

Career Pathway Connections for Adult Learners | October 1, 2018

TO: Participating WIOA Title I Local Workforce Development Area staff;
Participating WIOA Title II Adult Education program staff;
Division of Workforce Development and Adult Learning (DWDAL) staff;

FROM: Division of Workforce Development and Adult Learning
Maryland Department of Labor, Licensing and Regulation

SUBJECT: Career Pathway Connections for Adult Learners

PURPOSE: To provide comprehensive policy guidance on the Career Pathway Connections for Adult Learners initiative

ACTION: WIOA Title I Local Workforce Development Area directors, WIOA Title II local grant administrators, American Job Center (AJC) labor exchange administrators, and central office managers will ensure all employees are aware of and receive copies of this policy. DWDAL policies are available [on the DLLR website](#).

EXPIRATION: Until cancelled or replaced.

QUESTIONS:

Terry Gilleland, Director
Office of Adult Education & Literacy Services
DLLR DWDAL
410.767.1008
terry.gilleland@maryland.gov

Lloyd Day, Director
Office of Workforce Development
DLLR DWDAL
410.767.2995
lloyd.day@maryland.gov

Erin Roth
Director of Policy
DLLR DWDAL
410-767-5870
erin.roth@maryland.gov

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GENERAL INFORMATION

WORKFORCE INNOVATION & OPPORTUNITY ACT

The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014, and went into effect July 1, 2015. WIOA supersedes the Workforce Investment Act of 1998 (WIA) and amends the Adult Education and Family Literacy Act, the Wagner Peyser Act, and the Rehabilitation Act of 1973. By design, the workforce system established under WIOA is integrated to help both businesses and jobseekers. WIOA envisions connecting businesses with job seekers, through meaningful partnerships among workforce, education, human services, and economic development entities to ensure optimum results and leveraging of resources. The law addresses the needs of job seekers through establishing a workforce system that helps them access employment, education, training, and support services to succeed in the labor market. Through the American Job Centers (AJCs), WIOA works to address employer needs by matching them to the skilled workers they need to compete in the global economy.

MARYLAND'S COLLABORATIVE APPROACH TO WIOA IMPLEMENTATION

Maryland seeks to strengthen and enhance its workforce system, through the implementation of WIOA, and recognizes that success requires a commitment to collaboration and a true systems approach among the State's many workforce partners, including the WIOA Title I Local Workforce Development Areas (LWDAs) and the WIOA Title II adult education program providers. As detailed in its State Workforce Plan, Maryland aims to focus its efforts on serving several key target populations under WIOA, including adult learners who:

- Are English Language Learners;
- Have low levels of literacy; and/or,
- Lack a high school diploma.

Literacy, numeracy, and English language requirements often make it challenging for adult learners to access occupational training opportunities that lead to economic security and family sustaining wages. Historically, educational prerequisites have prevented this group from enrolling in job preparation courses and occupational skills training due to requirements related to minimum levels of academic proficiency. To support this target population, the State envisions a workforce system that embraces nationally recognized practices for adult learners. Maryland's *Career Pathway Connections for Adult Learners* pilot projects are a collaborative stride towards implementing WIOA. The career pathways developed through this project will create integrated education and training opportunities that ensure accelerated access to industry credentials and work opportunities for adult learners.

WIOA Titles I & II in Maryland

In Maryland, the Department of Labor, Licensing and Regulation (DLLR)'s Division of Workforce Development and Adult Learning (DWDAL) oversees both the WIOA Title I job training and employment programs and the WIOA Title II education programs. WIOA Title I programs are administered locally by LWDAs. Title I program offerings include the:

- Adult Program;
- Dislocated Worker Program; and,
- Youth Program.

WIOA Title II includes adult education and family literacy services. These programs are overseen by DLLR DWDAL and are administered locally by community colleges, local public school systems, community-based organizations, public libraries, and the State's Correctional Education program.

WIOA Title II adult education instructional offerings include:

- Adult Basic and Secondary Education;
- English Language Acquisition / Integrated English Literacy and Civics Education;
- Family Literacy; and,
- High school diploma preparation.

MARYLAND’S INVESTMENT IN ADULT LEARNERS

Recognizing the importance of supporting Maryland’s adult learners in increasing their earning capacity, DLLR released a Competitive Grant Proposal in October 2017 to solicit demonstration projects focused on this important population. Through the *Career Pathway Connections for Adult Learners* initiative, DLLR is committed to investing over \$1 million of WIOA Governor’s Set-Aside funds into innovative career pathway demonstration projects. WIOA Title I LWDA’s were encouraged to apply for DLLR funds in coordination and partnership with their local WIOA Title II adult education provider(s) and the local business community.

In 2018, DLLR announced that *Career Pathway Connections for Adult Learners* awards have been granted to the following LWDA’s:

- Baltimore City;
- Mid Maryland (Howard and Carroll counties)
- Prince George’s County;
- Anne Arundel County;
- Western Maryland (Washington, Garrett, and Allegany counties).

PROJECT GOALS: CAREER PATHWAY CONNECTIONS FOR ADULT LEARNERS

In keeping within the WIOA regulations’ focus on career pathway models, DLLR developed this initiative with the following goals in mind:

- Increase WIOA Title II adult learners’ access to WIOA Title I training and career opportunities;
- Focus on meeting lower-level adult learners where they are in education-level and support them in meeting career goals;
- Increase adult learners’ co-enrollment in WIOA Titles I and II;
- Address the needs of businesses;
- Expand career pathways through piloting one or more proven interventions;
- Support the creation of a *Maryland WIOA Co-Enrollment and Career Pathways Guide* to facilitate the distribution of information related to best practices, successes, challenges, and more; and,
- Achieve sustainability once grant funds are exhausted or the project has ended through connecting to the Maryland Eligible Training Provider List¹ or by other means.

To ensure pilots are set up for success, DLLR requires each participating LWDA to identify a target industry and to include partner engagement².

IMPLEMENTATION STRATEGIES

To ensure Maryland’s investment in adult learners builds upon proven best practices, DLLR provided applicants with a menu of interventions which could be piloted through this project’s funding. The following section details the menu of interventions that DLLR provided to its eligible applicants. Participating pilot teams must implement at least one of the interventions in accordance with their executed grant agreements:

- Registered Apprenticeship;
- Pre-Apprenticeship;

¹ See references for link to policy on WIOA Title I Training and Maryland’s Eligible Training Provider List.

² At a minimum, DLLR requires “partner engagement” to include WIOA Title II adult education provider(s) and relevant business partners

- Integrated Education and Training;
- Integrated English Literacy and Civics Education;
- English Language Acquisition;
- Out-of-School Youth Pathways;
- Distance Learning;
- Transition Specialist Support; and/or,
- Bridge Program.

Each of the allowable implementation strategies are described in the following section.

Registered Apprenticeship

Registered Apprenticeship is a proven model of job preparation that combines paid on-the-job training (OJT)³ with related instruction to progressively increase workers’ skill levels and wages. Registered Apprenticeship is also a business-driven model that provides an effective way for employers to recruit, train, and retain highly skilled workers. It allows employers to develop and apply industry standards to training programs, thereby increasing productivity and the quality of the workforce. As an “earn and learn” strategy, Registered Apprenticeship offers job seekers immediate employment opportunities that offer sustainable wages and advancement along a career pathway. Graduates of Registered Apprenticeship programs receive nationally-recognized, portable credentials, and their training may be applied towards further post-secondary education.

All Registered Apprenticeship programs consist of the following five core components:

1. Business Involvement – Businesses are the foundation of every Registered Apprenticeship program. The skills needed for workforce success, provided through business input, form the core of the model. Businesses must play an active role in building Registered Apprenticeship programs and are involved in every step of their design and execution.

2. On-the-Job Training – Every Registered Apprenticeship program includes structured OJT. Companies hire apprentices and provide hands-on training from an experienced mentor. This training is developed by mapping the skills and knowledge that the apprentice must learn over the course of the program to become fully proficient at the job.

3. Related Instruction⁴ – Apprentices receive Related Instruction or classroom style training that complements the OJT. This instruction helps refine the technical and academic skills that apply to the job. Related Instruction may be provided by a community college, technical school or college, an apprenticeship training school, non-profit, community-based organization (CBO), industry, labor organization, business association, or by the business itself. The instruction can be provided at the school, online, or at the work site.

4. Rewards for Skill Gains – Apprentices receive increases in pay as their skills and knowledge increase. Progressive wage gains reward and motivate apprentices as they advance through training and become more productive and skilled at their job.

5. National Occupational Credential – Every graduate of a Registered Apprenticeship program receives a nationally recognized credential, referred to as a Certificate of Completion. This portable credential signifies that the apprentice is fully qualified to successfully perform an occupation. Many Registered Apprenticeship

³ Also known as “on the job learning” (OJL)

⁴ The U.S. Department of Labor now refers to Related Technical Instruction (RTI) as Related Instruction, as seen in the Workforce Innovation and Opportunity Act; Department of Labor Only Final Rule - <https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-15975.pdf>.

programs, particularly in high-growth industries such as healthcare, advanced manufacturing, and transportation, also offer interim credentials as apprentices master skills as part of their career pathway.

Pre-Apprenticeship

Pre-Apprenticeship programs provide instruction and training to increase math, literacy, and other vocational and pre-vocational skills needed to gain entry into a Registered Apprenticeship program. Implementing Registered Apprenticeship and Pre-Apprenticeship models that are aligned with the needs of key industry sectors creates opportunities for students, job seekers, and workers along the talent pipeline. To meet the official USDOL definition of Pre-Apprenticeship, a program must have a documented partnership with at least one Registered Apprenticeship to ensure Pre-Apprenticeship graduates are able to successfully enroll in a Registered Apprenticeship program upon completion.

Pre-Apprenticeship programs generally consist of the following:

- Training and curriculum that aligns with the skill needs of employers in the local economy;
- Access to educational and career counseling and other supportive services, directly or indirectly;
- Hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career;
- Opportunities to attain at least one industry-recognized credential; and,
- A partnership with at least one Registered Apprenticeship program that assists in placing individuals who complete the Pre-Apprenticeship program into a Registered Apprenticeship program.

Integrated Education & Training

Integrated Education and Training (IET) is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster, for the purpose of educational and career advancement. The program must be a part of a career pathway and have a single set of learning objectives. The three components that need to be offered concurrently are:

- Adult education and literacy;
- Workforce preparation activities; and,
- Workforce training.

Examples of IET models include:

- **Integrated Basic Education and Skills Training (I-BEST)** – This model pairs two instructors in the same classroom at the same time. One instructor is responsible for the delivery of workforce content and is likely an industry subject matter expert. The second instructor oversees basic education or English Language support. This model also introduces basic academic skills to students in context to the vocational pathway the student has chosen and provides opportunities for the students to access and improve their soft skills;
- **Alternating Teachers / Companion Courses** – This model involves two classes (a basic skills class and a technical skills class) with two different instructors, a basic skills instructor and technical skills instructor. The basic skills or English language class is typically taught concurrently with vocational training, but the instruction is delivered separately (not through co-teaching like the I-BEST model). Students may attend this contextualized support session once per week or do a morning/afternoon schedule;

- **Vocational English as a Second Language/Vocational Adult Basic Education (VESL/VABE) specific classes** – This model involves specific classes that have the entire class focus on targeted content, use contextualized English, and prepare students to work in a specific field; and,
- **Cluster VABE/VESL** - Cluster VESL/VABE classes have a greater variety of student goals in a single class. First, all students are together, and the class has a general workplace focus with a general use of Adult Basic Education and/or English as a Second language methods. Then, the students break off into groups based on their career fields and use vocationally specific materials.

Integrated English Literacy and Civics Education

Integrated English Literacy and Civics Education (IEL/CE) must include education services that enable adult English language learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. It must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and it may include workforce training. Additionally, the IEL/CE program must be provided in combination with IET. It is designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.

English Language Acquisition

An English language acquisition program is a program of instruction designed to help eligible English language learners achieve competence in reading, writing, speaking, and comprehension of the English language. English language instruction may lead to attainment of a high school diploma or its equivalent and to transition to postsecondary education and training or employment.

Out-of-School Youth Pathways

Out-of-School Youth (OSY), as defined by WIOA § 3(46), can benefit from career pathways that offer holistic student support, innovative teaching and learning, and intentional collaboration. Out-of-School Youth pathways might involve the following:

- **Concurrent education and workforce preparation activities** – When offered concurrently, evidence suggests that the combination of education and workforce preparation activities and training, for a specific occupation, is beneficial. Examples include, but are not limited to:
 - Internships or job shadowing combined with GED® classes;
 - Computer training coupled with basic skills training or literacy activities;
 - Summer work activities coupled with contextual learning on the job;
 - Job readiness activities (resume writing, interviewing skills, and/or applying for jobs online) combined with GED® classes or tutoring; or,
 - Occupational skills training coupled with intensive medical terminology tutoring (i.e., Certified Nursing Assistant/Geriatric Nursing Assistant training);
- **Tutoring, Skills Training, and Dropout Prevention** - Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies lead to completion of the requirements for a secondary school diploma, its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities), or for a recognized postsecondary credential. Maryland offers a High School Diploma to those who successfully pass the GED® or the National External Diploma Program® (NEDP);

- **Transitional jobs** – Transitional Jobs are time-limited work experiences that are subsidized and are in the public, private, or nonprofit sectors for individuals with barriers to employment who are chronically unemployed or have an inconsistent work history. Transitional jobs should be combined with comprehensive employment, and supportive services. They are designed to assist individuals with establishing a work history, demonstrating success in the workplace, and developing the skills that lead to entry into and retention in unsubsidized employment; and,
- **Occupational skills training** – Training typically delivered to participants through community-college, industry partners, and/or private career schools to provide employer-driven, specific vocational skills at entry, intermediate, or advanced levels. Occupational skills training leads participants to proficiency in performing actual tasks and technical functions that are required by certain industries. After completing this training, participants may receive industry recognized credentials.

Distance Learning

Distance Learning is a type of educational process that leverages technology, such that the majority of the learning takes place with the teacher and student at different locations. In distance learning, teaching and learning are not conducted in a traditional classroom setting. Instruction must be individually prescribed to appropriate students with anticipation of educational gain and goal attainment. Teachers must be highly qualified in their instructional area. Distance learning can be used to overcome transportation barriers, the high costs of traditional or in-person post-secondary education, and irregular schedules.

Transition Specialist Support

With this approach, a designated Transition Specialist, or career counseling professional, from a Title II adult education provider may collaborate with the local AJC and WIOA Title I staff in order to enhance co-enrollment while working towards applicable Title II reporting outcomes (e.g. “Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit”). A Transition Specialist must be stationed at the American Job Center for a defined portion of the week (e.g. one day) to assist adult learners in applying and qualifying for training and to assess their supportive service needs, in conjunction with WIOA Title I. This connection between WIOA Title I and II allows for a smooth transfer from education to workforce and an enhanced referral and follow-up system.

Bridge Program

Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in postsecondary education and training leading to career path-employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment.

JOB SEEKERS: PROGRAM PARTICIPANTS & OUTREACH

ELIGIBILITY

The State's *Career Pathway Connections for Adult Learners* demonstration projects focus on serving Maryland jobseekers who are adult learners. Because increasing adult learners' co-enrollment in WIOA Titles I and II is a primary goal of the initiative, at a minimum, DLLR requires that program participants must meet the following eligibility requirements:

- Eligible for WIOA Title II adult education services and enrolled in these services during the current or previous fiscal year; and,
- Eligible for either WIOA Title I Adult, Dislocated Worker, or Youth Program participation.

This specifically means that participants must be, at a minimum:

1. 18+ years old;
2. Not enrolled or required to be enrolled in secondary school under State law;⁵
3. U.S. citizen or non-citizen authorized to work in the United States;
4. Meet Military Selective Service registration, if applicable⁶; and,
5. Enrollment in WIOA Title II adult education services during the current or previous fiscal year.⁷

Participating LWDAs are chosen for participation in the *Career Pathway Connections for Adult Learners* pilot through a competitive process. Participating LWDAs and partners must comply with the terms of the original Competitive Grant Proposal, as provided in *Attachment A – Sample of the Competitive Grant Proposal for Career Pathways and Co-Enrollment of WIOA Title II Students into Title I Programs*, and their accepted proposal submission to DLLR.

Each participating LWDA must define its target population and DLLR must approve.

OUTREACH & RECRUITMENT

Participating WIOA Title I and II providers should identify potential participants primarily by building upon existing customer relationships (i.e, conducting outreach to WIOA Title II service participants).

WIOA Title I and II providers should leverage partnerships within Maryland's WIOA network to identify participants. Partner programs to consider include: the Maryland Department of Human Services (DHS) and the Local Departments of Social Services (LDSSs); the Maryland State Department of Education's Division of Rehabilitation Services (DORS); dislocated worker programs that support unemployment insurance (UI) claimants, including Reemployment Services and Eligibility Assessment (RESEA) and Reemployment Opportunity Workshop (ROW) programs; and the Department of Housing and Community Development (DHCD) and the local Community Action Agencies.

⁵ Effective July 1, 2017, each child who resides in Maryland and is 5 years old or older and under 18 shall attend a public school regularly during the entire school year, unless the child is otherwise exempted due to attainment of a high school diploma or GED; is receiving regular, thorough instruction during the school year in the studies usually taught in the public schools to children of the same age or has completed such instruction; is married; is active military; attends an alternate education program; or is within any other exemptions listed in Education Article, §7-301, Annotated Code of Maryland. (Source: Education Article, §7-301, Annotated Code of Maryland (Age for Compulsory Public School Attendance))

⁶ Certain individuals may be exempt from Selective Service. LWDAs must have a process in place for documenting exemptions.

⁷ As evidenced by Title II documentation that validates an individual meets this criterion, including a copy of a relevant screenshot like the one depicted in Attachment D

STAFF ROLES & RESPONSIBILITIES

Directors of participating WIOA Title I and WIOA Title II programs must ensure that staff and organizational roles in the Career Pathway Connections for Adult Learners programs are clearly defined and understood.

WIOA Title I LWDA and WIOA Title II adult education service providers must work together to designate a Project Manager to work with appropriate staff from Title I and Title II to:

- Facilitate communication on the project between local WIOA Title I and Title II partners, in addition to One-Stop Operators and local workforce system partners, to ensure all staff know of the program as a potential resource;
- Identify program candidates;
- Assess candidates' program eligibility;
- Ensure candidate completes Release of Information prior to program participation;
- Assist eligible individuals with obtaining vital documents⁸ and requisite source documentation for purposes of WIOA Title I participation, as needed;
- Assist eligible program participants with obtaining suitable supportive services and training;
- Facilitate information sharing between participating Title I and II staff to ensure familiarity of partners' key documents (i.e., Individualized Employment Plans, etc.);
- Deliver instruction and training, as described in DLLR-approved proposal; and,
- Ensure that all fiscal and administrative reporting is timely, accurate, and complete⁹.

PARTICIPANT APPROVAL

To approve a candidate for participation in the program, a designated staff person from either WIOA Title I or II must:

1. Conduct an individual needs assessment OR review an existing employment plan;
2. Determine that the jobseeker meets the eligibility criteria for participation; and,
3. Ensure that the program requirements identified by the LWDA in its DLLR-approved proposal are met.

Prior to enrollment, the participant must sign a Release of Information to acknowledge that certain records will be shared between the Title I and II partners to support their success in the career pathways initiative. The Release must include all of the information contained in **Attachment B – Sample Release of Information** and must be signed by the participant prior to program enrollment.

⁸ It is permissible for local education providers to leverage WIOA Title II adult education State funding for purposes of supporting eligible WIOA Title II participants in accessing vital documents (birth certificate, Driver's license/Identification card, Social Security Card, etc.) that may be required for purposes of WIOA Title I eligibility verification and could pose as a barrier to gaining program entry.

⁹ See pages 17-18 for details on performance reporting expectations.

EMPLOYERS: PARTICIPATING BUSINESSES & OUTREACH

TARGET EMPLOYERS

Each of the approved *Career Pathway Connections for Adult Learners* pilot projects must target sector partnerships that align with the industries and occupational needs identified in their approved WIOA Local Plans¹⁰ and approved grant proposal.

Because this demonstration project uses a career pathways approach to workforce development, each training program must include a strong, direct connection to employers. Employer involvement, and commitment to hire and place participants, is a proven program element that supports program participants in preparing to meet the needs of employers. Participants who complete the training will have a real opportunity to access employment opportunities that lead to self-sustaining wages and careers.

EMPLOYER OUTREACH METHODS

Business Services staff from participating LWDA's must be familiar with the demonstration projects. Business services staff must understand the target industry and project parameters for the LWDA so they can refer interested, qualifying businesses to the appropriate LWDA staff person for further direction and potential participation.

¹⁰ Local Plans are available at the following link: <https://www.dllr.state.md.us/wdplan/wioalocalplans.shtml>.

SUPPORTIVE SERVICES

Supportive services provide financial assistance to participants who would not otherwise be able to participate in a program. Participating LWDA's may offer supportive services to eligible pilot participants to assist with transportation, uniforms, tools, work or training equipment, child or dependent care, stipends, graduation fees, union fees, and/or clothing for interviews or job fairs. Other supportive services may be allowable with DLLR's prior approval.

Before a program participant is approved for supportive services, staff should ensure that no other resources are available to pay for the necessary service. Participating LWDA's should ensure that all WIOA State supportive service policies on submission procedures and payment issuances are followed, as laid out in this section. Participating LWDA's should also ensure that approval forms, receipts and supporting documentation are available for review. LWDA supervisors must approve supportive services for program participants. Supportive services must be recorded as services in the Maryland Workforce Exchange (MWE)¹¹ and documented in case notes.

Supportive service payments are available to participants as long as they remain in good standing with the WIOA Title I and II providers and the training vendor. OJT participants are only eligible to receive supportive services during the first two weeks of their employment.

The following sections provide information on several types of supportive services, the conditions under which they can be made available, and the payment guidelines for each.

NOTE: Funding made possible via the *Career Pathway Connections for Adult Learners* pilots must be used in accordance with DLLR approved grant agreements. Local WIOA Title I and II staff are encouraged to leverage other funding streams to cover any supportive service needed by participants that are not approved under the grant agreement.

TRANSPORTATION ALLOWANCE

Transportation allowances are available to participants who are in approved training programs. The transportation allowance must be related to program participation and can cover the cost of traveling to and from job interviews or job fairs or as support during the first two weeks of starting a new, full-time job.

Transportation allowances require:

1. Documentation to verify the actual distance traveled and/or a receipt for the cost of the transportation service (public transit); and,
2. Confirmation of the participant's attendance for the program(s) that required travel.

Participant reimbursement must only occur after these elements are confirmed. Participants need to be reimbursed after expenditure.

Payment Guidelines: Transportation allowance can be used for public transit users or for drivers.¹² Participating LWDA's must collect and maintain appropriate documentation to verify the participant's covered transportation allowance.

¹¹ Or the applicable data system

¹² In approved circumstances, transportation allowances may also be used for taxi or ride-sharing purposes (i.e., Uber, Lyft, Zipcar). If a LWDA wishes to offer this type of transportation allowance, it must notify DLLR staff and provide a written proposal to explain and justify the allowance. DLLR staff will then review the proposal and make a determination as to whether the allowance would be appropriate for inclusion as a supportive service.

For public transit users, participating LWDA's may cover the expenses for bus, light rail, metro subway, MARC train, Washington Transit, or Commuter Choice Maryland.

For drivers, participating LWDA's may approve a travel allowance at a rate not higher than the official Internal Revenue Service (IRS) mileage rate. At the date of this policy issuance, for example, the standard IRS mileage rate for the use of a car is a maximum of 54.5 cents per mile for each business mile driven.

The maximum allowable payment is \$20 per day, with a maximum cap of \$100 per week. Google Maps or MapQuest must be used to determine daily mileage. Mileage is calculated from the participant's home address to the training, interview, job fair, or job site.

UNIFORMS, TOOLS, AND RELATED EQUIPMENT

Participating LWDA's may assist eligible participants with the costs of uniforms, tools, and/or equipment required for participation in approved training programs or new, full-time jobs. Examples of covered items include but are not limited to: steel toe boots and worker tools of the trade.

Payment Guidelines: Participating LWDA's must base payments on the curriculum requirements of the training program or on the requirements of the participant's new, full-time job. Payments must be made based on the market value for uniforms, tools, and/or related equipment. Participating LWDA's must collect and maintain appropriate documentation to verify the participant's covered allowance for uniforms, tools, and related equipment.

CHILD OR DEPENDENT CARE

When daycare costs for a child or dependent exceed the amount subsidized by the LDSS, the *Career Pathway Connections for Adult Learners* initiative may assist participants with the additional costs.

To receive this payment, the dependent needing daycare must be:

1. Under the age of 13;
2. Under the age of 18 and physically or mentally incapable of self-care;
3. A spouse who is physically or mentally incapable of self-care and has the same principal address of the program participant; or,
4. A parent who is physically or mentally incapable of self-care.

Payment Guidelines: Participating LWDA's may provide this supportive service payment to actively engaged program participants or to those who are in the first two weeks of new, full-time employment. The maximum allowable payment is \$20 per day, with a maximum of \$100 per week. Participating LWDA's must only approve daycare costs for days that the participant is in training or at work. Before submitting a payment request, participating LWDA's must determine that all of the following conditions are met.

To receive child care payments, the participant must complete ALL of the following steps:

1. Apply for purchase of care subsidy through the LDSS;
2. Provide application results to LWDA staff;
3. Provide proof that participant has contracted with a State-approved child care provider;
4. Demonstrate evidence of need; and,
5. Document relationship to person in care.

To receive dependent care payments, the participant must complete ALL of the following steps:

1. Provide legal proof of adult dependent's condition that causes the need for care;
2. Provide proof that participant has contracted with a State-approved daycare provider;
3. Demonstrate evidence of need; and,
4. Document relationship to person in care.

STIPENDS

Stipends, which offer program participants a fixed cash payment, are an allowable supportive service when the LWDA has a substantiated reason to believe that the payment is necessary to the program participant's successful completion. If a LWDA wishes to implement stipends, it must notify DLLR staff and provide a written proposal to explain and justify the proposed stipend component. DLLR staff will then review the proposal and make a determination as to whether the stipend would be appropriate for inclusion as a supportive service.

Payment Guidelines: Participating LWDAs must ensure that the payment guidelines identified by the LWDA in its DLLR-approved proposal are followed.

UNION INITIATION FEES

Participating LWDAs may assist participants with union initiation fees, which are the costs associated with joining a union, to obtain employment.¹³

Payment Guidelines: Participating LWDAs should make payments based on the costs of union initiation fees. The maximum allowable payment is \$200. Participating LWDAs must collect and maintain appropriate documentation (receipts or invoices) to verify the participant's covered union fee allowance.

CLOTHING FOR INTERVIEWS AND JOB FAIRS

Participating LWDAs may assist participants with the costs associated with clothing for job interviews and/or job fairs. Examples of items that this supportive service covers include: dress shirts, ties, business suits or suit coats, dresses, khaki pants, or dress shoes. Participating LWDAs must collect and maintain appropriate documentation (receipts or invoices) to verify the participant's covered clothing allowance.

Payment Guidelines: Participating LWDAs should base the supportive service payment on documentation of an upcoming interview or job fair. The payment must be made on the market value of the item. The maximum allowable payment is \$100 per participant.

OTHER SUPPORTIVE SERVICES

Other supportive services may be funded through the *Career Pathway Connections for Adult Learners* pilot with DLLR approval. If a LWDA has a substantiated reason to believe that a supportive service payment, outside of what has already been identified in this policy issuance, would be appropriate and necessary to a program participant's successful completion, then a LWDA has the option to notify DLLR and provide a written proposal to justify the proposed supportive service. DLLR staff will review the proposal and make a determination as to whether the stipend is appropriate for inclusion as a supportive service.

Payment Guidelines: Participating LWDAs must ensure that the payment guidelines identified by the LWDA in its DLLR-approved proposal are followed.

¹³ Union initiation fees are different than regular, recurring union fees.

PERFORMANCE

PERFORMANCE OUTCOME EXPECTATIONS

DLLR will assess performance based on the LWDA negotiated outcome measures.

DLLR requires participating LWDAs to enter program participants' information in a timely manner. Title I program staff must enter data into the MWE¹⁴. Title II program staff must enter data using the Literacy, Adult, and Community Education System (LACES).¹⁵

To comply with the State's reporting requirements, and to determine the success of the demonstration project's investments, participating LWDAs MUST report the following data into the MWE:

- Participant characteristics, including the basis for eligibility;
- Participant services received (i.e., completion of Title II services, Title I placement, Title I services, occupational training, Registered Apprenticeship, etc.); and
- Participant outcomes, including job placement, job retention, and earnings (when applicable).

Staff from the participating LWDAs must ensure that all reporting data is entered in a timely manner. For WIOA Title I providers, data must be entered into the MWE within 14 days of activity. For WIOA Title II Adult Education Service Providers, data must be entered into LACES according to the DLLR-posted *Annual Data Entry Schedule*.¹⁶

Attachment C - How to enter the Career Pathway Connections for Adult Learners Grant into the MWE provides detailed instructions on entering data, specific to the demonstration project into the MWE System. As part of the enrollment process, it is mandatory for Title I providers to enter information into the MWE using the demonstration project code. Title I directors from participating LWDAs are responsible for ensuring that the instructions detailed in this attachment are disseminated to staff, reviewed with staff, and followed by the LWDA. When engaging new businesses, staff must also enter services in the MWE, as applicable.

Attachment D - How to enter the Career Pathways Connections for Adult Learners Grant into LACES provides detailed instructions on entering data, specific to the demonstration project, into the LACES System. Local Title II adult education grant administrators are responsible for ensuring that the instructions detailed in this attachment are disseminated to staff, reviewed with staff, and followed by the adult education sites.

Participating LWDAs must complete all demonstration project activities by the date identified by the LWDA in its DLLR-approved proposal, as specified in the award letter. Participants may continue to receive services after the demonstration project end date under another funding source, such as local Dislocated Worker funding or another source for which the participant qualifies.

CO-ENROLLMENT

Participants MUST be co-enrolled in WIOA Title I and Title II services. Coordination with partner WIOA organizations is encouraged, but not required. Examples of WIOA partner organizations include: the LDSSs; DORS, and the local Community Action Agencies.

¹⁴ Or the applicable data system

¹⁵ Or the applicable data system

¹⁶ Or sooner if required by the grant

CONSEQUENCES OF NON-PERFORMANCE

DLLR expects participating LWDA's to generate performance results that demonstrate project goals are being met. The State will take correction action with any participating organization not meeting the State's expectations for performance, data tracking, and/or compliance with monthly fiscal and administrative reporting requirements.

Correction action will include technical support and monitoring in the performance area of concern. If a participating organization fails to improve performance, the State may elect to remove the LWDA from the demonstration project and the LWDA could be required to close-out early.

Participating LWDA's that do not meet DLLR's expectations may face consequences that may impact future considerations on competitive funds.

REPORTING, MONITORING & RECORD RETENTION

REPORTING

Participating LWDA's must submit timely fiscal and administrative reports to the appropriate DLLR central office staff person, as prescribed below. The chief executive officer of the service provider(s) organization(s) or a senior level designee must sign off on these reports.

Monthly Fiscal Reporting

Each participating LWDA must submit a monthly financial report on administrative and program costs to the DLLR central office no later than the 15th day of the month following the month of reported activity. If there is a significant change in fiscal information between the 15th and the 30th days of the month, then the LWDA must submit a revised monthly report. Participating LWDA's must provide all signed fiscal reports electronically to the following:

Romila Stephens
Fiscal Administrator
410.767.2039
Romila.Stephens@maryland.gov

Attachment E – Sample of Monthly Fiscal Reporting Template for Participating LWDA's provides the reporting template for the Fiscal Monthly Status Report.

Monthly Administrative Reporting

Participating LWDA's must submit monthly administrative narrative reports by email to the DLLR Project Manager for the demonstration project in addition to the DLLR Director of Workforce Development and the DLLR Chief of Adult Instructional Services, as provided below:

Jeffrey W. Smith
Project Manager
Jeffrey.Smith1@maryland.gov

Lloyd Day
Director, Workforce Development
Lloyd.Day@maryland.gov

Ellen Beattie
Chief, Adult Instructional Services
Ellen.Beattie@maryland.gov

LWDA monthly administrative reports are due no later than the 15th day of the month following the month of reported activity. These reports are important, for they capture information on the demonstration project's participating jobseekers, best practices, lessons learned, and challenges within the project.

Attachment F – Sample of Monthly Administrative Reporting Template for Participating LWDA's provides the reporting template for the monthly LWDA administrative report.

WIOA Co-Enrollment & Career Pathways Guide

As a condition of this particular grant award, participating WIOA Title I and II providers must contribute to the forthcoming *Maryland WIOA Co-Enrollment and Career Pathways Guide*, which DLLR expects will include successes, challenges, and lessons learned while participating in this *Career Pathway Connections for Adult Learners* project. The DLLR Project Manager may pull from the monthly administrative narrative reports for the creation of this guide. Additionally, the DLLR Project Manager may reach out specifically to participating organizations for guide contributions or clarifications of administrative reports for the purpose of creating this guide.

MONITORING

As Maryland's *Career Pathway Connections for Adult Learners* demonstration projects are funded by DLLR through USDOL WIOA Governor's Set-Aside funds, the State acknowledges that the USDOL may conduct fiscal and/or programmatic monitoring. DLLR, as it deems necessary, may supervise, evaluate, and provide guidance in the conduct of activities performed under this grant. Participating LWDA's should expect DLLR to conduct annual monitoring of the demonstration project to ensure that policies are being followed and expectations are being met, including the nondiscrimination and equal opportunity provisions as laid out in WIOA Section 188 and 29 CFR Part 38. Monitoring may include desk and/or on-site monitoring. Failure of DLLR to supervise, evaluate, or to provide guidance and direction shall not relieve the Grantee of any liability to comply with the terms of the grant agreement.

The DLLR Monitoring and Compliance Unit will review Title I and II career pathway co-enrollment activities. Participating sites should anticipate that monitoring staff will assess client outcomes on participant learning progress, credential attainment, and employment through the MWE, LACES, and file review. In doing so, the monitor unit will use State policy and local guidance for conducting assessment. Examples of documents and methods that will be used for monitoring include:

- Career Pathways Intake Form, when applicable;
- Individualized Employment Plan; and,
- Detailed Case Notes¹⁷.

The documents and methods are expected to identify current activities that support career pathways and gaps to be addressed. Such activities should be intentional, focused on realistic career opportunities, and local jobs in demand, and clearly convey the credentials required and related education and training necessary to prepare participants for employment in career pathway occupation.

RECORD RETENTION

In accordance with the Code of Federal Regulations, Maryland requires participating programs to retain demonstration project records for at least three years following the date on which the final cost report charged to a program year's allotment is submitted, or until all audit and litigation issues are resolved, whichever is later. If any litigation, claim, or audit is started before the expiration of the three-year period, the records then must be retained until all litigation, claims, or audit findings involving the records have been resolved and final action has been taken.

¹⁷ Case notes must tell a story regarding all services that are received. Supervisors and Directors must ensure that all staff document case notes in both the MWE and individual participant files.

REFERENCES

LAW

- [Workforce Innovation and Opportunity Act \(WIOA\)](#), 29 U.S.C. § 3101 et. Seq (2015);
- [Family Educational Rights and Privacy Act \(FERPA\)](#), 20 U.S.C. § 1232g (1974), as amended.

REGULATION

- 29 CFR Part 38, “[Implementation of the Nondiscrimination and Equal Opportunity Provisions of the Workforce Innovation and Opportunity Act](#)”;
- 34 CFR Part 99, “[Family Educational Rights and Privacy](#)”.

FEDERAL GUIDANCE

- U.S. Department of Education- Office of Career, Technical, and Adult Education (DoED OCTAE) Program Memorandum OCTAE 17-5, “[Use of Funds Reserved for Activities under Section 243 of the Adult Education and Family Literacy Act \(AEFLA\), Title II of the Workforce Innovation and Opportunity Act \(WIOA\)](#),” dated March 23, 2017;
- Training and Employment Guidance Letter 19-16, “[Guidance on Services provided through the Adult and Dislocated Worker Programs under the Workforce Innovation and Opportunity Act and the Wagner-Peyser Act Employment Service, as amended by title III of WIOA, and for Implementation of the WIOA Final Rules](#),” dated March 1, 2017;
- DoED OCTAE Program Memorandum OCTAE/DAEL, “[Integrated English Literacy and Civics Education under the Workforce Innovation and Opportunity Act – Frequency Asked Questions](#),” dated January 11, 2016;
- U.S. Department of Labor- Employment & Training Administration (USDOL ETA) Training and Employment Notice (TEN) 13-12: “[Defining a Quality Pre-Apprenticeship Program and Related Tools and Resources](#),” dated November 30, 2012.

FEDERAL RESOURCES

- “[Career Pathways Checklist](#),” funded by the DoED OCTAE and dated June 2017;
- USDOL, “[Career Pathways Toolkit: A Guide for System Development](#),” posted October, 2016;
- USDOL, “[Career Pathways Toolkit: An Enhanced Guide and Workbook for System Development](#),” posted October 2016;
- U.S. Department of Health and Human Services –Administration for Children & Families (HHS ACF): “[Career Pathways Catalog of Toolkits](#)”;
- USDOL, “[A Quick-Start Toolkit Building Registered Apprenticeship Programs](#)”;
- DoED OCTAE, “[Building Opportunities: “Integrated Education and Training \(IET\) Guide”](#)”;
- DoED OCTAE, “[Building Opportunities: “Integrated English Literacy and Civics Education \(IELCE\) Program Guide”](#)”;
- DoED, “[Unpacking the Regulations: Subpart G – Integrated English Literacy and Civics Education Program](#),” from the 2016 National Meeting for Adult Education State Directors.

OTHER RESOURCES

- National College Transition Network, “[Integrated Education and Training: Implementing Programs in Diverse Contexts](#),” dated September 2017;
- Coalition on Adult Basic Education (COABE), webinar on “[Integrated Education & Training: A Service Model for Adult Education Across the Spectrum](#)” dated August 2017;

- American Institute for Innovative Apprenticeship, “Starting a Registered Apprenticeship Program: A Guide for Employers or Sponsors,” dated June 2017;
- California Workforce Development Board, “Policy Brief: Serving English Language Learner (ELL) Populations Using Best Practices and Model Partnerships,” dated January 2017;
- “The Career Pathway Planner: A Guide for Adult Education State Leaders to Promote Local Career Pathways Systems” funded by the DoED OCTAE and dated December 2016;
- Opportunity Youth Network, “Opportunity Youth Playbook: A Guide to Reconnecting Boys and Young Men of Color to Education and Employment,” dated December 2016;
- Abt Associates, “Policy Brief: Building Career Pathway Systems for Education, Training, and Employment,” dated October 2016;
- Heartland Alliance, “Research Brief - Providing True Opportunity for Opportunity Youth: Promising Practices and Principles for Helping Youth Facing Barriers to Employment,” dated May 2015;
- Gap Inc, “Connecting Youth and Business: A Toolkit for Employers,” dated 2012;
- “Guide to Adult Education for Work: Transforming Adult Education to Build a Skilled Workforce,” published by the Walmart Foundation and dated 2009;
- A LINCS Project of American Institute for Research, “Preparing English Learners for Work and Career Pathways: Companion Learning Resource”;
- American Institute for Innovative Apprenticeship: “National Occupational Frameworks” ;
- Penn State, “Integrated Education and Training (IET) Library”;
- CLASP, “Integrated Education and Training: Model Programs for Building Career Pathways for Participants at Every Skill Level”;
- Maryland Policy Issuances can be accessed at: <http://www.dllr.state.md.us/employment/mpi/>.

ATTACHMENTS

- Attachment A – Sample of the Competitive Grant Proposal for Career Pathways and Co-Enrollment of WIOA Title II Students into Title I Programs
- Attachment B – Sample Release of Information
- Attachment C – How to Enter the *Career Pathways Connections for Adult Learners* Grant Data into the MWE
- Attachment D – How to Enter the *Career Pathways Connections for Adult Learners* Grant Data into LACES
- Attachment E – Sample of Monthly Fiscal Reporting Template for Participating LWDAs
- Attachment F – Sample of Monthly Administrative Reporting Template for Participating LWDAs

Demonstration Project: Career Pathways & Co-Enrollment
Competitive Grant Proposal

**Competitive Grant Proposal (CGP) for Local Workforce
Development Areas for Demonstration Projects in**

**Career Pathways and Co-Enrollment of WIOA Title II
Students into Title I Programs**



Maryland Department of Labor, Licensing and Regulation

Issue Date Thursday, October 19, 2017

Proposal Due Date Friday, December 15, 2017

KEY INFORMATION SUMMARY SHEET

**STATE OF MARYLAND
Competitive Grant Proposal**

**Demonstration Project: Career Pathways and Co-Enrollment of WIOA Title II Students
into Title I Programs**

Purpose:	To support Local Areas in applying strategies to create career pathways for adult learners and to increase the co-enrollment of WIOA Title II adult education students into Title I programs.
Issue Date:	Thursday, October 19, 2017
CGP Issuing Office:	Department of Labor, Licensing and Regulation Division of Workforce Development and Adult Learning
Submission To:	Department of Labor, Licensing and Regulation Division of Workforce Development and Adult Learning 1100 North Eutaw Street, Room 108 Baltimore, MD 21201 Or email to DLWDALWIOA_DLLR@maryland.gov
Attention:	Office of the Assistant Secretary
Webinar Dates:	Career Pathways Webinar: Monday, October 30, 2017, 2:00-3:00 PM (Eastern Time) Application Webinar: Wednesday, November 15, 2017, 1:00-2:00 PM (Eastern Time)
Proposals Due:	Friday, December 15, 2017, 5:00 PM (Eastern Time)
Application Size	Applications Proposal Narratives are limited to 20 pages. If application is sent by email, applicant should be aware that submission inbox has a 20 megabyte limit.
Selection Announcement:	Friday, January 12, 2018
Funding Available:	\$1,000,000 grant. DLLR will consider up to \$250,000 per project, up to the discretion of the Department.
Period of Performance:	Start date of Thursday, March 1, 2017 . 2 year project, with 6 months of planning and 18 months of performance
Eligibility:	All Local Workforce Development Areas (Local Areas) in the State of Maryland.
DLLR Contact:	DLWDALWIOA_DLLR@maryland.gov

Section 1 – General Information

I. Summary Statement

The purpose of this Competitive Grant Proposal (CGP) is to seek innovative proposals from Local Workforce Development Areas (LWDAs) to develop a career pathways demonstration project to increase the co-enrollment of students of Title II adult education into Title I programs. These demonstration projects will implement interventions selected off of a menu of strategies (see Section 2(II) of this CGP for a description of these intervention strategies), including:

1. Registered Apprenticeship or Pre-Apprenticeship,
2. Integrated Education and Training,
3. Integrated English Literacy and Civics Education,
4. English Language Acquisition,
5. Out-of-School Youth Pathway,
6. Distance learning,
7. Transition Specialist Support, and
8. Bridge Program.

The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014 and went into effect July 1, 2015. WIOA envisions connecting businesses with job seekers, through meaningful partnerships among workforce, education, human services, and economic development entities to ensure optimum results and leveraging of resources. Under WIOA, Maryland puts “people before performance”, addressing individuals’ barriers to employment while placing them in meaningful education and employment opportunities. For Title II adult education students, this involves co-enrolling them in Title I adult, dislocated worker, and youth programs to increase their earning capacity. This CGP is being used to announce up to \$1 million in WIOA Governor’s Set Aside Funds for LWDAs to develop career pathways for adult learners and co-enroll Title II adult education students.

Under WIOA (§3(7)), a career pathway is defined as a combination of rigorous and high-quality education, training, and other services that:

1. Aligns with the skill needs of industries in the economy of the State or regional economy involved;
2. Prepares an individual to be successful in any of a full range of secondary or postsecondary education opportunities, including apprenticeship registered under the National Apprenticeship Act (29 U.S.C. 50 et seq.);
3. Includes counseling to support an individual in achieving the individual’s education and career goals;

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4. Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
5. 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;
6. Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
7. Helps an individual enter or advance within a specific occupation or occupational cluster.

The Division of Workforce Development and Adult Learning (DWDAL) at the Department of Labor, Licensing and Regulation (DLLR) will administer this grant on behalf of the State of Maryland. DLLR has agreed to administrative responsibilities, including the oversight of a competitive process to award funding to LWDA Grantees to conduct these interventions. DLLR's commitment to innovative practices includes funds for expanded co-enrollment of WIOA Title II adult education students in Title I programs as well as career pathways for this population.

II. Funding

This grant is based on reimbursable funding. Funds are reimbursed after the LWDA Grantee provides an invoice with documentation of the work that has been completed. Funding for these projects will be available for two years beginning on **Thursday, March 1, 2018**. A no-cost extension beyond this initial funding period may be granted if additional time to reach project goals is needed, significant progress towards goals have been made, and if justification is acceptable and reasonable. The review process will consider applications that are geographically diverse across the State of Maryland.

III. Office of Workforce Development

Prior to the award of a grant, all questions, correspondences, etc. of this CGP are to be sent to DLWDALWIOA_DLLR@maryland.gov.

The Department may change the DLLR Program Manager at any time by written notice to the LWDA Grantee.

IV. Revisions to the CGP

If it becomes necessary to revise this CGP before the due date for proposals, amendments will be provided to all prospective Applicants who were sent this CGP or otherwise are known by the Program Manager to have obtained this CGP. Amendments made after the due date for proposals will be sent only to those Applicants who submitted a timely proposal and remain under consideration for award as of the issue date of the Amendment.

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Acknowledgment of the receipt of all amendments to this CGP issued before the proposal due date shall accompany the Applicant's proposal in the Transmittal Letter accompanying the Technical Proposal submittal. Acknowledgement of the receipt of amendments to the CGP issued after the proposal due date shall be in the manner specified in the amendment notice. Failure to acknowledge receipt of amendments does not relieve the Applicant from complying with all terms of any such amendment.

V. Proposal Webinar Dates

The Department will offer two webinars in preparation for application to this CGP opportunity. First, the Annie E. Casey Foundation will host a webinar exploring approaches to develop career pathways for adult learners facing barriers to training and employment on **Monday, October 30, 2017** from **2:00-3:30 PM (Eastern Time)**. Second, DLLR will host a webinar to review the application process and answer applicants' questions. For this technical assistance opportunity, applicants must submit their questions, concerning the application process, by **5:00 PM (Eastern Time)** on **Monday, November 6, 2017** to DLWDALWIOA_DLLR@maryland.gov. This webinar will take place on **Wednesday, November 15, 2017** from **1:00-2:00 PM (Eastern Time)**.

VI. Proposals Due Date

An original mail or electronic copy of the proposal must be received at the address or email address listed in Section 1(III), no later than **5:00 PM (Eastern Time)** on **Friday, December 15, 2017** in order to be considered.

Requests for extension of the closing date or time shall not be granted. Applicants mailing proposals should allow sufficient mail delivery time to ensure timely receipt by the Program Manager. Proposals received by the Program Manager after the due date, **5:00 PM (Eastern Time)** on **Friday, December 15, 2017**, shall not be considered.

VII. Amendments, Cancellations, and Discussions

The State reserves the right to amend or cancel this CGP; accept or reject any and all proposals, in whole or in part, received in response to this CGP; to waive or permit cure of minor irregularities; and to conduct discussions with all qualified or potentially qualified Applicants in any manner necessary to serve the best interests of the State of Maryland. The State also reserves the right, in its sole discretion, to award a grant based upon the written proposals received without prior discussions or negotiations.

VIII. Oral Presentation

Applicants may be required to make oral presentations to DLLR representatives in an effort to clarify information contained in their proposals. Significant representations made by an Applicant during the oral presentation must be put into writing. All such written representations

will become part of the Applicant's proposal and are binding if the Grant is awarded. The Program Manager shall notify Applicants of the time and place of oral presentations.

IX. Applicant Responsibilities

The selected Applicant shall be responsible for rendering services as required by this CGP. Subcontractors or sub-grantees shall be identified and a complete description of their role relative to the proposal shall be included in the Applicant's proposal. The Applicant is responsible for ensuring that the subcontractor or sub-grantee is aware of the terms and conditions of the grant and has fully agreed to comply with the terms and conditions. The Applicant will be responsible to the Grantee for any breaches of the terms and conditions by its subcontractors or sub-grantees.

X. Grant

By submitting an offer in response to this CGP, an Applicant, if selected for award, shall be deemed to have accepted the terms of the CGP and of the grant.

XI. Compliance with Laws / Arrearages

By submitting a proposal in response to this CGP, the Applicant, if selected for award, agrees that it will comply with all Federal, State and local laws applicable to its activities and obligations under the grant.

By submitting a response to this CGP, each Applicant represents that it is not in arrears in the payment of any obligations due and owing the State of Maryland, including the payment of taxes and employee benefits, and that it shall not become so in arrears during the term of the grant if selected for grant award.

This CGP and subsequent grant awards are subject to the Uniform Guidance and PY17 WIOA Terms and Conditions.

XII. Living Wage Requirements

A solicitation for services under a State contract valued at \$100,000 or more may be subject to Title 18, State Finance and Procurement Article, Annotated Code of Maryland.

Detailed information and reporting obligations may be found by going to the following DLLR Website: <http://dllr.maryland.gov/labor/prev/livingwage.shtml>

Grantees and Sub-grantees subject to the Living Wage Law shall pay each covered employee at least the minimum amount set by law for the applicable Tier Area; currently **\$13.79** per hour in the Tier 1 Area and **\$10.36** per hour in the Tier 2 Area (**effective September 28, 2017**) but subject to an annual adjustment [*increase or decrease*]. The specific Living Wage rate is determined by whether a majority of services take place in a Tier 1 Area or Tier 2 Area of the

State. The Tier 1 Area includes Montgomery, Prince George's, Howard, Anne Arundel, and Baltimore Counties, and Baltimore City. The Tier 2 Area includes any county in the State not included in the Tier 1 Area. In the event that the employees who perform the services are not located in the State, the head of the unit responsible for a State contract pursuant to §18-102 (d) shall assign the tier based upon where the recipients of the services are located.

NOTE: Whereas the Living Wage may change annually, the Grant Award may not be changed because of a Living Wage change.

XIII. Drug and Alcohol Free Workplace

The LWDA Grantee warrants that they will comply with COMAR 21.11.08 Drug and Alcohol Free Workplace, and that they shall remain in compliance through the term of this Agreement.

XIV. Fair Practices Certification

The LWDA Grantee must certify that they prohibit, and covenant that they will continue to prohibit, discrimination on the basis of (i) political or religious opinion or affiliation, marital status, sexual orientation, gender identification or expression, race, color, creed, or national origin; (ii) sex or age, except when age or sex constitutes a bona fide occupational qualification; or (iii) the physical or mental disability of a qualified individual with a disability.

XV. Assurance of Nondiscrimination and Equal Opportunity in DOL-Funded Agreements

If services provided under this grant are funded in whole or in part with monies received from the U.S. Department of Labor, the LWDA Grantee specifically agree that they will comply fully with the non-discrimination and equal opportunity provisions of the Workforce Innovation and Opportunity Act of 2014, the Nontraditional Employment for Women Act of 1991; Title VI of the Civil Rights of 1964 as amended; the Americans With Disabilities Act; Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; Title IX of the Education Amendments of 1972, as amended; and with all applicable requirements imposed by or pursuant to regulations implementing those laws, including but not limited to 29 C.F.R. part 38.

Section 2 – Scope of Work

I. Introduction

The Division of Workforce Development and Adult Learning (DWDAL) of the Department of Labor, Licensing and Regulation (DLLR) is seeking applications from LWDA Applicants to develop demonstration projects that will implement interventions, based off of a menu of strategies, to co-enroll WIOA Title II adult education students into Title I programs. The goal is to create career pathways for these students to increase their earning and educational attainment.

Under WIOA (§3(7)), a career pathway is defined as a combination of rigorous and high-quality education, training, and other services that:

1. Aligns with the skill needs of industries in the economy of the State or regional economy involved;
2. Prepares an individual to be successful in any of a full range of secondary or postsecondary education opportunities, including apprenticeship registered under the National Apprenticeship Act (29 U.S.C. 50 et seq.);
3. Includes counseling to support an individual in achieving the individual's education and career goals;
4. Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
5. 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;
6. Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
7. Helps an individual enter or advance within a specific occupation or occupational cluster.

The aim of this CGP is in harmony with Governor Hogan's strategic vision for Maryland, including improving quality of life. In the end, the primary goal of the workforce system must be to serve the person above serving only performance measures. This is not to say that performance measures are not important. However, when the workforce system focuses on the needs of our fellow Marylanders, and not just the prescribed goals of a particular program, performance will naturally increase. In serving Marylanders, the State's workforce system will not only change the lives of those jobseekers it serves, but it will also affect the lives of that individual's family and that their community. By placing people before performance, the State workforce system will truly be changing Maryland for the better. This CGP targets those individuals that are historically underserved by Maryland's Workforce System.

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A career pathway system ensures that Maryland’s jobseekers are offered education and skills training along with the necessary credentials to meet industry demands. Recognizing the varying backgrounds of Maryland’s jobseekers, a career pathway system provides participants with multiple entry points to accommodate varying education levels, and multiple exit points as the jobseeker obtains the necessary skill or credential. This CGP aims to meet WIOA Title II adult education students where they are and set them on a career pathway. Career Pathways do not always have to start with obtaining a High School Diploma or equivalent; rather, DLLR recognizes that participants can progress through training and education programs while navigating through a desired industry. An individual may begin working in an industry occupation that does not require a High School Diploma or equivalent as a start on his/her career pathway.

II. General Provisions and Other Requirements

A. The LWDA Applicant’s project must:

1. Demonstrate a clear career pathway and/or stackable credentialing options for participants and integrate the development of work readiness and job search skills leading to unsubsidized employment and retention of employment.
2. Select at least one item from the menu of strategies provided below to implement as an intervention to increase the co-enrollment of Title II adult education students into Title I programs. Allowable intervention strategies include:
 - a. Registered Apprenticeship or Pre-Apprenticeship,
 - b. Integrated Education and Training,
 - c. Integrated English Literacy and Civics Education,
 - d. English Language Acquisition,
 - e. Out-of-School Youth Pathway,
 - f. Distance Learning,
 - g. Transition Specialist Support, and
 - h. Bridge Program.
3. Serve WIOA Title II adult learners.
4. Incorporate a Title II presence at the American Job Centers (AJCs).
5. Target an industry sector(s) identified in the Local Area’s plan to implement WIOA.
6. Demonstrate a strong relationship and commitment from employers from a target industry sector(s).
7. Contribute to the Maryland WIOA Co-Enrollment and Career Pathways Guide.
8. Create a sustainability plan for once grant funds are exhausted or the project has ended.

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B. The LWDA Applicant must serve adult learners facing barriers to employment, as defined in Maryland’s State WIOA Plan and shown below:

Maryland’s Target Populations: Individuals with Barriers to Employment
Displaced Homemakers
Eligible migrant and seasonal farmworkers
Ex-offenders
Homeless individuals
Individuals facing substantial cultural barriers
Individuals with disabilities, including youth with disabilities
Individuals within two years of exhausting lifetime eligibility under Part A of the Social Security Act ¹
Individuals who are English language learners
Individuals who are unemployed, including the long-term unemployed
Individuals who have low levels of literacy
Individuals without a High School Diploma
Low income individuals (including TANF and SNAP recipients)
Native Americans, Alaskan Natives, and Native Hawaiians
Older individuals
Single parents (including single pregnant women and non-custodial parents)
Veterans
Youth who are in or have aged out of the foster care system

¹ This refers to the TANF program. Each State defines lifetime eligibility for TANF. In Maryland, individuals can receive TANF benefits for up to five years. If individuals reach year four and five of receipt of TANF benefits, these individuals become a targeted population according to WIOA, irrespective of the fact that after year five, individuals may continue to receive TANF benefits due to hardship.

- C. The following list summarizes the types of acceptable interventions available, through this grant, to create career pathways for adult learners and increase the co-enrollment of WIOA Title II students into Title I programs:

Menu of Interventions	Brief Description
1. Registered Apprenticeship or Pre-Apprenticeship	Registered Apprenticeship (RA) programs are formal training programs approved and registered by a State Apprenticeship Agency or the federal Office of Apprenticeship under the U.S. Department of Labor. RAs are used for occupations requiring independent judgment and the application of manual, technical, or professional skills best learned through an organized system of On-the-Job Training together with related and supplemental instruction. RAs can be time-based, competency-based, or a hybrid of the two. A pre-apprenticeship is a program or set of strategies designed to prepare individuals to enter and succeed in a RA program. This type of program involves industry-based training and classroom instruction, is based on industry standards, and is approved by a RA partner.
2. Integrated Education and Training	Integrated Education and Training (IET) is a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. The three components that need to be offered concurrently are adult education and literacy, workforce preparation activities, and workforce training. The program must be a part of a career pathway and have a single set of learning objectives. Examples of IET models include Integrated Basic Education and Skills Training (I-BEST), alternating teachers, Vocational English as a Second Language/Vocational Adult Basic Education (VESL/VABE) specific classes, and cluster VABE/VESL. I-BEST pairs two instructors in the same classroom at the same time; introduces basic academic skills to students in context to the vocational pathway the student has chosen; and provides opportunities for the students to access and improve their soft skills. Alternating teachers involves two classes, a basic skills class and a technical skills class, together with two different instructors, a basic skills instructor and technical skills instructor. VESL/VABE- specific classes have the entire class focus on targeted content, use contextualized English, and prepare students to work in a specific field. Cluster VESL/VABE classes have a greater variety of student goals in a single class. First, all students are together, and the class has a general workplace focus with a general use of Adult Basic Education and/or English as a Second language methods. Then, the students break off into groups based on their career fields and use vocationally specific materials.
3. Integrated English	Integrated English Literacy and Civics Education (IEL/CE) must

- Literacy and Civics Education** include education services that enable adult English language learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. It must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation, and may include workforce training. Additionally, the IEL/CE program must be provided in combination with IET.
- 4. English Language Acquisition** An English language acquisition program is a program of instruction designed to help eligible English language learners achieve competence in reading, writing, speaking, and comprehension of the English language and that leads to attainment of a high school diploma or its equivalent and to the transition to postsecondary education and training or employment
- 5. Out-of-School Youth Pathway** Out-of-School Youth (OSY), as defined by WIOA § 3(46), can benefit from career pathways, involving, but not limited to college preparation, job readiness training, transitional jobs, and occupational training. For greater success, these pathways should include significant dual credit, sustainable partnerships, holistic student support, innovative teaching and learning, and intentional collaboration.
- 6. Distance Learning** Distance Learning is a type of educational process where the majority of the learning takes place with the teacher and student at different locations. In distance learning, teaching and learning are not conducted in a traditional classroom setting. Instruction must be individually prescribed to appropriate students with anticipation of educational gain and goal attainment. Teachers must be highly qualified in their instructional area. Distance learning can be used to overcome transportation barriers, the high costs of traditional or in-person post-secondary education, and irregular schedules.
- 7. Transition Specialist Support** A designated Transition Specialist, or career counseling professional, from a Title II adult education provider would collaborate with the local AJC in order to enhance co-enrollment while working towards applicable Title II reporting outcomes (e.g. “Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit”). This individual would be stationed at the AJC for a defined portion of the week (e.g. one day) to assist the adult learners in applying and qualifying for training and to assess the supportive service needs of those students. This connection between WIOA Title I and II would allow for a smooth transfer from education to workforce and an enhanced referral and follow-up system.

8. Bridge Program

Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career path-employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment.

D. The proposal must:

1. Describe the process to be utilized for assessment of participant experience, skills, and individual employability development needs and indicate the testing that will be delivered.
2. Describe which intervention strategy(ies), from the menu of strategies, will be implemented.
3. Describe the process to be utilized for ensuring that data is entered timely and promptly into the Maryland Workforce Exchange to track individuals from recruitment through placement into a Title I program for the provision of reporting to DLLR on program outcomes.
4. Incorporate Title II presence at AJCs.
5. Provide job search and placement assistance to individuals as they complete training.
6. Identify the Title II provider(s) that the Local Area intends to work with.
7. Develop a business relationship with employers.
8. Convene employer groups to determine workforce needs, identifying skills requirements, and determine appropriate career pathways.
9. Identify the targeted industry sector(s) identified, in accordance with the Local Area's plan to implement WIOA.
10. Create career pathways.
11. Create a sustainability plan for once grant funds or exhausted or the project has ended.
12. Include relevant letters of support and/or commitment (Note: these letters do not count against the proposal page count of 20 pages).

E. The LWDA Applicant may provide services in collaboration with a local or regional consortium with the following recommended types of members:

1. Local Workforce Development Area,
2. WIOA Title II adult education provider,
3. Sponsor(s) of Registered Apprenticeship programs,
4. Representative industry, and
5. Community Based Organization (CBO) or faith based organization with track record of serving hard to serve populations.

Demonstration Project: Career Pathways & Co-Enrollment
Competitive Grant Proposal

- F. The LWDA Applicant must provide a description of how it will meet applicable outcomes relevant to the proposal. DLLR funds this CGP in an effort to reach the following outcomes, where applicable.
1. Increase in the co-enrollment of Title II students in Title I programs;
 2. New career pathways created for adult education students;
 3. Existing career pathways expanded to meet lower-level adult learners where they are in education-level;
 4. New Registered Apprenticeship programs in the State;
 5. New Pre-Apprenticeship programs in the State;
 6. Increase in adult education students who are Registered Apprentices;
 7. Increase in adult education students who are Pre-Apprentices;
 8. New Integrated Education and Training programs in the State;
 9. Existing Integrated Education and Training programs expanded;
 10. New Integrated English Literacy and Civics Education programs in the State;
 11. Existing Integrated English Literacy and Civics Education programs expanded;
 12. New Out-of-School Youth career pathways;
 13. Increase in Out-of-School Youth engaged in the workforce system;
 14. New Distance Learning programs in the State;
 15. Existing Distance learning programs expanded;
 16. New Bridge Programs in the State;
 17. Existing Bridge Programs expanded;
 18. Existing career pathways for adult education students expanded;
 19. New employers and/or industries engaged in Title II programming;
and
 20. Number of connections to Maryland WIOA workforce system.
- G. Supportive services provide financial assistance to participants who would not be able to participate otherwise. LWDA Applicants may include funding, in their proposed budget, to offer supportive services to eligible participants with transportation, education or training equipment, uniforms, tools, child or dependent care, stipends, graduation fees, union fees, and clothing for interviews or job fairs. Other supportive services may be allowable with DLLR's prior approval.
1. As a general policy, before a program participant is approved for supportive services, LWDA staff should ensure that other resources have been explored, and no other resource is available to pay for the necessary service. Applicants choosing to offer supportive services should ensure that all LWDA supportive service policies on submission procedures and

Demonstration Project: Career Pathways & Co-Enrollment
Competitive Grant Proposal

payment issuance are followed. Participating LWDA's should also ensure that approval forms, receipts and supporting documentation are available for review. LWDA supervisors must approve supportive services for program participants.

H. The use of funds awarded in the CGP is governed by the WIOA and its associated Federal regulations, State and Federal directives, and the Federal Office of Management and Budget (OMB) Guidance for Grants and Agreements (Uniform Guidance for Federal Awards 2 CFR Part 200). Funds awarded under this CGP cannot be used to purchase real property or construct buildings. A maximum of 10% of the total project budget will be allowed for administrative costs.

I. Data Collection Requirements

1. The LWDA Grantee selected as a result of this request shall be responsible for tracking outcomes on all participants served including:

a. All services provided:

- i. Basis for eligibility, i.e. barrier to employment and Title II participation;
- ii. Completion of Title II services,
- iii. Title I placement;
- iv. Job placement, job retention, and earnings (if applicable); and

v. Participant demographics:

1. Age
2. Race
3. Gender
4. LEP Status
5. Preferred Language
6. Marital Status
7. Education Level
8. Driver's License
9. Number of people living in household
10. Court ordered child support
11. Criminal Background
12. Veteran Status
13. Ever attended drug/alcohol counseling

2. The LWDA Grantee shall ensure that their customer information is properly recorded within timeframes to be determined by DWDAL. DWDAL will provide technical guidance related to data collection, recording, required supporting documentation, and reporting to the service providers during the term of the grant.

Demonstration Project: Career Pathways & Co-Enrollment
Competitive Grant Proposal

3. DWDAL will conduct regular programmatic and fiscal monitoring to ensure that activities of its service providers are on target to meet grant goals.

J. Reporting Requirements

1. The LWDA Grantee shall submit monthly financial and narrative program progress reports to DWDAL. Templates for these reports will be provided by the DWDAL as an attachment to the formal award.
2. Reports are due by the **Tenth** (10th) day of each month following the month of service during the grant period. The chief executive officer of the service provider(s) organization(s) or his/her authorized senior level designee must sign the monthly financial and narrative program progress reports.

K. Invoice Requirements

1. Requisitions for Cash should be submitted monthly based on current cash needs. Requisitions are to be for actual cash expenditures incurred during the reporting cycle.

III. Grant Staffing and Management

The LWDA Grantee shall assign a Project Manager and appropriate staff to carry out the demonstration project.

Section 3 – Proposal Format

I. Proposals

An original by mail or one (1) electronic copy of the proposal must be received by the Program Manager, at the address listed in Section 1(III), no later than **5:00 PM (Eastern Time) on Friday, December 15, 2017** in order to be considered.

II. Submission

The proposal must include the Competitive Grant Proposal Narrative (*Attachment A*). All sections of the CGP Narrative form must be completed with as much detail as possible, and must include all required partnership letters of commitment.

The Applicant must submit a detailed line item budget using the forms provided as *Attachment B* for their project's period of performance. Also include either a detailed cost analysis of each line item or a budget narrative that explains the costs reflected in each of the line items. Discuss here any items that need explanation. The budget must reflect the cost per participant. Administration costs may not exceed 10% of program costs.

Match is not required; however, proposals that include committed cash and in-kind match are preferred. Applicants are expected to leverage Local Area staff in the completion of this grant.

[ORGANIZATION’S LETTERHEAD]

CONSENT TO RELEASE STUDENT INFORMATION

I, _____, [print name] am a student at, or a former student of,
_____ (the organization). I am seeking services
and/or participating in programs provided by the American Job Center, the Maryland Department of
Labor, Licensing and Regulation, and its partners. I hereby consent to the institution’s release of any of
my education records, including Personally Identifiable Information, specifically:

[specify requested records]

_____.

I understand that the [agency name] will not share the information except in accordance with the law.
This consent, unless revoked by me in writing, expires upon _____ (date).

Name

Signature

Date

The Personally Identifiable Information collected will be used as required by the Workforce Innovation and Opportunity Act and will comply with the Privacy Act of 1974. The collection and use of all personal information is guided by strict standards of confidentiality.

Please note this is a guide and should be customized to the needs of your organization.



Department of Labor, Licensing and Regulation

**Division of Workforce Development
and Adult Learning**

MARYLAND JOBS NOW

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**How to enter the Career
Pathways- Co-Enrollment of Title
II into Title I Grant in to the
Maryland Workforce Exchange**

Creating a WIOA Application

The screenshot shows a web browser window with the URL <https://mhwjobs.maryland.gov/vorstell/casemanagement/programstab>. The interface includes a navigation menu on the left with sections like 'My Staff Workspace', 'Services for Workforce Staff', and 'Reports'. The main content area displays a 'Case Summary' tab with filters for applications and activities. A red arrow points to the 'Programs' link in the top navigation bar. Another red arrow points to the 'Create Workforce Innovation and Opportunity Act (WIOA) Application' link at the bottom of the page.


LWIA:	02 - Baltimore County	Application Date:	11/24/2014
Onestop:	150 - Baltimore County One Stop Center (Randallstown)	Participation Date:	11/24/2014
Total Activities:	40	Closure Date:	N/A
		Exit Date:	09/08/2016

- Assist a Jobseeker
- Go to **Staff Profiles**
- Then pick **Case Management**
- Click on **Programs**

- Click in the Grey Area to expand the [Workforce Innovation and Opportunity Act Program](#)

- Finally Click [Create Workforce Innovation and Opportunity Act Program](#) to open a new WIOA application

WIOA Application: The Wizard

- The Wizard will take you through the application. It is **lengthy** and **time consuming**.
 - * A Red Asterisk indicates mandatory fields such as Application dates, LWDA and Office location
 - When  is selected the system saves and applies the program rules
 - To quit the application, click on [Exit Wizard](#)
-

WIOA Application: Start (Eligibility)

WIOA Wizard

Start Contact Demographics Veteran Employment Education Public Assistance Barriers Family Income Federal Initiatives Eligibility and Grants

Identifying Information

Case ID: 2868678
Username/Login Name: dan313
User ID: 1901624
State ID: 208761
Create Date: 12/13/2017 3:02:58 PM
Created By Staff: Weber, Lynda (LGoldberg)
Last Edit Date: 5/8/2018 12:00:00 AM
Staff Last Edited: Weber, Lynda (LGoldberg)
User Account Create Date: 6/2/2009 12:00:00 AM
WIA Converted Application ID: Not applicable

Application/Registration Information

Application Closed Never Enrolled: Close application, never enrolled

* Application Date: [02/20/2018 | (mm/dd/yyyy)] [Today]

Adult Eligibility:

Adult Eligibility Date: [02/20/2018 | (mm/dd/yyyy)] [Today]

Dislocated Worker Eligibility:

Youth Eligibility:

Incumbent Worker Eligibility:

Location Information

* Local Area/Region: [Baltimore City]

* Office Location of Responsibility: [Baltimore City One Stop Center (Eutaw Street)]

* Office Location: [Baltimore City One Stop Center (Eutaw Street)]

- Adult Eligibility must be checked and a date added. This is needed to add the Career Pathway Grant later on in the application
- Other programs may also be selected for eligibility.
- **Please note, all individuals enrolled in the Career Pathway Co-Enrollment Grant are required to be co-enrolled in either Title I Adult, Dislocated Worker, and/or Youth**

WIOA Application: Contact Information

The screenshot displays the WIOA Wizard application interface. At the top, a progress bar shows the current step is 'Contact', with other steps like 'Start', 'Demographics', 'Veteran', 'Employment', 'Education', 'Public Assistance', 'Business', 'Family Income', 'Federal Incentives', and 'Eligibility and Grants' visible. Below the progress bar, the 'Contact Information' section contains fields for First Name (Dan), Middle Initial, Last Name (Emish), and SSN (20746157). A 'Verify' button is highlighted with a red arrow, and a blue checkmark is visible below it. The 'Current Address' section below contains fields for Address 1 (222 Main Street), Address 2, City (Pleasanton), State (Maryland), County/Parish (Baltimore County), Zip Code (21118), Country (United States), Primary Phone Number, Primary Phone Type (Home), Alternative Phone, Alternative Phone Type (None Selected), Fax, and Email (lagates313@hotmail.com).

- Complete all mandatory fields
- Select [Verify] to open the list of valid verification documents and choose the appropriate
- When completed, a ✓ will display beneath [Verify] with the name of the field to its right

WIOA Application: Demographics

Home My Dashboard Sign Out Services for Individuals Services for Employers Labor Market Analysis

Primary Information Personal Information Employment and Education

- Received services from a State Development Disabilities Agency (SDDA) is a required field.
- Received services from a State or Local mental health agency (LSMH) is a required field.
- Received services from a Home & Community Based Service Provider (HCBS) or a State Medicaid (HCBS) Waiver is a required field.
- Disability Work Setting is a required field.
- Type of customized Employment Services Received is a required field.
- Received Disability Financial Capability is a required field.
- Section 504 Plan is a required field.
- Received Services from Vocational Rehabilitation is a required field.

Demographic Information

• **Date of Birth:** 11/16/1972 [Verify | Scan | Upload | Link]

Age at Earliest Eligibility: 44 (Today's Age: 44)

• **Gender:** Male Female Did not self-identify

[Selective Service Website](#)

Registered for the Selective Service: Yes [Verify | Scan | Upload | Link]

Selective Service Registration Number: 875654328

Selective Service Registration Date: [Verify | Scan | Upload | Link]

• **Authorization to Work in US:** U.S. Permanent Resident [Verify | Scan | Upload | Link]


- Complete all mandatory fields
- If there is a problem on the app after hitting "Next", Red text will appear at the top of the screen
- Some common reasons would be missing a mandatory field or missing a verify (verification document).

WIOA Application: Veteran

Transiting Service Member

* **Transiting Service Member:** Yes No

Type of Transiting Service Member:

Estimated Discharge Date: (mm/dd/yyyy)  Today

Veteran Information


* **Eligible Veteran Status:**


Yes <= 180 days
 Yes, Eligible Veteran
 Yes, Other Eligible Person
 No

[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

[Obtain DD214](#)

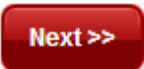
* **Served more than 1 tour of duty:** Yes No

Military Service Entry Date: (mm/dd/yyyy) 

Military Service Discharge Date: (mm/dd/yyyy) 

* **Disabled Veteran:**

Homeless Veteran: Yes No

- Section should only be filled out if jobseeker is a veteran
- If jobseeker is not a veteran then jobseeker should press  at the bottom of the screen

WIOA Application: Employment Information

Free Hotmail Workforce Innovation and...

Home My Dashboard Sign Out Services for Individuals Services for Employers Labor Market Analysis

Employment Information

Employment Status:

[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]
✓ Self Attestation

Employment Status Verification

Self Attestation
 UI Records
 Employer Contact
 Other Applicable Documentation, (specify)

[Reset](#)

If Employed, Individual is Under-Employed: Yes No Not Applicable

Unemployment Eligibility Status:

UI Referred By Status:

Claimant has been exempted from work search: Yes No

Date claimant was exempted from work search: [Today](#)

Unemployment Compensation Verify [[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]
✓ UI records (Benefit History, Wage Record)

Jobseeker should complete all fields that are required (*) or applicable

WIOA Application: Education

WIOA Education Information

• **Highest School Grade Completed:**

• **High School Diploma or equivalent received:** Yes No

• **Highest Education Level completed:**

• **Highest Grade and Educational Level** [\[Verify \]](#) [\[Scan \]](#) [\[Upload \]](#) [\[Link \]](#)
 Other Applicable Documentation, (specify)

• **School Status:**
[\[Verify \]](#) [\[Scan \]](#) [\[Upload \]](#) [\[Link \]](#)

Education Partner Services

• **Receiving services from Adult Education (WIOA Title II):** Yes No Did not self-identify

• **Receiving services from YouthBuild:** Yes No Did not self-identify

YouthBuild Grant Number (If unknown, enter all 9s.):
Format: AA-99999-99-99-A-99

• **Receiving services from Job Corps:** Yes No Did not self-identify

• **Receiving Services from Vocational Education (Carl Perkins):** Yes No Did not self-identify

Individualized Education Program Participant:

Check here to allow saving of a partial application

Be sure to complete all fields and [\[Verify\]](#) if needed

If applicant is currently receiving **Title II Adult Education** services make sure to select "Yes"

WIOA Application: Public Assistance

Public Assistance

Individual or member of a family that is receiving, or in the past 6 months has received, the following:

• **Temporary Assistance for Needy Families (TANF):** Yes No

TANF Recipient: Applicant Family Member Not Applicable

[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

• **Supplemental Security Income (SSI):** Yes No

SSI Recipient: Applicant Family Member Not Applicable

[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

• **General Assistance (GA):** Yes No

GA Recipient: Applicant Family Member Not Applicable

[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

• **Supplemental Nutrition Assistance Program (SNAP):** Yes No

[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

• **Refugee Cash Assistance (RCA)** Yes No

RCA Recipient: Applicant Family Member Not Applicable

[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

Individual receives, or in the last 6 months, received:

• **Social Security Disability Insurance Income (SSDI):** Yes No

[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

Individual currently meets the following:

• **Receiving services under SNAP Employment & Training Program:** Yes No

• **Receiving, or has been notified will receive, Pell Grant:** Yes No

• **Ticket to Work Holder issued by the Social Security Administration:** Yes No

- Complete all fields that have an *, these are required

WIOA Application: Barriers

Individual Barriers

• English language learner Yes No
[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

• Basic Skills Deficient/Low Levels of Literacy Yes No
[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

Add//View Basic skills scores: [Click Here](#)

• Homeless: Yes No
[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

• Ex-Offender - individual has been arrested/convicted of a crime: Yes No Did not disclose
[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

Barriers to Employment

Disabled: Yes

• Displaced Homemaker
[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

Meets long term unemployment definition: No

• Within 2 years of exhausting TANF lifetime eligibility: Yes No
[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

Older individual (age 55 and older): No

• Hawaiian Native: Yes No
Hawaiian or Pacific Islander is not selected as a Race for this individual. Please update the Demographics section if this is not accurate.

• American Indian/Alaskan Native: Yes

• Single Parent (including single pregnant women): Yes No Participant did not self-identify

• Cultural Barriers: Yes No Participant did not self-identify

• Eligible Migrant Season Farmworker as defined in WIOA Sec 167(i): Yes No

• Meets Governor's special barriers to employment: Yes No

- Make a selection for each required field (*)
- Be sure to [Verify](#) if needed

WIOA Application: Family Income

[Individual Details](#) [Preferences](#) * indicates required fields.

W

Start [Contact](#) [Demographics](#) [Veteran](#) [Employment](#) [Education](#) [Public Assistance](#)

Family Income

Due to the individual's disability, they qualify as a Family of 1: Yes No

Low income has not been established based on previous entries. Therefore, low income will be based on family size and income. Family size and income are required entries.

Family Size:
[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

Annualized Family Income:
[[Verify](#) | [Scan](#) | [Upload](#) | [Link](#)]

[Income Table](#)

Check here to allow saving of a partial application

[Exit Wizard](#)

- Complete required fields. If any of the public assistance section is yes, family size and income will not be required

WIOA Application: Federal Initiative

WIOA WIZARD

Start Contact Demographics Veteran Employment Education Public Assistance Barriers Family Income Federal Initiatives

Disability Employment Initiative (DEI)

Perceived Barriers to Employment
(Check all that the individual perceives as a barrier to employment):

- Limited Education
- Limited Work History/Experience
- Ev-Offender
- Substance Abuse
- Language Barrier
- No Child Care
- Homeless
- Disability
- None

Ticket To Work Participant: Yes No

Ever on Supplemental Security Income (SSI) or Social Security Disability Insurance Income (SSDI): Yes No

Currently or Previously Employed: Yes No

Current or Most Recent Hourly Rate of Pay:

Most Recent Job Title:

Begin Date of Most Recent Job: Today

End Date of Most Recent Job: Today

Hours Per Week at Most Recent Job:

Benefits at Most Recent Job
(Check all that apply):

- None
- Health Insurance
- Vacation
- Sick Leave
- Flexible Work Schedule
- Telework
- Customized Employment
- Job Sharing
- Other

If Other is checked, please provide a description:

- Make a selection for each required field (*)
- Be sure to [Verify] if needed
- Screen only shows if Disability is yes on Demographic Tab

WIOA Application: Eligibility and Grants

Applicant Eligibility

Applicant meets the definition for low income: Yes

Income Table: [Income Table](#)

Program	Eligible	Priority	Calculated Exception/Limitation	Reason(s) Not Eligible	Action
Adult	Yes	LI			<input checked="" type="checkbox"/> Inactive
Dislocated Worker	Undetermined			No DW Eligibility Date.	<input type="checkbox"/> Inactive
Youth	Undetermined			No Youth Eligibility Date.	<input type="checkbox"/> Inactive

VET = Veteran, BSD = Basic Skills Deficient, PA = Public Assistance, LI = Low Income, SLP = Additional Priorities

■ Statewide Adult Eligibility must be YES

WIOA Grant Eligibility

Incumbent Worker Eligibility: Yes No Not Applicable Inactive
Applicant meets the basic requirements for Incumbent Worker eligibility, but staff must manually set this to "Yes" and add a grant, when appropriate.

National Dislocated Worker Grant NDWG: Yes No Not Applicable

Statewide Adult Eligibility: Yes No Not Applicable Inactive

Statewide Dislocated Worker Eligibility: Yes No Not Applicable Inactive
Applicant does not meet the requirements for Statewide Dislocated Worker eligibility.

Statewide Youth Eligibility: Yes No Not Applicable Inactive
Applicant does not meet the requirements for Statewide Youth eligibility.

Statewide Rapid Response Additional Assistance Eligibility: Yes No Not Applicable Inactive
Applicant does not meet the requirements for Statewide Rapid Response Additional Assistance eligibility.

WIOA Application: Grant

Grants

No grants have been added.
Select from the list of available grants.

Grant Type	Grant ID	Grant Name	Local Grant Code	Date Added	Action
Statewide Adult	148	Career Pathways- Co-enrollment of Title II into Title I	NA		Add

- Next to the Career Pathways Co-Enrollment of Title II into Title I, you press **Add**

Grants

Grant Type	Grant ID	Grant Name	Local Grant Code	Date Added	Action
Statewide Adult	148	Career Pathways- Co-enrollment of Title II into Title I	Not Defined	05/08/2018	Remove

No grants are available.

- Click **Next >>** to proceed to Participation

WIOA Application: Participation

Home My Dashboard Sign Out Services for Individuals Services for Employers Labor Market Analysis Quick Search

Fill out the information below regarding the individual's participation.

MARYLAND Workforce Exchange
Where Business and People Connect

General Information

State ID:	208761
Name:	Dan Smith
Date of Birth:	11/16/1972
Application Date:	02/20/2018
Eligibility Date:	02/20/2018

Participation Information

* Participation Date:	<input type="text" value="05/08/2018"/> (mm/dd/yyyy) <input type="button" value="Today"/>
Participation Age:	45

Enter a Participation Date and Click **Next >>** to proceed to Service Enrollment

Activity Enrollment: General Information

General Information

Participant User Name: dan313
Participant State ID: 208761
Last Name, First Name MI: Smith, Dan
Social Security Number: 9257
Address: 222 Main Street
Reisterstown, MD 21136
Application Summary: Program: Title I - Workforce Development (WIOA)
Application Date: 2/20/2018
Earliest Eligibility Date: 02/20/2018
Participation Date: 05/08/2018

* Customer Program Group: 93 - Statewide Adult
* LWDB: Baltimore City
* Office Location: Baltimore City One Stop Center (Eutaw Street)

Enrollment Information

Grant: Career Pathways- Co-enrollment of Title II into Title I
WIOA or Non WIOA Partner Program: Yes, service is a WIOA or Non-WIOA Partner Program.

Under General Information go to the **Customer Group** pull down and pick **Statewide Adult**

Under Grant select **Career Pathways- Co-enrollment of Title II into Title I**

Enrollment Information

Grant: Career Pathways- Co-enrollment of Title II into Title I
WIOA or Non-WIOA Partner Program: Yes, service is a WIOA or Non-WIOA Partner Program.
* Activity Code:
[Select Activity Code](#)
Projected Begin Date: Today
Actual Begin Date: 05/08/2018
Actual begin date may not be modified on the first activity.
* Projected End Date: Today
Any classes attended through Distance Learning: Yes No
Participant has been issued an ITA and the ITA will pay for this service: None Selected

Staff Information

Select an Activity Code by clicking on the link

Click **Next >>** to proceed

Activity Creation

General Information	Service Provider	Enrollment Cost	
General Information			
Participant User Name:	dan313		
Participant State ID:	208761		
Last Name, First Name MI:	Smith, Dan		
Social Security Number:	9257		
Address:	222 Main Street Reisterstown, MD 21136		
Application Summary:	Program:Title I - Workforce Development (WIOA) Application Date:2/20/2018 Earliest Eligibility Date:02/20/2018		
Participation Date:	05/08/2018		
* Customer Program Group:	93 - Statewide Adult		
* LWDB:	Baltimore City		
* Office Location:	Baltimore City One Stop Center (Eutaw Street)		
Enrollment Information			
Grant:	Career Pathways- Co-enrollment of Title II into Title I		
WIOA or Non-WIOA Partner Program:	<input type="checkbox"/> Yes, service is a WIOA or Non-WIOA Partner Program.		
* Activity Code:	<input type="text"/> [Select Activity Code]		

Under General Information go to the **Customer Group** pull down

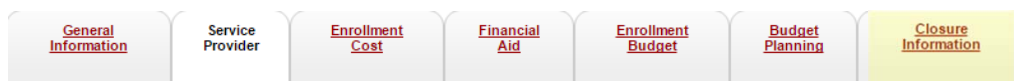
- Using the pull down select **Statewide Adult**

- Under the Enrollment Information go to the Grant question

- In the pull down choose Career Pathways- Co-enrollment of Title II into Title I. Select an Activity Code by clicking on the link

- Click **Next >>** to proceed, Then go to Closure

Activity Enrollment: Service Provider



Enrollment Service Provider Information

Enrollment Summary: Enrollment ID: 5222360
Username: WIOATEST
WIOA Application ID: 2407664
Activity Code: 102
Activity Dates: 7/7/2015 - 8/11/2015


* Provider:
[Select Provider]

* Service, Course or Contract:
[Select Service, Course or Contract]

Provider Locations:
[Select Provider Locations]

Provider Contacts:
[Select Provider Contacts]

* Occupational Training Code: Not Applicable

- Next is the **Service Provider** screen
- This tab is **not required** for Career Pathways- Co-enrollment of Title II into Title I . If you have this information you may fill it out by clicking on the links under each entry.
- To proceed to the next section hit 
- To proceed straight to the "Closure" click on the **Closure Information** tab

Activity Closure Information

General Information | Service Provider | Enrollment Cost | Financial Aid | Enrollment Budget | Budget Planning | Closure Information

Closure Information

Enrollment Summary:

Enrollment ID: 5302775
Username: dan213
WIDA Application ID: 2675427
Activity Code: 102
Activity Dates: 1/17/2017 - 1/17/2017


Last Activity Date: 01/17/2017 Today

Completion Code: Successful Completion

Case Notes: [Add a new Case Note](#) | [Show Filter Criteria](#)

ID	Create Date	Subject	Action
No data found.			

<< Back | Finish | Delete

- Enter a Completion code (if appropriate)
- If you missed your chance previously to enter a case note, you may do so here
- When you are ready Click 

Creating Additional Activities:

WIOA #2068678 - Complete

LWDB:	03 - Baltimore City	Application Date:	02/20/2018
Onestop:	28 - Baltimore City One Stop Center (Eutaw Street)	Participation Date:	05/08/2018
Open/Total Activities:	0 / 1	Closure Date:	N/A
		Exit Date:	N/A

Case Information

ABC Eligibility Date: N/A	Adult Eligibility Date: 10/20/2018
Dislocated Worker Eligibility Date: N/A	Youth Eligibility Date: N/A
Incumbent Worker Eligibility Date: N/A	

Location and Staff

LWDB: 03 - Baltimore City	Onestop: 28 - Baltimore City One Stop Center (Eutaw Street)
Create Staff: Lynda Weber (Goldberg)	Edit Staff: Lynda Weber (Goldberg)
Case Manager: N/A	Temporary Case Manager: N/A

Eligibility Summary

Participation 05/08/2018

Activities / Enrollments / Services 1

[Create Activity / Enrollment / Service](#)

Status	Activity / Provider	WZ	Funding / Grant	Projected Begin Date	Actual Begin Date	Progress	Actual End Date
	102 - Initial Assessment No Provider Information		Statewide Adult Career Pathways- Co-enrollment of Title II into Title I	06/08/2018	06/08/2018	05/08/2018	06/08/2018 Successful Completion

Page 1 of 1 Rows 100

- Head back in the **Programs** under Case Management
- Expand your Newly created WIOA app and **Activities/Enrollment/Services +**
- The activities you created now displays in the activities list
- Click **“Create Activity”** to add additional services

Back to the WIOA App

WIOA #2060678 - Complete

LWCB:	03 - Baltimore City	Application Date:	02/20/2018
Oneskop:	28 - Baltimore City One Stop Center (Eutaw Street)	Participation Date:	05/08/2018
Open/Total Activities:	0 / 2	Closure Date:	N/A
		Exit Date:	N/A

Case Information

ABC Eligibility Date: N/A Adult Eligibility Date: 02/20/2018
 Dislocated Worker Eligibility Date: N/A Youth Eligibility Date: N/A
 Incumbent Worker Eligibility Date: N/A

Location and Staff

LWCB: 03 - Baltimore City Oneskop: 28 - Baltimore City One Stop Center (Eutaw Street)
 Create Staff: Lynda Weber (Goldberg) Edit Staff: Lynda Weber (Goldberg)
 Case Manager: N/A Temporary Case Manager: N/A

Eligibility Summary

Participation: 05/08/2018

Activities / Enrollments / Services: 2

[Create Activity / Enrollment / Service](#)

Status	Activity / Provider	WZ	Funding / Grant	Projected Begin Date	Actual Begin Date	Projected End Date	Actual End Date
100 - Initial Assessment	No Provider Information	0	Adult	05/08/2018	05/08/2018	05/08/2018	05/08/2018 Successful Completion
100 - Initial Assessment	No Provider Information	0	Statewide Adult Career Pathways - Co-enrollment of Title II into Title I	05/08/2018	05/08/2018	05/08/2018	05/08/2018 Successful Completion

4 Page 1 of 1 Rows 1/1

- Notice the difference in the funding/grant for each service. Ensure service has the correct funding attached when assigning services
- Add any other services that you provided
- **Please note, all individuals enrolled in Career Pathway Co-enrollment grant are required to be co-enrolled in either Title I Adult, Dislocated Worker, and/or Youth services. Services must be attached to both the Career Pathway grant and attached to Title I funding (customer group).**

Adding a Partner Program

To indicate that services are being received during program participation by a **Title II Adult Education**, select the **+ Partner Program** below

LWDB:	03 - Baltimore City	Application Date:	06/18/2018
Onestop:	30 - Northwest American Job Center (Re-entry Center)	Participation Date:	06/18/2018
Open/Total Activities:	0 / 1	Closure Date:	N/A
		Exit Date:	N/A

Case Information

ABC Eligibility Date: N/A
Dislocated Worker Eligibility Date: N/A
Incumbent Worker Eligibility Date: N/A

Adult Eligibility Date: 06/18/2018
Youth Eligibility Date: N/A

Location and Staff

LWDB: 03 - Baltimore City
Create Staff: [Beatrice Kane \(BKane\)](#)
Case Manager: [Beatrice Kane \(BKane\)](#)

Onestop: 30 - Northwest American Job Center (Re-entry Center)
Edit Staff: [Beatrice Kane \(BKane\)](#)
Temporary Case Manager: N/A

Eligibility Summary	
Participation	06/18/2018
Activities / Enrollments / Services	1
Measurable Skills Gain	0
Partner Programs	0
Training Justification	0
Literacy & Numeracy	0
Youth Goals	0
Credentials	0

Partner Programs	0
Add/Edit Partner Programs	

Then click on Add/Edit Partner Program to add an entry

Adding Partner Program (Continued)

Identifying Information

Case ID: 2976032

Username/Login Name: 1112976204

User ID: 3177257

State ID: 1685722

Create Date:

Created by Staff:

Last Edit Date:

Staff Last Edited:

Partner Programs

Please indicate if the individual received services from the following partner programs during program participation.

Adult Education: Yes No Participant did not self-identify

Employment and Training Services related to SNAP: Yes No Participant did not self-identify

H-1B Funded Program: Yes No Participant did not self-identify

H-1B Funded Program Grant Number (if unknown, enter all 9s.):
Format: AA-99999-99-99-A-99

Homeless Veterans' Reintegration Program: Yes No Participant did not self-identify

Homeless Veterans' Reintegration Program Grantee:
Format: 99999

Indian and Native American (INA) Programs: Yes No Participant did not self-identify

Indian and Native American Programs Grant Number (if unknown, enter all 9s.):
Format: AA-99999-99-99-A-99

Job Corps: Yes No Participant did not self-identify

National Farmworker Jobs Program (NFJP): Yes No Participant did not self-identify

National Farmworker Jobs Program Grant Number (if unknown, enter all 9s.):
Format: AA-99999-99-99-A-99

Other WIOA or non-WIOA Programs: Yes No Participant did not self-identify

Employment First State Leadership Mentoring Program (EFSLMP): Yes No Participant did not self-identify

Intellectual and/or Developmental Disability Program: Yes No Participant did not self-identify

Mental Health Program: Yes No Participant did not self-identify

Reintegration of ER-Offenders (Adult) Program: Yes No Participant did not self-identify

Reintegration of ER-Offenders (Adult) Program Grant Number:
Format: AA-99999-99-99-A-99

Reintegration of ER-Offenders (Youth) Program: Yes No Participant did not self-identify

Reintegration of ER-Offenders (Youth) Program Grant Number:
Format: AA-99999-99-99-A-99

Senior Community Service Employment Program (SCSEP): Yes No Participant did not self-identify

SCSEP Grant Number (if unknown, enter all 9s.):
Format: AA-99999-99-99-A-99

Vocational Education (Carl Perkins Vocational and Applied Technology Education Act): Yes No Participant did not self-identify

Vocational Rehabilitation and Employment (VR & E) Services (Veteran's VR): Yes No Participant did not self-identify

Vocational Rehabilitation Services (Parts A and B of the Rehabilitation Act of 1973): Yes No Participant did not self-identify

YouthBuild: Yes No Participant did not self-identify

YouthBuild Grant Number (if unknown, enter all 9s.):
Format: AA-99999-99-99-A-99

- To indicate that services are being provided by Title II Adult Education “during program participation” click “Yes” for the **Adult Education** field

- When you are ready click Save

Adding a Case Note

If receiving or received Adult Education Title II services during the current or previous Fiscal Year, you must include a case note attached to the WIOA Title I Program and the Career Pathways Grant. Case note must indicate dates services received (Adult Education); provider of adult education services; and whether participant is currently receiving adult education services or if they received adult education services in previous fiscal year.



Use this folder to enter and store your case notes on the selected Individual.

[[Assist an individual](#) | [Staff Services](#) | [Individual Portfolio](#)]

The screenshot shows a navigation menu with three main sections: 'My Individual Profiles', 'My Individual Plans', and 'Staff Profiles'. Under 'My Individual Profiles', there are sub-items: Personal Profile, General Information, Background, Activities, Memo, Search History Profile, Self Assessment Profile, and Communications Profile. Under 'My Individual Plans', there are no visible sub-items. Under 'Staff Profiles', there are sub-items: General Profile (with sub-items Summary, Case Notes, Activities, and Documents (Staff)), Re-Employment Profile, Case Management Profile (with sub-items Case Summary, Programs, Plan, and Assessments), and Report Profile. A yellow arrow points to the 'Case Notes' link under 'General Profile'.

- To add a Case Note, under Staff Profiles, under the General Profile selections, select **Case Notes**

The screenshot shows a tabbed interface with three tabs: 'Summary', 'Case Notes', and 'Activities'. The 'Case Notes' tab is active. Below the tabs, there is a horizontal bar containing two links: '[Add New Case Note | Print Selected Case Notes]'. A yellow arrow points to the 'Add New Case Note' link.

- Then select **Add New Case Note**

[+ Show Case Note Privileges](#)

[+ Show Filter Criteria](#)

Adding a Case Note Continued

Case Note Template

Autofill by Template:

Case Note Summary

Case Note ID: 0
Username: dan313
User ID: dan313
Name: Dan Smith

Case Note Details

Please check to suppress this Case Note
* Contact Date:

* LWIA/Region:
* Office Location:
* Program:
App ID:
Partner Program:
* Subject:
Contact Type:

* Case Note Description:

Message Options

Create Message From Case Note on Save

Case Note Attachments

Listed below are the documents associated with this case note. Click the View link below to view that particular item.

No records found

Updated and scanned documents with spaces in the document name may be incompatible with some browsers. These spaces will be replaced with _ when saving the document in our system.
(Add a Document) (Scan a Document)

- For **Program** select **Title I - Workforce Development WIOA**
- Select appropriate **App Id**, ensure the **Title I- Workforce Development (WIOA)** application is chosen
- **Subject** should be entered as “**Career Pathways Grant-Education Provider**”
- Remember to add your case note under **Case Note Description**
- When completed click

Save

Career Pathways- Performance

- Number Served
 - Number Co-enrolled in Career Pathway and Title I
 - Number Completing Training
 - Number Placed into Employment Following Training Completion (and During Participation)
 - RETENTION- Of those placed into employment following training completion, number participants still Employed QTR2 following Program Exit
-

Reporting Information

- The 122 service code, Employment During Participation, will be used to establish Placed in Unsubsidized Employment after training completion and during participation period. Employer name and employer wage will be entered into the comment section of the 122 service assignment.
 - Retention will look at of those placed into employment following training completion, are still Employed QTR2 following Program Exit. Retention will be recorded QTR 2 following program exit. This information should be entered in the Follow Up table for QTR2 in MWE. Employer may be same employer of initial placement after training completion or different employer.
 - All participants of this grant will be automatically subjected to the federal reporting measures under WIOA Title I
-

Tips:

- Remember that case notes can be added directly from the application and during service assignment
- Your area may wish to set up a Case Management Group for Career Pathways- Co-enrollment of Title II into Title I
- Here is one example of a tracking report:

Go to **Detailed Reports** → Then pick **Enrolled Individual** →
Choose **List** and **Filter by Program WIOA, and Available Grant Career Pathways- Co-enrollment of Title II into Title I**

For the Future...

- Remember to list the Actual Start Date for your customer's activity(s) after you verify they have started
 - Remember to update and/or close your activities. Do not let the system close an activity for you. Good case managers keep track of when services actually end!
 - List any Credential received, if available, after closing a training activity. The credential will be entered under Create Credential.
-

Thank you for your time!

Here are some important emails to remember

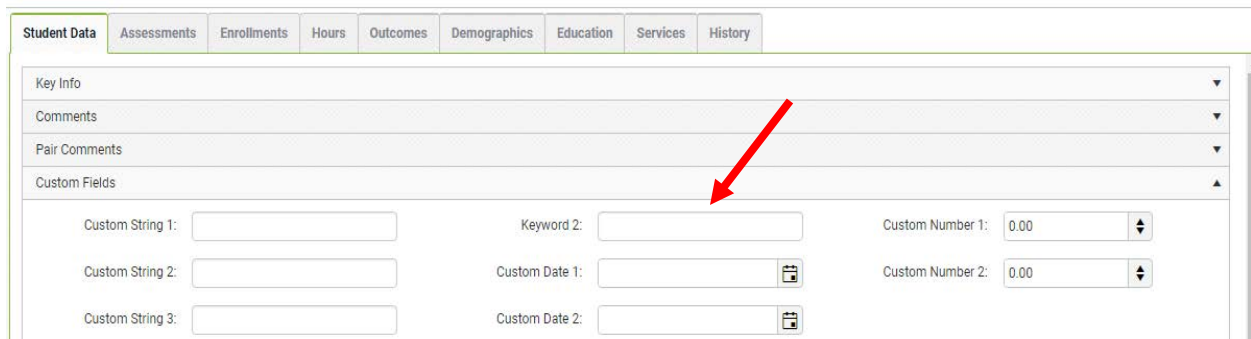
Contact the PM help desk with any performance related questions at
pmhelp@dllr.state.md.us

If you have technical issues or question about creating the WIOA application
please contact the Help Desk at
wehelp@dllr.state.md.us

How to Enter the *Career Pathways Connections for Adult Learners* Grant Data into LACES

Participants in the *Career Pathways Connections for Adult Learners* Grant will be coded to indicate co-enrollment in Title I and Title II. The code (CPC) will be placed into the Keyword 2 field in LACES. This field is located in the student detail record > Student Data tab > Custom Fields panel. Specific instructions listed below.

1. Once in the Student Detail Record, locate the Student Data tab, and scroll down to the Custom Fields panel.
2. Place the code, CPC, into the Keyword 2 field.



The screenshot displays the 'Student Data' tab in the LACES system. The 'Custom Fields' panel is expanded, showing several input fields. A red arrow points to the 'Keyword 2' field, which is the target for entering the CPC code. The other fields include Custom String 1, 2, and 3; Custom Date 1 and 2; and Custom Number 1 and 2.

Field Name	Field Type	Value
Custom String 1	Text Input	
Keyword 2	Text Input	
Custom Number 1	Number Input	0.00
Custom String 2	Text Input	
Custom Date 1	Date Input	
Custom Number 2	Number Input	0.00
Custom String 3	Text Input	
Custom Date 2	Date Input	

**MARYLAND DEPARTMENT OF LABOR, LICENSING AND REGULATION
DIVISION OF WORKFORCE DEVELOPMENT AND ADULT LEARNING
MONTHLY FINANCIAL STATUS REPORT**

Revised 8/30/2016

SECTION I - GRANT AWARD INFORMATION		(If Applicable)	REVENUE SOURCE	PY16/FY17 WIOA Set-Aside Carry-Over
GRANT TITLE/YEAR (FY or PY)	CAREER PATHWAYS	CFDA#	17.258, 17.278, 17.259	
GRANTEE NAME		FEDERAL CONTRACT #	AA-28321-16-55-A-24 WIOA Set-Aside	
GRANTEE ADDRESS		STATE GRANT #		
CITY/STATE/ZIP		LOCAL GRANT #		
REPORT PERIOD	From _____ To _____	TOTAL AWARD	\$	-

SECTION II - SUMMARY OF EXPENDITURES

ADMINISTRATIVE EXPENDITURES	TOTAL ADMINISTRATIVE BUDGET/ ADJUSTMENTS	TOTAL ADMIN ACCRUED EXPENDITURES	VARIANCE UNDER (OVER)
Staff Salary/Wages	-	-	\$ -
Staff Fringes	-	-	\$ -
Staff Travel/Training	-	-	\$ -
Equipment	-	-	\$ -
Supplies and Materials	-	-	\$ -
Contractual	-	-	\$ -
Other*	-	-	\$ -
Totals	\$ -	\$ -	\$ -

(Itemize "Other" in "Remarks" Section Below)

Admin Unliquidated	-	% OF TOTAL GRANT	
TOTAL ADMIN	\$ -	#DIV/0!	\$ -

PROGRAM EXPENDITURES	TOTAL PROGRAM BUDGET/ ADJUSTMENTS	TOTAL PROGRAM ACCRUED EXPENDITURES	VARIANCE UNDER (OVER)
Staff Salary/Wages	-	-	\$ -
Staff Fringes	-	-	\$ -
Staff Travel/Training	-	-	\$ -
Participant Training	-	-	\$ -
Participant Wages & Fringes	-	-	\$ -
Supportive Services	-	-	\$ -
Equipment	-	-	\$ -
Supplies and Materials	-	-	\$ -
Contractual	-	-	\$ -
Other*	-	-	\$ -
Totals	\$ -	\$ -	\$ -

(Itemize "Other" in "Remarks" Section Below)

Program Unliquidated	-	
TOTAL PROGRAM	\$ -	\$ -

	Budget	Accrued Exp.	Unliquidated	Total Obligations	Variance
TOTALS	\$ -	\$ -	\$ -	\$ -	\$ -

OTHER INCOME	PROGRAM INCOME
Program Income Earned	\$ -
Program Income Expense	\$ -
Leveraged Funds	\$ -
Leveraged Funds	\$ -
Leveraged Funds	\$ -
Local Stand-In Costs	\$ -

SECTION III - SUMMARY OF RECEIPTS

TOTAL FUNDS AVAILABLE	TOTAL CASH RECEIVED	TOTAL CASH DISBURSEMENTS	CASH ON HAND	Note/Explanation for Cash on Hand
\$ -	\$ -	\$ -	\$ -	

REMARKS:

*Explanation for 'Other' categories

CERTIFICATION: By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and intent set forth in the award document. I am aware that any false, fictitious or fraudulent information may subject me to criminal, civil or administrative penalties. (U.S. Code, Title 18, Section 1001)

Authorized Signature: _____
Print Name and Title: _____

Date

Telephone #

Closeout packages are due 90 days after fully expended or 60 days after expiration date, whichever comes first

**INSTRUCTIONS FOR COMPLETING THE FINANCIAL STATUS REPORT FOR
MARYLAND DEPARTMENT OF LABOR, LICENSING AND REGULATION**

NOTE: All cells in BLUE are the cells that data needs to be entered. All other cells are automatically updated.

TITLE: Choose 'Monthly', 'Quarterly' or 'Semi-Annual' from drop down menu.

SECTION I - GRANT AWARD INFORMATION

GRANT TITLE/YEAR (FY or PY): Enter the grant title and the year of the funding (either PY or FY not both). For example: WIOA Youth Grant PY 2017

GRANTEE NAME: Enter the current name of the grantee.

GRANTEE ADDRESS: Enter the current address of the grantee.

CITY/STATE/ZIP: Address continued

REPORT PERIOD: Enter the beginning date of the most recent Notice of Grant Award and the ending date of the report period.

REVENUE SOURCE: Enter a revenue source (if applicable). Example: ABE/ESL, LEADERSHIP, AGE, EL/C, etc.

CFDA #: Enter the CFDA number per the most recent Notice of Grant Award. For example: 17.278.

FEDERAL CONTRACT #: Enter the Federal contract number per the most recent Notice of Grant Award. For example: AA-28321-16-55-A-22.

STATE GRANT #: Enter the State grant number per the most recent Notice of Grant Award. For example: POOP74-FR-PY16 Mod 3.

LOCAL GRANT #: Enter local designation (if applicable)

TOTAL AWARD: Enter the total award amount of the grant

SECTION II - SUMMARY OF EXPENDITURES

Administrative Expenditures: Enter approved Budget in the first BLUE column and Accrued Expenditures in the second BLUE column as follows:

Staff Salary/Wages: This is the salary and fringe for all staff. When calculating salaries, you must include staff that is hired on a contractual basis. However, this line should not include consultants.

Staff Fringes: This line is for fringe benefits paid. When calculating fringes, include staff that is hired on a contractual basis (if applicable). However, this line should not include consultants.

Staff Travel/Training: These are costs of staff travel and trainings.

Equipment: List any equipment purchased. The Uniform Guidance defines Equipment at 2 CFR 200.94 and 2 CFR 200.33as tangible, nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

Supplies and Materials: List all supplies that you purchased for operating. NOTE: Supplies specifically that will be given to the client for training need to be counted under participant training.

Contractual: This line item should include any administrative services contracted out. This does include contracts for training staff.

Other: This line should report the cost of Overhead, indirect costs and any other expense that does not logically fit in the above categories. Please provide comments in the remarks section describing these costs.

Admin. Unliquidated: Enter the amount of federal administrative un-liquidated expenses prior to report period.

Program Expenditures: Enter approved Budget in the first BLUE column and Accrued Expenditures in the second BLUE column as follows:

Staff Salary/Wages: This is the salary and fringe for all staff. When calculating salaries, you must include staff that is hired on a contractual basis. However, this line should not include consultants.

Staff Fringes: This line is for fringe benefits paid. When calculating fringes, include staff that is hired on a contractual basis (if applicable). However, this line should not include consultants.

Staff Travel/Training: These are cost of staff travel and trainings.

Participant Training: This line is for the cost of training clients. These costs should include but not be limited to, supplies that are for the client's training, classes taken by the client, Consultants used to teach clients, etc.

Participant Wages & Fringes: These are client payroll cost of work experience.

Supportive Services: These costs should include payments made to the client, or on behalf of the client, for transportation, child care, etc.

Equipment: List any equipment purchased. The Uniform Guidance defines Equipment at 2 CFR 200.94 and 2 CFR 200.33as tangible, nonexpendable personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

Supplies and Materials: List all supplies that you will need for operating. NOTE: Supplies specifically that will be given to the client for training will be counted towards training.

Contractual: This line item should include any program services contracted out. This does not include contracts for training clients but it does include contracts for training staff.

Other: This line should report the cost of Overhead, indirect costs and any other expense that does not logically fit in the above categories. Please provide comments in the remarks section describing these costs.

Program Unliquidated: Enter the amount of federal program un-liquidated expenses prior to report period. For example: future and in process client trainings, etc.

PROGRAM INCOME EARNED: Enter the amount of program income earned as of the end of the report period.

PROGRAM INCOME EXPENSE: Enter the amount of program income expended as of the end of the report period.

LEVERAGED FUNDS: Enter the amount of other federal funds that have been used to enhance this grant as of the end of the report period.

Source (of Leveraged Funds): Enter revenue source of leveraged funds.

LOCAL STAND-IN COSTS: Enter the amount of stand-in costs expended as of the end of the report period.

SECTION III - SUMMARY OF RECEIPTS

TOTAL CASH RECEIVED: Enter the amount of Total Cash Received as of the end of the report period.

TOTAL CASH DISBURSEMENTS: The amount of Total Cash Disbursed as of the end of the report period.

TOTAL CASH ON HAND: This figure is the sum of Total Cash Received minus Total Cash Disbursements.

Note/Explanation for Cash on Hand: Enter note of why there is cash on hand.

REMARKS: Provide any comments, as appropriate.

**INSTRUCTIONS FOR COMPLETING THE FINANCIAL STATUS REPORT FOR
MARYLAND DEPARTMENT OF LABOR, LICENSING AND REGULATION**

NOTE: All cells in BLUE are the cells that data needs to be entered. All other cells are automatically updated.

CERTIFICATION: An authorized representative of the grantee should affix their signature, title, date signed and telephone number. (This MUST be an original signature.)



Career Pathway Connections for Adult Learners

MONTHLY PROGRAM REPORT

Month Ending: **XXXXXX 2018**

Grantee: **XXXXXX LWDA**

SECTION A. PROGRAM REPORT

Grant Narrative:

Briefly describe your grant and the activities being performed:

Please note your LWDA's progress in meeting the goals below. Note "not applicable" when field is irrelevant to your specific LWDA project.

Participant/Activity Category	New Activity	Cumulative Activity to Date	Comments
Increase in the co-enrollment of Title II students in Title I programs			
New career pathways created for adult education students;			
Existing career pathways expanded to meet lower-level adult learners where they are in education-level			
New Registered Apprenticeship ¹ programs in the State			
New Pre-Apprenticeship ² programs in the State			

¹ Every Registered Apprenticeship program includes structured OJT. Companies hire apprentices and provide hands-on training from an experienced mentor. This training is developed by mapping the skills and knowledge the apprentice must learn over the course of the program to become fully proficient at the job. Apprentices receive Related Instruction or classroom style training that complements the OJT. This instruction helps refine the technical and academic skills that apply to the job. Related Instruction may be provided by a community college, technical school or college, an apprenticeship training school, or by the business itself. The instruction can be provided at the school, online, or at the work site.

² To be considered a Pre-Apprenticeship program, a program must have at least one Registered Apprenticeship partner, the training and curriculum must be based on industry standards and approved by the documented Registered Apprenticeship partner(s), and will prepare individuals with the skills and competencies

Increase in adult education students who are Registered Apprentices			
Increase in adult education students who are Pre-Apprentices			
New Integrated Education and Training programs in the State			
Existing Integrated Education and Training programs expanded			
New Integrated English Literacy and Civics Education programs in the State			
Existing Integrated English Literacy and Civics Education programs expanded			
New Out-of-School Youth career pathways			
Increase in Out-of-School Youth engaged in the workforce system			
New Distance Learning programs in the State			
Existing Distance learning programs expanded			
New Bridge Programs in the State			
Existing Bridge Programs expanded			
Existing career pathways for adult education students expanded			
New employers and/or industries engaged in Title II programming			
Number of connections to Maryland WIOA workforce system			
Total number of new Pre-Apprentices			
Total number of new Registered Apprentices			
TOTAL PARTICIPANTS			

needed to enter one or more Registered Apprenticeship program(s); pre-Apprenticeship programs must also possess or develop a strong record of enrolling their Pre-Apprenticeship graduates into a Registered Apprenticeship program.

The below fields are mandatory and a narrative must be supplied.

I. Summary of "Best Practices" or "What's Working" –

II. Summary of Issues, Challenges, & Concerns –

III. Summary of Grant Activities: (Ex. Engaged employers, Registered Programs, Registered New Apprentices, Under-represented populations connected to Registered Apprenticeships)

IV. Narrative Describing Program or Participant Success Stories –

V. Technical Assistance Needs (If Any) –

PLEASE E-MAIL THE COMPLETED AND SIGNED MONTHLY REPORT TO:

jeffrey.smith1@maryland.gov; Lloyd.day@maryland.gov ; ellen.beattie@maryland.gov

The report is due no later than the 15th day of the month following the month of reported activity.