





**SFWIB GLOBAL TALENT COMPETITIVENESS COUNCIL**

**DATE:** 10/17/2024

**AGENDA ITEM NUMBER:** 2

**AGENDA ITEM SUBJECT:** PUBLIC COMMENT

**AGENDA ITEM TYPE:** **INFORMATIONAL**

**RECOMMENDATION:** N/A

**STRATEGIC GOAL:** **STRONG WORKFORCE SYSTEM LEADERSHIP**

**STRATEGIC PROJECT:** **National leader in an ROI-focused enterprise**

**BACKGROUND:**

N/A

**FUNDING:** N/A

**PERFORMANCE:** N/A

*NO ATTACHMENT*

Minutes Prepared by: Ebony Morgan  
 SFWIB Global Talent & Competitiveness Council Meeting  
 June 15, 2023, 8:30am  
**Status: DRAFT**  
**Approval date: TBD**  
 Page 1 of 4



Agenda items are displayed in the order they were discussed.

## **2A. Approval – SFWIB GTCC Meeting Minutes – April 20, 2023**

**Motion** by Mr. del Valle to approve the April 20, 2023 Global Talent & Competitive Council Meeting minutes.

Dr. Loynaz seconded the motion; **item is passed without dissent.**

No further comments or suggestions were submitted from the members. Item closed.

## **3. Informational – Florida Gap Map**

Chairwoman Ferradaz introduced the item; Mr. Beasley further presented.

Mr. Beasley described two recent events in which he took part, namely his trip to Jacksonville to meet with all state workforce executives prior to the state board meeting and his attendance at the Florida Chambers Prosperity Campaign Summit, where he was exposed to the Florida Gap Map, which illuminates concentrations of childhood poverty in various zip codes. Mr. Baltuch, Sr. Vice President of the State Chamber, will be presenting the prosperity campaign to the full board and perhaps go over the Gap Map as well.

Mr. Beasley reviewed the Gap Map and Opportunity Metrics with GTCC members, highlighting and discussing areas that fall within Miami-Dade/Monroe Counties (28 total, which account for 1.1M people). Additionally, he discussed a number of programs and ways in which CSSF could be of assistance.

There was continued discussion around available SNAP/TANF benefits and how we may be able to assist the communities discussed.

No further questions or comments were presented. Item closed.

## **4. Approval –Related Party Contracts**

Chairwoman Ferradaz introduced the item; Mr. Smith further presented.

Mr. Smith explained that Florida Statutes and the Grantee/Sub grantee Agreement requires any SFWIB member with a direct or indirect relationship (via relative, spouse, etc.) to a vendor/organization that may receive a contract from CareerSource South Florida to submit a Contract Information/Disclosure and Certification of Conflict of Interest in a Contract ("Related Party") Form.



There are four vendors currently represented by SFWIB, namely,

- The District Board of Trustees of Miami Dade College (MDC)
- Miami-Dade County Public Schools (M-DCPS)
- The Academy of South Florida, Inc. (The Academy)
- Academic Technologies, Inc. (The Code Academy)

**Motion** by Mr. del Valle to approve.

Mr. Brown seconded the motion; **item is passed without dissent.**

No further questions or comments were presented. Item closed.

#### **8. Approval – New Programs for an Existing Training Provider**

Chairwoman Ferradaz introduced the item; Mr. Smith further presented the new pre-apprenticeship program for Miami Dade College, an existing training provider.

**Motion** by Mr. Brown to approve.

Mr. del Valle seconded the motion; **item is passed without dissent.**

No further questions or comments were presented. Item closed.

#### **5. Approval – Monroe County Youth Services Contractors**

Chairwoman Ferradaz introduced the item; Mr. Smith further presented the request to authorize staff to contract with Monroe County Public School System for Youth Services.

**Motion** by Mr. Piedra to approve.

Mr. del Valle seconded the motion; **item is passed without dissent.**

Chairwoman Ferradaz wanted to know how the transfer of Monroe County to Region 24 would affect the contract/youth program. Mr. Smith indicated that CSSF staff would add a termination clause to the contract and invoke it once the transition is complete. He added that Region 24, as a direct service provider, would employ its own personnel to manage the youth program. There was continued discussion regarding the transition and any resulting obligations.

No further questions or comments were presented. Item closed.

## 6. Approval – Take Stock in Children Program Administration (BBBS)

Chairwoman Ferradaz introduced the item; Mr. Kelly further presented.

**Motion** by Mr. Brown to approve.

Mr. del Valle seconded the motion; **item is passed without dissent.**

Chairwoman Ferradaz inquired as to the monetary value of the scholarships they will administer. Mr. Kelly reported that we have 858 scholarships; we will ask the Board to approve the purchase of 275 scholarships today, bringing the total number of available scholarships to 1133, at a cost of approximately \$5,000 per scholarship - depending on whether it is a two or four year scholarship(5% administrative cost).

No further questions or comments were presented. Item closed.

## 7. Approval – Stanley G. Tate Florida Prepaid College Foundation

Chairwoman Ferradaz introduced the item; Mr. Kelly further presented.

**Motion** by Mr. Piedra to approve.

Mr. Brown seconded the motion; **item is passed without dissent.**

No further questions or comments were presented. Item closed.

## 8. Approval – Funding for the AAR Eagle Sheet Metal Career Pathway Program

Chairwoman Ferradaz introduced the item; Mr. Kelly further presented the details of the sheet metal program.

**Motion** by Dr. Loynaz to approve.

Mr. del Valle seconded the motion; **item is passed without dissent.**

No further questions or comments were presented. Item closed.

Being as there were no further questions or concerns, the meeting adjourned at 9:20am.



## 2A. Global Talent and Competitiveness Council Meeting Minutes – April 18, 2024

Chairwoman Ferradaz announced the consideration of minutes from the April 18, 2024 GTCC meeting and permitted the members to conduct a review before taking a motion.

**Motion:** Mr. del Valle to approve the April 18, 2024 Global Talent & Competitive Council minutes.

Mr. Brecheisen seconded the motion; **item is passed without dissent.**

### Member votes recorded for Agenda Item 2A

Member Name	Vote Recorded
Brown, Clarence	Yes
Ferradaz, Gilda, Chair	Yes
Palacios, Carol	Yes
Whitaker, David	Yes

No further comments or suggestions were submitted from the members. Item closed

## 3. Approval – New Demand Occupation List Addition

Chairwoman Ferradaz introduced the item; Mr. Smith presented the request for SOC Code 49-3021, Automotive Body and Related Repairers, to be added to the regions Demand Target Occupation List for Miami-Dade County Public Schools.

**Motion:** Mr. Whitaker to approve SOC Code 49-3021, Automotive Body and Related Repairers, to be added to the regions Demand Target Occupation List for Miami-Dade County Public Schools.

Mr. Brecheisen seconded the motion; **item is passed without dissent.**

### Member votes recorded for Agenda Item 3

Member Name	Vote Recorded
Brown, Clarence	Yes
Ferradaz, Gilda, Chair	Yes
del Valle, Juan Carlos	Yes
Palacios, Carol	Yes

#### 4. Approval – New Training Provider and New Program

Chairwoman Ferradaz introduced the item, and Mr. Smith subsequently presented the request to add ACI Learning Apprenticeship Program as a new training provider with two new programs: Cybersecurity Support Technician and Tech Support Specialist. In addition, he presented a request to add two additional programs Miami-Dade County Public Schools, an established training provider: Commercial AC and Diesel Off-Road Maintenance Technician.

**Motion:** Mr. Brown to approve the addition of ACI Learning Apprenticeship Program as a new training provider with the programs submitted; and the addition of new programs for Miami-Dade County Public Schools.

Ms. Palacios seconded the motion; **item is passed without dissent.**

##### Member votes recorded for Agenda Item 4

Member Name	Vote Recorded
Brecheisen, Bruce	Yes
Ferradaz, Gilda, Chair	Yes
del Valle, Juan Carlos	Yes
Whitaker, David	Yes

No further questions or comments were presented. Item closed.

#### 5. Approval – Summer Youth Employment Program: City of Miami Gardens

Chairwoman Ferradaz introduced the item; Mr. Smith presented program specifics for the City of Miami Gardens Summer Youth Employment Program. He further advised the Council that this agenda item would include three matters for consideration and subsequent approval.

**Motion:** Mr. Brown to approve the acceptance of \$100,000 in general revenue funds from the City of Miami Gardens for the Summer Youth Employment Program; the SFWIB will allocate matching funds of \$100,000 in TANF dollars to the Adult Mankind Organization, who will administer the program.

Mr. del Valle seconded the motion; **item is passed without dissent.**

##### Member votes recorded for Agenda Item 5

Member Name	Vote Recorded
Brecheisen, Bruce	Yes
Ferradaz, Gilda, Chair	Yes
Palacios, Carol	Yes

Whitaker, David	Yes
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No further questions or comments were presented. Item closed.

## 6. Approval – Summer Youth Employment Program: City of Opa-Locka

Chairwoman Ferradaz introduced the item; Mr. Smith presented program specifics for the City of Opa-Locka Summer Youth Employment Program. He further advised the Council that this agenda item would include three matters for consideration and subsequent approval.

**Motion:** Mr. Brown to approve the acceptance of \$50,000 in general revenue funds from the City of Miami Gardens for the Summer Youth Employment Program; the SFWIB will allocate matching funds of \$50,000 in TANF dollars to the youth Co-Op, Inc., who will administer the program.

Mr. Whitaker seconded the motion; **item is passed without dissent.**

### Member votes recorded for Agenda Item 6

Member Name	Vote Recorded
Brecheisen, Bruce	Yes
Ferradaz, Gilda, Chair	Yes
Palacios, Carol	Yes
del Valle, Juan Carlos	Yes

Chairwoman Ferradaz inquired about any additional funds that may be allocated to Youth Co-Op, Inc. for the administration of the program. Mr. Smith advised that since Youth Co-Op is an established service provider with CSSF, most if the tasks associated with the administration of this program are standard in their day-to-day operations. Most of the funds will be allocated to participant expenses; however, he will review the contract to determine whether there will be any additional administrative expenses for Youth Co-Op, Inc.

No further questions or comments were presented. Item closed.

## 7. Approval – Renewal of Business Intermediary Contracts

Chairwoman Ferradaz introduced the item; Mr. Smith further presented the request to renew business intermediary contracts with the following organizations:

- Miami-Dade Chamber of Commerce, Inc. - Allocation: \$125,000
- CAMACOL, Inc. - Allocation: \$125,000

- Florida Minority Supplier Development Council, Inc. - Allocation: \$75,000
- Greater Miami Chamber of Commerce – Allocation: \$150,000
- Beacon Council Economic Development Foundation, Inc. – Allocation: \$100,000

Mr. Smith further advised that the renewal of the business intermediary contracts will facilitate the continuance of essential support services for businesses that are experiencing substantial workforce changes. This will help to mitigate the impact of job cuts and foster economic stability in the region.

**Motion:** Mr. Whitaker to approve the allocation of an amount not to exceed \$575,000 in WIOA Dislocated Worker funds to renew Business Intermediary contracts with the five organizations as listed. Ms. Palacios seconded the motion; **item is passed without dissent.**

#### Member votes recorded for Agenda Item 7

Member Name	Vote Recorded
Brecheisen, Bruce	Yes
Brown, Clarence	Yes
del Valle, Juan Carlos	Yes
Ferradaz, Gilda, Chair	Yes

No further questions or comments were presented. Item closed.

#### 8. Approval – Denial of New Training Vendor Application

Chairwoman Ferradaz introduced the item; Mr. Smith provided further details regarding the request to deny My IT Future Institute's application to become a new training provider for the agency at this time.

Chairwoman Ferradaz asked if anyone from the agency was online to provide public comment. Mr. Bryan Foxx, General Manager of My IT Future Institute, introduced himself and advised that he wanted to understand the reason behind the possible denial of the organization's training application.

Mr. Smith explained that My IT Future Institute, a new training organization, underwent a standard review of its operational documents to become a new training provider with CSSF. During this process, CSSF staff discovered that My IT Future Institute is owned by the same person who previously operated New Horizons Computer Learning Company, a previous CSSF training vendor that ceased operations in 2023. The closure left many students in a state of uncertainty regarding the next steps with their education.



In addition, CSSF staff discovered about an ongoing case involving the Department of Veterans Affairs Office of Inspector General and the Department of Justice. The owner of both organizations is currently under investigation for potentially overcharging the VA for services, not reporting tuition waivers and scholarships provided by GI Bill students, and falsely certifying compliance with Title 38 ban on incentive compensation – tied to student enrollment. To date, no information is available that certifies that the issue has been resolved or that 'My Future IT Institute' has been separated from the one owner.

**Motion:** Mr. Brown to approve the recommendation to reject the Training Vendor Application for 'My Future IT Institute' at this time. The provider may re-apply for consideration after all legal matters have been resolved. Mr. del Valle seconded the motion; **item is passed without dissent.**

Mr. Foxx offered to assist any students who were left in limbo from New Horizons' closure. He assured the committee that My Future IT would be clear of all investigations within the next 45-60 days. He emphasized that their involvement in the case was due to their status as an affiliated franchise. Bryan clarified the structure of the New Horizons corporate entity and its franchise locations. He further explained that each franchise applies for its own training license individually, and that the corporate entity no longer exists due to poor leadership.

Mr. Brecheisen inquired about a civil lawsuit against the New Horizons franchise and its owner. Mr. Foxx confirmed that the lawsuit, which the US Attorney's office filed, targeted every franchise owner due to issues with falsified attendance and other criminal activities. He further explained that the VA often requires students to repay the difference between their training benefits and the amount paid for by the VA, which can put some students in financial distress.

Mr. Brecheisen and Mr. Whitaker discussed the staff's recommendation to deny the application further. Mr. Smith clarified that although the staff can suggest approval or denial, only the board has the authority to approve or deny an application.

Mr. del Valle suggested postponing the decision until the legal matter is resolved, which would result in the same outcome as a direct denial; however, Mr. Brown and Chairwoman Ferradaz agreed that the original motion would be best to ensure that the board receives all updates when the organization re-submits an application for consideration.

The Committee decided to recommend to the board to disapprove the Future Institute's application. My future IT is eligible to re-apply once the matter is resolved.



**Member votes recorded for Agenda Item 7**

Member Name	Vote Recorded
Brecheisen, Bruce	Yes
Ferradaz, Gilda, Chair	Yes
Palacios, Carol	Yes
Whitaker, David	Yes, with stated amendments

No further questions or comments were presented. Item closed.

Being as there were no further questions or concerns, the meeting adjourned at 9:33am.





Agenda items are displayed in the order they were discussed.

## **2A. Global Talent and Competitiveness Council Meeting Minutes – June 15, 2023 and June 20, 2024**

Deferred – No Quorum

### **3. Information – New Guidelines for Eligible Training Providers List**

Mr. Brecheisen introduced the item; Mr. Smith presented the updated guidelines for eligible training providers, as put forward by CareerSource Florida. Administrative Policy 090 outlines the requirements for the Eligible Training Provider List (ETPL) for the State of Florida. The updated policy requires all training providers to submit an application directly to the state, which will evaluate each provider based on their prior performance.

The state has established the minimum requirements; however, CSSF staff retains the ability to impose local requirements, such as the 50% payment model. In March 2025, all training providers must reapply, providing performance information for this year. If their performance satisfies the state's standards, they will be allowed to remain on the statewide Eligible Training Provider List (ETPL). Educational organizations that demonstrate exceptional performance data will earn their place on the "All-Star" list of training providers. This prestigious designation comes with an automatic extension of the ETPL.

Mr. Piedra asked about the requirement for a 50% local payment model and the provider evaluation process. Mr. Smith confirmed that all training providers must sign a Training Vendor Agreement, which includes our 50% payment model. He also assured the Council that CSSF staff would continue to evaluate training providers and present those recommendations to the Board.

Lastly, Mr. Smith pointed out that the amendment to Administrative Policy 090 may allow non-traditional methods of education, such as Real Estate, to be considered.

No further questions or comments were presented. Item closed.

#### 4. Information – Future Bankers Training Camp Program Update

Mr. Brecheisen introduced the item; Mr. Smith provided an update on the Future Bankers Training Camp Program, pointing out that 50 participants participated this year, all of whom successfully completed the program and obtained their American Banking Institute certification. Mr. Piedra commended the Miami-Dade team and the Future Bankers group for their exceptional performance, noting that the program is well on its way to being extended to other regions of the country.

No further questions or comments were presented. Item closed.

#### 5. Information – Bean Automotive Update

Mr. Brecheisen introduced the item; Mr. Smith provided a performance update on the Bean Automotive Group Apprenticeship as well as the completion rate for the second cohort.

No further questions or comments were presented. Item closed.

#### 6. Approval – Take Stock in Children Scholarship Administration

Mr. Brecheisen introduced the item; Mr. Smith presented the recommendation for approval to allocate \$300,000 in TANF funding to Big Brothers Big Sisters of Miami, Inc. for the administration of the Take Stock in Children (TSIC) program. As the program administrator, BBBS will provide scholarships to students at their respective institutions and reconcile unused scholarships.

Mr. Brecheisen inquired about the methodology for determining the allocation amount and the number of employees required to manage the program. Mr. Smith confirmed that the amount is fixed; however, staff will research the average cost per scholarship and contact BBBS to determine the team size required for program administration.

**Recommendation** to the board the approval of \$300,000 funding allocation for the administration of the Take Stock in Children (TSIC) program **by consensus of all members present.**

No further questions or comments were presented. Item closed.

## 7. Approval – Culinary Skills Training Program

*[Dr. Oscar Loynaz, a related party for this item, was not in attendance for the SFWIB GTCC Meeting.]*

Mr. Brecheisen introduced the item; Mr. Smith presented the recommendation for approval to allocate an amount not to exceed \$120,000 in Workforce System funds to Youth Co-Op, Inc. for the Culinary and Catering Skills Training at Miami Dade College (Miami Dade College Culinary Institute).

Mr. Smith mentioned that the culinary program was first presented to the board in April 2024. However, CSSF staff was unable to finalize all logistics before the end of the program year. This year, we are reintroducing the program with the intention of training up to 45 individuals. Finally, Mr. Smith reviewed performance, cost per participant and the minimum enrollment goal needed to ensure financial viability.

Mr. Brecheisen inquired whether the funding is contingent upon the number of participants. Mr. Smith affirmed that funding is calculated per participant, with a minimum enrollment requirement for payment.

**Recommendation** to the board the approval of an amount not to exceed \$120,000 funding allocation for the Culinary and Catering Skills Training Program **by consensus of all members present.**

No further questions or comments were presented. Item closed.

Being as there were no further questions or concerns, the meeting adjourned at 9:07am.

# RELATED PARTY DOCUMENTATION



## CONTRACT INFORMATION FORM

This form is to disclose a conflict or potential conflict and to seek approval of a contract involving a conflict or potential conflict of interest of board members or employees. All requested information is required. Failure to provide complete information may result in disapproval of the contract.

I, Charles A. Gibson, hereby certify the following information regarding a contract that was approved by a two-thirds (2/3) vote of a quorum of CareerSource South Florida will be executed and implemented immediately after receiving the State's approval in compliance with section 445.007 (11), Florida Statutes.

Identification of all parties to the contract: The SFWIB and Youth Co-Op Inc.

Contractor Name & Address: Youth Co-Op, 7875 NW 12th Street, Suite 200, Miami, FL 33126

Contractor Contact Phone Number: 305-643-6730

Contract Number or Other Identifying Information, if any: \_\_\_\_\_

Contract Term: 7/1/2024 to 6/30/2025

Value of the Contract with no extensions or renewals exercised: \$120,000.00

Value of the Contract with all extensions and renewals exercised: \$120,000.00

Description of goods and/or services to be procured: Miami Dade College will be the training vendor for the program

Method of procurement for the goods and/or services to be procured: Youth Co-Op is a competitively procured workforce services contract for SFWIB.

Name of board member or employee whose conflict of interest required the board's approval of the contract by two-thirds (2/3) vote: Dr. Oscar Loynaz

The nature of the conflicting interest in the contract: Board member does not benefit financially from the contract, Board Member did not participate in the vote.

The board member or employee with the conflict of interest did ☒ did not (check one) attend the meeting(s), including subcommittee meetings, at which the board discussed or voted to approve the contract. **If the board member or employee with the conflict of interest attended the meeting(s), including subcommittee meetings, at which the board discussed or voted on the contract, the board member or employee abstained from voting.**

I further attest that the following is being provided with this form:

- A certified board membership roster listing all members on the board at the time of the vote on the approval of the contract with a vote tally indicating attendance or absence at the meeting(s), including subcommittee meetings, and for those in attendance, the affirmative and negative votes and abstentions for each member.
- Consistent with the procedures outlined in section 112.3143, Florida Statutes, the dated and executed conflict of interest form that was submitted at or before the board meeting(s) in which a vote related to the contract took place, for board member/ employee who has any relationship with the contracting vendor.
- A draft copy of the related party contract and amendments, as applicable.
- Documentation supporting the method of procurement of the related party contract.
- A copy of the board meeting and committee meeting minutes that document the discussion and approval of the related party contract

I certify that the information above is true and correct.

  
Signature of Board Chair / Vice Chair\*

Charles A. Gibson

Print Name

Date

8/22/2024

\* Must be certified and attested to by the board's Chair or Vice Chair.

DISCLOSURE AND CERTIFICATION OF CONFLICT OF INTEREST IN A CONTRACT

I, Dr. Oscar Loynaz, a board member / an employee of the board (circle one) hereby disclose that I, myself my employer / my business / my organization / OR "Other" (describe) \_\_\_\_\_  
(circle one or more) could benefit financially from the contract described below:

Local Workforce Development Board: South Florida Workforce Investment Board dba CareerSource South Florida

Contractor Name & Address: Miami Dade College, 627 SW 27th Ave, Miami, FL 33135

Contractor Contact Phone Number: 305-643-6730

Description or Nature of Contract: Culinary Training Program

Description of Financial Benefit\*: None

For purposes of the above contract the following disclosures are made:

The contractor's principals\*\* / owners\*\*\*: (check one)

☒ X have no relative who is a member of the board or an employee of the board; OR

☐ have a relative who is a member of the board or an employee of the board, whose name is: \_\_\_\_\_

The contractor's principals\*\* / owners\*\*\* is X is not (check one) a member of the board. If applicable, the principal's / owner name is: \_\_\_\_\_

O. A. Z  
Signature of Board Member/Employee

Dr. Oscar Loynaz  
Print Name

10/7/2024  
Date

\* "Benefit financially from a contract" means the special private financial gain to a member, a special private financial gain to any principal which retains the member, the special private financial gain of the parent organization or subsidiary of a corporate principal which retains the member or the special private financial gain to any member's relatives or business associate or to a board employee and such benefit is not remote or speculative. \*\* "Principal" means an owner or high-level management employee with decision-making authority. \*\*\* "Owner" means a person having any ownership interest in the contractor.

NOTICE: CONFLICTS OF INTEREST REGARDING BOARD MEMBERS AND BOARD EMPLOYEES MUST BE DISCLOSED PRIOR TO THE BOARD'S DISCUSSION OR VOTING TO APPROVE THE CONTRACT. BOARD MEMBERS BENEFIT FINANCIALLY OR BOARD MEMBERS OR EMPLOYEES OF THE BOARD WHO HAVE A RELATIONSHIP WITH THE CONTRACTING VENDOR MUST ABSTAIN FROM VOTING DURING THE PERIOD OF TIME THE VOTES ARE CAST, AND THE CONTRACT MUST BE APPROVED BY A TWO-THIRDS VOTE OF THE BOARD WHEN A QUORUM HAS BEEN ESTABLISHED. COMPLETION OF THIS FORM DOES NOT IN ANY WAY SUPERSEDE OR SUBSTITUTE FOR COMPLIANCE WITH CONFLICT OF INTEREST DISCLOSURE REQUIREMENTS OF SECTION 112.3143, FLORIDA STATUTES, OR SECTION 101 (f), WIOA.





## **SFWIB GLOBAL TALENT COMPETITIVENESS COUNCIL**

**DATE:** 10/17/2024

**AGENDA ITEM NUMBER:** 4

**AGENDA ITEM SUBJECT:** SUMMER YOUTH INTERNSHIP PROGRAM UPDATE

**AGENDA ITEM TYPE:** **INFORMATIONAL**

**RECOMMENDATION:** N/A

**STRATEGIC GOAL:** **DEDICATED COMMITMENT TO YOUTH PARTICIPATION**

**STRATEGIC PROJECT:** **Emphasize work-based learning and training**

### **BACKGROUND:**

In its ninth year, the Summer Youth Internship Program (SYIP) continues to make a significant impact in our community. This program is a collaborative effort involving The Children's Trust, Miami-Dade County, Miami-Dade County Public Schools (M-DCPS), the South Florida Workforce Investment Board (d/b/a CareerSource South Florida), the Educational Federal Credit Union (EdFed), and the Foundation for New Education Initiatives. The SYIP provides employment activities and services to South Florida's future workforce, focusing on entry-level positions within local businesses, the private sector, and community-based organizations.

#### **Program Details:**

- **Participation and Funding:**
  - The SYIP served 3,193 youth in total.
  - The South Florida Workforce Investment Board allocated \$2 million in Temporary Assistance for Needy Families (TANF) funding to support 913 public school students.
  - An additional \$500,000 in TANF funding was allocated to serve 300 charter school students.
  - Overall, the program served 1,213 youth, all of whom qualified for free or reduced lunch.
- **Program Structure:**
  - Youth participants, aged 15-18, worked 30 hours per week over a five-week period.
  - Each participant received a wage subsidy totaling \$1,500, distributed in two payments of \$750 each.
  - Participants also earned high school course credits and had the opportunity to earn college credits.

The program specifically targeted youth facing barriers to employment, particularly those from families receiving cash assistance and free or reduced lunch. This initiative provided meaningful work experiences and helped these young individuals gain valuable skills and financial benefits, contributing to their overall development and future employability.

**FUNDING:** N/A

**PERFORMANCE:** N/A

*ATTACHMENT*

# SUMMER YOUTH INTERNSHIP PROGRAM



## 2024 FINAL REPORT SEPTEMBER 30, 2024





# **SUMMER YOUTH INTERNSHIP PROGRAM**



CareerSource  
SOUTH FLORIDA



## **Summer Youth Internship Program 2024**

### **Final Report**

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## Summer Youth Internship Program 2024 Final Report

Now in its ninth year, the Summer Youth Internship Program (SYIP) rolled out the inaugural implementation of the Florida Ready to Work program, aimed at preparing high school students for the workforce. It emphasizes critical soft skills like communication, teamwork, and problem-solving, which are highly valued by employers. By earning the Florida Ready to Work Credential, students can demonstrate their readiness and commitment to potential employers, showcasing their preparedness for future career opportunities. 82% of those surveyed agreed the Professional Soft Skills training was helpful.

The SYIP is a collaborative effort involving The Children's Trust, Miami-Dade County, Miami-Dade County Public Schools (M-DCPS), CareerSource South Florida, EdFed - The Educational Federal Credit Union, and the Foundation for New Education Initiatives. The distinctive structure of this high-quality summer internship program featured orientations for parents, students, and employers, pre-internship training for interns, and the assignment of student interns to certified M-DCPS teachers. The curriculum included weekly assignments compiled in an e-portfolio. The MiamiInterns.org website facilitated student and employer registration and matching, along with electronic student time sheets. This year, out of the participating 93 M-DCPS schools, 29 schools were public charters and 25 of the 29 charter schools had 164 interns hired.

### Results:

- This year 3,193 students enrolled in the SYIP program; however, the number of applications that completed and were eligible (4,502) far exceeded the available grant funds.
- Ninety-nine percent (99.8%) of the students enrolled successfully completed the program and earned high school honors credit. Additionally, 482 students received dual enrollment credit through Miami Dade College (3 college credits).
- Of the 3,187 interns, 73% (2,327) participated in standard on-site internships, 22.5% (717) had a hybrid internship of both remote and on-site hours, and 4.5% (143) participated in remote internships.
- The program recruited participants from high-risk populations. 2,167 (68%) qualified as economically disadvantaged for free/reduced price lunch.
- Exceptional Student Education (ESE) interns made up 39% (1,230) of the total enrollment.

**Submitted on September 30, 2024 by**



MIAMI-DADE COUNTY PUBLIC SCHOOLS  
Division of Academics  
Department of Career  
& Technical Education



## TESTIMONIALS

### From Internship Providers

"The program offers a strong foundation for intern development by setting clear learning objectives that align with their customer service role. These objectives were likely achieved if the intern demonstrably improves their skills in areas like navigating the mobile ticketing app."

**- Wendy Abdulmesih, The Brand Advocates**



"My five weeks with the interns (Octavia, Natalie, Zury, Nicolas, Bryan and Christian) was incredible. The way that they had with our residents was like any others. They would come in here every day with strong positive attitudes and make every resident happy by playing dominos with them or painting their nails. They would also dance with the residents every Tuesday and Friday when we would have a singer come in. A lot of the residents say that they felt happy and excited when the interns would come in for work. I appreciated their time here and loved having them."

**- Sonia Gil, Seasons Gardens Senior Residences**

"The SYIP is a great way for students to develop new skills that they would not get in the classroom. Also teaches them to be responsible and the importance of following company procedures and policies."

**- Robert Llama, MDM Hotel Group**



"We had good quality candidates to interview. Employers were able to give students a very realistic view of, for instance in our case, the practice of law."

**- Teresa Alvarez, Attorney at Law**

"The SYIP program is a great program to prepare kids for future job opportunities. We are glad to be a part of this program and be working with the kids during the summer, helping them gain knowledge of what job responsibilities are. We would love to participate again next year and interview new interns and work with them."

**- Wenedly Sanchez, Gold Coast Railroad Museum**



"This is an incredibly special and important opportunity for students to learn real world skills and gain work experience, all while being guided by a team of dedicated staff."

**- Chrystie Gonzalez del Valle, Chief of Staff to Ms. Baez-Geller, M-DCPS District 3 - School Board Member**



"This program is amazing. This is the best way to incentivize students to gain real-world experiences - by working (interning) with compensation."

**- Nelisa Saati, Eco Planet**



## TESTIMONIALS

### From Parents

"I want to express my sincere gratitude for allowing my son, Terrance, to participate in the SYIP program this summer. As a naturally introverted person who has struggled with self-confidence, this opportunity has been transformative for him. Throughout the summer, as he worked in digital marketing at the school district, I saw a notable change in his demeanor. He became more outgoing and engaged, and it was a joy to see him excited to go to work each day. Thank you for providing him with such a positive and impactful experience."

**- Maria Bland**



Thank you to the SYIP program for the opportunity it gave to my sons, Glenn, and Antonio. As they attend a charter school, I was initially unsure about the level of support we might receive but the SYIP staff went out of their way to ensure both sons got in right at the deadline and through this program my sons learned valuable lessons in professionalism and responsibility. The experience working at the school board has been incredibly beneficial for their personal and professional growth.

**- Ainsely Kitchens**



"I would like to extend my heartfelt gratitude to the SYIP program for providing my daughter Sabryna with a valuable learning experience this summer. As her first job working in an office environment, it was an incredible opportunity for her to learn responsibility and accountability. I am especially grateful to both her worksite supervisor and teacher supervisor for providing invaluable support this summer. I felt assured knowing she was well cared for."

**- Maria Pieters**

"I am beyond impressed with the SYIP program and the positive impact it had on my daughter. From day one, she was immersed in a learning environment that was both challenging and supportive. She made lasting friendships and connections. The SYIP program didn't just teach her about her field of interest; it taught her about herself and what she is capable of achieving."

**- Olivia Celestin**



## TESTIMONIALS

### From Interns

"The strength of this SYIP Program is that it has a lot of opportunities to get more advanced in the work force. It is a good program where a lot of young students can come and explore different career pathways."

- **Destinee Jonassaint, Miami Jackson Senior High** interned with **City of Miami, Resilience and Public Works - Maintenance Operations**



"It has been an incredibly unique and exciting experience, and it has felt incredibly special."

- **Alejandro Romero, Downtown Doral Charter Upper School (DDCUS),** interned with **DDCUS**

"The SYIP program gives many opportunities to students so they can learn and already have the experience since it is very necessary, it also teaches us what it costs to earn money and how to save."

- **Emma Montenegro, Doral Park High School,** interned with **Doral Park Senior**



"The work environment I was in was amazing. My colleagues were genuinely nice and sweet people, and they made me feel good about being there and taking a step into pursuing my dream career."

- **Mia Jo, John A. Ferguson Senior High,** interned with **Baptist Health Hospital**



"It is a very friendly, family-like, work environment where everyone's opinions and ideas are equally valued, and it was an eye-opening experience that I'm glad I looked into."

- **Andrew Barragan, Coral Gables Senior High,** interned with **JW Marquis**

"My main takeaway from the internship was the experience. I've always been very anxious answering or making phone calls. I was put in a situation where I had to take responsibility for calls, and after many phone calls a day, I can confidently say that I am a lot better!"

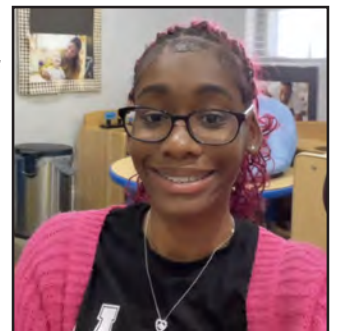
- **Rebeca Rodriguez, Ronald Reagan/Doral Senior High,** interned with **M-DCPS Central Region**

"Good introduction to potential future workplaces, strengthened social skills, as well as stress tolerance."

- **Cecilia Perez, Ruth Owens Kruse Educational Center,** interned with **Ruth Owens Kruse Ed. Ctr.**

"My time at the Gold Coast Railroad Museum has been a rewarding opportunity to work in my community. I have made friends during my internship, and I look forward to continuing those friendships."

- **Reyes Herrera, Coral Reef Senior High,** interned with **Gold Coast Railroad Museum**



*Testimonials were edited for space.*



# 2024 IMPACT REPORT



**974**

Internship  
Providers

**93**

Schools  
Participated



**3,187**

Students  
Completed  
Internship

**482**

Students Earned  
Dual Enrollment  
Credit

## SUMMER YOUTH INTERNSHIP PROGRAM



CareerSource  
SOUTH FLORIDA



FOUNDATION  
for NEW  
EDUCATION  
INITIATIVES



## PERFORMANCE MEASURES

### QUANTITY– “How much will we do?”

Outreach efforts made at each school included:

- Of the total schools participating, there were 68 traditional public schools and 25 charter schools.
- Each school received posters, flyers, and influencer videos to inform students about the SYIP program. School Champions used this material in parent meetings, on school websites, posting around the school, and during school announcements.

All the promotional material was also posted on MiamiInterns.org and the Career and Technical Education (CTE) website.

- Overview Flyer with Details Summarized and FAQ Flyer
- Dates for Parent Information Sessions with Registration Links
- Contact details for the selected School Champion

### Training of School Champions

Six one-day in-person training sessions and other online sessions were conducted for Assigned School Champions from each school and ESE Champions. Champions were trained on the SYIP Application Process, but also on Florida Ready to Work. A trainer from Florida Ready to Work came to each of the workshops and worked closely with CTE and the Champions.

**Workshop Dates:** February 13, 20 and 27, 2024; March 12, 2024; April 3 and 10, 2024. Additionally, after-school virtual training took place on April 3, 2024; Champions from 29 public charter schools were trained; various individual virtual help sessions were held as needed. ESE Champions were represented from all over the district during a SYIP online training.

### School Champions Trained Per School\*

School	Number	School	Number
ACE-Dr. Marvin Dunn Academy for Community Education	1	Miami-Dade Online Academy**	2
Alonzo & Tracy Mourning Senior	2	Miami-Dade Virtual School	1
American Senior High	2	Miami Springs Senior High	4
Arthur & Polly Mays	1	Miami Sunset Senior High	4
Barbara Goleman Senior High	5	New World School of Arts	1
BioTech @ Richmond Heights 9-12 High School	1	North Miami Beach Senior High	1
Booker T. Washington Sr. High	1	North Miami Senior High	5
Center for International Education	1	Robert Morgan Educ. Center	3
COPE Center North	1	Ronald W. Reagan / Doral Senior High School	1

Coral Gables Sr. High	2	School for Advanced Studies – (MDC Homestead, North, South, West & Wolfson & FIU)	1
Coral Reef Senior High	5	South Dade Senior High	4
Cutler Bay Senior High School	2	South Miami Senior High	1
DASH	1	Southwest Miami Senior High	4
Dorothy Wallace (COPE South)**	1	Terra Environmental Research Institute	1
Dr. Michael Krop Senior High	3	Westland Hialeah Senior High	1
Educational Alternative Outreach Program	1	William H. Turner Technical Arts High	5
Felix Varela Senior High	1	Young Men's Preparatory Academy	1
G. Holmes Braddock Senior High	2	Young Women's Preparatory Academy	1
Hialeah Gardens Senior High	10	<b>Charter Schools</b>	
Hialeah Senior High	1	Academy for Innovative Education	1
Hialeah-Miami Lakes Senior High	1	Archimedean Upper Conservatory**	1
Homestead Senior	1	Bridgeprep Academy VG High School	2
International Studies Preparatory Academy	1	Doctors Charter School of Miami Shores	1
iPreparatory Academy (iPrep)	1	Don Soffer Aventura High School	1
Iprep Academy North	1	Doral Academy High School	2
iTech @Thomas A. Edison	1	Doral Park High School	2
J.C. Bermudez Doral Senior High	2	Doral Performing Arts & Entertainment	1
Jan Mann	1	Downtown Doral Charter Upper School	2
John Ferguson Senior High	8	Everglades Preparatory AHS	1
Jose Marti MAST 6-12 Academy	1	iMater Preparatory Academy High School	1
Juvenile Services Department	1	International Studies Charter Senior	1
Law Enforcement Officers	1	Kendall Greens High School	1
Maritime & Science Technology Academy (MAST)	1	Keys Gate Charter Senior	1
MAST at FIU Biscayne Bay Campus	2	Mater Academy Biscayne	1
Medical Academy for Science & Technology	1	Mater Brickell Academy	1
Miami Art Studio 6-12 at Zelda Glazer	2	Miami Community Charter Senior	1

Miami Beach Senior High	2	North Gardens High School	1
Miami Carol City Senior High	1	North Park High School	2
Miami Central Senior High	2	Palm Glades Preparatory Academy	2
Miami Coral Park Senior High	1	Pinecrest Academy Charter Senior	1
Miami Edison Senior High	2	SLAM Academy High School (North Campus)	1
Miami Jackson Senior High	1	Somerset ACHS (South Homestead)	1
Miami Killian Senior High School	1	Somerset College Prep Academy South	1
Miami Lakes Educational Center	8	Somerset Prep Academy High-Homestead	1
Miami MacArthur Educational Center	1	Stellar Leadership Arts Management Charter	1
Miami Norland Senior High	4	True North Classical High	2
Miami Northwestern Senior	2		
Miami Senior High	1	<b>ESE Champions</b>	30
Miami Palmetto Senior High	2		
Miami Southridge Senior High	2	<b>TOTAL</b>	<b>205</b>

\*NOTE: School Champions serve on a volunteer basis. \*\*School champions trained but no interns completing internship.

### Parent Information Orientation Sessions

Parent Orientations play a crucial role in children's education and career development. This knowledge helps parents support their children more effectively throughout the internship. This involvement can include helping with application processes, encouraging participation, and providing moral support. Parents can ask questions, clarify doubts, and receive accurate information directly from the source,

Date	Location	Number Attended
Monday April 22, 2024 6 PM	Virtual	222 Zoom, 95 Facebook live
Tuesday, April 23, 2024, 1 pm	Virtual	78 Zoom, 86 Facebook live
Tuesday, April 23, 2024, 6 PM (Spanish)	Virtual	86 Zoom, 161 Facebook live
Tuesday April 23, 2024, 6 PM (Creole)	Virtual	9 Zoom
Wednesday April 24, 2024 6pm	Virtual	219 Zoom, 52 Facebook Live
ESE Parents Thursday, May 16, 2024, 7:30 PM (Spanish)	Virtual	6 Zoom
ESE Parents Wednesday, May 22, 2024, 6 PM (English)	Virtual	43 Zoom



### Internship Provider Orientation Sessions

Internship Provider Educational Sessions are a critical component of the Summer Youth Internship Program (SYIP) program. These sessions ensure that providers are well-prepared to provide a productive and meaningful internship experience for students. By setting clear expectations and outlining roles and responsibilities, everyone involved can work towards common goals. This structured approach supports the interns in their learning journey and helps internship providers maximize the benefits of the internship program.

Date	Location	Number Attended
Tuesday, May 7, 2024, 9:00 AM	Virtual	189 Zoom, 106 Facebook Live
Tuesday, May 14, 2024, 9:00 AM	Virtual	154 Zoom, 78 Facebook Live

### Outreach Efforts to Promote SYIP

Outreach efforts are essential for the success and visibility of the Summer Youth Internship Program (SYIP). These initiatives ensure that the program reaches a wide audience and engages potential participants and community support. Outreach highlights the benefits of the SYIP program, such as skill development, career exploration, and financial literacy. By showcasing success stories and positive outcomes, these campaigns motivate students to apply and participate in the program.

Below are the outreach efforts that were implemented for the SYIP 2024 program. These initiatives were designed to maximize awareness, encourage participation, and engage the community. By highlighting the benefits and success stories of the program, we aimed to provide valuable internship experiences to as many students as possible.

Date	Media
January- April 2024	SYIP Career Fairs at High School recruitment event
February 13, 2024	Invitations for SYIP Employer Kickoff sent out to all previous employers
February 15, 2024	Charter School Principals Meeting at Miami Dade College West
March 20, 2024	SYIP Employer Kickoff for all former employers. Held at Miami Dade College-Padron Campus
March 2024	Miami Dade Chamber of Commerce small business presentation to 55 companies
March 2024	Filming of promotional video testimonials

March 2024	Parent and employer orientation fliers were created. Parent flier was emailed to students, parents and posted on the MiamiInterns.org website
April 24, 2024	Radio interview with 99 JAMZ
May - June	SYIP presentations at the M-DCPS Office of Educational Equity to vendors
May 6, 2024	Employer orientation flier was emailed to registered employers and posted on MiamiInterns.org website
May 11 and 18	M-DCPS Parent Choice EXPO at Miami Dade College North and Miami Dade College Kendall Campus
May 13, 2024	Zoom training of a staff member from the Department of Juvenile Services to act as Champion
May - July 2024	All registered employers received updates and reminders via email
January - June 2024 (ongoing)	Social media posts promoting internship to students, parents, and employers
June 24, 2024	Conducted a Virtual Workshop for all interns on Facebook Live
June 5, 12, 17, 20, and 26, 2024	Updates were sent to students with confirmation of their placement in the internship
June 24, 2024	Presentation to the Foundation for New Education Initiatives (FNEI) Board of Directors

### Promotional Materials

LOCATION	MATERIALS
School Sites	<a href="#">Influencer Videos</a> <a href="#">Postcard</a> <a href="#">SYIP FAQ's</a>

## Created and Distributed

New this year is the premiere of a professionally produced video promoting support and recruiting internship provider. Interviews of our grant funders, educators and students of the Summer Youth Internship Program (SYIP); featuring Miami-Dade County Mayor Daniella Levine Cava, James R. Haj, CEO of The Children's Trust, Rick Beasley, Executive Director of CareerSource South Florida and Superintendent Dr. Jose Dotres. [2024 Join Us In Supporting SYIP](#). Other marketing materials include:

- [Postcard](#) and [Poster](#) used for promoting the Summer Youth Internship Program to potential internship host providers.
- [Frequently Asked Questions \(FAQ\)](#) handout for internship providers, parents, and students.
- [Videos and Radio Spots](#) to advertise the SYIP program to potential providers and to students.
- Posted tweets on Twitter (X) promoting SYIP to community (ongoing)
- Updated YouTube channel that includes production of several videos promoting SYIP.
- Updated [Internship Provider Handbook](#) and [Student Handbook](#) to reflect best practices.
- [Mobile Billboard](#) – Advertising around county at different events, then deployed with a thank you message to the Miami-Dade County community.



## Internship Applications and Interns Enrolled by School

The chart below illustrates the progression of students through the SYIP 2024 program, showcasing the number of students who applied, enrolled, and successfully completed the internship. This visual representation highlights the program's reach and effectiveness in engaging students from the initial application phase to the completion of their internships. By analyzing these figures, we can gain insights into the program's impact, identify areas for improvement, and celebrate the achievements of our dedicated interns. This data underscores the importance of our outreach efforts and the value of providing meaningful internship experiences to our youth.

**CHART 1 - Students who have Applied, Enrolled, and Completed the SYIP by School**

School	Student Intern Applicants	Interns Enrolled & Hired	Placement Rate	Interns Completed	Completion Rate
9731 – Search	1	1	100%	1	100%
Academy for Advance Academics (AAA-FIU)	2	2	100%	2	100%
Alonzo & Tracy Mourning SHS	92	66	72%	66	100%
American SHS	116	99	85%	99	100%
Arthur & Polly Mays	9	4	44%	4	100%
Barbara Goleman SHS	148	121	82%	121	100%
BioTech @Richmond Heights	4	1	25%	1	100%
Booker T Washington SHS	10	5	50%	5	100%
Center for International Studies	30	17	57%	17	100%
Coral Gables SHS	124	105	85%	105	100%
Coral Reef SHS	348	292	84%	292	100%
Cutler Bay SHS	27	17	63%	17	100%
Design & Architecture Senior High	14	9	64%	9	100%
Dorothy M. Wallace Cope Center	2	0	0	0	0%
Dr. Michael M. Krop SHS	101	81	80%	81	100%
Felix Varela SHS	59	40	68%	40	100%
G. Holmes Braddock SHS	87	65	75%	65	100%
Hialeah SHS	82	54	66%	54	100%
Hialeah Gardens SHS	299	238	80%	238	100%
Hialeah Miami Lakes SHS	26	12	46%	12	100%
Homestead SHS	54	36	67%	36	100%
International Studies Prep Academy	9	4	44%	4	100%
iPreparatory Academy	11	6	55%	6	100%
iPreparatory Academy North	21	13	62%	13	100%
iTech @Thomas Edison Ed. Center	15	7	47%	7	100%
J.C. Bermudez Doral SHS	37	27	73%	27	100%
John A. Ferguson SHS	202	155	77%	155	100%
Jose Marti MAST 6-12	42	26	62%	26	100%



School	Student Intern Applicants	Interns Enrolled & Hired	Placement Rate	Interns Completed	Completion Rate
Juvenile Services Dept	3	1	33%	1	100%
Law Enforcement Officers' Memorial HS	10	7	70%	7	100%
MAST @ FIU	58	46	79%	46	100%
MAST @ Homestead	43	25	58%	25	100%
MAST @ Key Biscayne	51	20	39%	20	100%
Miami Arts Studio 6-12 at Zelda Glazer	86	66	77%	66	100%
Miami Beach SHS	61	41	67%	41	100%
Miami Carol City SHS	27	11	41%	11	100%
Miami Central SHS	112	81	72%	81	100%
Miami Coral Park SHS	77	60	78%	60	100%
Miami Edison SHS	17	7	41%	7	100%
Miami Jackson SHS	51	32	63%	32	100%
Miami Killian SHS	11	3	27%	3	100%
Miami Lakes Educational Center	208	158	76%	158	100%
Miami Norland SHS	51	26	51%	26	100%
Miami Northwestern SHS	90	42	47%	42	100%
Miami Palmetto SHS	49	30	61%	30	100%
Miami Senior	39	27	69%	27	100%
Miami Southridge SHS	42	28	67%	28	100%
Miami Springs SHS	31	21	68%	21	100%
Miami Sunset SHS	62	40	65%	40	100%
Miami-Dade Virtual School	9	4	44%	4	100%
New World School of the Arts	14	10	71%	10	100%
North Miami SHS	104	82	79%	82	100%
North Miami Beach SHS	51	30	59%	30	100%
Robert Morgan Educational Center	107	85	79%	85	100%
Robert Renick Educational Center	4	2	50%	2	100%
Ronald Reagan/Doral SHS	33	13	39%	13	100%
Ruth Owens Kruse Educational Ctr.	5	5	100%	5	100%
School of Advanced Studies – MDC Homestead	9	4	44%	4	100%
School of Advanced Studies - MDC North	7	4	57%	4	100%
School of Advanced Studies - MDC South	18	11	61%	11	100%
School for Advanced Studies - MDC West	5	1	20%	1	100%
School for Advanced Studies - MDC Wolfson	6	0	0	0	0%
South Dade SHS	113	81	72%	81	100%

School	Student Intern Applicants	Interns Enrolled & Hired	Placement Rate	Interns Completed	Completion Rate
South Miami SHS	78	58	74%	58	100%
Southwest Miami SHS	135	118	87%	118	100%
TERRA Environmental	97	60	62%	60	100%
Westland Hialeah SHS	46	32	70%	29	91%
William Turner Technical Arts High	198	137	69%	137	100%
Young Men's Preparatory Academy	9	3	33%	3	100%
Young Women's Preparatory Academy	12	11	92%	11	100%
<b>CHARTER</b>					100%
Academy of Innovative Education	32	8	25%	8	100%
Bridgeprep Academy VG High	6	6	100%	6	100%
Doctors Charter School of Miami Shores	5	3	60%	3	100%
Don Soffer Aventura High School	15	9	60%	9	100%
Doral Academy High School	18	12	67%	12	100%
Doral Park HS	2	2	100%	2	100%
Doral Performing Arts & Entertainment	9	6	67%	6	100%
Downtown Doral Charter Upper School	42	27	64%	27	100%
Everglades Preparatory Academy	5	3	60%	3	100%
IMater Preparatory Academy HS	8	5	63%	5	100%
Kendall Greens High School	7	5	71%	5	100%
Keys Gate Charter High School	3	1	33%	1	100%
Mater Lakes Academy	1	1	100%	1	100%
Miami Community Charter Senior	4	3	75%	3	100%
North Gardens High School	1	1	100%	1	100%
North Park High School	7	7	100%	7	100%
Palm Glades Preparatory Academy	14	13	93%	10	77%
Pinecrest Academy Charter Senior	15	5	33%	5	100%
SLAM Academy High School North	14	9	64%	9	100%
Somerset ACHS (South Homestead)	30	15	50%	15	100%
Somerset College Prep Academy South	2	1	50%	1	100%
Somerset College Prep Academy High Homestead	32	9	28%	9	100%
Stellar Leadership Academy	1	1	100%	1	100%
True North Classical High School	16	14	88%	14	100%
Youth Co-op Preparatory High	2	1	50%	1	100%
<b>TOTAL</b>	<b>4,502</b>	<b>3,193</b>	<b>71%</b>	<b>3,187</b>	<b>98.8%</b>

CHART 2 – Types of Internship Placements

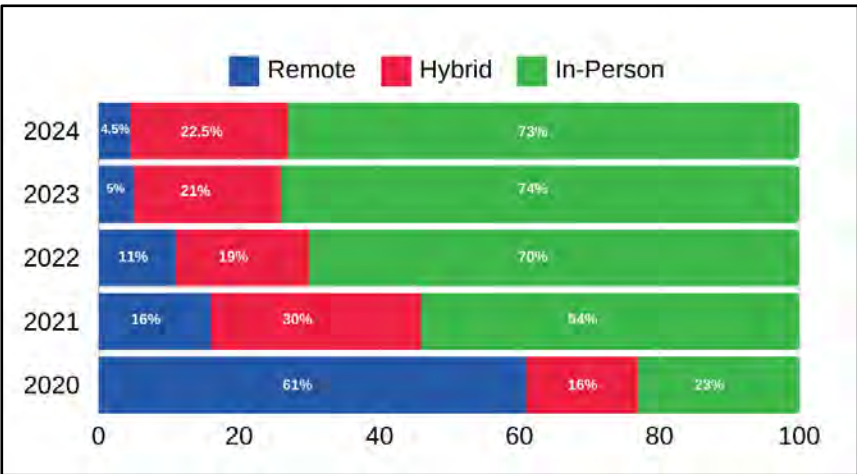


Chart 3

Indicates the number of youth in a magnet program, academy or other career and technical education program.

Chart 3. Academy, Educational or Vocational Program	Total
Magnet*	1,569
Career Academy	1,150
Other Program	304
Charter Schools	164
Total	3,187

\* If students are enrolled in a career academy at a total magnet school, they are only counted once and included in the magnet count.

Chart 4

Indicates the number of youth who completed the program and earned high school and number of students who earned college dual enrollment credit.

CHART 4 - Youth Who Completed, Earned High School and College Credit	
Enrolled in Program	3,193
Completed Program and received a high school grade	3,187
College Dual Enrollment Credit	482

## DEMOGRAPHIC INFORMATION

### Chart 5

Includes students who completed the program by gender, age, race, ethnicity, current school grade and other risk factors

Chart 5. SYIP Student Demographics					
Gender	Totals	Age	Totals	Grade	Totals
Female	1878	14	1	9	438
Male	1309	15	473	10	1069
Total	3187	16	1112	11	1625
		17	1393	12	55
		18	116	Total	3187
		19	36		
		20	18		
		21	24		
		22	13		
		23	1		
		Total	3187		

Ethnicity	Totals
Hispanic	2037
Other	1150
Total	3187

SYIP Student Demographics (continued)			
Race	Totals	Report	Totals
White	1,931	Homeless	19
Black	1,008	Foster Care	1
American Indian	7	ELL	260
Asian	64	Truancy*	80
Other	177	ESE	944
Total	3,187	Juvenile Services	1
		Free/Reduced Lunch	2,180
		* Students who have 15 unexcused absences within a 90-day calendar period.	

## Chart 6

**ESE Students by Exceptionality:** Fifteen percent of the interns participating in the SYIP program will be Exceptional Education Students (ESE) and ESE students on an extended diploma option as defined in the Exceptional Student Education Policies and Procedures. This year there were 1,230 ESE students that participated in SYIP which is 39% of participants and listed below is the breakdown by exceptionality.

Chart 6. ESE Breakdown by Exceptionalities			
Exceptionalities	Totals	Exceptionalities	Totals
Orthopedic Impairment	3	Specific Learning Disability	149
Speech Impairment	8	Autism Spectrum Disorder	99
Language Impairment	3	Other Health Impairment	176
Deaf-or-Hard-of-Hearing	5	Intellectual Disorder	70
Emotional or Behavioral Disability	20	Gifted	697
		Total	1,230

## COMMISSION DISTRICT MAPS

Please see the **Appendix A** for County Commission District Maps.

Map 1: SYIP Provider Address

Map 2: SYIP Student Address

Map 3: SYIP Count per School

## OUTCOMES – “Is Anyone Better Off”

Of the students who applied for the SYIP, 100% successfully improved their employability skills by completing the online Florida Ready to Work software paid for by the State of Florida. Students had an opportunity to earn e-badges and Certificates of Completion for the Soft Skills Training modules.

## Financial Literacy & Savings

Financial literacy and savings are crucial for a successful internship experience and a secure financial future. These skills lay the groundwork for financial stability and success. By equipping students with financial knowledge, we empower them to make informed decisions, avoid debt, and achieve their financial goals. Students are required to open an account with The Educational Federal Credit Union for direct deposits of the internship stipends of \$1,500.

Data shows that the student interns saved money in their EdFed accounts, see below.

### The Educational Federal Credit Union Account Openings and Average Balances

Below is a comparison of new accounts opened over the past five summers. Additionally, we compare the average account balances for the past five years, showing a noticeable increase from last summer to this summer. These account balances represent both current and former students who have opened accounts as part of the SYIP program.

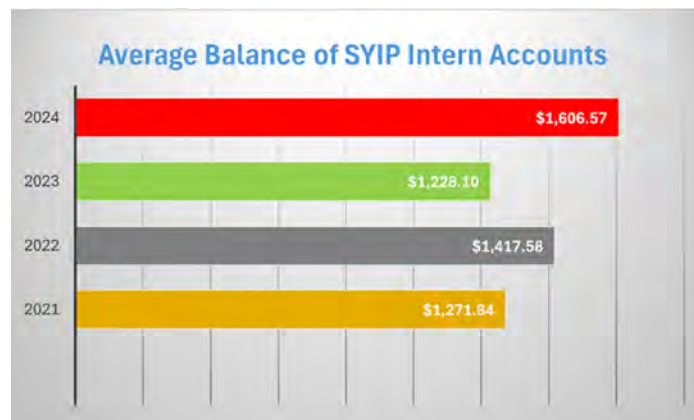
Accounts opened and added between January 1, 2020, and August 31, 2020: 1,025

Accounts opened and added between January 1, 2021, and August 31, 2021: 1,666

Accounts opened and added between January 1, 2022, and August 31, 2022: 2,262

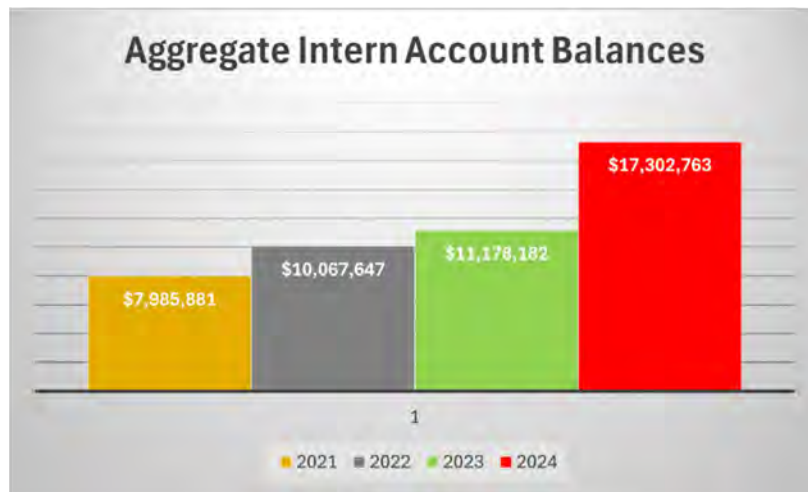
Accounts opened and added between January 1, 2023, and August 31, 2023: 2,911

Accounts opened and added between January 1, 2024 and August 31, 2024: 2,282



### Key Insights

- **Growth in Accounts:** The total number of SYIP accounts has consistently increased each year, with the most significant growth of 28.54% occurring between 2022 and 2023.
- **Aggregate Balances:** Aggregate account balances have also shown substantial growth, particularly between 2023 and 2024, with a 54.79% increase.
- **Average Account Balance:** The average account balance has generally increased, although there was a slight dip in 2023 before rising again in 2024.



These trends and benefits highlight the value of the SYIP program in fostering financial literacy and providing valuable internship experiences for students. Financial literacy is not just about understanding money; it's about empowering our students to make informed decisions that will shape their financial futures.

### QUALITY--“How well will we do it?”

The three satisfaction surveys that measured student, internship provider and teacher supervisor satisfaction can be found in the **Appendix**.

#### Overall satisfaction results indicate:

Youth satisfied with program	98.92%
Internship Providers satisfied with interns	98.00%
Instructors satisfied with program	87.00%

# **APPENDIX A**

## **County Commission Maps**





# SYIP Per County Commission District

SYIP Internship Provider Address Per County Commission District

Governmental  
Affairs  
& Land Use

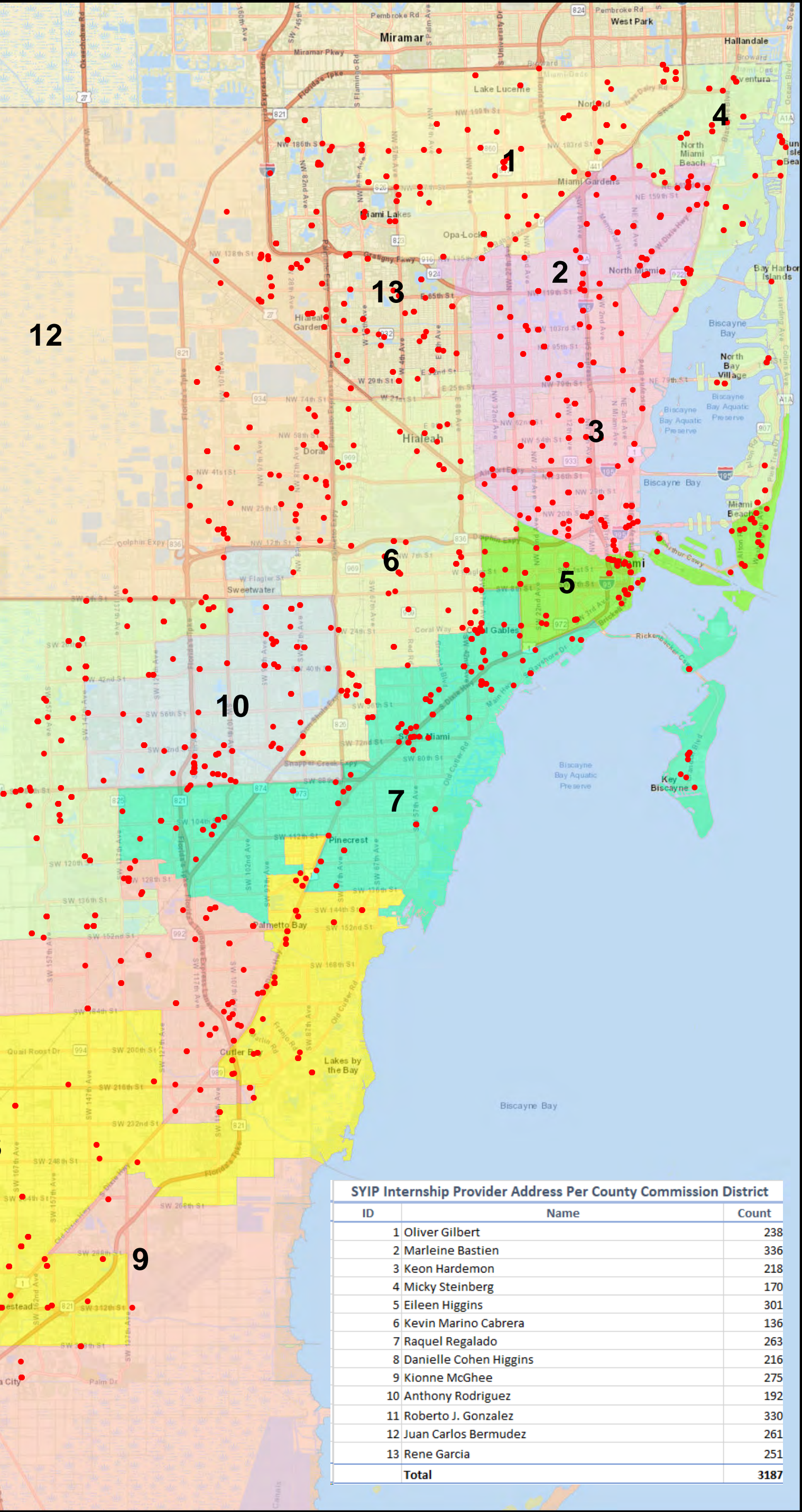


## Legend

• Internship Provider Locations

## Commission Districts

- 1, Oliver Gilbert
- 2, Marleine Bastien
- 3, Keon Hardemon
- 4, Micky Steinberg
- 5, Eileen Higgins
- 6, Kevin Marino Cabrera
- 7, Raquel Regalado
- 8, Danielle Cohen Higgins
- 9, Kionne McGhee
- 10, Anthony Rodriguez
- 11, Roberto J. Gonzalez
- 12, Juan Carlos Bermudez
- 13, René García



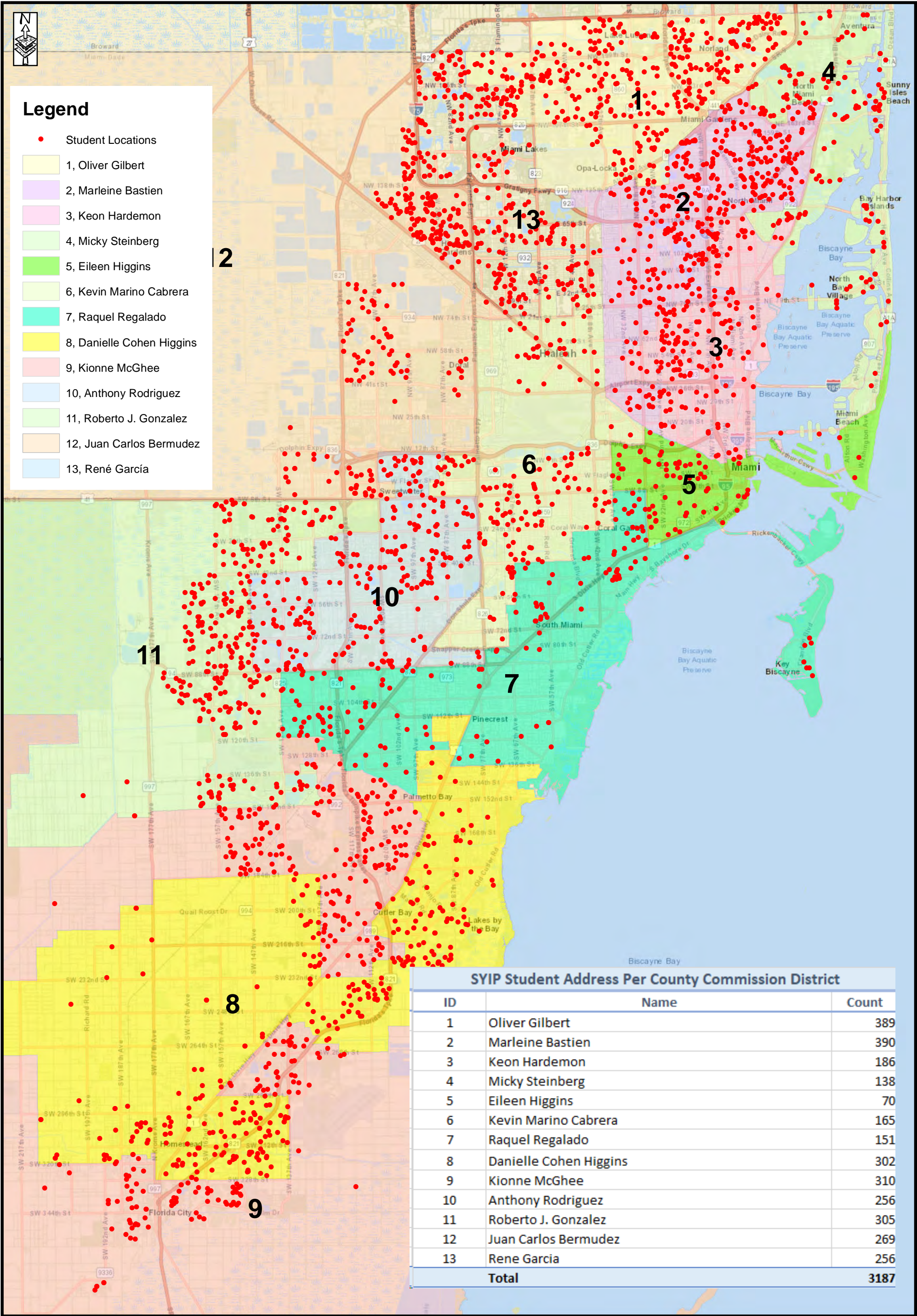




# SYIP Per County Commission District

SYIP Student Address Per County Commission District

Governmental  
Affairs  
& Land Use







# SYIP Per County Commission District

SYIP Student Count Per School in County Commission District

Governmental  
Affairs  
& Land Use

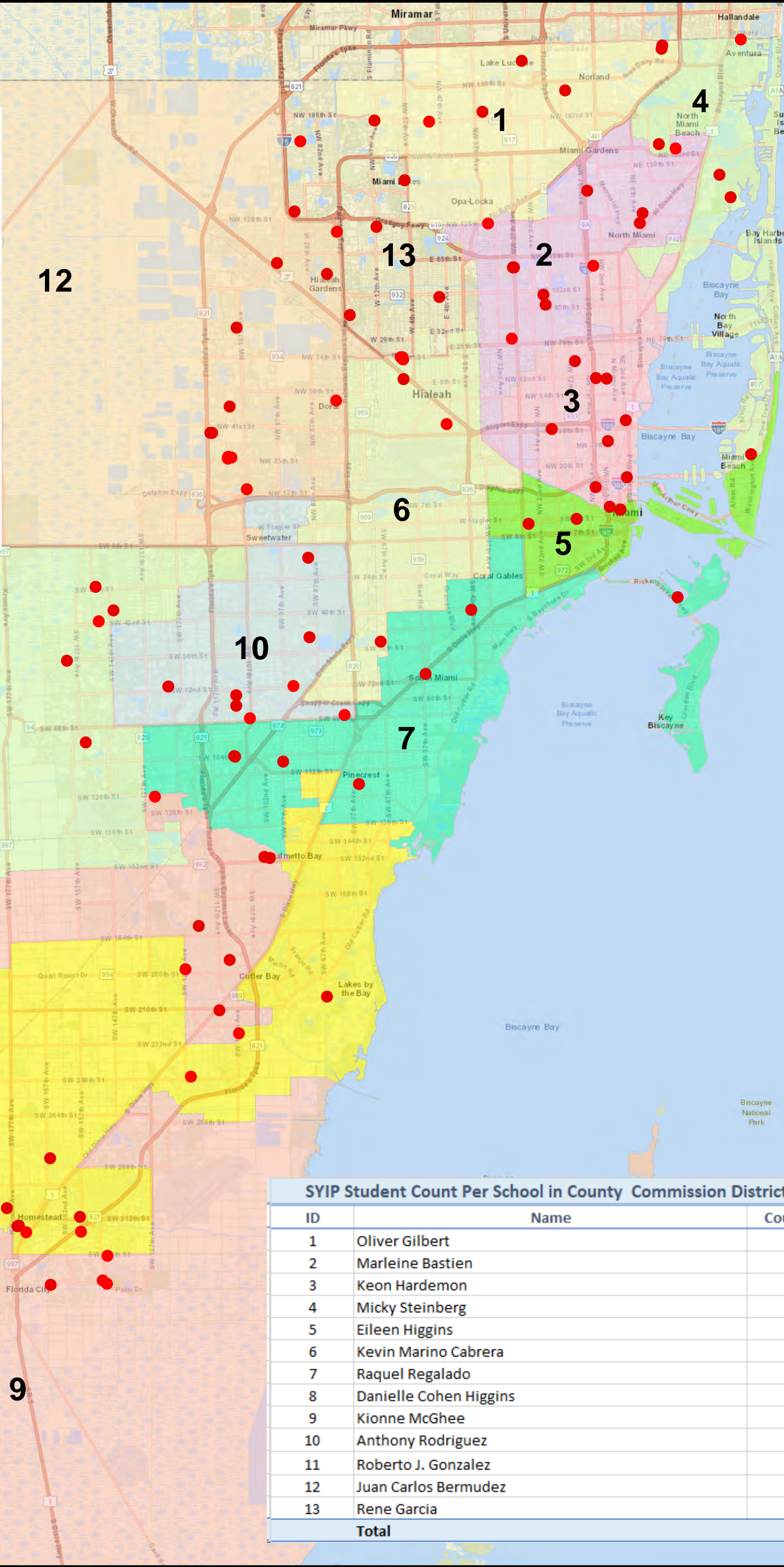


## Legend

● School Locations

## Commission Districts

- 1, Oliver Gilbert
- 2, Marleine Bastien
- 3, Keon Hardemon
- 4, Micky Steinberg
- 5, Eileen Higgins
- 6, Kevin Marino Cabrera
- 7, Raquel Regalado
- 8, Danielle Cohen Higgins
- 9, Kionne McGhee
- 10, Anthony Rodriguez
- 11, Roberto J. Gonzalez
- 12, Juan Carlos Bermudez
- 13, René García



SYIP Student Count Per School in County Commission District

ID	Name	Count
1	Oliver Gilbert	134
2	Marleine Bastien	325
3	Keon Hardemon	115
4	Micky Steinberg	192
5	Eileen Higgins	55
6	Kevin Marino Cabrera	92
7	Raquel Regalado	173
8	Danielle Cohen Higgins	172
9	Kionne McGhee	466
10	Anthony Rodriguez	303
11	Roberto J. Gonzalez	333
12	Juan Carlos Bermudez	353
13	Rene Garcia	474
Total		3187



# **APPENDIX B**

## **Florida Ready to Work Overview**



## State-sponsored foundational employability skills training and credentialing solution.

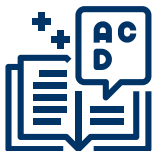
Online career-contextualized training develops the foundational skills required by most jobs, across industries. The training is self-directed, self-paced, and accessible from any computer or tablet any place, anytime.



**Soft Skills Training** teaches employability and social skills in a career context. Modules include Communicating Effectively, Conveying Professionalism, Promoting Teamwork & Collaboration, and Thinking Critically & Solving Problems. The courseware offers a blended learning approach with offline project-based activities and capstone projects to supplement the interactive digital curriculum.



**Digital Skills Training** is a self-paced course that provides learners with the skills needed to navigate technology in the workplace. Modules include Computer Operations, Internet Browsing, Digital Communication, Digital Documents, and Digital Security.



**Academic Employability Skills Training** offers a series of career-focused modules to improve learners' readiness in foundational academic employability skills including math, reading, and data. The courseware can be self-paced or delivered by an instructor, and all content addresses core skills required for entry into all 16 national career clusters.

Each training module contains a course component that includes instructional content, a knowledge-check quiz, and practice exercises that allow learners to apply the skills to real life, practical situations. To complete each module, learners take a posttest to recap what they've learned.

The posttest at the end of each module measures mastery of content. When the learner scores 80% or greater on the posttest, they earn an eBadge and advance to the next module. When learners have completed every module and earned their eBadges, they earn a Certificate of Completion.

### Did you know...

Learners who successfully complete the training courseware can access digital versions of their eBadges and Certificates of Completion. These digital badges can be shared on social media, added to an email signature, included in an online portfolio or resume, and more.



The Florida Ready to Work assessments determine achievement in essential life and career skills including critical thinking and problem solving, use of technology in the workplace, and foundational academic employability skills. The Florida Ready to Work credentials are signed by the governor and recognized as a common measure of career readiness.



To earn the **Soft Skills Credential**, learners must pass a one-hour proctored assessment validating mastery of workplace communication, professionalism, teamwork, collaboration, critical thinking, and problem-solving skills.

To earn the **Digital Skills Credential**, learners must pass a one-hour proctored assessment validating mastery of the foundational technology skills needed in the workplace, including computer operations, internet browsing, creating and sharing digital documents, and using common digital communication and security tools.



To earn the **Academic Employability Skills Credential**, learners must pass three, one-hour proctored assessments validating mastery of foundational workplace math, reading, and data analysis skills. There are four Achievement Levels that correlate with the U.S. Department of Labor O\*NET Job Zones 2-3-4-5, the nation’s primary source of occupational data. The levels build on each other with each higher level indicating readiness for more jobs.



**Contact Us:**  
888.717.9461 (Toll Free)  
865.717.3333  
customerservice@floridareadytowork.com

### About Florida Ready to Work

Florida Ready to Work provides foundational employability skills training in partnership with school districts, workforce systems, state colleges, technical centers, adult education agencies, juvenile justice, corrections, employers, and other community-based partners statewide. Those who complete the program earn up to three stackable credentials, proof the individual is ready to work. The credentials are signed by Governor Ron DeSantis and recognized as a common measure of foundational employability skill readiness for most jobs across industry sectors.



# **APPENDIX C**

## **2024 SYIP Highlights**

# SYIP SUMMER YOUTH INTERNSHIP PROGRAM

# 2024 HIGHLIGHTS



**2024**  
**\$6.25**  
**Million Invested**

**3,187**  
**Completed**  
**Internship**

69% of interns qualified as  
economically disadvantaged

**482**  
**Interns Earned**  
**College Credit**

**974**  
**Internship Providers**

For a full list of providers see link on  
[DCTE.dadeschools.net](https://DCTE.dadeschools.net)



*"The SYIP is a great way for students to develop new skills that they would not get in the classroom. Also teaches them to be responsible and the importance of following company procedures and policies."*

**Robert Llana, Manager of Operations**  
**MDM Hotel Group**



*"This program is amazing. This is the best way to incentivize students to gain real-world experiences by working with compensation."*

**Nelisa Saati, Program Director, Eco Planet**

*"My time at the Gold Coast Railroad Museum has been a rewarding opportunity to work in my community. I have made friends during my internship, and I look forward to continuing those friendships."*

**Reyes Herrera, Intern**  
**Coral Reef Senior High School**  
**Gold Coast Railroad Museum**



*"This is an incredibly special and important opportunity for students to learn real world skills and gain work experience, all while being guided by a team of dedicated staff"*

**Chrystie Gonzalez del Valle, Chief of Staff**  
**to Ms. Baez-Geller, M-DCPS District 3**  
**School Board Member**

*"My main takeaway from internship was the experience. I've always been very anxious answering or making phone calls. I was put in a situation where I had to take responsibility for calls, and after many phone calls a day, I can confidently say that I am a lot better!"*

**Rebeca Rodriguez, Student Intern**  
**Ronald Reagan/Doral Senior High**  
**M-DCPS Central Region Office**

*"Good quality candidates to select from and able to give students a very realistic view of, for instance in our case...the practice of law"*

**Teresa Alvarez, Attorney at Law**

*"I am beyond impressed with the SYIP program and the positive impact it had on my daughter. From day one, she was immersed in a learning environment that was both challenging and supportive. She made lasting friendships and connections. The SYIP program didn't just teach her about her field of interest; it taught her about herself and what she is capable of achieving."*

**Olivia Celestin, Parent**





# Participating Schools

## Traditional Schools

Academy for Advanced Academics at FIU  
 Alonzo & Tracy Mourning Senior High\*  
 American Senior High\*  
 Arthur & Polly Mays Conservatory of the Arts  
 Barbara Goleman Senior High\*  
 BioTECH @ Richmond Heights Senior High  
 Booker T. Washington Senior High\*  
 Center for International Studies (Homestead)  
 Coral Gables Senior High\*  
 Coral Reef Senior High\*  
 COPE North  
 Cutler Bay Senior High\*  
 DASH Design & Architecture Senior High  
 Dorothy M. Wallace Cope Center  
 Dr. Michael M. Krop Senior High\*  
 ESE Instruction (District-Wide)  
 Felix Varela Senior High\*  
 G. Holmes Braddock Senior High\*  
 Hialeah Gardens Senior High\*  
 Hialeah Senior High\*  
 Hialeah-Miami Lakes Senior High  
 Homestead Senior High\*  
 ISPA – International Studies Prep. Academy  
 iPreparatory Academy  
 iPreparatory Academy North  
 iTECH @ Thomas A. Edison Educ. Center  
 J.C. Bermudez Doral Senior High\*  
 John A. Ferguson Senior High\*

*\*Schools with NAF Academies of Engineering, Finance, Health Sciences, Hospitality & Tourism, Information Technology and/or Other Themes: Agriscience, Education, Law Studies, Arts & Entertainment*

Jose Marti MAST 6-12 Academy  
 Juvenile Justice Services  
 Law Enforcement Officers Memorial  
 Maritime & Science Technology (MAST)  
 MAST @ FIU Biscayne Bay Campus  
 Medical Academy for Science and Technology (MAST at Homestead)  
 Miami Arts Studio 6-12 At Zelda Glazer  
 Miami Beach Senior High\*  
 Miami Carol City Senior High  
 Miami Central Senior High\*  
 Miami Coral Park Senior High  
 Miami-Dade Online Academy  
 Miami-Dade Virtual School  
 Miami Edison Senior High\*  
 Miami Jackson Senior High\*  
 Miami Killian Senior High\*  
 Miami Lakes Educational Center\*  
 Miami McArthur Educational Center  
 Miami Norland Senior High\*  
 Miami Northwestern Senior High\*  
 Miami Palmetto Senior High  
 Miami Senior High  
 Miami Southridge Senior High\*  
 Miami Springs Senior High\*  
 Miami Sunset Senior High\*  
 New World School of the Arts  
 North Miami Beach Senior High\*  
 North Miami Senior High\*  
 Robert Morgan Educational Center\*  
 Robert Renick Educational Center  
 Ronald Reagan/Doral Senior High  
 Ruth Owens Kruse Education Center  
 Schools for Advanced Studies: Miami Dade College - Homestead, North, Kendall, West and Wolfson  
 South Dade Senior High\*  
 South Miami Senior High  
 Southwest Miami Senior High\*  
 Terra Environmental Research Institute  
 Westland Hialeah Senior High  
 William H. Turner Technical Arts High School\*  
 Young Men's Preparatory Academy  
 Young Women's Preparatory Academy

## Charter Schools

Academy for Innovative Education  
 Archimedean Upper Conservatory  
 Bridgeprep Academy Village Green Senior  
 Doctors Charter School of Miami Shores  
 Don Soffer Aventura High School  
 Doral Academy High School  
 Doral Performing Arts & Entertainment  
 Downtown Doral Charter Upper School  
 Everglades Preparatory Academy  
 iMater Preparatory Academy High School  
 Kendall Greens High School  
 Keys Gate Charter Senior High  
 Mater Lakes Academy  
 Miami Community Charter Senior  
 North Gardens High School  
 North Park High School  
 Palm Glades Preparatory Academy  
 Pinecrest Academy Charter Senior  
 SLAM Academy High School (North Campus)  
 Somerset ACHS (South Homestead)  
 Somerset College Prep Academy South  
 Somerset College Prep Academy High Homestead  
 Stellar Leadership Academy  
 True North Classical High School  
 Youth Co-op Preparatory High School



**93**  
**Schools**  
**Participated**



**Thank You to Our Sponsors!**



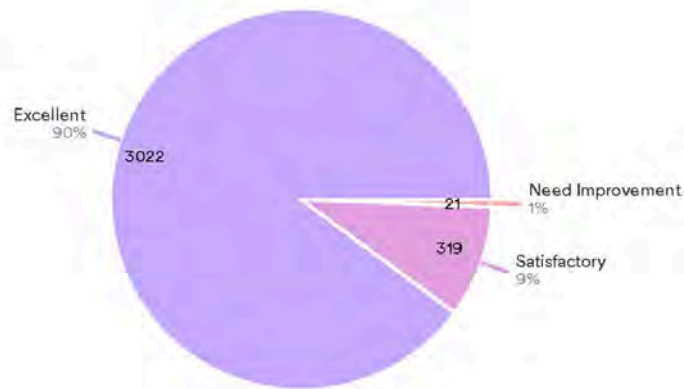
# **APPENDIX D**

## **Satisfaction Surveys Results**

# Internship Provider Survey

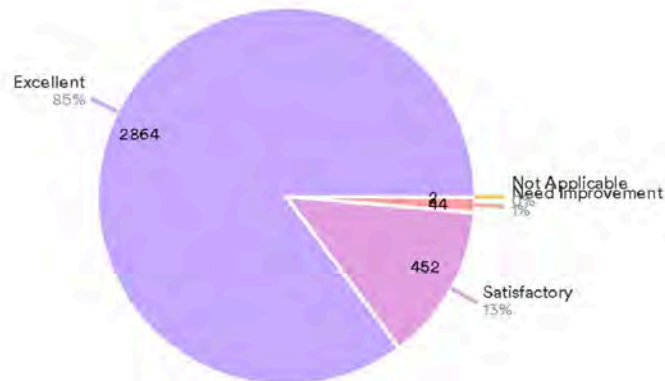
## 1. Behave ethically

3362 Responses



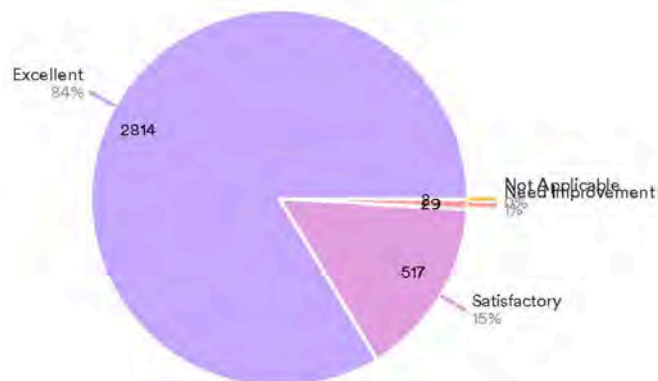
## 2. Listen attentively

3362 Responses



## 3. Comprehends information

3362 Responses

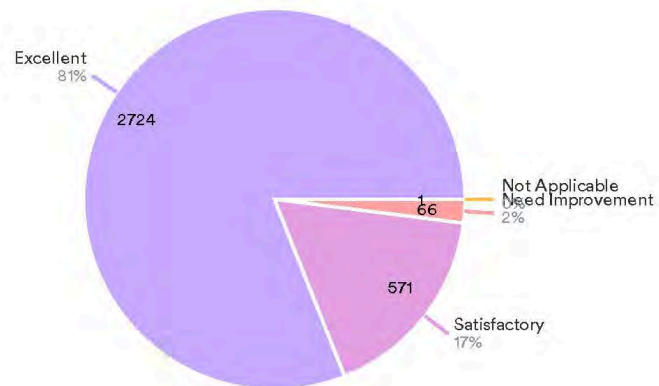


Excellent Satisfactory Need Improvement Not Applicable

## Internship Provider Survey (Cont.)

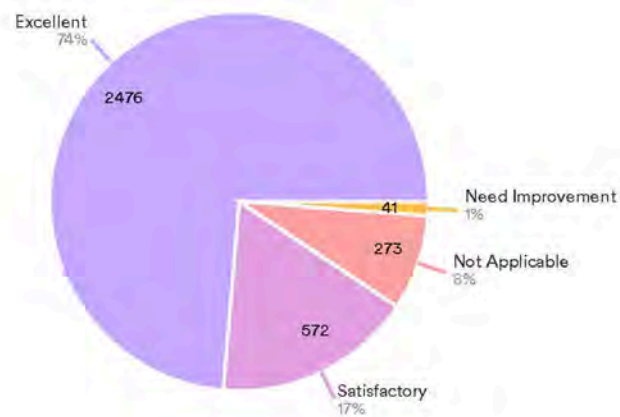
### 4. Communicates verbally

3362 Responses



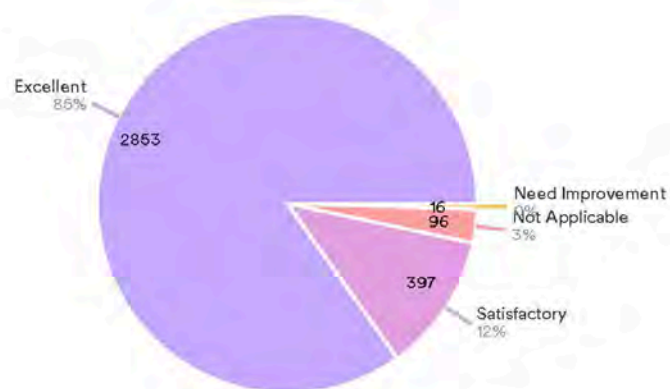
### 5. Communicates in writing

3362 Responses



### 6. Practices workplace safety procedures

3362 Responses



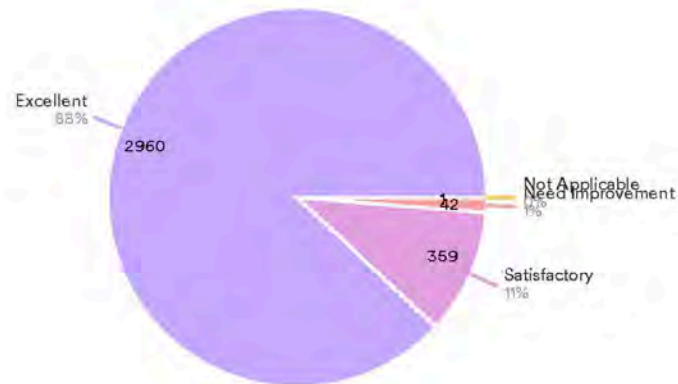
Excellent Satisfactory Need Improvement Not Applicable



## Internship Provider Survey (Cont.)

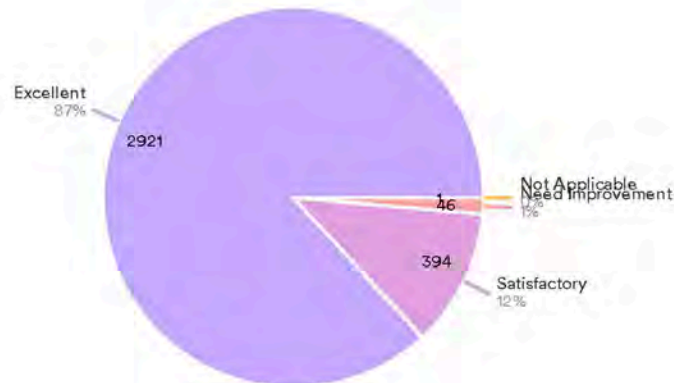
### 7. Maintains a positive attitude

3362 Responses



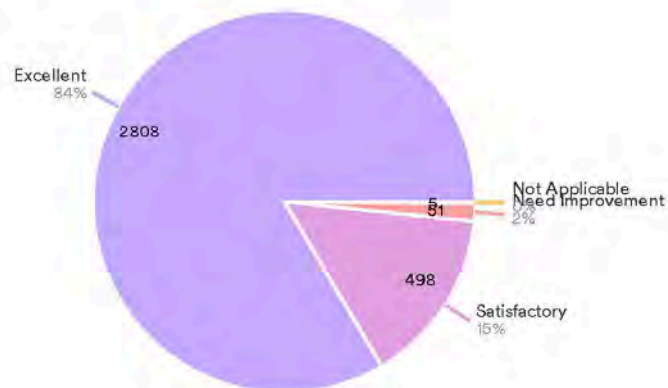
### 8. Responds appropriately to directions by supervisor

3362 Responses



### 9. Is productive

3362 Responses

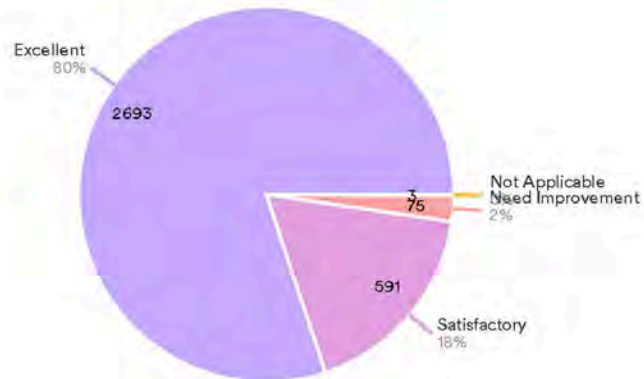


Excellent Satisfactory Need Improvement Not Applicable

## Internship Provider Survey (Cont.)

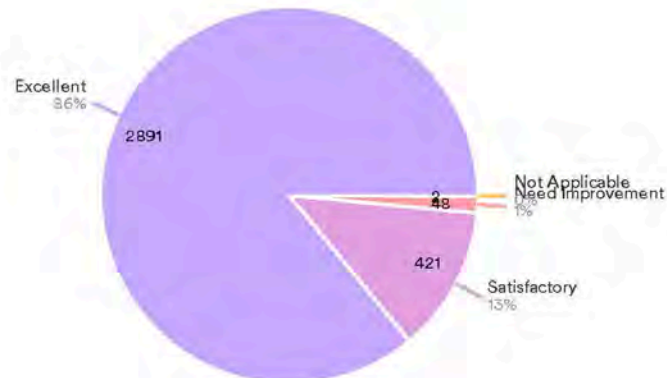
### 10. Manages time wisely

3362 Responses



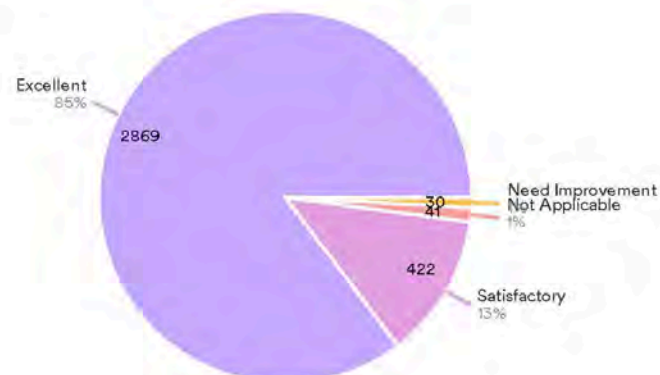
### 11. Strives to do an excellent job

3362 Responses



### 12. Collaborates with co-workers

3362 Responses

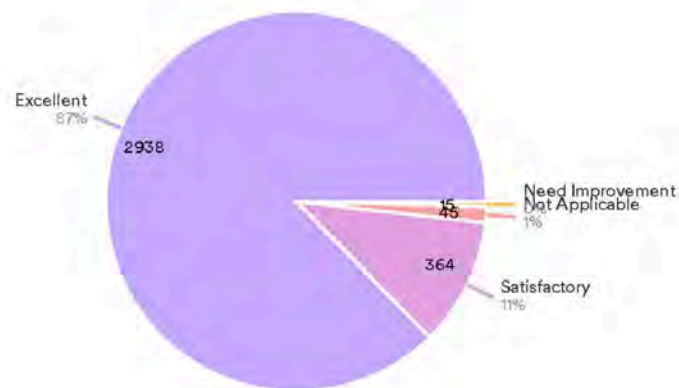


Excellent Satisfactory Need Improvement Not Applicable

## Internship Provider Survey (Cont.)

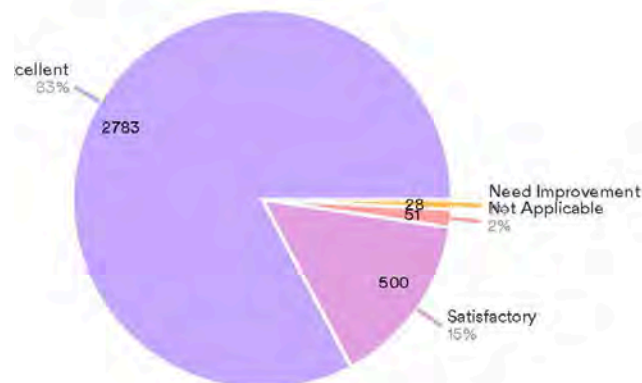
### 13. Maintains a professionally groomed appearance

3362 Responses



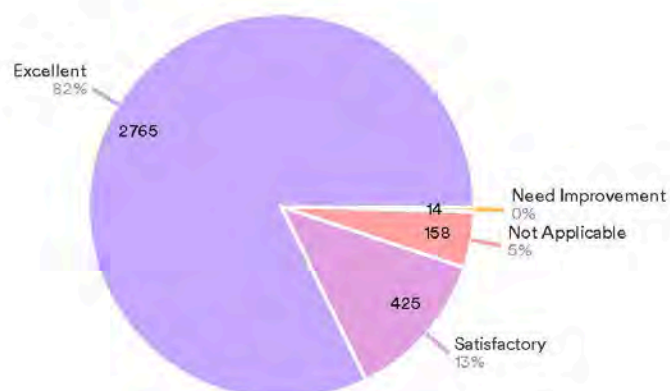
### 14. Adapts to diverse situations

3362 Responses



### 15. Uses necessary technology

3362 Responses

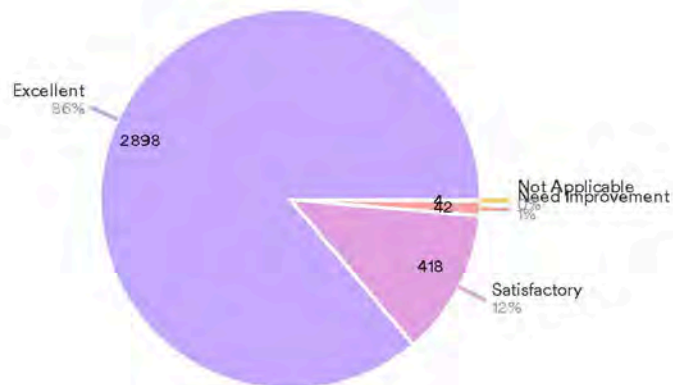


Excellent Satisfactory Need Improvement Not Applicable

## Internship Provider Survey (Cont.)

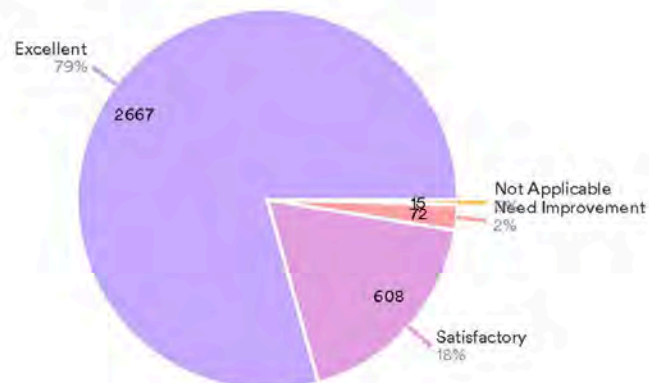
### 16. Is punctual

3362 Responses



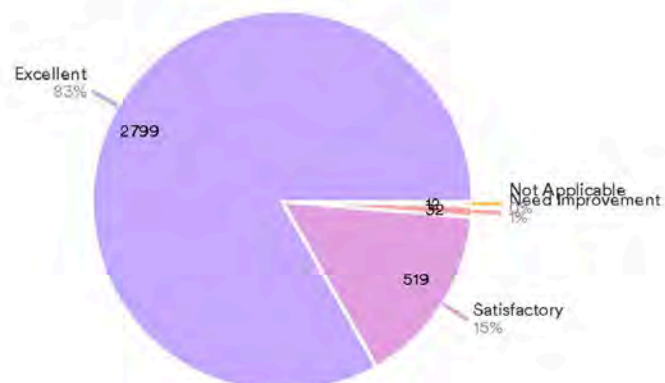
### 17. Takes initiative in appropriate ways

3362 Responses



### 18. Asks appropriate questions

3362 Responses

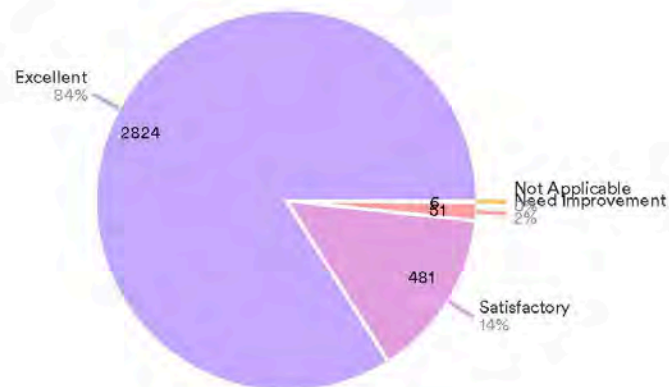


Excellent Satisfactory Need Improvement Not Applicable

## Internship Provider Survey (Cont.)

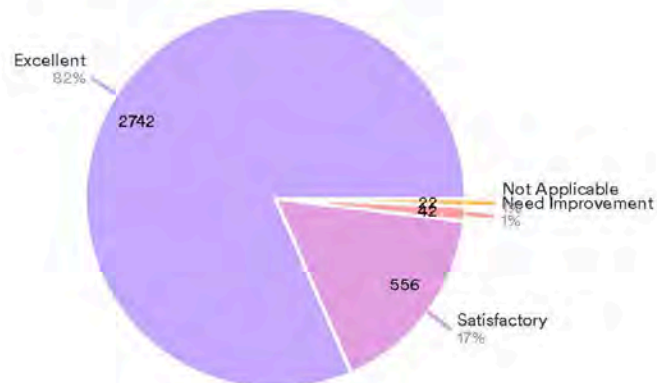
### 19. Seeks to learn

3362 Responses



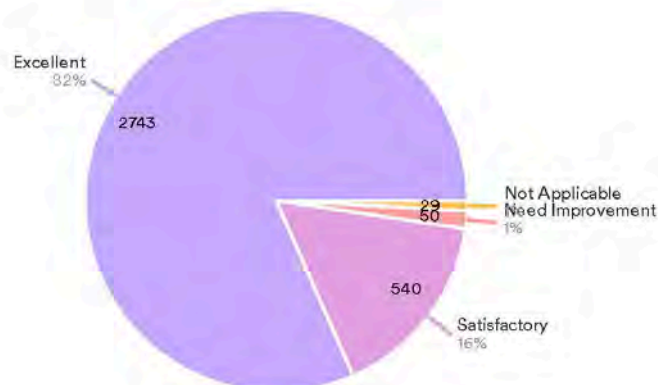
### 20. Prioritizes tasks appropriately

3362 Responses



### 21. Shows appropriate persistence

3362 Responses

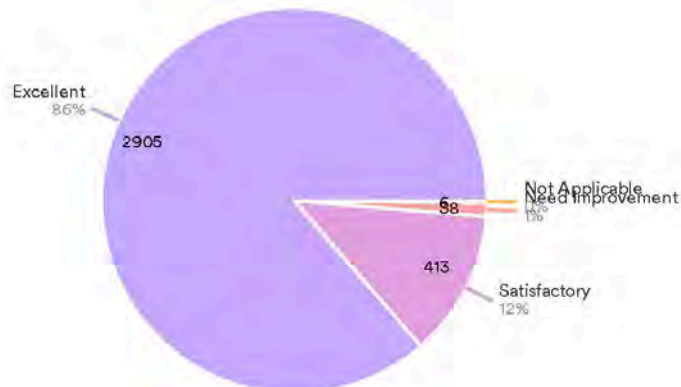


Excellent Satisfactory Need Improvement Not Applicable

## Internship Provider Survey (Cont.)

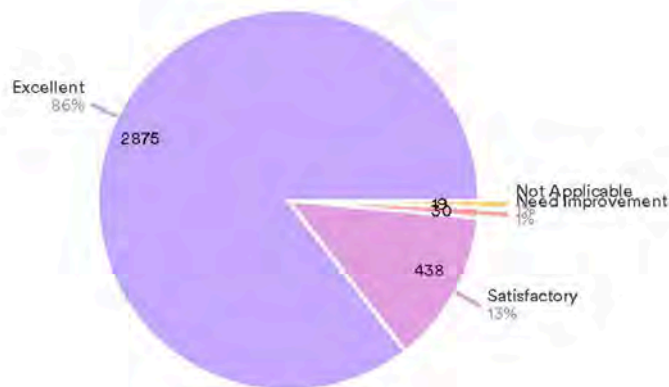
### 22. Completes assigned tasks

3362 Responses



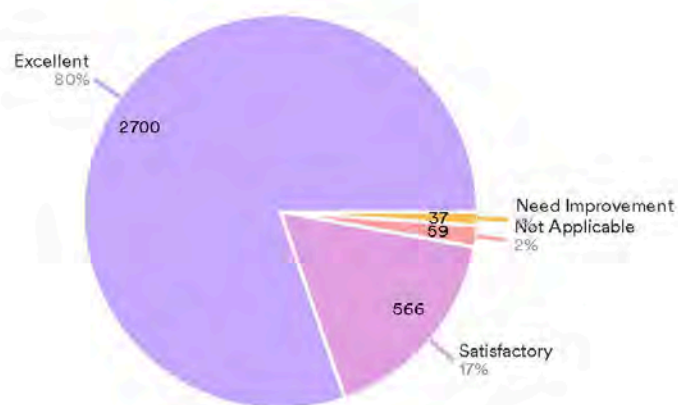
### 23. Exhibits professional behavior as defined by the industry or field

3362 Responses



### 24. Understands career requirements in the industry or field

3362 Responses



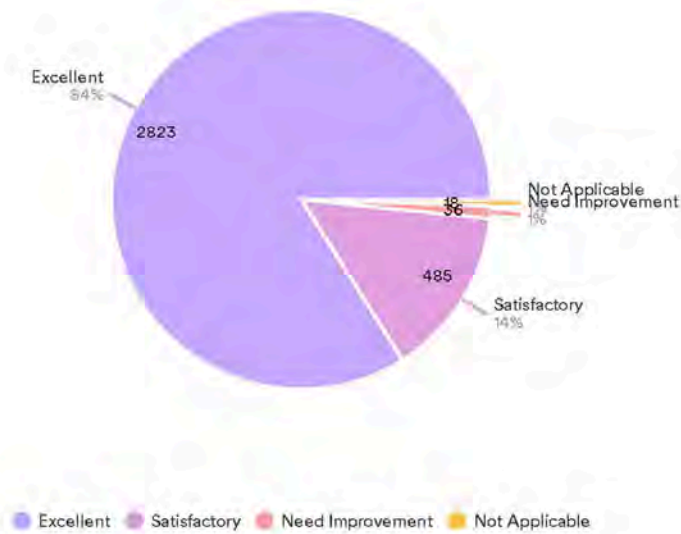
● Excellent ● Satisfactory ● Need Improvement ● Not Applicable



## Internship Provider Survey (Cont.)

25. Understands the culture, etiquette, and practices of the workplace/organization

3362 Responses



Question 26 was a text comment

27. What grade would you give this student for their internship experience?

3362 Responses

Best Response

A

91%  
Percentage

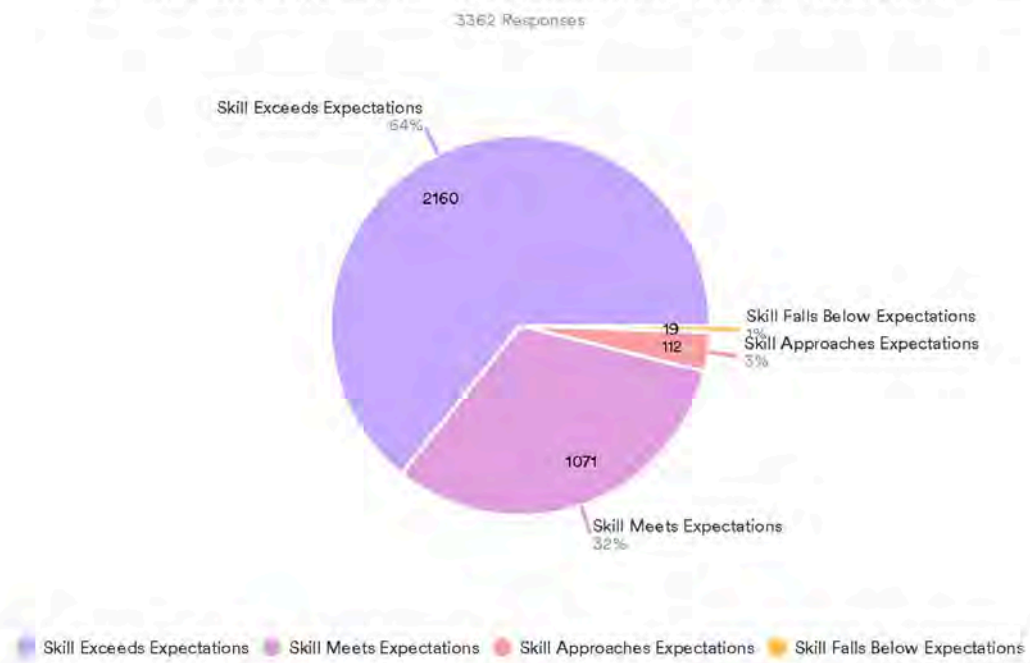
3362  
Responses

Data	Response	%
A	3070	91%
B	224	7%
C	63	2%
F	3	0%
D	2	0%

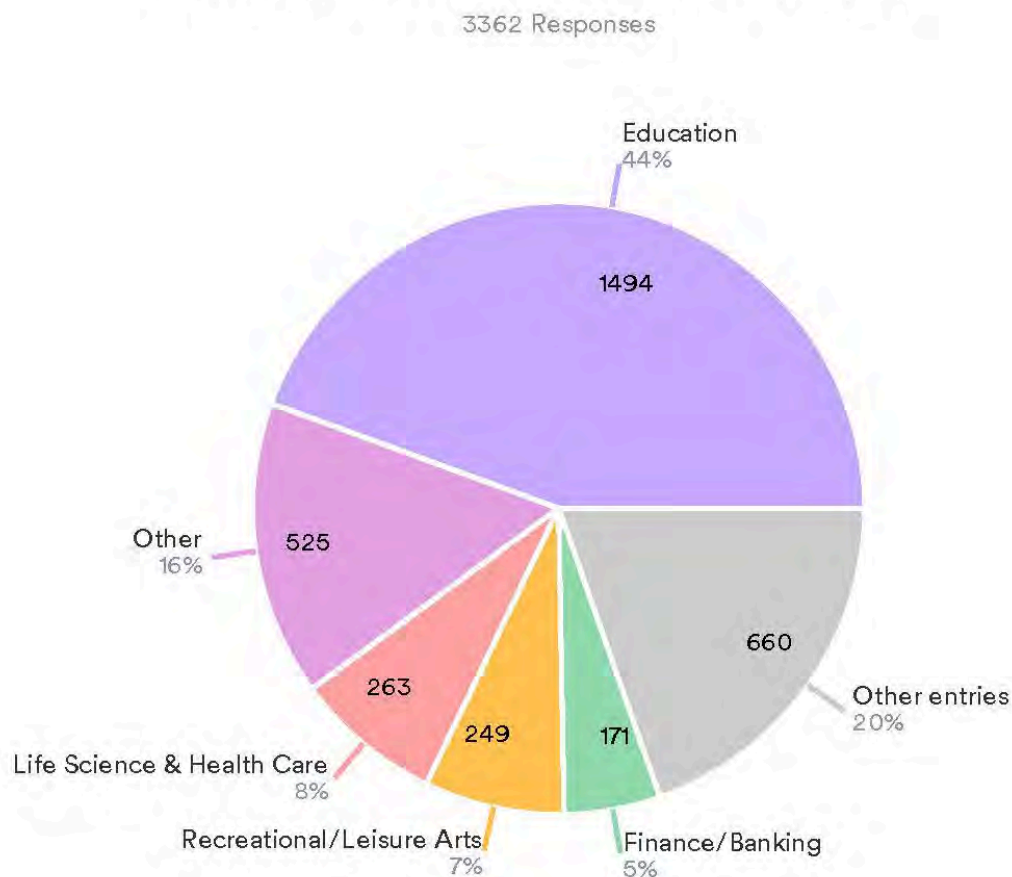
## Internship Provider Survey (Cont.)

Question 28 was a text answer of technical skill which intern was evaluated on in #29

29. Please rate the technical skill listed above according to the rating scale below:



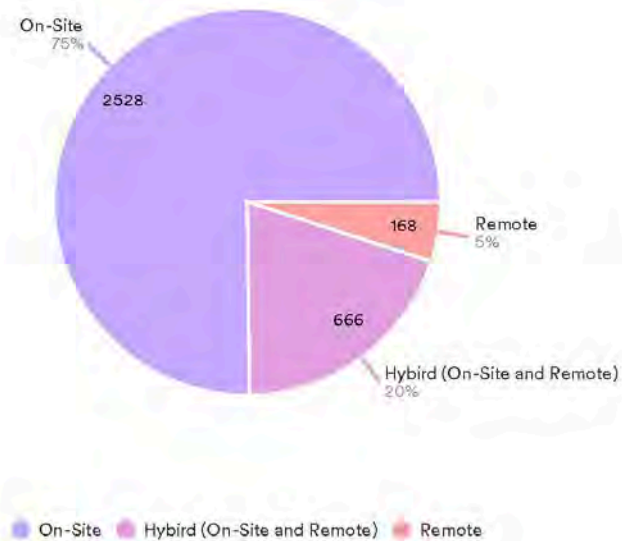
30. Which Industry represents your company?



## Internship Provider Survey (Cont.)

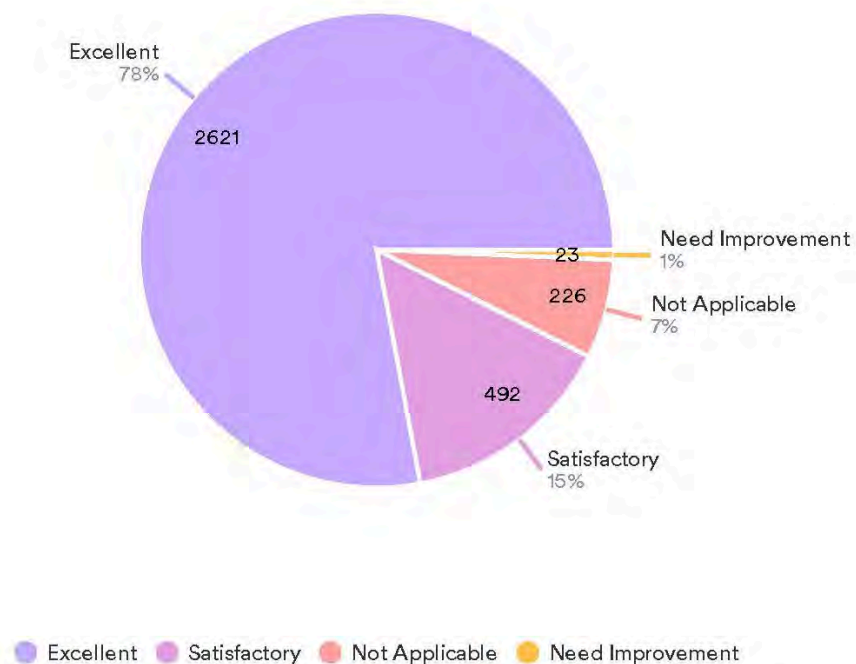
31. What type of internship experience did your company offer?

3362 Responses



32. Employer Orientation Sessions

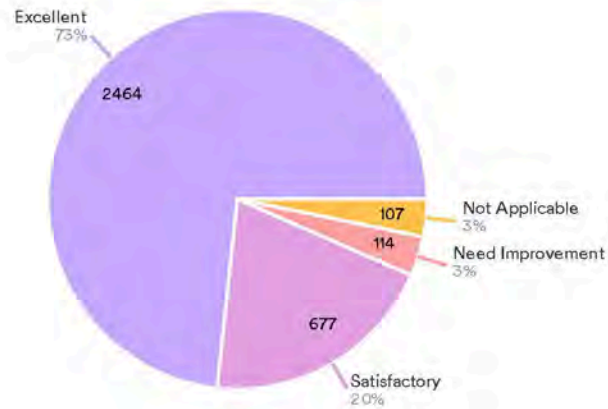
3362 Responses



## Internship Provider Survey (Cont.)

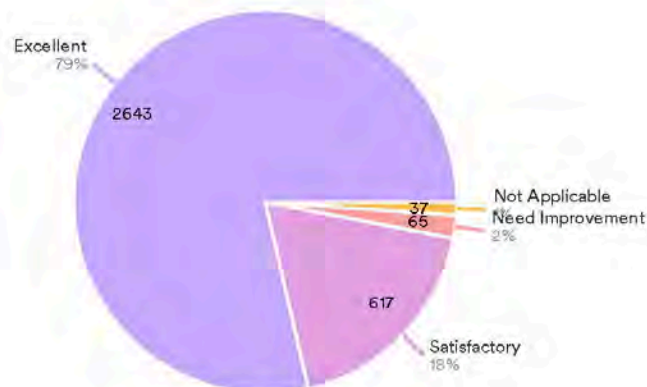
### 33. The Miamiinterns.org web site

3362 Responses



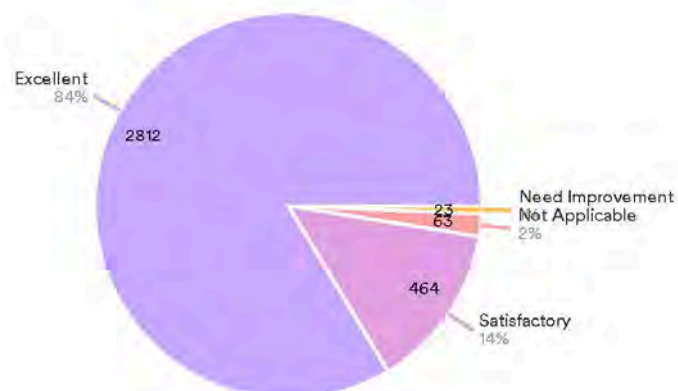
### 34. Information provided about the internship (e-mail communications, web site, promotional materials)

3362 Responses



### 35. District support provided by Staff?

3362 Responses



Excellent Satisfactory Need Improvement Not Applicable

## Internship Provider Survey (Cont.)

36. The SYIP Program provided a meaningful way for our company to support success and develop workplace and leadership skills.

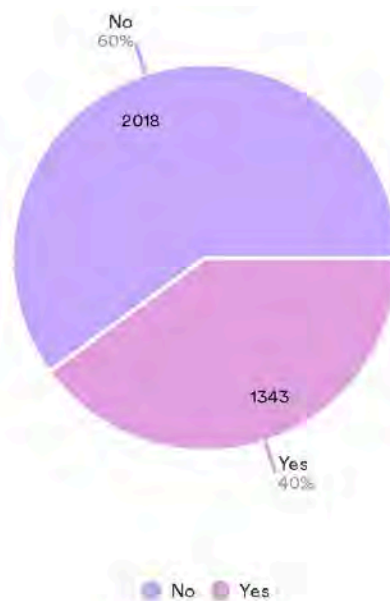
3362 Responses



Question #37 and #38 were text questions

39. If given a choice in the future, would you prefer providing a remote or hybrid (remote/on-site) internship instead of an on-site internship?

3361 Responses- 1 Empty

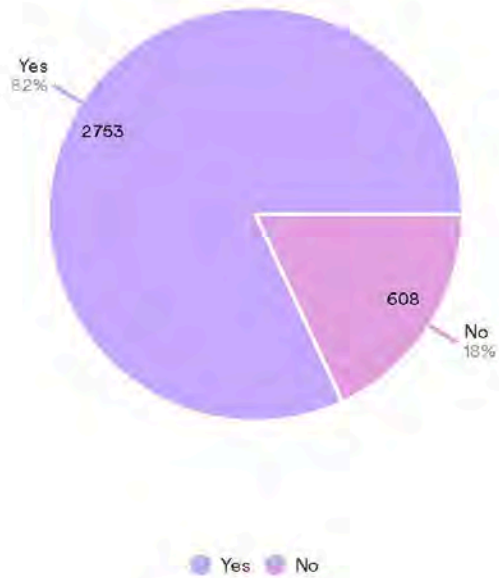




## Internship Provider Survey (Cont.)

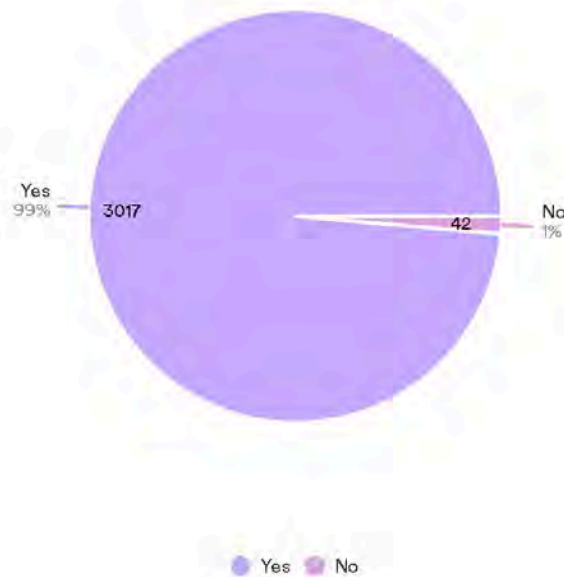
40. Do you believe that a 5-week duration is sufficient for student to gain meaningful work experience?

3361 Responses- 1 Empty



41. Would you be interested in participating in next year's program?

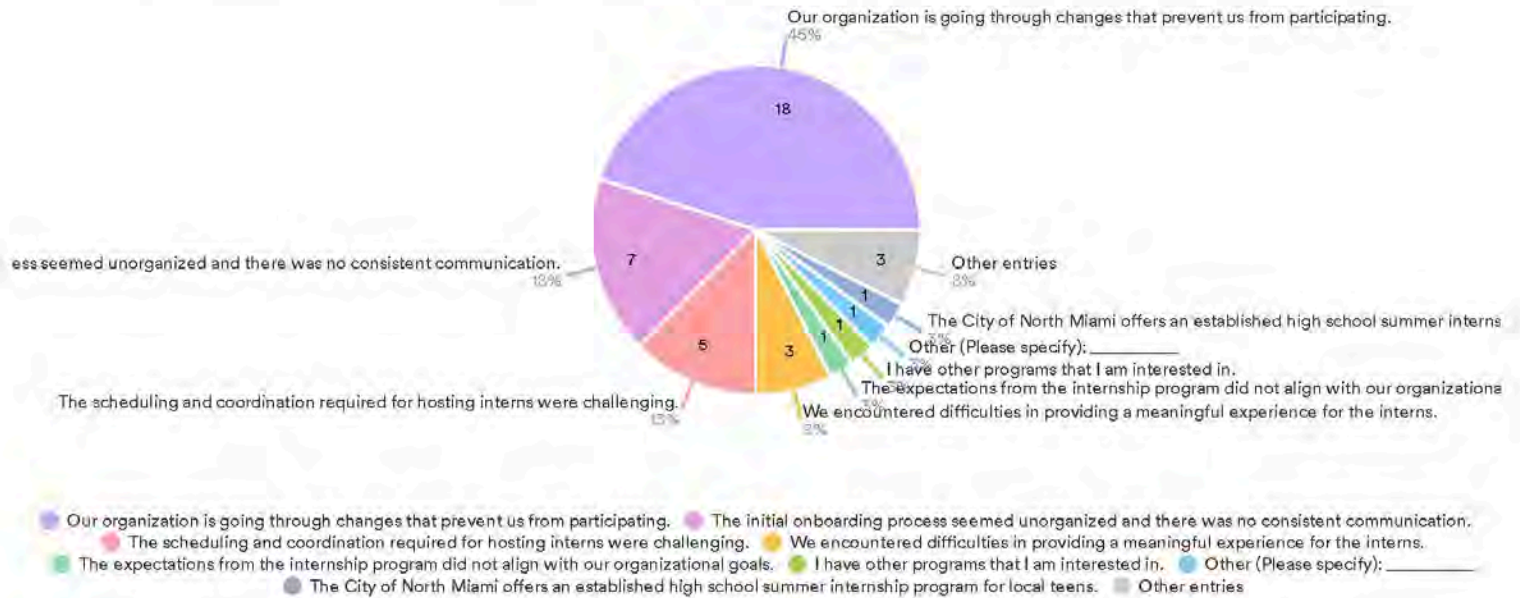
3059 Responses- 303 Empty



## Internship Provider Survey (Cont.)

42. If you selected 'No', could you please share the reasons for your decision not to participate in hosting interns next year?

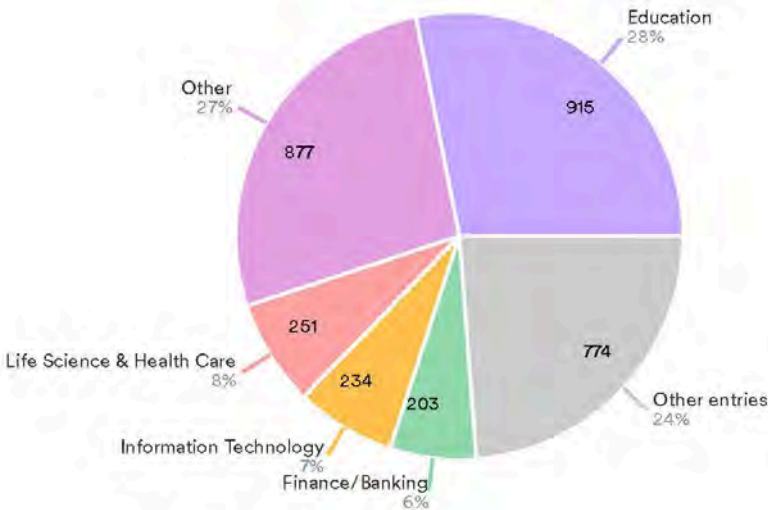
40 Responses- 5322 Empty



# Student Intern Survey Results

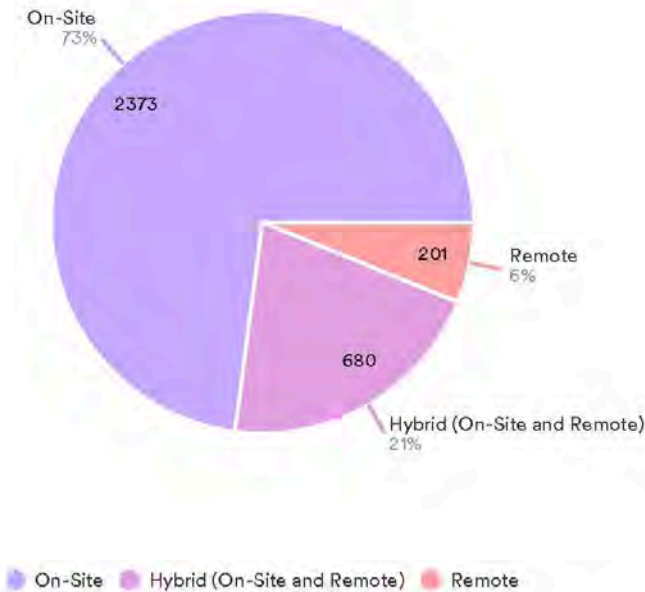
1. In what career pathway did you intern?

3254 Responses



2. Which of the following describes the position you held as an intern?

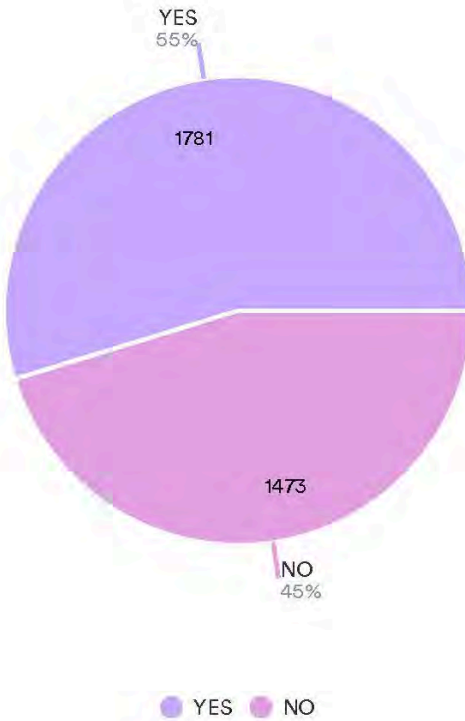
3254 Responses



Student Intern Survey Results (Cont.)

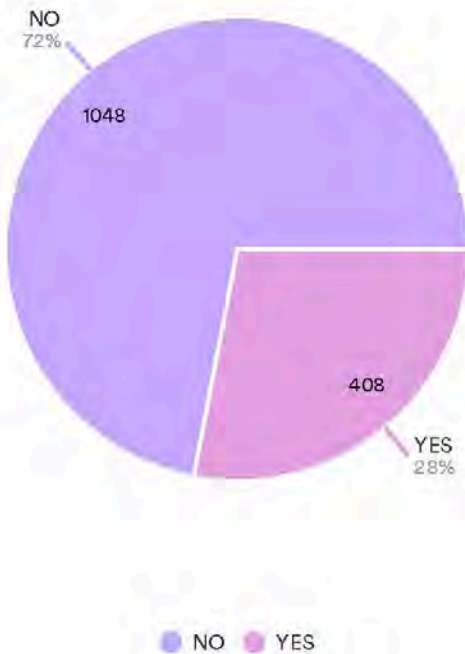
4. Did you choose your internship site based on your intended career pathway?

3254 Responses



5: Was transportation the issue you did not choose your internship site based on your intended career pathway?

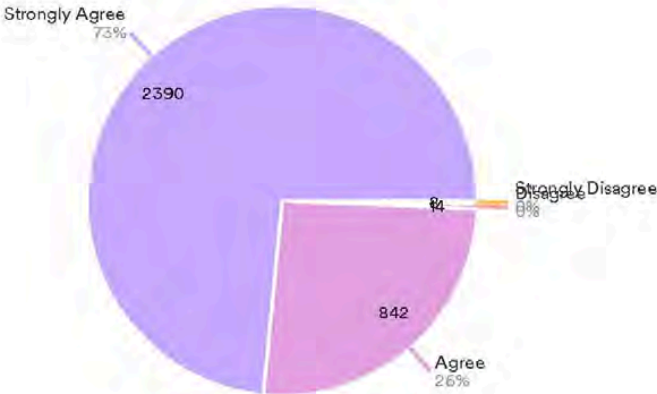
1456 Responses- 1798 Empty



# Student Intern Survey Results (Cont.)

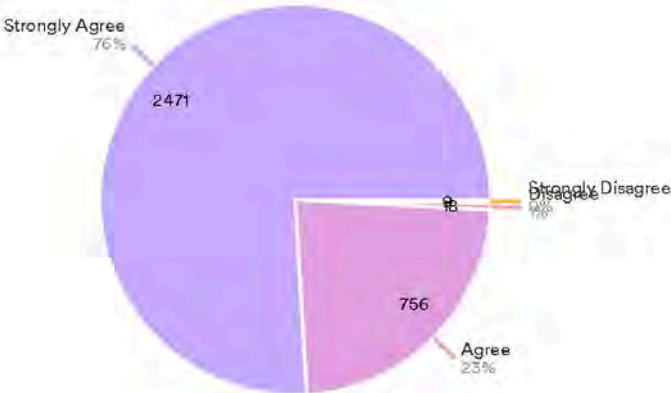
1. Employees in my department/team understood their job requirements and went about meeting them.

3254 Responses



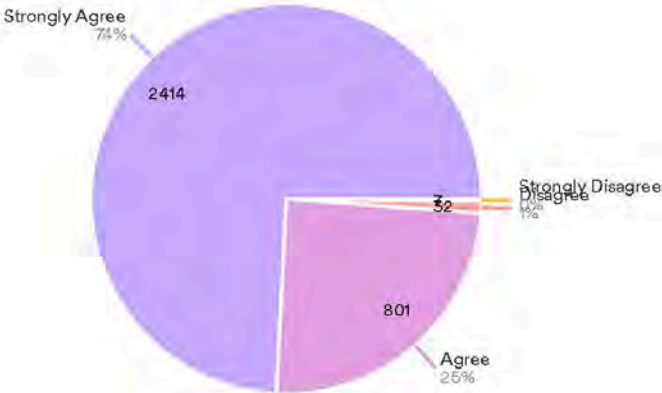
2. Employees in my department cooperated with each other in order to get the job done.

3254 Responses



3. Care was taken to ensure the work area was pleasant for all employees.

3254 Responses

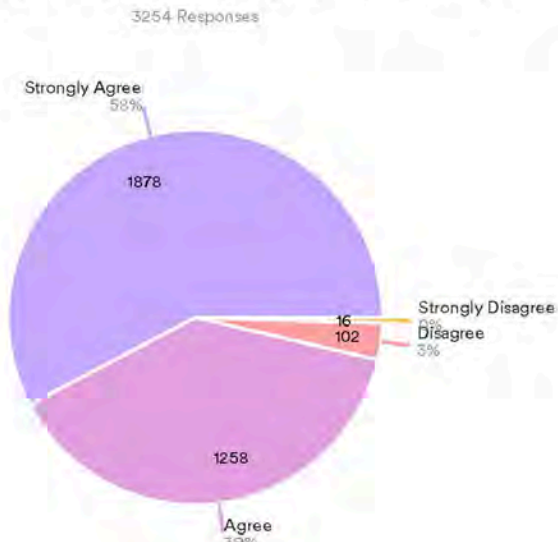


Strongly Agree   Agree   Disagree   Strongly Disagree

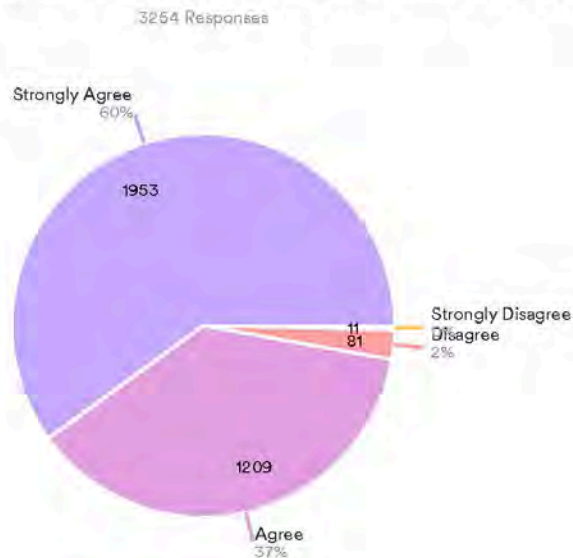


## Student Intern Survey Results (Cont.)

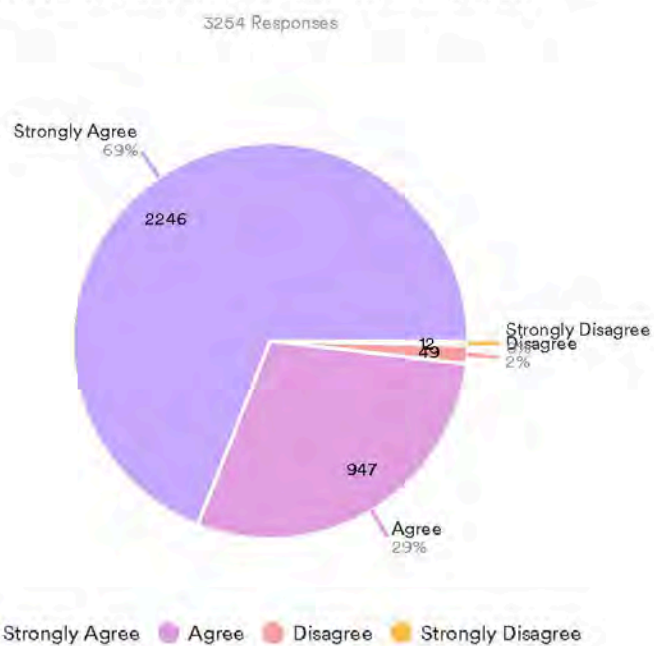
4. My internship assignment gave me a feeling of personal accomplishment.



5. I was able to use my talents and abilities in accomplishing my duties.



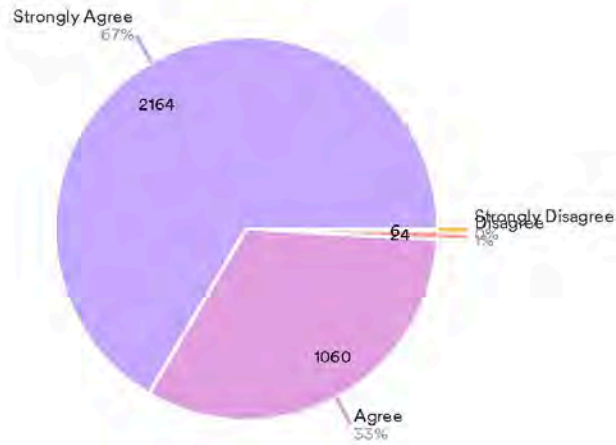
1. My workplace supervisor motivates employees



## Student Intern Survey Results (Cont.)

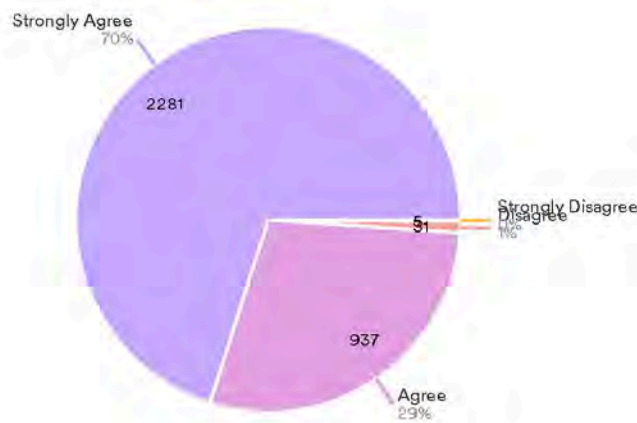
### 2. My workplace supervisor successfully delegates authority

3254 Responses



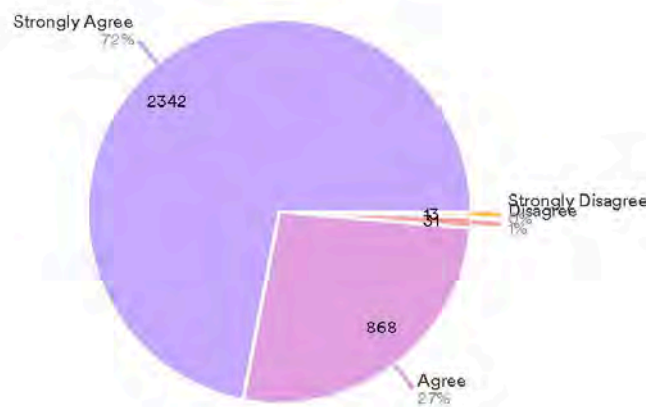
### 3. My workplace supervisor solves work-related problems

3254 Responses



### 4. My workplace supervisor has a sense of fairness

3254 Responses

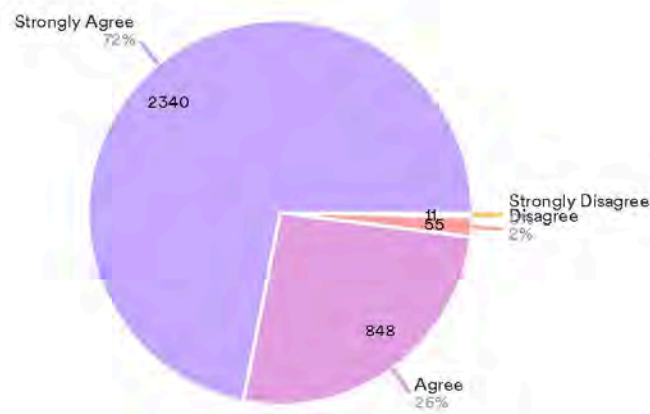


Strongly Agree Agree Disagree Strongly Disagree

## Student Intern Survey Results (Cont.)

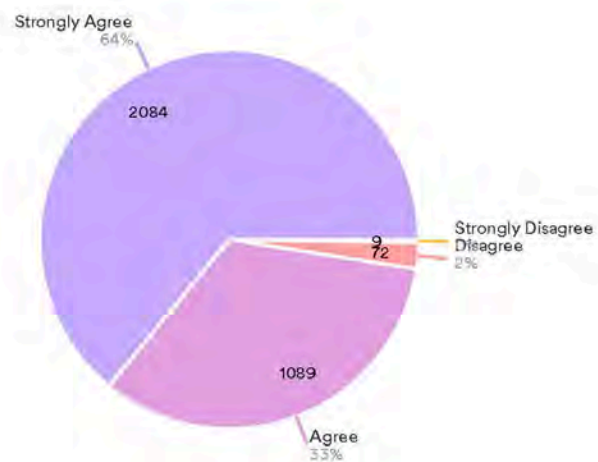
### 5. My workplace supervisor communicates effectively with employees

3254 Responses



### 6. My workplace supervisor is diplomatic and provides performance feedback

3254 Responses

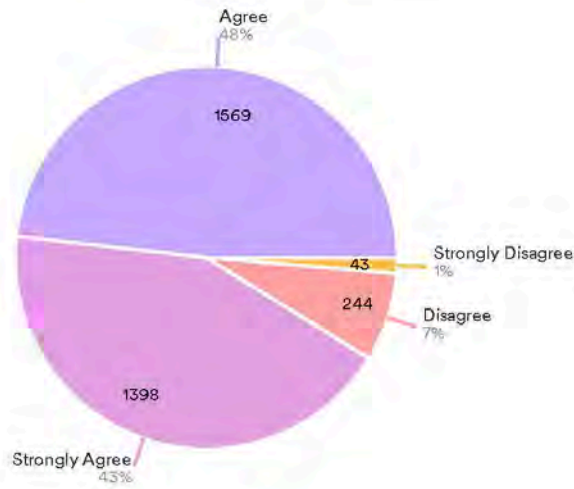


Strongly Agree Agree Disagree Strongly Disagree

## Student Intern Survey Results (Cont.)

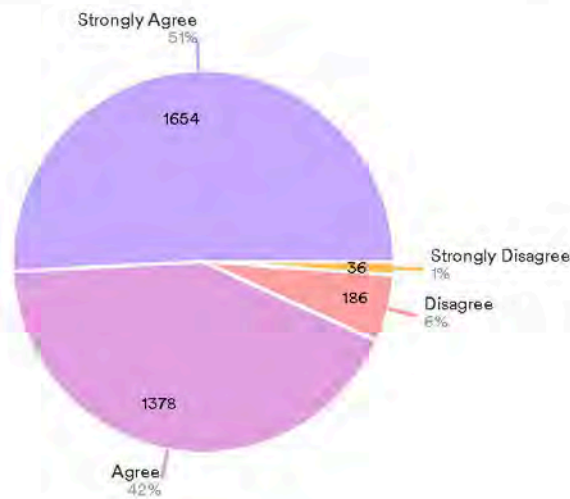
1. I was extremely pleased with the pre-placement process at my school.

3254 Responses



2. I knew the requirements of my internship assignment after completing the Schoology Pre-Internship Requirement.

3254 Responses



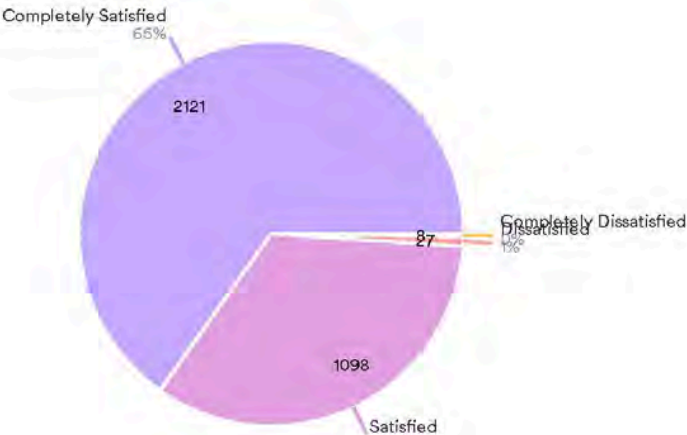


Student Intern Survey Results (Cont.)

Question 4

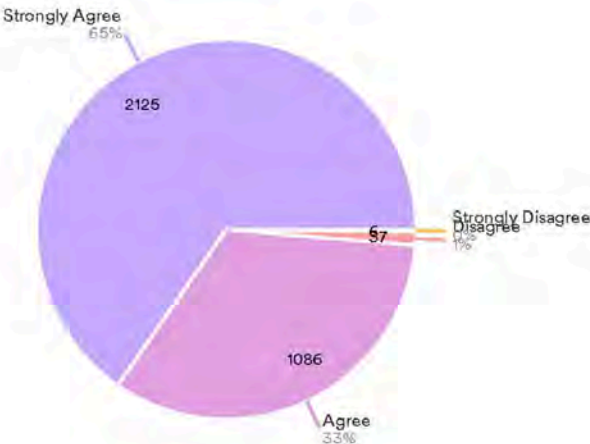
5. The Internship Program

3254 Responses



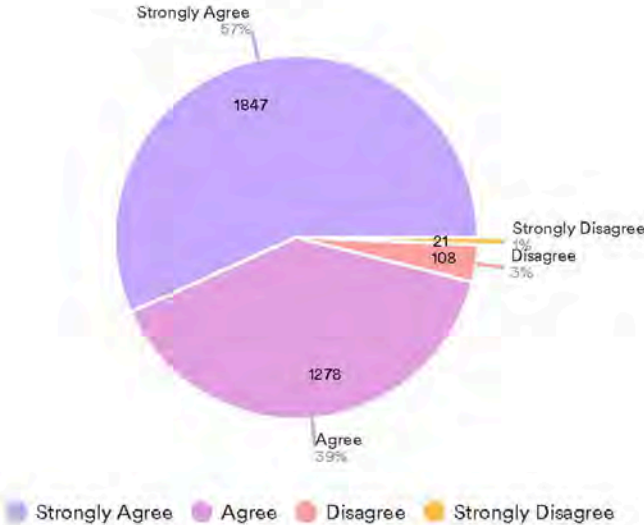
6. I was satisfied with the opportunity to learn varied tasks within my department.

3254 Responses



7. The information/guidance I received from my school contact (School Champion/Lead Teacher) was helpful.

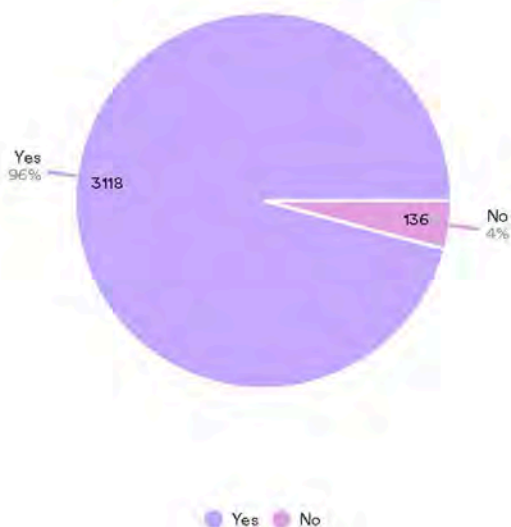
3254 Responses



## Student Intern Survey Results (Cont.)

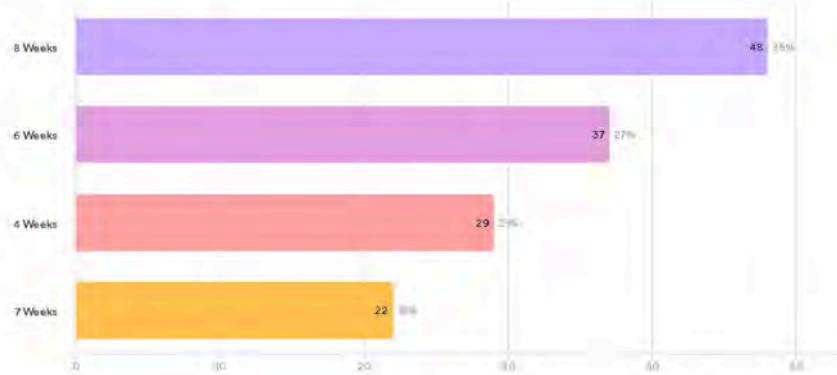
8. The length of the SYIP Program (5 weeks) was sufficient

3254 Responses



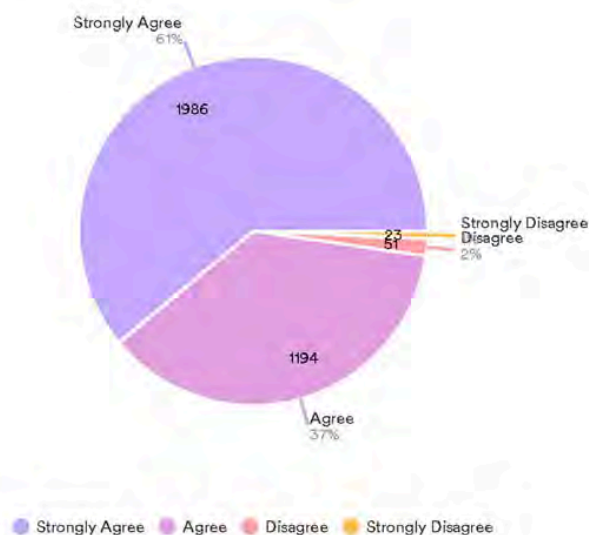
8(A). Please indicate with the number of weeks what length of the program would be sufficient

136 Responses; 3118 Empty



9. The information and guidance of the Internship Teacher Supervisor experience was helpful

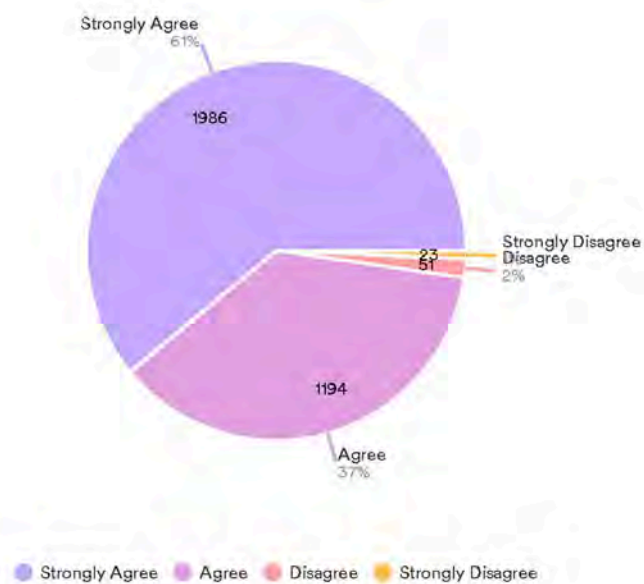
3254 Responses



## Student Intern Survey Results (Cont.)

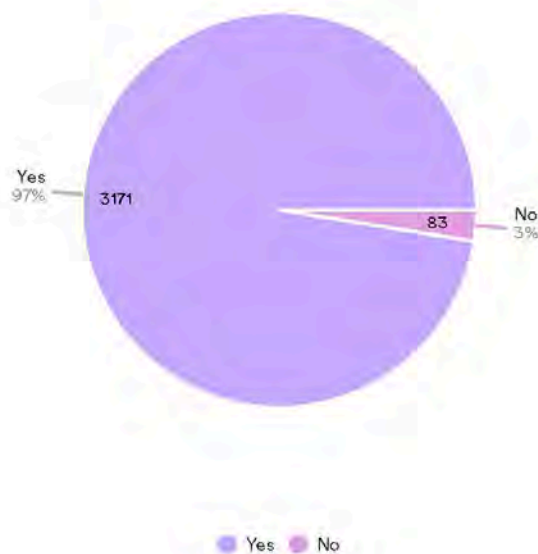
9. The information and guidance of the Internship Teacher Supervisor experience was helpful

3254 Responses



10. My Internship Teacher Supervisor connected with me either via online or visited my workplace.

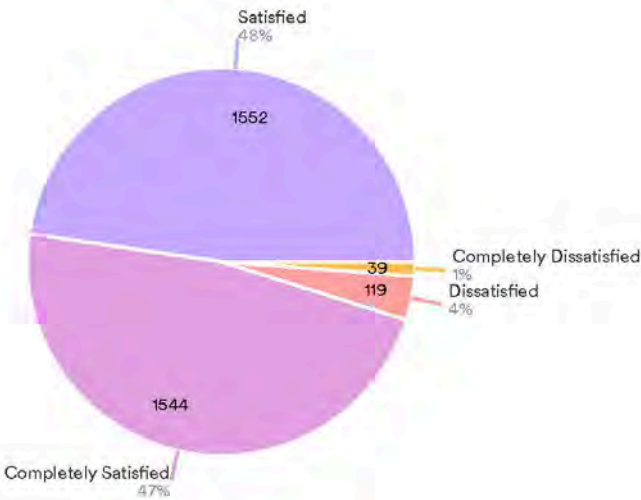
3254 Responses



# Student Intern Survey Results (Cont.)

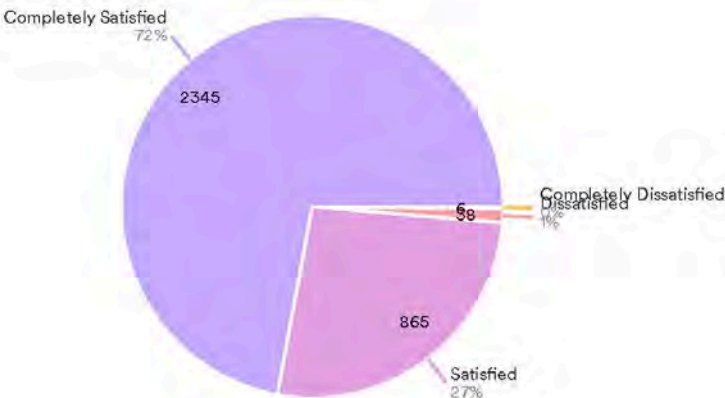
## 1. Internship Assignment

3254 Responses



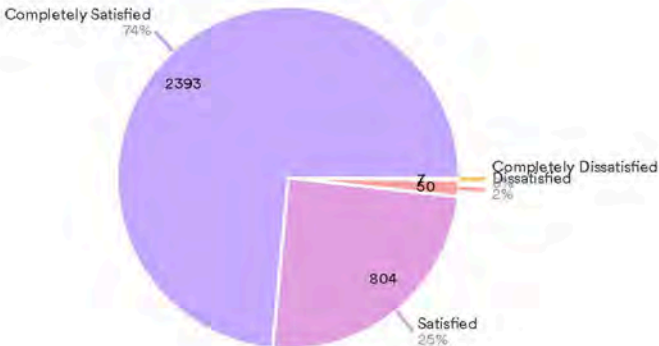
## 2. Work Environment

3254 Responses



## 3. The Company you were Assigned

3254 Responses



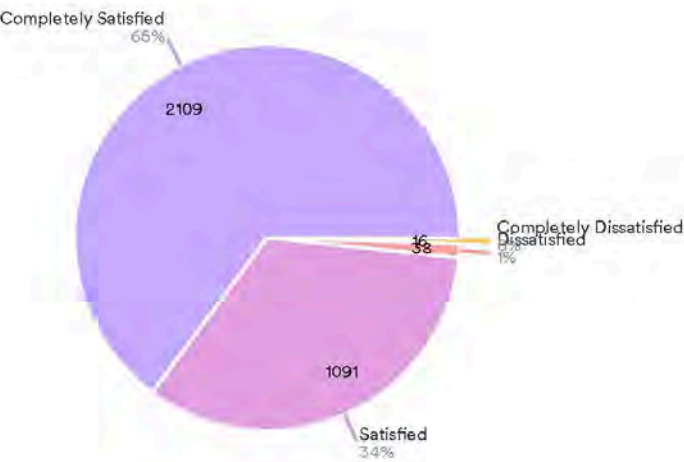
Strongly Agree Agree Disagree Strongly Disagree



# Student Intern Survey Results (Cont.)

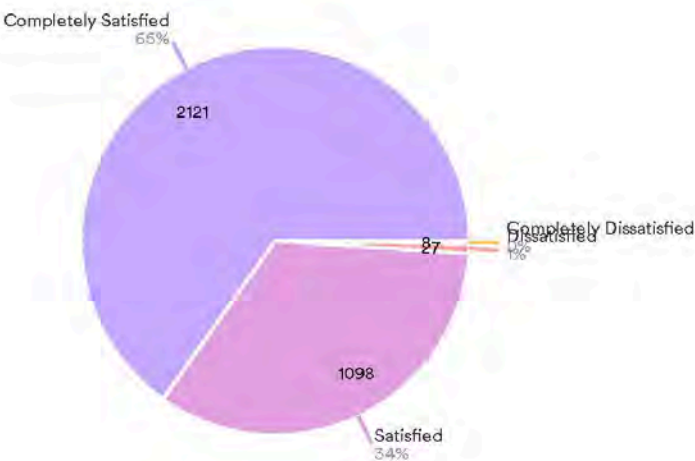
## 4. The Role of your Internship Teacher Supervisor

3254 Responses



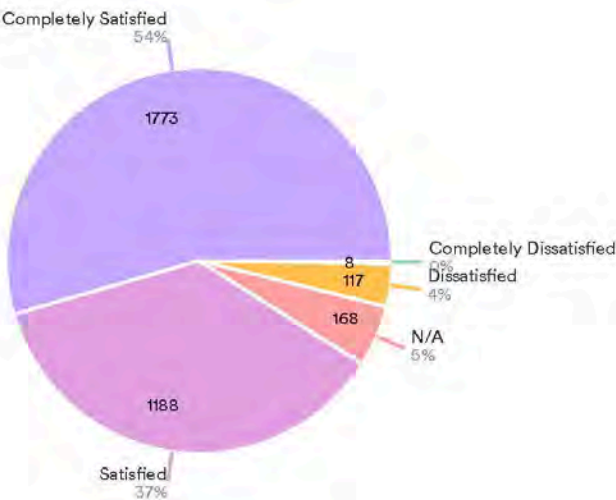
## 5. The Internship Program

3254 Responses



## 6. The MiamiInterns.Org Website

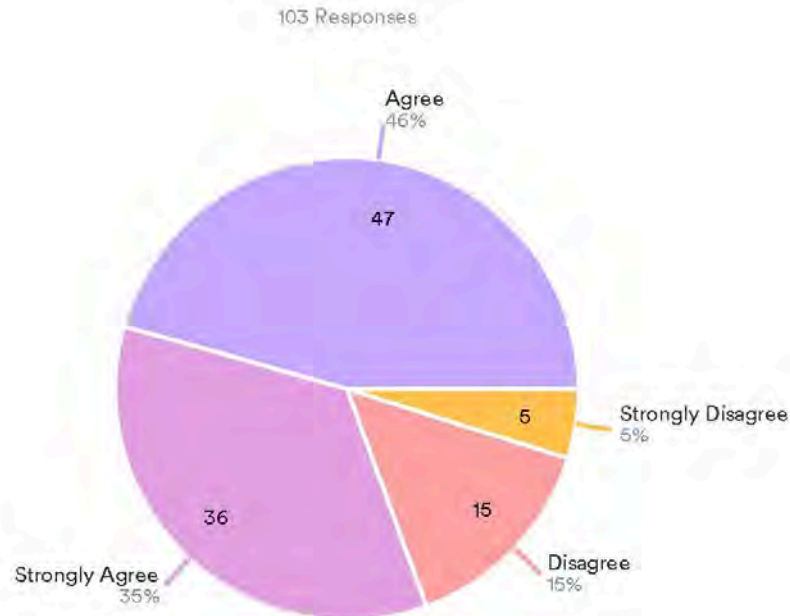
3254 Responses



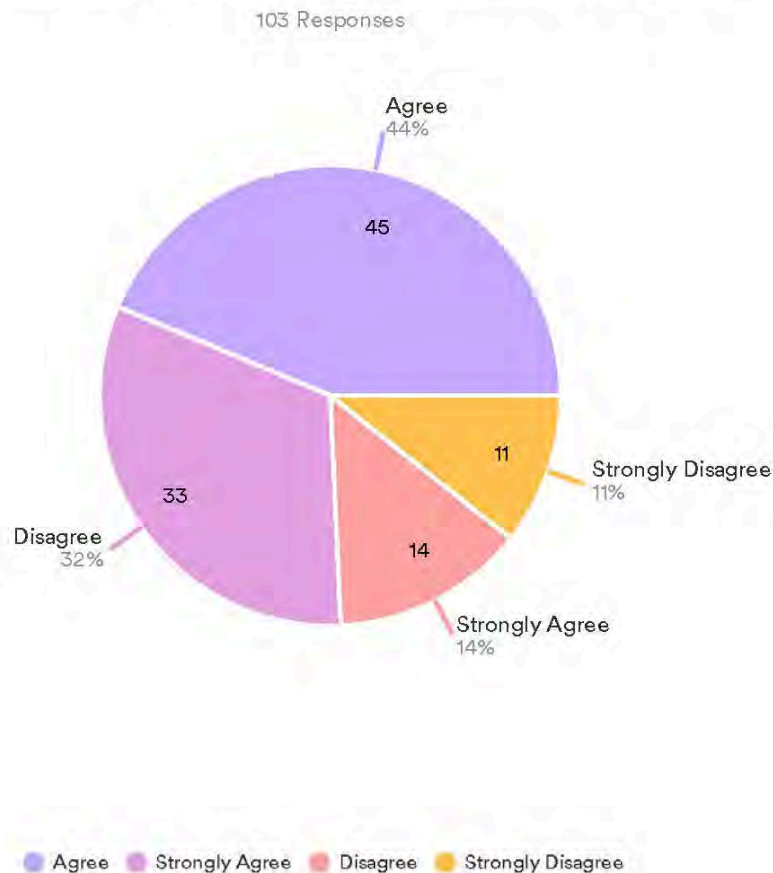
Strongly Agree Agree Disagree Strongly Disagree

# Instructional Supervisor Survey Results

1. The structure and information provided at the Internship Supervisors' weekly meetings were valuable.



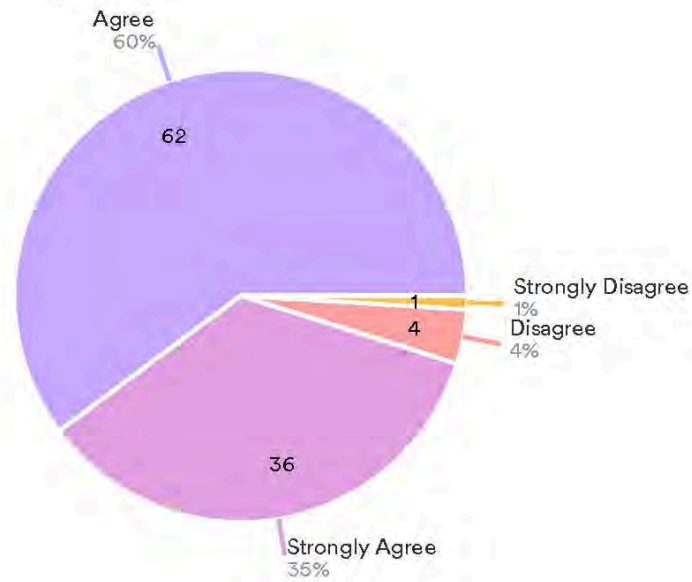
2. Instructional resources provided such as Florida Ready to Work and Bulb App were valuable to the implementation and function of the internship program.



## Instructional Supervisor Survey Results (Cont.)

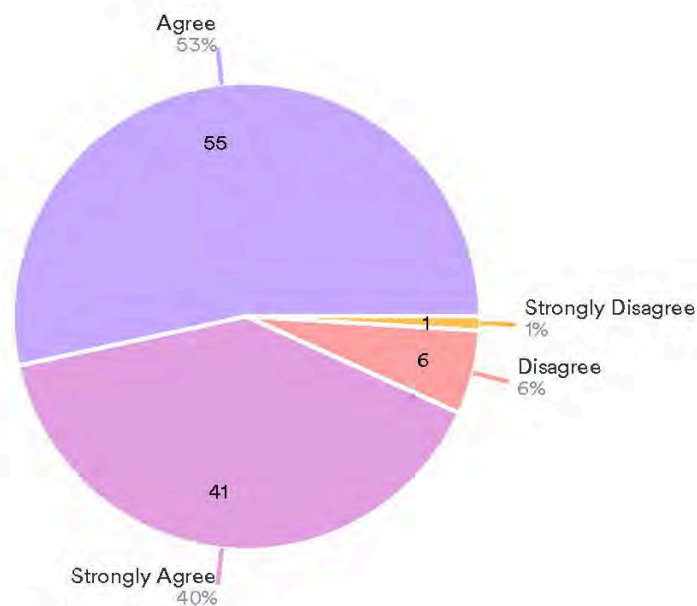
3. Collateral material regarding the internship program allowed you to sufficiently support the assigned students and employers in the program.

103 Responses



4. Information and/or guidance received from the district staff was helpful.

103 Responses

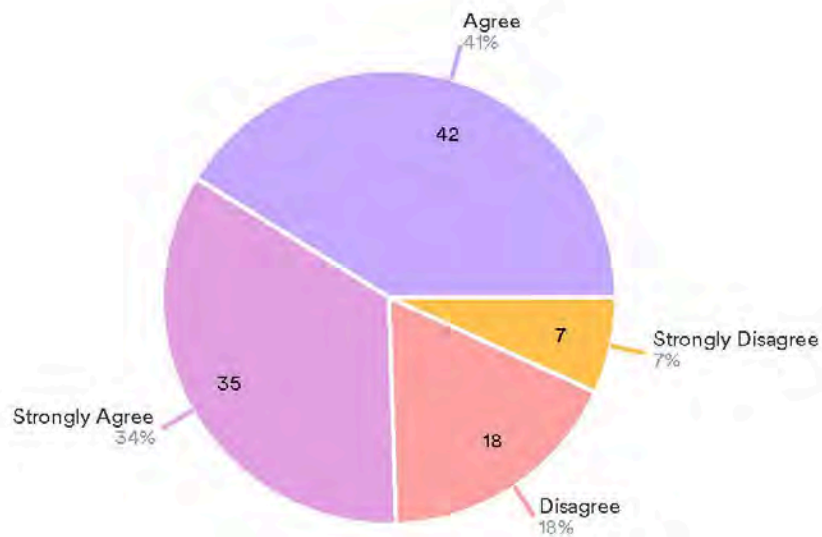


Agree Strongly Agree Disagree Strongly Disagree

## Instructional Supervisor Survey Results (Cont.)

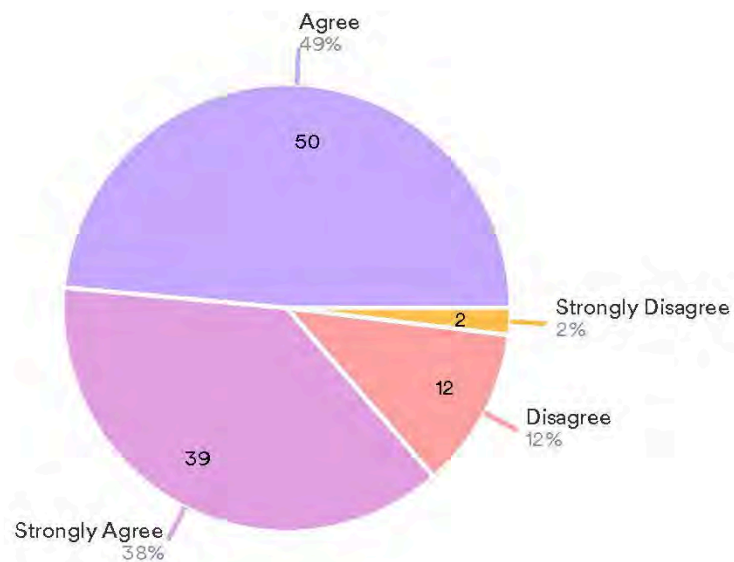
5. The responses to inquiries were accurate and timely.

102 Responses- 1 Empty



6. Taking into consideration all the components of the internship program, I was satisfied with the overall program implementation.

103 Responses



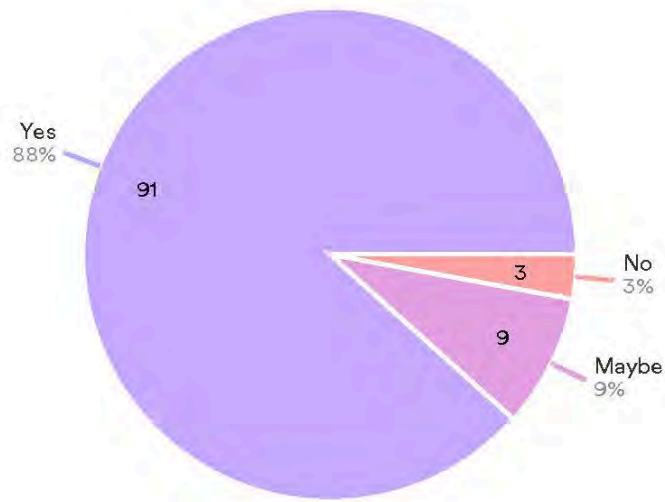
Agree Strongly Agree Disagree Strongly Disagree



## Instructional Supervisor Survey Results (Cont.)

10. Would you be interested in participating in next year's program?

103 Responses



Yes Maybe No



## **SOUTH FLORIDA WORKFORCE INVESTMENT BOARD**

**DATE:** 10/17/2024

**AGENDA ITEM NUMBER:** 5

**AGENDA ITEM SUBJECT:** NEW REGISTERED APPRENTICESHIP PROGRAM

**AGENDA ITEM TYPE:** **APPROVAL**

**RECOMMENDATION:** SFWIB Staff recommends to the Global Talent Committee to recommend to the Board the approval of a new apprenticeship program for an existing training provider, as set forth below.

**STRATEGIC GOAL:** **HIGH ROI THROUGH CONTINUOUS IMPROVEMENT**

**STRATEGIC PROJECT:** **Improve credential outcomes for job seekers**

### **BACKGROUND:**

In accordance with Section 122 of the Workforce Innovation and Opportunity Act, regional workforce boards are permitted to independently develop criteria for the selection and subsequent eligibility of Training Providers and programs. The South Florida Workforce Investment Board (SFWIB) developed processes to evaluate an applicant's programmatic capabilities.

SFWIB staff completed the review process and recommends to the Council to approve the following new apprenticeship program.

- Miami Dade College Apprenticeship Program – GNJ (2018-FL-71114)
  - Cook (Alternate: Culinary Specialist)

Of note, it is the policy of Florida Commerce that all Registered Apprenticeship Programs receive automatic inclusion on the state's Eligible Training Provider List. AS such this program has been added to the list by FLorida Commerce.

**FUNDING:** N/A

**PERFORMANCE:** N/A

*NO ATTACHMENT*



## **SOUTH FLORIDA WORKFORCE INVESTMENT BOARD**

**DATE:** 10/17/2024

**AGENDA ITEM NUMBER:** 6

**AGENDA ITEM SUBJECT:** NEW TRAINING PROVIDER AND PROGRAM

**AGENDA ITEM TYPE:** **APPROVAL**

**RECOMMENDATION:** SFWIB staff recommends to the Global Talent and Competitiveness Council to recommend to the Board the approval of new program for a New Training Provider, as set forth below.

**STRATEGIC GOAL:** **HIGH ROI THROUGH CONTINUOUS IMPROVEMENT**

**STRATEGIC PROJECT:** **Improve credential outcomes for job seekers**

### **BACKGROUND:**

In accordance with Section 122 of the Workforce Innovation and Opportunity Act, regional workforce boards are permitted to independently develop criteria for selecting and determining the eligibility of Training Providers and their programs. The South Florida Workforce Investment Board (SFWIB) has established a thorough process for evaluating an applicant's programmatic capabilities.

My IT Future Institute has re-submitted an application to become a training provider for our Local Workforce Development Area (LWDA). Previously, on June 20, 2024, My IT Future Institute's application was denied due to an ongoing legal case with the U.S. Attorney's Office for the Middle District of Florida.

In February 2024, the U.S. Attorney's Office filed a civil lawsuit against the New Horizons franchise and its owner, alleging that New Horizons submitted false claims to the Department of Veterans Affairs (VA) for Post-9/11 GI Bill tuition payments. The allegations included overcharging the VA by not reporting tuition waivers and scholarships provided to GI Bill students and falsely certifying compliance with Title 38's ban on incentive compensation tied to student enrollment.

Case Resolution: On May 30, 2024, the case was closed with the following stipulation: "ENDORSED ORDER: Pursuant to Federal Rules of Civil Procedure (Fed. R. Civ. P. 41(a)) and the 'Stipulation of Dismissal,' this action is dismissed with prejudice, with all parties to bear their own attorney's fees and costs. The Clerk is directed to terminate any pending motions and deadlines, and thereafter close this case. Signed by Judge Thomas P. Barber on 7/12/2024."

Further research revealed a press release issued on July 10, 2024, by the U.S. Attorney's Office, Middle District of Florida, indicating that the case was settled for \$1,350,000 to resolve the allegations. The dismissal was contingent upon the parties reaching an out-of-court settlement, resulting in a dismissal with prejudice to prevent future court proceedings on this matter.

CareerSource Florida policy mandates that Local Workforce Development Boards (LWDBs) can only select training providers approved by Florida Commerce. My IT Future Institute has received approval from Florida Commerce and is listed as an approved training provider in the Eligible Training Program List.

My IT Future Institute has submitted all required documentation for reconsideration by the SFWIB to become a training provider for LWDA 23.

SFWIB staff has completed the review process and is presenting My IT Future Institute for consideration by the Council as a new training provider. The following apprenticeship programs are proposed:

- My IT Future Institute (#2411) dba Innovak of Florida, Inc.
  - Preparatory Program for Cisco Certified Network Associate (CCNA)
  - Cyber Security IT Professional
  - Master Certificate in Cyber & Information Assurance

The Council is requested to review and consider the approval of My IT Future Institute as a training provider for LWDA 23.

**FUNDING:** N/A

**PERFORMANCE:** N/A

*NO ATTACHMENT*



## **SFWIB GLOBAL TALENT COMPETITIVENESS COUNCIL**

**DATE:** 10/17/2024

**AGENDA ITEM NUMBER:** 7

**AGENDA ITEM SUBJECT:** 2025-2029 WIOA LOCAL AND REGIONAL WORKFORCE PLAN

**AGENDA ITEM TYPE:** **APPROVAL**

**RECOMMENDATION:** SFWIB staff recommends to the Global Talent and Competitiveness Council to recommend to the Board the approval of the 2025-2029 WIOA Local and Regional Workforce Plan, as set forth below.

**STRATEGIC GOAL:** **HIGH ROI THROUGH CONTINUOUS IMPROVEMENT**

**STRATEGIC PROJECT:** **Strengthen workforce system accountability**

### **BACKGROUND:**

On April 29, 2024, CareerSource Florida released the Workforce Innovation and Opportunity Act Local and Regional Workforce Plan Guidelines for 2025 -2029. The guidelines were provided under Public Law 113-128, the Workforce Innovation and Opportunity Act (WIOA), which requires each LWDB, in partnership with the chief local elected official(s), to develop and submit a comprehensive four-year local plan to the state. The local and regional plan provides the framework for local areas to define how their workforce development systems will achieve the purposes of WIOA, pursuant to 20 Code of Federal Regulations (CFR) 679.500 and 20 CFR 679.540.

CSSF staff presented the plan's specifications and the primary focus areas at the SFWIB Board meeting on August 22. Since then, staff have hosted CSSF Community Forums in multiple locations throughout the area to provide the business community, job seekers, and other important stakeholders with the opportunity to receive information about the plan and provide feedback.

The schedule of events is listed below for your reference:

DATE	TIME	LOCATION
<b>Monday</b> September 23, 2024	10:00 a.m. to 12:00 p.m.	<b>Miami Dade College - Padron Campus - Room 6151</b> 627 SW 27th Avenue. Miami, FL 33135 <b>Leading Discussion Topics:</b> Business, Education, Apprenticeships, Youth Programs, Individuals with Disabilities



<b>Tuesday</b> September 24, 2024	1:00 p.m. to 3:00 p.m.	<b>Beacon Council 80</b> SW 8th Street Miami, FL 33130 <b>Leading Discussion Topics:</b> Business, Workforce Development, HR, IT Technology, Individuals with Disabilities
<b>Thursday</b> September 26, 2024	10:30 a.m. to 12:30 p.m.	<b>Department Juvenile Justice</b> Unified Children's Courthouse 155 NW 3rd Street - Suite 5356-A (Conference Room) Miami, FL 33128 <b>Leading Discussion Topics:</b> Returning Citizens, Juvenile Justice, Welfare Transition, Youth Programs, Pre Apprenticeships
<b>Friday</b> September 27, 2024	2:00 p.m. to 4:00 p.m.	<b>The Sant La Haitian Neighborhood Center, Inc.</b> 13450 West Dixie Highway North Miami, FL 33161 <b>Leading Discussion Topics:</b> Business, Education, Training, Apprenticeships
<b>Thursday</b> October 3, 2024	2:00 p.m. to 4:00 p.m.	<b>South Dade Regional Library</b> 10750 SW 211th Street Miami, FL 33189 <b>Leading Discussion Topics:</b> Business, Education, Training, Apprenticeships
<b>Friday</b> October 4, 2024	9:00 a.m. to 1 1:30 a.m.	<b>Oasis of Miami Gardens</b> 640 NW 183rd Street Miami Gardens, FL 33169 <b>Leading Discussion Topics:</b> Business, Education, Apprenticeships, Youth Programs, Individuals with Disabilities

The staff has received a substantial amount of positive feedback, and the majority of the forums were well-attended; however, no new additions to the plan have been requested. The board has now been presented with the final plan for review and subsequent approval.

**FUNDING:** N/A

**PERFORMANCE:** N/A

*ATTACHMENT*



## Workforce Innovation and Opportunity Act Local and Regional Workforce Plan January 1, 2025 – December 31, 2029

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**Primary Contact:** Rick  
Beasley

**Telephone:** 305-594-7615

**Email:**  
rick.beasley@careersources  
fl.com

**Street Address** 7300 Corporate  
Center Drive, Suite 500

**City/State/Zip** Miami, FL 33126

**Website URL:**  
[www.careersourcesfl.com](http://www.careersourcesfl.com)

**Date Submitted:** October 17, 2024

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## INTRODUCTION

These instructions provide direction for local and regional workforce development plans (plans) submitted under [Public Law 113-128, the Workforce Innovation and Opportunity Act \(WIOA\) and Chapter 445.003, Florida Statutes](#). WIOA requires each local workforce development board (LWDB), in partnership with the appropriate chief local elected official(s), to develop and submit a comprehensive four-year local plan to the state. If the local workforce development area (local area) is part of a planning region, the LWDB will submit its regional plan as part of the local plan and will not submit a separate regional plan. The local and regional plan provides the framework for local areas to define how their workforce development systems will achieve the purposes of WIOA, pursuant to 20 Code of Federal Regulations (CFR) 679.500 and 20 CFR 679.540.

Additionally, local and regional plans must be modified at the end of the first two-year period of the four-year local plan to reflect changes in labor market and economic conditions and other factors affecting the implementation of the local plan. Federal regulations require states and LWDBs to regularly revisit and recalibrate local and regional plan strategies in response to changing economic conditions and workforce needs of the state (20 CFR 676.135).

WIOA emphasizes the importance of collaboration and transparency in the development and submission of local and regional plans. LWDBs provide leadership, and should seek broad stakeholder involvement, in the development of their local and regional plans. Chief local elected officials, LWDB members, core program partners, combined planning partners, mandatory one-stop career center partners, and local economic development entities are an integral part of the planning process. WIOA encourages an enhanced, integrated system by including core and combined programs in its planning and performance requirements. Affected entities and the public must have an opportunity to provide input in the development of the plan. LWDBs must make the plan available electronically and in open meetings to ensure transparency to the public.

In addition to the specific requirements outlined in these instructions, local plans must:

- A. Identify and describe policies, procedures, and local activities that are carried out in the local workforce development area (local area), consistent with the strategic and operational elements of the state's WIOA combined plan and [CareerSource Florida Strategic Policy 2021.12.09.A.1 – Comprehensive Employment Education and Training Strategy](#).
- B. Align with the CareerSource Florida Board of Director's (state board) business and market-driven principles to be the global leader for talent. These principles include:
  - Increasing the prosperity of workers and employers.
  - Reducing welfare dependency.
  - Meeting employer needs.
  - Enhancing productivity and competitiveness.
- C. Address how the LWDB coordinates service delivery with core programs of the Florida Department of Education's Division of Vocational Rehabilitation, Division of Blind Services and Division of Career and Adult Education, and the following combined state plan partner programs (per WIOA § 103(a)(1) and (2)):

- **Temporary Assistance for Needy Families (TANF)** authorized under 42 United States Code (U.S.C.) § 601 et seq. (Florida Department of Children and Families (DCF)).
- Employment and training programs in the **Supplemental Nutrition Assistance Program (SNAP)** authorized under Section 6(d)(4) of the Food and Nutrition Act of 2008 (7 U.S.C. § 2015(d)(4)). (DCF).
- **Work programs authorized under Section 6(o) of the Food and Nutrition Act of 2008** (7 U.S.C. § 2015(o)). (Florida Department of Commerce (FloridaCommerce) and DCF).
- **Trade Adjustment Assistance for Workers** program authorized under Chapter 2 of Title II of the Trade Act of 1974 (19 U.S.C. § 2271 et seq.). (FloridaCommerce).
- **Jobs for Veterans State Grants (JVSG)** program authorized under 38 U.S.C. § 4100 et. seq. (FloridaCommerce).
- **Unemployment Insurance (UI)** programs, known as Reemployment Assistance in Florida, (UI Federal-State programs administered under state unemployment compensation laws in accordance with applicable federal law). (FloridaCommerce).
- **Senior Community Service Employment Program (SCSEP)** authorized under Title V of the Older Americans Act of 1965 (42 U.S.C. § 3056 et seq.) and updated by the OAA Reauthorization Act of 2016, Pub. L. No. 114-144. (Florida Department of Elder Affairs).
- **Employment and training activities carried out under the Community Services Block Grant (CSBG)** Act (42 U.S.C. § 9901 et seq.). (FloridaCommerce).

D. Be based on current and projected needs of the local workforce investment system, with an increased emphasis on coordination and collaboration at all levels to ensure a seamless system for employers and job seekers, including veterans, SNAP and TANF benefit recipients, individuals with disabilities, and individuals residing in rural areas.

E. Set forth a strategy to utilize all allowable resources to:

- Assist Floridians with securing employment that leads to economic self-sufficiency and reduces the need for public assistance.
- Provide opportunities for Floridians to develop skills intended to meet the present and future needs of employers.
- Ensure that workforce-related programs are responsive to present and future needs of business and industry and complement the initiatives of state and local economic development partners, including Select Florida in relation to:
  - Job training;
  - The attainment of a credential of value identified pursuant to Section 445.004(4) (h) 4.c., Florida Statutes (F.S).
  - The attainment of a postsecondary degree or credential of value; and
  - Any other program that has, at least in part, the goal of securing employment or better employment for an individual and receives federal funds or a state appropriation.
- Prioritize evidence-based, results-driven solutions to improve outcomes for Floridians and Florida businesses.
- Develop collaborative partnerships that leverage multiple sources of funding to provide services to all customers seeking assistance, especially Florida's vulnerable populations.
- Identify barriers to coordinating and aligning workforce-related programs and develop



solutions to remove such barriers.

- F. Identify the education and skill needs of the workforce and the employment needs of the local area and include an analysis of the strengths and weaknesses of services provided to address identified needs. Assessments include the best available information, evidence of effectiveness, performance information for specific service models and a plan to improve program effectiveness by adopting proven or promising practices as a part of the local vision.
- G. Provide a comprehensive view of the system wide needs of the local area.
- H. Address how LWDBs foster strategic alignment, improve service integration and ensure the workforce system is industry-relevant, responding to the economic needs of the local workforce development area and matching employers with skilled workers.
- I. Achieve greater efficiencies, reduce duplication, and maximize financial and human resources.
- J. Address current and future strategies and efficiencies to address the continuous improvement of Florida's workforce investment system and its focus on simplified access to quality customer service.

## KEY DATES

Florida Combined Plan Public Comment.....	February-March 2024
Florida Combined Plan Reviewed by Federal Agencies.....	April-June 2024
Local Plan Guidelines Issued .....	April 29, 2024
Final Revisions and Approval of Florida Combined Plan.....	July-August 2024
Regional and Local Plans Due .....	October 2, 2024
Regional and Local Plans Approved by State Board. ....	December 2024
Regional and Local Plans Effective .....	January 1, 2025

## PUBLIC COMMENT PROCESS

Prior to the date on which the LWDB submits a local and regional plan, the LWDB must provide an opportunity for public comment on the development of the plan. To provide adequate opportunity for public comment, the LWDB must:

- (1) Make copies of the proposed plan available to the public through electronic and other means, such as public hearings and local news media (WIOA §108(d)(1) and 20 CFR 679.550(b)(1)).
- (2) Include an opportunity for comment by members of the public, including representatives of business, labor organizations, and education (WIOA §108(d) (2) and 20 CFR 679.550(b) (2)).
- (3) Provide no more than a 30-day period for public comment on the plan(s) before its submission to FloridaCommerce, beginning on the date on which the proposed plan is made available (WIOA §108(d)(2) and 20 CFR 679.550(b)(1)).
- (4) Submit any public comments that express disagreement with the plan to FloridaCommerce. WIOA §108(d) (3) and 20 CFR 679.550(b) (1).

## PLAN SUBMISSION

### ONLINE FORM

Each LWDB must submit its local plan in coordination with the regional plan, as appropriate, required attachments and contact information for primary and secondary points of contact for each plan submitted via the state's established method for WIOA plan submissions. **Hard copies of plans or attachments are not required. All local and regional plans must be submitted no later than 5:00 p.m. (EDT) on Wednesday, October 2, 2024.**

**Please carefully review these instructions prior to submitting plans.**

**Prior to plan submission, please ensure:**

- The LWDB members and chief local elected official(s) reviewed the plan.
- The LWDB chair and the chief local elected official signed the appropriate documents. For regional planning purposes, the chief local elected officials of all units of local government that make up the planning region must sign the regional plan to demonstrate that the request specific to the regional planning area is the consensus of all the units of local government involved.
- The name of the LWDBs are on the plan cover page.
- The plan submitted date as well as primary and secondary points of contact are on the cover page.
- The structure and numbering follow the plan instructions format.
- A table of contents with page numbers is included and each page of the plan is numbered.
- Text is typed, preferably in the fonts Arial or Calibri, with a font size of 11 or greater.
- The plan and all attachments are submitted in a searchable PDF format.<sup>2</sup>
- The plan is posted online for public comment and submitted in a format compliant with Section 508 of the Rehabilitation Act (29 U.S.C, Section 794) and is accessible to people with disabilities.<sup>3</sup>
- Responses to all questions are informative and concise. Questions should not be altered or rephrased and the numbering should follow the plan instructions format.
- The name of the LWDB, the page number and plan submission date are listed in the footer of the document.

## **ATTACHMENTS**

**Please provide a link to the local board's website showing the attachments described below or upload attachments in a searchable PDF file with the local and regional plan:**

- A. Executed interlocal agreement** that defines how parties carry out roles and responsibilities of the chief local elected officials (if the local area includes more than one unit of general local government in accordance with WIOA § 107(c) (1) (B).

**Link to [Interlocal agreement](#)**

- B. Executed agreement between the chief local elected official(s) and the LWDB.**

**Link to [One-Stop Operator MOU](#).**

- C. Evidence of designation of the fiscal agent by the chief local elected official(s), if other than the chief local elected official(s).**

**Link to [Bylaws](#)**

- D. **Current by-laws** established by the chief local elected official(s) to address criteria contained in 20 CFR 679.310(g) and [Administrative Policy 110 –Local Workforce Development Area and Board Governance](#).

[Link to Bylaws](#)

- E. **Current board member roster**, meeting minutes for the local plan agenda item, discussions about the plan, and the board's vote on the local plan.

[Link to Board Member roster](#)

- F. **Organizational chart** that outlines the organizational structure of the local area including the local workforce development board staff, one-stop operator, direct provider of workforce services, youth service provider and jointly managed FloridaCommerce staff. The organizational chart should identify specific roles defined in the Grantee-Sub grantee Agreement to include:

- (a) Regional Security Officer.
- (b) Chief Ethics Officer.
- (c) Custodian for purchased property and equipment.
- (d) Personnel Liaison.
- (e) Public Records Coordinator.
- (f) Equal Opportunity Officer.
- (g) Person who promotes opportunities for persons with disabilities.

[Link to SFWIB/CSSF Organization Chart](#)

- G. **Agreements describing how any single entity selected to operate in more than one of the following roles:** local fiscal agent, local board staff, one-stop operator, or direct provider of career services, will carry out its multiple responsibilities, including how it develops appropriate firewalls to guard against conflicts of interest. Also attach copies of any processes and procedures that clearly detail a) how functions are sufficiently separated; b) descriptions of the steps the local area has taken to mitigate risks that could lead to impropriety; c) firewalls (physical, technological, policies, etc.) created to ensure such risks are mitigated; and d) oversight and monitoring procedures.

[Link to CSF Board Approval agenda](#), [One-Stop Operator MOU link](#), [One-Stop Operator Policy/Procedures](#)

- H. **Executed Memoranda of Understanding** for all one-stop partners (Section III (b)(2) of the State of Florida WIOA Unified Plan).

[Link MOU's posted on website.](#)

- I. **Executed Infrastructure Funding Agreement** with all applicable WIOA required partners (Section III (b) (2) and Section IV (a) (1) (d) of the State of Florida WIOA Unified Plan).

[Link MOU's posted on website.](#)

- J. **Executed cooperative agreements** which define how all local service providers,

including additional providers, will carry out the requirements for integration of and access to all services available in the local one-stop delivery system. This includes cooperative agreements (as defined in WIOA section 107(d)(11)(B) between the LWDB or other local entities described in WIOA section 107(d)(11)(C) of the Rehabilitation Act of 1973 (29 U.S.C 721(a) (11) (B)) and the local office of a designated state agency or designated state unit administering programs carried out under Title I of such Act (29 U.S.C. 721(a) (11) with respect to efforts that enhance the provision of services to individuals with disabilities and to other individuals, such as cross-training staff, technical assistance, use and sharing of information, cooperative efforts with employers and other efforts of cooperation, collaboration and coordination.

## **Attachment J \_ Executed Cooperative Agreements (Workforce Contracts)**

- K. A description of the process used by the LWDB to obtain input and comment by representatives of business and labor organizations for the development of the plan. The LWDB must make information about the plan available to the public on a regular basis through electronic means and open meetings.**

Copies of the completed plan were made available for public review and comment through the CareerSource South Florida (CSSF) website. Invitations were sent to the community to participate in Community Forums. A special email address was established and provided to the community for comment submissions. In addition, CSSF utilized its partnerships with the local chambers of commerce to seek input from the local business community. CSSF also has an Industry and Education Consortium that is made up of members from the local chamber of commerce. Staff utilized this platform as well to gain additional information for the plan.

- L. Planning Region Agreements** between the participating LWDBs of the planning region and agreements between the planning region and regional partners to include cooperative service agreements, memoranda of understanding, regional policies, etc.

SFWIB/CSSF does not have any agreements, as SFWIB/CSSF is a single county region.

## **PLAN APPROVAL**

FloridaCommerce will review each local and regional plan for the requirements outlined in these guidelines using a plan review checklist that aligns with requirements outlined in these guidelines. If there are questions or concerns, FloridaCommerce will notify the contact(s) included in the plan.

FloridaCommerce will recommend complete and fully compliant local and regional plans to the state board for approval.

Where deficiencies exist or clarity is required, FloridaCommerce will notify the LWDB in writing that:

- There are deficiencies in workforce investment activities that have been identified through audits, and the local area has not made acceptable progress in implementing plans to address the deficiencies;
- The plan does not comply with applicable provisions of WIOA and the WIOA regulations, including the required consultations and public comment provisions, and the nondiscrimination requirements of 20 CFR Part 38; or



- The plan does not align with the state's WIOA combined plan, strategies and operations approved by the state board, core and combined state plan partners- including alignment of specific programs, additional goals described in Section II of the state's WIOA combined plan, state strategic and administrative policies, and negotiated performance indicators that support the state plan and workforce investment system in accordance with WIOA section 102(b)(1)(E), 20 CFR 676.105, and [Chapter 445.003, F.S.](#)

The plan, including plan modifications, will be considered to be approved upon written notice by FloridaCommerce advising of state board approval or at the end of the 90-day period beginning the day FloridaCommerce receives the plan, or plan modification, unless, in accordance with 20 CFR 679.570, any deficiencies referenced above are identified by FloridaCommerce in writing and remain unresolved.

Any questions regarding the submission, review and/or approval of plans should be submitted to FloridaCommerce at: [WIOA-LocalPlans@commerce.fl.gov](mailto:WIOA-LocalPlans@commerce.fl.gov).

## ORGANIZATIONAL STRUCTURE

The local plan must describe the organizational structure and delivery systems in place in the local area, including:

### (1) Chief Local Elected Official(s)

- (a) Identify and list the chief local elected official(s) by name, title, mailing address, phone number and email address.

Miami-Dade County Mayor, Daniella Levine Cava  
Office of the Mayor, Stephen P. Clark Center  
111 NW 1st Street, Miami, FL 33128  
(305) 375-5071; mayor@miamidade.gov

- (b) Describe how the chief local elected official(s) was involved in the development, review and approval of the local plan.

The South Florida Workforce Investment Board (SFWIB) staff is a part of the Administrative Services of Miami-Dade County, which report to the Honorable Mayor Daniella Levine Cava, the CEO for Workforce Development Area (WDA) 23. SFWIB staff in collaboration with Mayor Levine Cava's office developed the plan through multiple workgroup meetings and teleconferences.

Additionally, the SFWIB Executive Director met and discussed coordinated efforts with the CEO to review and approve the plan.

- (c) If the chief local elected official is a consortium, identify the members of the consortium and which member(s) has authority to sign on behalf of the consortium.

This is not applicable to CareerSource South Florida

## **(2) Local Workforce Development Board**

- (a)** Identify the chairperson of the LWDB by name, title, term of appointment, mailing address, phone number and email address. Identify the business entity and industry the chairperson represents.

Mr. Charles Gibson – Gibson Law Offices, P.A.  
SFWIB Chairperson  
Address: 7300 Corporate Center Drive Suite 500  
Miami, FL 33126  
Phone: (305) 929-1501  
Email: [SFWIB.Chairman@careersourcesfl.com](mailto:SFWIB.Chairman@careersourcesfl.com)

- (b)** If applicable, identify the vice-chairperson of the LWDB by name, title, term of appointment mailing address, phone number and email address. Identify the business or organization the vice-chairperson represents.

Mr. Juan-Carlos del Valle - J.C. Associates  
SFWIB Vice-Chair  
Address: 7300 Corporate Center Drive Suite 500  
Miami, FL 33126  
Phone: (305) 929-1901  
Email: [SFWIB.Chairman@careersourcesfl.com](mailto:SFWIB.Chairman@careersourcesfl.com)

- (c)** LWDB member roster which includes name, title, term of appointment mailing address, phone number and email address. Identify the business that the board member represents.

### [South Florida Workforce Investment Board Members](#)

- (d)** Describe how the LWDB members, including those described in Public Law 113-128 § 107(b) (2), were involved in the development, review, and approval of the local plan.

Members of the South Florida Workforce Investment Board (SFWIB) provided input and review of the local plan through its Executive Committee and Global Talent and Competitiveness Council in public meetings. The members' comments and responses have been integrated into the local plan.

Additionally, all SFWIB members, the area's economic development organizations, labor organizations, local education providers, core partners, and the general public were notified of their ability to access the plan to provide their responses.

- (e) Describe how the LWDB convened or obtained input from local workforce development system stakeholders including LWDB committee members, combined state plan partners, education, industry and representatives of disability populations and those with barriers to employment to assist in the development of the local plan.

The SFWIB/CSSF staff held meetings throughout WDA 23 with various business and community leaders, elected officials, and other key stakeholders to obtain feedback on how best to enhance workforce services. Additionally, SFWIB staff obtained input for the local plan by participating and/or utilizing the following methods:

- The Honorable Mayor Levine-Cava Education and Apprenticeship meetings
- The Greater Miami Chamber of Commerce Economic Summit, Goals Conference, Workforce & Education Committee; and HR Committee
- The Department of Juvenile Justice Circuit Advisory Boards (Circuit #11 & Circuit#12)
- Opportunity Miami (formerly One Community One Goal) Educational Forums
- The Miami-Dade Chamber of Commerce Business Summit
- Hosted SFWIB Business Roundtable & Community Forums.
- Electronic communications (i.e., email blasts, social media, etc.).

**(3) Local Grant Sub recipient** (local fiscal agent or administrative entity)

- (a) Provide the name of the entity selected to receive and disburse grant funds (local fiscal agent) if other than the chief local elected official. WIOA § 107(d)(12)(B)(1)(iii); 20 CFR 679.420 and 20 CFR 560(6)(14)

The South Florida Workforce Investment Board (SFWIB) dba CareerSource South Florida (SFWIB/CSSF) is the fiscal agent (entity) that receives and disburses grant funds. The SFWIB/CSSF is a governmental agency and instrumentality Miami-Dade County, eligible to exclude income under Section 115 of the U.S. Internal Revenue Code.

- (b) Provide the name of the entity selected to staff the LWDB (commonly referred to as the administrative entity) and assist the LWDB in carrying out its responsibilities as a board organized under WIOA (20 CFR 679.430).

The South Florida Workforce Investment Board (SFWIB) dba CareerSource South Florida (SFWIB/CSSF) is the administrative entity that assist in carrying out the administrative and programmatic responsibilities as a board organized under WIOA. The SFWIB/CSSF is a governmental agency and instrumentality of Miami-Dade County, eligible to exclude income under Section 115 of the U.S. Internal Revenue Code.

**(4) One-Stop Operator and One-Stop Career Centers**

- (a) Provide the name of the entity or entities selected through a competitive process to serve as the one-stop operator. Include the effective date and end date of the current agreement in place between the LWDB and the one-stop operator. (20 CFR 678.605)

The SFWIB submitted a competitive bid and was selected as the one-stop operator for LWDA 23. Attached is the current MOU with the Chief Elected Official.

- (b)** Describe the steps taken to ensure a competitive process for selection of the one-stop operator(s) (WIOA §121(d) (2) (A) and 20 CFR 678.605).

The SFWIB petitioned another workforce board to conduct a competitive process on behalf of the LWDA, which enabled the SFWIB to participate in the competitive process.

- (c)** If the LWDB serves as the one-stop operator, provide the last date the CareerSource Florida Board of Directors granted approval to the LWDB to serve in this capacity and provide the approved duration. ([Administrative Policy 093 – One-Stop Operator Procurement](#)).

On February 28, 2024, CareerSource Florida approved the SFWIB to serve as the one-stop operator effective March 1, 2024 until June 30, 2027.

- (d)** Describe the roles and responsibilities the LWDB has identified and assigned to the one-stop operator. (20 CFR 678.620)

The one-stop operator must coordinate service delivery of one-stop partners and providers at a career center. The SFWIB defines the roles and responsibilities, and these may vary between centers in a local area. Additional responsibilities the SFWIB may assign to the one-stop operator may include:

- Provide career services (except training).
- Provide some of the services within the center.
- Coordinate service providers within the center and across the one-stop system.
- Coordinate service delivery in a multi-center area, which may include affiliated sites.

- (e)** Provide the location (address) and type of each access point, indicating whether it is a comprehensive center<sup>4</sup>, affiliate site or specialized center, as described in [Administrative Policy 093 – One-Stop Delivery System and One-Stop Career Center Certification Requirements](#).

Career Centers are located at:

[Center | CareerSource South Florida \(careersourcesfl.com\)](#)

The North Miami Beach Center is the designated comprehensive one-stop center.

Access points are located at:

[Access Points | CareerSource South Florida \(careersourcesfl.com\)](#)

Youth Services are located at:

[In-School Youth | CareerSource South Florida \(careersourcesfl.com\)](#)

[Out-of-School Youth | CareerSource South Florida \(careersourcesfl.com\)](#)

Mobile Career Centers can be requested at:

[MobileRequestFormFILL \(careersourcesfl.com\)](#)

- (f) Identify the days and times when each access point is open to customers. Comprehensive career centers must be open to the public for walk-in service a minimum of eight hours per day during regular business days, Monday through Friday. ([Administrative Policy 093 – One-Stop Delivery System and One-Stop Career Center Certification Requirements](#))

Career Centers and access points are open Monday through Friday from 8am to 5pm except for holidays.

All SFWIB Youth Services centers are accessible Monday thru Friday from 8:00 am to 5:00 pm.

Mobile Units are available throughout Miami-Dade County and schedules and locations vary based upon community needs. Schedules are provided via the SFWIB/CSSF website.

- (g) For each access point, identify how the local area provides customers with access to each required (and any approved optional) one-stop career center partners' programs, services and activities (physical co-location, electronic methods, and/or referrals). ([Administrative Policy 093 – One-Stop Delivery System and One-Stop Career Center Certification Requirements](#))

Customers are provided access to the required one-stop career center partner's programs via a referral system. In lieu of having customers travel to another one-stop center partner to obtain information and comprehensive services, appropriately trained CareerSource center staff may also physically go to partnering agencies to provide comprehensive services as a way to meet the customers' needs.

- (h) Provide the required attestation that at least one comprehensive one-stop center in the local area meets the certification requirements contained therein. ([Administrative Policy 093 – One-Stop Delivery System and One-Stop Career Center Certification Requirements](#)).

The SFWIB has designated the North Miami Beach American Job Center as the region's comprehensive one-stop center. Located at 801 NE 167 Street, North Miami Beach, FL 33162, this center meets all the CareerSource Florida Administrative Policy 093 requirements for one-stop certification.

- (i) Describe any additional criteria (or higher levels of service coordination than required in [Administrative Policy 093 – One-Stop Delivery System and One-Stop Career Center Certification Requirements](#)) relating to service coordination achieved by the one-stop delivery system, to respond to education/training needs, labor market, economic, and demographic conditions and trends in the local area (WIOA §121(g)(3)).

In an effort to maximize the coordination of services, the SFWIB/CSSF developed a number of real-time online workforce enhancement (WE) performance management tools to evaluate the overall efficiency and effectiveness of service delivery. The following WE tools were developed to enhance service delivery: Balance Scorecard, Consumer Report Card, Incomplete Registrations Report, Job Order Report, and Referral to Placement Report, EFM Job Search Tool and the Soft Exit Application.



The key components these innovative tools provide are:

- (1) The ability to review the cost per placement,
- (2) Evaluates the number of direct placements versus contractual goals,
- (3) Evaluates the entered employment rates by programs (i.e., Wagner-Peyser, WIOA Adult, WIOA Dislocated Worker, TANF, Veteran, etc.),
- (4) The ability to evaluate how timely workforce professionals in the Career Centers match qualified job candidates with businesses seeking to hire, and
- (5) Allows the user to determine the level of consistency of how job seekers utilize the services available to them.
- (6) Evaluates the effectiveness of local training providers and training-related employment

The SFWIB/CSSF will continue to innovate and develop WE tools that will maximize service delivery.

## **(5) Provider of Workforce Services**

- (a) Provide the name of the entity or entities selected to provide workforce services (except training services) within the local one-stop delivery system. ([Administrative Policy 083-Direct Provider of Workforce Services](#))

The names of the entities selected to provide workforce services within WDA 23 are as follows:

1. Youth Co-Op, contract term - PY2022-2025
2. Arbor E&T LLC, contract term - PY2022-2025

- (b) Provide the effective date and end date that workforce services will be provided, as defined in the current executed agreement between the LWDB and the provider of workforce services.

All provider contracts are effective from July 1, 2024, to June 30, 2025.

- (c) Identify and describe which career services are provided by the selected one-stop operator, if any.

The One-Stop operator does not provide career services.

- (d) Identify and describe which career services are provided by the designated provider of workforce services (except training services).

The career services provided by the WDA 23 workforce services providers include, but may not be limited to, the following:

1. Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs.
2. Access to current workforce and Labor Market Information (LMI)

3. Information and referrals on specific programs and services available in the community.
4. Information and assistance regarding filing claims for Re-employment Assistance.
5. Development of an individual employment plan.
6. Group and/or individual counseling and mentoring.
7. Career planning (e.g. case management).
8. Short-term pre-vocational services (e.g., employability skills).
9. Out-of-area job search assistance.
10. Internships and work experience linked to careers.
11. Workforce preparation activities.
12. Financial literacy services.
13. English language acquisition and integrated education and training programs.
14. Provide follow-up services to participants to help ensure the individual obtains or retains unsubsidized employment.

- (e) If the LWDB serves as the provider of workforce services (except training services), provide the last date the CareerSource Florida Board of Directors granted approval to the LWDB to serve in this capacity and the approved duration.

The SFWIB/CSSF does not provide workforce services.

## **(6) Youth Service Provider**

- (a) Provide the name of the entity or entities selected to provide youth workforce investment activities (youth program services) and, if the entity was competitively procured, the term through which the entity is contracted to provide these services ([Administrative Policy 120 Youth Service Provider Selection](#)).

- Adult Mankind Organization, Inc. (AMO), contract term - PY2022-2025
- Cuban American National Council, Inc. (CNC), contract term - PY2022-2025
- Community Coalition, Inc., contract term - PY2022-2025
- Youth Co-op, Inc. (YCOOP), contract term - PY2022-202

- (b) Provide the effective date and end date that youth services will be provided, as defined in the current executed agreement between the LWDB and the provider of youth services.

All provider contracts are effective from July 1, 2024 to June 30, 2025.

- (c) Describe the steps taken to ensure a competitive process for the selection of the youth service provider(s) in the local area, if the LWDB does not provide these services.

The SFWIB/CSSF conducts its competitive procurement process as required by WIOA, Section 123, and the criteria established in the CareerSource Florida Administrative Policy 120 - Youth Service Provider Selection. This process is administered through a Request for Proposal (RFP) via sealed bid. Agencies capable of providing youth services are solicited

and selected in the same manner used to procure one-stop operators or workforce service providers.

The RFP process includes rules to ensure fair and objective decision-making when awarding grant funds to successful respondents. These rules comply with all applicable federal, state, and local laws, regulations, policies, and procedures.

Notice of the RFP is sent to entities on the SFWIB/CSSF Bidders List, which includes local non-profit and for-profit entities interested in conducting business with the SFWIB/CSSF. The list is updated when new entities request to be added. Additionally, information regarding the RFP is legally noticed, such as being published in local newspapers like the Miami Herald. All RFP-related materials are also posted on the CareerSource South Florida (CSSF) website.

The RFP typically includes sections on the timetable, cone of silence, Offerors' conference, services solicited, available funding, contract terms, public review forum, submission guidelines, and the evaluation and appeals process.

Following the release of the RFP, an Offerors' conference is held to provide prospective bidders their sole opportunity to request clarification, and communicate questions and/or concerns regarding the RFP programmatic specifications from the SFWIB/CSSF staff. All questions and answers from the Offerors' conference are posted on the CSSF website.

All respondents to the RFP and SFWIB staff are subject to the "Cone of Silence." This policy applies to solicitations and prohibits ex parte communications regarding the RFP between a respondent and (1) an SFWIB staff member, (2) SFWIB members, or (3) members of the selection committee.

Upon receipt of proposal packages, the proposal components (e.g., technical narrative, performance, budget, cost allocation/indirect cost proposal, organizational capabilities) are rated by a selection committee. Due diligence is performed by the SFWIB Office of Continuous Improvement (OCI) staff.

All respondent proposal submissions are encoded to ensure that SFWIB staff members reviewing the components do not know nor have access to the identity of the respondents. The identity of a respondent is only made public at the Public Review Forum.

The scores of each bidder-agency are announced at the Public Review Forum. Respondent-agencies must pass the due diligence component and score above the traditional 80-point threshold to be recommended by the SFWIB staff to the Board for approval to negotiate a contract.

Entities not recommended to the Board for a contract to deliver the solicited services receive a letter from the SFWIB/CSSF Executive Director, notifying them of their appeal rights under the SFWIB/CSSF Service Provider Appeal Rules. The appeal rules outline the issues subject to and not subject to appeal and are attached to the accompanying appeal letter.

**[Attachment\\_E\\_Procurement Service Partners Procedures](#)**

**[Attachment\\_F\\_Service Provider Appeal Rules](#)**

- (d)** Describe the roles and responsibilities the LWDB has identified and assigned to the youth service provider.

The service provider shall offer services to both in-school and Out-of-School Youth ("youth") that include activities designed to encourage the completion of secondary education and preparation for post-secondary education and/or employment. Service providers ensure that youth achieve education and employment goals based on their Individual Service Strategy. These goals may include, but are not limited to:

- Measurable skills gains
- Credential attainments
- Employment and/or training placement

- (e)** Describe any additional criteria<sup>5</sup> the LWDB has established to ensure providers are best positioned to deliver required youth program elements resulting in strong outcomes for youth participants are used, if applicable.

The SFWIB/CSSF utilizes a Request for Proposal (RFP) to ensure open competition and maximize the procurement of youth provider's best positioned to deliver the required program elements. The RFP process includes criteria requiring respondents to submit a 10-page maximum Organizational Experience and Capabilities document, as well as a letter of commitment and Memorandum of Understanding (MOU) from each supporting partner.

In addition to these requirements, youth RFP respondents must also address the following:

- a. **Organizational Background and Capacity:** Describe the organization's background, capacity, and qualifications that demonstrate its ability to effectively serve the target population and provide the required programmatic components.
- b. **Experience with Youth Programs:** Detail the organizations past experience in operating and serving in-school and/or out-of-school youth, providing industry-specific activities, and experience with youth workforce development programming, especially with low-income and other target populations identified in the RFP.
- c. **Proposed Program Design:** Outline the organization's proposed program design. Multiple designs may be submitted if services are to be provided to both ISY and OSY. Clearly state the service categories proposed, the number of youth to be served, and the target population.
- d. **Service Locations:** Describe the locations where services will be delivered, including the rationale for choosing these locations and how the targeted youth population will access them. If multiple locations are proposed, detail the services offered at each and confirm whether the facilities are handicap accessible and barrier-free.
- e. **Qualifications of Key Staff:** Provide qualifications of key administrative and direct service staff. Include a Staff Qualifications form with names and resumes of key program staff, an organizational chart, and a narrative depicting the positions required for the proposed program design. If additional staff will be hired, include job descriptions for those positions.

- f. Letters of Support: Submit letters of support, no more than two pages in length, describing the timeframe and nature of the partnership and how it will enhance the proposed program.
- g. References: Provide at least three references for similar services provided during the past two years, demonstrating the respondent's track record for the proposed services. Include a reference chart with funding source(s), organization name, contact person, title, contact number(s), service description, performance requirements, and a report on the respondent's performance. Proposals without at least one relevant reference may be eliminated. Proposals may also be eliminated if the SFWIB/CSSF is unable to verify the information or contact references.

All references will be checked to verify the information submitted in the proposals.

- (f)** Identify and describe the youth program element(s) provided by each provider.

Each of the WDA 23 Youth Services Providers deliver the following 14 elements:

1. Tutoring, Study Skills Training, and Instruction: Academic/educational enhancement skills and dropout prevention.
2. Alternative Secondary School Services
3. Paid and Unpaid Work Experience
4. Occupational Skills Training
5. Education Offered Concurrently with Workforce Preparation and Training
6. Leadership Development Opportunities
7. Support Services
8. Adult Mentoring
9. Follow-up Services
10. Comprehensive Guidance and Counseling Services
11. Financial Literacy Education
12. Entrepreneurial Skills Training
13. Services that Provide Labor Market Information
14. Postsecondary Preparation and Transition Activities

A full description of the program elements provided by each youth service provider is detailed in the CSSF WIOA Youth 14 Elements Service Delivery Plan, captured under Description of Strategies and Program Services (4) Youth Workforce Investment Activities (b).

## **(7) Career Center Staff**

- (a)** List the position title and number of positions that are considered as local county or municipality employees.

Career Center staff are not local county or municipal employees.



## ANALYSIS OF NEED AND AVAILABLE RESOURCES

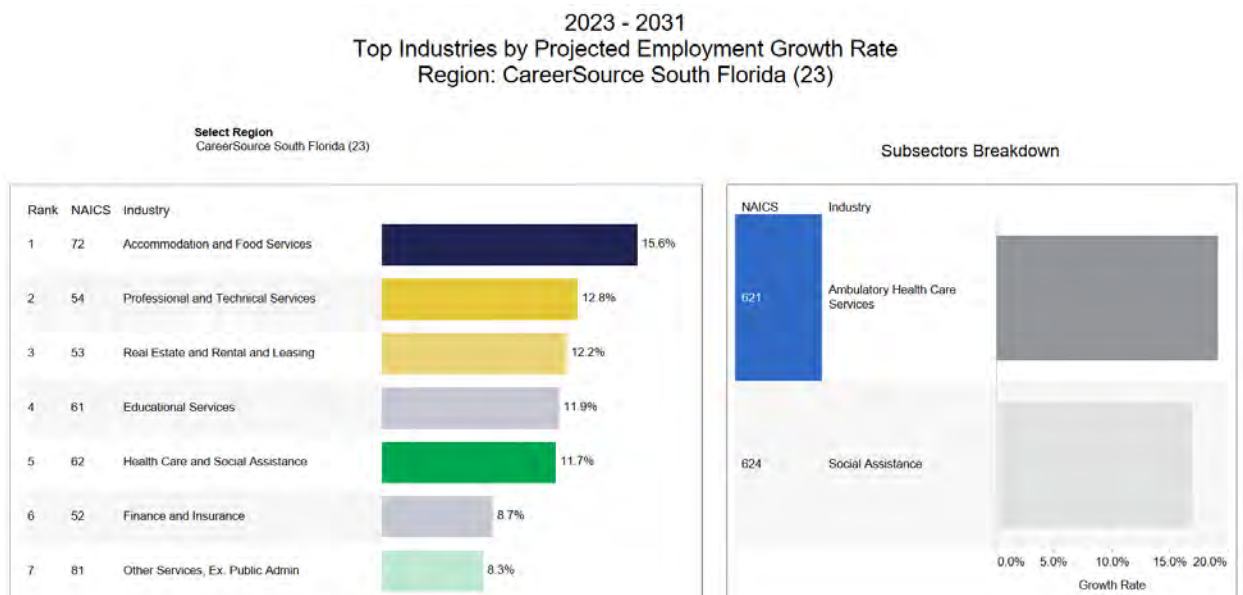
The local plan must describe strategic planning elements, including:

(1) A regional analysis of:

(a) Economic conditions including existing and emerging in-demand industry sectors and occupations (20 CFR 679.560(a)(1)(i)); and

Miami-Dade County exhibits a robust and diversified economy with strong growth in healthcare, retail trade, accommodation and food services. Emerging sectors such as information technology and construction are poised to drive future economic expansion. The labor market reflects significant opportunities across various occupations, with healthcare and IT showing particularly strong demand. The county's economic health is supported by a combination of stable existing industries and rapidly growing emerging sectors, making it a dynamic environment for job seekers and businesses alike.

The Florida Commerce Employment Projections 2023 – 2031 Top Industries Employment Growth Rate Report for Region LWDB 23 CareerSource South Florida, six major industry groups that project significant growth over the next seven years. These major industry groups are directly targeted under the Opportunity Miami (formerly One Community, One Goal) strategy as a primary industry or as a first level sub-industry.



Additional Data for Miami Dade County including data referenced above are listed here: [Fastest Growing Industries - FloridaJobs.org](https://www.floridajobs.org/fastest-growing-industries)

This regional analysis summary focusing on the economic conditions, including existing and emerging in-demand industry sectors and occupations are listed below for Miami Dade County:

### Existing In-Demand Industry Sectors

1. Healthcare and Social Assistance (NAICS 62)
  - a. This sector represents a significant portion of employment in Miami-Dade County, showing steady growth from 2023 to 2031.
  - b. The healthcare and social assistance sector anticipates a high number of job openings due to both sector growth and the need for replacements.
2. \*\*Retail Trade (NAICS 44-45)\*\*
  - a. Retail trade is consistently one of the largest employers in the county.
  - b. Moderate growth is projected for this sector, with substantial job openings primarily resulting from turnover.
1. \*\*Accommodation and Food Services (NAICS 72)\*\*
  - c. This sector is a major driver of employment due to Miami's vibrant tourism industry.
  - d. There is strong demand for roles within accommodation and food services, particularly in food services and lodging.
2. \*\*Professional, Scientific, and Technical Services (NAICS 54)\*\*
  - e. There is high demand for skilled professionals in various technical and scientific fields within this sector.
  - f. The sector significantly contributes to the economic output and shows positive growth trends.

### **Emerging In-Demand Industry Sectors**

1. Information Technology (NAICS 51)
  - a. This is a rapidly growing sector with increasing demand for IT professionals.
  - b. Growth in this sector is driven by technological advancements and increased digital transformation initiatives.
2. Construction (NAICS 23)
  - a. Strong growth is anticipated due to ongoing infrastructure projects and real estate development.
  - b. There is a high demand for skilled labor in various construction trades.
3. Transportation and Warehousing (NAICS 48-49)
  - a. Growth in this sector is fueled by increased e-commerce and logistics needs.
  - b. There is demand for roles ranging from logistics coordinators to warehouse operatives.

### **Existing In-Demand Occupations**

1. Registered Nurses (SOC 29-1141)
  - a. Consistent demand for registered nurses is driven by the healthcare sector.
  - b. There are significant job openings due to both growth and replacements.
2. Retail Salespersons (SOC 41-2031)
  - c. This high-turnover occupation sees numerous job openings annually.
  - d. Retail salespersons are essential for the retail trade sector.
3. Customer Service Representatives (SOC 43-4051)

- e. These representatives are in demand across various industries, particularly in finance and retail.
- f. Steady employment growth is projected for this occupation.

### Emerging In-Demand Occupations

1. Software Developers and Analysts (SOC 15-1256)
  - a. This high-growth occupation is driven by the IT sector.
  - b. There is a significant increase in demand as digital solutions become more integral to business operations.
2. Medical and Health Services Managers (SOC 11-9111)
  - a. Growing demand for these managers is seen within the expanding healthcare sector.
  - b. They are critical for managing healthcare facilities and services.
3. Construction Laborers (SOC 47-2061)
  - a. Increased demand for construction laborers is due to growth in the construction industry.
  - b. Numerous job openings are anticipated due to ongoing development projects.

**(b)** The employment needs of employers in existing and emerging in-demand industry sectors and occupations<sup>5</sup> (20 CFR 679.560(a) (1) (ii)).

Based on the 2024 Miami-Dade Education and Workforce Development Survey conducted by the Greater Miami Chamber of Commerce, several key insights were identified regarding employers' needs in existing and emerging in-demand occupations in Miami-Dade:

1. **Healthcare and Medical Services:** There is a growing demand for healthcare professionals, particularly in nursing, specialized medical technicians, and allied health roles. The aging population and ongoing healthcare needs drive this demand.
2. **Technology and IT:** Employers are increasingly seeking skilled workers in cybersecurity, data analysis, software development, and IT support. The rapid pace of technological advancement and the need for digital transformation across industries contribute to this trend.
3. **Construction and Skilled Trades:** There is a notable demand for skilled tradespeople, including electricians, plumbers, carpenters, and HVAC technicians. The ongoing construction boom in Miami-Dade, driven by both residential and commercial projects, fuels this need.
4. **Finance and Accounting:** Financial services continue to be a robust sector with demand for accountants, financial analysts, and compliance officers. The presence of major financial institutions and the growth of fintech companies highlight the need for these professionals.
5. **Hospitality and Tourism:** With Miami being a major tourist destination, there is a continuous need for workers in the hospitality sector, including hotel

management, culinary arts, and customer service roles.

6. **Education and Training:** There is a need for qualified educators and trainers, especially in specialized areas such as STEM (Science, Technology, Engineering, and Mathematics) to support the development of a skilled workforce for the future.

These insights suggest that workforce development initiatives in Miami-Dade should focus on training and education programs that align with these high-demand sectors, providing the necessary skills and certifications to meet employer needs and support the region's economic growth.

The full survey results from the Greater Miami Chamber of Commerce can be accessed here ([Miami Chamber](#))

- (2) An analysis of the knowledge and skills, including credentials and licenses, needed to meet the employment needs of the employers in the local area, including employment needs in in-demand industry sectors and occupations (WIOA § 108(b)(1)(B) and 20 CFR 679.560(a)(2)).

According to the “Employer Perspectives on Education and Workforce Development” study conducted by FIU and GMCC, Miami-Dade County faces three primary workforce challenges:

1. Recruitment and retention of quality talent.
2. Employers' inability to offer competitive salaries.
3. Low rating of skilled and quality talent with soft skills training.

Employers report that the talent pool in Miami-Dade lacks the necessary soft skills and diverse skill set to meet their needs. Skilled and qualified talent are leaving companies, relocating, or exiting the workforce due to factors such as the cost of living, childcare, and lack of competitive salaries. Only one in six employers feels fully prepared to handle the changing scope of Miami-Dade's workforce.

### Key Sectors in Miami-Dade County's Economy

Miami-Dade's economy is characterized by strong and diverse growth across several key sectors, including:

- Healthcare
- Technology
- Construction
- Finance
- Hospitality
- Education

Each sector requires a unique set of skills, credentials, and continuous learning to meet the evolving demands of the market. Employers seek a workforce that is not only technically skilled but also adaptable, innovative, and capable of continuous learning. Certifications, state licenses, and relevant degrees are essential to meet these demands effectively. The rapid growth in sectors like IT and healthcare administration underscores the need for advanced and specialized training programs to prepare the local workforce for these high-demand roles.

SFWIB/CSSF is concentrating on these areas to build a robust, skilled, and adaptable workforce that meets the current and future needs of key industries. Strategies include:

- Increasing occupation and soft skills training programs.
- Expanding approved training programs, including registered apprenticeships.
- Collaborating with local educational institutions, community-based organizations, and industry organizations to develop customized training programs and earn-and-learn opportunities for job seekers across the region.

For more detailed insights, refer to the full survey results from the [Greater Miami Chamber of Commerce and the Miami Ed Tech Works Gap Analysis](#).

- (3) An analysis of the workforce in the regional area, including current labor force employment and unemployment data, information on labor market trends, the educational and skill levels of the workforce, including individuals with barriers to employment and current skill gaps (WIOA § 108(b)(1)(C) and 20 CFR 679.560(a)(3)).

According to FL Labor Market Statistics, Quarterly Census of Employment and Wages Program, the following table outline the unemployment and employment rate for the region and the current educational and skill s level for the regional workforce:

<b>Area Labor Force, Employment and Unemployment Data Table</b>					
The table below shows the monthly not seasonally adjusted Labor Force, Employment and Unemployment data for Miami-Dade County, FL in May 2024.					
<b>Area</b>	<b>Civilian Labor Force</b>	<b># of Employed</b>	<b># of Unemployed</b>	<b>Unemployment Rate</b>	<b>Preliminary</b>
Miami-Dade County	1,405,006	1,373,558	31,448	2.2%	Yes
Miami-Fort Lauderdale-West Palm Beach, FL Metropolitan Statistical Area	3,276,044	3,190,569	85,475	2.6%	Yes
Florida	11,005,132	10,680,422	324,710	3.0%	Yes
United States	167,576,000	161,341,000	6,235,000	3.7%	No

<b>Education Level of Available Candidates Table</b>			
The table below shows the educational attainment of potential candidates in the workforce system that are looking for jobs in Miami-Dade County, FL on July 9, 2024.			
<b>Rank</b>	<b>Education Level</b>	<b>Potential Candidates</b>	<b>% of Potential Candidates</b>
1	No Minimum Education Requirement	0	N/A



2	Less than High School	2,558	3.40%
3	High School Diploma or Equivalent	33,340	44.25%
4	1 Year of College or a Technical or Vocational School	3,387	4.50%
5	2 Years of College or a Technical or Vocational School	2,483	3.30%
6	3 Years of College or a Technical or Vocational School	1,687	2.24%
7	Some College	1	0.00%
8	Vocational School Certificate	4,276	5.68%
9	Associate's Degree	6,265	8.32%
10	Bachelor's Degree	15,139	20.10%
11	Master's Degree	4,864	6.46%
12	Doctorate Degree	701	0.93%
13	Specialized Degree (e.g. MD, DDS)	614	0.82%
14	Not Specified	24	0.03%

Although CSSF employment rate is lower than the state's rate, there is still a focus in leveraging strategic initiatives to address skills gaps affecting regional economic development. 44% of Miami Dade residents have a High School Diploma and 20% have a Bachelor's degree. CSSF plans to partner with educational institutions, local employers, and community based organization to address skills gaps and expand access to educational and occupational trainings to fill the skills gaps. This includes:

- Partnering with organizations like CAEL on the Prior Learning Assessment Initiative to use job seekers existing work experience as credit toward obtaining a credential
- Working with employers like Miami Ed Tech to expand apprenticeships and occupational trainings in emerging industries like to tech. This allows job seekers to obtain higher paying opportunities and advanced skills training
- Continuing to partner with chambers of commerce to connect CSSF to employers to offer incumbent worker and on the job training opportunities to upskill existing workforce to increase income opportunity.

- (4)** An analysis of the workforce development activities, including education and training, in the local area. This analysis must include the strengths and weaknesses of workforce development activities and the capacity to provide workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers (WIOA § 108(b)(1)(D) and (20 CFR 679.560(a)(4)).

Miami-Dade County, a vibrant economic hub, faces distinct challenges in its efforts to nurture a skilled and adaptable workforce. According to a recent study conducted by FIU and GMCC, employers in the region encounter several critical issues that shape the landscape of workforce development.

The foremost challenge highlighted is the recruitment and retention of quality talent. Employers express frustration over the perceived lack of essential soft skills and

diverse skill sets among job applicants. This gap often forces skilled professionals to seek opportunities elsewhere, driven by factors such as the high cost of living and insufficient salary competitiveness within the local market.

Amidst these challenges, Miami-Dade County's economy demonstrates resilience across multiple key sectors including healthcare, technology, construction, finance, hospitality, and education. Each sector presents unique demands for specialized skills, certifications, and a commitment to continuous learning to meet evolving market needs.

Strengths in Miami-Dade's workforce development initiatives include targeted sector-specific training programs aimed at enhancing both technical competencies and soft skills. Collaborative efforts with local educational institutions, community organizations, and industry stakeholders bolster the development of customized training initiatives tailored to meet the specific demands of employers.

Despite these strengths, weaknesses persist. There remains a significant skills mismatch, where the skills taught in educational programs often do not align with the immediate needs of employers. Moreover, retention challenges exacerbated by the inability of many employers to offer competitive salaries continue to impact workforce stability.

Miami-Dade County's capacity to address education and skill needs is bolstered by its proactive strategies. These include expanding registered apprenticeships to provide valuable earn-and-learn opportunities and increasing the availability of specialized training programs in high-demand sectors like IT and healthcare.

While Miami-Dade County shows promising economic growth and robust efforts in workforce development, ongoing challenges such as skills mismatches and retention issues must be addressed. By fostering continued collaboration between industry leaders, educational institutions, and community partners, CSSF can further enhance its capacity to cultivate a resilient and highly skilled workforce prepared to meet the dynamic demands of the future.

## LOCAL WORKFORCE DEVELOPMENT BOARD STRATEGIC VISION AND GOALS

Local plans describe how LWDBs implement strategies that help Floridians secure good jobs, while providing employers with the skilled workers needed to compete in the global economy. Local strategies must prioritize employment, emphasize education and training, and ensure LWDBs are responsive to Florida employers' demand for qualified workforce talent.

- (1) Describe the LWDB's strategic vision to support regional economic growth and economic self-sufficiency. This must include goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), and goals relating to the performance accountability measures based on primary indicators of performance described in WIOA § 116(b) (2) (A) and (20 CFR 679.560(a) (5)).

CareerSource South Florida (CSSF) has crafted a strategic vision to foster regional economic growth and promote economic self-sufficiency. This vision encompasses six primary goals, each

supported by specific strategies and initiatives to drive regional economic growth and self-sufficiency.

### **1. Building a Demand-Driven System with Employer Engagement**

- CSSF prioritizes active engagement with employers to align the workforce system with their needs.
- Regular site visits, round table discussions, and technical assistance for business service representatives ensure continuous employer feedback.
- CSSF aims to close the skills gap through work-based learning programs, including apprenticeships, internships, work experience, customized training, and paid work experiences.
- To foster entrepreneurship, CSSF partners with incubators and organizations like the Small Business Administration and Community Ventures, offering business and career mentoring to aspiring entrepreneurs.

### **2. Strengthening the One-Stop Delivery System and Increasing Integrated Service Delivery**

- CSSF focuses on developing integrated business service teams and maximizing the use of the Employ Florida Marketplace among workforce system partners.
- Enhancing customer service and promoting the use of technology and automation in service delivery are key strategies.
- Strengthening partnerships with WIOA core partners through regular meetings and improved collaboration ensures a cohesive and integrated service delivery system.

### **3. Improving Services for Individuals with Barriers**

- CSSF is committed to developing specific programs and initiatives tailored to individuals facing employment barriers, such as battered women, the homeless, and individuals with disabilities.
- By expanding partnerships with specialized agencies like Light House for the Blind, mental health agencies, and community organizations, CSSF provides comprehensive support to these populations, ensuring better employment outcomes and compliance with WIOA Section 188.

### **4. Dedicated Commitment to Youth Participation**

- CSSF places a strong emphasis on youth engagement through career exploration and pathways programs.
- Focusing on youth pre-apprenticeship programs, particularly in industries like aviation, and establishing partnerships with organizations like Junior Achievement promotes entrepreneurial skills training for youth.
- Improving service delivery and outcomes for youth involves developing and implementing performance tracking tools, such as youth balance scorecards.

### **5. Achieving High ROI through Continuous Improvement**

- CSSF seeks to enhance its performance system by centralizing job bank functions and improving credential outcomes for job seekers.
- Providing regular technical assistance to service providers ensures they meet high-performance standards.

- Utilizing labor market information for policy development, CSSF aligns training and on-the-job training contracts with industry needs, maximizing return on investment.

## 6. Exercising Strong Workforce System Leadership

- CSSF aims to be a national leader in an ROI-focused enterprise by strengthening workforce system accountability and maximizing collaborative partnerships.
- Enhancing board leadership through learning opportunities and conducting regular surveys and assessments to improve board participation are key components of this goal.

CSSF's strategic vision is designed to build a demand-driven workforce system that actively engages employers, strengthens the one-stop delivery system, and improves services for individuals with barriers to employment. Through continuous improvement and strong leadership, CSSF aims to enhance economic growth and self-sufficiency in the region. By focusing on these strategic goals and performance measures, CSSF strives to create a dynamic and inclusive workforce that meets the needs of both jobseekers and employers, contributing to the overall economic prosperity of the community.

- (2) Taking into account the analyses described in (1) through (4) in **Section B. Analysis of Need and Available Resources** above, describe the local area's strategy to work with entities that carry out the core programs and combined state plan partner programs to align resources available to the local area, to achieve the strategic vision and goals described in number (1) above (20 CFR 679.560(a) (6)).

The SFWIB/CSSF will build on its successful partnerships with all core program partners, including Vocational Rehabilitation, Blind Services, and Adult Education, to align resources in achieving the board's goals. This will be done by developing and executing Memorandums of Understanding (MOUs) that include strategies for sharing customers, services, and costs in the implementation of the strategic plan. Regular meetings with the leadership of the core programs ensure ongoing discussions about strategies to support each program in attaining WIOA performance indicators.

The SFWIB/CSSF also designs and develops new training programs with Adult Technical Education Centers to address industry needs for key occupations. A prime example is the Miami-Dade Automotive Registered Apprenticeship Program, developed for Adult-Ed students enrolled at D.A. Dorsey Technical College. This initiative was created to build a talent pipeline in the Automotive Service Industry. The 450-hour program is a collaboration between Miami-Dade County Public Schools, CareerSource South Florida, and the Florida Department of Education.

These programs and other initiatives directly align with the SFWIB/CSSF Strategic Operational Plan:

- **Goal 1:** Build a Demand-Driven System with Employer Engagement
- **Goal 4:** Dedicated Commitment to Youth Participation
- **Goal 5:** High ROI through Continuous Improvement

- (3) Describe the LWDB's strategies to work with core and combined partners to contribute to the following statewide goals:

**(a) Increase local labor force participation.**

According to the "Employer Perspectives on Education and Workforce Development" study by the Greater Miami Chamber of Commerce and FIU, the top three elements impacting labor force participation in the State of Florida are the lack of affordable housing, high cost of childcare, and lack of new opportunities.

CSSF is collaborating with local chambers of commerce, training vendors, the Department of Career & Adult Education (DCAE), and local employers to assess workforce needs, develop skilled training programs tailored to those needs, and provide direct support to employers to fill hiring needs. CSSF is leveraging federal funds to support job seekers with childcare funding and partnering with agencies like the Early Learning Coalition to expand access to affordable childcare. CSSF continues to provide employers with resources and information on employer tax credit opportunities, such as the Employer-Provided Childcare Credit for those who offer or supplement childcare for employees. These partnerships help expand available resources and opportunities to increase local labor force participation.

CSSF works with agencies like the Office of Housing Advocacy under Miami-Dade County's Community Action, Lotus House, Camillus, and other housing development organizations to raise awareness and expand access to affordable housing in the region. CSSF provides emergency rental assistance to eligible participants, alleviating housing barriers and supporting career success for increased income opportunities.

CSSF is committed to expanding its partnerships with local agencies to develop innovative initiatives and strategies that address employer and labor force needs throughout the region.

**(b) Ensure local jobseekers and employees aged 25-70 have a credential of value.**

CSSF collaborates with educational institutions to develop and promote credential programs aligned with industry needs. Short-term certification programs, stackable credentials, and opportunities for upskilling and reskilling are offered to ensure jobseekers and employees aged 25-70 obtain credentials of value. Employer partnerships are essential in identifying in-demand skills and developing on-the-job training and apprenticeship programs. CSSF partners with employers to support their workforce in obtaining relevant credentials through wage reimbursement for earn-and-learn opportunities and occupational skills training funding.

Additionally, CSSF secures funding from federal, state, and local sources to provide scholarships and financial aid, assisting jobseekers in navigating available financial resources like Pell Grants and WIOA funding. CSSF supports employers in adding credentials and certifications to the Master Credential List developed by CareerSource Florida, expanding awareness of available in-demand credentials. CSSF continues to prioritize customer choice, providing resources and transparency in available occupational training for obtaining in-demand credentials.

**(c) Median wages greater to or equal to 75% of the median hourly wage in Florida.**

To achieve median wages equal to or greater than 75% of the median hourly wage in Florida, CSSF focuses on high-growth, high-wage industries such as healthcare, information



technology, advanced manufacturing, and renewable energy. Sector partnerships are developed to address skill gaps and ensure training programs are aligned with industry standards. Clear career pathways leading to high-wage occupations, including opportunities for advancement and continued education, are established.

CSSF promotes career ladder programs within local businesses to encourage internal promotions and wage growth. By utilizing labor market data, CSSF identifies high-wage job opportunities and informs jobseekers and employers about competitive wage standards. Wage negotiation workshops and resources are provided to empower jobseekers to secure higher-paying positions.

**(d)** Increase the second quarter after exit employment rate by 10% for each of the following populations:

a. Individuals 55 years and older

CSSF continues to partner with agencies like AARP and the Division of Senior Services under Miami-Dade County's Community Action and Human Services Department (CAHSD) to support long-term employment for individuals 55 and older. CSSF will utilize automated tools, such as the Common Measures Tool, to quickly identify employment gaps for this demographic and provide rapid reemployment services during follow-up. This targeted monitoring approach minimizes employment gaps and cultivates long-term employment.

b. Youth

To increase the youth second quarter after exit employment rate by 10%, CSSF youth programs have developed an employment development strategy that establishes an employer infrastructure, giving employers access to a pool of talented older youth based on their education, skills, and experience. This strategy also creates opportunities such as paid internships, pre-apprenticeships, and apprenticeships. These opportunities increase the employment rate by providing entry-level career pathways while meeting the needs of employers.

c. Individuals receiving SNAP and TANF benefits

Individuals receiving SNAP and TANF benefits, CSSF coordinates with Department of Children and Family services, other community based, and government agencies to provide support to public assistance recipients for their employment goals. This includes

1. Leveraging special projects funds to provide additional training and supportive services to SNAP & TANF recipients
2. Co enrolling 75% of SNAP & TANF recipients in to WIOA funded career and training programs
3. Developing universal application and referral process with local agencies to streamline service delivery, provide quicker access to

services, and minimize disruption in shared services between agencies

d. Individuals without a high school diploma or speakers of other languages

CareerSource South Florida (CSSF) partners with the Miami Dade County Library system, and local adult literacy programs to provide access to free and low cost ESOL for speakers of other languages. CSSF leverages federal funding and partnerships with agencies receiving Title IV funding to provide additional services for jobseekers without a high school diploma and other language speakers.

e. Individuals with disabilities

For individuals with disabilities, CSSF works with Vocational Rehabilitation, Division of Blind Services, Key Club, and similar community agencies to provide career and training services to individuals with disabilities. CSSF continues to expand on its existing community partnerships to provide additional supportive services necessary to ensure the success of individuals with a disability.

Additional strategies include:

1. Specialized Career Fair for individuals with disabilities and employers hiring these individuals
2. Expanding access of earn and learn opportunities and trainings
3. Expanding on partnerships to provide additional resources, services and supports to ensure the career success of individuals with disabilities
4. Providing resources to employers to increase hiring awareness and tools needed to onboard and support employees with disabilities.

**(e)** Increase total newly registered apprentices annually.

CSSF collaborates with educational institutions like Miami Dade College and the Miami Dade Public School System, training vendors such as CBT Institution, and employers like AME Power and Bean Automotive to create more apprenticeship opportunities. Through targeted outreach to employers in high-demand industries, CSSF promotes the benefits of apprenticeship programs and offers technical assistance for developing and registering these programs.

To incentivize employers, CSSF provides financial incentives such as tax credits and wage subsidies, leveraging federal and state funding to support the expansion of apprenticeships. Public awareness campaigns are launched to highlight the value of apprenticeships for both employers and jobseekers. Additionally, partnerships are established with local schools and community organizations to promote apprenticeship opportunities, ensuring widespread awareness and participation.

**(f) Increase registered apprenticeship programs.**

CSSF actively collaborates with industry associations to identify skills gaps and develop industry-specific apprenticeship programs. These associations are encouraged to act as intermediaries in registering apprenticeship programs. To simplify the registration process, CSSF provides streamlined paperwork and support services, along with workshops and informational sessions to guide employers through each step.

To demonstrate the effectiveness of apprenticeship programs and encourage their replication, CSSF showcases success stories of existing programs. Case studies and testimonials are developed and shared with potential apprenticeship sponsors, highlighting the benefits and impact of these programs.

**(g) Increase registered pre-apprenticeship programs.**

To increase the number of registered pre-apprenticeship programs, CSSF youth programs will develop comprehensive pre-apprenticeship pathways that provide foundational skills and hands-on experience. These pathways will be designed to seamlessly transition participants into advanced training programs, such as registered apprenticeships. By aligning pre-apprenticeship curricula with industry standards and employer needs, CSSF ensures that participants are well-prepared to succeed in their subsequent apprenticeship training.

CSSF will collaborate with local businesses, educational institutions, and industry associations to create a robust support system, offering mentorship, career counseling, and job placement services to facilitate smooth transitions and long-term career success for participants.

**(h) Increase percentage of 12<sup>th</sup> grade secondary career and technical education enrollment.**

CSSF youth programs have established partnerships with the local school district (MDCPS) post-secondary career and technical education department through affiliating agreements. These agreements provide access to career and technical educational programs for hard-to-serve older youth.

This partnership enables the creation of a strategic outreach and recruitment plan aimed at increasing the percentage of 12th-grade secondary career and technical education enrollments.

**(i) Build talent pipeline for targeted new and emerging industries of focus by assisting individuals to earn credentials that directly support the sector.**

CSSF collaborates closely with industry leaders to identify emerging trends and skill requirements aimed at building a robust talent pipeline for targeted new and emerging industries. Customized training programs and curricula are developed to meet the specific needs of these industries, focusing on credentialing programs relevant to sectors such as cybersecurity, renewable energy, and advanced manufacturing.

Partnerships with certification bodies are forged to offer recognized credentials and certifications that enhance workforce readiness. CSSF implements talent development initiatives including internships, co-op programs, and work-based learning opportunities within emerging industries. To foster continuous learning and professional development,

CSSF supports workshops, seminars, and online courses tailored to industry demands.

Furthermore, CSSF collaborates with local chambers of commerce as business intermediaries to expand apprenticeships, create employment opportunities, and assess skills and credential needs for employers. These strategies leverage partnerships with core and combined partners to effectively address the diverse needs of the local workforce, support economic growth, and align with statewide goals for workforce development.

## DESCRIPTION OF STRATEGIES AND PROGRAM SERVICES

The local plan must address how the LWDB coordinates service delivery with core programs of the Division of Vocational Rehabilitation, the Division of Blind Services and the Division of Career and Adult Education, as well as core and combined state plan partners (described in Introduction Section C, above) including, but not limited to TANF, SNAP Employment and Training (E&T), JVSG, SCSEP, CSBG programs authorized under the state's unemployment insurance laws (referred to as Reemployment Assistance in Florida), programs authorized under section 212 of the Second Chance Act of 2007, and Housing and Urban Development, where available.

**(1) Workforce Development System Description:** Describe the local workforce development system, including:

**(a)** All the programs included in the system; and

The SFWIB/CSSF is a quasi-governmental agency of Miami-Dade County, eligible to exclude income under Section 115 of the U.S. Internal Revenue Code. The SFWIB/CSSF, Workforce Development Area (WDA) 23, is one of 24 workforce boards in the State of Florida and comprises the geographical area of Miami-Dade County. The board is composed of representatives of local private business, educational institutions, economic development agencies, labor organizations, community based organizations, state agencies, and other individuals deemed appropriate who are responsible for shaping the local workforce development system in accordance with federal and state law. The board conducts its business in accord with federal and state laws, the Inter-local Agreement creating the SFWIB/CSSF, the By-Laws of SFWIB/CSSF for WDA 23 of the State of Florida, the By-Laws of SFWIB/CSSF and its approved policies.

The SFWIB/CSSF provides core programs and services through a network of contracted one-stop operators and partners under a Memoranda of Understanding. The SFWIB/CSSF begins all activities with the needs of WDA 23 businesses in mind with a focus on the future, results, and adding value. The SFWIB/CSSF one-stop service providers are selected via a competitive Request for Proposal (RFP) process. The process involves a set of rules to safeguard fair and objective decision-making when awarding grant funds to a winning respondent.

The following section details the various aspects of the WDA 23 CareerSource center system and how it aligns with the board's demand-driven approach to workforce development. The CareerSource centers/American Job Centers (AJC) provides the following core program services and resources to all residents and businesses in Miami-Dade County:

- Eligibility determination
- Orientation to the information and other services available

- Labor exchange services
- Provision of information on in-demand industry sectors and occupations
- Initial assessment of literacy, skill levels / gaps and supportive service needs
- Outreach and intake
- Recruitment and business services on behalf of employers
- Referrals to and coordination of activities with other one-stop partners
- Provision of performance information and program cost information on eligible providers of training services
- Provision of all information in formats usable by and understandable by CSPBC customers
- Provision of information and assistance regarding filing claims for reemployment assistance benefits
- Assistance in applying for WIOA and other federal and state financial aid assistance for training and education programs
- Development of an individual employment plan to identify and achieve employment goals
- Workshops
- Career planning and exploration
- Referrals to job postings and placement assistance
- Internships and work experiences that are linked to careers
- Support Services
- Follow-up services

(b) How the LWDB supports the strategy identified in the state plan under 20 CFR 676.105 and [Chapter 445.003, F.S.](#)..

### **Streamlining Services**

In coordination with the One Stop Operator and American Job Center staff, CareerSource South Florida uses a human-centered approach to process improvement for the coordination of employment and training programs. This approach aims to consolidate the locally managed delivery systems for all American Job Centers. Quarterly regional taskforce teams meet to review and discuss strategies to improve service delivery and monitor the efficiency of service coordination.

### **Empowering individuals**

CareerSource South Florida continues to prioritize customer choice for training services. LWDB 23 will continue to prioritize streamlining training vendor application and approval process, conduct reoccurring training vendor sessions, and encourage local AJC's to prioritize referral of new Training Vendors and programs for local approval. This effort will expand access and exposure for customers when selecting their preferred training program. AJC staff will continue to use assessments and resources to provide customers with the information needed to make an informed decision regarding their training choice. Approved Training Vendors and programs will continue to be monitored annually to provide both AJC staff and customers with transparent information on each vendor and their program success. The prioritization of customer choice through information sharing will continue to be a focal point for CareerSource South Florida.

**Universal access**—CareerSource South Florida currently has 7 access points, 7 AJCs including a comprehensive one stop, and 4 mobile units. CSSF monitors the effectiveness of required partners in the comprehensive one stop and provides resources to sustain and improve access to services through these locations across the region. CareerSource South Florida continues to focus on expanding access to services including providing on site services at local community based organizations, employment sites, and educational institutions. CSSF will continue to strengthen the one stop delivery system through improvement, strategic



sustainability and expansion ensuring all Miami Dade county residents have access to employment services.

**Increased accountability**—CareerSource South Florida continues to innovate performance and monitoring tracking through automating performance tools. This innovative tools include the Automate Monitoring Tool, Automated Balance Scorecards, and Automated Common Measures Tool. This ensures that performance is reviewed in real time allowing and CSSF is able to follow up needed for increased accountability

**Local board and private sector leadership**—SFWIB/CSSF prioritizes strategic planning, policy development, and oversight of the local workforce system in Miami Dade County by providing support, development, and oversight for AJC Center Directors and establishing leadership of the One Stop Operator to manage the operational details of the one-stop delivery system centers.

**Local flexibility and integration**— SFWIB/CSSF continues to leverage the available flexibility to continue to innovate organizational operations through policy development, unification of enrollment and intake processes with local agencies and nonprofit organizations.

- (c) How the LWDB works with entities carrying out core and combined programs and other workforce development programs, including programs of study authorized under [The Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#) (20 U.S.C. 2301 et seq.) to support service alignment (WIOA § 108(b)(2) and 20 CFR 679.560(b)(1)).

The Strengthening Career and Technical Education for the 21st Century Act promotes the development of career and technical skills among students in secondary and postsecondary education. The SFWIB/SFWIB/CSSF and the Miami-Dade County Public Schools (M-DCPS) have formed a specialized, collaborative partnership to deliver 12 Miami-Dade Youth Pre-Apprenticeship Career and Technical Training programs in four of their schools. The program is designed to help fill the employment gap, and expose students to trades such as Bricklayer, Carpentry, Heating and Air-conditioning Installer Servicer, Drywall Finisher/Painter, Electrician, Elevator Constructor, Insulation Worker, Operating Engineer, Pipefitter (Construction), Plumber, and Sheet Metal Worker.

The Miami-Dade Youth Pre-Apprenticeship Career and Technical Training is a 23-month program that targets Workforce Innovation and Opportunity Act eligible M-DCPS 11th and 12th grade students. The first year, the 11th graders complete 150 classroom-training hours. The second year, 12th graders complete an additional 150 classroom-training hours in one of the pre-apprenticeship programs. Students participating in the program are provided with a network of resources that provide a unique pathway into employment.

## **(2) Adult and Dislocated Worker Employment and Training Activities:**

- (a) Provide a description and assessment of the type and availability of adult and dislocated worker employment and training activities in the local area (WIOA §108(b)(7) and 20 CFR 679.560(6)).

The SFWIB/SFWIB/CSSF provides the following adult and dislocated worker employment and training activities through its career services delivery system, which include basic, individualized and follow-up services, without regard to sequence. Eligible participants are enrolled in Workforce Innovation and Opportunity Act (WIOA) to help increase the opportunities that may be available for training and/or employment.

These WIOA career services include, but are not limited to:

1. **Labor exchange services:** This service provides jobseekers with job search and placement assistance, and in appropriate cases, career counseling, which includes information on in-demand industry sectors and occupations.
2. **Current Labor Market Information (LMI):** Jobseekers are provided the most current LMI available in an easy to understand and readily accessible format. The information includes job vacancy listings, job skill requirements necessary to obtain the job, information relating to local opportunities and earnings, and opportunities for advancement in such occupations.
3. **Information and referrals on specific programs and services available in the community:** Referrals are made to and activities are coordinated with other programs and services including other service or resource partners and vendors, to provide ancillary services within the one-stop delivery system and in appropriate cases, other workforce development programs; referrals shall be done through the Universal Referral Form.
4. **Information and assistance regarding filing RA:**
  - a) **On-Site Support:** Providing assistance at American Job Centers through staff who are well-trained in Unemployment Compensation (UC) claims filing and knowledgeable about the rights and responsibilities of claimants.
  - (b) **Remote Support:** Offering assistance via phone or other technology through trained staff, ensuring support is provided within a reasonable timeframe.

This assistance must be available to all jobseekers visiting American Job Centers, especially those identified as having barriers to filing a claim, such as individuals with limited English proficiency or disabilities.
5. **Performance, Cost Information:** Information about performance accountability measures and any additional performance information relating to the center's delivery system is provided in usable and understandable formats and languages.
6. **Supportive service information:** This service provides referrals to resources available through SFWIB/CSSF and/or the community to help reduce and/or eliminate barriers to employment. These services include transportation, child care, dependent care, housing and needs-related payments that are necessary to enable an individual to participate in authorized activities.
7. **Comprehensive Assessment:** Each jobseeker who is eligible for services shall receive comprehensive and specialized assessments of their skill levels and service needs, which include diagnostic testing and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals. This process is intended to assist participants in identifying strengths, transferable skills, interests, work values, and priorities.
8. **Individual Employment Plan:** An individualized employment plan will be developed to identify the employment goals, achievement objectives, and appropriate combination of services or steps for the participant to achieve employment goals. The employment plan includes information on eligible training services providers and career pathways to attain career objectives.
9. **Prevocational Services (Employability Skills):** Short-term prevocational services include assisting the participant in developing any the following: learning skills,

communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct, to prepare individuals for unsubsidized employment or training opportunities.

10. **Out-of-area Job Search:** This service provides jobseekers with out-of-area job search and relocation assistance.
11. **Internship/Work Experience:** An internship is when a participant works in an organization, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification. Internship opportunities are coordinated within the private for profit sector, non-profit sector, or public sectors. Regardless of the sector chosen, labor standards will apply in any work experience setting where there is an employee/employer relationship, as defined by Fair Labor Standards Act.
12. **Workforce Preparation:** This service includes activities, programs, or services designed to help an individual acquire a combination of basic academic, critical thinking, digital literacy, self-management skills, and competencies in utilizing resources, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, training or employment.
13. **PWE:** This is career preparation for participants at a worksite. It is designed to expose participants to careers and jobs, help participants develop pre-employment and work maturity skills and build occupation knowledge and technical skills by doing real work.
14. **Financial Literacy Services:** This service provides participants with information pertaining to creating household budgets, initiating savings plans, and making informed financial decisions about education, retirement, home ownership, wealth building, and other savings goals.
15. **English Language Acquisition:** If it is determined that the jobseeker needs the interpretive services to utilize the resources of the SFWIB/SFWIB/CSSF then an appropriate referral shall be made. The services will be provided in accordance with the SFWIB's Limited English Proficiency Policy.
16. **Support Services:** These services are coordinated and provided for jobseekers dependent upon the availability of funds and is authorized when: (1) a need has been identified; (2) the program participant complies with all program requirements; (3) the participant will not be successful without this service(s); and (4) no other funding is available to pay for such services. The provision of support services is managed in a cost efficient manner. Referrals for support services are made to community agencies when the funds are not available. These services are subject to funding availability in accordance with the SFWIB/SFWIB/CSSF established policies and procedures. Referrals are made through the Workforce Management System (WFMS). Supportive services may include, but are not limited to, transportation assistance, training materials or other SFWIB/SFWIB/CSSF approved items.
17. **Occupational Training:** Individual Training Accounts (ITA) established on behalf of a participant are used to purchase training services from eligible providers
18. **Incumbent Worker Training (IWT)** is provided to an employer's current staff to improve workforce quality through enhanced skills attainment, productivity and competitiveness. The employer may be reimbursed a percentage of the total training costs for workers that successfully complete training (as set forth in the SFWIBIWT Policy).

19. **Customized Training (CT)** is designed to meet special requirements of an employer(s) that is conditioned on a commitment from the employer(s) to employ, or continue to employ an individual. Upon successful completion of the training, the employer pays a percentage of the training costs (SFWIB CT Policy).
20. **On-the-Job (OJT)** provides an opportunity for participants to learn necessary job skills through paid full-time employment (as set forth in the SFWIB OJT Technical Assistance Manual)
21. **Paid Work Experience (PWE)** is another form of work-based training authorized by the WIOA. Paid work experience jobs are subsidized, time-limited transitional work experiences in the public, private or nonprofit sectors, for individuals with barriers to employment who are chronically unemployed or have an inconsistent work history, which are combined with comprehensive career and supportive services.
22. **Registered Apprenticeship (RA)** is an employer-driven, “learn while you earn” model that combines OJT with job-related instruction in curricula tied to the attainment of industry-recognized skills standards.

**(b)** Provide a description of local policies and procedures for individualized career and training services in the Adult program to give priority to veterans, recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient. 20 CFR 679.560(b)(21)

- The following policies and procedures provide insight on CareerSource South Florida focus on prioritizing special population groups including veterans, recipients of public assistants, low income individuals, and individuals who are basic skills deficient:
  - [SFWIB/CSSF Policy # 100-23 - Work Based Training \(WBT\)](#)
  - [SFWIB/CSSF Policy # 800-1.1 –SFWIB Individual Training Account \(ITA\) Policy](#)
  - [Disabilities Policy 061517](#)
  - [SFWIB/CSSF Procedure #3 – Workforce Innovation Opportunity Act \(WIOA\) Priority of Service](#)
  - [SFWIB/CSSF Procedure #5 – Workforce Innovation and Opportunity Act \(WIOA\) Procedure Transmittal](#)

**(3) Training Services:** Describe how training services outlined in WIOA section 134 are provided, including:

The SFWIB/CSSF approach to ensuring training is provided to individuals who meet the eligibility requirements as prescribed in WIOA section 134, is linked to its Strategic Goals Operational Plan. The plan acts as the board’s guide that outlines the actions (strategies and initiatives) required to successfully meet its current and future goals.

Providers of training services interested in delivering training to workforce participants must participate in the application process. In order to become an eligible training provider and added to the Eligible Training Provider List (ETPL) for WDA 23, entities must first be approved and licensed by the Florida Department of Education (FDOE), Commission for Independent Education (CIE), and any applicable accrediting body.

Once the state approval process has been completed, the prospective training provider (applicant) must satisfy the board’s review standards. The initial eligibility review process includes a due

diligence component that requires the prospective applicant to be in business for a **minimum** of two years prior to application submittal, report student/participants' data for each approved program to the Florida Education & Training Placement Information Program (FETPIP), and submit verifiable program performance data. Prospective training providers must meet the board's performance standards as part of the review process and prior to being taken before the board for approval. Upon successful completion of the WDA 23 review process, the training provider and programs are taken before the board for approval to be added to the ETPL.

Training provider programs on the WDA 23 ETPL are reviewed annually for performance by the board's Office of Continuous Improvement (OCI) as part of the subsequent eligibility process.

Training providers who agree to accept an ITA from the board to train a participant are required to meet a minimum of three of the following four performance measures relevant to each training program offered. Two of the three performance measures must be the Training Related Placement and Postsecondary Credential Attainment Rate standard. The Training Related Placement performance measure is required and must be met in order for the program to remain on the list of approved program offerings or to be presented to the board to be added to the approved ETPL. The table below outlines the performance measure requirements.

<b>Performance Measure</b>	<b>Performance Standard</b>
Completion Rate	75%
Placement After Training	75%
Training-Related Placement	75%
Postsecondary Credential Attainment Rate	75%
<b>Economic Benefit Per Placement</b>	<b>Quadrant Benchmark</b>
Low Growth / Low Wage	\$31,798
High Growth / Low Wage	\$25,803
Low Growth / High Wage	\$61,886
High Growth / High Wage	\$63,233

All occupational training programs listed on the board's approved ETPL, including training delivered online, must be linked to occupational and program codes and titles as listed on the WDA 23 current Targeted Occupations List (TOL). The board offers various training options, such as in-person/on campus and online, as approved by the Florida Department of Education and any applicable accrediting body for public and private post-secondary education entities.

Only the theory portion of a program's courses are allowed to be delivered online. Clinical, practicum and externship experiences must be provided in person, unless otherwise approved by the Florida Department of Education's Commission for Independent Education (CIE), the applicable accrediting body, and/or the CSSF Executive Director.

Training providers must provide documented proof of all approved online program offerings and any exceptions to the theory only requirement to the Board in writing. The documentation provided for the program must be approved by the Board prior to being added to the training providers list of program offerings.

The board contracts with a varied list of public and private training providers, including providers of non-traditional training services and registered apprenticeship programs, to offer training services. Training providers are reviewed annually by the board's OCI to ensure performance



standards are met. Provider of training services whose program(s) does not meet the minimum performance standards are removed from their list of approved offerings. Programs that are removed from the list may only return to the approved list after being resubmitted for program review and board approval, at a minimum, one year after the initial date of removal.

The board also utilizes non-ITA training as a way meet the specific needs of the industry and participants. Non-ITA training programs include, but are not limited to, the following:

- Occupational / Vocational Skills Training
- Adult Education and Literacy Training combined with Vocation / Occupational Training
- Employed and Incumbent Worker Training
- Customized Training
- On-the-Job Training
- Registered Apprenticeship
- Pre-Apprenticeship
- Transitional Jobs
- Work Experiences and Internships

All training offered must be for occupations that are in-demand in the area and listed on the WDA 23 TOL, including work-based trainings.

- (a) A description of the process and criteria for issuing ITAs, including a description of any ITA limitations established by the LWDB and a description of any exceptions to the use of ITAs.

An Individual Training Accounts (ITA) is issued only for training occupations listed on the WDA 23 Targeted Occupation List (TOL). Workforce Innovation and Opportunity Act (WIOA) funds may only be expended on training through an ITA that is listed on the TOL at the time the training occurs. The training must be delivered by a board approved provider of training services listed on the WDA 23 Eligible Training Provider List (ETPL). An individual seeking to receive an ITA for training must meet the eligibility criteria for WIOA Adult, Dislocated, and/or Youth in order to be enrolled in training services.

Participants who request and qualify for an ITA are required to apply for the Federal Pell Grant (Pell Grant) and other forms of direct financial assistance prior to enrolling in training by completing the Free Application for Federal Student Aid (FAFSA). Documentation evidencing the participant applied for the Pell Grant must be obtained by the training provider and a copy must be provided to the service provider and maintained in the participant's file. Training may be provided to a participant who otherwise meets eligibility for ITA funding while the individual's Pell Grant application is pending.

Upon enrollment in training, if the Pell Grant and/or other grant funding is approved **before** training begins and the award amount pays for the same and/or covers the full costs of the training program, the participant and the training provider must have an arrangement in place to reimburse the SFWIB/CSSF for the cost paid prior to the award.

The Expected Family Contribution (EFC) number and the Pell Grant award amount must be provided to the participant's career counselor at the time of enrollment.

In cases where the Pell Grant award changes from the amount stipulated in the original award letter, the previously approved ITA amount paid by the SFWIB/CSSF cannot be adjusted.

If the participant receives the Pell Grant and/or other grant funding **after** the training begins, the training provider must reimburse the SFWIB/CSSF the ITA funds used to underwrite the training for the amount covered by the Pell Grant, including any education fees the training provider charges to attend the training. The reimbursement cannot include any portion of the Pell Grant award disbursed to the participant for education-related expenses (e.g., tuition and fees). Student loans are not included in the category of "other sources of training grants".

In the case where the Pell Grant award is in excess of the ITA voucher amount paid when the participant enrolled in training, the training provider must reimburse the SFWIB/CSSF the difference within 10 days of the occurrence. The reimbursement amount must include education fees the training provider charges to attend the training. Reimbursement is not required from the portion of Pell Grant disbursed to the participant for education-related expenses.

Participants who elect to attend a training program and are not eligible for a Pell Grant, may be required to obtain grant assistance from other financial sources to cover the cost of the program in which they wish to enroll if the ITA and the Pell Grant award amounts does not cover

Training delivered through an ITA is capped at \$12,500 as per the CareerSource South Florida ITA Policy. The total amount of funding allowable through an ITA is based on the full cost of the training program. The full cost of the training include: tuition, books, academic fees, educational testing and certification administered by the training provider, equipment, and tools required by the educational institution for the training program. Fines and penalties, i.e., late finance charges and interest fee payments, are not allowed.

The ITA amount for each occupational training is based on whether the occupation is identified in one of the four/quadrant categories. The maximum ITA amounts are divided into the four/quadrant categories and are identified as follows:

1. High Growth/High Wage – up to and including \$12,500.
2. Low Growth/High Wage – up to and including \$9,375.
3. High Growth/Low Wage – up to and including \$6,250.
4. Low Growth/Low Wage – up to and including \$3,125.

The formula used to determine an occupation's quadrant category is based on the State's Labor Market Information (LMI) data for the fastest growing occupations within WDA 23 by the growth and salary rates. Annually, the average growth and average salary rates are determined for the identified occupations, sorted by the growth rate and average salary, and placed in the appropriate category.

The payment amount for each ITA training program is based on a flat rate of the total cost of

the training program and the applicable quadrant category maximum. A training program that is less than the maximum of the program's applicable quadrant category, cannot exceed the program's total cost. The amount paid for any ITA training program cannot exceed the maximum applicable quadrant category, nor the \$12,500 ITA cap.

A voucher is used as the payment mechanism for ITA programs. A voucher, covering up to and including 45 percent of the maximum approved ITA amount, is issued to the participant to provide as payment to the training provider for the training program in which the individual is enrolled. Upon completion of 50 percent of the training program, a voucher is issued covering up to and including 45 percent of the training program's cost. A 10 percent hold back is applied to the maximum ITA amount for all programs.

Once the participant has been placed in unsubsidized, training related employment within six months from the date of successful program completion, a voucher is issued for the remaining 10 percent of the maximum ITA amount. Payment of the remaining 10 percent is contingent upon the training provider's submission of documentation evidencing the participant's attendance records and successful placement in unsubsidized, training related employment.

Training providers forfeit the 10 percent hold back of the maximum ITA amount if a participant does not obtain unsubsidized, training related employment within six months of successfully completing a training program and are required to reimburse the Board the entire maximum ITA amount paid.

All ITA training vouchers for payment are required to be issued within the same program year in which the service(s) was rendered.

Individual Training Accounts may only be used to cover the cost of **up to and including** one year of the specified length of a training program. For example, the board will pay for one year of a two-year Associate of Science Degree program. This is a lifetime limit.

Additionally, training providers must meet the board's minimum performance standards.

### ***Exceptions***

The ITA is used as the primary mechanism to deliver training services to CSSF participants.

The only exception from the one-year limitation of a two-year training program are for programs with occupations identified in one of the Board's seven targeted industries and registered apprenticeships. These programs are exempt.

In addition, if the participant's training cost is fully covered by other funding sources (e.g., Federal Pell Grants, scholarships, etc.), up to and including \$2,000 of the approved maximum ITA amount may be issued to the participant via a voucher to offset the costs of books, certification examination/testing fees, etc., for up to and including one year of the specified length of the training program. The \$2,000 is included within the approved maximum ITA amount.

### ***Limitations***

CareerSource South Florida implemented limitations for the ITA with exemptions only for programs identified by the Board in one of the seven targeted industries. Career advisors and participants must follow the guidelines detailed below:

- Only one training program per participant may be paid through an ITA. Participants are limited to one lifetime ITA.
- Participants must enroll in school full-time and, at a minimum, half-time as defined by the training provider and CSSF.
- An ITA may only be used for courses specifically required for the program of study.
- The board will pay only once for each required course for an approved training program. The participant is responsible for the cost of any course that has to be retaken, as the board does not pay for courses to be retaken. The one-time payment limitation is also applicable to remedial courses.
- The board will only pay once for the cost of each required certification or license examination. Any subsequent costs to retake an examination(s) will be the sole responsibility of the participant if the individual does not pass the initial exam.
- All training providers are required to conduct training in the English language. This requirement ensures that participants are well prepared and trained in the same language in which they will be tested and are able to comprehend programs for occupations where licensing and certification examinations are only offered in the English language.
- Associate of Arts (A.A.) and Bachelor degree programs are not covered by the Individual Training Account, unless as specified in the SFWIB/CSSF ITA Policy under Section IX, Duration of Training for Individual Training Accounts: Exception.
- ITA funds may not be used to pay for Microsoft Office Suite (MOS) training; or other training programs that integrate 30 percent or more of MOS training as part of a program's course offerings.

### **Attachment\_G\_\_Individual Training Account Policy**

- (b)** If contracts for training services are used, how the use of such contracts are coordinated with the use of ITAs.

Upon successful completion of the application process and board approval, the SFWIB/CSSF contracts with both private and public sector training providers and education institutions to provide training services through an Individual Training Account (ITA). Contracts are used to specify the training expectations, desired results, policies and procedures, and the applicable performance goals for the contracted period. In addition, training provider contracts outline the approved training program(s), tuition and applicable fees, program time-frame, training location(s), maximum ITA amount, and other pertinent details.

The board also utilizes contracts to include providers of non-traditional training services and registered apprenticeship programs to provide a more expansive training offering.

The types of contracted training services include, but are not limited to, the following:

- Registered Apprenticeship and Pre-Apprenticeship
- On-the-Job Training (OJT)
- Employed Worker Training (EWT)
- Customized Training (CT)

- Paid Work Experience (PWE)
- Internships

Additionally, the board may fund registered apprenticeship training through an ITA, customized training, OJT, and/or IWT

Similarly, employers/businesses interested in apprenticeship, OJT, and other work based trainings are also required to contract with the SFWIB/CSSF.

All occupational training must prepare participants for in-demand occupations that are listed on the WDA 23 Targeted Occupations List (TOL). The programs are included in a legal matrix that is a part of the contract's attachment. The legal matrix includes all programs, cost, maximum ITA amounts, and other pertinent training program related details.

- (c)** How the LWDB will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided (WIOA §108(b)(19) and 20 CFR 679.560(18)).

CareerSource center associates are trained to provide an array of services to job seekers with the desired outcome of employment. The pathway to employment for each job seeker may vary depending upon an individual's unique circumstances/barriers, ensuring choices exist for each job seeker. In many instances, the job seeker may be confused or uncertain as to how to search for employment, complete an employment application, or understand the employment/training opportunities that are available to them.

CareerSource center associates are available to assist all job seekers regarding career counseling, assessments (skills/interest), labor market information, referrals to appropriate employers with job openings, and training opportunities.

All job seekers receive a basic service prior to being determined in need of individualized services. Prior to enrolling in training, participants must complete the assessment process, which includes testing and the development of an individual career plan. Upon completion of the eligibility and assessment process, the participant and CareerSource center associate work in tandem to identify the training field and educational provider most appropriate to meet the needs of the individual.

The participant is provided with the training providers' performance and other pertinent data, such as placement rates and earnings related to the desired training program, to ensure the individual has the information needed to make an informed choice when choosing among the various training programs and providers.

One of the tools used to provide information to participants regarding training providers or educational institutions is the Consumer Report Card (CRC). The CRC is a tool that is based on the SFWIB/CSSF list of eligible training providers' program performance and cost details. The data is displayed by school and program and includes the following:

- Completions
- Placements
- Training Expenditures (i.e., average cost per participant, total completion and placement expenditures)



- Economic Benefit
- Net Economic Benefit per Placement
- Value Added per Placement

The information included in the CRC is not only helpful but is necessary in order for the participant to have a better understanding of the options available when choosing a post-secondary occupational training program and provider.

The board validates program performance and cost data collected in the CRC from training entities on the WDA 23 Eligible Training Provider List (ETPL) via the board's proprietary Reconciliation Tool. The board requires training providers and One-Stop/Career Center partners to use the Reconciliation Tool to reconcile all training activities no later than the 15<sup>th</sup> of each month.

Failure on the part of either the training provider and/or One-Stop/Career Center partner to reconcile any training activity will result in the training program's enrollment and referral privileges being revoked. Privileges cannot be restored until the system has been reconciled by both parties (training provider and One-Stop/Career Center partner).

The participant's acceptance into training is subject to the prerequisites of the training provider or educational institution.

- (d)** How the LWDB ensures training provided is linked to in-demand industry sectors or occupations in the local area, or in another area to which a participant is willing to relocate (WIOA §134(c)(3)(G)(iii)). Include strategic or other policies that align training initiatives and Individual Training Accounts (ITAs) to sector strategies and demand occupations (WIOA §134(d) (1) (A) (ix) (II) (aa)).

CareerSource South Florida utilizes a three-pronged process to ensure that training provided to area participants are linked to in-demand industry sectors and/or occupations.

The first step is based on the state's Demand Occupations List for Workforce Development Area (WDA) 23. This list is further developed in consultation with local business and industry representatives, using the Labor Market Estimating Conference generated Demand Occupations Lists, as well as other resources, such as Supply/Demand lists.

CareerSource South Florida's Occupational Supply/Demand Policy stipulates that occupations on the WDA 23 Targeted Occupations List (TOL) are reviewed initially upon receipt and at least once annually thereafter to determine the short and long-term supply/demand and annual percentage growth. An occupation falling below the WDA 23 supply/demand or growth targets is placed in a training moratorium for one year. If an occupation only fails one or two of the above-listed criteria, it is placed on probation (watch) status. Occupations on probation status are re-evaluated again after a period of six month.

The second is based on the seven targeted industries. The Occupational Supply/Demand Policy is not applicable to occupations linked to the WDA 23 targeted industries; therefore, are exempt from the policy's requirements. CareerSource South Florida adopted the seven targeted industries identified by the local economic development organization for the area, Opportunity Miami (formerly One Community One Goal). The following are the WDA 23 targeted industries.

1. Aviation

2. Creative Design
3. Hospitality & Tourism
4. Technology
5. Banking & Finance
6. Life Science & Healthcare
7. Trade & Logistic

The third is based on the Master Credentials List. By adding this step to the process, helps ensure industry demands are being met and the needs of all individuals in the area are included, particularly those who might otherwise be excluded or overlooked. The overall process of identifying both non-degree and degree credentials of value will further assist the area in the development of the talent necessary to drive and sustain economic growth.

**(e) How the LWDB incorporates/includes work-based training activities in the local area's service delivery model.**

The SFWIB/CSSF incorporates/includes work-based training activities by focusing on the skill sets identified by the employer. Through a partnership of the educational institutions the SFWIB/CSSF is able to develop opportunities that meet the needs of the employer and bridge the skill gaps of the participants. To help bridge the skills gap, the SFWIB/CSSF offers on-the-job training (OJT) directly to the employer, or by partnering with an educational institution to provide apprenticeships, with OJT as a component to offer training and employment.

The SFWIB/CSSF offers registered and pre-apprenticeship programs by partnering with various partners. Once such partnership is with Miami Dade College. The SFWIB/CSSF through Miami Dade College initiated the following apprenticeship programs:

- Teacher Assistant,
- Automotive Services Technician
- Automotive Technician Specialist
- Help Desk Technician
- Custom Brokers
- Operations Management
- Transportation and Logistics Specialist (CB)
- Aircraft Structure, Surfaces, Rigging, and Systems Assemblers

Work Experience (WE), Incumbent Worker Training (IWT) and Customized Training (CT) are also made available to employers in meeting identified skill gaps.

**(4) Youth Workforce Investment Activities:** Provide a description and assessment of the type and availability of youth workforce investment activities (services) in the local area, including activities for youth who are individuals with disabilities. The description and assessment must:

**(a) Identify successful models of such youth workforce investment activities (WIOA §108(b)(9) and 20 CFR 679.560(b)(8)).**

The SFWIB/CSSF has developed youth workforce investment activities with models that are designed specifically for youth with disabilities, including but are not limited to:

- Internships
- Pre-Apprenticeships
- Apprenticeships

The activities include specialized recruitment and accommodations for youth with disabilities as follows:

- Recruitment/Matching Skills
- Actively seek employers that prioritize individuals with disabilities
- Provide established incentives for hiring individuals with disabilities
- Match and develop the skill sets with the requirements of the employer.
- Identifying recent graduates or individuals with disabilities in an effort to build a pipeline of talent for youth with disabilities

Accommodations:

- Establish required accommodations at the location(s) for participants.
- Establish which accommodations are currently available for participants with the employer(s).

- (b) Include the local area's design framework for the local youth program and how the 14 program elements required in 20 CFR 681.460 are made available within that framework (WIOA § 129(c)(1)).

The SFWIB/CSSF understands the value of the 14 program elements and emphasizes their importance with the board's contracted youth service providers. Through partnerships with qualified organizations and agencies whose missions align with the SFWIB/CSSF, each youth service provider is required to submit a "WIOA 14 Program Elements Delivery Plan." This plan details how each of the 14 program elements will be delivered throughout the program year (PY). The plan is reviewed and updated annually to reflect any verbal or written agreements. While it is recognized that each youth participant may not require all 14 program elements, each youth service provider must ensure that access to these elements is readily available if needed.

The following program structure is based on the delivery plans.

- 1. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies:** In-School Youth (ISY) enrolled in the program have an opportunity to participate in tutoring, absentee mitigation and basic skills training. Out-of-School Youth (OSY) may attend GED prep classes and/or obtain their high school diploma through various community partners. One of the most successful partners in assisting OSY is Miami-Dade College. Youth participants have shown great success rates, using both in-person and virtual services, in attaining their GED or High School Diploma with the assistance of Miami Dade College. Career advisors also work closely with adult education centers and GED instructors to successfully assist youth to attain their goal. Tutoring and mentoring is provided through either in-house GED tutors or instructors, in-person or online.

**2. Alternative secondary school services, or dropout recovery services;** The SFWIB/CSSF contracted service providers have identified alternative schools, such as the American Worldwide Academy and Stellar Leadership Academy, to help provide a model for alternative secondary and drop-out recovery services. Although the activities are under the purview of adult education (Adult Ed) programs administered by external organizations, youth service providers have developed strong ties at the frontline service level by having their Adult Ed staff create outreach materials to promote Adult Ed/GED classes throughout WDA 23.

**3. Paid or Unpaid work experiences;** each participating youth must have a work experience with an academic and occupational education component included; and a training work plan that includes summer and other employment opportunities available throughout the school year. These opportunities can range from part-time, temporary summer employment to full-time career opportunities. Youth service providers ensure worksites provide work experience, skills development and mentoring that leads to career exploration and is related to a career pathway.

**a) Pre-apprenticeship programs**

The SFWIB/CSSF, in partnership with Miami Dade County Public Schools (M-DCPS), has partnered in the creation and development of pre-apprenticeship programs. Through the Miami-Dade Youth Pre-Apprenticeship Program, youth participants are trained in 12 construction trades (i.e., bricklayer, carpentry, plumbing, electricity, etc.).

The SFWIB/CSSF also partnered with D.A Dorsey Technical College to create the M-DCPS Adult Pre-Apprenticeship Program for Automotive Service Mechanic. The program provides entry level auto-mechanic training in areas such as for pre-and post-maintenance and customer service, proper use of tools, required shop and personal safety.

The partnership with Miami-Dade College and the Early Learning Coalition of Miami-Dade and County also established an apprenticeship program in Early Childhood Education.

**b) Internships and job shadowing**

Our youth service providers have developed and maintained ongoing activities related to internship opportunities. To facilitate matching employment opportunities and students, our service providers have career advisors that are specifically trained to find worksites where our participants can use as their worksite for their internships. Internships for ISY and OSY are managed through our youth service providers; worksite agreements are always completed before any work experience occurs.

**c) On-the-job training opportunities**

On-the-Job Training (OJT) and Paid Work Experience (PWE) programs are a priority of service. Many of the youth lack experience and OJT/PWE is a great way to establish employment opportunities, improve partnerships with employers, and provide job seekers with a better opportunity of being retained by offsetting some of the initial training cost of a new employee. On-the-Job training is provided through structured career pathway training and employment opportunities in partnership with local employers.

4. **Occupational skills training**, which includes priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the region. The SFWIB/CSSF has selected seven industry sectors to focus training and employment activities. Youth enrolled in the ISY and OSY programs have access to a menu of training choices from which to choose. Dependent upon their choice of occupational skills training and career pathway, youth participants are able to select from the WDA 23 eligible training provider list of approved offerings. The SFWIB/CSSF contracts with variety of local providers of education training that offer an array of training programs.
5. **Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster** - the SFWIB/CSSF funds training programs such as education, technical training and/or OJT/PWE that can be provided concurrently. For example, the Early Childhood Education Internship, in partnership with the Early Learning Coalition of Miami-Dade and County offers participants the ability to simultaneously train while working in the childcare field and earn a child development credential. The program also requires all interns to complete their 45-hour Department of Children and Families training certification in childcare.

Another, prime example is the automotive pre-apprenticeship at the D.A. Dorsey Technical School. Participants are trained while working in an automotive workshop and provided the opportunity to obtain an ASE Education Foundation Credential and a FL-DOE Pre-Apprenticeship credential.

6. **Leadership development opportunities** may include community service and peer centered activities that encourage responsibility and other positive social and civic behaviors, as appropriate. Youth service providers also offer in-house training that promotes youth leadership development have ties to community partners, such as The TRIO Educational Opportunity Centers, to facilitate leadership development. Youth participants are trained on the meaning of civic engagement, commitment concepts, team work, the importance of life and organizational skills, and peer centered activities. Additionally, some of the youth service providers have Verbal agreements with external organizations to provide a community service engagement experience that promotes personal and professional growth as well as leadership skills.
7. **Supportive services** are made available to all WIOA youth participants. These services primarily consist of transportation, educational fees for testing, books, clothing, employment, and needs-related items. In an effort to further extend services, youth service providers have developed verbal agreements with the Miami-Dade County Homeless Trust, Miami Rescue Mission, and the Chapman Partnership; and other faith and community based organizations, and government funded programs to provide assistance to participants in need of assistance.
8. **Adult mentoring** is provided for the period of participation and a subsequent minimum 12 month period. Career advisors, through worksite agreements, arrange for youth participating in a work experience to receive adult mentoring throughout their work training plan, for a better rate of success once completed. Youth service providers also partner with Miami-Dade College and Florida International University



to facilitate adult mentoring workshops either in-person, virtually or a hybrid of both. Youth participants have an opportunity to learn and partake in structured activities where the mentor offers guidance and encouragement in the development competence and good character. Many of these activities are group sessions, and in some instances may also be arranged individually depending on the individual's needs.

**9. Follow-up services** are provided to all WIOA participants for a minimum of 12 months after exiting the program, unless the participant has opted-out of follow-up services, moved out of the state or region, or cannot be located. The SFWIB/CSSF policies and procedures require post-exit follow up services at least once every 30 days, per quarter, or more frequently if determined necessary. The career counselor assigned to the individual maintains responsibility for providing follow up services until the follow-up period is completed. The SFWIB/CSSF and its service providers take following up regarding a youth's exit from the program very seriously so as to ensure the youth is successful in employment and/or post-secondary education and training. Follow-up services include, but may not be limited to, the following:

- a) Support services;
- b) Adult mentoring;
- c) Financial Literacy Education;
- d) Labor Market Information; and
- e) Activities that assist participants in preparing and/or transitioning to postsecondary education and training.

**10. Comprehensive Guidance and Counseling**, may include drug and alcohol abuse counseling and community referrals, as appropriate. Youth service providers provide in-house career counseling and also have verbal agreements and partnerships with external agencies that provide mental health and substance abuse counseling. The youth service providers are also responsible for identifying the need for any additional types of counseling. Individuals who need counseling for other barriers are referred out to our external partner agencies, such as Citrus Health Network who are experts in working with individuals with alcohol and drug abuse and mental health concerns.

**11. Financial Literacy Education**, SFWIB/CSSF youth service providers have partnerships with numerous financial and education institutions, such as EdFed, Chase Bank, Miami-Dade College, and Florida International University as well as internal staff who are trained to provide financial literacy training. In some instances, outside guest speakers participate in the pre-employment skills training workshops to offer financial advice and training.

**12. Entrepreneurial Skills Training**, SFWIB/CSSF service providers conduct routine workshops dedicated to entrepreneurship skills training, and often partner with local government funded programs to develop user friendly guides for starting a business. Partners such Miami-Dade College, Florida International University and the Florida chambers of commerce offer entrepreneurship training programs for youth referrals.

The methods used to teach youth entrepreneurship skills include, but are not limited to, the following:

- a. Entrepreneurship education that provides an introduction to the values and basics of starting their own business. Entrepreneurship education programs often guide youth through the development of a business plan and may also include simulations of business start-up and operation.
- b. Enterprise development which provides supports and services that incubate and help youth develop their own business. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business operation and by providing more individualized attention to the development of viable business ideas.
- c. Experiential programs that provide youth with experience in the day to day operation of a business. These programs may involve the development of youth with the intent of running a business that youth who participating in the program can work in and manage.

**13. Services That Provide Labor Market Information about in-demand industry sectors or occupations available in the local area (career awareness, career counseling, and career exploration)** - the SFWIB/CSSF and its service providers utilize numerous tools that include in-house training in pre-employment skills based on the local Targeted Occupations List (TOL), DOL/DEO website, and others tools that provide information regarding in-demand occupations within the targeted industry sectors.

Services such as career exploration, work readiness skills training, career counseling that provide labor market information and employment information about in-demand industry sectors and occupations are a key component that youth service providers utilize for individuals to bring awareness to career pathway trainings and career counseling. The websites used by career advisors to assist individuals with career exploration are as follows:

1. [Career One Stop](#)
2. [My Next Move](#)
3. [O\\*Net Online](#)

**14. Activities that help youth prepare for and transition to post-secondary education and training** - the discussion regarding program design and throughout the fourteen program elements are to prepare youth for transition to postsecondary education and training and/or a career path.

If a youth participant requires access to one of the 14 program elements that is not provided by one of the SFWIB/CSSF contracted youth service providers, the individual is referred to one of the qualified partner agencies within the service provider's WIOA 14 Program Elements Delivery Plan.

Once a career advisor has assisted a participant in narrowing down their choice of a career pathway, it is important to explore the required training and education options.

To further assist a youth participant, career advisors help guide youth to determine the appropriate school or educational institution based on their career choice.

Examples of these activities and sessions include:

- a. Assessment and career exploration.
- b. Career guidance and counseling either through in-house or by the college academic advisor.
- c. Requirements and pre-requisites for registering for college or training.
- d. Application process.
- e. Financial aid counseling and processes, grants and/or scholarship applications, and student loans, as needed.

- (c)** Describe the LWDB's policy regarding how the local area will determine when an individual meets the definition of basic skills deficient contained in [Administrative Policy 095 – WIOA Youth Program Eligibility](#).

The term Determining Basic Skills Deficiency (BSD) means – (20 CFR §681.290):

- A youth who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
- A youth or adult that is unable to compute, or solve problems, or read, write or speak English at a level necessary to function on the job, in the individual's family, or in society.
- The SFWIB/CSSF ensures that any formalized texting method is fair, cost effective, appropriate for the target population, and reliable. Reasonable accommodations, based on the youth's assessment, is provided, if necessary, in order serve individuals with disabilities.
- When a youth is determined to be BSD, the information is recorded in the ISS/IEP. The eligibility verification form is entered and case noted in Employ Miami-Dade.

- (d)** Define the term “a youth who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society” and describe how the LWDB defines whether a youth is unable to demonstrate these skills sufficiently to function on the job, in their family, or in society and what assessment instruments are used to make this determination (20 CFR 681.290).

The SFWIB/CSSF defines and identifies “a youth who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society”, based on the results of the Test of Adult Basic Education (TABE). Scores at or below the 8th grade level in any one of the following three areas (Language, Math, Reading) indicate whether the youth is basic skills deficient.

- (e)** Define the term “requires additional assistance to complete an educational program or to

obtain or retain employment” and describe the circumstance(s) or other criteria the LWDB will use to qualify a youth under this eligibility barrier (20 CFR 681.300).

The WIOA Youth Program focuses its resources on eligible in-school youth (ISY) and out-of-school youth (OSY) who have one of several barriers to employment. One of the barriers is that the individual “requires additional assistance to enter or to complete an educational program or to secure or maintain employment. The WIOA regulations 20 CFR 681.300 and 681.310(a) require that states and local areas further define the meaning of the “requires additional assistance” barriers. The SFWIB/CSSF defines a youth who needs additional assistance as an individual who falls under one or more of the following categories:

**Educational barriers:**

- In school (secondary or postsecondary) with a Grade Point Average of less than 2.0;
- Has repeated at least one secondary grade level;
- Has quit secondary or postsecondary program without attaining a recognized credential;
- Documented behavioral problems at school;
- Are deemed at risk of dropping out of school by a school official; and
- Placed on probation, suspended from school, or expelled from school one or more times during the past two year;

**Employment Barriers:**

- Has never held a job;
- Little or no work experience, a long and unsuccessful work search, or little to no exposure to successfully employed adults;
- High school graduate who has not held a full-time regular job for more than three consecutive months;
- Has been fired from a job within the last 12 months prior to program application;
- Has a family history of chronic unemployment, including long-term public assistance; and
- Has been unemployed six months out of the last two years;

**Living Arrangement Barriers:**

- A youth who resides in a non-traditional household setting (i.e., single parent, lives with unofficial guardian, grandparents, aunt, uncle, domestic partners, etc.);
- Lives in public housing;
- Lives in a federally-designated high poverty area (Data Source Census Tract);
- Lives with only one or neither of his/her biological parents;

**Medical/Social/Family Barriers:**

- Lacks parental support;
- Has emotional, medical, physical, cognitive, or psychological impairment which creates significant impediment to employment;
- Has been referred to, is being treated by, an agency for a substance abuse related problem;
- Identifies as LBGTQ+;
- Has experienced recent traumatic events, is a victim of domestic abuse, or resides in an abusive home;

- Faces significant personal challenges including dysfunctional domestic situations, lack of supportive services, documented behavioral problems;
- Children of incarcerated parents;
- Migrant youth;
- Immigrant or refugee; and
- Emancipated youth;

**(5) Self-Sufficiency Definition:** Under WIOA § 134(c)(3)(A) training services may be made available to employed and unemployed adults and dislocated workers who need training services to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment. Describe the definition of “self-sufficiency” used by your local area for:

**(a) Adults** (distinguish if there are different definitions for unemployed individuals or employed workers); and

The SFWIB/SFWIB/CSSF definition of “self-sufficiency” standard is the minimum amount of cash resources needed in order for a family to meet its basic needs and be self-sufficient. The same definition applies to those who are unemployed or employed at the time of application. The SFWIB/SFWIB/CSSF defines self-sufficiency for employed individuals, regardless of family size, as an employed individual earning the wages listed below:

- Miami-Dade County (\$65 per hour)

The above standard is based on a calculation derived from the information found in the ALICE (language in the policy) adjusted utilizing the consumer price index according to the U.S. Department of Labor. The highest wage was used to ensure that the greatest number of employed individuals can be served while minimizing the burden to an employer for the provision of information other than wage records to determine employee eligibility. The assessment also utilized the Alice Report for Miami Dade County which indicates that 16% of Miami Dade households are living in poverty, 3% higher than the state average as of 2022.

The SFWIB/SFWIB/CSSF defines self-sufficiency to be consistent with the Lower Living Standard Income Level (LLSIL) for a family of three, issued by the U.S. Department of Labor. Adults unemployed at time of application, the family self-sufficiency standard, as defined by MIT Living Wage Calculator is used when making the determination.

The standard defines the amount of income necessary to meet the basic needs (including paying taxes) in the regular ‘marketplace’ without public subsidies-such as public housing, food stamps, Medicaid or child care-or private/informal subsidies-such as free babysitting by a relative or friend, food provided by churches or local food banks, or shared housing. The standard, therefore, estimates the level of income necessary for a given family type whether working now or making the transition to work to be independent of welfare and/or other public and private subsidies.

**(b) Dislocated Workers** (WIOA § 134(c) (3) (A) (xii)).

If self-sufficiency is defined differently for other programs or populations served in the local area, describe the definition of “self-sufficiency” used for those programs as well. NOTE: if the local area utilizes a self-sufficiency definition that exceeds 250% of the Lower Living Standard



Income Level (LLSIL) or LLSIL wage rate, the description must include the rationale/methodology used by the local area to determine the local area's self-sufficiency standard.

The SFWIB/SFWIB/CSSF definition of "self-sufficiency" for dislocated workers is the same. It is the minimum amount of cash resources needed in order for a family to meet its basic needs and be self-sufficient. The self-sufficiency standard for Dislocated Workers who have become re-employed in "income maintenance" jobs may be served as long as the wage earned does not exceed 80% of the pre-layoff wage. The self-sufficiency affects only eligibility determination at the training level for employed individuals.

- (c) If self-sufficiency is defined differently for other programs or populations served in the local area, describe the definition of "self-sufficiency" used for those programs as well. NOTE: If the local area utilizes a self-sufficiency definition that exceeds 250% of the Lower Living Standard Income Level (LLSIL) or LLSIL wage rate, the description must include the rationale/methodology used by the local area to determine the local area's self-sufficiency standard.

SFWIB/CSSF uses the same definition for all programs or populations. SFWIB/CSSF uses a self-sufficiency definition that exceeds 250% of the Lower Living Standard Income Level (LLSIL). All rationale and methodology is outlined in the below local self-sufficiency policy and procedure:

[SFWIB/CSSF Policy #100-1- Self Sufficiency](#)  
[SFWIB/CSSF Procedure #100-1 Self –Sufficiency Procedure](#)

- (6) Supportive Services and Needs-Related Payments:** Describe the types of supportive services offered in the local area to include any applicable limits and levels. The supportive services offered by the LWDB in the local area must align with the supportive services outlined in [CareerSource Florida Administrative Policy 109 – Supportive Services and Needs-Related Payments](#).

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SFWIB Support Services Policy FINAL 12.21.2023

[http://sharepoint.careersourcesfl.com/sites/web/Archived%20Documents/CSSF%20Policies/CSSF%20Policies%20and%20Procedures/Policies/1.%20Programs/SFWIB%20Support%20Services%20Policy\\_FINAL%2012.21.2023.pdf](http://sharepoint.careersourcesfl.com/sites/web/Archived%20Documents/CSSF%20Policies/CSSF%20Policies%20and%20Procedures/Policies/1.%20Programs/SFWIB%20Support%20Services%20Policy_FINAL%2012.21.2023.pdf)

[Support Services and Incentives Matrix - February 2024](#)

<http://sharepoint.careersourcesfl.com/sites/web/Archived%20Documents/CSSF%20Policies/CSSF%20Policies%20and%20Procedures/Policies/1.%20Programs/Support%20Services%20and%20Incentives%20Matrix%20-%20February%202024.pdf>

- (7) Individuals with Disabilities:** Describe service strategies the LWDB has in place or will develop that will improve meeting the needs of customers with disabilities as well as other population groups protected under Section 188 of WIOA and 29 CFR Part 38.

All SFWIB/CSSF workforce professionals are responsible for ensuring people with disabilities have access to the programs, activities, and services offered by SFWIB/CSSF in a full and meaningful way. The SFWIB/CSSF Procedural/Guidance No. # 1- Services to Individuals with

Disabilities, describes the process where contracted service providers deliver WIOA activities in a manner that promotes the informed choices of job seekers with disabilities and actively involves job seekers in decisions affecting their participation in activities such as eliminating training disincentives for hard-to-serve populations by effectively utilizing community programs, services and agencies, and by increasing the employment, retention and earnings of individuals with disabilities.

The Program Year (PY) 2024-2025 contract requires that each CareerSource center/American Job Center (AJC) and youth provider completes the Services to Job Seekers with Disabilities Monthly Report. The WDA 23 Americans with Disabilities Act (ADA) Coordinator reviews the completed responses to identify any notable trends, possible barriers, or accessibility anomalies the CareerSource center/AJCs may have encountered during the reporting month. The purpose of the report is to encourage all workforce professionals to play a part and ensure they are inclusive in their service delivery. The report assist in determining the following:

1. Were accommodations provided to job seeker(s) during the reporting month?
2. Were job seekers with disabilities connected to work-based learning opportunities such as Work Experience, On-the-Job Training (OJT), Pre-Apprenticeship, or Registered Apprenticeships during the reporting month?
3. Describe the CareerSource center/AJC's outreach efforts in engaging local businesses for the purpose of hiring people with disabilities and/or host work-based learning opportunities.
4. List collaborations initiated by the CareerSource center/AJC to provide job seekers with disabilities an opportunity to gain skills, access services that address or eliminate barriers, and/or resources.
5. List all Americans with Disabilities Act (ADA) related training, webinar, or seminar attended during the reporting month. Please include the total number of training credit hours earned.
6. Indicate the date(s) in which the CareerSource center/AJC verified the assistive technology devices and software were functioning properly.
7. Were there any accessibility issues?
8. Please share a success story. The standing policy and monthly reporting requirements are a starting point for contracted service providers to successfully connect people with disabilities to employment and training opportunities. The SFWIB/CSSF service delivery approach also addresses the need to be inclusive in design and specifically consider physical accessibility at the CareerSource center/AJCs, the mobile career center, recruitment events, and accessibility to each respective program under the WIOA. A best practice that was implemented is to conduct a regular walk-thru of the facilities and any offsite career fairs to ensure it is accessible for patrons and employers attending the event. Upon request, the SFWIB/CSSF ADA Coordinator works with the contracted vendor to provide a qualified sign-language interpreter so that a career seeker who is deaf may equally participate in the event. All outreach material is available in both printed format and electronically with alt text (alternative text) for those who use screen readers. A note informing readers that accommodations are available upon request is included on all material, the CSSF website, and SFWIB/CSSF email footer by default. Other reasonable accommodations may be provided on-site on an individual need basis.

The WDA 23 ADA Coordinator regularly provides CareerSource center/AJCs with training opportunities to strengthen their skills in servicing people with disabilities, learn about new trends, and best practices in the field. During the PY 2024-2025, the SFWIB/CSSF will focus

on participating in trainings that: provide guidance on creating social media content that promotes diversity and is disability friendly; how to use the Job Accommodation Network (JAN) as a resource to establish workplace accommodations when negotiating with employers; and how to successfully employ recruitment strategies such as those described in the Partnership on Inclusive Apprenticeship (PIA) Equal Employment Opportunity Toolkit.

Over the next four years, the SFWIB/CSSF plans to create opportunities for people with disabilities to participate in comprehensive work-based learning and/or training, which includes registered and pre-apprenticeships. This initiative will require collaboration with Miami Dade County Public Schools, career and technical education institutions, Miami Dade College, the Department of Vocational Rehabilitation, the business community, and community-based organizations. The goal is to prepare people with disabilities and those from underrepresented groups to meet employment entry standards in high wage jobs.

**(8) Linkage with Unemployment Insurance (referred to as Reemployment Assistance in Florida) programs:** Describe strategies and services used in the local area to strengthen linkages between the one-stop delivery system and the Reemployment Assistance program (WIOA § 134(c) and 20 CFR 679.560(b)(3)(iv)).

Unemployment Insurance (UI) program is a mandatory partner under WIOA and is a vital program within the workforce system and the Wagner-Peyser program. The UI program, better known as Reemployment Assistance (RA) in FL, requires all individuals receiving benefits to complete a workforce registration and a series of mandatory work searches. Designated AJC staff will conduct Reemployment Services and Eligibility Assessment sessions to ensure individuals currently receiving UI benefits are introduced to all of the services the SFWIB/CSSF provides. Individuals are provided with in-depth Labor Market Information (LMI), education and training opportunities, and supportive services.

The WDA 23 CareerSource center/AJC locations continue to serve as a point of access for unemployment assistance clients to file claims and perform the required participation. The SFWIB/CSSF also has a Reemployment and Emergency Assistance Coordination Team (REACT) assisting business owners, who for various reasons, may be laying off or dismissing staff. This team works in conjunction with Rapid Response, with the goal of assisting the client by placing them in a new permanent employment position prior to the need to file for assistance. Should the dislocation occur as a result of outsourcing, the local REACT Coordinator will attempt to educate the employer on the petition for Trade Adjustment Assistance (TAA) with the U.S. Department of Labor. The local TAA Coordinator is trained to assist the business with filing a petition, if necessary. Once approved, the TAA Coordinator will conduct trade adjustment assistance specific information sessions with all of the potentially eligible workers.

**(9) Highest Quality of Services to Veterans and Covered Persons:** Describe the LWDB's strategies and policies for providing veterans and covered persons with the highest quality of service at every phase of services offered. Policies must be implemented to ensure eligible veterans and covered persons are aware of their entitlement to priority of service, the full array of programs and services available to them, and applicable eligibility requirements for those programs and/or services.

Upon entry to a CareerSource center/AJC, front-line staff inquire if the individual has served in the United States military or meets the definition of an eligible Veteran or Covered Persons

as per SFWIB/CSSF Policy: Veteran Intake at Career Centers. Veterans and Covered Persons are defined as follows:

Eligible Veteran - A person who:

- Served on active duty for more than 180 days and who was discharged or released there from under conditions other than dishonorable; or
- Was discharged or released from active duty because of a service-connected disability.
- As a member of a reserve component ordered to active duty under an order pursuant to Title 10;
- Served on active duty during a period of war where a campaign badge was authorized; or
- Released due to sole survivorship.

Eligible Spouse (Military)

- The spouse of a service member who, for more than 90 days, is one of the following:
  - Missing in action;
  - Captured in the line of duty; or
  - Forcibly detained by a foreign government or power.

Eligible Spouse (Veteran)

- The spouse of a service member who, for more than 90 days, is one of the following:
- Missing in action;
- Captured in the line of duty; or
- Forcibly detained by a foreign government or power.

Transition Service Member

- A member of the U. S. military who will separate from active service in the next 12 months, or who will retire from active service in the next 24 months.

Caregiver

- An individual who provides personal care services to support the veteran's:
- Health and well-being;
- Everyday personal needs (like feeding, bathing, and dressing); and/or
- Safety, protection, or instruction in their daily living environment.

Once the individual has been identified, the AJC staff will outline Priority of Service as outlined in the local Policy: Priority of Service for Veterans and Eligible Spouses. AJC staff will notify staff of Priority of Service verbally and notated in their respective Employ Miami-Dade profile. After reviewing the individual's Intake Form, the individual will either be referred to a DVOP (if the individual has a Significant Barrier to Employment) or the first available AJC staff member to assist with further needs.

SFWIB/CSSF ensures that veterans and covered persons are aware of any programs that are available to them. With respect to Universal Access Programs, i.e. Wagner-Peyser, veterans and covered persons receive priority of service before any other individuals within the AJC. For programs that have eligibility criteria involved, staff must be referred to the appropriate individual who will provide all of the eligibility criteria for the respective program. Should the individual meet the criteria, they would receive priority for participation and receipt of services.

**(10) Entities Carrying Out Core Programs and Combined State Plan Partner Programs:**  
Describe how the LWDB works with entities carrying out core and combined state plan partner programs to:

- (a)** Expand access to employment, training, education and supportive services for eligible individuals, particularly eligible individuals with barriers to employment; (20 CFR 679.560(b)(2)(i))

One of the strategic goals of the SFWIB/CSSF is to build a demand-driven system with high employer engagement and quality business services, as we strive in being a premier national provider of employment and career services. The SFWIB/CSSF partners with educational institutions to cultivate a seamless transfer of pathways to professional degree programs, such as the Prior Learning Assessment (PLA). The PLA provides an opportunity to earn college credit for professional experience, which affords the participant to earn a degree faster and save on the cost of tuition. As well as, work with educational institutions alongside employers to provide pre-apprenticeship and registered apprenticeship where the focus is on participants that have barriers to employment. Upon enrollment in the apprenticeship programs, participants are provided with education and employment that leads to a credential at the end of the program. Supportive services are provided to eligible WIOA participants that are 1) enrolled in career services and training activities and 2) are unable to obtain the supportive services through any other resource or program providing such services.

- (b)** Facilitate the development of career pathways and co-enrollment, as appropriate, in core programs; (20 CFR 679.560(b)(2)(ii)) and

Through the process of working with employers and educational institutions, SFWIB/CSSF facilitates the development of career pathways by assessing and identifying the needs of the industry to ensure the pathways will provide the participants with the occupational skills and knowledge that are in demand. The apprenticeship time-based model is a key-focus point that drives the career pathway approach. The outcome of the apprenticeship is the obtainment of a recognizable credential, which paves the way to degree programs. All services provided by SFWIB/CSSF are provided in an integrated method and coordinated at each step in the service delivery continuum. Co-enrollment of participants (WP, TAA, TANF, WIOA Adult and Dislocated Workers & Youth) occurs when it is in the best interest of the participant. The maximization of funding sources eliminates the duplication of resources, and the requirements and goals of each funded program is taken into consideration.

- (c)** Improve access to activities leading to a recognized postsecondary credential (including a portable and stackable credential that is an industry-recognized certificate or certification) (WIOA § 108(b) (3) and 20 CFR 679.560(b) (2) (iii)), to include credentials contained on Florida's Master Credentials List.

Through collaboration with employers and education institutions, the SFWIB has increased the number of approved training programs, offers pre-apprenticeship and registered apprenticeship programs in order to provide a broader spectrum of training options, with this expansion the participants have more options in choosing a career pathway that will lead them in the direction of portable and stackable credentials in achieving an industry-recognized certificate or certification. A few examples of the collaboration:

- The SFWIB/CSSF and Miami Dade College are currently collaborating to create the framework for the Early Childhood Pre-Apprenticeship Program that would serve as a pipeline providing certified early childcare workers into the childcare industry;



- CSSF and MDCPS have launched the first COHORT for the Automotive Service Mechanic Adult Pre-Apprenticeship. The success of the Bean Group Apprenticeship Program increased the demand and was a gateway to create the Pre-Apprenticeship with MDCPS. The program is helping to address the shortage of qualified automotive technicians in Miami-Dade County.
- The EAGLE Career Pathway Program is designed to build a pipeline of talent for aviation careers by providing the Out of School (OSY) population with 15 weeks and/or 600 hours of work experience earning \$16.00 hourly. The EAGLE Career Pathway Program participants will earn an industry-recognized aviation sheet metal certification issued by AAR and will be hired by AAR Corp. for the airframe & power plant (A&P) mechanic apprenticeship program with a starting wage of \$18.00 hourly.

**(11) Employer Engagement:** Describe strategies and services used in the local area to:

- (a)** Facilitate engagement of employers in workforce development, including small employers and employers in in-demand industry sectors and occupations; (20 CFR 679.560(b)(3(i)) and

Employer engagement is the primary focus of WDA 23 and the foundation of the workforce development system. The SFWIB/CSSF Business Services engages and provides services to in-demand industry sectors through various avenues, including strong Business Intermediaries. These intermediaries offer individualized services that address the specific needs of each business, directly impacting residents and the local economy by creating a skilled talent pipeline.

These services are designed to anticipate and meet the needs of individual businesses and various partners throughout WDA 23. SFWIB/CSSF emphasizes transparency, consistency, and streamlined service delivery; these efforts align seamlessly with the REACH Act. Services and incentives are initiated at the SFWIB/CSSF Headquarters and disseminated to designated service provider partners through the system.

The SFWIB/CSSF's approach to engaging businesses combines strategic outreach with a willingness to adapt, truly engaging businesses as customers and active partners. Partnering with businesses provides necessary insights into the most effective service delivery methods.

Critical initiatives for current and future engagements include hosting and partnering on entrepreneurship and small business summits to promote workforce and economic development, participating in community activities to foster partnerships that enhance the service base, and utilizing social media to reach a broader cross-section of professional associations, educational institutions, community-based organizations, and others. Enhancing business engagement on the SFWIB/CSSF social media platform is a priority to ensure widespread dissemination of information and engagement.

One of the most efficient methods for business engagement is through a series of business incentive roundtables. These roundtables offer businesses valuable information on various financial incentives, services, and resources available through SFWIB/CSSF Business Services and its partners. Participation in roundtables hosted by local agencies in MDC has proven successful as an outreach and engagement tool.

The SFWIB/CSSF utilizes numerous strategies to address the evolving needs of the local economy and increase collaboration, cooperation, and support for local businesses. These strategies include implementing incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, and career pathways initiatives designed to meet employers' needs. Additionally, SFWIB/CSSF promotes Employer Financial Incentives, such as the Federal Bonding Program, the Work Opportunity Tax Credit (WOTC), and the Employer-Provided Tax Credit 2024, to encourage business participation and support workforce development efforts.

- (b)** Support a local workforce development system that meets the needs of businesses in the local area. (20 CFR 679.560(b)(3(ii))

SFWIB/CSSF partner with government and public sector agencies, nonprofit organizations, employers and industry organizations to support a local workforce development system that meets the needs of businesses through implementing the following strategies:

**1. Specialized Recruitment Career Fairs**

- a. **Miami Dade County Job and Career Fair:** One of the many ways in which the SFWIB/CSSF partners to meet the needs of local businesses is in collaboration with Miami-Dade County Government, and its 26 county departments, as a participant in the Mayors Career and Job Fair series. The recruitment event, organized by the Office Mayor, Daniella Levine Cava, the Human Resources Department, Miami Dade College, and the SFWIB/CSSF takes place in each county commission district giving job seekers the opportunity to explore career opportunities with Miami-Dade County Government. The goal is to attract candidates and expand the talent pool in Miami-Dade County and facilitate networking opportunities between applicants and departmental staff.

**2. Partnership with Local Chambers of Commerce and Economic Development Organizations**

- a. Additionally, local Chambers of Commerce and economic development organizations are uniquely positioned to assist small businesses as a result of their continuing engagement, partnership, and relationship-building activities within the businesses community. As such, the SFWIB/CSSF engages with a number of local Chambers and business focused organizations, each targeting a specific population. The partner organizations are:
- i. The Greater Miami Chamber of Commerce – the oldest and largest Chamber in Miami Dade, focuses on the Greater Miami region powered by dynamic entrepreneurs, cutting-edge technologies, and an educated workforce, young professionals, and imaginative leaders. The result is targeted and innovative programs that connect across all sectors.
  - ii. The Miami-Dade Chamber of Commerce – prides itself as being the voice for the black business community in Miami-Dade County by supporting five pillars of service: access, development, procurement, advocacy, and foundation.

- iii. CAMACOL – the Latin Chamber of Commerce - CAMACOL's mission is to foster the entrepreneurial spirit of Florida's Hispanic and minority communities, and as such, it conducts programs to strengthen local business activity, promote economic development, facilitate international commerce, and serve the civic needs of the community and state.
- iv. Florida State Minority Supplier Development Council (FSMSDC) – FSMSDC's purpose is to foster the development of minority-owned businesses throughout Florida by building networks and relationships between minority businesses and corporate and government buyers to build more successful business partnerships.
- v. The Miami-Dade Beacon Council – is the official economic development organization for Miami-Dade County and the steward for the county-wide economic development plan. The Beacon Council advances community objectives through a carefully planned action-oriented agenda developed in collaboration with Miami-Dade County officials, education, business, and civic leaders.

### **3. Expansion of Registered Apprenticeships and Occupational Trainings with Local Training Vendors**

- a. SFWIB/CSSF continues to partner with local educational institutions like Miami Dade College, FIU, FMU, and local nonpublic training vendors to increase the number of Registered Apprenticeships in the region.
- b. SFWIB/CSSF continues to improve verification and approval process for training vendors to increase the number available occupational training programs available on the LWDB 23 Local Targeted Occupational List and Approved Training Programs list.
- c. SFWIB/CSSF partners with local community based agencies to offered customized training programs to special populations to increase the number of qualified and skilled talent in the region. Customized training programs like the Agape Culinary program with MDC and the Women In Tech Program highlights SFWIB/CSSF active efforts to expand customized trainings.

- (c) Utilize community-based information related to educational programs and industry needs contained in the quarterly reports submitted to the LWDB by the local area's education and industry consortium. (CareerSource Florida Strategic Policy 2023.09.19.A.2)

Such strategies and services may include the implementation of initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, [U.S. Chamber of Commerce Foundations' Talent Pipeline Management](#), utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of regional employers. These initiatives must support the strategies described above.

SFWIB/CSSF partners with educational institutions, chambers of commerce including the GMCC Education and Industry Consortium, and local community based educations to obtain community based information provided through Miami Dade county specific

quarterly reports.

SFWIB/CSSF uses these quarterly reports to develop strategies to address the specific needs outlined in the reports. Similar to the Florida Chamber of Commerce Foundation's Florida Workforce Needs Study 2.0 issued in 2024 outlining industry and employer needs. SFWIB/CSSF used this data to develop targeted soft skills training to job seekers, specialized training programs to improved skilled talent in the region, and increase outreach efforts to provide financial incentive supports to employers looking upskill current workforce as a retention strategy.

SFWIB/CSSF continues to collaborate with local chambers of commerce as Business intermediaries to expand employer outreach. SFWIB/CSSF partnership with Greater Miami Chamber of Commerce consist of the facilitation of the Education and Industry Consortium meetings to engage education institutions and employers to gather information and further strategize to meet local needs.

- (12) Enhancing Apprenticeships:** Describe how the LWDB enhances the use of registered apprenticeships to support the local economy and comply with [CareerSource Florida Strategic Policy 2019.02.13.A.1 – Registered Apprenticeship Strategic Policy](#). Describe how the LWDB and apprenticeship navigators work with industry representatives, education partners, and local businesses to develop registered apprenticeships, in collaboration with apprenticeship training representatives from the Florida Department of Education and other partners. [Training Occupations | CareerSource South Florida \(careersourcesfl.com\)](#)

The SFWIB/CSSF and the designated Apprenticeship Navigator work closely with the Apprenticeship Training Representative from the Florida Department of Education, Miami Dade College, Miami Dade County Public School, local training providers, business and industry leaders to develop Registered Apprenticeship Programs in highly-specialized, in-demand industries to assist local businesses with building highly skilled and qualified talent. The Apprenticeship Program offers paid employment that blends classroom instruction and On-the-Job Training. Apprentices are also exempt from tuition and related fees. Industry sectors currently serviced include Advanced Manufacturing, Healthcare, Transportation, Trade and Logistics, Automotive Services, Information Technology, Finance, Business Management, and Education. These Registered Apprenticeship Programs are developed to offer on-the-job training and instruction at organizations, which prepares participants to enter occupations in the in-demand industries. Local Registered Apprenticeship Programs like Bean Automotive Group and Warren Henry Auto Group specialize in Automotive Service and Thrive Operations in Help Desk Technician, which provides the technical knowledge and skills for employment as support technicians in commercial, industrial, and government institutions. SFWIB/CSSF also supports employers by offering wage reimbursement to WIOA-eligible apprentices. Through social media marketing, email blasts, website postings, and community partners, job seekers are informed of the Apprenticeship Program openings. Interested candidates can apply on the SFWIB/CSSF website, directly with the business, or the website of the sponsor of the apprenticeship programs.

**CSSF** LWDB Apprenticeship Navigator is designated and assigned to work closely with businesses to determine how registered apprenticeship programs can seamlessly fit into their talent development strategies and support their unique workforce needs while helping to connect interested job seekers with apprenticeships. In collaboration with the Apprenticeship Training Representative from the Florida Department of Education, Miami Dade College, Miami Dade County Public School, local training providers, Business Intermediaries, and

industry leaders, Apprenticeship Navigators promote registered apprenticeships through community outreach activities and participation in Apprenticeship Accelerators Workshops collaborated with community organizations. During the program year, Apprenticeship Navigators present the benefits of Apprenticeship Programs offered to local businesses and apprentice candidates through one-on-one business engagement, business networking platforms, and collaborations with business intermediaries through apprenticeship events. Objectifying the impact of developing successful apprenticeship programs that support quantitative outcomes and a contributable value to a businesses' growth and success with high-quality Registered Apprenticeships that align with industry needs, promote economic development, and lead to high wages for apprentices.

Describe strategies and operations that promote and support statewide apprenticeship goals that include, but are not limited to:

**(a) Increasing total number of new apprentices and pre-apprentices per year**

CSSF is continuing to work with Service Providers on a human centered approach to improving the enrollment and service delivery process for residents interested in the services with CSSF. This includes expanding the information sharing on available apprenticeship programs, transparency in performance outcomes for apprenticeships and expansion of available opportunities. CSSF will continue to provide innovative, automated, and efficient ways to expand access to increase apprentices and pre apprentices in the region.

**(b) Increasing total number of registered apprenticeship programs and program occupations**

CSSF Business Services Team and AJCs are equipped to facilitate recruitment, confirmation, and execution of apprenticeship programs with collaborating educational institutions and apprenticeship partners. The team continues to meet with Florida Department of Education (FL DOE) and the FL Commerce Apprenticeship Team, and the Regional Apprenticeship team to improve the internal process for identifying, registering, approval, and recruiting to expand programs in the region.

**(c) Increasing total number of registered pre-apprenticeship programs**

CSSF will work with Youth Service Providers to expand the CSSF Approved Program list and Targeted Occupation list to include more in-demand pre apprenticeship programs. This includes:

1. Youth Services Business Services Team engage new employers in financial incentive programs included in pre apprenticeship opportunities
2. Meet bi weekly with apprenticeship sponsors to discuss progress in approval process for pre apprenticeships with FL DOE and with CSSF to ensure all stakeholders are working collaboratively to ensure their approval is successful
3. Continue to use LMI data to assess regional needs and demands to ensure that new programs created meet the



needs of employers and job seekers locally.

- (d) Expanding registered apprenticeships and pre-apprenticeships into healthcare, advanced manufacturing, aviation and aerospace, information technology, and other emerging industries.

CSSF utilizes partnerships across the region to engage employers and educational institutions expanding in emerging industries within the region. CSSF works with the regional chambers of commerce like Greater Miami Chamber of Commerce (GMCC) and Miami Dade Chamber of Commerce MDCC to serve as Business Service Intermediaries to expand reach to new employers within emerging industries to offer CSSF resources and services include pre apprenticeship and apprenticeship opportunities. This partnership also introduces CSSF to employers in emerging industries looking to establish their organization within Miami Dade County creating opportunities to provide services that meet the high demand for talent.

- (e) Supporting apprentices with WIOA services to support the on-the-job learning, related instruction and supportive services.

CSSF leverages federal funding to expand access to earn-and-learn opportunities, supportive services, and related instruction available through apprenticeships. CSSF collaborates with organizations like the Early Learning Coalition to provide comprehensive childcare support throughout the length of training until employment for apprentices. CSSF focuses on expanding services through the following strategies:

1. **Updating and Revising Policy:**

- **Removing Barriers:** Continuously updating and revising policies to remove barriers to success and expand access to apprenticeship programs for all participants.
- **Inclusive Access:** Ensuring policies are inclusive and facilitate entry into apprenticeship programs for underrepresented and disadvantaged groups.

2. **Expanding Available Supports:**

- **Braiding Funds:** Expanding available supports by braiding funds with other agencies that offer additional resources. This integrated funding approach addresses various barriers to success, such as transportation, housing, and financial assistance.
- **Comprehensive Services:** Providing a holistic support system that covers a wide range of needs to ensure apprentices can focus on their training and career development.

3. **Developing a Uniform and Simplified Referral Process:**

- **Agency Collaboration:** Establishing a streamlined and uniform referral process with partner agencies that provide additional supports beyond CSSF's available resources.
- **Efficient Referrals:** Ensuring that referrals are handled efficiently, allowing apprentices to quickly access the necessary services and support to overcome obstacles.

4. **Expanding Partnerships with Educational Institutions:**

- **Broadening Educational Partners:** Expanding partnerships with colleges, universities, career and technical vocational schools, and non-public training

- vendors to increase the availability of related technical instruction providers and programs.
- **Meeting Industry Needs:** Aligning training programs with industry standards and employer needs to ensure apprentices receive relevant and high-quality education and training.

By implementing these strategies, CSSF aims to create a robust support system that enhances the success and accessibility of apprenticeship programs. These efforts ensure that apprentices receive the comprehensive support they need to complete their training and transition into gainful employment, ultimately contributing to a skilled and adaptable workforce in the region.

## DESCRIPTION OF THE LOCAL ONE-STOP DELIVERY SYSTEM

**(1) General System Description:** Describe the one-stop delivery system in your local area, including the roles and resource contributions of one-stop partners (WIOA§108(b)(6)).

**(a)** Describe how WIOA core partners and combined state plan partners contribute to the LWDB's planning and implementation efforts. If any core or required partner is not involved, explain the reason.

Required WIOA partners are included in the SFWIB/CSSF one-stop delivery system and contribute to the LWDB's planning and implementation efforts in several ways. Partners that are co-located share the costs of the space they occupy. With the exception of the Housing and Urban Development (HUD), all mandated partners are co-located at the CSSF comprehensive AJC in North Miami Beach (NMB). However, the LWDB also worked with three local municipalities; City of Miami Gardens, City of Opa Locka and City of Homestead to provide employment services to Summer Youth Employment Program (SYEP) participants. The SYEP initiative is strategically designed to prepare underserved youth affected by the COVID-19 by providing them with employability skills and training.

The SFWIB/CSSF contracted service providers are responsible for the day-to-day operations of each CareerSource centers/AJC and assist with planning and implementing processes by providing real-time feedback on policies, procedures, and program execution. In addition, the LWDB meets with all contracted service providers to discuss new partnership initiatives, upcoming events, performance goals, progress, and any concerns that may arise. At present, the LWDB has one-comprehensive CareerSource center/AJC where most of the mandated partners are co-located.

Below is a list of the one-stop core partners and a description of their roles:

- Wagner-Peyser (WP), WIOA Adults, Dislocated Workers, and Trade Adjustment Assistance Act (TAA) Program – A job seeker in need of employment and/or training may access services at an AJC or partner site such as Miami Dade College. The individual does not have to be affiliated with a specific location to benefit from services. Through WP services, individuals are connected to employment, online assessments, employability skills tools, training opportunities, and other pre-employment services. The SFWIB/CSSF provides TAA participants with training assistance at the Hialeah Downtown AJC and they are often dually enrolled in the dislocated worker program.

- WIOA In-school Youth (ISY) and Out-of-School Youth (OSY) – Services are available to those who meet the criteria and is offered at the Youth Contracted Service Provider locations. Each Service Provider offers the same menu of services under WIOA Youth, however, may offer specialized recruitments for training programs offered in the area. This is based on industry demands and local area demographics.
- Temporary Assistance for Needy Families (TANF) and Supplemental Nutrition Assistance Employment and Training (SNAP) Programs – Locally referred to as the Career Advancement Program (CAP), TANF, as well as SNAP E&T are co-located in all the AJCs. The program services are recorded and tracked using the same systems. However, they serve two separate populations which are ruled by a set of eligibility requirements established in the Code of Federal Regulations. Individuals required to engage in the program are mapped to an AJC based on their living address to ensure the location is accessible.
- Department of Vocational Rehabilitation (DVR) – DVR is co-located in the comprehensive AJC in NMB. Services to job seekers with disabilities are provided at the location and individuals from other programs may be referred for services.
- Senior Community Service Employment Program (SCSEP) – Older workers assist with the AJCs operational needs and provide assistance in the front desk, resource rooms as needed.
- Adult Education and Family Literacy Act Programs – Is delivered through Miami Dade County Public Schools Career Technical Education. The services are available at the comprehensive in AJC, however, SFWIB/CSSF maintains a strong relationship with MDCPS so that we can refer individuals in need to the institutions throughout the county.
- Jobs for Veterans Grant – Veterans services are provided at all AJC locations. SFWIB/CSSF has made veterans re-entry into the civilian labor force a prominent priority. The services are offered using the Department of Economic Opportunity (DEO) funds.
- Community Service Block Grant (CSBG) – CSBG provides assistance in attaining the skills, knowledge and motivation necessary to achieve self-sufficiency.
- Reemployment Assistance – is co-located in all AJCs and serves as the Work Test Requirement for the reemployment program and provides assistance for filing claims and claiming weeks.
- Second Chance Act – The Department of Juvenile Justice (DJJ) is represented at the comprehensive AJC in NMB.
- Migrant and Seasonal Farmworker (MSFW) Program – Through the Department of Economic Opportunity, the LWDB delivers MSFWs with employment and training services at the Homestead AJC and is co-located at the comprehensive AJC in NMB.
- Job Corps – The Job Corps Program is co-located in the comprehensive AJC in NMB and assists those who meet the 16-24 age criteria.
- YouthBuild – is co-located in the comprehensive AJC in NMB and assists those who meet the eligibility criteria
- Native American Programs – the SFWIB/CSSF has established communication with representatives from the Miccosukee Tribe and is negotiating an agreement to provide services.

Partnership coordination helps the SFWIB/CSSF leverage resources which would otherwise not be available to serve job seekers. For instance, the DVR can provide the necessary accommodations a participant with a disability would need to begin a job while the SFWIB/CSSF negotiates the terms of their employment.

- (b)** Identify any optional/additional partners included in the local one-stop delivery system and how their inclusion in the local system achieves state and local strategies, operations and performance outcomes.

SFWIB/CSSF has partnered with community-based organizations to provide additional supportive services to job seekers and remove barriers to employment. SFWIB/CSSF has partnered with the OIC of South Florida, the Division of Blind Services, the Department of Juvenile Justice and the Department of Children and Families Project HOPE are partners that help to ensure residents of the LWDA can access service through the no wrong door model.

**(2) Customer Access:** Describe actions taken by the LWDB to fully implement [CareerSource Florida Strategic Policy 2021.09.15.A.1 – Availability of Services to Floridians](#) and promote maximum integration of service delivery through the one-stop delivery system for both business customers and job seekers.

**(a)** Describe how entities within the one-stop delivery system, including one-stop operators and one-stop partners, comply with the Americans with Disabilities Act regarding physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities, including providing staff training and support for addressing needs of individuals with disabilities. Describe how the LWDB incorporates feedback received during consultations with local Independent Living Centers on compliance with Section 188 of WIOA (WIOA §108(b)(6)(C)).

Services to individuals with disabilities are fully integrated into SFWIB/CSSF American Job Centers (AJC's). All AJC's are physically ADA compliant as well as each of the four five mobile assistance units. Most of SFWIB/CSSF career centers are located on the first floor of the building in which they occupy; however, even the second story facilities are fully ADA compliant with elevator access. Each AJC is also equipped with ADA compliant jobseeker stations that are routinely test by partner agencies such the Miami Lighthouse for the Blind and the Department of Vocational Rehabilitation. These stations provide a disabled jobseeker with the same access to programs and services as a non-disabled jobseeker. Each AJC also has a designated an Equal Opportunity (EO) Officer and Disability Services Coordinator.

The EO Officer is responsible for conducting investigations on disability grievances and complaints of discrimination; handles less complex reasonable accommodation requests to determine appropriate action to take such as requests for American Sign Language Interpreters. The EO Officer also provides or arranges for Americans with Disabilities Act (ADA)/Diversity training for all One-Stop/Career Center staff; conducts routine audits to ensure the Center is equipped with the required communication devices such as the TTY machine, and that the ADA work station equipment has been tested at least once a year.

The Disability Services Coordinator is responsible for providing ADA technical assistance to the greeters, case managers and employer consultants regarding services to individuals with disabilities and on the use of the adaptive equipment available in the CareerSource center/AJC. The CareerSource center/AJC's are also responsible for organizing equal opportunity job fairs and participating in events such as the Jobing.com Career Expos and the Disability Resource Fairs sponsored by Miami-Dade County. Any staff member may issue a referral to a relevant agency, but it is the responsibility of the coordinator to ensure the client receives the proper referral. The coordinator also assists in training CareerSource center/AJC staff about ADA compliance, diversity and sensitivity toward assisting job seekers with disabilities. The SFWIB/CSSF utilizes a series of ADA/Diversity training modules developed by Miami Dade College.

By receiving support at the CareerSource center/AJC level, individuals with disabilities will

have access to the full array of services that are available in the system. All SFWIB/CSSF are compliant with the ADA legislation in that they are fully accessible, both programmatically and architecturally, to meet the needs of this population. Services designed for individual with disabilities is a major focus in this region due to the large number of jobseekers that fall into this category.

Through a partnership with Camillus House, the SFWIB/CSSF has a fully staffed access point at the most prominent homeless shelter in the LWDA. The staff at that access point communicates regular and work hand in hand with other staff and the various homeless and independent living centers around the LWDA. Through this partnership and regular staff meetings with all concerned parties, the SFWIB/CSSF received regular feedback on the success or shortfalls of current efforts to assist those hard to serve jobseekers.

- (b)** Describe how entities within the one-stop delivery system use principles of universal design in their operation.

The SFWIB/CSSF Service Providers are under contractual agreement to ensure programs and services are rendered to job seekers, and the business community, seamlessly. Applying the principles of universal design allows the SFWIB/CSSF to deliver services of equitable use at AJC's, CSSF Mobile Workforce Assistance Centers, community events, and career fairs. Entities within the one-stop delivery system achieve this by following locally developed policies and procedures designed to connect job seekers with services using multiple means of engagement methods without isolating said populations. Thus, an individual or business will receive the same level of quality of services at each CareerSource center/AJC and throughout our network.

A universal design approach considers the needs of all individuals so they may equivalently access services at any location. Collaborating with agencies to serve job seekers with barriers helps SFWIB/CSSF gain a new perspective on how we provide services to individuals with barriers. For example, SFWIB/CSSF partners with agencies that specialize in providing services to victims of domestic violence, those who are homeless, and individuals with disabilities to name a few. By bridging the gap of universal design, and SFWIB/CSSF's extended scope of services, job seekers have a greater chance at accessing the resources they need to become employed and to receive retention support.

- (c)** Describe how the LWDB facilitates access to services provided through the local delivery system, including remote areas, using technology and other means (WIOA §108(b)(6)(B) and 20 CFR 560 (b)(5)(ii)).

The LWDB conducts regular self-evaluations of the AJC's physical location and program accessibility per the Americans with Disabilities Act and WIOA Section 188. Our goal is to serve Miami Dade and County using the principles of universal design approach. Remote areas with limited access to public transportation are serviced seamlessly by leveraging the tools embedded in Employ Miami Dade (EMD) for job search assistance and career exploration; and the One-Stop Service Tracking (OSST) system to orient WT and SNAP E&T participants into their respective programs. Furthermore, the SFWIB/CSSF SNAP E&T Local Operating Procedures (LOP) describes a process for tracking hours of participation in the OSST Florida Job Connect system and EMD. Offering participants an opportunity to engage in programs from a location outside of the AJCs reduces their travel expenses and increases their ability to meet the monthly participation requirement without creating additional hardship.



SFWIB/CSSF is equipped to provide services offsite at remote locations in times of need. This includes the deployment of the SFWIB/CSSF Mobile Workforce Assistance Center and the use of designated laptops and Mi-Fi devices to serve job seekers at career fairs or community events. All SFWIB/CSSF locations are accessible and the SFWIB/CSSF Mobile has computer workstations with satellite internet connection, an interactive SMART board for instructional purposes and a state-of-the-art audio-visual system. During the hike of COVID-19, the SFWIB/CSSF created an assistance call center unit which was available to the community 7-days a week. Our local service delivery system is prepared to provide continuous services to individuals.

Using technology and other means allows participants to receive multiple levels of service at our community partner locations such as homeless shelters, correctional institutions, and on-the-job training sites. When assisting job seekers in non-traditional settings, CSSF uses the same systems available at the AJCs to enroll job seekers into employment programs. In addition to the network of one-stop centers, SFWIB/CSSF provides services to the community at the TechHire centers and access points.

- On March 9, 2018 SFWIB/CSSF in partnership with the Opa-locka Community Development Corporation (OLCDC) opened a TechHire Center. This particular TechHire Center, is intended to make accelerated IT training accessible to Opa-Locka residents for the first time, as well as empower area youth to use technology for education and training purposes.
- On April 8, 2019 – CSSF launched the 1st TechHire Center for Women in Miami-Dade County to provide workforce services making accelerated Information Technology training accessible to women who are essentially absent from technology innovation, giving them the opportunity to explore IT career options. This initiative in partnership with the YWCA Greater Miami-Dade, Inc. A third CareerSource TechHire Center is located in the Big Brothers Big Sisters Carnival Center for Excellence.
- On August 18, 2022 the SFWIB approved formalizing a partnership with the Overtown Youth Center (OYC) to sponsor a TechHire Center at the new Overtown Youth Center in Miami. The OYC is a youth development program that provides comprehensive services to at-risk youth – from kindergarteners to 25-year-olds – and their families, all of whom live in some of the most underserved neighborhoods in South Florida. The concept of a tech floor, versus just a lab, provides OYC with greater flexibility in their programming and the ability to accommodate multiple needs simultaneously.

**(3) Integration of Services:** Describe how one-stop career centers implemented and transitioned to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and programs carried out by one-stop career center partners (WIOA §108(b)(21)).

The SFWIB/CSSF has developed management tools to ensure consistent oversight, and effective case management of the programs and the services that are provide to the program participants. The management tools track the progression of the WIOA co-enrolled participant with other core programs. The drill down capabilities provides an instant, at a glance view of services and activities, and ensures standardization across programs. Employ Miami Dade(EMD)/Employ Miami (EM), the One Stop Tracking System (OSST) and the EMD/EM data warehouse are also used.

- The **Incomplete Registration Report (IRR)**, identifies active Wagner-Peyser (WP) job seekers in Miami Dade County who registered in Employ Florida (EF) however, did not complete a full registration. The IRR increases the number of fully registered co-enrolled job seekers in EF by center which in return allows the center to provide meaningful services such as a quality referral to job seekers with a higher chance of achieving a positive outcome.
- The **Soft Exit Report, (SER)**, is intended to assist staff in identifying co-enrolled jobseekers who have not received a reportable staff assisted service within the prior 90 consecutive days.
- **WIOA Primary Indicators of Performance Tool (IPT)** provides an analysis of participant's economic gains and forecasts potential exits by measuring current information against pre-program wages. The IPT helps staff identify whether a co-enrolled participant is to exit from the program or if additional services are required. Upon a participant's exit from the program, the IPT generates performance data in real-time by obtaining reported employment information from the New Hire, Wage Credit, and/or Work Number. Additionally, this automation places emphasis on the career advisor's efforts to provide quality services to participants that are not employed and ultimately achieve the WIOA indicators of performance.
- The **Career Advancement Program Review (CAP) Tool**, is an automated data management monitoring tool that tracks the progression of a co-enrolled Welfare Transition participant. This tool highlights at a glance, the percentages the region, center, career advisor and individual case is progressing towards meeting performance standards. It monitors activities, participation hours and sanctions, and highlights areas where improvement is needed.
- The **Supplemental Nutrition Assistance Program (SNAP) Tool**, is an automated data management monitoring tool that tracks the progression of a co-enrolled SNAP participant. This tool highlights at a glance, the percentages the region, center, career advisor and individual case is progressing towards meeting performance standards. It monitors activities, participation hours and sanctions, and highlights areas where improvement is needed.
- **Common Measures Tool**, is an automated data management monitoring tool to monitor the Workforce Innovation and Opportunity Act (WIOA) performance indicators in real-time, as established by the Florida Department of Commerce. This tool provides American Job Center (AJC) staff with insights into cases that have exited the system, tracking employment status using various data sources, including the New Hire Report, the Work Number, and the Wage Credit Report. The CMT also ensures all federally required follow-ups are completed by identifying cases with incomplete employment data each quarter.
- **Automated Monitoring Tool**, is an automated data management monitoring tool which enables CSSF Staff to conduct daily reviews and monitor one hundred percent of our cases, is a game-changer in the endeavor to promptly resolve problems while offering essential technical support when needed. In accordance with the provisions of the REACH Act, the implementation of this instrument will significantly improve the effectiveness and accountability. The monitoring tool allows the user to see a snapshot of each program's caseload and corresponding error rates. Furthermore, the tool allows the user to review existing errors in specific cases and correct them, thus lowering the error rate. Finally, the tool provides a variety of reports to assist the users in determining trends and evaluating

performance.

**(4) Sub-grants and Contracts:** Describe the competitive process used by the LWDB to award sub-grants and contracts in the local area for WIOA-funded activities (WIOA§108(b) (16)).

The SFWIB/CSSF competitive process is a set of rules that safeguard fair and objective decision-making when choosing one-stop career center service providers or awarding other grant funds to partners. These rules must comply with appropriate federal, state, and local requirements. Central to this process are the core values of integrity, accountability, and a systems perspective. SFWIB/CSSF complies with Florida Statutes (FS) 287 and 2 CFR Part 200.

In summary the process is as follows: to the extent possible, service providers for Region 23 are selected through a competitive procurement process in accordance with F.S. 287 and 2 CFR Part 200. Noncompetitive sole source and emergency procurements may be authorized in accordance with F.S. 287 and 2 CFR 200. For each competitive procurement the method used (e.g. Request for Proposals, Request for Qualifications, etc.) is maintained on file. The rationale for all non-competitive procurements is documented according to applicable regulations, cost thresholds, type of service being procured and/or emergency procurement situations.

The evaluation criteria are kept on file for each procurement effort, including the individual evaluation forms completed for each proposal submitted. In addition, copies of correspondence sent to service providers in regards to the procurement are kept as is documentation of the SFWIB/CSSF actions concerning the selection or non-selection of providers. The cost/price analysis and proposed cost of service serve as the basis for negotiation and final price for the proposed service of the contract price. Any miscellaneous correspondence regarding the proposed costs will be maintained in the appropriate file.

The primary consideration in the selection of service providers is the effectiveness of the agency or organization in delivering comparable or related services. This consideration is based on the following criteria: merits and quality of the technical proposal; demonstrated effectiveness and performance; ability to meet performance standards within reasonable cost parameters; and, fiscal accountability and management capabilities. Contract awards are made to the most responsive respondents; those with proposals that are most advantageous to CSSF after considering price, technical factors and other applicable criteria.

The SFWIB/CSSF conducts a comprehensive review of all the responses to each solicitation. Responses are evaluated first to ensure all information required is complete and the responses satisfactorily address each and all requirements. Responses that are incomplete or do not satisfactorily address each and every requirement may be disqualified. The evaluation process is designed to assess the respondent's ability to meet the SFWIB/CSSF requirements and to identify those respondents most likely to satisfy them.

The evaluation process is conducted in a thorough and impartial manner at a publicly noticed selection committee meeting held in the sunshine. All respondents to a particular solicitation are encouraged to attend this meeting. While price is an important factor in selecting a respondent for an award, other factors in the competitive process may be considered and may take precedence over price. Those factors include but are not limited to: quality of service offered, operating characteristics, technical innovations, administrative capability, previous experience in providing the same or similar services and the ability to achieve the deliverables as specified in the solicitation.

A cost or price analysis is performed for each procurement effort, in order that the SFWIB/CSSF may evaluate the reasonableness of the cost/price for the program. This analysis is done using a cost and/or price analysis worksheet that analyzes cost based on factors, e.g. units, amount, rates, etc. All documentation detailing the historical process of a specific procurement action is maintained in a procurement file for a minimum of three years after the end of the contract.

- (5) Service Provider Continuous Improvement:** Describe how the LWDB will ensure the continuous improvement of eligible providers through the system and that such providers will meet the employment needs of local employers, workers and job seekers (WIOA §108(b) (6) (A) and 20 CFR 679.560(5) (I)).

The Office of Continuous Improvement (OCI) is a division of SFWIB/CSSF. OCI is responsible for ensuring SFWIB/CSSF and contracted Service Providers (Provider, Partner, or Contractor) are adhering to all applicable laws, rules, regulations, and policies governing programs administered on behalf of SFWIB/CSSF.

The OCI's plan for administering sub-recipient monitoring includes the following:

- Conduct fiscal, financial system, and programmatic reviews of service provider agencies, to determine their compliance with federal and state regulations, the executed contract, SFWIB/CSSF policies and procedures, and generally accepted accounting principles and practices.
- Reviews service provider independent audit reports to identify findings, follow up on resolution of findings and submission of a corrective action plan to ensure compliance with federal audit guidelines.
- Monitors service provider contracts with SFWIB/CSSF to ensure acceptable performance and compliance with contract provisions.
- Conducts performance assessments of service provider agencies to determine their compliance with SFWIB/CSSF policies and procedures, and related state and federal rules and regulations.
- Reviews SFWIB/CSSF policies and procedures for consistency with applicable local, federal and state rules and regulations related to each funding source.
- Conducts Individual Training Account (ITA) compliance reviews of training vendors.
- Full time designated customer service representative handling inquiries, complaints, and compliments.

The scope of these reviews is as follows:

- **Fiscal/Administrative:** Audit fiscal and administrative compliance for contracted service Partners; perform desk audits, review independent audit reports and issue management decision letters, in compliance with 2 CFR Chapter II, part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards and follow-up on all questioned costs identified by the external auditors, perform due diligence reviews of new or prospective service Partners; perform annual employment and training administration salary cap reviews, and special investigations/reviews as the need arises; provide technical assistance on fiscal and administrative issues to service partners.
- **Programmatic/Quality Assurance:** Review the quality of participants' case file documentation and system data; assess service Partner compliance with

program/service requirements as outline in applicable legislation, contract provisions and SFWIB/CSSF policies and procedures; perform performance measures reviews, conduct special investigations as needed; provide technical assistance on programmatic and quality assurance issues to service Partners.

The LWDB will continue to develop strategies to ensure compliance and continuous improvement of eligible providers:

- Through the development and utilization of multiple case management tools with drill down features, case at a glance features, co-enrollment data, automated follow up processes, and income data, the LWDA will increase efficiency and effectiveness of the service delivery model.
- Through the deployment of the automated monitoring tool, deficiencies in all WP, RESEA, WIOA Adult and Dislocated workers, WIOA Youth, WT/TANF, and SNAP cases will be identified on a daily basis.

The SFWIB/CSSF will conduct monthly performance meetings for all programs.

- LWDB staff will provide ongoing support and technical assistance to all contracted Service Providers on a monthly basis in order to monitor, track progress, and address deficiencies.
- LWDB staff will present a performance analysis that includes industry trends that may impact performance, technological projections for the subsequent month, and a comparative data review to track progress.

In addition, the SFWIB/CSSF will continue to aggressively develop, expand, and support registered apprenticeship programs (RAPs) and registered pre-apprenticeship programs (pre-RAPs) by convening new businesses, related training instruction (RTI) providers, and potential sponsors.

- RAPs and pre-RAPs are proven work-based training strategies that help the LWDA's increase the number of skilled workers, meet employer needs, and increase wage rates. RAPs and pre-RAPs also provide an effective, business-driven model for employers to recruit, train, and retain highly skilled workers improving WIOA performance outcomes.
- Staff will provide assistance with screening potential RAPs and pre-RAPs to ensure they are inclusive by design. Hence, individuals with barriers such as veterans, individuals with disabilities, homeless individuals, returning citizens, public assistance recipients, and other under-represented populations can access these career opportunities.

## COORDINATION OF SERVICES

### **(1) Coordination of Programs/Partners:** Describe how services are coordinated across

Programs/partners in the one-stop career centers, including Vocational Rehabilitation, TANF, SNAP E&T, and Adult Education and Literacy activities. Specify how the local area coordinates with these programs to prevent duplication of activities and improve services to customers. 20 CFR 679.560.



The SFWIB/CSSF has created partnerships with both mandated partners and other resources that are coordinated at the workforce board level to ensure uniformity and minimize any duplication of effort. The partnerships with the Department and Children and Families, Vocational Rehabilitation, Juvenile Justice, Adult Basic Education, Community Colleges and Faith-Based partners allows the SFWIB/CSSF to offer an integrated menu of workforce development services to employers and a host of potential jobseekers. These jobseekers include, but not limited to, the universal jobseeker, Temporary Aid to Needy Families (TANF) eligible individuals, Career Advancement Program (CAP) participants, Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) participants, Workforce Innovation and Opportunity Act (WIOA) Adults and Dislocated Workers, individuals recovering from substance disorders, justice-involved citizens, Re-employment Assistance (RA) formerly Unemployment Compensation (UC) claimants, Veterans, Young Adults transitioning from foster care, individuals seeking specialized services such as professionals, and Trade Adjustment Act (TAA). The SFWIB/CSSF has also leveraged TANF resources to invest in the region's youth by providing pre-apprenticeships, apprenticeships, work readiness, industry-related exploration, post-secondary education awareness, and work experience opportunities to youth who may not have access to work opportunities and the educational partners that offer the valuable credentials and degrees.

In order to prevent duplication of activities and services the SFWIB/CSSF enrolls all participants in the WP program in the EMD/EM system which allow clients to be identified by program participation. System integration allows staff to use single documents to certify eligibility while streamlining the process and providing better quality service. The SFWIB/CSSF also hosts regular partner and Performance Improvement Team (PIT) meetings with contracted providers and partnering agencies to ensure services are being offered in the most effective and cost efficient manner. This includes providing training to all partner staff in various area's to improve integration.

**(2) Coordination with Economic Development Activities:** Describe the strategies and services that are used in the local area to better coordinate workforce development programs and economic development (20 CFR 679.560(b) (3) (iii)).

Include an examination of how the LWDB will coordinate local workforce investment activities with local economic development activities that are carried out in the local area and how the LWDB will promote entrepreneurial skills training and microenterprise services (WIOA §108(b) (5) and 20 CFR 679.550(b) (4)).

The SFWIB/CSSF promotes entrepreneurial skill training and microenterprise services by connecting with industry leaders during chamber of commerce events, expos and other events organized to recruit and retain talent.

Economic and workforce development work together seamlessly to create a positive impact on the community by promoting a stable business environment and a well-equipped workforce. The SFWIB/CSSF relationship with the local economic development agency, the Beacon Council, has strengthened both agencies' impact in the local area. One of the Beacon Council's best new initiative models is Opportunity Miami (formerly One Community One Goal).

Opportunity Miami created a roadmap for economic success that brings together workforce development, economic development, education, and government in a meaningful way. The initiative reimagines how the local community builds its economic future – by elevating ideas,

engaging widely and deeply, and energizing clear solutions. One of their focus strategies is innovation and entrepreneurship through technology.

One of the most impactful investment activities the local board engages in to support and promote entrepreneurial skills training and microenterprise services is the SFWIB/CSSF partnership with Emerge Americas. Emerge Americas is an annual, premier technology event that transforms Miami into the “tech hub of the Americas”. Each year during Miami Tech Week, the Emerge Americas Summit brings together the entire tech and entrepreneurial ecosystem, from government to higher-education, startups to investors, corporate enterprises to media, connecting the dots – between talent, capital, and entrepreneurs.

Additional strategies and services that further support economic development strategies include, but are not limited to, the following:

- First Source Ordinance - the SFWIB/CSSF is the workforce development/recruitment entity for First Source ordinances projects throughout Miami Dade County government as well as various other municipalities and private developers throughout the local area. First Source is a job creation and economic development model that enables the SFWIB/CSSF and partner agencies to assist Miami-Dade County residents in finding employment. This initiative seeks to ensure local residents have the first opportunity for employment consideration from businesses who receive a contract with Miami-Dade County (MDC) and other municipalities. The ordinances outline that prior to filling each vacancy under a County contract, the successful contract bidder must first notify the SFWIB/CSSF of all job openings and list the vacancy via the First Source web portal. Companies must make good faith efforts as determined by the County to fill the required percentage of its employment needs under the County contract through the SFWIB/CSSF. SFWIB/CSSF staff attends the required pre-bid contract meetings to engage with potential contractors.
- Community Workforce Project (CWP) and Job Clearing House (JCH) is another job development partnership with Miami Dade County through the county’s Small Business Development (SBD) Division of Regulatory and Economic Resources (RER) department that allows the SFWIB/CSSF to fulfill recruitment and hiring needs for various capital improvement projects.
- City of Miami Gardens Business and Residential Economic Growth Plan (CMG-BREP) - the SFWIB/CSSF entered into a “First Source” partnership with the City of Miami Gardens to implement and maintain a customized web portal for the delivery of specialized recruitment/referral, job placement and training services for vendor/bidder businesses, contractors and subcontractors needing to fill full-time and part-time jobs for partner contracts.
- Employ Miami Dade (EMD) is an initiative launched in partnership with Miami Dade County Mayor’s office and other community and education partners that provides training and employment opportunities for Miami-Dade County. The intent of this initiative is to strengthen the economic development of the community by educating and providing employment to unemployed residents in targeted zip codes. EMD focuses on the targeted industry sectors of the One Community One Goal strategic plan, where employment growth is essential to making this project a success. Residents are trained and certified in one of the sectors with the goal of increasing employment that will help the residents become self-sufficient.
- Providing Labor Market Information (LMI) for private sector developers for prior to the release of RFP solicitations and post awards for the major multi-billion dollar development and re-development projects in the Area.

- Participating in joint meetings, events and provides assistance to important business contacts for local, national, and international companies in successfully establishing its presence and growing businesses in the area.
- Designated staff that works with the Beacon Council, the local economic development partner, to better assist companies with specialized recruitment, referrals, financial and training incentives, and other workforce related needs.
- A majority of the 28 appointed members of the Board and applicable councils are from private sector companies that provide valuable feedback and participation in workforce planning.
- Partnerships with various chambers of commerce. In particular, partnering and participating on committees (including HR and Professional Development Committee, and Education and Workforce Development Committee). Work on the committees has most recently resulted in a “Ban the Box” survey to gather data on hiring policies and common practices and determine ways in which the chamber and affiliated partners, the SFWIB/CSSF can offer educational opportunities or recommended hiring practices for the justice-involved population. Additional workshops, forums and events:
  - South Florida Economic Summit – takes place annually and brings together the business community for a half-day conference focused on the economic outlook and related opportunities. The program includes panel discussions on major economic engines of South Florida and culminates with a keynote speaker and a summary of panels conducted throughout the morning.
  - Annual Goals Conference – this is the most important business planning retreat of the year that attracts local and regional business leaders to develop programming and Goals for the Chamber and the community under a new Chairman, slate of officers and committee leaders. In addition to celebrating the year’s achievements at the General Session and creating the Chamber’s Program of Work, the conference features many opportunities to network and participate in various events
  - HR Insights Conference – is a Half-day conference designed for small business owners, executives and HR professionals offering a stimulating and informative forum that highlights topics that support business strategies with HR related resources. Featured experts cover recent changes in employment law, workforce training/education, organizational development and performance management to name a few. At the conference the annual Excellence in HR Awards are presented to HR professionals and teams who are responsible for combining the essential ingredients of diversity, talent management, retention and teambuilding to create the perfect blend for their companies.
- Partnerships with other local economic development entities, including education institutions, the area’s Small Business Development Centers and Community Based Organizations to enhance the promotion of entrepreneurial training and microenterprise services. The collaboration includes referrals of new companies for workforce assistance, promotion of financial and training incentives such as On-the Job Training, Employed Worker Training, FloridaFlex, and tax incentives at workshops. The SFWIB/CSSF will continue to strengthen these and other partnerships for mutual and future growth opportunities.

**(3) Coordination with Rapid Response:** Describe how the LWDB coordinates workforce

investment activities carried out in the local area with statewide rapid response and layoff aversion activities (WIOA §108(b)(8) and 20 CFR 679.560(b)(7). The description must include how the LWDB implements the requirements [in CareerSource Florida Strategic Policy 2021.06.09.A.2. – Rapid Response and Layoff Aversion System](#) and [CareerSource Florida Administrative Policy 114 – Rapid Response Program Administration](#).

As required by WIOA, SFWIB/SFWIB/CSSF designates a local Rapid Response Coordinator (RR Coordinator), also known as a REACT Coordinator within the Reemployment and Emergency Assistance Coordination Team (REACT), a local representative who plans and coordinates assistance for Florida's employers and workers affected by temporary and permanent layoffs. REACT consists of local and state RR Coordinators, Rapid Response Manager, Targeted Industry, Local Career Center, TAA, Veterans and Communications staff.

Federal Law requires the provision of Rapid Response activities prior to and immediately following the announcement of a natural disaster, mass layoff, organizations permanent closure or other events that precipitate a mass job dislocation. REACT - The REACT Coordinator works to link affected workers with resources and local businesses needing to hire for skills similar to those of the worker. To that effort, the REACT Coordinator will provide to local American Job Center the resumes and/or applications of affected workers for review and to ascertain their work/education history as well as transferable skills of each individual. Also, job listings posted in Employ Florida will be reviewed for potential job matches. If there are matches, the hiring employer/manager will be contacted, advised of the pending layoff, and given the opportunity to review the resumes/completed applications from any of the affected employees. If warranted, a hiring event may be scheduled with local employers to assist in placing the impacted workers prior or subsequent to the date of layoff/closure.

The REACT Coordinator also places emphasis on layoff aversion through a variety of strategies and activities including; partnering with Local Business Intermediaries (Miami Chamber of Commerce, Greater Miami Chamber of Commerce, Beacon Council and CAMACOL among others), to assist community businesses and professional associations through active engagement and relationship –building activities which create an environment for successful layoff aversion effects. Exercises a pro-active approach and assists those businesses in managing any reductions in workforce by conducting Assessments of their needs and delivering services to address those needs. Advocate to business about the benefits of SFWIB/SFWIB/CSSF providing layoff aversion assistance with Short-Time Compensation by reducing hours temporarily until the business returns to normal operations; staff with reduced hours can collect partial reemployment benefits. Offering Incumbent Worker Training (IWT) to provide skills upgrade training, retraining employees to adapt to new markets or technologies, or training managers and supervisors to assume new or continuing responsibilities. Educating businesses on temporary furloughs where the business lays off employees temporarily or reduces hours until the business returns to normal operation.

The REACT Coordinator will implement an Early Warning Network System the Local Workforce Development Board requires that before receiving a Warn Notice the Rapid Response Coordinator and team give a quick alert to the service providers and the local partner Chambers of Commerce of employers facing potential layoffs. Employee data will be evaluated to actively keep track of the number of dislocated workers and how many are being provided with appropriate resources. The goal is to make a strategic effort to proactively engage employers who are showing signs of potential future layoffs.

Consistently interact with the data platform - EconoVue to generate a comprehensive and real-time analysis of business health and view of economic and industry trends within the region, as well as employment, salaries and Business Failure Risk scores over a specified period of time. EconoVue provides the SFWIB/SFWIB/CSSF with key labor data indicators, labor market information and detailed business insight, especially about employers, industry health and trends, and an ability to predict the ebbs and flows of employer expansion and contraction before it occurs.

The SFWIB/SFWIB/CSSF continues to take a lead role in initiating innovative programs that are responsive to the local needs of the business community such as the creation of a Layoff Aversion Fund for small businesses. This program was created in response to COVID-19 and was designed to help small business with the extraordinary expenses related to complying with COVID-19 safety protocols in order to remain open for business, thereby averting layoffs. The program was administered with the assistance of our Business Intermediaries. A total of 354 businesses were assisted saving 3751 jobs with an average wage of \$19.02/hour.

**(4) Industry Partnerships:** Describe how the LWDB identifies and collaborates with existing key industry partners in the local area. Describe how the LWDB coordinates and invests in partnership infrastructure where key industry partnerships are not yet developed (WIOA §108(b) (4) A)). The local area must describe how the following elements are incorporated into its local strategy and operational sector strategy policy. Describe how:

- (a)** Selected industries or sectors are driven by high-quality data (cite data source used);

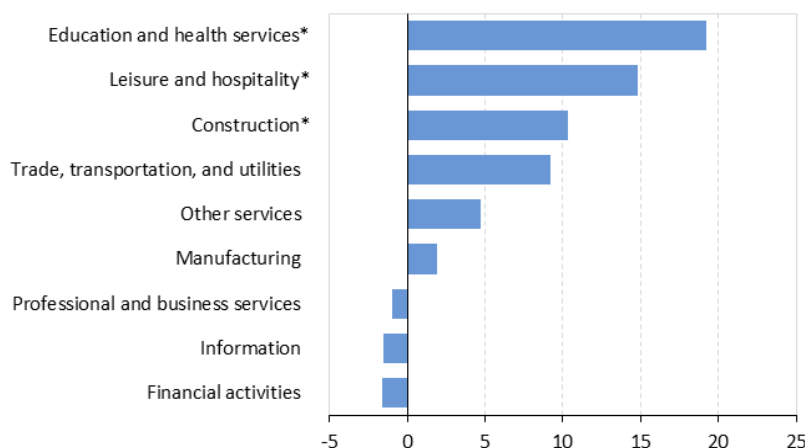
An analysis of current and emerging industries in LWDA 23 identifies six industries that project significant growth over the next seven years. These six industries are directly targeted under the Opportunity Miami strategy as a primary industry or as a first level sub-industry.

The industries include:

- Education and health Services with a projected growth of 19.2 percent
- Leisure and hospitality with a projected growth of 13.8 percent
- Construction with a projected growth of 10.3 percent
- Trade and Logistics with a projected growth of 9.2 percent



**Chart 2. Over-the-year net change for private-industry supersector employment in the Miami metropolitan area, May 2024 (in thousands)**



Note: An asterisk indicates statistical significance at the 90-percent confidence level.  
Source: U.S. Bureau of Labor Statistics.

**(b) Sector strategies are founded on a shared, regional vision;**

The SFWIB/CSSF sector strategies are aligned with Miami-Dade's Beacon Council's Opportunity Miami initiative. Opportunity Miami is the successor to Beacon' Council's One Community One Goal initiative. Opportunity Miami is a shared initiative between local communities, business and educational institutions to catalyze a vision for Miami's economic future into the year 2040. The focus areas are:

- Innovation and Entrepreneurship
- Talent and Inclusion
- Sustainability and Resilience

The SFWIB/CSSF plays a lead role in the development of talent and inclusion initiatives in collaboration with businesses and community partners. The close partnership between Miami-Dade's Beacon Council and the SFWIB/CSSF ensures a continual sharing of information, vision and ideas for initiatives.

**(c) The local area ensures that sector strategies are directed by industry;**

SFWIB/CSSF business engagement strategy consistently focuses on building strong relationships with industry through partnering; soliciting feedback through business roundtables, focus groups and surveys. Prior to COVID-19, and with plans to reactivate, the SFWIB/CSSF routinely hosted business roundtable discussions with local business and industry leaders to forecast employer needs for the near and long-term future. The SFWIB/CSSF created the Business Advisory Council (BAC) to provide timely and relevant feedback on the needs of the businesses. This group of professionals assist in providing pertinent information on how to effectively meet the growing need for skilled workers and how best to engage businesses when working with special and/or target populations. As a result of the roundtable and focus group discussions, the SFWIB/CSSF is able to tailor the delivery of its business services and programs to address the skill needs identified by local businesses. The feedback from the BAC is incorporated into the SFWIB/CSSF strategic plan to align target industries

with Opportunity Miami, set agendas, and ensure high-performance service delivery strategies.

- (d) The local area ensures that sector strategies are aimed at strategic alignment of service delivery systems;

All sector strategies fall under one of the board's strategic goals. Each strategic goal has a specific strategy and a mission. SFWIB/CSSF then identifies collaborative partners and specific task for each goal. By doing so SFWIB/CSSF ensures that sector strategy is in alignment with the board's strategic goals and ensures a uniform system of delivery by streamline process and reducing duplicative effort.

The 2020-2024 Strategic Goals Operational Plan is expected to influence future policy discussions and funding decisions. The following are the approved strategic goals:

- Goal 1: Build a Demand-Driven System with Employer Engagement
- Goal 2: Strengthen the One-Stop Delivery System and Increase Integrated Service Delivery
- Goal 3: Improve Services for Individuals with Barriers
- Goal 4: Dedicated Commitment to Youth Participation
- Goal 5: High ROI through Continuous Improvements
- Goal 6: Strong Workforce System Leadership

As part of the implementation efforts, SFWIB/CSSF staff developed a tool to track the six strategic goals as they are accomplished. The Strategic Goal Operational Plan Monitoring Tool assists staff in tracking which strategies have been utilized, addresses initiatives and strategies yet to be implemented, as well as, the overall progress in achieving the goals.

- (e) The local area transforms services delivered to job seekers/workers and employers through sector strategies; and

An effective sector strategy starts by engaging with businesses within the sector to better understand their workforce needs. Through a combination of direct outreach and the use of business intermediaries, the SFWIB/CSSF is able to identify the needs of the business and create quality workforce programming that equips participants with targeted skill development and industry recognized certifications. The provision of wrap-around support services, such as child care, transportation, and peer support are provided by social service partners, and is an essential element of the services delivered to jobseekers.

An example of an initiative created by, and for the employer, is the Automotive Technician Specialist Apprenticeship. In partnership with the SFWIB/CSSF, Miami-Dade College, and the Miami-Dade Beacon Council Community Ventures Initiative, Bean Automotive recently graduated a cohort of nine students. Each participant received a Department of Education (FDOE) Completion of Apprenticeship Certificate, as well as, certifications in Toyota and Lexus brands. Building on the success of the first cohort of students, Bean Automotive is in the process of sponsoring 25 additional apprentices. The apprenticeship is an effective tool to help young people, low-income workers and other untapped talent become self-sufficient and plug into the local economy.

Partnerships with Miami Dade College and other training providers, allow the SFWIB/CSSF to custom design training cohorts to help businesses prepare for their current and future needs.

- (f) The sector strategies are measured, improved and sustained.

The SFWIB/CSSF measures the success of sector strategies in various ways. One way is by monitoring the current needs of businesses within that sector. When businesses have fewer vacancies and are satisfied with the skilled workers that are being produced as a result of the workforce board's efforts, then the strategy is successful. Also by constant monitoring of feedback, the SFWIB/CSSF is able to make improvements and ensure a successful strategy is sustained.

- (5) Coordination with Relevant Secondary and Postsecondary Education:** Describe how the LWDB coordinates relevant secondary and postsecondary education programs and activities with education and workforce investment activities (including activities related to the Credentials Review Committee, as appropriate) to coordinate strategies, enhance services, and avoid duplication of services (WIOA §108(b)(10) and 20 CFR 679.560(b)(9)).

The SFWIB/CSSF collaborates with Miami-Dade County Public Schools (MDCPS), Miami Dade College (MDC), and other local secondary and postsecondary institutions to enhance higher education through real-time, short-term training in the form of industry-specific cohorts. Each cohort is based on in-demand training for one of the seven (7) targeted industries or sub-industries. The training results in industry-recognized certifications.

American Job Centers are required to track each phase of the participants' training progress including enrollment, completion, and placement information in the applicable Management Information Systems such as Employ Miami Dade (EMD), One-Stop Service Tracking (OSST), and the SFWIB/CSSF Workforce Management System (WFMS) to avoid duplication of services. In addition, career staff is required to interview the job seeker to identify other services they are currently receiving. Outreach is then conducted with those institutions to coordinate strategies and services and to avoid any duplication of services.

The SFWIB/CSSF values its partnership with MDCPS/MDC as we jointly design and implement strategies for a skilled workforce meeting local labor demands. Both institutions signed a Memorandum of Understanding (MOU). The MOU establishes joint processes and procedures to enable MDCPS/MDC to integrate with the current one-stop service delivery system to form a seamless and comprehensive array of education, human services, job training, and other workforce services for individuals. The MDCPS local plan establishes shared tools and processes that improve the quality of the workforce across Miami-Dade County, reduce welfare dependency, and meet skill requirements of employers. The MDCPS/MDC infrastructure agreement with the SFWIB/CSSF coordinates resources, prevents duplication of effort, and ensures the effective and efficient delivery of workforce services in the county. MDCPS/MDC has assigned Adult Education Coordinators to the American Job Centers responsible for providing orientation and training information while promoting our CTE programs. For over 21 years, MDCPS and MDC has been a training provider and partner with the SFWIB/CSSF working to enhance higher education; create Career Pathways through real-time, short-term training for industry specific postsecondary program cohorts; and create centralized reporting for American Job Center participants.

Below are collaborations with MDCPS and MDC affecting Miami-Dade County:

- The Career Technical Education (CTE) programs at Miami-Dade Technical Colleges are designed to prepare individuals to enter their occupation of choice. This postsecondary level career preparation/vocational training is designed to help support the local workforce. The goal of the CTE program is to offer a quality education at an affordable price that allows the student the opportunity to complete a certificate or license to enter the workforce. These programs are nationally accredited by the [Council of Occupational Education](#).
- The Career Development Center (CDC) MDC Works on the campuses of MDC, assists over 129,000 current students and alumni to obtain internships and/or career opportunities. Additionally, MDC Works will provide eligibility assessment, career counseling, and work readiness workshops. MDC will manage the daily operations and the SFWIB/CSSF will provide funding for eight full-time staff members, as well as, computers and the support necessary to provide meaningful career development assistance.
- The first automotive apprenticeship program with Bean Automotive Group (BA Group) was created to help address the shortage of qualified automotive technicians in Miami-Dade County. The success of the BA Group apprenticeship program increased the demand and was a gateway for other automotive dealers to create their own programs. As a result, SFWIB staff and MDC entered into a partnership with Warren Henry Automobiles, Inc. d/b/a Warren Henry Auto Group (WH Auto Group) to create an apprenticeship program for their automotive brands. The WH Auto Group brands include Audi, Infiniti, Jaguar, Lamborghini, Land Rover, Toyota, and Ford.
- The ELC and MDC will create the framework for an apprenticeship program that would serve as a pipeline providing certified early childcare workers into the childcare industry. The program is designed around three thousand (3,000) hours of on-the-job training (OJT) and 15 credit hours of related technical instruction. The technical instruction will be provided by MDC and the OJT will be provided by local small business early education centers. Upon successful completion of the program, participants will earn their National Child Development Associate (CDA) certification.

**(6) Coordination of Transportation and Other Supportive Services:** Describe how the LWDB coordinates WIOA Title I workforce investment activities with the provision of transportation assistance, including public transportation, and other appropriate supportive services in the local area (WIOA §108(b) (11) and 20 CFR 679.560(b) (10)).

The SFWIB/CSSF permits the provision of supportive services for all WIOA Title I Adult, Dislocated Worker, and Veterans, including Youth Participants to assist with the elimination or reduction of barriers that may hinder compliance with training, work activity requirements, and employment opportunities. It is the policy of the SFWIB/CSSF to provide supportive services that are consistent with all applicable federal, state, and local laws and regulations.

Common barriers to employment, employment training, and other required activities typically include lack of transportation, lack of available childcare, and in extreme cases, lack of a proper home. To address these issues, American Job Centers (AJCs) have informal partnerships with the Miami-Dade County Public Transportation system, the Early Learning Coalition, Miami-Dade County Homeless Trust, and various other non-profit organizations.

Through these partnerships, the CareerSource centers/ AJCs are able to obtain bus passes each month that are distributed to participants to assist with transportation issues. Eligible participants

are also able to receive childcare vouchers that can be used to pay for daycare services. In cases of extreme hardship, service providers are able to refer clients to the Homeless Trust to receive temporary shelter and start them on the path to permanent housing. Each CareerSource center/AJC maintains a master list of partnering agencies, and CareerSource center/AJC staff members receive regular training on the informal referral process.



**(7) Coordination of Wagner-Peyser Services:** Describe plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act (29 U.S.C 49 et seq.) services and other services provided in the local area through the one-stop delivery system (WIOA §108(b)(12) and 20 CFR 679.560(b)(11)).

The Wagner-Peyser (WP) Program is the foundation for all employment services. It helps avoid duplication of services as all jobseekers must have an active Wagner-Peyser enrollment in order to be co-enrolled in another workforce program (WIOA, TANF, JVSG, etc.).

Wagner-Peyser is a labor exchange program that brings together individuals who are seeking employment, and employers who are seeking employees. The State of Florida administers a labor exchange that has the capacity to assist job seekers to find employment; to assist employers in filling jobs; to facilitate the match between job seekers and employers; to participate in a system for clearing labor between the states, including the use of standardized classification systems issued by the Secretary of Labor under the WIOA; and to meet the work test requirement of the Reemployment Assistance system. Self-services are available to all job seekers and employers. Services may be accessed from computer workstations at all AJC's and personal desktop computers through the Internet. In addition to accessing information electronically, job seekers can choose to receive information in more traditional forms such as printed materials, which are available at the CareerSource center/AJC. CareerSource center/AJC associates provides services to job seekers and employers, the SFWIB/CSSF primary customer. The SFWIB/CSSF has a centralized Job Order Unit to process job order requests and provide additional services to employers as needed. Multiple employer services include assistance with all human resources demands, i.e., screening qualified applicants, assessing/testing applicants, and assistance with application processing. These activities can be conducted at the employer's location or at the CareerSource center/AJC. Specialized services to businesses include on-site visits, on-the-job training, customized training, employed worker training, paid work experience, tax incentives, mass recruitments, and job fairs. Matching job seekers and employers, is conducted by occupations or skills attainment through resumes in Employ Miami Dade (EMD) system database. Employers have the capability to utilize EMD/EM to conduct a search for qualified jobseekers; the AJC staff can perform an EMD/EM system search by occupation or resume skills search.

To maximize the coordination of services, the SFWIB/CSSF has developed a number of real-time online Workforce Enhancement (WE) Performance Management Tools to evaluate the overall efficiency and effectiveness of service delivery. The Balanced Scorecard, Consumer Report Card, Incomplete Registrations Report, Job Order Report, Referral to Placement Report, EFM Job Search Tool and the Soft Exit Application. Some of the key components of these innovative tools include the ability to: (1) review the cost per placement; (2) evaluate the number of direct placements versus contract goals; (3) evaluate the entered employment rates by programs (i.e., Wagner-Peyser, WIOA Adult, WIOA, TANF, Veteran, etc.), (4) evaluate how timely workforce professionals in the AJCs match qualified job candidates with businesses seeking to hire, and (5) determine the level of consistency of how job seekers utilize the services available to them. The SFWIB/CSSF's workforce enhancement tools track the talent development processes and/or requirements of the job seekers from the point of entry to the workforce system and/or CareerSource center/AJC through the point of exit and allows the Local Workforce Development Area, One-Stop Operator and Service Providers to identify areas of deficiencies and best practices within its processes and/or performance; and analyzes and projects performance measures standards vs goals. Moreover, SFWIB/CSSF tools are accessible to management and AJC staff to review the service delivery process and performance for an individual staff and participants served in the LWDA.

**(8) Coordination of Adult Education and Literacy:** Describe how the LWDB coordinates WIOA Title I workforce investment activities with adult education and literacy activities under WIOA Title II. This description must include how the LWDB carries out the review of local applications submitted under Title II WIOA § 108(b) (10), consistent with WIOA sections 107(d) (11) (A) and (B) (i) and WIOA § 232 (20 CFR 679.560(b) (12)).

The SFWIB/CSSF collaborates with Miami-Dade County Public Schools (MDCPS), Miami Dade College (MDC), College of the Florida Keys, and other local adult education and literacy institutions through real-time, short-term training in the form of industry-specific cohorts. Each cohort is based on in-demand training for one of the seven targeted industries or sub-industries. The training results in industry-recognized certifications.

The SFWIB/CSSF values its partnerships with MDCPS and MDC as we jointly design and implement strategies for a skilled workforce meeting local labor demands. Both institutions signed a Memorandum of Understanding (MOU). The MOU establishes joint processes and procedures to enable integration with the current one-stop service delivery system to form a seamless and comprehensive array of education, human services, job training, and other workforce services for individuals. The MDCPS local plan establishes shared tools and processes that improve the quality of the workforce across Miami-Dade County, reduce welfare dependency, and meets the skill requirements of employers. The MDCPS and the MDC infrastructure agreement with the SFWIB/CSSF coordinates resources, prevents duplication of effort, and ensures the effective and efficient delivery of workforce services in the county. MDCPS and MDC have assigned Adult Education Coordinators to American Job Centers responsible for providing orientation and training information while promoting Career and Technical Education programs. MDCPS and MDC have been training providers and partners with the SFWIB/CSSF for more than 20 years, working to enhance higher education; create career pathways through real-time, short-term training for industry specific postsecondary program cohorts; and create centralized reporting for American Job Center participants.

Below are collaborations with MDCPS, MDC, and other institutions impacting the workforce in Miami-Dade County:

- The Adult Education program at MDC provides English language skills, adult basic education, and GED preparation that adults need to further their education at the postsecondary level, obtain employment, play positive roles in the education of their children, and become involved community members. The program is student centered with classes designed to maximize student access through excellence in teaching, individualized student success plans, access to technology, and flexibility of locations and schedules.
- The SFWIB/CSSF and MDC are currently collaborating to create the framework for the Early Childhood Pre-Apprenticeship Program that would serve as a pipeline providing certified early childcare workers into the childcare industry. The program design will incorporate on-the-job training (OJT) and related technical instruction. The technical instruction will be provided by MDC and the OJT will be provided by local small business early education centers. Upon successful completion of the program, participants will earn their National Child Development Associate (CDA) certification.
- The SFWIB/CSSF and MDCPS have launched the first COHORT for the Automotive Service Mechanic Adult Pre-Apprenticeship. The success of the Bean Group Apprenticeship Program increased the demand and was a gateway to create the Pre-Apprenticeship with

MDCPS. The program is helping to address the shortage of qualified automotive technicians in Miami-Dade County.

- The EAGLE Career Pathway Program is designed to build a pipeline of talent for aviation careers by providing the Out of School (OSY) population with 15 weeks and/or 600 hours of work experience earning \$16.00 hourly. The EAGLE Career Pathway Program participants will earn an industry-recognized aviation sheet metal certification issued by AAR and will be hired by AAR Corp. for the airframe & power plant (A&P) mechanic apprenticeship program with a starting wage of \$18.00 hourly. The SFWIB will provide paid work experience funding for five (5) EAGLE pathway participants; AAR Corp. will provide the relevant training services and work experience site; and TrueCore Behavioral Solutions will refer juvenile justice involved older youth for the Career Pathway Program.

Prospective and current training providers interested in becoming an approved training provider and adding their programs to the local ETPL must complete the Training Vendor Program Information form (application) and Training Provider Program Enrollment & Information form (performance) with the required documentation (e.g., FL DOE license, approved data sheet, current year school catalog, etc.). The application is vetted internally and presented to the Board for approval. Once approved by the Board the provider and programs are added to the ETPL.

Apprenticeships are automatically added to the ETPL upon receipt and review of the Registered Apprenticeship standards, certificate of registration, variance letters, and corporate registration, when applicable. The items are presented to the Board and added to the ETPL.

**(9) Reduction of Welfare Dependency:** Describe how the LWDB coordinates workforce investment activities to reduce welfare dependency, particularly regarding how services are delivered to TANF/Welfare Transition and SNAP E&T participants, to help individuals become self-sufficient. This description must include:

- (a)** How the CLIFF suite of tools is used to support the case management of participants, consistent with CareerSource Florida Strategic Policy 2023.06.07.A.5;

When an individual applies for TANF/SNAP they are required to complete a Work Registration process which includes a General Orientation, Opportunities and Obligations, Initial Assessment, CLIFF, and Wagner-Peyser registration in the Employ Miami Dade (EMD) system. SNAP participants must also schedule next appointment within 7 days to complete the Work Registration process. During the Work Registration process, the individual is an applicant to TANF/SNAP. This provides the SFWIB/CSSF with the opportunity to provide Wagner Peyser services such as resume assistance, labor market information and job search assistance. These services can assist an individual in obtaining employment prior to having benefits approved by the Department of Children and Families (DCF) and becoming a TANF/SNAP participant.

The CLIFF Suite of Tools is used accordingly, with the jobseekers to include Hope Florida referrals, TANF and SNAP jobseekers.

- The CLIFF Snapshot is used to show a job seeker what their financial status could be by comparing their public assistance to an increase of wages or if the hours worked are increased.
- The CLIFF Dashboard is used to provide the long-term financial status based on the current situation of the individual and/or family composition. It allows the individual to see an estimation of where and when the cliff would happen, which would give them ample time to condition themselves to be financially ready in the absence of public assistance.
- The CLIFF Planner is used to assist a job seeker that is ready to make a career move.

This particular tool allows for customization of an education, career, and budget plan.

- (b) Information and data on activities related to initiatives in the local area that support the self-sufficiency of public benefit recipients (i.e., Hope Florida); and

The Department of Children and Families (DCF), Hope Florida has partnered with SFWIB/CSSF to provide employment, training and wrap around services to assist individuals in becoming self-sufficient to reduce welfare dependency.

- (c) Strategies and services used in the local area to support co-enrollment of Welfare Transition and SNAP E&T participants into other workforce development programs. 20 CFR 675.100(h) and 20 CFR 680.620.

The SFWIB/CSSF continues to partner with the local Beacon Council, community leaders, and elected officials in developing a roadmap to increase economic development by creating the Opportunity Miami Initiative. This plan offers strategic recommendations to foster an environment where significant job creation occurs with a focus on higher-paying jobs in targeted industries. These industries include Trade and Logistics, Banking & Finance, Aviation, Technology, Life Science and Healthcare, Creative Design, Hospitality and Tourism. The SFWIB/CSSF uses a myriad of services including but not limited to: On-the-Job Training (OJT), Customized Training (CT) and Paid Work Experience (PWE) to address the skills gaps of TANF and SNAP recipients. This process is intended to assist participants in gaining skills to become gainfully employed and reduce TANF and SNAP dependence.

## PERFORMANCE & EFFECTIVENESS

The local workforce plan must include:

- (1) The local levels of performance negotiated with the Governor and chief local elected official(s) with WIOA § 116(c), to be used to measure the performance of the local area and to be used by the LWDB for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA Title I Subtitle B, and the one-stop delivery system in the local area. (WIOA §108(b)(17) and 20 CFR 679.560(16)(b))
- (2) Actions the LWDB will take toward becoming or remaining a high- performing board, consistent with the factors developed by the state board pursuant to WIOA §101(d)(6).

The SFWIB/CSSF serves as the administrative and fiscal agent for local workforce development area. The SFWIB/CSSF uses a Balanced Scorecard to measure the performance of the contracted Service Partners that operate the 7 AJC's and 4 youth service provide throughout the local area. The SFWIB/CSSF monitors the following measures:

Performance		
	Process Quality Measures	Standard
1	Training Completion Rate	75%
2	Training Related Placements Rate	75%
3	Credential Attainment	75%

4	Measurable Skills Gain	75%
5	Number of Training Enrollments	422
6	CAP All Family Participation Rate	50%
7	Career Advancement Program (CAP) Entered Employment Rate (EER)	45%
8	Wagner Peyser (WP) Entered Employment Rate (EER)	65%
9	WIOA Adult & Dislocated Worker EER	98%
10	Short-Term Veterans EER	50%
11	Employers Served (Employer Penetration Rate)	18,500
12	Employer Serviced with Level 1 Services	12,025
13	Jobs Openings Filled Rate	65%
14	Referral Job Skills Match Average	80%
	<b>Outcome Measures</b>	
15	Employment (Obtained Employment and Direct Job Placements)	15,045
16	Employed 1st Qtr After Exit	80%
17	Employed 2nd Quarter After Exit	80%
18	Employed 3rd Qtr After Exit	80%
19	Employed 4th Quarter After Exit	80%
20	Average Days to Employment	145
	20a DJP Average Days to Employment	60
	20b Obtained Average Days to Employment	167
21	Employment/Job Placement Average Wage	\$15.64
22	Cost Per Placement	\$2,108.45
23	Net Economic Benefit	\$30,423.00
24	Return on the Investment	\$14.43



LWDA for ISY Providers	
Measure	Standard
New Enrollments	159
PWE Enrollments	159
Measurable Skills Gain	90%
Credential Attainment	90%
Outcome Measures	
Employment (Obtained, Direct, & Post Secondary)	127
Education and Employment Rate - 1st Qtr After Exit	90%
Education and Employment Rate - 2nd Qtr After Exit	90%
Education and Employment Rate - 3rd Qtr After Exit	90%
Education and Employment Rate - 4th Qtr After Exit	90%

LWDA for OSY Providers	
Measure	Standard
New Enrollments	425
New Enrollments (General Population)	289
New Enrollments (Youth Offender)	34
New Enrollments (Homeless Runaway Foster Care)	34
New Enrollments (Pregnant or Parenting)	34
New Enrollments (Disability)	34
PWE Enrollments	416
Measurable Skills Gain	75%
Credential Attainment	90%
Outcome Measures	
Employment (Obtained, Direct, Post Secondary & Training)	618
Education and Employment Rate - 1st Qtr After Exit	90%
Education and Employment Rate - 2nd Qtr After Exit	90%
Education and Employment Rate - 3rd Qtr After Exit	90%
Education and Employment Rate - 4th Qtr After Exit	90%

The SFWIB/CSSF will utilize the following strategies to ensure compliance and that WIOA performance indicators are achieved:

- The SFWIB/CSSF has developed the WIOA Primary Indicators of Performance Tool (IPT), to assist all contracted service providers analyze WP, WIOA adult, dislocated workers, and youth participant's economic gains and forecasts potential exits by measuring current information against pre-program wages. The IPT will help staff identify whether a participant is to exit from the program or if additional services are required. Upon a participant's exit from the program, the IPT will generate performance data in real-time by obtaining reported employment information from the New Hire, Wage Credit, and/or Work Number. Additionally, this automation will place emphasis on the career advisor's efforts to provide quality services to participants that are not employed and ultimately achieve the WIOA indicators of

performance.

- The SFWIB/CSSF has modified the local Youth and American Job Centers (AJCs) Balanced Scorecard (BSC) measures to align with the WIOA local negotiated Adult, Dislocated Worker, Youth and Wagner-Peyser programs primary performance indicators for PY 2022-2023 and 2023-2024. The BSCs were revised to now include all WIOA performance indicators and the additional measures listed below:
  - a) Credential Attainment
  - b) Measurable Skills Gain
  - c) Employed 1st Quarter After Exit
  - d) Employed 3rd Quarter After Exit
- The SFWIB/CSSF will continue to require the contracted service providers and training providers utilize the Reconciliation Tool. This tool tracks a student's progress throughout the training program (i.e., training status, how long the participant has been in class, progress level or timeline, placement information, etc.). If there is an issue or discrepancy, the service provider's case manager and the training provider must communicate to reconcile and resolve the issue.

**(3) How the LWDB considered feedback from one-stop career center customers when evaluating the effectiveness of its one-stop career centers.**

Employer and job seeker feedback are the focal point when evaluating the effectiveness of LWDA service providers. As a method to evaluate the effectiveness of LWDA services to the business community, The SFWIB/CSSF board staff conducts meetings with all employers participating in work based training i.e. OJT, PWE, Apprenticeships, and Incumbent Worker training to complete a Business/Supervisor Review questionnaire. The meetings are conducted as an additional layer of oversight to ensure program compliance and solicited feedback from employers on ways the LWDB can improve services to businesses.

Additionally, the SFWIB/CSSF solicits customer feedback through client experience surveys. Jobseekers who have been successfully employed as a result of services provided by LWDA staff, are asked to complete a customer satisfaction survey, rating quality of services received and the knowledge of the staff. Our social media sites (Facebook and Twitter) are monitored for comments and suggestions, as are Google reviews. Client success stories, as well as, client complaints and their resolutions are analyzed to determine what could be improved. The SFWIB/CSSF provides both a phone number and an online form on our website that clients may use to share their ideas, compliments, comments and/or concerns. The phone number goes directly to an experienced customer service representative. CareerSource South Florida is continuously looking for ways to provide the best customer experience possible.

**(4) Actions the LWDB took to implement and assess the use and effectiveness of the following WIOA waiver(s) in effect for Florida, if applicable.**

- (a)** Waiver associated with the requirement at WIOA § 129(a) (4) (A) and 20 CFR 681.410 that State and local areas expend 75 percent of local formula youth funds on out-of-school youth. The response should include programmatic outcomes including the increase of:
  - a. Youth that attained a measurable skill gain;
  - b. Youth that attended post-secondary education;

- c. Youth that participated in occupational skills training;
- d. ISY who participated in work experience opportunities; and
- e. Youth that earned an industry-recognized credential.

SFWIB/CSSF Youth Programs has established strategic goals that specifically and effectively expends 75 percent of the local formula youth funds on out-of-school youth. The SFWIB/CSSF uses a Balanced Scorecard to measure the performance of the contracted Service Partners that operate the out-of-school youth program throughout the local area. These goals measure the primary performance of the program.

The SFWIB/CSSF Youth Programs has developed the WIOA Primary Indicators of Performance Tool (IPT), to assist all contracted service providers analyze WIOA youth participant's economic gains and forecasts potential exits by measuring current information against pre-program wages. The IPT will help staff identify whether a participant is to exit from the program or if additional services are required. Upon a participant's exit from the program, the IPT will generate performance data in real-time by obtaining reported employment information from the New Hire, Wage Credit, and/or Work Number. Additionally, this automation will place emphasis on the career advisor's efforts to provide quality services to participants that are not employed and ultimately achieve the WIOA indicators of performance.

The SFWIB/CSSF Youth Programs has modified the local Youth Balanced Scorecard (YBSC) measures to align with the WIOA local negotiated Youth programs primary performance indicators for PY 2024-2025. The BSC were revised to now include all WIOA performance indicators and the additional measures listed below:

1. Hard to Serve Barriers
2. Employed 1st Quarter After Exit
3. Employed 3rd Quarter After Exit

# CSSF Youth Balanced Scorecard Report

PY 24-25 OSY

Regional for OSY Providers	
Measure	Standard
Enrollments	733
New Enrollment	310
New Enrollments (General Population)	242
New Enrollments (Youth Offender)	17
New Enrollments (Homeless Runaway Foster Care)	17
New Enrollments (Pregnant or Parenting)	17
New Enrollments (Disability)	17
PWE Enrollments	155
Measurable Skills Gain	90%
Credential Attainment	90%
Outcome Measures	
Education and Employment Rate - 1st Qtr After Exit	90%
Education and Employment Rate - 2nd Qtr After Exit	90%
Education and Employment Rate - 3rd Qtr After Exit	90%
Education and Employment Rate - 4th Qtr After Exit	90%

The SFWIB/CSSF will continue to require the contracted service providers and training providers utilize the Reconciliation Tool. This tool tracks a student's progress throughout the training program (i.e., training status, how long the participant has been in class, progress level or timeline, placement information, etc.). If there is an issue or discrepancy, the service provider's case manager and the training provider must communicate to reconcile and resolve the issue.

- (b) Waiver of 20 CFR 681.550 to allow WIOA individual training accounts (ITAs) for in-school youth (ISY). The response should include programmatic outcomes including:
- Improved response of the LWDB and youth providers' to the workforce needs of ISY;
  - Increased number of youth that utilized an ITA to pursue an industry-recognized post-secondary credential;
  - Increased access to and engagement of ISY in need of post-secondary education, training and support to succeed in the labor market; and
  - Increased number of prepared youth candidates who are ready to fill high growth industry demand in the State and local area.

SFWIB/CSSF Youth Programs has not utilized individualized training accounts (ITAs) for the in-school youth (ISY) program. SFWIB/CSSF Youth Programs has developed a community partnership that leverages its resources with the local school district (MDCPS) to provide opportunities for industry recognized credentials that lead to high growth industry jobs in the state and local area.

By leveraging these resources, increased access and engagement is granted while support services are provided to increase success in the labor market. The SFWIB/CSSF uses a Balanced Scorecard to measure the performance of the contracted Service Partners that operate the in-school youth program throughout the local area. These goals measure the primary performance of the program.

## CSSF Youth Balanced Scorecard Report

ISY PY 24-25

Regional for ISY Providers	
Measure	Standard
Total Enrollment	149
New Enrollments	126
Measurable Skills Gain	90%
Credential Attainment	90%
Employers Served (Employer Penetration Rate)	90
Outcome Measures	
Education and Employment Rate - 1st Qtr After Exit	90%
Education and Employment Rate - 2nd Qtr After Exit	90%
Education and Employment Rate - 3rd Qtr After Exit	90%
Education and Employment Rate - 4th Qtr After Exit	90%
Median Wage 2nd Quarter After Exit	\$3,700

### REGIONAL PLAN REQUIREMENTS

LWDBs in an identified planning region will have to work together to formulate a regional plan as an addendum to each of their local plans. Once identified, planning regions will remain in effect if federal and state requirements for planning regions continue to be met. With each submission of the regional plan to the state, the respective LWDBs and chief local elected official(s) will certify that the requirements to be identified as a planning region continue to be met. The regional plan must include:

- (7) **Names of the LWDAs that comprise the planning area.** [\(Administrative Policy 123: Regional Planning Area Identification and Requirements\)](#)
- (8) **Description of how the planning region shares a single labor market, shares a common economic development area, and possesses federal and non-federal resources, including appropriate education and training institutions, to administer activities under WIOA, subtitle B.** [\(Administrative Policy 123: Regional Planning Area Identification and Requirements\)](#)
- (9) **Analysis of regional and local population centers, commuting patterns, industrial composition, location quotients, labor force conditions, and geographic boundaries.** [\(Administrative Policy 123: Regional Planning Area Identification and Requirements\)](#)
- (10) **Description of the established regional service strategies using cooperative service delivery agreements that include but are not limited to:**



- (a) Consistent eligibility standards and enrollment processes.
- (b) Common training and coordination of supportive service offerings, as appropriate.
- (c) Common technology tools and sharing of data within tools outside of Employ Florida.

**(11) Description of sector strategies for existing and emerging in-demand sectors or occupations. (20 CFR 679.560(a) (1) (ii))**

- (a) How will the planning region convene or support the convening of regional employers, foundations, institutions and other stakeholders to create or maintain sector partnerships?
- (b) Identify and describe the established and active sector partnerships in the planning region.

**(12) Description of the collection and analysis of regional labor market data (in conjunction with the state).**

**(13) Description of the planning region's coordination of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate.**

**(14) Description of the planning region's coordination of transportation and other supportive services, as appropriate.**

- (a) What regional organizations currently provide or could provide supportive services?
- (b) What policies and procedures will be established to promote coordination of supportive services delivery?

**(15) Description of the planning region's coordination of services with regional economic development services and providers.**

**(16) Description of the planning region's establishment of an agreement concerning how the planning region will collectively negotiate and reach agreement with FloridaCommerce on local levels of performance for, and report on, the performance accountability measures described in WIOA Sec. 116(c) for local areas or the planning region.**

**(17) Description of the planning region's strategy to prepare an educated and skilled workforce (including youth and individuals with barriers to employment) to meet the needs of the employers.**

**(18) Description of the local strategies, policies and improvements to enhance consistency and coordination within the planning region and help streamline experiences for job seekers, workers and businesses, allowing a more agile workforce system to better adapt to changing marketplace and consumer expectations.**

**(19) Description of the steps that will be taken to support the state's efforts to align and integrate education, workforce and economic development, including:**

- (a) Fostering the improvement and expansion of employer-driven regional sector partnerships to increase the focus on critical in-demand occupations in key sectors that are the engine of economic growth for the state and its planning region.
- (b) Expanding career pathway opportunities through more accelerated and work-based training, and aligning and integrate programs of study leading to industry-recognized

credentials and improved employment and earnings.

- (c) Expanding career services and opportunities for populations facing multiple barriers to educational attainment and economic advancement.

The SFWIB/CSSF does not partner with any other LWDB in its region.

**END OF LOCAL AND REGIONAL PLAN INSTRUCTIONS**