SECTION 122(C)(6)(B); SECTION 202(C))

NA

6. YOU MUST DESCRIBE HOW YOU WILL ADJUST THE DATA USED TO MAKE THE ALLOCATIONS TO REFLECT ANY CHANGE IN SCHOOL DISTRICT BOUNDARIES THAT MAY HAVE OCCURRED SINCE THE POPULATION AND/OR ENROLLMENT DATA WAS COLLECTED, AND INCLUDE LOCAL EDUCATIONAL AGENCIES WITHOUT GEOGRAPHICAL BOUNDARIES, SUCH AS CHARTER SCHOOLS AND SECONDARY SCHOOLS FUNDED BY THE BUREAU OF INDIAN AFFAIRS. (SECTION 131(A)(3))

NA

7. YOU MUST PROVIDE A DESCRIPTION OF ANY PROPOSED ALTERNATIVE ALLOCATION FORMULA(S) REQUIRING APPROVAL BY THE SECRETARY AS DESCRIBED IN SECTION 131(B) OR 132(B). AT A MINIMUM, YOU MUST PROVIDE AN ALLOCATION RUN FOR ELIGIBLE RECIPIENTS USING THE REQUIRED ELEMENTS OUTLINED IN SECTION 131(A) AND/OR SECTION 132(A)(2), TOGETHER WITH AN ALLOCATION RUN USING THE PROPOSED ALTERNATIVE FORMULA(S). ALSO YOU MUST INCLUDE A DEMONSTRATION THAT THE ALTERNATIVE SECONDARY FORMULA MORE EFFECTIVELY TARGETS FUNDS ON THE BASIS OF POVERTY, AS DESCRIBED IN SECTION 131(B)(1) OF THE ACT; AND/OR, IN THE CASE OF AN ALTERNATIVE POSTSECONDARY FORMULA, A DEMONSTRATION THAT THE FORMULA DESCRIBED IN SECTION 132(A)(2) DOES

NOT RESULT IN A DISTRIBUTION OF FUNDS TO ELIGIBLE RECIPIENTS THAT HAVE THE HIGHEST NUMBERS OF ECONOMICALLY DISADVANTAGED INDIVIDUALS AND THAT AN ALTERNATIVE FORMULA WOULD RESULT IN SUCH A DISTRIBUTION.

NA

B. OTHER DEPARTMENT REQUIREMENTS

EXCEPT AS NOTED ABOVE WITH RESPECT THE STATES SUBMITTING ONE-YEAR TRANSITION PLANS, YOU MUST PROVIDE ALL THE INFORMATION REQUESTED ON THE FORMS PROVIDED IN PART C OF THIS GUIDE TO REPORT ACCOUNTABILITY DATA ANNUALLY TO THE SECRETARY UNDER SECTION 113(C)(1)-(2), INCLUDING:

1. You must submit a detailed project budget, using the forms provided in Part B of this guide.

2. YOU MUST PROVIDE A LISTING OF ALLOCATIONS MADE TO CONSORTIA (SECONDARY AND POSTSECONDARY) FROM FUNDS AVAILABLE UNDER SECTIONS 112(A) AND (C).

Under the Act, at least 85 percent of all funds must be allocated to eligible recipients (see definitions for description) for basic programs. An amount not more than 10 percent of the allotment will be available for State programs and leadership, which will include at least $60,000 to be used for services that prepare individuals for non- traditional training and employment, and an amount equal to not more than 1% of the amount allocated to the state under section 111 shall be available to serve individuals in state institutions such as State correctional institutions or institutions that serve individuals with disabilities; and $250,000 for the administration of this State Plan.

Delaware will exercise the reserve option under Section 112 (c) under the following conditions:

1. Up to 10 % of the allocation under Section 131of the Act will be held in reserve for competitive grants to LEAs (Appendix G).

2. To be eligible to apply for funds through the reserve for competitive grants, LEAs must meet one of the following criteria:

- Rural areas;
- Areas with high numbers of career and technical students; and
- Areas with high percentage of career and technical students.

3. The actual amount of the reserve fund to be used will vary from year to year. If all of the 10% is not used it will be returned to the competitive grant reserve for future allocation.

3. YOU MUST DESCRIBE THE SECONDARY AND POSTSECONDARY FORMULAS USED TO ALLOCATE FUNDS AVAILABLE UNDER SECTION 112(A), AS REQUIRED BY SECTION 131(A) AND 132(A).

See Part B of Delaware State Plan for project budget.

4. YOU MUST DESCRIBE THE COMPETITIVE BASIS OR FORMULA TO BE USED TO AWARD RESERVE FUNDS UNDER SECTION 112(C).

See Part B of Delaware State Plan for project budget.

5. YOU MUST DESCRIBE THE PROCEDURES USED TO RANK AND DETERMINE ELIGIBLE RECIPIENTS SEEKING FUNDING UNDER SECTION 112(C).

See Part B of Delaware State Plan for project budget.

6. YOU MUST INCLUDE A DESCRIPTION OF THE PROCEDURES USED TO DETERMINE ELIGIBLE RECIPIENTS IN RURAL AND SPARSELY POPULATED AREAS UNDER SECTION 131(C)(2) OR 132(A)(4) OF THE ACT.

NA

EDGAR CERTIFICATION TABLE

Please review the EDGAR certifications and assurances below. If your State determines that any updates are necessary, you may submit them, along with your request to extend your State plan, via the link to the Perkins State Plan Portal below.

EDGAR CERTIFICATIONS

1. You must provide a written and signed certification that–

   a. The plan is submitted by the State agency that is eligible to submit the plan. [34 CFR 76.104(a)(1)] [*Note: The term 'eligible agency' means a State board designated or created consistent with State law as the sole State agency responsible for the administration, or the supervision of the administration, of career and technical education in the State. See Sec. 3(12).]*
   b. The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]
   c. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
   d. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]
   e. 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. [34 CFR 76.104(a)(5)] [*Note: If a State wishes for the Department to continue sending the grant award documents directly to the State director, this individual's title needs to be listed on this portion of the assurance.*]
   f. The State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]
   g. The agency that submits the plan has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]
   h. The plan is the basis for State operation and administration of the program. [34 CFR 76.104(a)(8)]

OTHER ASSURANCES

1. You must submit a copy of the State plan to the State office responsible for the Intergovernmental Review Process if your State implements that review process under Executive Order 12372. [See 34 CFR Part 79]
2. You must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; [See 34 CFR Part 82. To download ED Form 80-0013, and the SF LLL Form (Disclosure of Lobbying Activities) referred therein, See: http://www.ed.gov/fund/grant/apply/appforms/appforms.html]
3. You must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://www.ed.gov/fund/grant/apply/appforms/appforms.html]
4. You must provide a signed assurance that you will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
5. You must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests

of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]

6. You must provide a signed assurance that your State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
7. You must provide a signed assurance that your State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
8. You must provide a signed assurance that your State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
9. You must provide a signed assurance that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]
10. You must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

PROCEDURAL SUGGESTIONS AND PLANNING REMINDERS

- EDGAR regulations implementing the Drug-Free Workplace Act of 1988 (41 U.S.C. 701 et seq., as amended) are provided in 34 CFR Part 84, “Government-wide Requirements for Drug-Free Workplace (Financial Assistance).” Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 84.400.
- EDGAR regulations implementing Executive Orders 12549 and 12689 and Section. 2455 of the Federal Acquisition Regulation are provided in 34 CFR Part 85, “Government-wide Debarment and Suspension (Nonprocurement).” Changes in this Government-wide requirement (adopted in the November 26, 2003 Federal Register Notice) now implement this as a condition of the award. See 34 CFR 85.440. You are also responsible for including a condition in any subgrant and contract that meets the definition for a covered transaction a condition that the lower tier participant must comply with the regulations in part 85. See 34 CFR 85.330.
- Under EDGAR regulations at 34CFR 85.320, your State is responsible for determining whether any of your principals of your covered transactions (i.e. subgrants or contracts) is excluded or disqualified from participating in the transaction. See 34 CFR 85.320. You may

decide the method and frequency by which you do so. You may, but are not required to, check the Excluded Parties List System at the following site: http://www.epls.gov/.

PERKINS STATE PLAN PORTAL

Submit the following documents to the CTE State Plan portal at https://perkins.ed.gov.

- Request to Extend State Plan. Each eligible agency must prepare a brief cover letter, indicating that it wishes to extend its Perkins IV State Plan and transmit the required documents for the upcoming program year. This request must be in writing and signed by a State official who is authorized to act on behalf of the eligible agency. Here you may also submit any updated EDGAR certifications and assurances.
- Updated Budget. Each eligible agency must prepare a budget for the upcoming program year. The budget should be based on the estimated allocation tables that our office will issue under separate cover.
- State Proposed Performance Levels. Each eligible agency must prepare proposed performance levels for each of the core indicators of performance described in section 113(b) of Perkins IV for the upcoming program year. Proposed performance levels must take into account the following factors described in section 113(b)(3)(A)(vi) of Perkins IV: 1) how the levels of performance involved compare with the State-adjusted levels of performance established for other States, taking into account factors including the characteristics of participants when the participants entered the program and the services or instruction to be provided; and 2) the extent to which such levels of performance promote continuous improvement on the indicators of performance by such State.

TRADE ADJUSTMENT ASSISTANCE (TAA)

There are no program-specific state planning requirements for TAA. If the state includes TAA in a Combined State Plan, the state must incorporate TAA in its responses to the common planning elements in sections II, III, IV, and V of the WIOA State Plan requirements instrument.

TRADE ADJUSTMENT ASSISTANCE (Taken from doc. titled Supplement_to_Workforce_Innovation_and_Opportunity_Act_–_Program_Specific pg. 21)

(OMB Control no. NEW)

The Trade Adjustment Assistance (TAA) program is a Federal program that offers a variety of benefits and services to workers whose employment has been adversely impacted by foreign trade. Through a number of benefits and services, the TAA program provides trade–affected workers with opportunities to obtain the support, resources, skills, and credentials they need to return to the workforce in a good job. These include employment and case management services, training, job search allowances, relocation allowances, reemployment and alternative TAA wage subsidies for older workers, and income support in the form of Trade Readjustment Allowances (TRA).

(a) The TAA program is a required partner in the one–stop delivery system, established under section 121 of the Workforce Innovation and Opportunity Act (WIOA). Therefore, given that the TAA program is part of the broader workforce system and a key goal for the TAA program is to ensure that trade–affected workers are able to successfully return to work, ETA strongly encourages States to integrate their TAA program activities in concert with other workforce system core and partner programs that may also address the needs of trade–affected workers. WIOA Sec. 103(3)(A)(B). Consistent with the Governor–Secretary Agreement, the States agree to use funds obligated under the TAA Annual Cooperative Financial Agreement (CFA), to carry out the TAA program, including:

1) Ensuring integration of the TAA program into its one–stop delivery system;

2) Using the centers in this system or network as the main point of participant intake and delivery of TAA program benefits and services; and

3) Ensuring the terms of the Memoranda of Understanding (MOU) with the Local Workforce Investment Boards, as established under WIOA section 121(c) will apply to the assistance provided by other one–stop partners to TAA participants. (Trade Act Sec. 239 (a) as amended by WIOA section 512 (hh))

Describe the State's process for operating the TAA program that ensures coordination and integration with WIOA core and partner programs. Provide examples, if available, of how the co–location of Wagner–Peyser in one–stop centers and the addition of Temporary Assistance for Needy Families (TANF), have improved access to these services for trade–affected workers.

In Delaware the Department of Labor, Division of Employment and Training (DOL–DET) with the help of Division of Unemployment Insurance (DUI) operate the TAA program. In terms of coordination and integration with WIOA core and partner programs, DOL–DET operates the employment and case management services, training, job search allowances, and relocation allowances while DUI processes the reemployment and alternative TAA wage subsidies for older workers and income support in the form of Trade Readjustment Allowances (TRA).

This partnership requires communication and coordination. Furthermore, DOL–DET is the operator and service delivery provider for Wagner–Peyser WIOA Adult, and WIOA Dislocated Worker, among other workforce programs. With the exception of Adult education, all core programs were already co–located under WIA which makes integration of TAA only natural. Put simply, TAA workers are processed similar to any other jobseeker.

In terms of the process for operating the TAA program, services often begin prior to a TAA certification. This is because of two main reasons. First, in Delaware, all UI claimants are required to register with DOL–DET and receive Wagner–Peyser services. Therefore if there is a layoff and workers file for unemployment, they will automatically register and receive for Wagner–Peyser funded services. Second is through rapid response sessions. Through the WARN or other employer contact, DOL–DET staff will provide information typically in a group format to adversely affected workers. This can look different depending on the workers and employers needs but always has the goal of ensuring that adversely affected workers and employers are aware of the services available to them and how to access them.

If at the time of rapid response activity a TAA certification exists, rapid response staff will cover TAA relevant services. Most of the time, this is not the case and certification occurs after rapid response activities have taken place if they have at all. After DOL–DET is aware of certification, outreach begins to inform workers of their requirements and services under TAA. This is done jointly with DUI (rapid response sessions are too). If they have not already, workers are encouraged to register with DOL–DET for Wagner–Peyser services where they can receive virtual career services such as job referrals, conduct job searches, and build and post resumes. All TAA services require a Wagner–Peyser registration. While workers can access TAA, Wagner–Peyser, WIOA Dislocated Worker (supportive services) at any American Job Center in the state, workers are encouraged to work with a dedicated TAA specialized case manager housed in DOL–DET's specialized AJC for mass layoffs and trade clients. This is strategically located in New Castle County where 60% of the population resides and is close to PA where many TAA workers worked. This is possible given Delaware's small size and small TAA workers. This case manager (who was a TAA worker) also maintains a small case load of WIOA Adult and WIOA Dislocated Worker and is therefore well versed in multiple programs. Since all workers are required to register in Wagner–Peyser, many find work quickly and are not in need of additional services. For those who want to change careers, increase their skills, or are not finding work as easily, they begin to receive case managed intensive and training services

allowable under TAA and WIOA dislocated worker. All TAA policies mirror DOL–DET's WIOA Dislocated Worker and Wagner–Peyser policies when appropriate and may have an additional TAA specific item. This makes it easy for staff to ensure full integration of services maximizing the services workers receive. b. States must develop and manage resources (including electronic case management systems) to integrate data, including co–enrollment data, provided through different agencies administering benefits and services to trade–affected workers in order to ensure consistent program administration and fiscal integrity, as well as reliable fiscal and performance reporting. (WIOA section 103(b)(3))

Describe how the State will use TAA funding for infrastructure, other shared costs, and the promotion of the development of integrated intake, case management and reporting systems.

Delaware JobLink (DJL) is used by DOL–DET as the case management, federal reporting, participant and fiscal tracking, and labor exchange system that provides career services and labor market and trainer information. DJL is the system used for TAA, WIOA Dislocated Worker, WIOA Adult, WIOA Youth, TANF Employment and Training, and Wagner–Peyser. TAA as part of DJL is already an integrated intake, case management and reporting system. Other partners such as DUI and Division of Vocational Rehabilitation use pieces of DJL. All One Stop partners register their clients as jobseekers. In addition, DUI and DOL– DET exchange data through a nightly interface. In terms of reporting, DUI and DOL–DET work closely to share appropriate information required for reporting. TAA funding will support an appropriate share of the overall costs of DJL.

c. Except for States covered by the regulatory exemption 20 CFR 618.890 (c) or to perform non–inherently governmental functions, States must engage only State government personnel to perform TAA–funded functions undertaken to carry out the TAA program, and must apply to such personnel the standards for a merit system of personnel administration applicable to personnel covered under 5 CFR part 900, subpart F. (20 CFR 618.890)

Describe how TAA program–funded benefits and services are approved by merit–staffed employees in accordance with 20 CFR 618.890.

As stated before, Delaware has a specialized AJC with a dedicated TAA case manager. This case manager is a state merit system employee. The manager who approves all TAA cases out of this specialized AJC is a state merit system employee. If workers go to any of the AJC for services, there are staff designated to provide them services, all of which are state merit employees.

Trade Adjustment Assistance (TAA) Program Assurances The Trade Adjustment Assistance (TAA) program is a Required Partner in the one–stop system, established under section 121 of the Workforce Innovation and Opportunity Act (WIOA). However, to receive TAA program funds, States must adhere to the signed Governor–Secretary Agreement, in addition to the terms and conditions provided in the Trade Adjustment Assistance (TAA) Annual Cooperative Financial Agreement (CFA) and the Unemployment Insurance (UI) Annual Funding Agreement, executed each fiscal year between the State and ETA.

The CFA, which is incorporated by reference into the Governor–Secretary Agreement, explains program requirements, limitations on the use of funds, assurances and other important grant provisions that States must follow to receive TAA program funding for Training and Other Activities (which includes training, employment and case management services, and allowances for job search and relocation and State administration of these benefits and services).

At the beginning of each fiscal year, ETA provides each Cooperating State Agency (CSA) with a CFA for that year, which the CSA is required to execute and submit to ETA's Office of Grants Management. The Unemployment Insurance (UI) Annual Funding Agreement is the mechanism for funding the State administration of TRA and older worker wage subsidies through the State agency that administers the unemployment insurance laws for the State.

Trade Adjustment Assistance (TAA) Program Assurances

The State Plan must include assurances that: 1. On an annual basis, the CSA will execute TAA Cooperative Financial Agreements and UI Funding Agreements for each fiscal year during the four–year State planning cycle.

Has the state incorporated TAA into the sections indicated above? Yes

JOBS FOR VETERANS' STATE GRANTS

The Jobs for Veterans' State Grants (JVSG) are mandatory, formula-based staffing grants to (including DC, PR, VI and Guam). The JVSG is funded annually in accordance with a funding formula defined in the statute (38 U.S.C. 4102A (c) (2) (B) and regulation and operates on a fiscal year (not program year) basis, however, performance metrics are collected and reported (VETS-200 Series Reports) quarterly (using four "rolling quarters") on a Program Year basis (as with the ETA-9002 Series). Currently, VETS JVSG operates on a five-year (FY 2015-2019), multi-year grant approval cycle modified and funded annually.

In accordance with 38 U.S.C. § 4102A(b)(5) and § 4102A(c), the Assistant Secretary for Veterans' Employment and Training (ASVET) makes grant funds available for use in each State to support Disabled Veterans' Outreach Program (DVOP) specialists and Local Veterans' Employment Representatives (LVER) staff. As a condition to receive funding, 38 U.S.C. § 4102A(c)(2) requires States to submit an application for a grant that contains a State Plan narrative, which includes:

(A) HOW THE STATE INTENDS TO PROVIDE EMPLOYMENT, TRAINING AND JOB PLACEMENT SERVICES TO VETERANS AND ELIGIBLE PERSONS UNDER THE JVSG

(a) How the State intends to provide employment, training and job placement services to veterans and eligible persons under the JVSG; (b) Planned Deployment of Grant Funded Staff

The State of Delaware is a single service delivery area. The Governor has designated the DOL-DET as the statewide American Job Center Operator. As such, the Division operates four (4) comprehensive American Job Centers. The centers are strategically located throughout the state and provide the full-range of USDOL/ETA funded workforce development program services including Wagner-Peyser Act Employment and Reemployment Services; Workforce Investment Act Dislocated Worker, Adult, and Youth Program services; Trade Act Assistance; Work Opportunities Tax Credit determinations; and State funded Blue Collar Training Program opportunities. Partner services provided by the Division of Unemployment Insurance, the Division of Vocational Rehabilitation, the Older Worker Program, and the Department of Education are also available through the American Job Centers.

In order to effectively and efficiently facilitate the provision services to eligible veterans and eligible persons, a full-time DVOP is assigned to each of our American Job Centers (Wilmington, Newark, Dover, and Georgetown). Within the parameters of the current, and any future State of Delaware hiring freeze, DOL-DET will make every effort to keep each grant position filled and to expeditiously fill any vacancies. DOL-DET is required to follow the formal guidance of the State Office of Budget and Management (OMB) regarding all personnel matters, policies and procedures in its entirety.

Upon intake at any Delaware AJC ,veterans who have significant barriers to employment, eligible persons or any additional groups designated by the Secretary as eligible for services will be encouraged to engage and be referred to a DVOP staff for direct assistance and case management. These groups may self-declare their status through the AJC Client Intake Form which list SBE's for their convenience, (see attached). Veterans with SBE's and eligible persons who elect not to see a DVOP may receive services from any AJC staff member. The AJC staff have been trained to provide direct assistance to any veteran and eligible person. Upon request at any time a veteran with SBE's and eligible person may be referred to a DVOP for services by an AJC staff member as well.

DVOP specialists will continue to provide employment services to veterans enrolled in or who have completed training or education, under the Department of Veterans Affairs (VA) Vocational Rehabilitation and Employment (VR&E) Program, upon referral will also be encouraged to engage with DVOP specialists whenever their circumstances or barriers impede their success in gaining employment.

DVOP specialists are fully integrated into the AJC service delivery system and their clients have complete access, on a priority basis, to all core, intensive, and training services. DVOP specialists are cross trained in all programs and services available at the AJC and through their case management efforts facilitate the provision of services to eligible veterans and eligible persons as they move from core services to intensive services, career training services.

(B) THE DUTIES ASSIGNED TO DVOP SPECIALISTS AND LVER STAFF BY THE STATE; SPECIFICALLY IMPLEMENTING DVOP AND LVER DUTIES OR ROLES AND RESPONSIBILITIES AS OUTLINED IN 38 U.S.C. § 4103A AND 4104. THESE DUTIES MUST BE CONSISTENT WITH CURRENT GUIDANCE;

(c) The duties assigned to DVOP specialists and LVER staff by the State; specifically implementing DVOP and LVER duties or roles and responsibilities as outlined in 38 U.S.C. § 4103A and 4104. These duties must be consistent with current guidance.

DVOP Specialists in accordance with 38 U.S.C. 4103A and 4104, use a case management approach, as taught by the National Veterans' Training Institute, DVOP specialists will focus staff-assisted intensive services to meet the needs of veterans with Significant Barrier to Employments (SBE). Individuals in these categories are considered to have an SBE.

Delaware DVOPS provide intensive services and facilitate placements to meet the employment needs of veterans, prioritizing service to special disabled veterans, other disabled veterans, and other categories of veterans in accordance with priorities determined by the Secretary of Labor (Secretary).

Delaware DVOPS also review all open case files of current participants with a SBE or in a priority category and perform case management duties as referred or as requested by the veteran.

DVOPS also conduct relationship building, outreach and recruitment activities with other service providers in the AJC and community , to enroll SBE and priority category veterans in State AJC s employment services and as they move from career services to training services.

Delaware LVERS in accordance with 38 U.S.C. 4104(b)

1. Conduct outreach to employers in the area to assist veterans in gaining employment, including conducting workshops with the Business Service Representatives for employers and, in conjunction with employers, conduct job search workshops and establishing job clubs

2. Facilitate employment, training, and placement services furnished to veterans in Delaware through Delaware Job Link in our AJC's

3. Are members of the Business Services Representative group

4. Plan and participate in job and career fairs

5. Coordinates with unions, organizations, apprenticeship programs and is a member of the State local Chambers of Commerce as an advocate for veteran employment

6. Informs federal contractors of the process to recruit qualified veterans

7. Coordinates and actively participates with other business outreach efforts,e.g. Delaware Joining Forces and the Commission on Veterans Affairs.

8. Meet with veteran jobseekers recommended by other AJC staff for referral to specific employment opportunities.

9. If available, “greet” veterans who come into an AJC, but solely for the purpose of explaining the services that are offered at the AJC and introducing a veteran to the appropriate staff member that will help them.

Through their outreach efforts to employers, LVER staff will develop hiring opportunities for veterans by making employers aware of LVER Services as well as promoting the benefits of hiring and retaining veterans. As we continue to improve our web-based, talent/job bank, Delaware JobLink (DJL), LVERs will continue to play a key role in recruiting employers to utilize our system. We will coordinate these outreach activities with LVER staff in order to target their efforts to Federal contractors and subcontractors. LVER staff shall increase employer contacts by 25 % annually. Subsequently LVER staff shall enter the employer contacts in the Delaware Job Link job order system. We expect these efforts to result in more viable job orders, increased employment placement of veterans, and possible certification opportunities for veterans and placement of veterans in apprenticeships.

In coordination with the AJC, Area Operations Manager; LVER staff will also monitor the provision of services to veterans through the Center, and assist in preparation of the quarterly Managers Report on Services to Veterans.

Note: As of July 1,2016,the Apprenticeship and Training Unit relocated from the Division of Industrial Affairs to Employment and Training. This structural move will enable the LVER to work closely to develop and promote credentialing and licensing opportunities for veterans.

(C) THE MANNER IN WHICH DVOP SPECIALISTS AND LVER STAFF ARE INTEGRATED INTO THE STATE’S EMPLOYMENT SERVICE DELIVERY SYSTEM OR ONE-STOP DELIVERY SYSTEM PARTNER NETWORK;

DVOPs and LVERs are fully housed at local AJCs. Each AJC has a minimum of one DVOP and each county has an LVER assigned to it. DVOPs and LVERs report directly to the Area Office Manager who is responsible for the operations of the local AJC. Each Through their outreach efforts to employers, LVER staff will develop hiring opportunities for veterans by making employers aware of LVER Services as well as promoting the benefits of hiring and retaining veterans. As we continue to improve our web–based, talent/job bank, Delaware JobLink (DJL), LVERs will continue to play a key role in recruiting employers to utilize our system. We will coordinate these outreach activities with LVER staff in order to target their efforts to Federal contractors and subcontractors. LVER staff shall increase employer contacts annually. Subsequently LVER staff shall enter the employer

contacts in the Delaware Job Link job order system. We expect these efforts to result in more viable job orders, increased employment placement of veterans, and possible certification opportunities for veterans and placement of veterans in apprenticeships. The duties of the LVER staff will include: planning and participating in job and career fairs; conducting employer outreach, conducting job searches, workshops and job search groups with employers; coordinate employment and training opportunities for veterans with unions, apprenticeship programs, business organizations; inform Federal contractors of the process to recruit and hire qualified veterans; and coordinate/participate in other business outreach efforts. In coordination with the AJC, Area Operations Manager; LVER staff will also monitor the provision of services to veterans through the Center, and assist in preparation of the quarterly Managers Report on Services to Veterans. DVOP specialists will continue to provide employment services to veterans enrolled in or who have completed training or education, under the Department of Veterans Affairs (VA) Vocational Rehabilitation and Employment (VR&E) Program, and veterans who have significant barriers to employment. Veterans within these targeted groups seeking services at AJCs will be encouraged to engage with DVOP staff. Veterans within these targeted groups participating in AJC services will also be encouraged to engage with DVOP specialists whenever their circumstances or barriers impede their success in gaining employment. DVOP specialists are fully integrated into the AJC service delivery system and their clients have complete access, on a priority basis, to all core, intensive, and training services. DVOP specialists are cross trained in all programs and services available at the AJC, and through their case management efforts facilitate the provision of services to eligible veterans and eligible persons as they move from core services to intensive and, when necessary, training services.

(D) THE INCENTIVE AWARD PROGRAM IMPLEMENTED USING THE 1% GRANT ALLOCATION SET ASIDE FOR THIS PURPOSE, AS APPLICABLE;

The State is not requesting the 1% funding for Performance Incentive Awards as the awards are not consistent with established State of Delaware employee recognition policy.

(E) THE POPULATIONS OF VETERANS TO BE SERVED, INCLUDING ANY ADDITIONAL POPULATIONS DESIGNATED BY THE SECRETARY AS ELIGIBLE FOR SERVICES, AND ANY ADDITIONAL POPULATIONS SPECIFICALLY TARGETED BY THE STATE WORKFORCE AGENCY FOR SERVICES FROM ONE-STOP DELIVERY SYSTEM PARTNERS (E.G., NATIVE AMERICAN VETERANS; VETERANS IN REMOTE RURAL COUNTIES OR PARISHES);

The State provides services to veterans with Significant Barriers to Employment ,eligible persons and any additional populations specifically designated by the Secretary as eligible for services, and any additional populations targeted for services as identified by our system partners. These could include but not be limited to:

Native American Veterans or others.

A special disabled or disabled veteran, as those terms are defined in 38 U.S.C § 4211(1) and (3); Special disabled and disabled veterans are those:

• Who are entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans' Affairs; or,

• Were discharged or released from active duty because of a service connected disability;

• Homeless, as defined in Section 103(a) and (b) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11302(a) and (b));

• A recently-separated service member, as defined in 38 U.S.C § 4211(6), who at any point in the previous 12 months has been unemployed for 27 or more consecutive weeks;

• An offender, as defined by WIOA Section 3 (38) who is currently incarcerated or who has been released from incarceration.

• A veteran lacking a high school diploma or equivalent certificate; or

• Low-income (as defined by WIOA at Sec. 3 (36)).

In addition to the above six categories, in accordance with;

• VPL 04-14 and TEGL 20-13, DVOP specialists may provide services to any veteran ages 18-24.

• VPL 08-14, DVOP specialists may provide services to

o Transitioning members of the Armed Forces who have been identified as in need of intensive services;

o Members of the Armed Forces who are wounded, ill, or injured and receiving treatment in military treatment facilities or warrior transition units; and

o The spouses or other family caregivers of such wounded, ill, or injured members.

(F) HOW THE STATE IMPLEMENTS AND MONITORS THE ADMINISTRATION OF PRIORITY OF SERVICE TO COVERED PERSONS;

Information and assistance will continue to be provided by DOL/DET, AJC staff regarding veteran's priority of service .The Delaware JobLink registration process determines veterans' eligibility, and an American Flag identifies veterans' resumes listed on JobLink for employers. Veterans are encouraged to avail themselves of these opportunities by declaring their veteran status. Priority of Service signs are prominently displayed in all State AJCs and on our Mobile One Stop when in use. AJC staff are available to explain mandatory program eligibility and veterans' priority.

DOL has developed and implemented applicable Labor Exchange/Service Delivery Operational Policies, 6 -Veterans Priority Services, dated 8/31/10, revised 02/25/15 to govern agency process and procedures. All employment service staff, including management have been trained on this policy. These policies have been catalogued on the DOL/DET virtual data warehouse drive, identified as letter V. All DOL/DET policy is reviewed and updated annually and or as required. Please see attached copy of referenced policy number 6. Additional staff development by DET Director and Administrator will be conducted during planned quarterly meetings and as needed with impacted service delivery staff to include DVOP and LVERS.

Beginning October 1 ,2016,the Administrator for the Jobs for Veteran State Grant will pull a monthly monitoring report within DJL of the Delaware AJC's(Dover, Pencader ,Fox Valley and Georgetown) to monitor Priority of Service to veterans compliance and performance. To further support compliance, refresher training will be provided to all AJC staff on an ongoing basis, including DVOPS, LVERS and Business Service Representatives on the use of Priority of Service for veterans to maintain system integrity and sustainability. Delaware detail will be used for continuous system improvement.

(G) HOW THE STATE PROVIDES OR INTENDS TO PROVIDE AND MEASURE, THROUGH BOTH THE DVOP AND ONE-STOP DELIVERY SYSTEM PARTNER STAFF:

1. JOB AND JOB TRAINING INDIVIDUALIZED CAREER SERVICES,

DVOP specialists are fully integrated into the AJC service delivery system and their clients have complete access, on a priority basis, to all career, and training services. DVOP specialists are cross trained in all programs and services available at the AJC, and through their case management efforts facilitate the provision of services to eligible veterans and eligible persons as they move from career services and when necessary, training services.

The State currently monitors compliance and Gold Standard case management of intensive services provided to veterans and eligible persons in internal monthly reports queried from DJL to include but not be limited to:

1. Job and job training individualized career services,

2. Employment placement services, and

3. Job-driven training and subsequent placement service program, e.g. (OJT/NEG programs)

4. Random weekly case file audits

2. EMPLOYMENT PLACEMENT SERVICES, AND

DVOP specialists are fully integrated into the AJC service delivery system and their clients have complete access, on a priority basis, to all core, intensive, and training services. DVOP specialists are cross trained in all programs and services available at the AJC, and through their case management efforts facilitate the provision of services to eligible veterans and eligible persons as they move from core services to intensive and, when necessary, training services.

3. JOB-DRIVEN TRAINING AND SUBSEQUENT PLACEMENT SERVICE PROGRAM FOR ELIGIBLE VETERANS AND ELIGIBLE PERSONS;

DVOP specialists are fully integrated into the AJC service delivery system and their clients have complete access, on a priority basis, to all core, intensive, and training services. DVOP specialists are cross trained in all programs and services available at the AJC, and through their case management efforts facilitate the provision of services to eligible veterans and eligible persons as they move from core services to intensive and, when necessary, training services.

(H) THE HIRE DATE ALONG WITH MANDATORY TRAINING COMPLETION DATES FOR ALL DVOP SPECIALISTS AND LVER STAFF; AND

The information provided below is exactly the same as officail Staffing Directory. Since the Portal Does not accept links of graphics we had to recreate this document.

Jobs for Veterans State Grant Staffing Directory

Office Name and Address	Grant Funded Staff Name
Fox Valley AJC	
Fox Valley AJC	
Pencader AJC	
Dover AJC Blue Hen	
Dover AJC Blue Hen	
Dover AJC Blue Hen	
Georgetown AJC	

(I) SUCH ADDITIONAL INFORMATION AS THE SECRETARY MAY REQUIRE.

NA

APPENDIX 1. PERFORMANCE GOALS FOR THE CORE PROGRAMS

Include the State's expected levels of performance relating to the performance accountability indicators based on primary indicators of performance described in section 116(b)(2)(A) of WIOA.

Instructions::Performance Goals for the Core Programs

Each State submitting a Unified or Combined Plan is required to identify expected levels of performance for each of the primary indicators of performance for the first two years covered by the plan. The State is required to reach agreement with the Secretary of Labor, in conjunction with the Secretary of Education on state adjusted levels of performance for the indicators for each of the first two years of the plan.

TABLE 1. EMPLOYMENT (SECOND QUARTER AFTER EXIT)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	44.00	Baseline	46.00	Baseline
Dislocated Workers	48.00	Baseline	49.00	Baseline
Youth	39.00	Baseline	40.00	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	47.00	Baseline	48.00	Baseline
Vocational Rehabilitation</	Baseline	Baseline	Baseline	Baseline

User remarks on Table 1

TABLE 2. EMPLOYMENT (FOURTH QUARTER AFTER EXIT)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	42.00	Baseline	44.00	Baseline
Dislocated Workers	46.00	Baseline	47.00	Baseline
Youth	37.00	Baseline	38.00	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	45.00	Baseline	46.00	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 2

TABLE 3. MEDIAN EARNINGS (SECOND QUARTER AFTER EXIT)

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	3,600.00	Baseline	3,708.00	Baseline
Dislocated Workers	4,574.00	Baseline	4,711.00	Baseline
Youth	1,520.00	Baseline	1,566.00	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	3,357.00	Baseline	3,458.00	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 3

TABLE 4. CREDENTIAL ATTAINMENT RATE

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	31.00	Baseline	32.00	Baseline
Dislocated Workers	31.00	Baseline	32.00	Baseline
Youth	56.00	Baseline	58.00	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 4

TABLE 5. MEASUREABLE SKILL GAINS

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	56.00	56.00	56.00	56.00
Wagner-Peyser	n/a	n/a	n/a	n/a
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 5

TABLE 6. EFFECTIVENESS IN SERVING EMPLOYERS

Program	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level
Adults	Baseline	Baseline	Baseline	Baseline
Dislocated Workers	Baseline	Baseline	Baseline	Baseline
Youth	Baseline	Baseline	Baseline	Baseline
Adult Education	Baseline	Baseline	Baseline	Baseline
Wagner-Peyser	Baseline	Baseline	Baseline	Baseline
Vocational Rehabilitation	Baseline	Baseline	Baseline	Baseline

User remarks on Table 6

TABLE 7. COMBINED FEDERAL PARTNER MEASURES

Measure	PY 2016 Proposed/ Expected Level	PY 2016 Negotiated/ Adjusted Level	PY 2017 Proposed/ Expected Level	PY 2017 Negotiated/ Adjusted Level

User remarks on Table 7

APPENDIX 2. OTHER STATE ATTACHMENTS (OPTIONAL)

DWDB–Potter March 28, 2016 Memorandum For Record: Subject: Receipt of Public Comments from RespectAbility on January 26, 2016 and March 16, 2016 1. This memo acknowledges receipt of both public comments from RespectAbility responding to Delaware's Demand Workforce Development Plan, which was posted for public comment on and about 22 December 2015. 2. The Delaware Workforce Development Board(DWDB) and its Core Partners have and will continue to review the comments by RespectAbility. Delaware's publicly funded workforce system will incorporate RespectAbility's suggestions where appropriate in accordance with the DWDB's strategic plan goal 1, which is WIOA implementation. . 3. The DWDB's first step is to determine the Rules, Roles and Responsibilities (3Rs) of all partners and ensure all efforts are mutually supporting. It is during this period (currently underway) partners will develop paths forward and as we develop those pathways, we will better know how to meld the concerns and ideas of RespectAbility and other commenters. 4. The DWDB and its partners have every intention of continuing our review of comments and implementing the ones that supplement and complement our initiatives . 5. I am the point of contact at 302–761–8`163

William J. Potter Acting Executive Director Delaware Workforce Development Board.