



Workforce Innovation and Opportunity Act (WIOA) Annual Statewide Performance Report Narrative

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Tom Wolf Governor



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Waivers

Identify each waiver that the state has had in place for at least one program year and provide information regarding the state's progress toward achieving the goals and performance outcomes in ETA's letter of approval for the waiver (sec 189(i)(3)(C)(ii)) and outlined in the state's waiver request (when applicable). Discuss how activities carried out under each approved waiver have directly or indirectly affected state and local area performance outcomes. To the extent possible, provide quantitative information.

Pennsylvania had no active WIOA waivers during the last program year.

Effectiveness in Serving Employers Pilot

Identify the two approaches the state has chosen for the Effectiveness in Serving Employers performance indicator pilot. If the state is piloting a state-established measure of Effectiveness in Serving Employers, or has any other metrics to assess employer engagement, describe the measure or metric as well.

Pennsylvania has two selected measures for the Effectiveness in Serving Employers performance indicator pilot: Employer Penetration Rate and Repeat Business Customers. In addition to these federal measures, Pennsylvania has also selected to pilot three state-established measures: (1) **Employer Penetration Rate:** Will be measured quarterly, rather than annually using the FEIN definition of employer in the denominator as opposed to the QCEW definition of establishments; (2) **Repeat Business Customers:** Will be measured each quarter, rather than annually. This is calculated by dividing the number of establishments in the Commonwealth Workforce Development System (CWDS), PA's statewide system of record, that received a service within both the current quarter and the previous quarter, by the number of establishments in CWDS that received a service in the previous quarter; and (3) **Active Job Orders with Referrals:** Will be measured each quarter, rather than annually. This will be calculated by dividing the total number of job orders receiving a referral within a given quarter, by the total number of active job orders within a given quarter.

Evaluations

Include brief descriptions of: (a) current or planned evaluation and related research projects, including methodologies used; (b) efforts to coordinate the development of such projects with WIOA core programs, other state agencies, and local boards; (c) a list of completed evaluation and related reports and links to where they were made accessible to the public electronically; (d) State efforts to provide data, survey responses, and timely site visits for Federal evaluations; and (e) any continuous improvement strategies utilizing results from studies and evidence-based practices evaluated.

Pennsylvania engaged in or continued several research projects during PY '21. Each project is described below, addressing items (a) through (e), when applicable.

Digital Literacy Grant Round 1 - 3rd Party Evaluation

The Department of Labor and Industry (L&I) developed a statement of work (SOW) to bring on a 3rd party vendor to evaluate the effectiveness, impact, return on investment, and overall success of the Digital Literacy and Workforce Development Grant (DLWDG). A vendor was selected in late 2021 and started in January 2022. The vendor's responsibilities include the collection, evaluation, and preparation of reports. The vendor performed one site visit per grantee, for a total of 31 grantee sites. Monthly Status Reports highlight factors such as each grantee's quality of curriculum, best practices, challenges observed, technical assistance needs, success stories, and any other information requested by Bureau of Workforce Development Administration (BWDA). A final report will be submitted in February 2023 that will address each of the DLWDG grant recipient's implementation, instructor-based learning for digital literacy

programming, outcomes and statistics, cost evaluation, positive themes and challenges, replicability, and sustainability. This report will also summarize best practices and lessons learned so L&I can evaluate the need for additional supports and initiatives that will promote high-level performance and outcomes.

Digital Literacy Grant Round 2 - 3rd Party Evaluation

L&I developed a statement of work (SOW) seeking services from a vendor with knowledge and experience in research and evaluation methodologies and WIOA workforce development systems to evaluate the efficacy and impact of the DLWDG. The goal of this project is to evaluate the effectiveness and return on investment of the DLWDG to promote high-level performance within and high-level outcomes from the workforce development system. This will be accomplished through a review of each of the 21 Digital Literacy grant awards to determine if the grant was effective in addressing the digital literacy skills of the target population and to determine what additional needs remain to address for the coverage areas and unserved or underserved populations. The grantee will:

1. Propose and utilize research and evaluation methodologies to provide quantitative and qualitative information to the department.
2. Propose an implementation and data collection plan to address the stated needs.
3. Collect, evaluate, and report data and information as specified in the deliverables section to determine the success of the Digital Literacy Notice of Grant Availability (NGA).
4. Provide summary information related to best practices and lessons learned so that the department can evaluate the need for additional supports or initiatives.
5. Schedule and perform one site visit per Grantee.

Financial Aid Utilization

L&I recently evaluated the availability, barriers, utilization, and needs of workforce system customers regarding financial aid for training activities. This evaluation included a summary of what is currently occurring and recommendations for improving customer access to all sources of financial aid. The White Paper will help inform decision makers so that resources and policy can be aligned to address customer barriers in accessing and maintaining financial assistance.

Background: The 5-year American Community Survey indicates that 9.5% of Pennsylvanian's have less than a high school diploma, 34.7% have a high school diploma or equivalency, 24.4% have some college or an associate degree, and 31.4% have a bachelor's degree or higher. Pennsylvania's economic future depends on having a well-educated and skilled workforce that is prepared to meet the current and projected demands of a knowledge-based, global economy. In alignment with Governor Wolf's vision, PA learners must be prepared for meaningful engagement in postsecondary education, workforce training, career pathways, and as responsible, involved citizens.

By better understanding what is occurring and the resources available, our staff will be able to maximize funding opportunities from all available sources and reduce the reliance on educational debt by our customers for training.

Digital Intake

In direct response to recommendations made by the [Keystone Economic Development and Workforce Command Center 2020 report](#), L&I initiated a project to streamline PA CareerLink® intake processes by developing a common digital intake form for statewide implementation. The project is identified as a priority in the [WIOA Combined State Plan](#) and will support the commonwealth and local sites by providing centralized, reliable, uniform, and robust intake data to ensure comprehensive, customer-centered, and equitable service delivery Implementation is anticipated by Fall 2023.

Background: Currently, every one of the sixty-two PA CareerLink® offices uses its own unique set of forms during its intake process, resulting in over 300 unique questions across PA CareerLink® offices, with some questions often being repeated throughout an individual’s visit. The new digital intake form will be standard across all PA CareerLink® sites, providing an improved high-quality customer experience no matter which office one visits.

This digital form improves the way information is gathered and collects the most relevant data points to assist in adequate and targeted service provision, including remediation of barriers to employment. By utilizing CWDS, the form facilitates adoption and fidelity to implementation by PA CareerLink® site administrators and staff. In addition, because of the digital aspect, reports and statistical analysis will be more readily available to aid in short-term and long-term service provision, inform data-driven decision-making that supports programs and partners, and develop policies and procedures.

Five PA CareerLink® offices that represent each of the five areas designated to each Assistant Regional Director were selected to serve as pilot offices. The pilot offices – represented by their county names, Bradford-McKean, Lawrence, Cumberland, Lehigh, and Allegheny East – are also a sample of urban, rural, small, and large office structures. Their input and collaboration have been a pivotal component in research and design and will be even more so as we move towards implementation.

The design phase of this three-phase initiative has concluded, and we are now in development. While the form is being developed, a second round of customer focus groups will be held to gather data on form completion times, accessibility, and literacy levels. Given current timeline estimates, we anticipate implementation to begin Fall 2023.

Regional and Local Plan Policy

In 2022, BWDA’s Policy & Planning Coordination Services Unit surveyed all local workforce development areas and required one-stop partners for input to update Pennsylvania’s Regional & Local Plan policy and guidance and Pennsylvania’s One-Stop Memorandum of Understanding policy and guidance. This effort resulted in the compilation of suggestions, revisions and improvements to the policies and guidance to effectively operationalize service delivery across partners.

Grant Performance Evaluation

In collaboration with the Center for Workforce Information and Analysis (CWIA), the Apprenticeship Training Office (ATO), and the PA Workforce Development Board (WDB), the Grants Unit in BWDA drafted a Statement of Work to contract with a vendor who will provide full-time staff to:

- Analyze existing grants and new Notices of Grant Availability (NGAs) and recommend improvements to performance monitoring strategies
- Create data collection tools and performance report dashboards
- Evaluate incoming grant performance data and produce summary documents, reports, dashboards, and infographics for department leadership and other stakeholders as requested

The Grants Unit continues to gather information and feedback on the work’s scope and design; BWDA expects to solicit proposals to complete this work beginning in Fall 2022. A selected vendor’s staff would integrate themselves with the Grants Unit to provide support in performance evaluation for all grants.

In addition, L&I has been working with the Harvard Kennedy School Government Performance Lab to build on efforts to improve grantmaking processes, including principles of Active Grant Management.

This partnership is anticipated to be extended through July 2023.

Business Service Delivery Evaluation

Initiated by the Pennsylvania Keystone Command Center, L&I and the Department of Community & Economic Development (DCED) are evaluating whether the workforce and economic development (WED) system is effectively serving businesses and if the system infrastructure is sufficient to support service delivery. The lessons learned from the pandemic and the needs of the post-pandemic labor force and businesses are explored to ensure that services match existing needs. The goals of this evaluation are to outline the existing model, determine what existing services are effective, identify where gaps in the service delivery may exist, and establish and measure a new-post pandemic minimum standard of services. The analysis will also be used to identify and standardize key performance indicators and data collection protocols that could be used to measure outcomes. The evaluation will be completed on 3/30/2023.

Reemployment Services and Eligibility Assessment Program (RESEA)

In alignment with new federal regulations for the RESEA program, PA's first annual RESEA evaluation is currently in progress. The evaluation will be used to build data on the efficacy of the program performance metrics, which including shortening the length of time the claimant receives unemployment benefits and employment retention, and to measure the value of program participation.

Digital Literacy Phase II – Communication Toolkit

The Digital Literacy Evaluation of PA CareerLink® to better understand customer levels of digital literacy, conducted in 2021, indicated a need to reevaluate and realign the messaging for PA CareerLink® for consistency at all centers. As a result of the evaluation, a Communication Toolkit will be developed to communicate who we are and what we do to assist employers, jobseekers, and other state and community agencies to increase referrals to workforce programs.

Training Initiatives

Both the Career Advisor Assessment conducted in 2022 and the Digital Literacy Evaluation highlighted that staff want training. In addition to Professional Development Day, BWDA has been creating training opportunities for staff including:

- *Individual Employment Plan/Individual Service Strategy (IEP/ISS):* A new IEP/ISS Refresher Training was created to illustrate the “how” and “why” in completing the IEP/ISS with our customers. The training included a recorded training and worksheet, an IEP/ISS Authentication and Signature Standing Operating Procedure (SOP) as well as several Office Hours sessions that allowed staff to join to ask follow-up questions after completing the training.
- *Interval Training:* In an effort to provide impactful information in a short period of time, BWDA launched an Interval Training Series, which are 30-minute sessions, providing information on a variety of topics to all WIOA Title I and Title III staff working in the programs.
- *CWDS General Training:* BWDA is working on the creation of a comprehensive “how” and “why” training for all WIOA Title I and Title III staff that use CWDS. The training modules will cover all programs from eligibility and participation through outcomes. This training should be completed, and all staff should be trained, by late summer or early fall 2023.

State Longitudinal Data System

In 2021, Pennsylvania has initiated the planning and development of a comprehensive State Longitudinal Data System (SLDS), building on its current education data system, to provide an opportunity for data-informed decision making, particularly in the space of education and workforce development across multiple agencies. High-level goals of the SLDS project include:

- Understand long-term outcomes and contribute to better informed funding and policy decisions
- Spend less time finding and validating disparate data sources and more time analyzing it
- Establish transparent and trackable goals
- Consider options across the commonwealth for improving outcomes
- Develop partnerships to identify key research questions, performance measures, and outcomes
- Align investments to effective programming
- Demonstrate progress towards workforce system goals and recommendations

National Governors Association Workforce Innovation Network Digital Literacy Grant

Pennsylvania received a planning grant from the National Governors Association Workforce Innovation Network to advance digital skill development for equitable economic participation in alignment with Pennsylvania’s workforce and economic development goals. One of the primary goals of this project was to understand where digital skill training resources were located throughout the commonwealth and to identify where there were gaps in training availability. Pennsylvania, in partnership with Thomas P. Miller & Associates, developed an asset map of digital literacy training programs across the state. Through this endeavor, we were able to identify training deserts to inform training investments, and to provide the public with a resource to locate digital skills training options.

Another goal of the project was to learn more about employers’ assessment of the digital skill levels of their current employees and their anticipated needs in the future. While more than two in three employers indicated that digital skills for the roles that they were hiring for were very important, only half of employers indicated that the majority of their current workforce had basic skills readiness. Additionally, nearly sixty percent of employers believed that the need to provide basic digital readiness training for newly hired employees will increase in the future.

Pre-Apprenticeship Success in Serving Youth and Integration into the Secondary School System

At the beginning of 2022, a program audit was conducted to gauge development and success of existing pre-apprenticeship programs registered with the Commonwealth. Unsurprisingly, there has been a lack in participation in many programs due to the COVID 19 pandemic; a good majority of our pre-apprenticeship programs are focused on secondary education sectors, so consistency of school participation was a big issue for most. This – along with the most recent updates the ATO has implemented for a more structured role in pre-apprenticeship – has caused several sponsors to consider a restructuring of their programs. As a result of the audit and a revamping of Pre-apprenticeship Policy, the following Pre-apprenticeship Programmatic updates have been implemented: Separation of Pre-Apprenticeship programs by curriculum, updated Pre-Apprenticeship certificates, further progress on pre-apprentice data tracking (working in partnership with CWIA), reoccurring push toward aligning CTE programming with the pre-apprenticeship to apprenticeship training model. Additionally, pre-apprenticeship programs are being created, assessed, and potentially refocused with further consideration for Act 158: Pathways to Graduation. Act 158 allows for successful completion of a pre-apprenticeship program as a potential alternative assessment pathway to the Keystone Exams.

Approach to Customer Satisfaction

Described the state’s approach to customer satisfaction, which may include such information used for one-

stop center certification, in accordance with 20 CFR 678.800. This description should include: 1) the state's methodologies; 2) the number of individuals/employers who were provided customer satisfaction outreach, the response rate, and efforts made to improve the response rate; 3) the results and whether the results are generalizable to the entire population of customers; and 4) a description of any continuous improvement processes for incorporating the customer satisfaction feedback.

Digital Literacy Grant Customer Satisfaction

To measure customer satisfaction with the Digital Literacy grant activities, L&I provides each participant with a post-evaluation survey, available in English and Spanish. Participants complete a series of 5-point Likert Scale questions that ask if training goals were met, quality of content, organization, accessibility, knowledge of the trainer, if program met expectations, etc. The survey also asks Yes/No questions such as would you recommend to others, were questions responded to in a timely manner, do you feel your skills have improved, etc. Open-ended questions include: What did you like most about this training? What aspects of training could be improved? Were your training expectations fulfilled? Why or why not? How could we improve the overall learning experience?

Combined State Plan Progress

Progress made in achieving the state's strategic vision and goals, as described in the state's Unified or Combined State Plan, for developing its workforce and meeting employer needs in order to support economic growth and economic self-sufficiency.

Pennsylvania's WIOA Combined State Plan took effect on July 1, 2020. PY '21 was spent implementing and tracking progress on the objectives and goals in the Plan. The five broad goal categories identified in the plan for PA's workforce development system include:

- Career Pathways and Apprenticeship
- Sector Strategies and Employer Engagement
- Youth
- Continuous Improvement of the Workforce Development System
- Strengthening the One-Stop Service Delivery System

Pennsylvania maintains standing committees for each of the five broad goals comprised of WDB members, external stakeholders, and agency staff to advance progress under these goals. During PY '21, key areas of progress include:

Goal 1.3: The commonwealth will promote Pre-Employment Transition Services (Pre-ETS) for all transition-age youth with disabilities.

- In alignment with both WIOA and Employment First, Pennsylvania's Office of Vocational Rehabilitation provided Pre-ETS services to 23,512 individuals in PY 21, which represented an increase of 52.7 percent over PY 20.

Goal 2.3: The commonwealth will expand access to online education and training programs that result in a credential or certification of value.

- Pennsylvania launched SkillUp PA in PY21. Over 31,000 citizens have registered for SkillUp™ PA accounts. As of October 2022, 25,500 courses have been completed, and 7,00 training hours have been accomplished. All 22 LWDBs have individual local portals to develop networks of employers and job seekers with no-cost access to SkillUp™ PA.

Goal 4.1: Share data across partner programs to assist in the ability to coordinate services to participants and to track participant outcomes, to maximize the positive impact of limited financial resources, including expanding the commonwealth's Statewide Longitudinal Data System, and implementing a common intake form across all Pennsylvania CareerLink® locations.

- In PY 21, the commonwealth hired an SLDS manager and initiated planning and development of a comprehensive data system across multiple agencies.
- L&I, with input from system partners, has been piloting a common digital intake form and anticipates a full launch in the Fall of 2023.

Goal 5.3: The commonwealth will increase training to all front-line staff on all available program offerings to allow for informed internal and external referrals to additional services and facilitate serving the holistic needs of the customer.

- Pennsylvania provided training to all front-line PA CareerLink® staff on assisting customers to complete the FAFSA. This will help to ensure that we can leverage additional federal dollars into the workforce system and provide services to a higher volume of Pennsylvanians to increase postsecondary credentials.

Goal 5.4: The commonwealth will promote innovative strategies for serving customers with barriers, including those with challenges related to digital literacy, capacity, and accessibility, through better customer engagement and support, as well as a focus on increasing awareness of community partners and available resources.

- In PY 21, the Department of Labor & Industry awarded 21 digital literacy grants for nearly \$900,000 dollars to assist in increasing their digital literacy skills, allowing them to better compete for careers in an increasingly digital labor market. Digital literacy grants awarded in PY20 have assisted 1,469 individuals with increasing their digital literacy skills.
- Pennsylvania participated in a National Governors' Association Workforce Innovation Network cohort to develop a statewide Digital Skills plan, including an asset mapping project to help PA residents, organizations, and employers locate digital skills training resources. The map is expected to be publicly available beginning in the Fall of 2022.

Sector Strategies and Career Pathways

Progress made in implementing sector strategies and career pathways. The discussion may include: business engagement strategies, work-based learning (including apprenticeship), work experiences for youth and adults, transitional jobs, and incumbent worker training strategies and policies in the state.

Schools-to-Work

In PY '21, L&I awarded \$2.8million in funding to create career pathways between pre-apprenticeships and apprenticeships in Pennsylvania. These funds were awarded to 12 grantees from across the Commonwealth and in different industry sectors. The goal of the grants is to develop and enhance workforce development partnerships between schools, employers, organizations or associations for pre-apprenticeship and training pathways for students in grades nine through twelve. These projects will run until December 31, 2024. In March of 2022, proposals were received for a second round of Schools-to-Work funding which will begin July 1, 2022 and run until December 31, 2025.

Business Education Partnerships

L&I has awarded 23 Business Education Partnership (BEP) grants for Program Years 2021/2023. The award totaled more than \$3.1M. The BEP program allows school districts to collaborate with local business and LWDBs to educate students, parents and guardians regarding HPOs and in-demand career pathways. The

partnerships provide career-related experiences, exposure to different workplace opportunities and knowledge regarding opportunities in the state through internships, job shadowing, career mentoring, career awareness activities and tours. There are plans to continue this program during PY '21.

Youth Reentry

In PY '19, L&I awarded \$5M in Youth Reentry Demonstration Grant funding to ten LWDBs. The goal of the grant was to engage youth, ages 18-24, who were incarcerated or subject to the justice system, into a career pathway leading to postsecondary education, advanced training, and/or meaningful employment. Projects have included the proposed expansion of existing youth reentry programs for young adults. Many of the projects also feature close working relationships between LWDBs, PACTT affiliates, the PA CareerLink® system, county and/or state justice systems, community or faith-based organizations, foster care systems, the federal bonding program, career and technical education centers, Job Corps, and institutions of higher education.

During PY '21, all the programs were fully operational, although in some areas of the state, there were residual issues with getting access to enter the prisons or even send outside materials in to assist with helping people pre-release. By the end of the grant period, partnerships and communications with the prisons had greatly improved. More than 500 participants were served over the course of this grant. Some grantees exceeded their original goals. Grantees were actively working on ways to continue their programs after the end of the grant period. By the end of June 2021, word was received that a new grant will be developed for funding projects such as these in the near future.

Industry Partnerships

Industry Partnerships are one of the primary sector strategy investments made in Pennsylvania, and in PY 21 we awarded \$4.8 million to 26 partnerships across the commonwealth. Partnerships currently being supported include those in the following sectors: healthcare, information technology, manufacturing, building and construction, and agriculture.

Across the state, there is a shared communal vision for economic vitality, global competitiveness and expanding opportunity. Pennsylvania Industry Partnerships (IPs) are a vehicle to bring collaboration between education, workforce, economic development and answer the call of being responsive to the needs of business and industry - now, more than ever. PA has a long history of successfully supporting IPs that bring together business leaders from the same sector to tackle shared economic and workforce development needs. PA has been nationally recognized for its success in achieving outcomes for employers as well as workers. The PA WDB, L&I, DCED, the PA Department of Education (PDE) and the Team Pennsylvania Foundation have all come together to support industry partnerships around the state. This interagency team developed Pennsylvania IP Statewide Metrics, which are being used to create measurable outcomes and ensure quality programs and strategies statewide. These metrics will help inform future industry partnerships and sector strategies.

Additionally, the Commonwealth has deployed specialized training for Pennsylvania IP Conveners, Core Groups and Support Teams. Trainings include: (1) Community of Practice calls (facilitated by state team) - monthly peer networking calls designed for practitioners to share experiences with peers across the state, ask questions of one another, and exchange ideas and strategies for successfully launching and sustaining partnerships; (2) Specialized technical assistance, including facilitation training, coaching and sustainability measures; (3) Professional development; and (4) Monthly check-in calls with each partnership and state team liaisons.

Apprenticeship Integration into Workforce System

The Apprenticeship and Training Office (ATO) within L&I is prioritizing apprenticeship integration into the workforce system. With the increase of regional Apprenticeship and Training Representatives (ATRs) and other strategic staffing within the office leading to increased capacity, the ATO has begun the process of cultivating close relationships with Local Workforce Development Board (LWDB) and PACareerLink® leadership and as they build Apprenticeship into their local efforts, plans, and professional development. Current education to workforce staff often entails a basic overview of what registered apprenticeship and pre-apprenticeship is as well as the benefits for jobseekers and information on how apprenticeship is one of the most effective strategies for engaging employers and increasing performance outcomes for the public workforce system as apprenticeship programs can help states and local areas meet their targets on the WIOA primary indicators.

The ATO also supports the Registered Apprenticeship Navigator program, an apprenticeship program that trains professionals to develop and manage apprenticeship programs. This program has already trained nearly two dozen LWDB PA CareerLink®, and Office of Vocational Rehabilitation (OVR) staff, with more set to graduate. Having workforce staff certified through this actual apprenticeship program will offer an added layer of local support to current and prospective programs, as well as a level of expertise within each local workforce location, further extending the ATO's reach and allowing workforce providers to offer apprenticeship support and expertise more easily to both jobseeker and employer clients. Additionally, PAsmart Ambassador Network grantees are required to partner with PA CareerLink® or One Stop Centers with a concentration on training or supporting Title One staff or other workforce development professionals who act as Ambassadors of Apprenticeship and grow this work.

Starting in 2023, the ATO plans to launch a Desk Guide for PA CareerLink® staff on how to link jobseekers to apprenticeship and workforce funding and also providing more information for business service representatives around how to assess an organization's fit for apprenticeship and how to assist in the program building process. The following projects or initiatives will further support workforce system integration:

- **Pennsylvania-Specific Apprenticeship Knowledge Product Creation:** The ATO is making substantial progress developing knowledge products aimed at making it easier for potential sponsors to develop and register apprenticeship and pre-apprenticeship programs as well as see the benefits of the framework and speak to the Pennsylvania-specific guidelines and processes. Knowledge products completed include but are not limited to registration guides for apprenticeship and pre-apprenticeship aimed at helping potential sponsors gain an understanding of what is required to develop and register a program as well as a quick reference flow chart. Templates and examples were created for Job Books and Work Processes, and a series of Quick guides were developed to help employers and job seekers better understand the components and benefits of RA & Pre-RA, and how to build and fund new programs.
- **Apprenticeship Webpage and Digital Footprint Enhancement:** Two new apprenticeship websites were launched. The main site, housed within the PA CareerLink® One-Stop portal, provides an overview of the ATO, and has different sections aimed at providing relevant information and resources to employers/sponsors, jobseekers, and workforce professionals interested in apprenticeship and pre-apprenticeship.
- **Commonwealth Data System of Record (CWDS) Apprenticeship Pathway Buildout:** Over the past two years, the ATO has been committed to developing and implementing an I.T. upgrade to ensure WIPS reporting related to apprenticeship and apprentices funded by US Department of Labor grants (outside of WIOA). The system will be a full apprenticeship participant case management system to be operational by the quarter ending 12.31.22 and will act as a secondary system to supplement the data found in the Registered Apprenticeship Partners Information

Database System (RAPIDS) as is required. The customization/upgrade of CWDS will provide the conduit for the exchange of data between the PA Department of Labor and Industry and the US Department of Labor via WIPS for grant funded apprentices and programs. We have also allowed for reporting of information on apprenticeship and apprentices being supported by alternate discretionary grants and state funding, including PAsmart, this will allow us to provide integral information related to outcomes of these initiatives. We are happy to say that implementation is set to take place by mid-October 2022 and are on schedule to allow for effective reporting for the quarter ending 12.31.22.

Apprenticeship and Training Office (ATO) and Career and Technology Centers

The ATO forged a relationship with the Pennsylvania Association of Career & Technical Administrators (PACTA) to encourage more Career and Technology Education Centers (CTCs) to invest in the apprenticeship framework concentrating on registering their existing vocational programs as Pre-Apprenticeships where and when appropriate. Pre-apprenticeship prepares individuals to enter and succeed in a Registered Apprenticeship program. A pre-apprenticeship program has a documented partnership with at least one Registered Apprenticeship program and acts a pathway to one or multiple programs. Pre-apprenticeship aligns closely with many of the CTC vocational program's framework and will add the benefit of this direct pathway to employers who are actively investing in their workers through apprenticeship. PACTA has offered ATO full access to all the state's CTC directors and appropriate staff members.

PASMART: Growing Registered Apprenticeship and Pre-apprenticeship

Through the PASMART: Growing Registered Apprenticeship and Pre-apprenticeship initiative 2018 and 2019, \$12,078,130.50 was invested across 84 projects in the construction, education, healthcare, information technology, and manufacturing sectors. As of June 2022, 37 new pre-apprenticeship and 88 new apprenticeship programs have been created, reaching a total of 1,607 apprentices and 1,477 pre-apprentices across the Commonwealth. Additionally, 2,200 employers and 663 training providers have been served. Through the 2020 and 2021 initiative, which recently launched, nearly \$15,957,225.89 in will be invested in 30 projects across all 67 counties in the accommodation and food service; agriculture, forestry, fishing, and hunting; professional and business services; early childhood development; electric power generation; healthcare and social assistance; information technology, animal production; administrative and support services; transportation, building and construction; and manufacturing sectors.

PAsmart - Education

Since 2018, Governor Wolf has secured \$20 million annually in state funding to strategically invest in education and workforce development through the statewide PAsmart STEM and Computer Science (CS) initiative. This education initiative through the Pennsylvania Department of Education (PDE) complements its workforce development counterpart initiatives at the Pennsylvania Department of Labor and Industry (L&I). Using recommendations and a framework for funding priorities developed by the PA WDB, PDE has awarded competitive grants through two programs:

- 1) PDE awarded two rounds of PAsmart Targeted Computer Science Grants of \$35,000 each, totaling \$14.2 million, to 412 school districts, charter schools, career and technical centers, and intermediate units to expand computer science classes and provide professional development to educators in nearly 1,200 schools across Pennsylvania. While the grants were competitive, applications were simple, scoring was based on data demonstrating need to eliminate the need for application narratives, and applicants were targeted based on eligibility so that the highest-need local education agencies would be aware and able to apply.

2) PDE has awarded three rounds of PAsmart STEM and Computer Science Advancing Grants since February 2019, totaling about \$44.4 million in highly competitive grants of up to \$500K each to more than 90 recipients representing education, industry, and community partnerships. Through an “ecosystem approach,” partnerships leverage resources to expand CS and STEM experiences across regions with a focus on underserved populations such as English Learners, individuals with disabilities, and low-income students. PDE awarded 42 such ecosystem-building proposals on June 14, 2022, including an award to grow the capacity and aid the long-run sustainability of the Pennsylvania Statewide STEM Ecosystem, a coalition of regional ecosystem leaders who support growing STEM ecosystems across Pennsylvania.

PAsmart funding also supported a statewide effort to increase the number of teachers certified to teach Computer Science in Pennsylvania. The 1600+ educators participating in the guided Targeted Grants were welcomed into virtual communities of practice, the state provided training for secondary educators toward passing the CS certification exam, and certification exam fees were reimbursed for educators participating in these communities of practice. These teacher-focused efforts were led by the Pennsylvania Training and Technical Assistance Network, comprised of educators who specialize in universally designed instruction, ensuring that accessibility of CS instruction is at its core. Since Pennsylvania began issuing Computer Science teaching certifications for grades 7-12 in 2020, more than 100 educators, from the schools that previously had few to no CS course offerings, have become certified CS teachers through this PAsmart initiative, bringing high-quality instruction in a needed skill area to communities of students who lacked access to CS instruction a few years ago.

Small State Allotment

If the state has received a small state allotment exception to decrease the minimum out-of-school youth expenditure requirement, describe how the exception has impacted services provided to both in-school youth and out-of-school youth, including specific strategies for serving each population, as well as how the state and/or local area is ensuring serving out-of-school youth remains a priority.

Pennsylvania did not receive a small state minimum allotment exception.

Performance Accountability System

Any specific state performance measure or goals and progress towards meeting them:

Not applicable.

Any performance deficiencies on the primary indicators of performance, which may include descriptions of any factors impacting performance.

Not applicable.

The state’s common exit policy, including which ETA-funded partner programs are included in the state’s common exit policy.

Pennsylvania does not have a common exit policy; however, business rules established in CWDS exits participants from common measures after 90 days of not receiving a partner service. This business rule applies to WIOA title I, title III and Trade Act participations.

Negotiated performance levels for local areas for titles I and III core programs for program years 2022 and

2023.

Negotiated performance levels are outlined within Appendix A, which covers both PY 2020 and PY 2021.

The state's approach to data validation and ensuring data integrity, including a description of the methodology of any validation activities that occurred.

Data validation consists of internal controls to verify the accuracy, validity, and reliability of data. Data validation helps ensure the accuracy of the annual statewide performance reports; safeguards data integrity; and promotes the timely resolution of data anomalies and inaccuracies (2 CFR 200.328). Data validation ensures that all programs are consistently and accurately reflecting the performance of each core program. All participants across core programs must be validated for the common data elements of the Participant Individual Record Layout (PIRL).

US Department of Labor requires the commonwealth to validate the accuracy of its annual performance report submissions to ensure decisions about WIOA policy and funding are made based on a true picture of program outcomes. Quarterly performance reviews are completed to monitor for data errors, missing data, out-of-range values, and anomalies. These reviews assure that compliance with applicable federal requirements and programmatic performance expectations are being achieved.

Annual data element validation will be conducted to ensure that the data elements in participant records are accurate – to maintain system integrity, to ensure completeness of data, and to identify and correct specific issues associated within the reporting process. The effectiveness of the data validation process will be assessed annually.

Annual Process

- Local Area staff collect documentation supporting the data elements on an ongoing basis. This data collection becomes the foundation for the annual data element validation. Documentation may be stored electronically in the system of record (Commonwealth Workforce Development System) or in a paper file.
- For data validation, the CWIA developed a statistical model to randomly select participants whose data were included in the Participant Individual Record Layout (PIRL) file provided for the annual performance report.
- A worksheet for each PID will be created from the PIRL file that contains all applicable data elements and documentation reported during the reporting period to be validated.
- Staff from the Bureau of Workforce Partnership & Operations' Quality Assurance division will validate the worksheets against the source documentation in the participant's electronic and paper files to ensure compliance with federal and state guidance.
- Each data element that is required to be validated and is supported or matched by acceptable documentation will "pass".
- Any data element that is required to be validated and is not supported or matched by acceptable documentation, or is inconsistent with other documentation, will "fail".
- Quality Assurance will provide data element validation training in June each year to staff in comprehensive PA CareerLink® offices who offer WIOA Title I and III services and programs.

Activities Provided with the Governor's Reserved Funds

Activities provided with the funds reserved by the governor, which can be up to 15 percent of the state's

allotment.

Agribusiness Workforce Services Engagement

In collaboration with the Department of Agriculture, BWDA revised the structure of agriculture initiatives and plans to solicit proposals beginning in August 2022. A selected vendor for this project will connect small agribusinesses to workforce development resources and offices; they will also develop training and guidance for navigating the unique workforce circumstances in the agribusiness industry. The program will educate eligible farmers and agribusiness owners to ensure that they understand and have access to the services offered through the PA CareerLink®/PA Workforce Development System, including tax credits, On-the-Job Training Contracts, Apprenticeship Opportunities, writing effective job postings and job descriptions, and Recruitment of diverse populations not traditionally employed in agriculture.

Digital Literacy and Workforce Development Grant-Round 1

Digital literacy skills are a vital component of promoting problem-solving and critical thinking skills necessary to effectively navigate most platforms used in the job search process and in the workplace. L&I's \$1.2M Digital Literacy & Workforce Development Grant supports thirty-one (31) effective programs that enhance foundational digital literacy skills for these job seekers in their local communities. This grant has a period of performance from July 1, 2021 through September 30, 2022. These grants support Pennsylvania's vision to prepare individuals for job searching and emerging employment opportunities, to gain access to employment with family sustaining wages, and to increase communities' infrastructures for providing foundational digital literacy skills. Acquiring these skills will prepare today's job seekers and employees for success in the 21st century labor market.

Digital Literacy and Workforce Development Grant-Round 2

The Pennsylvania Department of Labor & Industry (L&I) selected twenty-one (21) recipients for Digital Literacy and Workforce Development Grants, which will help workers develop basic digital skills they need to apply for jobs and succeed in new careers. The award totals nearly \$900,000 and will connect Pennsylvania workers with the skills they need to effectively navigate the technology platforms used in today's workplaces. This grant has a period of performance from May 1, 2022 through July 31, 2023. This is a second round of digital-literacy funding that builds on \$1.3 million awarded in April 2021 to support local programs that provide computer-skills training to help people find good jobs in Pennsylvania. Digital-literacy grants support the Commonwealth's Workforce Innovation and Opportunity Act (WIOA) Combined State Plan and are 100 percent federally funded.

Rapid Response Activities and Layoff Aversion

Data on the number of companies served and the number of individuals served.

Pennsylvania served 205 Worker Adjustment and Retraining Notifications (WARNs) during PY '21 which covered 11,003 individual workers.

Discussion of layoff aversion strategies, including any metrics / outcomes developed and/or tracked by the state with respect to the layoff aversion, such as return on investment or measures showing the economic benefits of RR and layoff aversion.

For Program Year 2021 – 2022 the Rapid Response Team (RRT) strengthened their ties with the Steel Valley Authority (SEWN) to provide layoff aversion services to employers who emerged from the pandemic. Through the SEWN partnership, many businesses in PA saw the need to pivot their services to meet post-COVID needs and thus required assistance in services such as:

- Operations/Cost Management
- Financial Restructuring
- New Market Opportunities
- Technology

During the program year, 110 companies received layoff aversion services from the SEWN partnership saving a total of 1087 jobs throughout the state. Referrals to layoff aversion came from the Governor's Action Team, local economic development, Rapid Response Coordinators, and employer customer referrals. The result of saving 1087 jobs equates to a savings of \$40,851,256 in unemployment costs.

While the RRT and its partners want to exhaust all possibilities to save a business from layoffs/closures, the reality is that not all businesses can be saved. Hence, the RRT expanded virtual services allowing employers to select from a menu of pre-layoff/layoff services through any platform of their choosing. The RRT continues to include PA CareerLink® as valued partner to engage recently laid-off workers and connect them with re-employment services thus minimizing the length of unemployment.

Discussion of how Rapid Response and layoff aversion activities are aligned with business engagement, sector strategy, and career pathway efforts, which may include a discussion of any systems, tools, networks of approaches designed to identify companies in distress and strategies to deliver necessary solutions as early as possible, as well as outcomes of the use of such systems of tools.

During the 2021-2022 program year, the RRT partnered with the Northwest Industrial Resource Center (IRC), the Small Business Development Center, and SEWN to work on the COVID-19 Recovery Program for businesses. This network of partners focused on 3 areas to help businesses:

- What does a business need to reopen or rebuild?
- Where does the business regain strength and stabilize?
- How can the business grow and sustain itself?

A business assessment was developed to gauge current status followed by a high-level cash flow analysis (identifying losses and profit). Once this information is obtained, this network of partners worked with the business to form a tactical action plan. It focused on identifying the ideal customer, current market conditions, and a look at competitors. The purpose of these identifiers was to help the business lay a clear path of what was needed to regain sustainability. Through this network of partners, businesses were able to access services from a host of external partners in the areas of customer diversification; market resource; sales planning; automation; process improvement; and training.

As a result of this partnership, 194 businesses accessed layoff aversion information, 74 tactical plans were developed for business that were experiencing hardships, and 53 implementation projects were put into action. The IRC also invested \$121,132 in business grants, the Erie CARES Project funding provided \$30,375.00, and SEWN invested \$61,216 to support the ongoing projects.

The RRT holds this type of partnership as a promising practice for other areas of the state to follow. It sets the foundations for workforce and economic development partners to work together on sector strategies and career pathways by helping businesses in occupations that help expand the local and regional economies.

Discussion of specific types of services or workshops provided to both companies and affected workers.

PA Rapid Response is triggered by receipt of a WARN (Worker Adjustment and Retraining Notification). A WARN is required by federal legislation and offers protection to workers, their families and communities by requiring employers to provide notice 60 days in advance of a covered-business closing and covered-business mass layoff. Enforcement of the WARN Act falls under U.S. Department of Labor jurisdiction.

- The Pennsylvania Rapid Response Services team initiates rapid response assistance as soon as information is received that a mass dislocation or plant closure is scheduled to take place.
- Rapid Response Assistance is triggered by a variety of information sources including:
 - Worker Adjustment Retraining Notification (WARN) Act 20 CFR Part 639
 - Public announcements
 - Press releases by the employer or representatives of an employer
 - Other less formal information developed by early warning networks, individual phone calls or other sources.
- A “Public Notice” is a closing or layoff confirmed through a Rapid Response Unit contact. Every effort has been made to have a creditable source of information or confirmation from the employer or some other clearly credible evidence of an imminent dislocation event before listing it as a public notification of layoff.

The RRT continued to conduct Fact-Finding meetings with employers experiencing layoff/closure within 48 hrs. from receiving notice. Contact is made with the employer and any union to develop a preliminary service strategy. Rapid Response information meetings are held either at the workplace or at a convenient site to provide workers with a wide range of information about benefits and services that are critical for a successful transition to new employment or training for an HPO. When possible, information meetings are held prior to the layoff date and on company time and/or a virtual platform of the employer’s choosing.

Information sessions are tailored to the needs of the employer and affected workers. In general, the sessions cover the following services:

- unemployment compensation
- career counseling/resume preparation/job-search assistance
- education and training opportunities (includes Trade Adjustment Assistance)
- supportive services
- limited English proficiency classes
- adult basic education
- referrals and information about services available through OVR
- healthcare
- services exclusively for veterans and adult w/ disabilities

For employers, RRT offers:

- quick response to transition planning needs
- confidentiality concerning business decisions
- assistance with understanding government regulations
- information about alternatives that may reduce or avoid layoffs
- for small- to medium-sized businesses, referral to agencies that can help in re-structuring to avoid layoffs or closing the business

Wagner-Peyser Activities

Activities provided under the Wagner-Peyser Act Employment Services section 7(b) (e.g., services to groups with special needs or extra costs of exemplary models for delivering services.

Business Services Evaluation

L&I sought a vendor to conduct a systemic evaluation and provide recommendations regarding the delivery of business services throughout the WED systems. Of special interest, was the analysis of the current model of providing business services offered by the departments. The final analysis will be used to determine a minimum standard of service provision, allow for flexibility and innovation, and identify and standardize key performance indicators and data collection protocols that could be used to measure outcomes and ensure alignment with effective delivery of business services by the commonwealth's workforce and economic development, or WED, delivery system for federal reporting.

This statement of work was developed utilizing information garnered from a Request for Information (RFI) regarding evaluation of business services across the commonwealth. Several organizations responded to that RFI and provided valuable information regarding proposed methodology and key performance indicators that was of significant value to the commonwealth in the development of the following sections of this statement of work. In employing the vendor secured evaluation methodology and recommendations, the commonwealth sought to understand the best way to measure success to ensure positive business experience while participating in the WED system implemented by the departments.

This evaluation is focusing on the following core business service delivery questions:

- What are the existing services being offered throughout the commonwealth to businesses by the public WED systems?
- Are the services currently being offered by the departments through the public WED systems sufficient to facilitate a successful matriculation of potential employees from secondary education, post-secondary education, or the broader labor pool to meet the staffing needs of the business community to ensure economic development and prosperity?
- What services to businesses are effective and why?
- Are current services offered to businesses no longer impactful and why?
- Are any services to businesses missing from the workforce system and why?
- What barriers do businesses face when accessing services through the workforce system?
- Do current services align with the three federal indicators used to evaluate effectiveness?
- What improvements could be made to the current structure based on the lessons learned from the pandemic and post-pandemic needs of the business community that could enhance service delivery?
- How can the workforce system become more flexible and encourage innovation when delivering services to the business community?
- What outcomes should be measured to ensure alignment with commonwealth business services effectiveness indicators?
- How can Pennsylvania's business service delivery model be enhanced by national best practices, systems, or models?
- What additional policy or legislative actions are needed to ensure that the workforce system can implement and deliver these services over the next decade?
- Do the departments have sufficient physical, staffing, technological, and other available infrastructure to meet the workforce needs of the commonwealth through the next decade?

Professional Development Delivery Model

L&I contracted with a vendor to create a professional development delivery framework for Pennsylvania's workforce development staff. Utilizing a collaborative approach, this framework seeks to focus on the professional skills and competencies most critical to best serving PA CareerLink® customers and Pennsylvania employers. The finalized training model will benefit professionals ranging in function from front-line PA CareerLink® staff to planning and management staff in local workforce development boards. The goal of this project serves to assess professional development needs, skill shortages, and possible areas of service delivery improvement through professional development across the service delivery system and to build a suitable model for addressing these needs. This will be accomplished through:

- Characterization of the current state of professional development initiatives in the deputation and the PA CareerLink® system given past and present offerings
- Collection of staff and stakeholder feedback to identify the most important subject areas of current training need(s) and professional development topics of interest
- Development of a professional development delivery model for Pennsylvania's workforce development system

Digital Literacy Strategies Implementation

In program year, or PY 2020, L&I contracted with *Accenture* to conduct an evaluation on the current state of customer engagement, the gaps present and strategies to improve the virtual services and the impact of customer digital literacy services offered by the PA CareerLink® system. This study outlined 12 actionable strategies focused on improving service to individuals and employers who engage the PA CareerLink®, as well as approaches that, when implemented, would advance the communications around the role and functions of the PA CareerLink® to a multiplicity of stakeholders. The second phase of this two-part project was to implement one of the 12 strategies: PA CareerLink® Outreach Toolkit. Historically, PA CareerLink® has been somewhat passive in its approach to receiving customers at its brick-and-mortar offices. The pandemic has highlighted that PA CareerLink® must be more proactive in reaching customers with lower digital literacy where they are through targeted outreach to vulnerable communities and consistent communication across all PA CareerLink® staff and partners to all community partners, jobseekers and employers regarding its role and function in the local community. PA CareerLink® must better define the core values and provide consistent messaging across PA CareerLink® staff, partners, community members, employers, job seekers, and other workforce system stakeholders.

To facilitate meeting the objectives listed above, L&I sought a vendor to facilitate meeting the objectives listed above, the following outline is provided around the PA CareerLink® Outreach Toolkit:

- Develop a proactive outreach strategy to implement across all PA CareerLink® offices
 - Talking points for staff
 - For building external partnerships for outreach
 - To promote awareness to jobseekers and employers about what PA CareerLink® can offer
 - How to target areas of focus and engage partner agencies within the PA CareerLink® community to reach vulnerable jobseekers
- Build consistent messaging about PA CareerLink® core values to share with staff, job seekers, business partners and community stakeholders
 - Align PA CareerLink® Core Values between staff, partners, and community
 - Plan and create products to be communicated for outreach
 - Define audience for outreach
 - Outreach tools for customers must be in English and Spanish
- Develop staff training around Toolkit

National Dislocated Worker Grants

Any National Dislocated Worker Grants (NDWGs) awarded to or within the state and how those funds are coordinated with the state rapid response activities and dislocated workers programs, as well as how the NDWGs fit in with the state co-enrollment policies and disaster/emergency management activities, as applicable.

COVID-19 Disaster NDWG - Grant Period: May 27, 2020, through June 30, 2022

L&I awarded 22 COVID-19 disaster grants to LWDBs allowing them to provide temporary employment opportunities to dislocated workers impacted by the COVID-19 pandemic. These workers provided much needed Customer Service and Triage support at PA CareerLink® sites throughout the state while taking advantage of the services the facilities provide so they may transition into permanent employment. Additionally, these workers assisted in re-opening and related support activities that help enable PA to rebuild post-pandemic. The scope of the roles expanded to allow greater flexibility, greater adaptability in a fluid situation, offer remote and off-site service access, impact more Pennsylvanians, and provide meaningful employment opportunities that develop desirable, transferable skill sets. This exciting addition yielded promising results; as the grant closed on June 30, 2022, with 119 dislocated workers enrolled across the state, Pennsylvania well-surpassed the targeted PA CareerLink® enrollment goal of 60 dislocated workers.

Comprehensive and Accessible Reemployment Through Equitable Employment Recover (CAREER) – Grant Period: October 1, 2021 through September 30, 2023

L&I received a \$3M award to implement a three-component project that will build on the success of SkillUp PA™, a Metrix On-Line Learning Platform accessibility pilot that began in August 2021 with 5 LWDBs. The CAREER NDWG project allows historically marginalized communities to benefit from self-directed, self-paced, on-line training modules that will significantly increase their skills and assist with job search. Currently, the platform offers more than 6,000 courses, many of which are custom-bundled, and also allows for career exploration. The official SkillUp PA™ campaign was successfully launched in October of 2021, and each of the 22 LWDBs have launched their portals and had their PA CareerLink® staff trained in the Metrix platform and are available to offer support and assistance to participants, further ensuring the possibility of success for marginalized groups and Pennsylvania’s dislocated workers. In addition to funding two years of unlimited Metrix licensing renewals, the grant provides funds for an upcoming targeted outreach campaign and CWDS and Metrix Connectivity, which will be used to enhance Metrix connectivity with the CWDS system for tracking and returning the Metrix Skills Gains and Credential Attainments to the Pennsylvania CareerLink® system allowing for greater efficiency and enhanced case management delivery.

Trade and Economic Transition National Dislocated Worker Grant – Grant Period October 1, 2018, through September 30, 2021

L&I awarded a total amount of \$8 million in funding to ten (10) LWDBs to train dislocated workers in High Priority Occupations (HPOs) and provide the necessary supportive services to complete training under the Trade and Economic Transition National Dislocated Worker Grant (Economic Transition). This funding focused on dislocated workers with entry-level skills or those who required minimal training for re-entry into the workforce. This emphasis was primarily focused on, but not be limited to, dislocated workers from sectors related to retail, leisure, hospitality, the service industry, and trade, transportation and utilities (TTU). The goal of this funding was to cover the training costs of participating dislocated workers at 100 percent and to provide comprehensive supportive services for successful completion. The idea of

this approach is to increase the skill level of entry-level dislocated workers to become competitive for growing or high-demand employment opportunities while simultaneously decreasing the skill gap for local employers.

Economic Transition funding is offered under the Workforce Innovation and Opportunity Act (WIOA) National Dislocated Worker Grant (NDWG) program. This grant has a period of performance from June 1, 2019, through September 30, 2021. Due to the COVID-19 pandemic, BWDA requested and was granted an additional 12-months by the United States Department of Labor (USDOL).

Technical Assistance Needs

Any technical assistance needs of the state workforce system.

Pay-for-Performance Contracts

Pennsylvania is interested in obtaining more information regarding pay-for-performance contracts. After reviewing guidance issued by the U.S. Department of Labor, as well as information through WorkforceGPS, PA's workforce stakeholders have expressed an interest in evaluating models from other states that have demonstrated effectiveness in serving diverse populations groups and individuals who face significant barriers to employment.

Promising Practices, Lessons Learned, and Success Stories

Promising practices, lessons learned, and success stories that focus on serving employers, communities, and individuals with barriers to employment, including information based on the state's evaluation and related research projects. This discussion should cover a broad range of at-risk and priority populations served, including out-of-school youth, low-income adults, dislocated workers, individuals who are basic skills deficient, individuals with limited language proficiency, individuals with disabilities, veterans, the long-term unemployed, and any other individuals with barriers to employment or other populations the stat may wish to discuss.

The Office of Vocational Rehabilitation

The Office of Vocational Rehabilitation (OVR) was very excited to offer the Professional Connections Experience (PCE) program again this summer to high school students with disabilities that are potentially eligible or are eligible for OVR. The PCE was rolled out for Summer 2021, and it was a great success that the District Offices (DOs) and providers wanted to offer it to the students again for Summer 2022.

PCE provides workplace readiness and job exploration to students, as well as an introduction to the world of work. A PCE is a total of 60 hours typically broken into 2 weeks, one (1) week of group presentations on workplace readiness and job exploration, and one (1) week of exploration of the world of work through job shadows, informational and mock interviews, or in-person workplace tours and acquisition of prerequisite work documents (e.g., photo ID, work permits, financial documentation). Upon completion of the PCE, the students can each earn a \$625 stipend.

Around the state, there are 24 different providers approved to conduct PCEs. There are 10 OVR Bureau of Vocational Rehabilitation Services (BVRS) DOs that are the primary office in for a PCE and 2 BVRS DOs in which the provider also serves counties these DOs cover. For the time period of 4/1/22-6/30/22, there were 9 PCE sessions that served 58 students with disabilities, 26 of which were students involved with juvenile justice.

OVR's Business Services and Outreach Division implemented the following programs, which were successful and plan to be replicated and expanded across the Commonwealth, as we plan for the upcoming fiscal year.

- *Internship Programming for College Students with Disabilities:* OVR's State Employment Internship Program highlights the importance of state VR agencies partnering with other state entities to promote employment opportunities for individuals with disabilities. This year, in collaboration with the PA Office of Administration, 30 OVR customers completed a 10-week paid summer internship in various state agencies in the Pittsburgh, Harrisburg, and Philadelphia regions. This experience afforded college students with disabilities the opportunity to experience state employment while at the same time gaining real-life work experience in addition to their college studies. OVR is continuing to work with other employer partners to further expand internship opportunities in both the public and private sectors to give more customers real work experiences.
- *Serving Communities and Students with Disabilities:* OVR's MY Work Initiative is a summer employment program created by OVR to provide high school students with disabilities the chance to work within their local municipalities. Piloted in nine municipalities throughout Allegheny County in 2016, the MY Work Initiative established a collaboration between OVR, local education agencies, local government, and non-profit organizations, providing paid work experiences for 50 high school students. During this program year, OVR placed 126 students with disabilities at 25 worksites across Pennsylvania. OVR covers the program's wages for all student workers, with no cost to the municipality. Additionally, OVR has developed work readiness guidance that includes soft skills training and interview preparation to assist the participants in a variety of fields, including beautification projects, children's programming, and customer service.
- *Serving Employers with a Statewide Footprint through the Single Point of Contact Model:* During this program year, OVR effectively utilized a statewide Single Point of Contact (SPOC) process to maintain a large-scale recruitment initiative for an employer partner committed to hiring individuals with disabilities—InspiriTec. OVR assisted them with the recruitment and onboarding of over 350 OVR customers into competitive integrated employment since March 2021. To effectively manage an initiative this large, local OVR district offices identified SPOCs to manage referred candidates through a centralized statewide tracking system managed by VR Specialists from OVR's Business Services & Outreach Division. The centralized VR Specialists then served as a Single Point of Contact team for the employer directly, by facilitating regular meetings and communication between OVR field SPOCs and InspiriTec. Another example of serving a large-footprint employer with recruiting efforts, is OVR's partnership with PeopleShare—a staffing service with a footprint across PA and other states that places thousands of individuals into temporary, temp-to-hire, and direct placement job positions with their many employer partners. OVR has been actively working with PeopleShare to help secure employment opportunities for the customers we serve using the Single Point of Contact (SPOC) model. OVR's Central Business Services Specialist coordinated referrals for interested OVR customers along with any on-the-job accommodations needed for those hired. This partnership resulted in a total of 12 OVR customers hired for remote customer service positions. OVR expects to fulfill future needs of other employers with statewide and regional footprints to successfully meet workforce demands using the Single Point of Contact model.

- *Serving Employers and Individuals with Disabilities: On-The-Job Training (OJT) Expansion:* In this program year, OVR expanded On-The-Job Training funds and duration by increasing to 100% wage reimbursement for 90 working days. This, coupled with new partnerships with large-footprint employer agencies committed to hiring individuals with disabilities, led to an increase of OJTs provided. Since 2020, OJT totals went from 65 OJTs to 443 OJTs in 2022; an increase of 580%. This expansion continues and was supported through statewide and local training, toolkit development, and field support to staff and employers to onboard OJT providers (i.e. employers), market OJTs, implement OJTs, and capture measurable skill gains.
- *Serving Communities, Employers, and Individuals with Disabilities: ADA/Accessibility Compliance Reviews of PA CareerLink Offices:* Furthering the spirit of WIOA, OVR partnered with workforce development partners by conducting comprehensive ADA accessibility reviews of the one-stop service system's primary "PA CareerLink" centers across PA. Reviews are intended to help partners ensure programmatic and physical accessibility of the centers for equal access for individuals with disabilities. This required OVR business services staff across the state to visit the primary PA CareerLink centers, take necessary measurements, document access technology available, compile evaluation reports, and share with center administrators. Evaluation information has already been used by many centers to begin making modifications to physical buildings, parking spaces, offices, cubicles, etc. along with the procurement of access technology to be fully ADA accessible.
- *Promoting Inclusion of People with Disabilities in Apprenticeship Initiatives:* Throughout the program year, OVR assigned three statewide Specialists to participate in a year-long intensive Registered Apprenticeship Navigator program through the Keystone Development Partnership (KDP). This program taught them how to actively engage with business in various sectors across the Commonwealth to explain and expand registered apprenticeships in both traditional and non-traditional job positions and to assist businesses in the development of registered apprenticeship and pre-apprenticeship programs. This also led to increased partnership with the PA Apprenticeship & Training Office by providing disability expertise and consultation for apprenticeship and pre-apprenticeship. As a result, OVR now has representation as an ex officio member of the Pennsylvania Apprenticeship and Training Council (PATC) and is working to ensure inclusivity of persons with disabilities (PWD) in apprenticeship development from sponsor application to completion.

National Health Emergency (NHE) – Opioid Grants: Business Engagement to Support Those in Recovery
 Pennsylvania participated in two outstanding projects under our National Health Emergency opioid grant. The first one was Project ECHO, which fostered recovery-friendly workplaces and the second one was Opioid Crisis Training, which supported health care workers.

Project ECHO, which stands for Extension for Community Healthcare Outcomes, is a virtual training founded by Dr. Sanjeev Arora, that's done to teach individuals using a peer-and-expert platform.

L&I used this design with employers to foster recovery-friendly workplaces. We designed a panel of experts to include individuals from addiction medicine, addiction psychiatry, human resources, employment law, advocacy, drug court, and drug counseling. Next, we invited employers to share an issue, a concern, or an event that they went through, and the peers and experts could weigh in. The group was

able to collaborate and share information to help the employer produce best practices, navigate situations that they weren't familiar with, and really share information.

Ten sessions were conducted, including a 15-minute lesson during each session. Some of the topics included:

- Overview of services being provided at our one-stop delivery system in Pennsylvania
- How does methadone work?
- What are some good HR policies?
- Hiring do's and don'ts.

To support frontline acute care workers in managing various challenges of the opioid crisis, Pennsylvania also provided an opioid crisis training (OCT), a program that spread across multiple emergency departments in Philadelphia, one of our hardest-hit urban areas.

The pilot program provided frontline acute care professionals with a 24-hour training that would meet once a week, for two and a half hours. The training program introduced trauma-informed care, addiction, along with medicine principles and more importantly, was able to increase compassionate care in these acute management settings. Through a combination of both online and in-person trainings, the acute care providers were better equipped to handle many of the challenges that the opioid crisis had brought up. Upon successful completion of this program, the trainees received an opioid-specialized training certificate from the Department of Behavioral Health and Intellectual Disability Services. The OCT program was developed by Thomas Jefferson Hospital, and the Philadelphia Workforce Development Board monitored the service delivery and provided technical assistance. The program provided over 1,200 emergency department staff the opportunity to take part in this training, including surgeons, human resource representatives, janitorial staff, and medical intake staff. Anyone who worked in the emergency department was able to take the same training to reduce bias, stigma, and burnout on the job.

PA CareerLink® Accessibility

L&I workforce staff continued building on previous efforts to collaborate with staff from OVR and OEO to conduct Americans with a Disabilities Act (ADA) accessibility reviews of each PA CareerLink® center. These reviews were aimed at determining if each of the 62 comprehensive and affiliate sites fully met all accessibility requirements. When opportunities for improvement were identified, LWDB staff (and state staff where necessary), quickly respond to ensure individuals with disabilities are fully accommodated. Where it was determined that technology equipment and systems were outdated or non-functional, the devices were replaced. Necessary software such as ZoomText and Jaws was updated commonwealth wide. State staff has coordinated with LWDB and PA CareerLink® staff to provide the resources necessary to replace outdated systems. Finally, each LWDB was outfitted with an ADA-Compliance Assessment Kit. Following OVR's initial assessments, staff will provide training to the monitors of each LWDB to create a sustained process for all centers to remain ADA compliant. A strong relationship between Workforce, OVR, and OEO staff continues to exist in grow as this initiative endures.

Adult Basic Education

WIOA titles I and III staff and other workforce development partners continue to work with WIOA title II providers at the local level to support the needs of individuals who are basic skills deficient and English language learners. Title I and III staff visit adult basic education programs to explain the services available

through the PA CareerLink® system and provide help with resume writing and job search activities. Other examples of collaboration include the co-enrollment of youth in WIOA title I Youth and title II Adult Basic Education services, and the use of local workforce dollars to support the training costs of integrated education and training activities provided by title II providers. Title I staff in one local area work closely with multi-lingual staff in the title II program to make trainings and services available to English language learners.

Success Stories

L&I collects quarterly highlights of workforce success stories for the WIOA Youth, WIOA Adult and Dislocated Worker programs among others. These brief synopses provide a glimpse into the real-life impact of these programs in the life of Pennsylvanians by outlining the customers starting position and need, and how the services provided helped them achieve their goals and improve their lives. Success stories are shared with USDOL, in the L&I Secretary Spotlight and the State Workforce Board Quarterly Report. Below are some examples:

Adult Overcomes Troubled Past to Obtain CDL

Corey contacted the PA CareerLink® to inquire about possible funding opportunities offered for Commercial Driver's License (CDL) training. Corey was recently released from prison after serving eight years. He was able to secure a place to live by working with the Housing Specialist for Bradford County and was also hired full time in a local factory. Corey scheduled an appointment to come in and discuss our programs and funding. His goal was to get his Class A CDL, as he was aware of several available job opportunities that would pay significantly more than his current wage. The only way Corey could attend training was to work around his swing shift schedule at the factory. The training site he chose required one week of classroom training with the rest of the training consisting of forty-four hours of one-on-one driving time with an instructor. The training site was willing to work around Corey's factory work schedule. Corey was close to earning his first week of vacation, so he was able to use this time off to cover the week of classroom training. For his one-on-one driving times Corey worked closely with the training site to come up with a schedule to complete this requirement on his days off. It was hectic, but Corey was able to successfully finish his training on July 14, 2022, with a GPA of 97.91% and passed his road test without problems. After considering several offers, Corey chose a local employer and is working full time hauling sand to natural gas fracking sites. Corey is making \$24 per hour with benefits and says he "couldn't have done it without the WIOA staff and appreciates all the help – I don't know what I would have done without it".

Class Salutatorian

A recently divorced Mom of four young girls was at a time in her life when she was uncertain of what would come next. One of her twin daughters with special needs required 24-hour nursing care due to her tracheostomy. Delicia worked at Future's Community Support Service in Towanda until June of 2021, helping other people who had developmental disabilities. Due to missing too much time at work when her daughter's nursing staff called off, her employer had to let her go. The employer understood Delicia's situation but unfortunately, they had to look out for the interest of their client's needs. In trying to find a solution for Delicia's family situation, she discussed options with her daughter's nursing agency. They strongly suggested that Delicia pursue her LPN license so that they could hire her through a program they have through the state. This pro-gram could pay her to care for her daughter, this would take away the call-offs and her finding an employer willing to work with her around her family's needs. Delicia enrolled in July of 2021, at Susquehanna County Career Technology Center and started the LPN program. She was then referred to Trehab Workforce to seek possible assistance in the Workforce Innovation and Opportunity Act ADULT program and was enrolled on September 7, 2021. With a determined spirit, Delicia

maintained the drive and commitment she needed to complete the training and on June 24, 2022, she graduated at the top of her class earning the title of Class Salutatorian. She stated, "It was a very long year, but I persevered and was very proud of my 3.83 GPA." Delicia is now prepping for her state boards for her license and together with her girls, they are ready to tackle the next chapter!

Successful Upskilling of Dislocated Worker

Sandra met with PA CareerLink® Berks County's Workforce Innovation Opportunity Act (WIOA) Adult and Dislocated Worker Program staff on August 3, 2021, to discuss the next steps in her career and complete the eligibility paperwork necessary for enrollment. Sandra had worked for Boscov's Department Store as a secretary for over 31 years, answering telephones, completing reports, and processing merchandise orders. Unfortunately, she was laid off due to factors related to the COVID-19 pandemic. She was experiencing a challenging time obtaining employment due to her lack of the administrative skill credentials that many employers seek.

During her initial meeting, comprehensive services were discussed, particularly assistance with job searches, applications, resumes, and job interviews. While Sandra welcomed and felt encouraged by all the supportive services listed above, it was clear that she could benefit most from occupational skills training that would provide the administrative credentials she lacked.

Sandra started Success Starts Here in August 2021 and completed the WIN and WorkKeys® assessments, after which, she was provided with an Individual Training Account (ITA) application. Sandra began researching training providers, ultimately choosing Full Circle Computing. Sandra's ITA application received approval to begin her training program on November 16, 2021, and Sandra completed training on March 8, 2022, attaining an Advanced Microsoft Office Support certificate. Sandra began her job search journey applying for open positions with PA CareerLink® Berks County staff assistance while working to complete her Advanced Microsoft Office Support certificate training.

Sandra successfully interviewed and was offered a full-time position with Tower Health Systems as an Outpatient Representative at a payrate of \$22.56 per hour at the completion of her training. Sandra started her new position on March 14, 2022, and has since shared that, while things were a bit hectic at first, she is extremely happy in her new role and is doing great.

Workforce System Challenges

Any challenges the state workforce system faces, which may include policy, implementation, or other relevant challenge.

Pennsylvania has identified the following challenges for the workforce system:

Data Sharing Prohibitions

Integration of services between programs and agencies who provide workforce services is a tenet of WIOA. Pennsylvania continues to implement innovations to improve collaboration among programs and ensure seamless and efficient delivery of services to individuals seeking workforce services, no matter which "door" the individual enters. However, it remains challenging at times to articulate the level of this integration through data due to state and national prohibitions on data sharing and the cost of integrating established data systems across agencies. Strides have been made in this area; however, many staff and system resources are necessary to accomplish the goal.

Integrated Education and Training Activities for Title I and II

We believe it would be beneficial for ETA and OCTAE to develop a Peer Learning Cohort, similar to the ones that were conducted around co-enrollment and credential attainment, to assist states in learning how to better braid funding to support integrated education and training activities across Title I and II

programming.

Office of Vocational Rehabilitation

Some of the challenges that OVR had been presented with during this period include a hiring freeze, retirements/retention/lack of staffing, appointment consistency due to Covid-19, low referrals, serving a vulnerable population, less people with disabilities interested in working, and challenges with procuring technology and software that would allow for more streamlined services. Additionally, provider staffing and availability has impacted service delivery.

Pay-for-Performance

Any strategies/policies relating to Pay-for-Performance contracting, which may include examples from local areas.

Over the course of 2022, Philadelphia Works has continued to collaborate with Comcast on the Pay-for-Success model to train, hire, and retain new employees. Using WIOA funding, the program enables Philadelphia residents to receive training for in-demand sales roles at Comcast that pay above the local median wage. The pilot's mission is to impact the community with robust employment opportunities and inspire other workforce areas, employers, and philanthropic stakeholders to see the value and return on investment in engaging in workforce development in innovative ways. Two performance metrics are included in the pilot: Hired at Comcast and Six Months Retention. If those metrics are achieved, Comcast will pay Philadelphia Works for successful outcomes.

Comcast has expanded employment opportunities to broaden the pool of potential candidates. So far, we have hosted six information sessions to promote employment opportunities and engage career seekers and the community, with a total of 117 attendees convened. Between June and September 2022, five customer service training cohorts were launched, and Comcast hired five individuals.

To continue amplifying Pay-for-Success partnerships and promoting the book, *Workforce Realigned: How New Partnerships Are Advancing Economic Mobility*, Philadelphia Works has contributed to workforce panels at conferences such as the National Association of Workforce Development Professionals (NAWDP) in May and the ACT Workforce Summit in October. Philadelphia Works has maximized recruitment efforts to engage existing and new community-based workforce partners in the region.

As of September, Comcast has paused hiring while its leadership team recalibrates the recruitment and hiring calendar. Philadelphia Works and Comcast will connect in December to review processes, finalize invoicing, and re-examine the training curriculum. Our shared goal is to strengthen the partnership through customer feedback, other key learnings, and program best practices while leveraging existing resources to prepare candidates for success beyond 2022.

Appendix A

Program Year 2022 Final Negotiated Goals by Local Workforce Development Area (LWDA) and Outcome Measure

	Pennsylvania	Allegheny County	City of Pittsburgh	Berks	Bucks	Central	Chester	Delaware	Lackawanna	Lancaster	Lehigh Valley	Luzerne-Schuylkill	Montgomery	North Central	Northern Tier	Northwest	Philadelphia	Pocono Counties	South Central	Southern Allegheny	Southwest Corner	Tri-County	West Central	Westmoreland-Fayette	
	42000	42005	42095	42015	42020	42175	42030	42035	42055	42060	42070	42075	42080	42125	42130	42170	42090	42135	42180	42100	42165	42110	42145	42045	
Adult																									
Employment (Second Quarter after Exit)	73%	73%	73%	65%	70%	73%	73%	66%	73%	75%	74%	71%	69%	76%	85%	67%	67%	68%	75%	65%	81%	75%	80%	73%	
Employment (Fourth Quarter after Exit)	71%	72%	72%	60%	70%	73%	71%	63%	68%	73%	71%	67.5%	66%	78%	83%	68%	65%	71%	72%	64%	75%	72%	78%	74%	
Median Earnings (Second Quarter after Exit)	\$6,250	\$5,700	\$5,700	\$6,700	\$7,000	\$6,350	\$6,250	\$5,250	\$6,200	\$7,000	\$8,000	\$5,750	\$6,100	\$5,500	\$7,400	\$6,000	\$5,800	\$5,400	\$6,700	\$5,850	\$7,200	\$6,100	\$6,500	\$7,100	
Credential Attainment Rate	67%	67%	67%	75%	75%	62%	72%	70%	66%	68%	76%	70%	80%	76%	68%	72%	50%	74%	67%	80%	73%	76%	70%	70%	
Measurable Skill Gains	50%	53%	53%	65%	50%	53%	50%	50%	60%	50%	65%	40%	40%	68%	51%	70%	40%	42%	59%	65%	70%	70%	62%	34%	
Dislocated Workers																									
Employment (Second Quarter after Exit)	77%	77%	77%	76%	73%	81%	78%	77%	78%	82%	80%	77%	81%	84%	78%	70%	71%	75%	77%	82%	83%	83%	78%	82%	
Employment (Fourth Quarter after Exit)	76%	75%	75%	81%	72%	81%	76%	77%	76%	80%	80%	76%	78%	86%	75%	70%	68%	76.5%	78%	77.5%	84%	83%	78%	83%	
Median Earnings (Second Quarter after Exit)	\$8,500	\$8,500	\$8,500	\$9,000	\$9,000	\$8,800	\$10,000	\$9,700	\$8,400	\$8,700	\$9,000	\$8,000	\$10,700	\$7,800	\$7,800	\$7,300	\$8,500	\$8,750	\$9,100	\$8,400	\$9,500	\$9,250	\$8,300	\$9,500	
Credential Attainment Rate	70%	68%	68%	80%	75%	64%	80%	77%	77%	63%	75%	72%	83%	72%	79%	72%	44%	77%	70%	66%	79%	79%	80%	74%	
Measurable Skill Gains	44%	55%	55%	70%	70%	65%	50%	40%	70%	70%	70%	45%	40%	78%	59%	70%	46%	42%	55%	72.5%	70%	72%	65%	35%	
Youth																									
Employment (Second Quarter after Exit)	66%	67%	67%	70%	57%	66%	66%	71%	66%	76%	70%	62%	68%	67%	66%	61%	62%	55%	66%	71.5%	75%	67%	68%	69%	
Employment (Fourth Quarter after Exit)	62%	60%	60%	70%	58%	65%	62%	67%	65%	70%	68%	60.5%	62%	68%	65%	59%	60%	60%	62%	70%	75%	66%	61%	68%	
Median Earnings (Second Quarter after Exit)	\$3,000	\$2,300	\$2,300	\$4,000	\$3,000	\$3,100	\$3,000	\$3,300	\$3,500	\$3,400	\$4,000	\$2,500	\$3,100	\$3,500	\$4,000	\$3,000	\$2,800	\$4,150	\$3,000	\$3,390	\$3,500	\$3,200	\$4,000	\$3,600	
Credential Attainment Rate	65%	78%	78%	67%	60%	56%	65%	72%	60%	75%	70%	65%	65%	60%	65%	37%	60%	54%	55%	39%	79%	66%	50%	57%	
Measurable Skill Gains	58%	80%	80%	57%	58%	65%	58%	25%	50%	72%	65%	58%	55%	55%	56%	38%	52%	39%	50%	65.5%	69%	51%	53%	35%	
Wagner Peysers																									
Employment (Second Quarter after Exit)	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Employment (Fourth Quarter after Exit)	62%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Median Earnings (Second Quarter after Exit)	6,250	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Credential Attainment Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Measurable Skill Gains	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Program Year 2023 Final Negotiated Goals by Local Workforce Development Area (LWDA) and Outcome Measure

	Pennsylvania	Allegheny County	City of Pittsburgh	Berks	Bucks	Central	Chester	Delaware	Lackawanna	Lancaster	Lehigh Valley	Luzerne-Schuylkill	Montgomery	North Central	Northern Tier	Northwest	Philadelphia	Pocono Counties	South Central	Southern Allegheny	Southwest Corner	Tri-County	West Central	Westmoreland-Fayette
	42000	42005	42095	42015	42020	42175	42030	42035	42055	42060	42070	42075	42080	42125	42130	42170	42090	42135	42180	42100	42165	42110	42145	42045
Adult																								
Employment (Second Quarter after Exit)	75%	75%	75%	68%	71%	74%	75%	69%	75%	76%	75%	72%	71%	77%	86%	68%	68%	69%	76%	66%	82%	75%	81%	74%
Employment (Fourth Quarter after Exit)	72%	73%	73%	64%	72%	74%	72%	65%	69%	74%	72%	68%	67%	79%	84%	69%	66%	72%	73%	65%	76%	73%	79%	75%
Median Earnings (Second Quarter after Exit)	\$6,500	\$5,900	\$5,900	\$6,900	\$7,200	\$6,500	\$6,500	\$5,300	\$6,300	\$7,200	\$8,200	\$6,000	\$6,350	\$5,700	\$7,600	\$6,100	\$5,900	\$5,600	\$6,900	\$5,900	\$7,300	\$6,250	\$6,700	\$7,200
Credential Attainment Rate	68.5%	67%	67%	77%	77%	63%	75%	73%	67%	69%	76%	72%	82%	77%	70%	73%	52%	75%	68%	81%	75%	77%	72%	72%
Measurable Skill Gains	50.5%	55%	55%	67%	52%	54%	52%	50%	65%	55%	68%	42%	45%	69%	51%	71%	45%	43%	60%	66%	71%	71%	64%	35%
Dislocated Workers																								
Employment (Second Quarter after Exit)	78.5%	80%	80%	79%	74%	82%	80%	78%	80%	82%	82%	78%	83%	85%	79%	72%	73%	79%	78%	83%	84%	84%	79%	84%
Employment (Fourth Quarter after Exit)	77%	78%	78%	82%	73%	82%	77%	78%	77%	80%	82%	77%	80%	87%	76%	72%	70%	77%	79%	78%	85%	84%	79%	85%
Median Earnings (Second Quarter after Exit)	\$8,750	\$8,750	\$8,750	\$9,200	\$9,500	\$8,800	\$10,500	\$9,800	\$8,500	\$9,000	\$9,250	\$8,250	\$11,000	\$8,000	\$8,000	\$7,500	\$8,600	\$9,000	\$9,200	\$8,450	\$9,750	\$9,500	\$8,500	\$9,750
Credential Attainment Rate	72%	70%	70%	82%	77%	65%	82%	78%	78%	65%	77%	74%	83%	73%	80%	75%	48%	80%	72%	67%	80%	80%	82%	76%
Measurable Skill Gains	46%	57%	57%	72%	75%	65%	55%	42%	72%	72%	72%	47%	45%	79%	60%	72%	48%	44%	57%	73%	71%	73%	70%	45%
Youth																								
Employment (Second Quarter after Exit)	67%	69%	69%	71%	58%	67%	67%	72%	67%	78%	71%	64%	69%	68%	68%	62%	63%	58%	67%	72%	78%	70%	69%	70%
Employment (Fourth Quarter after Exit)	64%	61%	61%	73%	59%	66%	64%	69%	66%	71%	69%	61%	64%	69%	67%	60%	61%	65%	64%	71%	77%	67%	62%	70%
Median Earnings (Second Quarter after Exit)	\$3,500	\$2,500	\$2,500	\$4,500	\$3,250	\$3,200	\$3,500	\$3,500	\$3,650	\$3,600	\$4,100	\$2,800	\$3,200	\$4,000	\$4,250	\$3,100	\$2,900	\$4,300	\$3,500	\$3,400	\$3,700	\$3,300	\$4,200	\$3,600
Credential Attainment Rate	66%	80%	80%	68%	63%	56%	66%	74%	62%	78%	71%	66%	70%	61%	66%	38%	65%	58%	60%	40%	80%	67%	52%	60%
Measurable Skill Gains	60%	82%	82%	60%	60%	65%	60%	30%	60%	73%	66%	59%	57%	55%	58%	39%	53%	41%	55%	66%	70%	52%	54%	45%
Wagner Peyser																								
Employment (Second Quarter after Exit)	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Employment (Fourth Quarter after Exit)	64%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Median Earnings (Second Quarter after Exit)	\$6,500	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Credential Attainment Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Measurable Skill Gains	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-