



Gary R. Stockbridge, Chairman  
William J. Potter, Executive Director

Phone: (302) 761-8160  
Fax: (302) 762-2138

## **MEMORANDUM For Record**

**FROM:** William J. Potter, Executive Director, Delaware Workforce Development Board (DWDB);  
Robin McKinney Newman, Deputy Director DWDB

**DATE:** December 2, 2019

**SUBJECT:** Annual Report Narrative PY 2018

**1. Background.** This memo provides the Delaware Workforce Development Board (DWDB) and U.S. Department of Labor’s Employment and Training Administration, Delaware’s Annual Report Narrative for the recently completed PY 2018.

**2. Highlights.** This was an incredibly transformative year for Delaware’s publicly funded workforce system as partners extended their commitment to one another at the strategic, operational, and staff level. This year saw:

- Delaware maintained its status as a national leader in the Pathways workspace as evidenced by its inclusion in, “Career Pathways in Action: Case Studies from the Field,” written by Nancy Hoffman and Robert Schwartz. A Column by Mr. Schwartz Appeared in the News Journal go to <http://wilmingtonnewsjournal.de.newsmemory.com/?publink=2e85d22ed>.<sup>i</sup>
- Delaware begin a Wilmington Youth Initiative to mitigate gun violence through instilling hope in promise communities through workforce development;
- Delaware conduct deep collaboration on the state’s new Career Technology Education (CTE) plan;
- Delaware’s 16 partner programs complete phase one of a business process mapping of the one stop system, which had the additional benefit of reinforcing the importance of partner relationships and systems;
- The DWDB realign its strategic planning process to ensure WIOA leadership issues were “bubbled up” to complement/inform the board’s four-year goals for inclusion in the development of Delaware’s Demand Driven Four Year Plan due in April 2020 to US DOL.

**3. Pathways and Jobs for the Future.** Delaware continues its integration of Pathways. The board, which added a Pathways committee to its structure, continues to align training with the

pathways via its Eligible Training Provider List (ETPL). Only those programs along a pathways are considered for inclusion on the list. The current Pathways are in the Graphic below. Use the hyper link below to explore each pathway <https://delawarepathways.org/students/>. It is important to note the pathways listed are redefinitions and expansions to the previous list.

- Agriculture, Food & Natural Resources (AgriScience)
- Architecture & Construction
- Arts, A/V Technology & Communications
- Business Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Sciences
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing
- Science, Technology, Engineering & Mathematics (STEM)
- Transportation, Distribution & Logistics

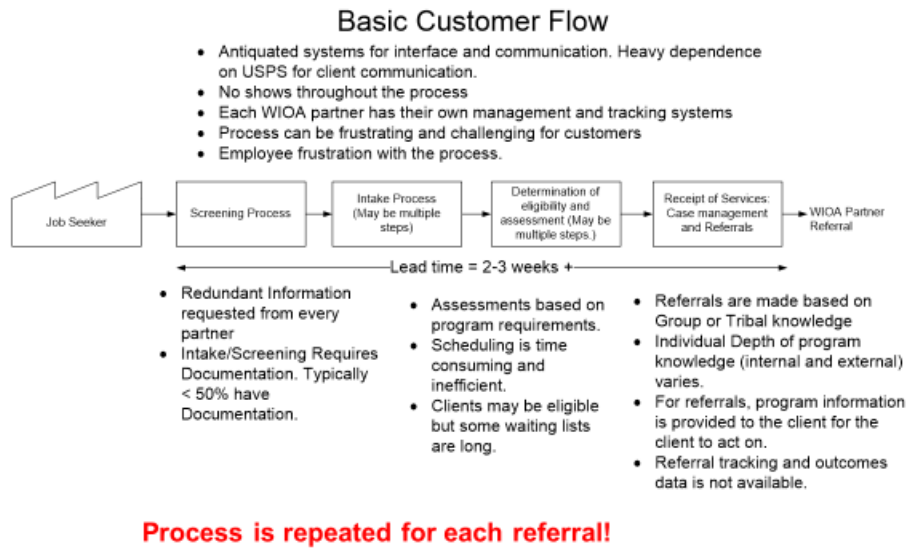
Delaware continues its Pathways work, which formally began when then Gov. Jack Markell signed executive order 61, which established a state structure with the DWDB taking the operational lead. Current Delaware Gov. John Carney re-committed to program. A current snapshot of the state process and status is available at [https://wib.delawareworks.com/documents/20181215/DEPathways\\_Memo\\_Jan18.pdf](https://wib.delawareworks.com/documents/20181215/DEPathways_Memo_Jan18.pdf).

a. Alignment. Delaware's training systems are aligned with the Pathways initiative. The Delaware Department of Education, Office of Career and Technical Education (CTE) works with Delaware's Office of Occupational and Labor Market Information (OOLMI) and annually updates a pathways list. The list of approved pathways is presented in state schools districts and students choose a pathway to begin a career exploration. The state's workforce priorities are established/codified in the annual funding guidelines, which is the board's approved annual policy statement. The copy of the guidelines for this reporting period is available at <https://wib.delawareworks.com/documents/20180207/PY17%20Funding%20Guidelines.pdf>.

b. Approved pathways drive the creation of Delaware's Demand Occupation list. While there are exceptions, the majority of the list is only approved occupations along a pathway leading to at least mid-wage jobs. When the DWDB develops its list, the board staff works closely with CTE and the state's Votech schools to ensure enough training opportunities exist. The demand list is available at [https://wib.delawareworks.com/documents/20181215/finalofficialapprovedbyboard%20\(wjp%2012132018\).pdf](https://wib.delawareworks.com/documents/20181215/finalofficialapprovedbyboard%20(wjp%2012132018).pdf).

**4. Process Redesign.** The process redesign project took an enormous step forward this year with the completion of a process mapping of partner program customer flow. This project involved most of the 16 program partner agencies. This deep dive was facilitated by the Delaware Extension Manufacturing Partnership (<https://www.demep.org/>). Next steps include the development of a project management framework for action items and the initiation of a business services mapping. DEMEP will complete the business services mapping.

The customer flow challenges are graphically represented below:



The list below is the set of action items which resulted from the process mapping to address shortcomings and create an initial desired future state.

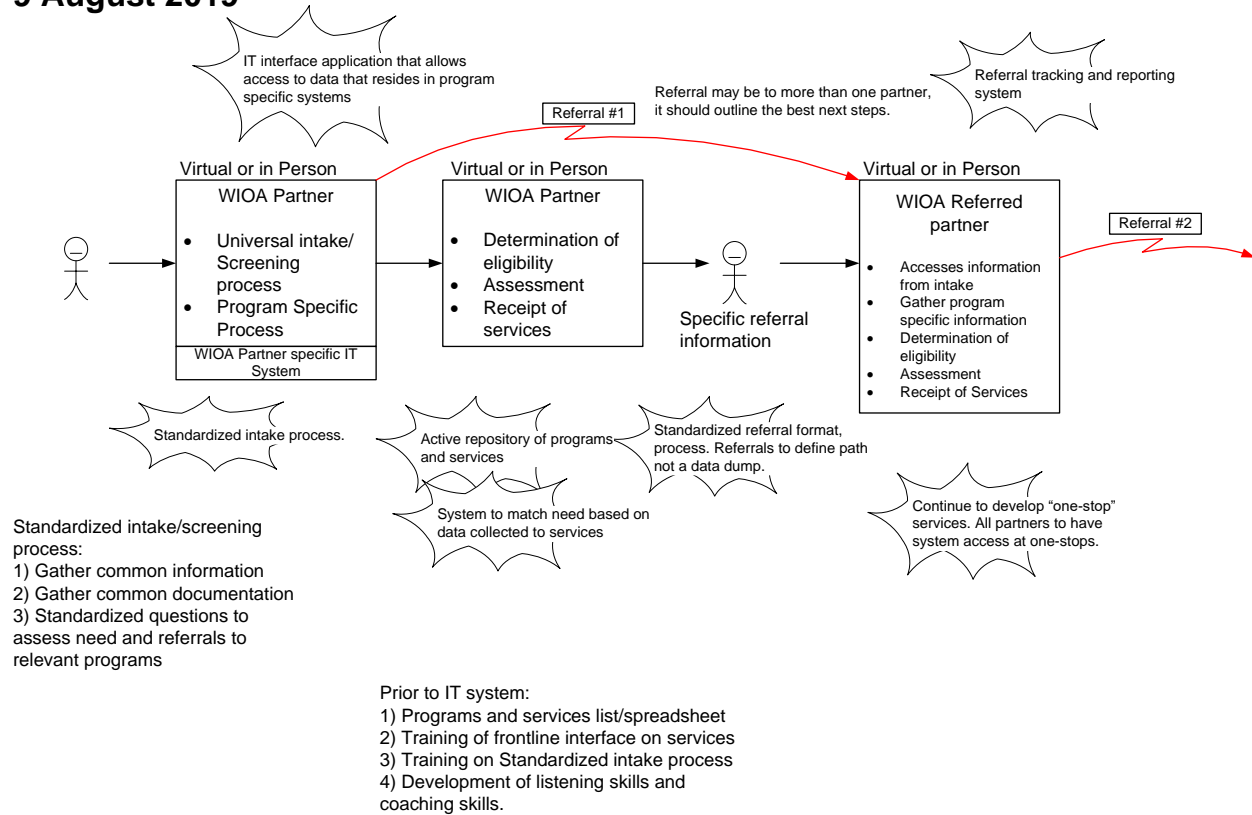
#	Action	Lead	Team	By When	Comments
1	Repository List of Services (List to distribute to partners.)	TBD		Pending Charter Development	
2	Front Line staff training on services repository	TBD		Pending Charter Development	
3	Standardized "screening" process (utilizing current systems)	TBD		Pending Charter Development	
4	Utilize "VOCAL" for referral and tracking	TBD		Pending Charter Development	

	Training/marketing to WIOA partners				
<b>5</b>	Map of who's where, when, what access they have (to better understand "one-stop" services) of One Stop Satellites/Extensions (Identify opportunities for Cross Training.)	TBD	WIOA Leadership	Pending Charter Development	
<b>6</b>	AI to make smarter better referrals. Common intake and information gathering, including documentation. Sharing across parties	Bill Potter plus 3 members of the Leadership Team		Pending Charter Development	
<b>7</b>	"Listening/Coaching" skill development to support WIOA partners, (cultural shift)	TBD		Pending Charter Development	

Delaware's publicly funded workforce system recommitted to this goal at its October 2019 Strategic Planning Session. A view of the planning session is available at: <https://deworkforce.files.wordpress.com/2019/11/process-redesign.pdf>.

When completed, the future state will reflect the graphic below. It is important to note this all occurred at the WIOA partner leadership level.

## WIOA Partner Customer Flows Future State 9 August 2019



**5. Cultural Transformation.** Delaware’s publicly funded workforce system underwent enormous changes since the last report. Both collective and individual training was held for staff throughout the system including such diverse topics as:

- Leadership Development;
- Personnel Management;
- Interpersonal Communications; and
- Professional Skills Training.

Moreover, Delaware partners participated in the annual DWDB Workforce Partner convening; a day of education, cross talk, and increasing awareness. Delaware has made such progress that this was removed as a strategic goal.

**6. Customer Satisfaction.** Although Delaware’s publicly funded workforce system conducted many group sensing sessions with clients, service provider, and wrap around service providers (see Wilmington Youth Initiative for more information), it did not conduct many surveys this reporting period. Even so, the Delaware Department of Education, Adult and Prison Education

Resources Basic Education Resources Group conducted an Organization of Alumni and Adult Students in Service (OAASIS) survey. The results are below.

#### OAASIS Survey - Spring 2019

This survey is presented to all students in classes during one week in the Spring. Students in 12 programs statewide were asked to participate.

- a) Does the program Staff provide information to you about the Department of labor services that can help you get a job?
  - a. Yes 84.94% 530 respondents
  - b. No 15.06% 94 respondents
- b) Are you treated with respect by Adult Education program staff?
  - a. Yes 98%
  - b. No 2%
- c) Would you recommend this Adult Education program to others?
  - a. Yes 97%
  - b. No 3%
- d) Barriers to completing your studies?
  - a. Transportation 18%
  - b. Child Care 9%
  - c. Work Schedule 36%
  - d. Family Issues 14%
  - e. Medical Issues 7%
  - f. Other 15%
- e) Did you find the program orientation valuable?
  - a. Yes 92%
  - b. No 8%
- f) Does your program staff provide information about resources that are available to you in the community?
  - a. Yes 80%
  - b. No 20%

**7. Wilmington Youth Initiative.** Delaware Workforce Development Board and its partners intend to create a sense of hope in Wilmington, Delaware's promise communities through workforce development programs as part of a strategy to mitigate youth gun violence. In November 2015, the Division for Violence Prevention, National Center for Injury Prevention and control, Center for Disease Control and Prevention, released a report entitled "Elevated Rates of Urban Fire Arm Violence and Opportunities for Prevention – Wilmington, Delaware" (CDC). According to the CDC report, one of the compounding factors when dealing with gun violence is unemployment and a general sense of hopelessness in promise communities<sup>ii</sup>. As a result, the DWDB and its partners began working to develop a strategy to address the problem. The

research of this initiative began in earnest October 2018 at the DWDB Annual Strategic Planning Retreat. Once the board decided to use workforce development in Wilmington to influence youth gun violence, it held several meetings with stakeholders and other organizations. The board also established a committee to execute the initiative. This committee is composed of partners throughout the spectrum of social service providers, contractors, elected officials, and other WIOA partners. The DWDB commissioned Social Contract (a consultant) to conduct a landscape analysis. That study is at <https://deworkforce.files.wordpress.com/2019/11/dwdb-project-report-copy-1.pdf>.

**8. Waivers** The DWDB currently has two waivers in force. The first allows providers to report only WIOA students. The Second allows for a 50% - 50% split between In School and Out of School Youth Programs. Delaware intends to resubmit these waivers with its Demand Driven Workforce Plan in April 2020.

### State of Delaware Waiver Request

**As part of its 2 year State Plan modification being submitted for Program Years 2018 – 2020, the State of Delaware requests consideration of the following waiver which is currently not in effect.**

#### **Eligible Training Provider Performance reporting for Non-WIOA Participants**

Statutory/Regulatory Provisions	Eligible Training Provider Performance reporting for Non-WIOA Participants
Citations	WIOA, Sections 116 (related to performance) and 122 (related to the Eligible Training Provider List), and at 20 Code of Federal Regulations (CFR) 677.230 and 20 CFR 680.400-680.530.
Entity	State of Delaware

#### **Eligible Training Provider Reporting for Non-WIOA Participants**

The Delaware Department of Labor, Division of Employment and Training, and the Delaware Workforce Development Board are requesting a waiver to absolve the approved providers on

the Delaware ETPL based on the undue burden it will cause for the providers, staff and participants.

**Statutory and Regulatory Sections to be Waived:**

WIOA, Sections 116 (related to performance) and 122 (related to the Eligible Training Provider List), and at 20 Code of Federal Regulations (CFR) 677.230 and 20 CFR 680.400-680.530.

**Actions undertaken to remove state or local barriers:**

Delaware has worked closely with providers to develop procedures providers to help providers meet this requirement. We've had forums, planning sessions, and one-on-one technical assistance, but through it all the complexity of such reporting is universally perceived as onerous, intrusive, and burdensome.

**State strategic goals and Department of Labor priorities supported by the Waiver:**

Among Delaware Strategic Goals is its Pathways initiative. Attainment of this goal requires alignment of the Eligible Training Provider Lists (ETPL) with 14 designated Pathways. Aligning the ETPL with Pathways entails recruitment of new training providers. Many potential and current providers have balked at joining or expanding (respectively) their presence on the ETPL due to – what they believe – are onerous tracking/reporting requirements. As we attempt to expand opportunities for Delawareans waiving the reporting requirement would facilitate recruiting and retaining quality providers.

**Projected Programmatic Outcomes from Implementation of Waiver:**

- Ease recruiting of new providers
- Ease the addition of new training programs from current providers
- Improve assessment of provider performance
- Ensure greater accuracy relative to consumer choice as prospective WIOA students will view outcomes of current previous WIOA students.
- Employer participation in WIOA customized training programs. Employers will benefit by having a labor pool with the marketable skills they require.

**Individuals Impacted By the Waiver:**

Delaware Job Seekers, America's Job Center Staff, DWDB Staff and last but not least Training Provider Staff as they will be doing the Lion's share of the data collection for reporting.

**How the state plans to monitor waiver implementation, including collection of wavier outcome information.**

The DWDB Staff will continue to hold annual site reviews and the annual provider renewals for the Eligible Training Provider List, with special attention on validating negotiated performance measures to ensure state and Federal monies are well and correctly spent. As well as the collection of pertinent information such as updated licenses, financial statements, surety bond certificates of insurance and DE Department of Education certification. The DOL/DET



and the DWDB will submit both an interim and final report to the USDOL detailing the impact of the waiver.

**Public Comment:**

This Waiver request was posted for public comment for more than 30 days. : No comments were received. It was posted on Twitter, Facebook, LinkedIn, WordPress, and at <https://wib.delawareworks.com/documents/wioa/Non%20WIOA%20Reporting%20Waiver.pdf>

**State of  
Delaware  
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Request**

**As part of its 2 year State Plan modification being submitted for Program Years 2018–2020, the State of Delaware requests consideration of the following waiver which is currently not in effect.**

To allow the proposed percentage decrease to not less than 50 percent for workforce investment activities for Out of School Youth

Statutory/Regulatory Provisions	Reduce Out of School Expense Mandate
Citations	20 CFR 681.410, WIOA sec. 127(b)(1)(C)(iv)(II)
Entity	State of Delaware

**To allow the proposed percentage decrease to not less than 50 percent for workforce investment activities for Out of School Youth.** The Delaware Department of Labor, Division of Employment and Training, and the Delaware Workforce Development Board are requesting a waiver requiring the State and local workforce development areas expend at least 75 percent of youth funds to provide services to out-of-school youth (OSY). Delaware is requesting that the percentage be lowered to 50 percent for all sources. .

**Statutory and Regulatory Sections to be Waived:** WIOA Section 129(a) (4) and 20 CFR 681.410

**Actions undertaken to remove state or local barriers:**

There are no barriers obstructing the implementation of this waiver.

## **State strategic goals and Department of Labor priorities supported by the Waiver:**

According to Delaware's State Plan Pathways to Prosperity is a defined Strategic goal. This waiver will allow the state the agility to weight its pathways initiative as well as provide flexibility to take advantage of moments of opportunity. Background information includes:

1. Delaware's dropout rate. Delaware's dropout rate has been decreasing for the last five years. The rate has gone from 2.9% during the 2012-2013 school years to 1.7% during the 2016-2017 school year. In numbers, this is 700 youth statewide. As a comparison, Delaware's current OSY Providers are contracted to serve 335 OSY. This is a 47% of the overall population. As a result, Out of School Program Providers have had difficulty recruiting eligible participants. Given the increased flexibility under WIOA on eligibility for OSY, we have revised the State's eligibility policy to mirror the WIOA requirements. We have also reduced the expected number of dropouts to be served, but will outreach youth with other barriers, such as parents and offenders. The most recent request for proposals for OSY services stated, "DWDB will favor proposals where school dropouts represent no less than 30% of the population being served, but proposals that do not meet this criterion will still be considered."
2. Population served. In the past, DWDB/DOL OSY programs have mainly focused on recruiting dropouts. For example, if a student who had a high school diploma they had to be basic skills deficient and low income regardless of other barriers in order to be enrolled in the program. This contract period we expanded the population being served to anyone with a barrier. By doing this, DWDB/DOL feels this should expand the OSY population.
3. Career and Technical Education ("CTE") and DWDB/DOL Alignment. The DWDB has recently supported the work being done in the secondary school systems to improve the state's Career and Technical Education. This initiative called Delaware Pathways and the strategic plan as has been adopted by DWDB as one of the State's workforce development initiatives. The recent RFP for In School Youth provided additional points to proposals that supported the WIOA in School Youth population in enrolling in and completing the CTE education offered by local schools. This effort is to ensure that low income youth and youth with barriers are engaged in their local school offerings that further enable youth to graduate college and career ready with credentials. In addition, the Out of School RFP also gave additional points for programs that currently have programs that align with the Pathways. For OSY programs that don't currently have Pathway programs the RFP allows contractors (6) months for cooperative planning with the local education agency (is) and DOE to develop the training programs. All OSY are providers are held to providing credentials and training that leads to self-sufficiency regardless of it being tied to a Pathway.
4. Recruiting efforts. DWDB/DOL has also created a centralized referral system that allows for WIOA partners to refer participants to OSY and ISY training programs. As a result, this is another tool that the OSY programs can utilize for recruitment purpose.
5. Non performing contractors. DWDB/DOL implemented two year contracts which include a review period in March of 2019. DWDB/DOL will evaluate all programs in March 2019 and any program not meeting performance will not be renewed for the second year. In addition, DWDB/DOL is considering changing contracts from the current 100% cost reimbursement model to a cost reimbursement and performance based model. This would hold contractors accountable for meeting performance measures and allow directly impact funds received by contractors.

**Projected Programmatic Outcomes from Implementation of Waiver:**

Align Youth Services with the strategic plan  
The state better spend federal resources with more flexibility  
The decreased dropout rate has resulted in a shrinking pool of potential Out of School Youth Improved  
fiscal accountability relative to providers of services  
One Stop Partners

**Individuals Impacted By the Waiver:**

Future Employers, Delaware In School and Out of School Youth populations; Out of School Youth  
providers; and In-School Youth Providers

**How the state plans to monitor waiver implementation, including collection of wavier  
outcome information.**

Quarterly performance reports presented to the state Workforce Development Board;  
contract specialist are required to review month is fiscal reports form Providers of youth  
services

**Public Comment:**

Please forward public comments to [William.potter@state.de.us](mailto:William.potter@state.de.us) no later than 4 pm February 22,  
2019 This request was posted for more than 30 days and received no comments.

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**9. Business Engagement.** Delaware’s publicly funded workforce system has chosen Repeat  
Business Customers and Employer Engagement as its two approaches for Effectiveness in  
Serving Employers. The following is the Employer Satisfaction measure info

Penetration Rate:

Numerator 3,225      Denominator 33,519      Rate 9.6%

Repeat Business Customers Rate:

Numerator 895      Denominator 4,101      Rate 21.8%

**10. Coordinating/WIOA Leadership Teams.** Delaware – under the leaderships of the DWDB  
Deputy Director and the One Stop Operator – has aligned leadership teams throughout the entire  
strata of the state’s workforce system. These teams are made up state leaders, county leaders,  
One Stop managers, and community resources. These teams have had a demonstrable positive  
effect coordinating WIOA programs as they percolate and forward proposals, recommendations,  
and policies through the system for consideration by workforce decision makers. These  
leadership teams also serve as the WIOA planning cells responsible for assisting the DWDB with

developing the state workforce plan. It is important to note, these teams were essential in developing the State’s workforce goals for the next four years.

**11. Performance Accountability (Measures).** Delaware continues to meet its performance measures as indicated by the most recent report shown below.

Performance Indicator	Program	Negotiated Performance Level	Actual Perform Q1	Actual Perform Q2	Actual Perform Q3	Actual Perform Q4	Perform Results Q1	Perform Results Q2	Perform Results Q3	Perform Results Q4
Employment Rate 2nd Quarter after Exit	Adult	73.0%	84.5%	85.5%	86.6%		115.8%	117.1%	118.6%	0.0%
	DW	77.4%	84.7%	83.3%	82.8%		109.4%	107.6%	107.0%	0.0%
	Youth	66.7%	68.1%	71.8%	74.0%		102.1%	107.6%	110.9%	0.0%
	W/P	56.0%	69.7%	69.8%	69.8%		124.5%	124.6%	124.6%	0.0%
Employment Rate 4th Quarter after Exit	Adult	74.7%	79.0%	80.0%	81.0%		105.8%	107.1%	108.4%	0.0%
	DW	77.5%	79.9%	80.1%	80.8%		103.1%	103.4%	104.3%	0.0%
	Youth	55.0%	76.0%	73.8%	74.5%		138.2%	134.2%	135.5%	0.0%
	W/P	62.0%	70.8%	70.7%	70.5%		114.2%	114.0%	113.7%	0.0%
Median Earnings 2nd Quarter after Exit	Adult	\$4,575	\$5,160	\$5,236	\$5,813		112.8%	114.4%	127.1%	0.0%
	DW	\$6,300	\$7,567	\$8,334	\$9,277		120.1%	132.3%	147.3%	0.0%
	Youth	Baseline	\$2,363	\$2,363	\$2,355		n/a	n/a	n/a	n/a
	W/P	\$4,500	\$5,013	\$5,096	\$5,179		111.4%	113.2%	115.1%	0.0%
Credential Attainment	Adult	50.0%	73.4%	74.9%	77.6%		146.8%	149.8%	155.2%	0.0%
	DW	50.0%	76.8%	76.3%	75.5%		153.6%	152.6%	151.0%	0.0%
	Youth	77.0%	76.0%	73.9%	74.8%		98.7%	96.0%	97.1%	0.0%
	W/P	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a
Measurable Skill Gains	Adult	Baseline	0.0%	17.5%	26.6%		n/a	n/a	n/a	n/a
	DW	Baseline	0.0%	19.7%	27.9%		n/a	n/a	n/a	n/a
	Youth	Baseline	22.8%	40.5%	70.1%		n/a	n/a	n/a	n/a
	W/P	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a

**12. Rapid Response.** During the reporting period, Delaware responded to dislocations and provided Rapid Responses as appropriate. Those dislocations were:

**WARN Company Search (1 to 2 of 2)**

Employer	City	Zip	LWIB Area	Notice Date
Barclays Services LLC	Wilmington	19801	1	06/05/2019
Fresh Grocer - Adams Market, LLC	Wilmington	19801	1	10/23/2019

**13. Cost Data.** Below is program costs data for the reporting period.

WIOA & WAGNER-PEYSER PY18 EXPENSES									
WIOA ADULT									
	TOTAL EXPENDED	ADMIN	ITA/TRAINING	Career Svcs	# Participants Served ITA/Training	Career Svcs	Cost per Participant Served ITA/Training	Career Svcs	% Admin Expended
6/30/2019	5,997,280.97	825,084.17	3,109,296.96						
6/30/2018	4,354,502.75	607,953.74	2,196,415.48						
<b>PY 18 ONLY</b>	<b>1,642,778.22</b>	<b>217,130.43</b>	<b>912,881.48</b>	<b>512,766.31</b>	<b>453</b>	<b>538</b>	<b>2,015.19</b>	<b>953.10</b>	<b>13.22%</b>
WIOA DISLOCATED WORKER									
	TOTAL EXPENDED	ADMIN	ITA/TRAINING						
6/30/2019	7,835,240.40	951,789.64	3,091,766.73						
6/30/2018	5,528,903.53	668,423.72	1,958,886.73						
<b>PY 18 ONLY</b>	<b>2,306,336.87</b>	<b>283,365.92</b>	<b>1,132,880.00</b>	<b>890,090.95</b>	<b>334</b>	<b>367</b>	<b>3,391.86</b>	<b>2,425.32</b>	<b>12.29%</b>
WIOA YOUTH									
	TOTAL EXPENDED	ADMIN	YOUTH TRAINING						
6/30/2019	7,510,497.91	958,879.13	6,065,748.75						
6/30/2018	4,373,260.97	648,348.57	3,382,475.35						
<b>PY 18 ONLY</b>	<b>3,137,236.94</b>	<b>310,530.56</b>	<b>2,683,273.40</b>	<b>143,432.98</b>	<b>127</b>	<b>377</b>	<b>21,128.14</b>	<b>380.46</b>	<b>9.90%</b>
WAGNER-PEYSER									
	TOTAL EXPENDED	ADMIN	NO TRAINING						
6/30/2019	5,876,717.51	450,642.71							
6/30/2018	4,663,423.61	345,224.74							
<b>PY 18 ONLY</b>	<b>1,213,293.90</b>	<b>105,417.97</b>		<b>1,107,875.93</b>	<b>0</b>	<b>16,589</b>	<b>0</b>	<b>66.78</b>	<b>8.69%</b>

**14. Final Thoughts.** As we said, this has been a transformational year for the state’s workforce system. From a joint effort developing the new CTE plan, to a process mapping of our front-end services, to the important work of infusing hope in neighborhoods plagued with gun violence and death, Delaware’s workforce system is pushing forward. While much of the work is a continuation of previous initiatives, much of it is also new and inspiring. When WIOA first came out, innovation was the watchword and the exhortation to create the system we wanted was pealed in every email, announcement, and bit of guidance. We are doing this.

SSSS//SSSS  
 William J. Potter  
 Executive Director  
 Delaware Workforce Development Board

**Success Stories.** Many of these stories come directly from partner staff; they have not been edited as that might mitigate some of the impact to the stories. .

DVR and E&T were together in attendance at the DTCC Owens Campus Public Service Career Fair for Human Services & Criminal Justice programs on November 14, 2019.



**Another successful partnership....**

Natalie worked with a DVR counselor in Newark to overcome her mental health challenges around employment. Ms Hartsky, Natalie’s counselor, encouraged her to work with a Peer Specialist with DSAMH. Natalie then became a Peer Specialist and now works for the Mental Health Association of Delaware and recently was part of a panel presentation at the MHA annual conference on the Riverfront, Wilmington last week. Please enjoy these videos.

**Successful employment and relationship between DVR and local Kent County employer....**

Kimberly came to DVR seeking employment support in December 2018. Kimberly is deaf and in 2004 DVR helped her secure employment at an assisted living facility as a dietary assistant. She enjoyed her job, however, unfortunate circumstances in the workplace/new management resulted in her resigning after 14 years of employment. She requested support from DVR again, and in



mid-2019 was hired at Hampton Inn-Hilton as a housekeeper. Just prior to closing her as she is successfully employed, Kimberly received the Employee of the Month Award on the job. Kimberly was recognized for her hard work, stellar work ethic and pleasant, friendly, and willing attitude

## Derly Augustin

*Nominated by Sussex Center – GED® Program*



When Derly Augustin entered Sussex Tech Adult Education Center in July 2017, she had big dreams of one day becoming an accountant. Through hard work and dedication, her dream is now being realized as she is currently studying accounting at Del Tech.

But Derly's path from 2017 to now has not been easy or smooth. Derly found many obstacles along the way but none of them deterred her from achieving her goal. First, a language barrier kept her from entering the GED® class right away. So Derly entered as an ESL student and worked her way through the program. When the time came for her to enter the GED® preparation class, she had a full time job working the night shift. Despite being so tired she could hardly keep her eyes open, Derly always made education a priority and rarely missed a class. Derly also worked hard on her school work, staying overtime at school, and working from home. While in the GED® preparation class, Derly completed a financial literacy activity and a career plan. According to her teachers and classmates, Derly always participated in class activities, gave others support on their path, and kept a smile on her face.

Derly is now at Del Tech studying accounting.

*"In a few words... my education was worth it. There is nothing as important as having an education. My GED® has opened doors to success."*

## Success Stories – DET Youth Programs

**DelTech/Owens** – Monty Hall dropped out of High School when he was 17 years old after a few brushes with the law. He was introduced to our program through one of our linkage partners in August 2017. Some of the barriers that he came to us with was a School Dropout, Required Additional Assistance to Complete School, Offender, mental and emotional challenges, and a sense of hopelessness. However, he was determined to become a part of the Stepping Up To Success Out of School Youth Program. We reached out to his mother to assist with completing documents, obtaining school documents and get him the necessary eligibility documents needed. This was a very challenging process to attain the information required which frustrated him to know that we could not move forward without all documents. After a few attempts to access the required documents from his mother, we reached out to our linkage partner to run some interference to retrieve the necessary documents for Monty. Once we gathered the necessary documents and met with Monty, he shared that he had a host of court appearances that he wasn't sure if he would end up incarcerated. After speaking with his court-appointed liaison about the program and our efforts to assist him with academic instruction and employment training, we were able to get him probation. We worked with Monty over the next two weeks to only have to release him from the program for returning from break HIGH. I shared with him one-on-one that his disregard for the program and his inability to follow the program-wide rules has dismissed him. I told him when he is ready to return to the program see me, but he can only return when he is ready to mature to better his life as a young African American man.

In January 2018, Monty called me and asked if he could return. Before I could reply, he shared that he is no longer selling drugs, using drugs, and he is ready to get his education. I asked him “are you ready to change your life?” He said yes. I asked him “Are you open to receiving?” He said yes. I gave him a date to come in and update his paperwork and got over my expectation of him for him for this program. I spoke with his court-appointed liaison of our discussion, support that is needed, and when he will start the program. I also spoke with his mother and shared with her what my personal expectations are of him and what the program expectations are for him and the support we need from her to assist him with being successful. She agreed to be more supportive and shared that she's done all she could with him. We talked and I shared with his mother that it is imperative that she keep me abreast of any challenges or life-changing events. She agreed and we got started with the process of rebuilding Monty confidence and self-esteem holistically.

Monty and I, met one-on-one at least three times a week to discuss any topics he had in mind and I shared with him about character building, relationship building, managing anxiety, and becoming a man of accountability and responsibility. He also met with various staff in the group as well as one-on-one for confidence building and Stepping Up To Success Challenges. It was apparent that the team effort gave him a new found level of confidence that appeared upon his face, walk, talk and efforts. Through the Stepping Up To Success Out of School Youth Program,

Monty attained his GED June 2018, he became employed with Grotto's June 2018, and he realized that college was more than a fleeting idea, it is a reality. After multiple conversations in class and one-on-one, Monty is planning on attending either Delaware Tech – Owens campus or University Maryland Easter Shore in fall 2019.

Monty Hall is a great example of a young man that came from a troubled background with the label of an At-Risk youth that struggles with drugs, truancy, and behaviors to becoming an overcomer that is redefining his story of success. He still has to work to keep his mind shifted; however, with role models within Stepping Up To Success, I have no doubt that he will meet his goals for academic, personal and professional success.



**Food Bank of DE** – Terrance applied to the Milford Culinary School in August 2018. When he applied to the school his main barrier was that he as an offender. He was housed in the Morris Community Corrections Center. He didn't have any income as he was incarcerated.

Since attending the Culinary School, Terrance has since been released and is currently on probation. We worked with him to obtain full time employment. He has succeeded in doing that. He is making \$10.25 per hour and his employer has had rave reviews about him.

We are currently working on obtaining an apartment and his driver's license. He would like to move from living with his family. Our current focus is obtaining a studio or one-bedroom apartment for himself and obtaining the driver's license.

**Pathways to Success** –\_1[Madison] Pathways to Success has overall shaped me into the person and student that I am today. Through the help of Mrs. Keda and many other coordinators, I have benefited immensely from the support and words of wisdom. At the beginning of high school, I did not know what Pathways to Success was or what it would mean to me by the end of my career. However, once I joined I knew that I made a great choice. Everyday I was pushed to reach my goals even when I did not think that I could, but somehow Mrs. Keda challenged me to keep going.

This program has helped me open up and expand my public speaking skills to a greater extent. I spoke to many adults at an education forum that was about the problems in education systems and represented the other students at Seaford High School. Also, I got to introduce myself at the Girls Summit and tell the people about what Pathways means to me. I have met many great people and got to network myself to higher people in the community. I definitely recommend this program to every student at Seaford High or any other high school to benefit from the opportunities it offers.

With not only the help of Pathways, Mrs. Keda has helped me through the obstacles that I had to face in high school. Not only did she help me prepare for college and apply for scholarships, but she helped me with many personal issues that happened in my life like when my mom was getting tested for cancer and my dad passing away right before college. Mrs. Keda, Mrs. Faye, and Mrs. Gilmore came to the funeral to give me the support that I needed.

Pathways is not only a program that helps with school, but also gives the love and support that you need to keep pushing. It's more than school work and education, it is a lifetime commitment of friendship and being a family. That is why, with the help of Ms. Keda and Pathways, I am now attending West Virginia University. I don't know what I would have done without Pathways to Success and I hope everyone gets to experience it the same way.

#2 – Pathway to me means love and family; with a long list of people who care, which I have never had before. Pathways means going to college, graduating high school having opportunities and being more than what others said I would be.

Pathways helps those in need and are willing to work with you to help you be successful.

Pathways is a fun learning environment and exposure outside of what I knew. Pathways was the right place for me and still is that right place that's gives me guidance and encouragement.

It's hard to be someone when no one cares about you or invest in what you really want to be in life. With Pathways I was able to be open with may people, from my teachers, peers, and strangers about my goals and aspirations. I was able to take pride in who I was and my addition

to this world. They cared about what I was going to be in the future, where I was going to be. I have the tools to not fail and I have the tools for if I fail. In addition, if I fall I know I have people that are willing to help me get up again. Pathway brought me happiness and family.

By the way, college is going to be great LOL.

### West End Education & Employment Department

#1 - Tae’Janna is a perfect example of a West End success story. When she first entered the GED program in September 2017 at the age of 17, Tae’Janna was a foster care youth with a newborn son. She dropped out of high school while she was pregnant, because she felt she was unable to balance school, finances, and her home life. As a young mother, Tae’Janna struggled to find the time or resources to continue her education. She was unemployed at the time, and she wanted to be able to take care of her son, while also setting goals for her own future. She also faced the daunting prospect of aging out of the foster care system in two months, and her transitional living situation in the Bayard House would come to an end the day she turned 18. It seemed overwhelming, and Tae’Janna wasn’t sure where to begin.

Tae’Janna heard about West End Neighborhood House through her independent living worker, and chose the location because it was close to home. She entered the GED program with ambitious goals, determined to obtain the credential and sustainable employment before she turned 18 in December. She also set the goal of finding her own apartment in that same timeframe. Her entry assessment scores confirmed her ability, but it was her positive attitude and strong motivation that led to her achieving these goals.

While in the program, Tae’Janna took advantage of the opportunity to set her own pace. She frequently came to school early, studied through her breaks, and stayed late. She appreciated that her instructors were supportive and helpful, encouraging her to stay motivated. While studying for the GED at West End, Tae’Janna passed her exam to become a certified Customer Service representative with the National Retail Federation. She succeeded at her pacing goal and earned her GED in December of 2017, only three months after enrolling in the program.

During her time in the program, Tae’Janna built a strong relationship with her Case Manager, who worked closely with the Division of Family Services and West End’s Independent Living Foster Care Case Manager to help Tae’Janna through the aging-out process. With the help of staff, Tae’Janna was able to secure her own apartment; her and her son moved there on the day of Tae’Janna’s 18<sup>th</sup> birthday. West End’s Case Manager also helped Tae’Janna with transportation assistance and connections to other needed resources such as food, clothing, and Purchase of Care.

After obtaining her GED, West End employment staff worked with Tae’Janna to begin an internship with the Delaware Prevention Coalition. Due to her impressive work ethic, this internship was extended, and Tae’Janna was eventually offered a job. Tae’Janna loved this employment experience, expressing that she always thought of employment as “just a way to pay the bills,” but that now she can see herself in a fulfilling career where she can put her skills to good use for the benefit of others.

While Tae’Janna’s time in the Education & Employment Department’s training programs has ended, she has a bright future ahead of her. In the fall of 2018, she was accepted into the Business Management program at Del-Tech. She continues to work part-time and attend college. When asked about her experience in the program, Tae’Janna replied that “I hope to continue on my path to success and I am so grateful to West End for helping me get my life back together.”

#2 - When Brittany entered West End Neighborhood House's GED program in April 2018, she wasn't just doing it for herself. A single mother who wanted to set a good example for her children, Brittany also wanted to make her grandparents proud. She wanted a brighter future.

During her time in the Education & Employment program, Brittany struggled to keep up with everything that was going on in her life. Her father was hospitalized for a time and then passed away, leaving her to care for her grandmother as well as her sons while she continued working and attending GED classes. Brittany found guidance from West End staff, who provided her with counseling and case management, a flexible schedule, transportation assistance, holiday gift donations, and other supportive services. "I didn't believe I could do it," Brittany recalls, "but I was motivated by West End staff, family, and friends. I was determined not to fail again."

Within two months Brittany passed the Language Arts, Social Studies, and Science GED subtests before encountering difficulty with the Math section. During the months that followed, she explored career pathways, participated in financial literacy activities, attended job fairs, and built her resume with digital literacy certifications. When she earned Customer Service certification from National Retail Association, she applied her natural interpersonal skills to become better qualified for work experience.

Brittany also completed a successful internship with West End Neighborhood House as a front desk receptionist, winning over peers and coworkers with her positive attitude and cheery disposition. She fondly remembers growing her support network and learning time management while working and attending classes in the same building. Everyone cheered for her when she passed the Math section in November 2018, earning her GED!

Since her successful completion of the GED, Brittany has obtained work at Dollar Tree while she explores other post-secondary education and training options. Brittany wants to leave a legacy of hard work and success for her children, breaking the cycle of generational disadvantage to provide them with the best opportunities. In her words, "My sons will not be statistics, and now I won't be either."

### Jobs for Delaware Graduates

#1 - Gia enrolled in JDG as a Sophomore, December 2015. She was basic skills deficient, had failed Delaware's State Proficiency Exams in all areas, was the child of an incarcerated parent and had no work or volunteer experience. Her family was receiving public assistance and living in a house with more than 10 occupants.

Gia had no career goals and was rarely focused on her school work. Goal setting through the ISS (Individual Service Strategy) required her to think about ways to pass the classes that challenged her and begin planning for her future.

Gia was often late to class, absent or had a bad attitude and worried about what others said about her. JDG's Specialist (classroom teacher) worked with her to ignore others' views of her and focus on what she needed to do to develop self-respect and gain the respect of others. JDG's Specialist counseled her on how important it was to come to class on time because bad habits could carry into the workplace and hurt her success. Gia began studying and passing her classes and participated in JDG's DCA (Delaware Career Association) meetings and community service projects. Over the summer she babysat for family and friends. She said she wanted to work part-time her junior year so developed her resume with the JDG Specialist's assistance and completed applications. However, the JDG Specialist found she did not follow up on her

applications or respond to phone calls. Counseling occurred related to pursuing goals and following through on commitments.

After the entrepreneurship unit in class, Gia expressed interest in a photography career so the JDG Specialist arranged a meeting with an entrepreneur who has his own photography business. She also started getting out of her comfort zone by introducing herself to people and engaging in networking activities representing JDG.

Career and college counseling led to completing FAFSA applications and college applications while still trying to determine a career direction. She applied to the Philadelphia Art Institute and Delaware College of Art and Design as well as other local colleges.

She made changes in her behaviors, developed her leadership skills and started ignoring negativity. Gia then began to realize her own self-worth. She became more self-confident and opened herself up to different opportunities. As a result, Gia became President of her school's DCA chapter her senior year. She also competed at the state level in the employability skills competition through DCA.

Gia met the JDG Career Placement Advisor (CPA) during their visits to JDG classes. After graduation, the JDG CPA took Gia to apply for several jobs. Gia was determined to land a position so worked on honing her interview skills and preparing questions to ask employers during the interview. The JDG CPA encouraged her to keep applying; that an opportunity would open. Gia was asked to an interview at the Christmas Tree Shop. Gia reviewed interview questions and answers again with the JDG CPA. Although Gia was still nervous, she became more confident in her interviewing skills. Gia did great at the interview.

During the interview process, the Christmas Tree Shop realized that Gia was only 17 years old. Their policy was to hire only those 18-years or older. The managers were so impressed with Gia that they called the corporate office to ask for an exception. Corporate said yes if she could provide working papers. Gia was offered the job.

The JDG CPA took Gia to Department of Labor to get the forms, filled them out and took them to the Christmas Tree shop, then back to the Department of Labor to file. Gia still needed a state ID. Since she was only 17, the JDG CPA took GIA and her mom to the Department of Motor Vehicle. JDG direct benefits purchased Gia's state ID for proof of identification. Gia was also able to purchase work clothes through JDG's direct benefits. Since GIA had no transportation, JDG direct benefits provided bus passes to enable her to get to work when she began her job.

The JDG CPA took Gia to the local Food Lion after purchasing her work clothes. They were giving out Thanksgiving Day dinners; she was able to get a turkey and all the fixings for her family. She is now a cashier at the Christmas Tree Shop. The managers state she is awesome to work with and great with the customers. Gia is considering college now that she is becoming self-sufficient. Gia keeps in regular contact with JDG and frequently states how appreciative she is of JDG.

#2 - Jade was enrolled in JDG as a senior, October 2017. Both of her parents are immigrants who did not complete high school. She has no transportation, so she relies on the bus system. English is Jade's second language, she had high absenteeism, had no volunteer or work experience and struggled academically in high school.

In addition to class, Jade needed additional support so met with the JDG Specialist (teacher) throughout the year for tutoring related to the JDG curriculum and academic remediation. Some topics included entrepreneurship, basic math, pay and benefits, budgeting and developing a

spending plan. Jade was able to co-op as a senior and needed assistance with some situations that arose on the job. Additional work behavior training, decision-making and time management counseling was provided.

The JDG Specialist reviewed ISS goals with Jade on a regular basis. As Jade started thinking about college, she was counseled on the impact of her GPA on her eligibility for the SEED scholarship.

When the JDG CPA first met Jade in the JDG classroom, she was set on going to Wilmington University. The JDG CPA spent a lot of time explaining the financial aid system and the cost differences between Wilmington University and Delaware Tech. The JDG CPA took Jade to both colleges so she could speak to financial aid officers and academic counselors. After learning she would graduate nearly \$40,000 in debt at Wilmington University, she decided to sign up for classes at Delaware Tech. The JDG CPA helped her navigate the FAFSA/enrollment process.

When the JDG CPA (Career Placement Advisor) started working with her in June 2018, she was applying to dietary positions at nursing homes. She told the JDG CPA how she had learned her application and job search skills in the JDG classroom. She was hired at a nursing home in August. She did not get many hours when she first started, so the JDG CPA often discussed the importance of always covering shifts when asked to show her boss her commitment. By September she was consistently getting 20-30 hours/week and was a go-to person when someone called out from a shift.

Jade starts classes at Delaware Tech the spring semester and is excited to begin her new academic journey. As a first-generation college student, she was grateful for the financial knowledge and information provided to her from JDG. JDG provided her with bus passes to help with the transportation cost for the first couple of months in her new job. The JDG CPA also took her to the Department of Motor Vehicles to get her an official state ID using JDG's direct benefits. JDG can't wait to see what she accomplishes next!

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New Journal Article About Pathways

## **No state is preparing its students for jobs as well as Delaware**

How can it be that with the lowest unemployment rate in anyone's memory, the U.S. still has 6.9 jobs seeking workers and 6.3 workers seeking jobs?

There is no single answer, but a big part of the problem is the skills gap – not enough workers with the right skills, especially to fill middle-skill jobs in such fields as health care, IT, and advanced manufacturing.

Many states are building pipeline programs to address this gap, programs that begin in high school, connect to postsecondary institutions, and work with employers to ensure that students have the right skills to fill in-demand jobs that can get them launched on fulfilling careers.

No state does this as well as Delaware.

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Over these past six years, Delaware has, from a standing start, created a statewide career pathways system that has become a model for the nation. Delaware has grown from 27 students enrolled in an advanced manufacturing program in 2014 to 16,000 students across the state currently enrolled in 25 career pathways in 12 high-growth, high-demand sectors of the state's economy.

The state is on track to meet its goal of enrolling 20,000 students — half the high school population — in career pathways by 2020.

Delaware's story is the lead chapter in a new book just published by Harvard Education Press, "Career Pathways in Action: Case Studies from the Field," written by Nancy Hoffman and myself. This book, and the case study of Delaware Pathways, will be featured in a session at the upcoming annual Vision Coalition Conference Tuesday, Nov. 12 at the University of Delaware.

In a few short years, Delaware Pathways has transformed the education landscape. Career pathways match students' interests with tailored instruction and relevant work-based learning experiences, and award industry-recognized credentials and college credits while students are still in high school.

These pathways provide on and off ramps for the full spectrum of options. A young person on a health care pathway could use it to decide: a) to become a certified nursing assistant so she can start earning some money while she weighs her options; b) to start working toward becoming a medical doctor; or c) that it isn't the right field.

The goal is to give program participants enough early exposure to the world of work and careers to make informed decisions about what comes next after high school.

How has Delaware been able to build such a robust career pathways system in such a short time? The secret is partnership.

The collaboration among statewide entities like the departments of Education and Labor, Delaware Technical Community College, the United Way, Rodel and a network of private employers large and small led to the development of a compelling strategic plan specifying the roles and responsibilities of each partner.

This cross-agency structure is unusually strong, and a dedicated core team from the partner organizations has stuck together to implement that plan.

Delaware Pathways is not without its challenges, including the provision of meaningful work-based learning opportunities for all participants and the development of a long-range funding plan.

But with Gov. John Carney leading the effort to bring more employers to the table, the first challenge is being addressed, and given the broad-based political support for the program, I'm confident the funding challenge will be addressed as well.

Delaware, you are currently building what many believe is the most scalable and replicable career pathways model in the nation.

Keep pushing.

The leaders of the other 15 state and regional members of the Pathways Network are all pulling for you because what you build here could not only help your young people, but benefit their peers in states across the United States.

*Robert Schwartz is a professor emeritus of practice in educational policy and administration at Harvard Graduate School of Education and co-founder of the Pathways to Prosperity Network.*



**Your Turn**

Robert Schwartz Guest columnist

ii **Promise Communities.** Promise communities are defined as those underserved communities in which:

- 28.9 % of the children live in poverty;
- 44.9% of residents are considered low income;
- 37.3% of the children are proficient in reading by 3<sup>rd</sup> grade;
- 18.2% of the population 25 and over have a HS diploma;
- 10% unemployed; and
- 66.5% receive some form of public assistance

The DWDB further defines promise communities as these geographic areas/zip codes:

<b>Promise Community</b>	<b>Zip Codes</b>	<b>*Low Income Population</b>
<b>City - Eastside</b>	<b>19801, 19802</b>	<b>19,875</b>
<b>City - Westside</b>	<b>19805</b>	<b>19,052</b>
<b>NCC - Rte 40</b>	<b>19701, 19702</b>	<b>19,389</b>
<b>NCC - Rte 9</b>	<b>19720</b>	<b>20,086</b>
<b>Kent - North</b>	<b>19901,19904,19977</b>	<b>30,238</b>
<b>Kent - South</b>	<b>19934, 19943,19952</b>	<b>11,596</b>
<b>Sussex - West</b>	<b>19933, 19956, 19973</b>	<b>17,659</b>

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<b>To Sussex - Central</b>	<b>19947, 19966</b>	<b>16,111</b>
<b>8</b>	<b>17</b>	<b>154,006</b>