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ALEXANDRIA | ARLINGTON REGION

**Alexandria/Arlington Regional Workforce Council  
Executive Committee Meeting Agenda  
February 14, 2020  
8:30 am to 9:30 am**

<b>Welcome Message</b>	<i>Alberto Marino</i>
<b>Review February Meeting Agenda</b>	<i>David Remick</i>
<b>Review &amp; Approve Consent Agenda Package</b>	<i>David Remick</i>
<b>Discussion: What should the agenda of the RWC be?</b>	<i>David Remick</i>
<b>Adjourn</b>	<i>Alberto Marino</i>

**UPCOMING MEETINGS**

June 5, 2020  
8:30 am to 9:30 am  
Arlington County Department of Human Services  
2100 Washington Blvd, AEC Conference Room  
Arlington, VA 22204



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ALEXANDRIA | ARLINGTON REGION

**Alexandria/Arlington Regional Workforce Council  
Quarterly Meeting Agenda  
February 27, 2020  
8:30 am to 9:30 am**

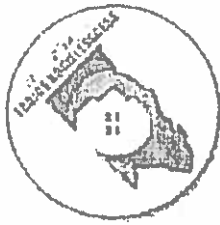
<b>Welcome Message</b>	<i>Alberto Marino</i>
<b>MOU Between Alexandria City, Arlington County, &amp; RWC</b>	<i>Mary Frances Kenion</i>
<b>Regional Labor Market Update</b>	<i>Alex Cooley</i>
<b>Executive Director's Report</b>	<i>David Remick</i>
<b>Economic Development Update</b>	<i>Cynthia Richmond &amp; Ryan Touhill</i>
<b>Education, &amp; Workforce Partners Update</b>	<i>Various Speakers</i>
<b>Public Comment Period</b>	<i>David Remick</i>
<b>Adjourn</b>	<i>Alberto Marino</i>

**UPCOMING MEETING**

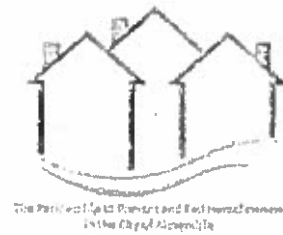
June 18, 2020

8:30 am to 9:30 am

Arlington County Department of Human Services  
2100 Washington Blvd, Lower Level Auditorium  
Arlington, VA 22204



ALEXANDRIA | ARLINGTON REGION



**Memorandum of Understanding Between  
Alexandria/ Arlington Regional Workforce Council  
And  
Arlington County Continuum of Care (CoC)  
And**

**The Partnership to Prevent and End Homelessness in the City of Alexandria**

This Memorandum of Understanding (MOU) establishes a strategic partnership between Alexandria/ Arlington Regional Workforce Council, the Arlington County Continuum of Care, and the Partnership to Prevent and End Homelessness.

**I. MISSION**

The mission of the Alexandria/Arlington Regional Workforce Council is to help drive Alexandria City's and Arlington County's economic growth by implementing an effective and efficient workforce ecosystem that delivers innovative, integrated, data-driven products and services designed and aligned to meet the needs of business and job seekers.

The mission of the Arlington County Continuum of Care is sustaining an integrated, community-based support system which will help households at risk of homelessness keep their housing and assist any household that does become homeless in regaining stable housing.

The mission of the Partnership to Prevent and End Homelessness is to ensure the planning, coordination and implementation of an effective and efficient system-wide response to homelessness within the City of Alexandria; to promote community-wide planning and commitment to the goal of ending homelessness; to secure funding for efforts to prevent homelessness and rapidly rehouse homeless individuals and families; to promote access to and strategic use of mainstream resources; to optimize self-sufficiency among persons experiencing homelessness; and to improve data collection and community performance measurement.

**II. PURPOSE AND SCOPE**

Parties enter this Memorandum of Understanding to partner on prioritized access to employment opportunities or co-enrollment in workforce, training and homeless assistance programs for people experiencing homelessness.

### **III. POPULATION TO BE SERVED**

The population to be served includes any individuals aged 16 or older that are experiencing homelessness and underemployment or unemployment in Arlington County and the City of Alexandria, Virginia.

### **III. RESPONSIBILITIES**

The Alexandria/Arlington Regional Workforce Council, Arlington County Continuum of Care and Partnership to Prevent and End Homelessness in the City of Alexandria operating under this MOU agree to the following:

- A. Alexandria/Arlington Regional Workforce Council will continue to support high-barrier individuals experiencing homelessness in Arlington County and the City of Alexandria in obtaining or increasing earned income through employment. The **Arlington County CoC and Partnership to Prevent and End Homelessness in the City of Alexandria**, through its homeless programs, will work with youth and adults in accessing publicly funded talent development programming, increasing or obtaining earned income and providing necessary supports to ensure job retention.
- B. Together, the partners operating under this MOU will work together to:
  - 1. Conduct an initial assessment of the service needs of clients and adjust services as needed.
  - 2. Support in or out of school youth experiencing homelessness in accessing Workforce Innovation and Opportunity Act (WIOA) Title I youth programs.
  - 3. Support adults with a history of chronic unemployment or inconsistent work histories that are experiencing homelessness in accessing On the Job Training (OJT), Work Experience or a Transitional Job (TJ) opportunity.
  - 4. Commit sufficient staff resources to ensure that eligible households receive appropriate connection to employment services at the One Stop Center while co-enrolled in homeless assistance programs.
  - 5. Offer services that include coordination and planning or supports with other agencies and providers.

### **IV. TERMS OF UNDERSTANDING**

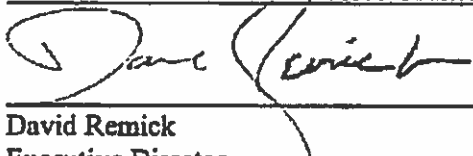
This MOU will be in effect upon signature. It shall be reviewed at least annually to ensure that it is fulfilling its purpose and to make any necessary revisions. Either organization may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.

### **V. AUTHORIZATION**

The signing of this MOU is not a formal understanding. It implies that the signatories will

strive to reach, to the best of their ability, the objectives stated in the MOU. On behalf of the organization I represent, I wish to sign this MOU and contribute to its further development.

Arlington Alexandria Workforce Council



8/8/19

David Remick  
Executive Director  
Arlington Alexandria Workforce Council

Date

Alexandria Continuum of Care (VA-603)



8-16-2019

Stefan Enne  
Continuum of Care Lead  
Alexandria Continuum of Care

Date

Arlington County Continuum of Care (VA-600)



8/19/19

Mary Frances Kenion  
Continuum of Care Lead

Date

Arlington County Continuum of Care Lead Agency



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ALEXANDRIA/ARLINGTON  
REGIONAL WORKFORCE COUNCIL

### **Consent Agenda Notes**

- November 21, 2019 Meeting Minutes – Recommendation: Approval
- February 14, 2020 Executive Committee Meeting Minutes – Recommendation: Approval
- One-Stop Operator Quarterly Report – For Your Information Only
- Additions to Eligible Training Provider List: Melwood Horticultural Training Center and SyLearn submitted their request to be included in Virginia's WIOA Eligible Training Providers List for their various technology certification programs. Both applications are complete, and both provide evidence that basic professionalism skills are incorporated into their curricula. – Recommendation: Approval
- Change to WIOA Youth Work Experience Policy: Original policy required to be revised based on a newly approved state youth experience policy. – Recommendation: Approval
- WIOA Individual & Follow-up Services Waiver: This waiver request is identical to the request made in FY19 which will allow our two American Job Centers to implement WIOA services through their agencies. Typically, workforce boards procure vendors to perform WIOA services. Receiving a waiver would allow us to bypass this requirement. – Recommendation: Approval
- WIOA Title I Local Youth Waiver: This waiver request is identical to the request made in FY19 which will allow our two American Job Centers to implement WIOA Youth services through their agencies. Typically, workforce boards procure vendors to perform WIOA Youth services. Receiving a waiver would allow us to bypass this requirement. – Recommendation: Approval
- One-Stop Operator Scope of Work: The Council will be procuring a new One-Stop Operator in April 2020. This scope of work is similar to the last procurement's scope of work, with the following change:
  - In anticipation of a significant allocation reduction of WIOA funds in FY21 due to low unemployment in the state and in our region, the budget for the next Operator will be \$38,000 per year. This represents a decrease of 10 percent from FY20. – Recommendation: Approval

# **Consent Agenda Begins**

# **November 21, 2019 RWC Meeting Notes**





ALEXANDRIA | ARLINGTON REGION

**Alexandria/Arlington Regional Workforce Council  
Quarterly Meeting Minutes  
November 21, 2019  
8:30 am to 9:30 am**

**Attendance:** Eduardo Achach, Kate Bates (Proxy), Stephanie Briggs, Dottie Brown, Karen Brown (Proxy), Sherri Chapman (Proxy), Dennis Desmond, Shana Hargrove (Proxy), Ellen Harpel, Lesa Gilbert (Proxy), Elizabeth Jones, Alberto Marino, Kris Martini (Proxy), Christine McCurdy, Erik Pages (Proxy), Steve Partridge (Proxy), Cynthia Richmond, Andrea Rubino, Chastity Thornton (Proxy), Darren Tully, Ryan Touhill (Proxy)

**Absent:** Lisa Bauer, Patrick Brennan, Stacey Butler, John Gallagher, Daniel Gomez, Nate Mauer, Marie Schuler, Fernando Torrez, Landon Winkelvoss

**Staff:** Alamelu Dev, Daniel Mekibib, David Remick

Meeting commenced at 8:35 am.

**PRESENTATIONS**

- Alex Cooley presented an update to the region's labor market status.
- The November 21, 2019 Consent Agenda was unanimously approved.
- The Council discussed the jurisdictional elected officials' Inclusive Growth Joint Taskforce and approved a letter of support to be distributed to Alexandria/Arlington's local leaders.
- Several members and guests presented their updates.

The meeting adjourned at 9:25 a.m.

**NEXT MEETING**

February 27, 2020

8:30 am to 9:30 am

Arlington County Department of Human Services  
2100 Washington Blvd, Lower Level Auditorium  
Arlington, VA 22204

**February 14, 2020**

**RWC Executive Committee Meeting Notes**

# One-Stop Operator Quarterly Report

# **Additions to Eligible Training Provider List**



Training Provider Application








1. Name of Training Organization <b>Melwood Horticultural Training Center</b>		2. Federal Tax ID# <b>52-0857690</b>	
3. Mailing Address <b>5606 Dower House Rd</b>	4. City <b>Upper Marlboro</b>	5. State <b>MD</b>	6. Zip <b>20772</b>
7. Physical Address <b>750 23rd Street South</b>	8. City <b>Arlington</b>	9. State <b>VA</b>	10. Zip <b>22202</b>
11. Name & Title of Contact Person: <b>Scott Gibson, Sr. Vice President - People and Programs</b>			
12. Email Address of Contact Person: <b>SGibson@Melwood.org</b>		13. Phone Number of Contact Person: <b>(301)599-4559</b>	
14. Mailing Address of Contact Person (if different from above) <b>5606 Dower House Rd; Upper Marlboro, MD 20772</b>			
15. Year Established <b>1963</b>		16. Website Address: <b>https://www.melwood.org/</b>	
17. Type of Entity  Other (please Describe) <b>Corporate (Non-Profit) - Incorporated in Maryland</b>			
18. Does your organization provide job search assistance or placement services? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (if yes, please describe) <b>Melwood offers job readiness, training, placement and retention support via Professional Development and Training, Job Exploration and Wraparound Career Development, and Supported Employment with Retention Services. This includes jobs in our business services.</b>			
19. What types of financial aid are available to students? <b>Generally, Melwood tries to match students with available public funding sources from Vocational Rehabilitation Agencies and Workforce Development Agencies. In some cases, Melwood covers the cost of tuition with funds from philanthropy.</b>			
20. Does your organization have a tuition refund policy? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (if yes, please attach the policy including time frames and percentage of reimbursement)			
21. Name of Financial Aid Contact Person <b>Elizabeth Foster</b>		22. Email Address of Financial Aid Contact Person <b>EFoster@Melwood.org</b>	

Training Provider Application

<p>23. Please provide three customer references including contact information:</p>
<p>1. Cole Little Customer Success Manager Cybrary 301-798-752 cole@cybrary.it</p>
<p>2. Teresa Thomas Program Lead, Neurodiverse Talent Enablement The MITRE Corporation 301-233-1223 tdthomas@mitre.org</p>
<p>3. Brigitte A. Custer VP, Chief Technology Officer General Dynamics Information Technology Intel and Homeland Security Division 703-268-7789 Brigitte.Custer@gdit.com</p>

## SUPPLEMENTAL INFORMATION

In addition to the attachments associated with the previous sections of this application, copies of the following documents **MUST** be included:

-  ☒ 1. Copy of Virginia oversight documentation (SCHEV, VA School of Nursing, etc.)
-  ☒ 2. Copy of License to Conduct Business in Virginia
-  ☒ 3. Copy of Training Provider Non-discrimination Policy
-  ☒ 4. Copy of Training Provider Grievance Procedure for individuals with complaints on issues, such as discrimination, accessibility, etc.
-  ☒ 5. Suspension/Debarment Certification (included in packet)
-  ☒ 6. Anti-Discrimination Certification (included in packet)
-  ☒ 7. For each training program, fill out training program application (included in packet) and provide documentation which includes:
  - 1) Training Program description, 2) Outline of the Program,
  - 3) Skills to be obtained.

## **CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION—LOWER TIER COVERED TRANSACTIONS**

(1) The prospective lower tier subcontract proposer certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier subcontract proposer is unable to certify to any of the statements in this certification, such prospective subcontract proposer shall attach an explanation to this proposal.

**Melwood Horticultural Training Center**

Organization

**Scott Gibson**

Digitally signed by Scott Gibson  
DN: cn=Scott Gibson, o=Melwood Horticultural Training  
Center, ou, email=sgibson@melwood.org, c=US  
Date: 2019.12.04 14:34:41 -0500

Authorized Signature

**12/4/2019**

Date

**Scott Gibson, Sr. Vice President - People and Programs**

Printed Name and Title



## Anti-Discrimination Certification

The training provider certifies that it will comply fully with all non-discrimination and equal opportunity provisions of the laws listed below:

- 1) Nondiscrimination provisions of WIOA Section 188, and its implementing regulations at 29 CFR part 38, which prohibit discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIOA Title I financially assisted program or activity.
- 2) Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the basis of race, color and national origin;
- 3) Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities.
- 4) Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age.
- 5) Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.
- 6) Title II, Subpart A of the Americans with Disabilities Act of 1990, as amended, which prohibits discrimination on the basis of disability.
- 7) Genetic Information and Nondiscrimination Act of 2008, which prohibits discrimination on the basis of genetic information with respect to health insurance and employment.

The training provider also certifies that it will:

- 1) Will collect and maintain data necessary to show compliance with the non-discrimination provisions of the WIOA Sec. 188, as provided in the regulations.
- 2) Will state in all solicitations or advertisements for employees placed by or on behalf of the provider, that the provider is an equal opportunity employer.
- 3) Notices, advertisement and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting the requirements of this section.
- 4) Make any and all reasonable accommodations to provide access and equity of services to disabled persons applying to or enrolled in any approved program of study.

## Melwood Horticultural Training Center

Organization

Scott Gibson

Digitally signed by Scott Gibson  
DN: cn=Scott Gibson, o=Melwood Horticultural Training  
Center, ou, email=sgibson@melwood.org, c=US  
Date: 2019.12.04 14:35:06 -0500

Authorized Signature

12/4/2019

Date

## Certification and Representation

I, Scott Gibson (Name) as SVP, People and Programs (Title) of  
Melwood Horticultural Training Center (Applicant Agency), hereby

certify and represent the following:

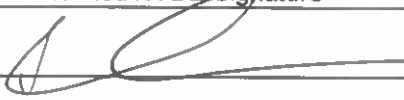
1. That the information contained in this application and all attachments is true and correct to the best of my knowledge and belief; and
2. That Melwood Horticultural Training Center (Applicant Entity) will permit representatives of the Workforce Development Board and the Commonwealth of Virginia access to its facilities, staff, and records for the purpose of verifying information contained in this application and for collecting any additional information related to its qualifications as a provider of training services under the WIOA.
3. I understand that approval by a LWDB places the provider and program on the state Eligible Training Provider List but does not guarantee a local area will fund the approved training activity through the issuances of an ITA. That determination is further based on local policy which must include, at minimum, relevance of training to demand occupations that are in demand regionally, availability of local funds, and likelihood that training will support the individual in meeting their career objectives and employment. The selection of a training provider is based on participant choice.

Signed this 4th day of December, 2019

Signature Scott Gibson  
Digitally signed by Scott Gibson  
DN: cn=Scott Gibson, o=Melwood Horticultural Training Center, ou,  
email=sgibson@melwood.org, c=US  
Date: 2019.12.04 14:35:34 -05'00'

Telephone Number 301-599-4559

Email Address sgibson@melwood.org

FOR LWDB OFFICE USE ONLY			
Date Received by WDB	Date Approved by WDB	Date WDB Submitted to State	Authorized WDB Signature
12/3/19	Rec'd 12/31/19 Fill 2/27/20	Rec'd 12/31/19 Fill 2/27/20	



Peter Blake  
Director

*COMMONWEALTH of VIRGINIA*  
*STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA*  
*James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219*

(804) 225-2600  
FAX (804) 225-2604  
www.schev.edu

September 13, 2019

Mr. Scott T. Gibson, Senior Vice President  
Melwood Horticultural Training Center  
5606 Dower House Road  
Upper Marlboro, MD 20772

Dear Mr. Gibson,

This is in response to your request that the State Council of Higher Education for Virginia (SCHEV) grant Melwood Horticultural Training Center an exemption from the requirements of certification.

Melwood Horticultural Training Center provided documentation of eligibility for an exemption in accordance with Virginia Administrative Code 8VAC40-31-60 (A)(4)(ii)(iii), which grants any occupational training offered by a school that is subject to approval by any other state or federal agency and is offered by a school that is not seeking degree-granting status an exemption from certification. The programs offered by Melwood Horticultural Training Center fall under the jurisdiction of the Office for Aging Services-Division of Rehabilitative Services and are therefore not subject to oversight by SCHEV.

The determination that Melwood Horticultural Training Center is exempt from certification is based solely on the following:

- Another state agency has oversight of your current program; and
- The exemption is granted solely on the grounds of your current offerings, which does not imply that Melwood Horticultural Training Center has a blanket and indefinite exemption from certification.

Any additions or changes to your program offerings, or any changes in jurisdiction over your program offerings may or may not require you to obtain a certificate to operate. Melwood Horticultural Training Center has the responsibility to inform SCHEV of any such changes.

In accordance with the details noted above, you are not required to obtain a certificate to operate from SCHEV at this time.

Sincerely,

*Sylvia Rosa-Casanova*

Sylvia Rosa-Casanova  
Director, Private Postsecondary Education

*Advancing Virginia Through Higher Education*

**ARLINGTON COUNTY, VIRGINIA**  
2100 Clarendon Boulevard, Suite 200, Arlington, VA 22201

## Business License Tax Certificate

**MELWOOD HORTICULTURAL TRAINING CENTER INC**

Account #: BLC-1000422749-03

Trade Name:

**MELWOOD**

Location Address:

750 23RD ST S  
ARLINGTON, VA 22202-2420

Classification:

57.B, Specialized



**2019**

Ingrid H. Morroy  
COMMISSIONER OF REVENUE

Carla de la Pava  
TREASURER


**CERTIFICATE OF TRADE NAME FOR CORPORATION**

CERTIFICATE REQUIRED TO BE FILED BY A CORPORATION CONDUCTING BUSINESS IN THE COMMONWEALTH OF VIRGINIA UNDER AN ASSUMED OR FICTITIOUS NAME.

We hereby certify in accordance with the provisions of section 59.1-69 of the Code of Virginia, 1950, as amended that we are conducting the business of Employment services for people with differing abilities at 750 23rd Street South, Arlington, VA, 22202, United States Arlington County, Virginia/City of Falls Church, Virginia, under the name of Melwood and that no other Corporation has any interest of any kind in said business and that we are the sole owners and proprietors thereof and that our Post Office address is 5606 Dower House Road, Upper Marlboro, MD, 20772, United States and the Corporation Registered Agent's name is CORPORATION SERVICE COMPANY and the Agent's address is 100 SHOCKOE SLIP, 2nd Floor, RICHMOND, VA, 23219, United States.

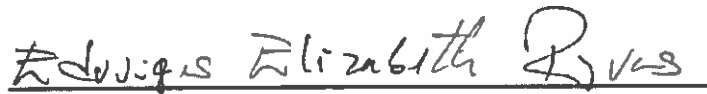
We further certify that we are authorized to do business in the Commonwealth of Virginia on the 16th day of May, 2014.

GIVEN under my hand this 20 day of March, 2018.



Cari DeSantis, Corporate Officer  
Melwood Horticultural Training Center, Inc.

Subscribed and sworn to before me this 20 day of March, 2018.



Notary Public



Notary Public Printed Name

01/09/2021  
Notary Public Commission Expiry Date



# Commonwealth of Virginia



## State Corporation Commission

### CERTIFICATE OF GOOD STANDING

*I Certify the Following from the Records of the Commission:*

That Melwood Horticultural Training Center, Inc., a corporation incorporated under the law of Maryland, is authorized to transact business in the Commonwealth of Virginia;

That it obtained a certificate of authority to transact business in Virginia from the Commission on May 16, 2014; and

That the corporation is in good standing in the Commonwealth of Virginia as of the date set forth below.

Nothing more is hereby certified.



*Signed and Sealed at Richmond on this Date:*



*March 8, 2018*

*Joel H. Peck*

*Joel H. Peck, Clerk of the Commission*

## WHISTLEBLOWER POLICY

Policy No: 208 | Title: Whistleblower Policy  
Date of Policy: 5/2014 | Revisions: 8/14  
Issued By: Human Resources Department

Legal Review		CEO	
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### Policy:

It is the policy of Melwood Horticultural Training Center, Inc. to encourage individual(s)/person(s) served, employees and volunteers to report information relating to illegal, dishonest or unethical activity or violation of adopted Melwood policies that such persons in good faith have reasonable cause to believe is credible. Such information should be reported to his or her immediate supervisor, the Vice President of Human Resources or through the Hotline. (See attached Hotline Procedures). Examples of illegal, dishonest or unethical activities are as follows:

- Violations of federal, state or local laws, including §1396(a)(68) of the Social Security Act;
- Billing for services not performed or for goods not delivered;
- Fraudulent financial reporting;
- Forgery or alteration of documents;
- Unauthorized alteration or manipulation of computer files;
- Misappropriation or misuse of Melwood resources, such as funds, supplies, Melwood vehicles or other assets;
- Authorizing or receiving compensation for goods not received or services not performed;
- Authorizing or receiving compensation for hours not worked; and
- Deriving personal benefit from Melwood's business transaction (i.e., "kickbacks").

Anyone reporting a violation must act in good faith and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred.

Confidentiality: Confidentiality of the whistleblower will be maintained to the best of management's ability. However, identity may need to be disclosed in order to conduct a thorough investigation and to comply with the law, specifically as it relates to providing accused individuals their legal rights of defense. Reporting illegal and dishonest activities is an extremely serious allegation. Therefore, any employee or volunteer who intentionally files a false report of wrongdoing will be subject to discipline up to and including termination. False reporting could ruin an employee's credibility and/or professional reputation.

Retaliation: Melwood shall not retaliate against a whistleblower. This includes but is not limited to protection from retaliation in the form of an adverse employment action such as termination, compensation decreases or poor work assignments and threats of physical harm. Any person entitled to protection who believes that he or she is the subject of any form of retaliation for such participation should immediately report the same as a

violation of and in accordance with this policy. Any individual within Melwood who retaliates against another individual who has reported a violation in good faith or who has cooperated in good faith in the investigation of a violation is subject to discipline, including termination of employment or volunteer status.

The right of a whistleblower for protection against retaliation does not include immunity for any personal wrongdoing.

**Purpose:**

A whistleblower as defined by this policy is a(n) individual/person served, an employee or volunteer that has direct knowledge or a good faith concern of illegal, dishonest or unethical activity or violation of adopted Melwood policies, and informs a manager, supervisor, Executive Management or submits a report via the Hotline about the activity. The whistleblower must exercise sound judgment to avoid baseless allegations. Persons making baseless allegations may be subject to disciplinary actions, up to and including termination and/or legal claims by individuals' accused of such conduct.

All employment-related concerns (e.g., pay, benefits, attendance) should continue to be reported through normal channels to supervisors, Human Resources representatives or to the Vice President of Human Resources. All reports will be promptly investigated and corrective action will be taken as needed.

**Applicability:**

This policy applies to all Melwood employees, contractors, individual(s)/person(s) served, and consultants affiliated with Melwood, interns and volunteers.

**Procedures and Accountability:**

The Human Resources Department will be responsible for distributing the policy to all Board of Directors, Melwood Executive Management, and individual(s)/person(s) served, employees, volunteers and consultants of Melwood.

The Chief Executive Officer and the Vice President of Human Resources have the overall responsibility to ensure compliance. However, executive staff, managers and supervisors are responsible for maintaining the system of management controls, which detect and deter fraudulent or dishonest conduct. All concerned have an obligation to report an activity that he or she considers to be illegal or dishonest to one or more of the parties specified in this Whistleblower Policy.

**HOTLINE PROCEDURES**

The Whistleblower Policy and the Hotline are intended to cover serious concerns that could have a significant impact on Melwood.

**Harassment or Victimization**

Harassment or victimization of individuals submitting hotline reports will not be tolerated.

**Confidentiality**

Every effort will be made to protect the reporter's identity by our hotline vendor. Please note that the information provided in a hotline report may be the basis of an internal



and/or external investigation by Melwood into the issue being reported. It is possible that, as a result of the information provided in a report, the reporter's identity may become known to Melwood during the course of the investigation.

### **Malicious Allegations**

Malicious and/or false allegations may result in disciplinary action, up to and including termination.

### **Reporting**

Serious concerns relating to financial reporting, unethical or illegal conduct may be reported to the Hotline in the following ways:

- English-speaking USA and Canada: toll-free (855) 901-0005 (not available from Mexico);
- Spanish-speaking North America: toll-free (800) 216-1288 (from Mexico, user must dial 001-800-216-1288);
- Website: [www.lighthouse-services.com/melwood](http://www.lighthouse-services.com/melwood);
- E-mail: [reports@lighthouse-services.com](mailto:reports@lighthouse-services.com) (must include company name with report); and/or
- Fax: 215-689-3885 (must include company name with report).

### **Evidence**

Although reporters are not expected to prove the truth of an allegation, the person submitting the hotline report needs to demonstrate in the report that there are sufficient grounds for concern.

### **Report**

The action taken will depend on the nature of the concern. The General Counsel of Melwood will receive a copy of each report and an appropriate investigator will be selected for follow-up and reports on actions taken by the company.

### **Feedback to Reporter**

Whether reported directly to Melwood Management or through the Hotline, the individual submitting a report will be given the opportunity to receive follow-up correspondence regarding their concern:

- Acknowledging that the concern was received;
- Indicating how the matter will be dealt with;
- Providing an estimate of the time it will take for a final response; and
- Indicating whether further investigations will follow, and if not, the reasons for reaching such conclusion.

Further information may be sought from the reporter; however, at the discretion of the company and subject to legal and other constraints, the reporter may not be entitled to receive information about the outcome of an investigation.

*\*Melwood reserves the right to modify or amend this policy at any time as it may deem necessary.*

## PREVENTING HARASSMENT AND DISCRIMINATION POLICY

Policy No: 204 | Title: Preventing Harassment and Discrimination Policy  
Date of Policy: 06/91 | Revisions: 8/00, 6/03, 3/07, 3/14, 10/14  
Issued By: Human Resources Department

Board Secretary Review	Approved 10/22/14	Legal Review		CEO	
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10/9/14

### Policy:

Melwood is committed to maintaining a work environment that is free from discrimination and harassment, and where employees at all levels of the company are able to devote their full attention and best efforts to the job. Harassment, either intentional or unintentional, has no place in the work environment. Accordingly, Melwood does not authorize and will not tolerate any form of harassment of or by an employee (supervisory or non-supervisory) or non-employee based on race, color, religion, sex, gender identity, sexual orientation, national origin, age, disability, genetic information, marital status, socio-economic status, political affiliation, physical and mental ability, amnesty or status as a covered veteran in accordance with applicable federal, state and local laws. The terms "harassment" for all purposes includes, but is not limited to, offensive language, jokes, or other verbal, graphic, or physical conduct relating to an employee's race, color, religion, sex, gender identity, sexual orientation, national origin, age, disability, genetic information, marital status, socio-economic status, political affiliation, physical and mental ability, amnesty or status as a covered veteran, or other factor protected by applicable federal, state and local law which would make the reasonable person experiencing such harassment uncomfortable in the work environment or which could interfere with the person's job performance.

### **Sexual Harassment:**

No employee, associate, leader, coordinator or other person, whether employed by the company or not, shall threaten or suggest that another employee's refusal to submit to sexual harassment will adversely affect that person's employment, work status, evaluation, wages, advancement, assigned duties, shifts or any other terms or conditions of employment. Similarly, no employee, regardless of job title, shall promise, imply or grant any preferential treatment in return for another employee's acceptance of conduct, which is sexually harassing.

Sexual harassment may be overt or subtle. Some behavior that is appropriate in a social setting may not be appropriate in the workplace. Sexual harassment does not refer to behavior or occasional compliments of a socially acceptable nature. It refers to behavior that is personally offensive. Some examples of conduct that may constitute sexual harassment include:

1. Making unwelcome sexual flirtations, advances, requests for sexual favors or other verbal, visual or physical conduct of a sexual nature a condition of employment; or

2. Creating an intimidating, hostile or offensive working environment by such conduct as:
  - a. Sexual innuendo or sexually suggestive comments, including but not limited to sexually oriented kidding, teasing or practical jokes; jokes about gender-specific traits; foul or obscene language or gestures;
  - b. Subtle or direct pressure or requests for sexual activities;
  - c. Unnecessary touching of an individual, such as pinching, patting, or brushing up against another body;
  - d. Graphic verbal comments about an individual's body or appearance;
  - e. Sexually degrading words used to describe an individual;
  - f. The reading or display in the workplace of sexually suggestive or revealing words, objects or pictures;
  - g. Sexually explicit or offensive jokes;
  - h. Physical assault; or
  - i. Other explicit or implied conduct of a sexual nature which relates to or affects an individual's employment.

**Consensual Sex in Regards to Sexual Harassment:**

When one party has a professional relationship toward the other, or stands in a position of authority over the other, even an apparently consensual sexual relationship may lead to sexual harassment or other breaches of professional obligations. Melwood prohibits sexual relationships between managers and employees whose work they supervise, pursuant to the policy on Employment of People with Close Relationships.

**Other Harassment:**

All employees are entitled to work in an atmosphere free of harassment of any kind. Employees may occasionally make statements or display or use words, objects, or pictures that others could interpret as being insulting, derogatory, or slurs towards persons based upon their race, color, religion, sex, gender identity, sexual orientation, national origin, age, disability, genetic information, marital status, socio-economic status, political affiliation, physical and mental ability, amnesty or status as a covered veteran. Such conduct may make a reasonable person uncomfortable in the work environment or could interfere with an employee's ability to perform his/her job. Comments or actions of this type, even if intended as a joking matter among friends, are always inappropriate in the workplace and will not be tolerated. No leader, coordinator or any other member of management should participate in such behavior and must take immediate action, including discipline up to and including termination, if necessary, to stop others who are known or suspected of being involved in such conduct.

*EEOC Guidelines*

In 1980, the EEOC issued guidelines on sexual harassment at 29 C.F.R, Section 1640.11. The guidelines provide, among other things:

1. Harassment on the basis of sex is a violation of Section 703 of Title VII.

2. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when:
  - a. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment;
  - b. Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual; or
  - c. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or offensive work environment.

**Purpose:**

The purpose of this policy is to define Melwood's position with regard to any form of illegal harassment in the workplace.

**Applicability:**

This policy applies to all Melwood employees, contractors, interns, volunteers and Board of Directors.

**Procedures and Accountability:**

1. Melwood cannot resolve matters that are not brought to its attention. If an incident of harassment occurs in the workplace, the employee/victim must report the incident to his/her supervisor, department executive or human resources so that protective and investigative actions can be implemented. If the employee is uncomfortable discussing the matter with these individuals, or if the complaint or observation of harassment involves someone in the employees' direct line of supervision, the employee is urged to go to another Senior Executive Staff member or another company manager, or anonymously contact the hotline policy per the Whistleblower Policy.
2. In coordination with the appropriate executive, the alleged perpetrator and victim may be immediately placed on paid administrative leave but will need to be available for the investigation of the incident.
3. Alleged perpetrator and victim will be interviewed separately about the incident within three (3) business days of the allegations.
4. If the alleged victim is a(n) person/individual served, the policy on HRAC (Please See HRAC Policy No. 214) will be followed. DDA regulations will also be followed as they pertain to particular persons/individuals served.
5. If the alleged perpetrator is not a Melwood employee but is an employee of company Melwood sub-contracts from, etc., the supervisor of the individual and the company EEO officer (if applicable) will be contacted by Human Resources.
6. Sexual trauma counseling/physical examination should be considered immediately for the alleged victim. If an incident requires this level of referral, the police will be contacted.

7. Human Resources will be notified and will be the lead for the investigation. An incident report form will not be used due to confidentiality issues but a complete file record will be documented.
8. Harassment/abuse is grounds for termination.
9. If discrimination on the basis of a protected class is suspected in employment decisions or as cause for a hostile work environment, the alleged victim should report the incident(s) at once to Human Resources and a standard, thorough investigation will ensue. Such discrimination is illegal, as is harassment, and neither will be tolerated.

Melwood will promptly investigate all complaints and will endeavor to handle these matters expeditiously, confidentially and in a professional manner so as to protect the offended individual and other individuals providing relevant information. When the situation is fully understood by management, prompt and appropriate action will be taken. There will not be retaliation against anyone for stepping forward with a good faith concern regarding any type of harassment.





## Training Program Application

*A separate application form must be completed for each training program or occupational skills course of study.*

<b>1. Training Organization</b> <b>Melwood Horticultural Training Center</b>			
<b>2. Contact Person – Name &amp; Title</b> <b>Patrick Finley, Program Coordinator</b>			
<b>3. Training Program or stand-alone course name</b> <b>abilIT</b>			
<b>4. Program or course description</b> abilIT is a 12 week program designed to help people of differing abilities enter the field of cybersecurity. It consists of technical training, and professional and personal development designed to equip them with the technical knowhow and soft skills to join and succeed on any project team.			
<b>5. Year Program Established</b>  <div style="text-align: center;">2019</div>	<b>6. Total Credit or Curriculum Hours</b>  <div style="text-align: center;">280 Curriculum Hours</div>	<b>7. Number of training weeks or hours</b>  <div style="text-align: center;">14 weeks</div>	<b>8. Minimum Class Size</b>  <div style="text-align: center;">14</div>
<b>9. Is curriculum certified by an accrediting agency or similar national standardization program:</b> <div style="display: flex; justify-content: space-between; align-items: flex-start;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> <b>Yes (if yes specify)</b> <small>Cybrary courses are CompTIA approved; Practice Labs and Kaplan are used to prepare students and are CompTIA partners CARF Accreditation (see attached information)</small> </div> <div style="width: 45%;"> <input type="checkbox"/> <b>No</b> </div> </div>			
<b>10. Description of training and skills to be obtained – Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.</b> <span style="float: right;">See attached</span>			
<b>11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual , as published by the Virginia Employment Commission, for the local area. If the in-demand sectors &amp; occupation differ from what is defined by the region, please provide LMI Information to support the sector &amp; occupation.</b> Demand Industry Sectors: Public Sector - 2,839 open jobs Private Sector - 30,691 open jobs Average Wage for primary target occupation: Entry level positions - Network or Security Operations Center Analyst			
<b>12. Does training lead to an industry recognized credential, diploma, license, or degree? If yes, indicate which.</b> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> <b>Yes</b> </div> <div style="width: 45%;"> <input type="checkbox"/> <b>No</b> <small>CompTIA IT Fundamentals certification, A+ certification, and Security+ certification, once they pass the exam. Microsoft Office Specialist certification upon passage of exam.</small> </div> </div>			
<b>13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder?</b> <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> </div>			
<b>14. Was this training developed in partnership with a business?</b> <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b> </div> <p><b>If yes, Name of Business(s):</b></p> <p>1) Cybrary: Largest massive open on-line courses (MOOC) in the cybersecurity space</p> <p>2) The International Critical Infrastructure Institute (ICISI): Research and workforce development organization that specializes in cybersecurity and the protection of critical infrastructure from cyber based threats</p>			

15. List Businesses that support this training program:

Cybrary, GDIT, KPMG, LMI, INOVA, EY, Dell. All businesses identified have lent support to this training program and interviewed graduates for employment.

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

Offsite and On-site Sponsored cohorts  
VersAbility Resources  
Licensing and partnering with educational institutions  
Non-Profit Agencies (NPAs)  
Web Based Virtual Classrooms and SmartPhone Apps  
Skype and other virtual communication sites

17. Describe how you will work with the local board to serve individuals with barriers, including individuals with disabilities:

Melwood already has had a long history of providing job and career development, as well as employment opportunities, for people of differing abilities in Alexandria and Arlington County. We will work closely with the local board in our outreach and accessibility efforts to serve these individuals. Our facility located at 750 23rd Street South has implemented modifications to create a training center and to meet the needs required to provide abillT technical training. In addition, we will provide the additional soft skills to make them successful. We will communicate with the local board and implement best practices as needed.

#### Program Cost

18. Registration/Pre-screening/Admissions Fees	\$ 178
19. Tuition (check all items included in Tuition)	\$ 7391
Books	\$ Online Learning Subscription, incl in tuition)
Required Supplies(Tools, uniforms, etc.	\$ 426
Testing/Exam Cost	\$ (Included in Tuition)
Licensure/Certification Cost(s)	\$ 834 (exam cost includes certification cost, if passed)
Other Required Fees	\$ 6,131 (includes Instructional/Curriculum/Facility Fees)
20. Total Cost to Complete Curriculum/Course	\$ 7569

#### Criteria for Admission

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

Person with differing abilities with either:

- High school diploma, GED, or equivalent
- TABE cut scores (minimum): o R: 576 o M: 596 o Language: 584
- Alternatively, may qualify by taking a Melwood administered VALSPAR test
- Veterans living with post-traumatic stress or service related injury

22. Is a High School Diploma or GED required:

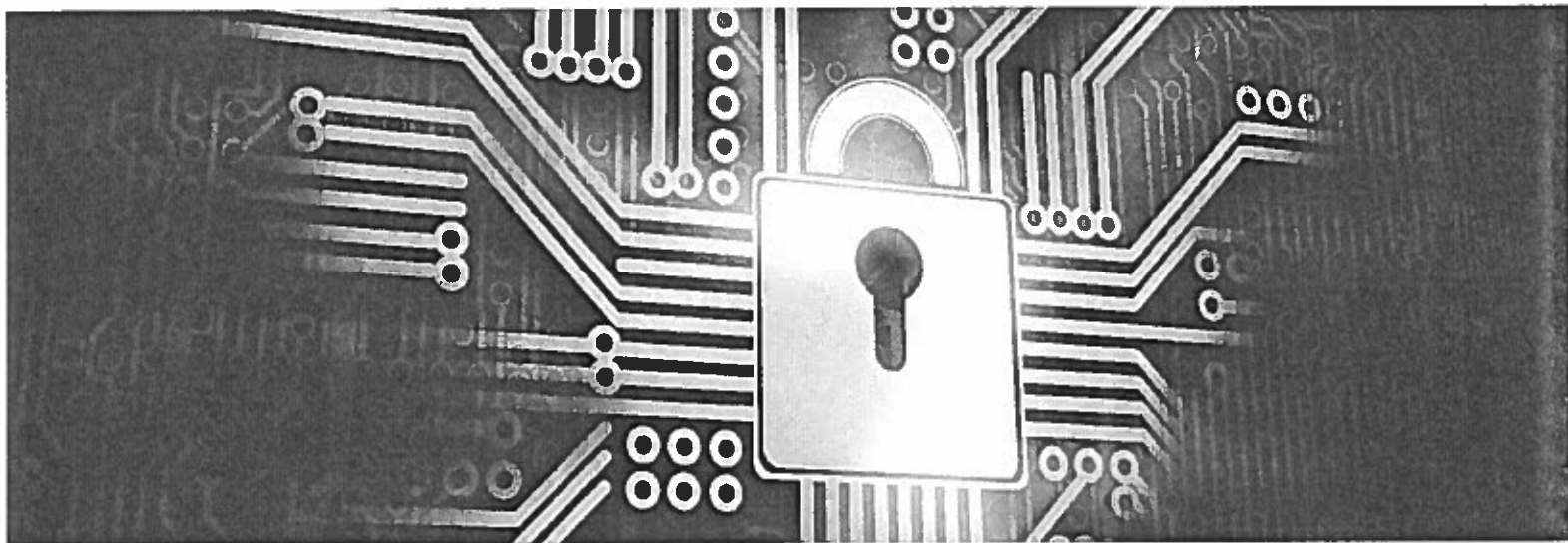


Yes



No





## **A Growing Demand in Cybersecurity**

The US is experiencing unprecedented growth in the cybersecurity industry and demand for entry level staff has never been higher. Today, there are approximately 350,000 unfilled positions in the cybersecurity<sup>1</sup> industry and as demand continues to exceed the supply of available workers, the United States is on pace to hit a half million or more unfilled cybersecurity positions by 2021.

## **A Growing and Available Workforce Solution**

People of differing abilities represent one of the most promising and readily available entry-level cybersecurity workforces in the nation. Many people on the autism spectrum who are unemployed or underemployed have heightened abilities that make them a perfect match for these high tech jobs. These strengths include:

- Hyper Focus
- Affinity for Repetitious Tasks
- Meticulous Attention to Detail
- Visual and Systematic Thinking

People of differing abilities are available and ready to work, but have often been overlooked as a workforce solution. Two-thirds of young people with autism are unemployed and more than 500,000 young people on the autism spectrum will enter the job market within the next 10 years<sup>2</sup>.

## **Enter the abilIT Pilot Program**

To harness the potential of people of differing abilities and to meet the labor shortage, Melwood is undertaking a six-month comprehensive pilot program to help participants pursue career opportunities through professional development and technical training. We have also partnered with one of the largest and most respected cybersecurity training firms, Cybrary.

Career exploration and professional development training have been the cornerstone of Melwood's success for 55 years. We see this as a natural evolution of our work and recognize the impact this could have on one of the most in-demand fields in America.

<sup>1</sup>According to the U.S. Department of Commerce's CyberSeek project

<sup>2</sup>According to a report by A.J. Drexel Autism Institute

## abilIT Admission Eligibility

Person of differing abilities with either:

- High school diploma, GED, or equivalent
- TABE cut scores (minimum):
  - R: 576
  - M: 596
  - Language: 584
  - Alternatively, may qualify by taking a Melwood administered VALSPAR test
- Veterans living with post-traumatic stress or service-related injury

Upon completion, participants will have gained:

- The skills to compete for entry-level Network Operations Center (NOC) or Security Operations Center (SOC) Analyst positions.

The ability to sit for A+, Network+, and Security+ certifications. This drives abilIT's six-month timeline.

- The soft skills necessary to land a job and work effectively as part of a project team.

## abilIT Evolution

### Phase 1:

- Pilot Program with a small cohort of participants

### Phase 2:

- Employees receive one-on-one full-time "sponsored" training from a skilled professional as well as related classroom instruction.

### Phase 3:

- Melwood looks to provide basic outsourced cybersecurity services for organizations that have a need for a cybersecurity program, but that do not have the means to manage their own cybersecurity team and infrastructure.

## Encouraging Employers to Embrace Neurodiversity

As part of this program, we will be continuing to engage employers in order to educate them on neurodiversity. Our "Melwood Challenge" campaign challenges businesses to think outside the box and see our workers as a potential workforce solution.

Our goal is to scale the abilIT program with the help of philanthropic and corporate support so we can provide a reliable pipeline of workers in this high-demand industry.

## Proposed Partners

- Cybrary: The largest massive open online course (MOOC) in the cybersecurity space. Cybrary's size, proximity to Melwood, and its list of established employer-clients gives it an advantage over other MOOCs in the cybersecurity space.
- The International Critical Infrastructure Institute (ICISI): ICISI is a 501(c)(6) research and workforce development organization that specializes in cybersecurity and the protection of critical infrastructure from cyber-based threats. ICISI grants membership to individuals and corporations and provides access to state of the art labs, systems, and technologies that would otherwise only be accessible to larger laboratories. ICISI provides professional certifications, curriculum development, workforce programs, and work-based learning/research opportunities.

For more information on the program or to apply, visit [abilIT.melwood.org](http://abilIT.melwood.org) or email [abilIT@melwood.org](mailto:abilIT@melwood.org)

For more than 55 years, Melwood has been a leading voice for social change and we are now one of the largest employers of people of differing abilities in the country. Melwood offers job readiness, training, placement and retention support so that we can better integrate the unique talents and contributions of people of differing abilities and injured veterans into their communities. We provide our government and private employers with a high-performing and reliable workforce solution. In doing so, we hope to inspire our current and future partners to take bold steps to create an inclusive and competitively integrated workforce.

## Business Services

Melwood is proud to be one of the largest nonprofit employers of people of differing abilities in the United States. Our employees work at federal, state, and local government agencies and at private employers in DC, MD, and VA.

- Melwood employs more than 1,600 people, nearly 1,000 of them are people of differing abilities.
- As an AbilityOne contractor, Melwood provides services to over 60 federal contract sites in the Greater Washington area.
- Melwood is now starting to expand services to the private sector by training for high-demand jobs in customer care, hospitality, and IT/cybersecurity.

## Workforce Solutions

At Melwood, we help people of differing abilities build valuable work skills and gain the confidence needed to chart their own career path. When individuals are offered the training and support necessary to find and retain jobs, they consistently provide quality services to our partners. Their inclusion generates positive corporate outcomes such as greater productivity, increased profits, economic growth, and social progress.

- Professional Development and Training
- Job Exploration and Wraparound Career Development
- Supported Employment with Retention Services

## Services Offered & Employment Opportunities

 Custodial Services

 Call Center Services

 Fulfillment, Warehousing & Packaging Services

 Total Facilities Management

 Customer Care

 Landscaping & Horticultural

 Records Management

 Mailing & Administrative Services

 Hospitality

 IT/cybersecurity

 Embroidery



### DISTRICT OF COLUMBIA

**185**  
PEOPLE SERVED

**30**  
VETERANS SERVED

**26**  
CONTRACT WORK LOCATIONS

**556**  
JOBS\*

**\$7,657,775**  
WAGES PAID TO RESIDENTS

**\$362,744**  
TAXES PAID BY EMPLOYEES

\*77% of Melwood direct labor is provided by people of differing abilities



### MARYLAND

**980**  
PEOPLE SERVED

**60**  
VETERANS SERVED

**18**  
CONTRACT WORK LOCATIONS

**1,129**  
JOBS\*

**\$37,315,495**  
WAGES PAID TO RESIDENTS

**\$2,297,942**  
TAXES PAID BY EMPLOYEES

**39**  
COMMUNITY EMPLOYERS



### VIRGINIA

**397**  
PEOPLE SERVED

**88**  
VETERANS SERVED

**11**  
CONTRACT WORK LOCATIONS

**155**  
JOBS\*

**\$7,680,836**  
WAGES PAID TO RESIDENTS

**\$330,072**  
TAXES PAID BY EMPLOYEES

**176**  
COMMUNITY EMPLOYERS

WHERE WE SERVE

At Melwood, we start by believing anything is possible when people of differing abilities and injured veterans can pursue their potential. For over 55 years Melwood has helped the people we serve create their own path to success through direct employment, job training, recreational services, and retention support.

### People and Programs

People and Programs provides community-based and home services to individuals of differing abilities and their families. We strive to empower individuals to gain life skills and independence through individualized programming.

**Career Development and Retention Support**  
Workforce Development and Guidance is a Melwood service program that provides employment advocacy and individualized support to people of differing abilities and injured veterans. The aim is to empower participants to maximize their strengths and abilities so they can achieve their employment and personal independence goals.

### Melwood Recreation Center

The Melwood Recreation Center is located in Nanjemoy, Maryland. It is home to Melwood's Camp Accomplish, Equestrian Program, Operation Tohidu®, Access Adventures and serves as a perfect venue for corporate and religious retreats, receptions, school groups, family reunions, executive gatherings, team building workshops, and more.

### Camp Accomplish

Since 1998, Camp Accomplish has provided quality inclusive camping experiences for campers of all ability levels in day and overnight camp settings. Campers, ages of 5-18, receive individualized support from trained counselors and program staff with a focus on ensuring each camper feels valued and successful in a challenging and safe environment.

### Melwood Veterans Services

Over the years, Melwood has supported hundreds of veterans and active duty military in their effort to overcome the physical and emotional wounds left by post-traumatic stress, traumatic brain injury, and military sexual trauma. Melwood Veterans Services provides a place where veterans, families, and caretakers can find unique programs and activities, customized employment resources and job training, as well as an inclusive community dedicated to serving injured veterans.

### Operation Tohidu®

Operation Tohidu® is an experiential and healing retreat designed for a growing population of veteran and active duty military living with post-traumatic stress, mild-to-moderate traumatic brain injury, military sexual trauma, and other service-related traumas. Tohidu is a Cherokee word meaning "peace of mind, body, and spirit."

### Vets Ready2Work

The Vets Ready2Work (VR2W) Program assists veterans with their professional development while transitioning from the military to the civilian sector. Our team at Melwood specializes in adapting the valuable skills soldiers learn in the military to civilian workforce applications in order to provide meaningful and lasting employment.





## **Cybrary**

### **Pre-Approved for CompTIA CEUs**

**All training durations less than 1 hour are not valid for CEUs.**

**Note:** Approved training courses in this document are subject to change without prior notification. Training submitted based on prior approval will remain valid. Training submitted after the date on this document must meet this documents training requirements.

**Training approved in this document is based on the exam objectives:**

- A+ 220-901 and 220-902
- Network+ N10-006
- Security+ SY0-401
- CASP CAS-002

**Activity name to use when uploading CEUs into a certification record:**

#### **Completed a Training Course**

Training formats accepted are Classroom-Based, Live Online, Private On-Site and Self-paced e-learning.

#### **CEU Required Documentation**

The certified professional must upload a certificate of completion into their certification record as proof of attendance.

#### **Completion Certificate**

1. Name of training provider
2. Training course title
3. Name of the certified professional
4. Date the training was completed

Training must be completed within the three-year CE Renewal cycle The course duration hours are to be used when entering CEU hours in a certification record. Please see the training provider course descriptions for durations.



**Cybrary**  
Pre-Approved for CompTIA CEUs

CYBRARY	A+	NETWORK+	SECURITY+	CASP
Web Application Penetration Testing	APPROVED	APPROVED	APPROVED	APPROVED
Cryptography	APPROVED	APPROVED	APPROVED	APPROVED
PCI/DSS	APPROVED	APPROVED	APPROVED	APPROVED
Cisco CCNA	APPROVED	APPROVED	APPROVED	APPROVED
MCSA Administering Windows Server 2012	APPROVED	APPROVED	APPROVED	APPROVED
Virtualization Management	N/A	N/A	N/A	N/A
Penetration Testing and Ethical Hacking	APPROVED	APPROVED	APPROVED	APPROVED
Computer and Hacking Forensics	APPROVED	APPROVED	APPROVED	APPROVED
Office 365 Web Content Management / SharePoint	N/A	N/A	N/A	N/A
CISA	APPROVED	APPROVED	APPROVED	APPROVED
Secure Coding	N/A	N/A	N/A	N/A
CISSP	APPROVED	APPROVED	APPROVED	APPROVED
Advanced Penetration Testing	APPROVED	APPROVED	APPROVED	APPROVED
Intro to Malware Analysis and Reverse Engineering	APPROVED	APPROVED	APPROVED	APPROVED
Social Engineering and Manipulation	APPROVED	APPROVED	APPROVED	APPROVED
Post Exploitation Hacking	APPROVED	APPROVED	APPROVED	APPROVED
Python for Security Professionals	APPROVED	APPROVED	APPROVED	APPROVED
Metasploit	APPROVED	APPROVED	APPROVED	APPROVED
CISSP Archive (10 Domain – 2014)	APPROVED	APPROVED	APPROVED	APPROVED
Corporate Cybersecurity Management	APPROVED	APPROVED	APPROVED	APPROVED
ISC2 Certified Cloud Security Professional (CCSP)	APPROVED	APPROVED	APPROVED	APPROVED
CISM	APPROVED	APPROVED	APPROVED	APPROVED
Risk Management Framework	APPROVED	APPROVED	APPROVED	APPROVED
ISC2 Certified Secure Software Life-cycle Professional (CSSLP)	APPROVED	APPROVED	APPROVED	APPROVED



**CompTIA**  
**Continuing Education**  
PRE-APPROVED FOR CEUs

CYBRARY	A+	NETWORK+	SECURITY+	CASP
COBIT	N/A	N/A	APPROVED	APPROVED

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Our offices will be closed Thursday, November 28th, and Friday, November 29th, in observance of the Thanksgiving holiday. Limited Technical Support will be available via email at [kps.techsupport@kaplan.com](mailto:kps.techsupport@kaplan.com) during business hours. We look forward to serving you when we return Monday, December 2nd.

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## CompTIA Certification Exam Prep

CompTIA exams are world-recognized, vendor-neutral IT certification exams that grace the resumes of today's most qualified and skilled technology professionals. Since the program's inception, more than two million individuals have earned a CompTIA certification, paving the way for better job security, career advancement, and more respect in the workplace. CompTIA exams cover a multitude of disciplines, from network infrastructure and security to installation and troubleshooting.

As a designated CompTIA Authorized Quality Curriculum (CAQC) Provider, Kaplan IT Training, formerly Transcender, has been providing CompTIA certification training products for over a decade. Our award-winning suite of test prep solutions includes quality CompTIA certification practice exams, convenient eLearning courses, and handy flashcards for some of the most popular CompTIA certification exams on the market. Our CompTIA training works through realistic exam simulations and powerful study aids, and our training products allow you to learn from the convenience of your own computer—at a pace that's right for you.



July 2, 2019

Sue Harris  
Melwood Horticultural Training Center  
750 South 23rd Street  
Arlington, VA 22202

Dear Mrs. Harris:

It is my pleasure to inform you that Melwood Horticultural Training Center has been issued CARF accreditation based on its recent survey. The Three-Year Accreditation applies to the following program(s)/service(s):

Community Employment Services: Employment Supports  
Community Employment Services: Job Development  
Community Integration  
Comprehensive Benefits Planning  
Employment Planning Services  
Organizational Employment Services  
Transition Services  
*Governance Standards Applied*

This accreditation will extend through June 30, 2022. This achievement is an indication of your organization's dedication and commitment to improving the quality of the lives of the persons served. Services, personnel, and documentation clearly indicate an established pattern of conformance to standards.

Please note that the enclosed accreditation report identifies no recommendations. This accomplishment is achieved on only 3 percent of CARF surveys.

The accreditation report is intended to support a continuation of the quality improvement of your organization's program(s)/service(s). It contains comments on your organization's strengths as well as any consultation.

Your organization should take pride in achieving this high level of accreditation. CARF will recognize this accomplishment in its listing of organizations with accreditation and encourages your organization to make its accreditation known throughout the community. Communication of the accreditation to your referral and funding sources, the media, and local and federal government officials can promote and distinguish your organization. Enclosed are some materials that will help you publicize this achievement.

Your organization's complimentary accreditation certificate will be sent separately. You may use the enclosed form to order additional certificates.

If you have any questions regarding your organization's accreditation, you are encouraged to seek support from Kathy Lauerman by email at [klauerman@carf.org](mailto:klauerman@carf.org) or telephone at (888) 281-6531, extension 7168.

Mrs. Harris

2

July 2, 2019

CARF encourages your organization to continue fully and productively using the CARF standards as part of its ongoing commitment to accreditation. CARF commends your organization's commitment and consistent efforts to improve the quality of its program(s)/service(s) and looks forward to working with your organization in its ongoing pursuit of excellence.

Sincerely,

A handwritten signature in black ink, reading "Brian J. Boon, Ph.D." in a cursive script.

Brian J. Boon, Ph.D.  
President/CEO

Enclosures

## **abilIT Course Outline**

### **Technical Outline -**

<b>Courses</b>	<b>Hours</b>	<b>Level</b>
<u>Intro to Infosec</u>	1	Beginner
<u>End User Security Awareness</u>	1	Beginner
<u>CompTIA IT Fundamentals</u>	11	Beginner
<u>CompTIA A+ 901</u>	12	Beginner
<u>CompTIA A+ 902</u>	9	Beginner
<u>CompTIA Network+</u>	32	Beginner
<u>CompTIA Security+</u>	11	Beginner

<b>Labs</b>	<b>Hours</b>	
<i>CompTIA IT Fundamentals</i>	22	Intermediate
CompTIA A+	22	Intermediate
CompTIA Network+	26	Beginner
CompTIA Security+	20	Beginner

### **Practice Tests to Prepare for Certification Exams**

CompTIA 220-901: A+ Part 1  
CompTIA 220-901: A+ Part 2  
CompTIA - N10-007 Network+  
CompTIA SY0-501: Security+

### **abilIT Program Technical Skills to be Obtained -**

- Technical skills necessary to compete for entry-level positions as a Network Operations Center Analyst (NOC Analyst) or Security Operations Center Analyst (SOC Analyst)
- Demonstrate technical skills via Cybrary assessments
- Ability to sit for A+ Certification, Network+ Certification, and Security+ Certification



## Personal and Professional Development Training Outline -

Curriculum	Focus
Week One	Orientation, Professional Profile, <u>Networking</u> , <u>Career Plan and Goal Setting</u>
Week Two	Create Resumes, Cover Letter, <u>Accommodation/Disability Disclosure</u> (if needed)
Week Three	Job Search, Entrepreneurship, <u>Problem Solving/Critical Thinking</u> in the workplace
Week Four	Email Etiquette, Social Media, <u>Contacts/References</u> , <u>Personal Boundaries</u>
Week Five	<u>Complete Sample Job Applications</u> , <u>Self-Image</u> , 30 Second "Elevator Speech"
Week Six	<u>Dress for Success</u> , Interview Prep, Mock Interview and Role-Plays/Scenarios
Week Seven	Interview Pitfalls, Interview Attire, Mock Interviews with Real-Life Employers
Week Eight	<u>Business Etiquette</u> , <u>Employment Success Attributes</u> , <u>Time Management</u>
Week Nine	<u>Avoiding/Resolving Workplace Conflict</u> , <u>Workplace Behavior</u> , Leaving a Job
Week Ten	<u>Personal Coping Strategies</u> , <u>Stress Management</u> , <u>Teamwork in the Workplace</u>
Week Eleven	<u>Payroll Forms</u> , <u>First Day Work Documents</u> , <u>EE Benefits</u> , <u>Paystub</u> , <u>Work Schedules</u>
Week Twelve	Personal Finance Style, SMART Long and Short Term Goals, Budget, Planning
Closing Activity	Apprenticeship, Internship, and Externship Opportunities, Test- Taking Strategies, Self-Reflections and Program Evaluation, Post- Program Plan

### Personal and Professional Development Skills to be Obtained

Career development and relevance of networking

Resume and cover letter development

Peer and supervisor interactions/dynamics in the workplace

Entrepreneurship and enterprise development

Basic job skills including communications etiquette, social media and behaviors

Job search, applications, interview preparation and techniques in various settings

Business etiquette, workplace behavior, and time management

Workplace interaction, stress management, coping strategies, and team work





ALEXANDRIA / ARLINGTON REGIONAL

# Workforce Council




Attachment A



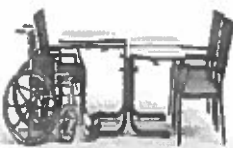
## WIOA ELIGIBLE TRAINING PROVIDER

### The Americans with Disability Act Compliance Checklist




PROVIDER NAME: Melwood Horticultural Training Center


Participants with disabilities should be able to arrive at your training site and easily locate and use accessible services

Accessible Parking	Yes	No	
<ul style="list-style-type: none"> <li>Does your facility provide accessible parking spaces designed for use by individuals with disabilities?</li> <li>Does the parking areas have the minimum number of accessible parking spaces specified in the table (see page 4)?</li> <li>Are the accessible parking spaces located on the shortest possible accessible routes to the accessible building entrances?</li> <li>Are the accessible parking spaces located on a level area?</li> <li>Is each accessible parking space designed with a sign showing the International Symbol of Accessibility?</li> <li>Is there at least ONE van accessible space for every SIX accessible parking spaces?</li> <li>Are the van accessible parking spaces designed by an additional sign indicating "Van Accessible" (see figure)?</li> </ul>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	 
IT Accessibility			
<ul style="list-style-type: none"> <li>Do images have alternative text?</li> <li>Does video have captions and does audio have a transcript?</li> <li>Do form fields within web pages and documents have appropriately coded labels and prompts?</li> <li>Does the interface have sufficient contrast between text color and background color?</li> <li>Does the content scale well when text is enlarged up to 200 percent?</li> <li>Can all menus, links, buttons, and other controls be operated by keyboard, to make them accessible to users who are unable to use a mouse?</li> <li>Do pages that have time limits include mechanisms for adjusting those limits for users who need more time?</li> </ul>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Exploring captions and transcripts with Cybrary</p>  <p>On-line course content compliant and test sites such as Pearson VUE compliant</p>

<ul style="list-style-type: none"> <li>Have you avoided using content that flashes or flickers?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>Accessible Approach and Entrance (Exterior Routes)</b>			
<ul style="list-style-type: none"> <li>Do accessible entrances have a minimum clear opening (free of protrusions and obstructions) of 32 inches?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> <li>Is the force required to open accessible exterior entrances within a reasonable range?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> <li>Are handles, pulls, latches, locks, and other operating devices on accessible doors easily grasped with one hand, and require no tight grasping, pinching, or twisting of the wrist to operate?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> <li>Are the heights of thresholds at doorways ½ inch or less?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<b>ACCESS TO GOODS AND SERVICES</b>			
<ul style="list-style-type: none"> <li>Do the interior doors in public areas have at least a 32-inch clear, unobstructed opening?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> <li>Do the pull and push sides of doors have adequate maneuvering clearances in front of and to the sides of doorways so that a person using a wheelchair can position themselves to easily and safely open the door?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> <li>Is every permanent room or space (such as restrooms, offices or meeting rooms, etc.) designed with a sign having good contrast between characters and background, adequate character size for viewing distance, raised (tactile) characters and Braille?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> <li>Can interior doors be opened with 5 pounds or less force?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> <li>Are door handles mounted no higher than 48 inches and no lower than 34 inches measured from the floor surface?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> <li>Is adequate space available where turning spaces are needed or required for a wheelchair or other mobility device?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> <li>If tables or work surfaces are available, is there a 36-inch aisle clearance between tables for wheelchair access?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> <li>Do seating spaces at tables or work surfaces allow for a forward approach and provide a clear floor space of 30 by 48 inches?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> <li>Are accessible tables and accompanying seating spaces distributed through the room or space?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> <li>Do spaces under tables or work surfaces provide clear space for knees and toes?</li> </ul>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	



<ul style="list-style-type: none"> <li>Do all exterior passage ways provide a minimum unobstructed head clearance (headroom) of 80 inches?</li> <li>Do ramps have a clear unobstructed width of at least 36 inches?</li> <li>Do ramps have a 5-foot long level landing at the top and bottom of each run?</li> <li>If the ramp rises more than 6 inches vertically, does it have handrails on both sides?</li> </ul>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Elevators</b>			
<ul style="list-style-type: none"> <li>Does the building have passenger elevators?</li> <li>Are call buttons and keypads at elevators mounted no higher than 48 inches when measured to centerline of highest operable part above the floor?</li> <li>Are there raised (tactile) characters and Braille that indicate floor designations on both elevator jambs at the entrance to elevator mounted 48 to 60 inches above the floor surface?</li> <li>Are there both visible and audible signals to identify when an elevator car arrives and its direction of travel?</li> </ul>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
<b>Drinking Fountains</b>			
<ul style="list-style-type: none"> <li>Where drinking fountains provided, are there two drinking fountains: one wheelchair accessible and one for persons who are standing?</li> <li>Does the wheelchair accessible drinking fountain provide a minimum knee clearance of 27 inches?</li> <li>Is there a 30 by 48-inch clear floor space positioned for a forward approach to the wheelchair accessible fountain?</li> </ul>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Water is accessible via alternative systems</p> 
<b>Restrooms</b>			
<ul style="list-style-type: none"> <li>Does your facility offer restrooms for public use?</li> <li>Are all accessible restrooms clearly designated with a sign having the International Symbol of Accessibility and mounted on the latch side of the door so the bottom edge of the highest tactile characters are 60 inches maximum and the lowest tactile characters are 48 inches minimum from the floor surface?</li> <li>Do the doorways of accessible restrooms have a minimum clear?</li> <li>Is there adequate turning space for a wheelchair or other mobility devices inside the restroom?</li> </ul>	<input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/> <input checked="" type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

<b>Signage</b>				
<ul style="list-style-type: none"> <li>Is adequate signage placed in standardized, appropriate locations throughout the building or facility?</li> <li>Does the signage identifying permanent rooms or spaces provide both raised (tactile) characters and Braille?</li> <li>Is exterior signage available at non-accessible entrances and along walkways that provides directions to the accessible routes and entrances?</li> <li>Is interior directional signage provided at inaccessible toilet rooms and elevators directing the person to nearest accessible toilet rooms and elevators.</li> </ul>	<input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>  <input checked="" type="checkbox"/>	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>		
I certify that the above information is accurate and true to the best of my ability.				
Name of Authorized Representative		Elizabeth Foster		Date: March 8, 2019
Title:	Director of Career Exploration and Development			
Email:	efoster@melwood.org	Telephone:	301-599-4253	

The Americans with Disabilities Act (ADA) became law in 1990. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public.

# NUMBER OF ACCESSIBLE SPACES

Total Parking Spaces	Designated Accessible Parking
1 to 25	1
26 to 50	2
51 to 75	3
76 to 100	4
101 to 150	5
151 to 200	6
201 to 300	7
301 to 400	8
401 to 500	9
501 to 1000	2% of total
1001 and over	20 plus 1 for each 100 over 1000





Training Provider Application

1. Name of Training Organization <b>SyLearn</b>		2. Federal Tax ID# <b>27-0301152</b>	
3. Mailing Address <b>3330 Washington Blvd, Suite 100</b>	4. City <b>Arlington</b>	5. State <b>VA</b>	6. Zip <b>22201</b>
7. Physical Address <b>3330 Washington Blvd, Suite 100</b>	8. City <b>Arlington</b>	9. State <b>VA</b>	10. Zip <b>22201</b>
11. Name & Title of Contact Person: <b>Jay Chandok, President</b>			
12. Email Address of Contact Person: <b>jchandok@sylearn.com</b>		13. Phone Number of Contact Person: <b>703-310-7733</b>	
14. Mailing Address of Contact Person (if different from above)			
15. Year Established <b>2017</b>		16. Website Address: <b>www.sylearn.com</b>	
17. Type of Entity  Other (please Describe) <u><b>Information Technology Training Provider</b></u>			
18. Does your organization provide job search assistance or placement services? (if yes, please describe) <span style="float: right;"><input checked="" type="radio"/> Yes <input type="radio"/> No</span> <b>Yes, we assist with resume writing and interview questions</b>			
19. What types of financial aid are available to students? <b>Currently none except expected WIOA approval</b>			
20. Does your organization have a tuition refund policy? (if yes, please attach the policy including time frames and percentage of reimbursement) <span style="float: right;"><input checked="" type="radio"/> Yes <input type="radio"/> No</span> <b>Yes, it is attached</b>			
21. Name of Financial Aid Contact Person <b>Jay Chandok</b>		22. Email Address of Financial Aid Contact Person <b>jchandok@sylearn.com</b>	

### Training Provider Application

23. Please provide three customer references including contact information:

1.

Pam Novick  
Fiscal Manager  
George Mason University  
703-993-2110  
pnovick@gmu.edu

2.

M. Scott Wood  
Associate Director, IT Programs  
NOVA Workforce  
Northern Virginia Community College  
Phone: (703) 948-3703  
swood@nvcc.edu

3.

Murad Reza Karimi  
IT Program Developer & Coordinator  
Curriculum Design & Student Success  
NOVA Workforce  
Northern Virginia Community College  
703-878-6148  
mkarimi@nvcc.edu

[HOME](#)[COURSES](#)[ABOUT](#)[GOVT & CORP TRAINING](#)[CONTACT](#)[CART](#)[\(703\) 310-7733](#)[Home](#) → [Information Technology Training](#)

# Information Technology Training



Sylearn is a premier **Information Technology** training organization created to meet training requirements for Federal and State Government Entities, Public and Private enterprises, and general population of the DC Metro area.

We deliver your IT training class and course information in an understandable way that you'll have the confidence to pass the certification exam. You'll be able to grasp the material because our instructor's real world experience and knowledge of the subject matter provides you the opportunity to ask precise questions and receive precise answers. Our courses are developed to teach the skills and knowledge required for today's demanding and evolving job roles and functions in the Information Technology industry. Our key personnel have over 20 years' experience working in the technology consulting and training arena. Of paramount importance to SyLearn is the continued high standard of training that is delivered. SyLearn's quality control measures have been developed to ensure quality of training provision across three stages namely:

Feb 5/11/20





## SUPPLEMENTAL INFORMATION

In addition to the attachments associated with the previous sections of this application, copies of the following documents **MUST** be included:

✓  
Attached

1. Copy of Virginia oversight documentation (SCHEV, VA School of Nursing, etc.)

✓  
Attached

2. Copy of License to Conduct Business in Virginia

3. Copy of Training Provider Non-discrimination Policy

✓  
Attached

4. Copy of Training Provider Grievance Procedure for individuals with complaints on issues, such as discrimination, accessibility, etc.

✓  
Attached

5. Suspension/Debarment Certification (included in packet)

✓  
Attached

6. Anti-Discrimination Certification (included in packet)

✓  
Attached

7. For each training program, fill out training program application (included in packet) and provide documentation which includes:  
1) Training Program description, 2) Outline of the Program,  
3) Skills to be obtained.

**CERTIFICATION REGARDING DEBARMENT,  
SUSPENSION, INELIGIBILITY AND VOLUNTARY  
EXCLUSION—LOWER TIER COVERED TRANSACTIONS**

✓ (1) The prospective lower tier subcontract proposer certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier subcontract proposer is unable to certify to any of the statements in this certification, such prospective subcontract proposer shall attach an explanation to this proposal.

**SyLearn**

Organization



Authorized Signature

**January 23, 2020**

Date

**Jatinder Chandok, President**

Printed Name and Title

## Anti-Discrimination Certification

The training provider certifies that it will comply fully with all non-discrimination and equal opportunity provisions of the laws listed below:

- 1) Nondiscrimination provisions of WIOA Section 188, and its implementing regulations at 29 CFR part 38, which prohibit discrimination against all individuals in the United States on the basis of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and against beneficiaries on the basis of either citizenship/status as a lawfully admitted immigrant authorized to work in the United States or participation in any WIOA Title I financially assisted program or activity.
- 2) Title VI of the Civil Rights Act of 1964, as amended, which prohibits discrimination on the basis of race, color and national origin;
- 3) Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination against qualified individuals with disabilities.
- 4) Age Discrimination Act of 1975, as amended, which prohibits discrimination on the basis of age.
- 5) Title IX of the Education Amendments of 1972, as amended, which prohibits discrimination on the basis of sex in educational programs.
- 6) Title II, Subpart A of the Americans with Disabilities Act of 1990, as amended, which prohibits discrimination on the basis of disability.
- 7) Genetic Information and Nondiscrimination Act of 2008, which prohibits discrimination on the basis of genetic information with respect to health insurance and employment.

The training provider also certifies that it will:

- 1) Will collect and maintain data necessary to show compliance with the non-discrimination provisions of the WIOA Sec. 188, as provided in the regulations.
- 2) Will state in all solicitations or advertisements for employees placed by or on behalf of the provider, that the provider is an equal opportunity employer.
- 3) Notices, advertisement and solicitations placed in accordance with federal law, rule or regulation shall be deemed sufficient for the purpose of meeting the requirements of this section.
- 4) Make any and all reasonable accommodations to provide access and equity of services to disabled persons applying to or enrolled in any approved program of study.

**SyLearn**

Organization



Authorized Signature

**Jatinder Chandok**

### Certification and Representation

I, Jatinder Chandok (Name) as President (Title) of  
SyLearn (Applicant Agency), hereby

certify and represent the following:

1. That the information contained in this application and all attachments is true and correct to the best of my knowledge and belief; and
2. That SyLearn (Applicant Entity) will permit representatives of the Workforce Development Board and the Commonwealth of Virginia access to its facilities, staff, and records for the purpose of verifying information contained in this application and for collecting any additional information related to its qualifications as a provider of training services under the WIOA.
3. I understand that approval by a LWDB places the provider and program on the state Eligible Training Provider List but does not guarantee a local area will fund the approved training activity through the issuances of an ITA. That determination is further based on local policy which must include, at minimum, relevance of training to demand occupations that are in demand regionally, availability of local funds, and likelihood that training will support the individual in meeting their career objectives and employment. The selection of a training provider is based on participant choice.

Signed this 23 day of January, 2020

Signature Jatinder Chandok

Telephone Number 703-310-7733

Email Address jchandok@sylearn.com

FOR LWDB OFFICE USE ONLY			
Date Received by WDB	Date Approved by WDB	Date WDB Submitted to State	Authorized WDB Signature

ARLINGTON COUNTY, VIRGINIA  
2100 Clarendon Boulevard, Suite 200, Arlington, VA 22201

## Business License Tax Certificate

**STRATEGYUS LLC**

Account #: BLC-1001143080-02

Trade Name:

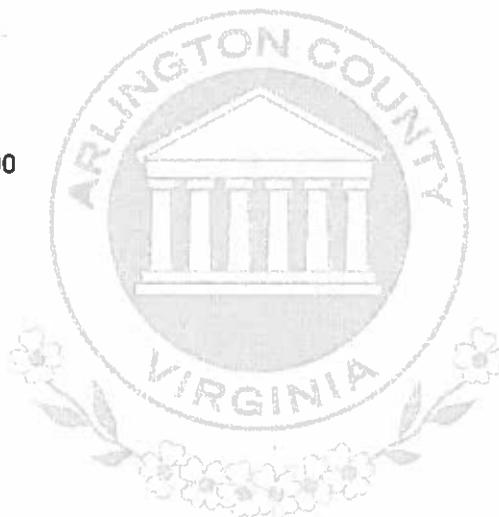
SYLEARN

Location Address:

3330 WASHINGTON BLVD STE 100  
ARLINGTON, VA 22201-4502

Classification:

57.B, Specialized



**2019**

A handwritten signature in black ink, appearing to read "Ingrid H. Morroy".

Ingrid H. Morroy  
COMMISSIONER OF REVENUE

A handwritten signature in black ink, appearing to read "Carla de la Pava".

Carla de la Pava  
TREASURER

---

C/O JATINDER CHANDOK  
STRATEGYUS LLC  
42997 ADDELSTONE PL  
ASHUBURN VA 20148

**CERTIFICATE OF TRADE NAME FOR LIMITED LIABILITY COMPANY (LLC)**

**CERTIFICATE REQUIRED TO BE FILED BY A LIMITED LIABILITY COMPANY (LLC)  
CONDUCTING BUSINESS IN THE COMMONWEALTH OF VIRGINIA UNDER AN ASSUMED  
OR FICTITIOUS NAME.**

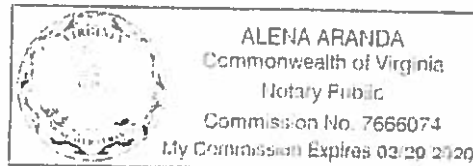
We hereby certify in accordance with the provisions of section 59.1-69 of the Code of Virginia, 1950, as amended that we are conducting the business of Training at 3330 Washington Blvd, 100, Arlington, VA, 22201, United States Arlington County, Virginia/City of Falls Church, Virginia, under the name of SyLearn and that no other Limited Liability Company (LLC) has any interest of any kind in said business and that we are the sole owners and proprietors thereof and the Limited Liability Company (LLC) Registered Agent's name is Bhavna Chandok and the Agent's address is 42997 Addlestone PI, Ashburn, VA, 20148, United States.

**We further certify that we are authorized to do business in the Commonwealth of Virginia on the 4th day of June, 2009.**

GIVEN under my hand this 7<sup>th</sup> day of SEPTEMBER 2017.



Bhavna Chandok, Corporate Officer  
StrategyUS LLC



Subscribed and sworn to before me this 7<sup>th</sup> day of September 2017.

  
Notary Public

ALENA ARANDA  
Notary Public Printed Name

02-29-2020  
Notary Public Commission Expiry Date









Peter Blake  
Director

**COMMONWEALTH of VIRGINIA**  
**STATE COUNCIL OF HIGHER EDUCATION FOR VIRGINIA**  
*James Monroe Building, 101 North Fourteenth Street, Richmond, VA 23219*

(804) 225-2600  
www.schev.edu

January 10, 2020

Jatinder Chandok, President/CEO  
SyLearn  
3330 Washington Blvd., Suite 100  
Arlington, VA 22204

Dear President Chandok:

I write to inform you that the State Council of Higher Education for Virginia (SCHEV) has certified SyLearn to operate as a postsecondary non-college degree school in the Commonwealth of Virginia effective January 10, 2020. SyLearn is authorized to only offer the following 19 programs:

<u>Credential</u>	<u>Program Name</u>	<u>Clock Hours</u>	<u>CIP Code</u>
1. Certificate	A+	40	15.1203
2. Certificate	Automation Testing	64	11.0701
3. Certificate	AWS Certified Solutions Architect	24	11.1001
4. Certificate	AWS Certified Developer	24	11.1001
5. Certificate	AWS Certified SysOps Administrator	24	11.1001
6. Certificate	AWS Certified Cloud Practitioner	24	11.1001
7. Certificate	Certified Information System Security Professional (CISSP)	40	11.1003
8. Certificate	Cisco Certified Network Assoc. (CCNA)	40	11.1002
9. Certificate	Cyber Security Analyst (CySA+)	40	11.1003
10. Certificate	Network +	24	11.1002
11. Certificate	PenTest +	40	11.1003
12. Certificate	Python Programming	40	11.0202
13. Certificate	Quality Assurance Testing	64	11.0701
14. Certificate	Web Design and Developer	80	11.0801
15. Certificate	Security +	32	11.01003
16. Certificate	Enterprise Blockchain: HyperLedger Fabric	40	11.1001
17. Certificate	Data Science	40	11.1001
18. Certificate	Cloud +	40	11.1001
19. Certificate	Business Analyst	40	11.0501

Please note that SyLearn is required to obtain approval from SCHEV prior to offering instruction in any program of study not listed above.

Enclosed, please find the *Certificate to Operate* (CTO). Pursuant to 8VAC40-31-170 of the *Virginia Administrative Code*, SyLearn will operate within the confines of the Code of Virginia. SCHEV takes its responsibility for the protection of students pursuing postsecondary education opportunities in the Commonwealth of Virginia seriously and may impose a penalty, pursuant to *Code of Virginia* § 23.1-228, for violations against Virginia law. As such, all certified postsecondary schools are subject to periodic audits to verify compliance with 8VAC40-31 et seq. of the *Virginia Administrative Code*. SyLearn should expect an audit by SCHEV staff within the next 18 months.

If you have any questions regarding certification, re-certification, or compliance of your school in regards to the Code of Virginia, or the Virginia Administrative Code, please contact our office at (804) 225-3093 and your call will be directed to the appropriate staff member.

Sincerely,



Sylvia Rosa-Casanova  
Director, Private Postsecondary Education



SYLEARN

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## **Non Discrimination Policy**

SyLearn does not discriminate on the basis of sex, gender, race, color, national origin, disability, religion, ancestry, age, marital status, genetic information, or any other characteristic protected by law in its programs, and is an equal opportunity employer.

The following person has been designated to handle inquiries regarding non-discrimination policies:

Jatinder Chandok  
President  
SyLearn  
703-310-7733  
jchandok@sylearn.com





## **Grievance Procedure**

Students have the right to learn in a conducive learning atmosphere facilitated by SyLearn, its administrator and instructor(s). Students will be taught the subject matter in a theoretical and hands-on manner in order to learn the curriculum and prepare for certification test(s) where applicable. Should a student feel that they are not being taught in a proper manner, they are welcome to contact the school administrator with their complaint. School administrator will work with the student and instructor(s) to ensure that any legitimate complaint and/or grievance is resolved immediately for the best learning outcome of the student and the rest of the class.

If a student is still not satisfied with the solution provided by the school, s(he) are welcome to contact State Council of Higher Education of Virginia (SCHEV) for a recourse. The address for SCHEV is:

SCHEV  
James Monroe Building  
101 North Fourteenth Street  
Richmond, VA 23219.





**Cancellation and Refund Policy** - In the unlikely event SyLearn cancels a class because the class has not met minimum enrollment (determined 1 week prior) or postpone a class due to events beyond our control, students will be notified as quickly as possible. In such cases the student may choose to reschedule to a future class date at no additional charge, or receive a refund for money on account relating to that registration.

The following refund policy shall apply for students who join a program and withdraw or are terminated during the program.

- A student who enters the school but withdraws or is terminated during the first quartile (25%) of the program shall be entitled to a minimum refund amounting to 75% of the cost of the program.
- A student who withdraws or is terminated during the second quartile (more than 25% but less than 50%) of the program shall be entitled to a minimum refund amounting to 50% of the cost of the program.
- A student who withdraws or is terminated during the third quartile (more than 50% but less than 75%) of the program shall be entitled to a minimum refund amounting to 25% of the cost of the program.
- A student who withdraws after completing more than three quartiles (75%) of the program shall not be entitled to a refund.

**Right of Dismissal** - In order to maintain a classroom environment that is conducive to learning for all, SyLearn reserves the right to dismiss a participant who is harassing other participants, the instructor, or who in SyLearn's judgment is disrupting the class or our premises. In the case of dismissal, the student will be issued a refund as per the refund policy.

**Unforeseen Circumstances** - In case of unforeseen circumstances like critical illness or death in the family, student will be allowed to defer and transfer to a future offering of the same course provided the course is still being offered and the student completes the course within one year from the transfer approved by SyLearn.

**Inclement Weather Policy - Class delays and cancellations due to weather or other unforeseen factors will be posted on our web site.** We strongly recommend students check the web site for such notices before heading out to the class.

**Transfer** - SyLearn's offerings are non-credit and non-degree Information Technology courses so credit and transfers between schools do not apply.







ALEXANDRIA / ARLINGTON REGIONAL  
Workforce Council




Attachment A

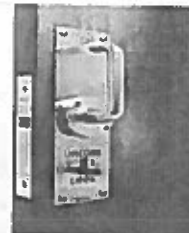
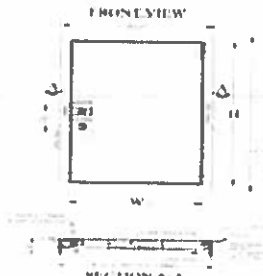

WIOA ELIGIBLE TRAINING PROVIDER


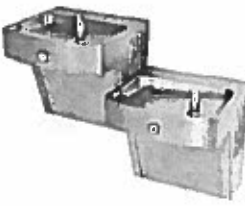

The Americans with Disability Act Compliance Checklist


PROVIDER NAME: SyLearn

Participants with disabilities should be able to arrive at your training site and easily locate and use accessible services

Accessible Parking	Yes	No	
• Does your facility provide accessible parking spaces designed for use by individuals with disabilities?	<u>Y</u>	<u>      </u>	  <small>Shutterstock 1003148109</small>
• Does the parking areas have the minimum number of accessible parking spaces specified in the table (see page 4)?	<u>Y</u>	<u>      </u>	
• Are the accessible parking spaces located on the shortest possible accessible routes to the accessible building entrances?	<u>Y</u>	<u>      </u>	
• Are the accessible parking spaces located on a level area?	<u>Y</u>	<u>      </u>	
• Is each accessible parking space designed with a sign showing the International Symbol of Accessibility?	<u>Y</u>	<u>      </u>	
• Is there at least ONE van accessible space for every SIX accessible parking spaces?	<u>      </u>	<u>N</u>	
• Are the van accessible parking spaces designed by an additional sign indicating "Van Accessible" (see figure)?	<u>      </u>	<u>      </u>	
IT Accessibility			
• Do images have alternative text?	<u>Y</u>	<u>      </u>	
• Does video have captions and does audio have a transcript?	<u>Y</u>	<u>      </u>	
• Do form fields within web pages and documents have appropriately coded labels and prompts?	<u>Y</u>	<u>      </u>	
• Does the interface have sufficient contrast between text color and background color?	<u>Y</u>	<u>      </u>	
• Does the content scale well when text is enlarged up to 200 percent?	<u>Y</u>	<u>      </u>	
• Can all menus, links, buttons, and other controls be operated by keyboard, to make them accessible to users who are unable to use a mouse?	<u>Y</u>	<u>      </u>	

<ul style="list-style-type: none"> <li>Do pages that have time limits include mechanisms for adjusting those limits for users who need more time?</li> <li>Have you avoided using content that flashes or flickers?</li> </ul>	Y Y	  	
<b>Accessible Approach and Entrance (Exterior Routes)</b>			
<ul style="list-style-type: none"> <li>Do accessible entrances have a minimum clear opening (free of protrusions and obstructions) of 32 inches?</li> <li>Is the force required to open accessible exterior entrances within a reasonable range?</li> <li>Are handles, pulls, latches, locks, and other operating devices on accessible doors easily grasped with one hand, and require no tight grasping, pinching, or twisting of the wrist to operate?</li> <li>Are the heights of thresholds at doorways ½ inch or less?</li> </ul>	Y Y Y Y	    	
<b>ACCESS TO GOODS AND SERVICES</b>			
<ul style="list-style-type: none"> <li>Do the interior doors in public areas have at least a 32-inch clear, unobstructed opening?</li> <li>Do the pull and push sides of doors have adequate maneuvering clearances in front of and to the sides of doorways so that a person using a wheelchair can position themselves to easily and safely open the door?</li> <li>Is every permanent room or space (such as restrooms, offices or meeting rooms, etc.) designed with a sign having good contrast between characters and background, adequate character size for viewing distance, raised (tactile) characters and Braille?</li> <li>Can interior doors be opened with 5 pounds or less force?</li> <li>Are door handles mounted no higher than 48 inches and no lower than 34 inches measured from the floor surface?</li> <li>Is adequate space available where turning spaces are needed or required for a wheelchair or other mobility device?</li> <li>If tables or work surfaces are available, is there a 36-inch aisle clearance between tables for wheelchair access?</li> <li>Do seating spaces at tables or work surfaces allow for a forward approach and provide a clear floor space of 30 by 48 inches?</li> </ul>	Y Y Y Y Y Y Y Y Y	         	 <p>Does not have braille</p> 

<ul style="list-style-type: none"> <li>Are accessible tables and accompanying seating spaces distributed through the room or space?</li> <li>Do spaces under tables or work surfaces provide clear space for knees and toes?</li> <li>Do all exterior passage ways provide a minimum unobstructed head clearance (headroom) of 80 inches?</li> <li>Do ramps have a clear unobstructed width of at least 36 inches?</li> <li>Do ramps have a 5-foot long level landing at the top and bottom of each run?</li> <li>If the ramp rises more than 6 inches vertically, does it have handrails on both sides?</li> </ul>	Y _____ Y _____ Y _____ Y _____ _____ _____ _____ 	_____ _____ _____ _____ _____ _____ _____ 	
<b>Elevators</b>	NA		<b>We are on first floor</b>
<ul style="list-style-type: none"> <li>Does the building have passenger elevators?</li> <li>Are call buttons and keypads at elevators mounted no higher than 48 inches when measured to centerline of highest operable part above the floor?</li> <li>Are there raised (tactile) characters and Braille that indicate floor designations on both elevator jambs at the entrance to elevator mounted 48 to 60 inches above the floor surface?</li> <li>Are there both visible and audible signals to identify when an elevator car arrives and its direction of travel?</li> </ul>	Y _____ Y _____ Y _____ Y _____ Y _____ 	_____ _____ _____ _____ _____ 	
<b>Drinking Fountains</b>			
<ul style="list-style-type: none"> <li>Where drinking fountains provided, are there two drinking fountains: one wheelchair accessible and one for persons who are standing?</li> <li>Does the wheelchair accessible drinking fountain provide a minimum knee clearance of 27 inches?</li> <li>Is there a 30 by 48-inch clear floor space positioned for a forward approach to the wheelchair accessible fountain?</li> </ul>	Y _____ Y _____ Y _____ 	_____ _____ _____ 	
<b>Restrooms</b>			
<ul style="list-style-type: none"> <li>Does your facility offer restrooms for public use?</li> <li>Are all accessible restrooms clearly designated with a sign having the International Symbol of Accessibility and mounted on the latch side of the door so the bottom edge of the highest tactile characters are 60 inches maximum and the lowest tactile characters are 48 inches minimum from the floor surface?</li> <li>Do the doorways of accessible restrooms have a minimum clear?</li> </ul>	Y _____ Y _____ Y _____ Y _____ 	_____ _____ _____ _____ 	

<ul style="list-style-type: none"> <li>Is there adequate turning space for a wheelchair or other mobility devices inside the restroom?</li> </ul>			
<b>Signage</b>			
<ul style="list-style-type: none"> <li>Is adequate signage placed in standardized, appropriate locations throughout the building or facility?</li> </ul>	<u>Y</u>	<u>      </u>	
<ul style="list-style-type: none"> <li>Does the signage identifying permanent rooms or spaces provide both raised (tactile) characters and Braille?</li> </ul>	<u>      </u>	<u>N (no braille)</u>	
<ul style="list-style-type: none"> <li>Is exterior signage available at non-accessible entrances and along walkways that provides directions to the accessible routes and entrances?</li> </ul>	<u>Y</u>	<u>      </u>	
<ul style="list-style-type: none"> <li>Is interior directional signage provided at inaccessible toilet rooms and elevators directing the person to nearest accessible toilet rooms and elevators.</li> </ul>	<u>Y</u>	<u>      </u>	
I certify that the above information is accurate and true to the best of my ability.			
Name of Authorized Representative	<u>J. Hinder Chander</u>		Date: 01/23/2020
Title:	President		
Email:	<u>ichandok@sylearn.com</u>	Telephone:	<u>703-310-7733</u>

The Americans with Disabilities Act (ADA) became law in 1990. The ADA is a civil rights law that prohibits discrimination against individuals with disabilities in all areas of public life, including jobs, schools, transportation, and all public and private places that are open to the general public.

**NUMBER OF ACCESSIBLE SPACES**

<b>Total Parking Spaces</b>	<b>Designated Accessible Parking</b>
<b>1 to 25</b>	<b>1</b>
<b>26 to 50</b>	<b>2</b>
<b>51 to 75</b>	<b>3</b>
<b>76 to 100</b>	<b>4</b>
<b>101 to 150</b>	<b>5</b>
<b>151 to 200</b>	<b>6</b>
<b>201 to 300</b>	<b>7</b>
<b>301 to 400</b>	<b>8</b>
<b>401 to 500</b>	<b>9</b>
<b>501 to 1000</b>	<b>2% of total</b>
<b>1001 and over</b>	<b>20 plus 1 for each 100 over 1000</b>





### Training Program Application

**A separate application form must be completed for each training program or occupational skills course of study.**

1. Training Organization <b>SyLearn</b>			
2. Contact Person – Name & Title <b>Jay Chandok - President &amp; CEO</b>			
3. Training Program or stand-alone course name <b>A+</b>			
4. Program or course description  <small>This hands-on course introduces a broad range of basic computer hardware and software topics. It is a valuable industry credential that validates the fundamental level skills and knowledge of computer professionals.</small>			
5. Year Program Established  <b>2018</b>	6. Total Credit or Curriculum Hours  <b>40 hours</b>	7. Number of training weeks or hours  <b>40 hours</b>	8. Minimum Class Size  <b>5</b>
9. Is curriculum certified by an accrediting agency or similar national standardization program: <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> Yes (if yes specify)         <input type="checkbox"/> No       </div>			
10. Description of training and skills to be obtained – Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.			
11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors & occupation differ from what is defined by the region, please provide LMI Information to support the sector & occupation.  <b>Computer Network Support Specialist, Annual Median Wage is \$71,240</b>			
12. Does training lead to an industry recognized credential, diploma, license, or degree? If yes, indicate which. <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> Yes         <input type="checkbox"/> No       </div>			
13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder? <div style="display: flex; justify-content: space-around;"> <input checked="" type="checkbox"/> Yes         <input type="checkbox"/> No       </div>			
14. Was this training developed in partnership with a business? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, Name of Business(s):			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 999
Books	\$ 60
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$ 438
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 1,497

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

This course is designed for individuals who have some basic computer experience and wish to prepare for introductory roles in the installation, configuration and maintenance of computer hardware, software and networks. Related experience might include familiarity with Microsoft Windows, Microsoft Office and the Internet.

22. Is a High School Diploma or GED required:

☐ Yes

☒ No



## A+

### OVERVIEW

This hands-on course introduces a broad range of basic computer hardware and software topics. It is a valuable industry credential that validates the fundamental level skills and knowledge of computer professionals. Industry and government employers accept A+ as the standard in foundation-level, vendor-neutral computer certification. The new curriculum, which covers a broad range of topics such as installation, configuration, diagnosing, preventive maintenance and basic networking, is presented at a professional level and pace.

CompTIA A+ is the preferred performance-based qualifying credential for technical support and IT operational roles. A+ certified professionals identify issues and problem solve more effectively than those without certification. CompTIA A+ supports the ability to connect users to the data they need to do their jobs regardless of the devices being used. In order to receive the CompTIA A+ certification, candidates must pass two exams: Core 1 (220-1001) and Core 2 (220-1002).

After completing this hands-on course, students will be able to:

- Demonstrate baseline security skills for IT support professionals
- Configure device operating systems, including Windows, Mac, Linux, Chrome OS, Android and iOS and administer client-based as well as cloud-based (SaaS) software
- Troubleshoot and problem solve core service and support challenges while applying best practices for documentation, change management, and scripting
- Support basic IT infrastructure and networking
- Configure and support PC, mobile and IoT device hardware
- Implement basic data backup and recovery methods and apply data storage and management best practices

### Audience and Prerequisites

This course is designed for individuals who have some basic computer experience and wish to prepare for introductory roles in the installation, configuration and maintenance of computer hardware, software and networks. Related experience might include familiarity with Microsoft Windows, Microsoft Office and the Internet.



## **Course Outline Detail**

**Domain 1:** Hardware

**Domain 2:** Networking

**Domain 3:** Mobile Devices

**Domain 4:** Hardware & Network Troubleshooting

**Domain 5:** Virtualization and Cloud Computing

**Domain 6:** Operating Systems

**Domain 7:** Security

**Domain 8:** Software Troubleshooting

**Domain 9:** Operational Procedures



## Training Program Application

**A separate application form must be completed for each training program or occupational skills course of study.**

1. Training Organization <b>SyLearn</b>			
2. Contact Person – Name & Title <b>Jay Chandok - President &amp; CEO</b>			
3. Training Program or stand-alone course name <b>Automation Testing</b>			
4. Program or course description  <small>The Automation Testing course is taught in a hands-on manner to train participants in practical techniques for writing software test automation using environments such as Eclipse IDE and Selenium WebDriver.</small>			
5. Year Program Established  <b>2018</b>	6. Total Credit or Curriculum Hours  <b>64 hours</b>	7. Number of training weeks or hours  <b>64 hours</b>	8. Minimum Class Size  <b>5</b>
9. Is curriculum certified by an accrediting agency or similar national standardization program:  <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes (if yes specify)</span> <span><input type="checkbox"/> No</span> </div>			
10. Description of training and skills to be obtained – <i>Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.</i>			
11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors & occupation differ from what is defined by the region, please provide LMI Information to support the sector & occupation.  <b>Software Quality Assurance Engineer and Tester, Median Annual Wage is \$97,630</b>			
12. Does training lead to an industry recognized credential, diploma, license, or degree? <i>If yes, indicate which.</i>  <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder? <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
14. Was this training developed in partnership with a business? <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> Yes</span> <span><input checked="" type="checkbox"/> No</span> </div>			
If yes, Name of Business(s):			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 2250
Books	\$
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 2250

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

This course is designed for individuals who have knowledge/experience in manual software testing or have attended the Quality Assurance Testing course and have exposure to a computer programming language.

22. Is a High School Diploma or GED required:

☐

Yes

☒

No

## **Automation Testing**

### **Overview**

The Automation Testing course is taught in a hands-on manner to train participants in practical techniques for writing software test automation using environments such as Eclipse IDE and Selenium WebDriver. The objective is to help the participants develop the skills necessary to perform all activities related to software test automation; and to help the student gain better understanding of the broad range of test tools and techniques in test automation development.

The program will provide instruction and hands-on training for the participants to feel confident and begin working in the industry as an Automation Tester. At the end of this course the participants will:

- Understand the purpose of test automation
- Be able to identify the technical success factors of a test automation project
- Be able to identify the test automation requirements for the Software Under Test (SUT)
- Be able to evaluate and select the tools for the test automation
- Design for testability
- Understand how to create an environment to execute test automation
- Know the basics of Eclipse IDE
- Be familiar with Selenium WebDriver to develop scripts
- Be familiar with data-driven test automation
- Be familiar with creating test automation framework
- Be familiar with test automation maintenance
- Be familiar with test automation reporting and metrics

### **Audience and Prerequisites**

This course is designed for individuals who have knowledge/experience in manual software testing or have attended the Quality Assurance Testing course and have exposure to a computer programming language.

### **Course Outline**

#### **Introduction and Objectives of Test Automation**

- Review of Software Testing Lifecycle and Common Definitions
- Purpose of Test Automation
- Success Factors in Test Automation

## **Preparing for Test Automation**

---

- Test Automation Requirements for the Software Under Test (SUT)
- Tool Evaluation and Selection
- Design for Testability and Automation

## **Test Automation Architecture/Framework**

- Introduction to Test Automation Architecture
- Overview of Test Automation Architecture
- Test Generation Layer
- Test Definition Layer
- Test Execution Layer
- Test Adaptation Layer
- Configuration Management of a Test Automation Script
- Test Automation Architecture Design
- Introduction to Test Automation Design
- Approaches to Automating Test Cases
- Technical considerations of the Software Under Test
- Test Automation Script Development
- Introduction to Test Automation Script Development
- Compatibility between the Test Automation Script and Software Under Test
- Synchronization between the Test Automation Script and Software Under Test
- Building Reuse into the Test Automation Script
- Support for a Variety of Target Systems

## **Eclipse IDE**

- Installation
- Menus, Views and Perspectives
- Workspaces
- Creating Packages, Classes, and Projects
- Build and Run Projects

## **Automation Testing with Selenium WebDriver**

- Selenium Overview
- Selenium IDE
- WebDriver Basics
- Advanced WebDriver
- Selenium Server
- Building a Framework with Selenium WebDriver

## **Deployment Risks and Contingencies**

- Selection of Test Automation Approach and Planning of Deployment
- Implementation of Test Automation
- Technical Risk Assessment and Mitigation Strategies
- Test Automation Maintenance

## **Test Automation Reporting and Metrics**

- Selection of Test Automation Metrics
- Implementation of Measurements
- Implementation of Logging Test Results
- Test Automation Reporting Techniques

## **Transitioning Manual Testing to an Automated Environment**

- Criteria for Automation
- Identify Steps needed to Implement Automation
- Factors to consider when Implementing test Automation

## **Verifying the Test Automation Script**

- Verifying the Automated test Environment Components
- Verifying the Automated Test Suite

## **Continuous Improvement**

- Options for Improving Test Automation
- Planning the Implementation of test Automation Improvement

## **Beyond Functional Automated Testing**

- Performance Testing
- Load Testing
- API (Web Service) Testing

## **Test Automation Tools**

- Functional testing Tools
- Non Functional Testing Tools
- Code Level Tools
- Test Automation Support Tools
- Test Management Tools





### Training Program Application

**A separate application form must be completed for each training program or occupational skills course of study.**

<b>1. Training Organization</b> SyLearn			
<b>2. Contact Person – Name &amp; Title</b> Jay Chandok - President & CEO			
<b>3. Training Program or stand-alone course name</b> AWS Certified Cloud Practitioner			
<b>4. Program or course description</b> <small>In this introductory level course, participants will learn about AWS products, services, and common solutions. Students will learn the fundamentals of identifying AWS services so that they can make informed decisions about IT solutions based on their business requirements.</small>			
<b>5. Year Program Established</b>  2018	<b>6. Total Credit or Curriculum Hours</b>  24 hours	<b>7. Number of training weeks or hours</b>  24 hours	<b>8. Minimum Class Size</b>  5
<b>9. Is curriculum certified by an accrediting agency or similar national standardization program:</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes (if yes specify)</span> <span><input type="checkbox"/> No</span> </div>			
<b>10. Description of training and skills to be obtained – Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.</b>			
<b>11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors &amp; occupation differ from what is defined by the region, please provide LMI Information to support the sector &amp; occupation.</b>  There is yet no information in LMI			
<b>12. Does training lead to an industry recognized credential, diploma, license, or degree? If yes, indicate which.</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder?</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>14. Was this training developed in partnership with a business?</b> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> Yes</span> <span><input checked="" type="checkbox"/> No</span> </div>			
If yes, Name of Business(s):			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 999
Books	\$ 80
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$ 200
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 1,279

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

This course is intended for individuals interested in learning to get started with AWS.

22. Is a High School Diploma or GED required:

☐ Yes

☒ No

## **AWS Certified Cloud Practitioner**

In this introductory level course, participants will learn about AWS products, services, and common solutions. Students will learn the fundamentals of identifying AWS services so that they can make informed decisions about IT solutions based on their business requirements.

### **Course Objectives**

In this course, participants will learn:

- Terminology and concepts related to the AWS platform
- How to navigate the AWS Management Console
- Key concepts of AWS security measures and AWS Identity and Access Management (IAM)

### **Audience and prerequisites**

This course is intended for individuals interested in learning to get started with AWS.

### **Course Outline details**

#### **Foundational services**

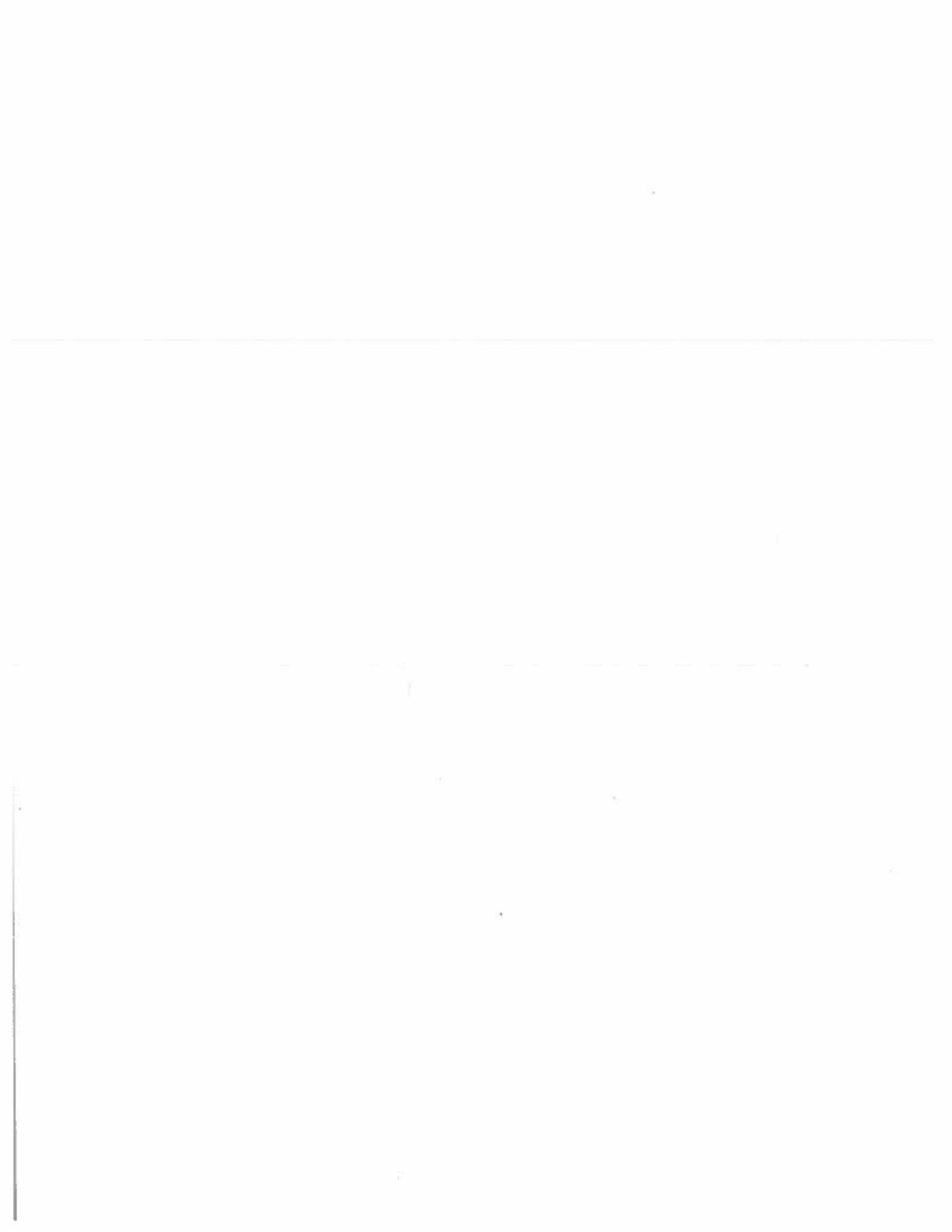
Amazon Elastic Compute Cloud (EC2)  
Amazon Virtual Private Cloud (VPC)  
Amazon Simple Storage Service (S3)  
Amazon Elastic Block Store (EBS)

#### **Database services**

Amazon DynamoDB  
Amazon Relational Database Service (RDS)

#### **Management services**

AWS Auto Scaling  
Amazon CloudWatch  
Elastic Load Balancing (ELB)  
AWS Trusted Advisor





## Training Program Application

**A separate application form must be completed for each training program or occupational skills course of study.**

<b>1. Training Organization</b> SyLearn			
<b>2. Contact Person – Name &amp; Title</b> Jay Chandok - President & CEO			
<b>3. Training Program or stand-alone course name</b> AWS Certified Developer			
<b>4. Program or course description</b> <small>Amazon Web Services - (AWS) Certification - Not beginning the must have certificate for any IT professional working with AWS. This course is designed to help you pass the NEW AWS Certified Developer Associate (CDA) June 2018 Exam. No specific programming knowledge is needed.</small>			
<b>5. Year Program Established</b>  2018	<b>6. Total Credit or Curriculum Hours</b>  24 hours	<b>7. Number of training weeks or hours</b>  24 hours	<b>8. Minimum Class Size</b>  5
<b>9. Curriculum certified by an accrediting agency or similar national standardization program:</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes (if yes specify)</span> <span><input type="checkbox"/> No</span> </div>			
<b>10. Description of training and skills to be obtained – Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.</b>			
<b>11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors &amp; occupation differ from what is identified by the region, please provide LMI Information to support the sector &amp; occupation.</b>  There is yet no information in LMI			
<b>12. Does training lead to an industry recognized credential, diploma, license, or degree? If yes, indicate which.</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder?</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>14. Was this training developed in partnership with a business?</b> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> Yes</span> <span><input checked="" type="checkbox"/> No</span> </div>			
If yes, Name of Business(s):			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 1,800
Books	\$ 80
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$ 200
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 2,080

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

People interested in hosting highly scalable, fault tolerant applications on the AWS cloud. Knowledge of at least one programming language and Basic understanding of relational and non-relational databases is advantageous but not strictly required.

22. Is a High School Diploma or GED required:

☐

Yes

☒

No

## **AWS Certified Developer**

### **Overview**

Amazon Web Services - (AWS) Certification is fast becoming the must have certificate for any IT professional working with AWS. This course is designed to help you pass the NEW AWS Certified Developer Associate (CDA) June 2018 Exam. No specific programming knowledge is needed (though knowing a language would be advantageous) and no prior AWS experience required. It tests your knowledge of the following concepts:

- Selecting the right AWS services for the application.
- Leveraging AWS SDKs to interact with AWS services
- Produce code that optimizes performance of AWS services that your application uses.
- Code-level application security

### **Audience and Prerequisites:**

People interested in hosting highly scalable, fault tolerant applications on the AWS cloud. Knowledge of at least one programming language and Basic understanding of relational and non-relational databases is advantageous but not strictly required.

### **Course Outline Detail**

1. Course Overview
2. Beginners Guide to IAM
3. Beginners Guide to EC2
4. S3 and Storage options
5. Introduction to Serverless Computing
6. DynamoDB
7. KMS & Encryption on AWS
8. Other AWS Services
9. Developer Theory
10. Advanced IAM
11. Exam Preparation







## Training Program Application

**A separate application form must be completed for each training program or occupational skills course of study.**

1. Training Organization <b>SyLearn</b>			
2. Contact Person – Name & Title <b>Jay Chandok - President &amp; CEO</b>			
3. Training Program or stand-alone course name <b>AWS Certified Solutions Architect</b>			
4. Program or course description <small>AWS Certified Solutions Architect course is designed to provide in-depth knowledge about Amazon AWS architectural principles and its components and help the participants prepare for the AWS Architect Certification – Associate Level exam conducted by Amazon Web Services. The course covers the following topics:</small>			
5. Year Program Established  <b>2018</b>	6. Total Credit or Curriculum Hours  <b>24 hours</b>	7. Number of training weeks or hours  <b>24 hours</b>	8. Minimum Class Size  <b>5</b>
9. Is curriculum certified by an accrediting agency or similar national standardization program: <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> Yes (if yes specify)         <input type="checkbox"/> No       </div>			
10. Description of training and skills to be obtained – Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.			
11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors & occupation differ from what is defined by the region, please provide LMI Information to support the sector & occupation.  <b>There is yet no information in LMI</b>			
12. Does training lead to an industry recognized credential, diploma, license, or degree? If yes, indicate which. <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> Yes         <input type="checkbox"/> No       </div>			
13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder? <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> Yes         <input type="checkbox"/> No       </div>			
14. Was this training developed in partnership with a business? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, Name of Business(s):			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 1,499
Books	\$ 80
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$ 200
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 1,779

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

This hands-on course is designed for Information Technology professionals who want to pursue a career in Cloud Computing and want to learn:

- Managing highly available and fault tolerant enterprise and web-scale software deployments.
- Migrating and deploying cloud based solutions.
- Implement Cloud Solutions on AWS utilizing core services.

22. Is a High School Diploma or GED required:

☐ Yes

☒ No

## **AWS Certified Solutions Architect**

### **Overview**

AWS Certified Solutions Architect course is designed to provide in depth knowledge about Amazon AWS architectural principles and its components and help the participants prepare for the AWS Architect Certification – Associate Level exam conducted by Amazon Web Services. The course is taught by instructors working in the industry who are adept at cloud infrastructure.

### **Participants will learn:**

1. Design and deploy scalable, highly available, and fault tolerant systems on AWS
2. Understand lift and shift of an existing on-premises application to AWS
3. Ingress and egress of data to and from AWS
4. Identify the appropriate AWS service based on data, compute, database, or security requirements
5. Identifying appropriate use of AWS architectural best practices
6. Estimating AWS costs and identifying cost control mechanisms

### **Audience and Prerequisites**

This hands-on course is designed for Information Technology professionals who want to pursue a career in Cloud Computing and want to learn:

- Managing highly available and fault tolerant enterprise and web-scale software deployments.
- Migrating and deploying cloud based solutions.
- Implement Cloud Solutions on AWS utilizing core services.

### **Course Outline Detail**

1. Introduction to AWS
2. Amazon S3 and Amazon Glacier Storage
3. Amazon EC2 and Amazon EBS
4. Amazon Virtual Private Cloud
5. Elastic Load Balancing, Amazon CloudWatch and Auto Scaling
6. AWS Identity and Access Management



- 7. Databases and AWS
- 8. SQS, SWF and SNS
- 9. Domain Name System and Amazon Route 53
- 10. Amazon ElastiCache
- 11. Additional Key Services
- 12. Security on AWS
- 13. AWS Risk and Compliance
- 14. Architecture Best Practices



### Training Program Application

**A separate application form must be completed for each training program or occupational skills course of study.**

<b>1. Training Organization</b> SyLearn			
<b>2. Contact Person – Name &amp; Title</b> Jay Chandok - President & CEO			
<b>3. Training Program or stand-alone course name</b> AWS Certified SysOps Administrator			
<b>4. Program or course description</b> <small>This course is designed to prepare administrators and engineers for implementing and managing resources on the AWS cloud. This course is also designed to help prepare IT professionals for the AWS Certified SysOps Administrator – Associate exam.</small>			
<b>5. Year Program Established</b>  2018	<b>6. Total Credit or Curriculum Hours</b>  24 hours	<b>7. Number of training weeks or hours</b>  24 hours	<b>8. Minimum Class Size</b>  5
<b>9. Is curriculum certified by an accrediting agency or similar national standardization program:</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes (if yes specify)</span> <span><input type="checkbox"/> No</span> </div>			
<b>10. Description of training and skills to be obtained – Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.</b>			
<b>11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors &amp; occupation differ from what is defined by the region, please provide LMI Information to support the sector &amp; occupation.</b>  There is yet no information in LMI			
<b>12. Does training lead to an industry recognized credential, diploma, license, or degree? If yes, indicate which.</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder?</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>14. Was this training developed in partnership with a business?</b> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> Yes</span> <span><input checked="" type="checkbox"/> No</span> </div>			
If yes, Name of Business(s):			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 1,800
Books	\$ 80
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$ 200
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 2,080

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

This course aligns to the AWS Certified Sysops Administrator Associate Exam. There is no programming experience required but you should have a basic knowledge of common networking protocols like TCP/IP and have experience maintaining operating systems in both a Microsoft Windows and Linux command-line environment. A fundamental knowledge of key information security concepts is also recommended.

22. Is a High School Diploma or GED required:

☐ Yes

☒ No

## **AWS Certified SysOps Administrator**

### **Overview**

This course is designed to prepare administrators and engineers for implementing and managing resources on the AWS cloud. This course is also designed to help prepare IT professionals for the AWS Certified SysOps Administrator – Associate exam. It covers all the areas and objectives listed in the AWS exam blueprint and goes above and beyond with real world, hands-on instructions. It confirms that you understand the concepts of:

- Deploying, managing and operating scalable, highly available and fault-tolerant systems on AWS.
- Migrating an existing on-premises application to AWS.
- Selecting the appropriate AWS service based on compute, data or security requirements.
- Identifying appropriate use of AWS operational best practices.
- Estimating AWS usage costs and identifying operational cost control mechanisms.

### **Audience and Prerequisites**

This course aligns to the AWS Certified Sysops Administrator Associate Exam. There is no programming experience required but you should have a basic knowledge of common networking protocols like TCP/IP and have experience maintaining operating systems in both a Microsoft Windows and Linux command-line environment. A fundamental knowledge of key information security concepts is also recommended.

### **Course Outline Detail**

1. Course Overview
2. Getting Started
3. Understanding Virtual Networking on AWS
4. In-depth VPC Configuration
5. Working with Security Groups and NACLs
6. Understanding and Configuring VPC Access
7. EC2 Instance Types
8. Working with Elastic Block Storage
9. EBS Snapshots and Replication
10. Working with Amazon S3
11. Amazon S3 Website Hosting
12. Configuring Elastic Load Balancer (ELB)
13. Configuring Auto Scaling
14. Configuring Route 53
15. Working with Identity and Access Management (IAM)
16. Monitoring with Amazon CloudWatch and Trusted Advisor

17. Understanding Backup Option  
18. Exam Preparation





### Training Program Application

**A separate application form must be completed for each training program or occupational skills course of study.**

<b>1. Training Organization</b> SyLearn			
<b>2. Contact Person – Name &amp; Title</b> Jay Chandok - President & CEO			
<b>3. Training Program or stand-alone course name</b> Business Analyst			
<b>4. Program or course description</b> <small>The business analyst skill set includes critical thinking skills, elicitation techniques and requirements analysis and management. Also important are communication and relationship building skills, whether they are in person or virtual environments.</small>			
<b>5. Year Program Established</b>  2018	<b>6. Total Credit or Curriculum Hours</b>  40 hours	<b>7. Number of training weeks or hours</b>  40 hours	<b>8. Minimum Class Size</b>  5
<b>9. Is curriculum certified by an accrediting agency or similar national standardization program:</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes (if yes specify)</span> <span><input type="checkbox"/> No</span> </div>			
<b>10. Description of training and skills to be obtained – Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.</b>			
<b>11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors &amp; occupation differ from what is defined by the region, please provide LMI Information to support the sector &amp; occupation.</b>  <div style="font-size: 1.2em; font-weight: bold;">Computer Systems Analyst, Annual Median Wage is \$99,950</div>			
<b>12. Does training lead to an industry recognized credential, diploma, license, or degree? If yes, indicate which.</b>  <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder?</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>14. Was this training developed in partnership with a business?</b> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> Yes</span> <span><input checked="" type="checkbox"/> No</span> </div>			
If yes, Name of Business(s):			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non-profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 1500
Books	\$ 100
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 1600

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

This course is designed for business and IT professionals who want to make informed decisions about the needs of the organization and document them as business and project requirements.

22. Is a High School Diploma or GED required:

☐ Yes

☒ No

## **Business Analyst**

### **Overview**

The business analysis skill set includes critical thinking skills, elicitation techniques and requirements analysis and management. Also important are communication and relationship building skills, whether they are in person or virtual environments. Expertise with analysis tools and techniques is essential in today's environment comprising of dispersed teams, complex business processes, time-driven business initiatives, new software development practices, and poorly integrated legacy applications. The need for strong business analysis skills is necessary for an organization to remain competitive in any economy. Through education and practice business/technical professionals will develop and enhance their analytical skills and provide significant value to projects and the business enterprise.

### **Audience and Prerequisites**

This course is designed for business and IT professionals who want to make informed decisions about the needs of the organization and document them as business and project requirements.

### **Course Outline**

#### **Topic 1: Introduction to Business Analysis**

What is Business Analysis?

What is a Process?

System Engineering Models

System Engineering Life Cycles

What is SDLC and how is it related to SE?

Required Tools

Required Knowledge/Skills

What does Business Analysis involve

#### **Topic 2: Audience of Business Analyst**

Understanding how to communicate effectively

Understanding how to balance the stake holder needs

Understanding the need to possess an in-depth knowledge of project stakeholders.

Working with Dispersed Team

#### **Topic 3: Project Details**

Why has the organization decided to Fund this Project

Business Case Development



Strategic Planning

Project Initiation

**Topic 4: Business Environment**

Knowing your business environment

Prioritizing requests

Understanding the business process

**Topic 5: Technical Environment**

Technology Exposure Needs

Data Management

RBDMS

Standard Query Language (SQL)

Software Testing

Working with IT

**Topic 6: Analysis Techniques**

Types of Requirement

Core Components of Requirement

Qualities of good requirements

Requirement Documentation

Analysis Techniques and Presentation Formats

Packaging Requirements

Requirement Elicitation process

Functional Analysis and Allocation

N2 Diagram

**Topic 7: Analysis Techniques, tools, Approaches**

Object Oriented Analysis

Unified Modeling Language

Use Case

Entity Relationship

**Topic 8: Skill Development**

Communication Skills

The Process of Thinking

Time Management

**Topic 9: Agile**

Background and Current Practice

The Agile Manifesto

The Scrum Team

Agile Requirements



### Training Program Application

**A separate application form must be completed for each training program or occupational skills course of study.**

<b>1. Training Organization</b> <b>SyLearn</b>			
<b>2. Contact Person – Name &amp; Title</b> <b>Jay Chandok - President &amp; CEO</b>			
<b>3. Training Program or stand-alone course name</b> <b>Certified Information System Security Professional (CISSP)</b>			
<b>4. Program or course description</b> <small>This hands-on course introduces a broad range of basic computer hardware and software topics. It is a valuable industry credential that validates the fundamental level skills and knowledge of computer professionals.</small>			
<b>5. Year Program Established</b>  <b>2018</b>	<b>6. Total Credit or Curriculum Hours</b>  <b>40 hours</b>	<b>7. Number of training weeks or hours</b>  <b>40 hours</b>	<b>8. Minimum Class Size</b>  <b>5</b>
<b>9. Is curriculum certified by an accrediting agency or similar national standardization program:</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes (if yes specify)</span> <span><input type="checkbox"/> No</span> </div>			
<b>10. Description of training and skills to be obtained – Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.</b>			
<b>11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors &amp; occupation differ from what is defined by the region, please provide LMI Information to support the sector &amp; occupation.</b>  <b>Information Security Analysts, Annual Median Wage is \$106,350</b>			
<b>12. Does training lead to an industry recognized credential, diploma, license, or degree? If yes, indicate which.</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder?</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>14. Was this training developed in partnership with a business?</b> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> Yes</span> <span><input checked="" type="checkbox"/> No</span> </div>			
If yes, Name of Business(s):			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 1299
Books	\$ 80
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$ 800
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 2,179

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

This course is designed for individuals who have Information Systems security background and wish to prepare for skills in the planning, management and/or administration of information security. Related experience must include a minimum of at least five years direct full-time security professional work experience in two or more of the eight domains.

22. Is a High School Diploma or GED required:

☐ Yes

☒ No

## **Certified Information System Security Professional**

### **Overview**

Certified Information System Security Professional (CISSP) is one of the computer industry's most comprehensive and prestigious certification for assessing and maintaining security IT networking and management skills.

Information system security is a unique aspect of business, government, and society today. Professionals who work to protect and secure information systems need a unique set of qualifications, of which technical knowledge is only one component. This course covers security theory and management principles at a high level. The program is taught by top security industry professionals with real world experience and a passion for sharing their experience and knowledge.

This high level computer security course will teach you to plan, design, administer, and troubleshoot security systems to effectively protect your company's data in the constantly changing, challenging world of computer networks and information systems. Through eight CISSP modules, including security theory and applications, students will broaden and deepen their knowledge of information systems security. Students are also prepared for the CISSP certification exam.

### **Audience and Prerequisites**

This course is designed for individuals who have Information Systems security background and wish to prepare for skills in the planning, management and/or administration of information security. Related experience must include a minimum of at least five years direct full-time security professional work experience in two or more of the eight domains.

### **Course Outline**

Domain 1: Security and Risk Management  
Domain 2: Asset Security  
Domain 3: Security Engineering  
Domain 4: Communications and Network Security  
Domain 5: Identity and Access Management  
Domain 6: Security Assessment and Testing  
Domain 7: Security Operations  
Domain 8: Software Development Security







### Training Program Application

***A separate application form must be completed for each training program or occupational skills course of study.***

<b>1. Training Organization</b> SyLearn			
<b>2. Contact Person – Name &amp; Title</b> Jay Chandok - President & CEO			
<b>3. Training Program or stand-alone course name</b> Cisco Certified Network Associate (CCNA)			
<b>4. Program or course description</b> <small>The more advanced certification course provides a comprehensive introduction to deploying Cisco routers and switches in computer networks. Cisco devices are the industry standard devices that are used to connect computers in local area networks and the Internet. Through extensive h</small>			
<b>5. Year Program Established</b>  2018	<b>6. Total Credit or Curriculum Hours</b>  40 hours	<b>7. Number of training weeks or hours</b>  40 hours	<b>8. Minimum Class Size</b>  5
<b>9. Is curriculum certified by an accrediting agency or similar national standardization program:</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes (if yes specify)</span> <span><input type="checkbox"/> No</span> </div>			
<b>10. Description of training and skills to be obtained – Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.</b>			
<b>11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual , as published by the Virginia Employment Commission, for the local area. If the in-demand sectors &amp; occupation differ from what is defined by the region, please provide LMI Information to support the sector &amp; occupation.</b>  Computer Network Support Specialist, Annual Median Wage is \$71,240			
<b>12. Does training lead to an industry recognized credential, diploma, license, or degree? If yes, indicate which.</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder?</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>14. Was this training developed in partnership with a business?</b> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> Yes</span> <span><input checked="" type="checkbox"/> No</span> </div>			
If yes, Name of Business(s):			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 1,499
Books	\$ 60
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$ 400
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 1,959

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

This course is designed for individuals who have computer networking experience and wish to prepare for skills in the installation, configuration and administration of Cisco routers, switches and network connectivity. A+ and Network+, or the equivalent in experience or training, are prerequisites for this course.

22. Is a High School Diploma or GED required:

☐ Yes

☒ No

## **Cisco Certified Network Associate (CCNA)**

### **Overview**

Cisco Certified Network Associate (CCNA) is a very popular and highly demanded computer industry certification courses in Information Technology.

This more advanced certification course provides a comprehensive introduction to deploying Cisco routers and switches in computer networks. Cisco devices are the industry standard devices that are used to connect computers in local area networks and the internet. Through extensive hands-on exercises, students gain the fundamental knowledge and skills needed to install, configure and troubleshoot Cisco routers and switches. CCNA certified professionals are in great demand in the computer industry today.

### **Audience and Prerequisites**

This course is designed for individuals who have computer networking experience and wish to prepare for skills in the installation, configuration and administration of Cisco routers, switches and network connectivity. A+ and Network+, or the equivalent in experience or training, are prerequisites for this course.

### **Course Outline**

**Topic 1:** Network Fundamentals

**Topic 2:** LAN Switching Technologies

**Topic 3:** Routing Technologies

**Topic 4:** WAN Technologies

**Topic 5:** Infrastructure Services

**Topic 6:** Infrastructure Security

**Topic 7:** Infrastructure Management





## Training Program Application

**A separate application form must be completed for each training program or occupational skills course of study.**

1. Training Organization <b>SyLearn</b>			
2. Contact Person – Name & Title <b>Jay Chandok - President &amp; CEO</b>			
3. Training Program or stand-alone course name <b>Cloud+</b>			
4. Program or course description  <small>The hands-on CompTIA Cloud+ training course teaches knowledge, skills and abilities required of system administrators to validate what is necessary to perform effectively in data center jobs. Cloud+ teaches the skills you need to maintain and optimize cloud infrastructure services.</small>			
5. Year Program Established  <b>2018</b>	6. Total Credit or Curriculum Hours  <b>40 hours</b>	7. Number of training weeks or hours  <b>40 hours</b>	8. Minimum Class Size  <b>5</b>
9. Is curriculum certified by an accrediting agency or similar national standardization program: <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> Yes (if yes specify)         <input type="checkbox"/> No       </div>			
10. Description of training and skills to be obtained – <i>Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.</i>			
11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors & occupation differ from what is defined by the region, please provide LMI Information to support the sector & occupation.  <b>Software Developer (Applications), Annual Median Wage is \$103,680</b>			
12. Does training lead to an industry recognized credential, diploma, license, or degree? <i>If yes, indicate which.</i> <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> Yes         <input type="checkbox"/> No       </div>			
13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder? <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> Yes         <input type="checkbox"/> No       </div>			
14. Was this training developed in partnership with a business? <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> Yes         <input checked="" type="checkbox"/> No       </div> If yes, Name of Business(s):			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 1,500
Books	\$ 80
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$ 400
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 1,980

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

There are no special prerequisites for you to meet to successfully start this course but it is ideal to have a networking background.

22. Is a High School Diploma or GED required:

☐ Yes

☒ No

## Cloud+

### Overview

This hands-on CompTIA Cloud+ training course teaches knowledge, skills and abilities required of system administrators to validate what is necessary to perform effectively in data center jobs. Cloud+ teaches the skills you need to maintain and optimize cloud infrastructure services.

CompTIA Cloud+ views cloud-based infrastructure services as an increasingly important piece of an organization's IT systems. It is the only vendor-neutral, performance-based certification covering more than a specific vendor or a single function like security or networking to help you better realize the return on investment of cloud infrastructure services.

The objective of this course is to train participants to:

- Prepare to deploy cloud solutions
- Deploy a pilot project
- Test a pilot project deployment
- Design a secure network for cloud deployment
- Determine CPU and memory sizing for cloud deployments
- Determine storage requirements for cloud deployments
- Plan identity and access management for cloud deployments
- Analyze workload characteristics to ensure successful migration to the cloud
- Secure systems to meet access requirements
- Maintain cloud systems
- Implement backup, restore, and business continuity measures
- Analyze cloud systems for required performance
- Analyze cloud systems for anomalies and growth forecasting
- Troubleshoot deployment, capacity, automation, and orchestration issues
- Troubleshoot connectivity issues
- Troubleshoot security issues

## **Audience and Prerequisites**

There are no special prerequisites for you to meet to successfully start this course but it is ideal to have a networking background.

### **Course Outline**

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Domain 1: Configuration and Deployment

Domain 2: Security

Domain 3: Maintenance

Domain 4: Management

Domain 5: Troubleshooting





### Training Program Application

***A separate application form must be completed for each training program or occupational skills course of study.***

<b>1. Training Organization</b> SyLearn			
<b>2. Contact Person – Name &amp; Title</b> Jay Chandok - President & CEO			
<b>3. Training Program or stand-alone course name</b> Cyber Security Analyst (CySA+)			
<b>4. Program or course description</b> <small>This hands-on course is designed for participants who want to learn how to configure and use threat detection tools, perform data analysis and interpret the results to identify vulnerabilities, threats and risks to an organization.</small>			
<b>5. Year Program Established</b>  2018	<b>6. Total Credit or Curriculum Hours</b>  40 hours	<b>7. Number of training weeks or hours</b>  40 hours	<b>8. Minimum Class Size</b>  5
<b>9. Is curriculum certified by an accrediting agency or similar national standardization program:</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes (if yes specify)</span> <span><input type="checkbox"/> No</span> </div>			
<b>10. Description of training and skills to be obtained – Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.</b>			
<b>11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors &amp; occupation differ from what is defined by the region, please provide LMI Information to support the sector &amp; occupation.</b>  <b>Information Security Analysts, Annual Median Wage is \$106,350</b>			
<b>12. Does training lead to an industry recognized credential, diploma, license, or degree? If yes, indicate which.</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder?</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>14. Was this training developed in partnership with a business?</b> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> Yes</span> <span><input checked="" type="checkbox"/> No</span> </div>			
If yes, Name of Business(s):			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 1800
Books	\$ 80
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$ 400
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 2,280

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

This course is designed for individuals who have a CompTIA Security+ certification and/or equivalent training.

22. Is a High School Diploma or GED required:

☐ Yes

☒ No

## **Cyber Security Analyst (CySA+)**

### **Overview**

CompTIA Cybersecurity Analyst (CySA+) is an international, vendor-neutral cybersecurity certification that applies behavioral analytics to improve the overall state of IT security. CSA+ validates critical knowledge and skills that are required to prevent, detect and combat cybersecurity threats.

CompTIA CySA+ meets the ISO 17024 standard and is approved by U.S. Department of Defense to fulfill Directive 8570.01-M requirements. It is compliant with government regulations under the Federal Information Security Management Act (FISMA). As attackers have learned to evade traditional signature-based solutions such as firewalls, an analytics-based approach within the IT security industry is increasingly important for most organizations. The behavioral analytics skills covered by CySA+ identify and combat malware, and advanced persistent threats (APTs), resulting in enhanced threat visibility across a broad attack surface.

This hands-on course is designed for participants who want to learn how to configure and use threat detection tools, perform data analysis and interpret the results to identify vulnerabilities, threats and risks to an organization.

A career in information security analysis ranked seventh on U.S. News and World Report's list of the 100 best technology jobs for 2017. According to the Bureau of Labor Statistics, the median pay for an information security analyst is \$90,120 per year.

### **Audience and Prerequisites**

This course is designed for individuals who have a CompTIA Security+ certification and/or equivalent training.

### **Course Outline**

**Domain 1:** Threat Management

**Domain 2:** Vulnerability Management

**Domain 3:** Cyber Incident Response

**Domain 4:** Security Architecture and Tool Sets





## Training Program Application

***A separate application form must be completed for each training program or occupational skills course of study.***

1. Training Organization <b>SyLearn</b>			
2. Contact Person – Name & Title <b>Jay Chandok - President &amp; CEO</b>			
3. Training Program or stand-alone course name <b>Data Science</b>			
4. Program or course description <small>The Data Science program will provide hands-on experience to help obtain fundamental data science techniques using Python and R. The course covers Data Management, Data Analysis, and Data Visualization utilizing data science techniques with a focus on the completion of a real-on</small>			
5. Year Program Established  <b>2018</b>	6. Total Credit or Curriculum Hours  <b>40 hours</b>	7. Number of training weeks or hours  <b>40 hours</b>	8. Minimum Class Size  <b>5</b>
9. Is curriculum certified by an accrediting agency or similar national standardization program: <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> Yes (if yes specify)         <input type="checkbox"/> No       </div>			
10. Description of training and skills to be obtained – <i>Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.</i>			
11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors & occupation differ from what is defined by the region, please provide LMI Information to support the sector & occupation.  <small>According to Salary.com the average salary for a Data Scientist I in Arlington, VA is \$67,956 and for a Data Scientist II in Arlington, VA - \$84,261. Glassdoor.com states the average salary for a Data Scientist is \$120,931.</small>			
12. Does training lead to an industry recognized credential, diploma, license, or degree? <i>If yes, indicate which.</i> <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> Yes         <input type="checkbox"/> No       </div>			
13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder? <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> Yes         <input type="checkbox"/> No       </div>			
14. Was this training developed in partnership with a business? <div style="display: flex; justify-content: space-around; align-items: center;"> <input type="checkbox"/> Yes         <input checked="" type="checkbox"/> No       </div> <p>If yes, Name of Business(s):</p>			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 1900
Books	\$
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 1900

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

This course is best suited for IT Professionals and also IT Managers who would like to learn data science fundamentals using Python and R.

22. Is a High School Diploma or GED required:

☐

Yes

☒

No

## **Data Science**

### **OVERVIEW**

Data Science is a collaborative effort of talented individuals applying diverse skills and expertise in the areas of data engineering, mathematics, and analysis to solve the world's most difficult problems for the benefit of all.

The Data Science program will provide hands-on experience to help obtain fundamental data science techniques using Python and R. The course covers Data Management, Data Analysis, and Data Visualization utilizing data science techniques with a focus on the completion of a real-world Use Case as part of a collaborative team.

### **Approach:**

A Collaborative Team that fosters cross-training and uses the following "assigned member roles":

- Project/Security Manager
- System Administration
- Data Engineering
- Data Analysis (Statistics)
- Data Analysis (Mathematics)
- Use-Case driven based on real-world needs.
- Over the last few years more and more commercial organizations are starting to realize the strategic value of data.
- Use Cases are used to prioritize the most critical business areas and build the skills required to quickly begin applying Data Science techniques to solving business problems.

### **Audience and Prerequisites**

This course is best suited for IT Professionals and also IT Managers who would like to learn data science fundamentals using Python and R.

### **Course Outline Detail**

#### **Training Overview**

What is Analytics and Data Science?

Team Dynamics and Selection

Project Management - Agile Methodology



Use Case Methodology  
Use Case Overview - Introduction  
Corporate Sponsor - Introduction

### **Managing and Securing Data (Milestone)**

What is Data Management?  
Data Catalog (Logging)  
Data Integrity (Triage)  
Data Enrichment (Controls)  
What is Data Security?  
Information Security Compliance  
Policy/Legal Compliance  
Access Controls

### **Build the DSCI Environment**

Introduction to Linux  
Tool Installation  
System Security  
System Administration  
Access Control  
Data Control

### **Basic Tools**

Excel  
SQL  
Essential Tools  
Opensource - Introduction  
Python – Introduction  
R – Introduction

### **Analytics & Data Science**

Use Case Overview  
Data Exploration  
Data Management  
Data Ingestion  
Data Standardization  
Data Summation (Basic Statistics)

### **Data Modeling and Analysis**

Use Case: Hands-on  
More Python  
More R  
Regression (Value Estimation)





Segmentation  
Clustering

### **Advanced Analysis**

Decision Trees  
Time-Series (Forecasting)  
Supervised vs Unsupervised Learning  
Sampling and A/B Testing  
Use Case: Hands-on  
More Python  
More R

### **Visualization and Reporting**

Python -Visualization and Reporting Packages  
R - Visualization and Reporting Packages  
Use Case: Hands-on  
Sensitivity Analysis  
Model Refinement

### **Finalizing the Use Case**

Use Case: Hands-on  
Presentations  
Problem Review  
Assumptions Review  
Parameter Review  
Solution Review  
Graphs & Charts  
Works Cited  
Report Generation

### **Use Case Presentations by Teams**





## Training Program Application

***A separate application form must be completed for each training program or occupational skills course of study.***

<b>1. Training Organization</b> <b>SyLearn</b>			
<b>2. Contact Person – Name &amp; Title</b> <b>Jay Chandok - President &amp; CEO</b>			
<b>3. Training Program or stand-alone course name</b> <b>Network+</b>			
<b>4. Program or course description</b> <small>This course is designed to teach participants the configuration, management, and troubleshooting of common wired and wireless network devices. Also included are emerging technologies such as unified communications, mobile, cloud, and virtualization technologies.</small>			
<b>5. Year Program Established</b>  <b>2018</b>	<b>6. Total Credit or Curriculum Hours</b>  <b>24 hours</b>	<b>7. Number of training weeks or hours</b>  <b>24 hours</b>	<b>8. Minimum Class Size</b>  <b>5</b>
<b>9. Is curriculum certified by an accrediting agency or similar national standardization program:</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes (if yes specify)</span> <span><input type="checkbox"/> No</span> </div>			
<b>10. Description of training and skills to be obtained – Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.</b>			
<b>11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors &amp; occupation differ from what is defined by the region, please provide LMI Information to support the sector &amp; occupation.</b>  <b>Computer Network Support Specialist, Annual Median Wage is \$71,240</b>			
<b>12. Does training lead to an industry recognized credential, diploma, license, or degree? If yes, indicate which.</b>  <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder?</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>14. Was this training developed in partnership with a business?</b> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> Yes</span> <span><input checked="" type="checkbox"/> No</span> </div>			
<b>If yes, Name of Business(s):</b>			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 999
Books	\$ 60
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$ 319
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 1,378

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

Participants with a minimum of A+ course knowledge, certification and/or experience can join the Network+ course.

22. Is a High School Diploma or GED required:

☐ Yes

☒ No

## **Network+**

### **Overview**

Network+ is vendor-neutral and globally recognized networking certification that is trusted around the world. CompTIA Network+ Certification validates the essential knowledge and skills needed to confidently design, configure, manage and troubleshoot any wired and wireless networks. Network+ professionals are known to excel in their job: 53% of IT and business executives agree that certified staff performs at a higher level than non-certified staff (according to the CompTIA International Technology Adoption and Workforce Trends report). According to the U.S. Bureau of Labor Statistics, 12% job growth is expected in network and computer systems over the next seven years.

This course is designed to teach participants the configuration, management, and troubleshooting of common wired and wireless network devices. Also included are emerging technologies such as unified communications, mobile, cloud, and virtualization technologies.

Data networks are more crucial for businesses than ever before. They are the lifeline to the critical financial, healthcare and information services that need to function at the highest, most secure level. With this course, participants will possess the key skills to troubleshoot, configure and manage these systems.

This course meets U.S. Department of Defense Directive 8570.01-M requirements. It is compliant with government regulations under the Federal Information Security Management Act (FISMA).

### **Audience and Prerequisites**

Participants with a minimum of A+ course knowledge, certification and/or experience can join the Network+ course.

### **Course Outline**

- Introduction to Networks
- The Open Systems Interconnection Specifications
- Networking Topologies, Connectors, and Wiring Standard
- Ethernet Specifications
- Introduction to the Internet Protocol
- The Hierarchical IP Addressing Scheme 207
- IP Subnetting, Troubleshooting IP, and Introduction to NAT
- Introduction to IP Routing
- Switching and Virtual LANs
- Authentication and Access Control



SYLEARN

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Network Threats and Mitigation  
Physical Security and Risk  
Troubleshooting Tools  
Software and Hardware Tools  
Network Troubleshooting



## Training Program Application

***A separate application form must be completed for each training program or occupational skills course of study.***

<b>1. Training Organization</b> <b>SyLearn</b>			
<b>2. Contact Person – Name &amp; Title</b> <b>Jay Chandok - President &amp; CEO</b>			
<b>3. Training Program or stand-alone course name</b> <b>PenTest+</b>			
<b>4. Program or course description</b> <small>In the realm of cybersecurity, PenTest+ is a hands-on course that focuses on offense through penetration testing and vulnerability assessment. Participants will learn most up-to-date penetration testing, and vulnerability assessment and management skills necessary to determine the real</small>			
<b>5. Year Program Established</b>  <b>2018</b>	<b>6. Total Credit or Curriculum Hours</b>  <b>40 hours</b>	<b>7. Number of training weeks or hours</b>  <b>40 hours</b>	<b>8. Minimum Class Size</b>  <b>5</b>
<b>9. Is curriculum certified by an accrediting agency or similar national standardization program:</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes (if yes specify)</span> <span><input type="checkbox"/> No</span> </div>			
<b>10. Description of training and skills to be obtained – Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.</b>			
<b>11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors &amp; occupation differ from what is defined by the region, please provide LMI Information to support the sector &amp; occupation.</b>  <b>Information Security Analysts, Annual Median Wage is \$106,350</b>			
<b>12. Does training lead to an industry recognized credential, diploma, license, or degree? If yes, indicate which.</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder?</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>14. Was this training developed in partnership with a business?</b> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> Yes</span> <span><input checked="" type="checkbox"/> No</span> </div>			
<b>If yes, Name of Business(s):</b>			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 1800
Books	\$ 80
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$ 400
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 2,280

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

This course is designed for individuals who have computer networking experience and wish to prepare for roles such as Penetration Tester, Vulnerability Tester, Security Analyst, Vulnerability Assessment Analyst, Network Security Operations, Application Security Vulnerability etc. A+ and Network+, or the equivalent in experience, are prerequisites for this course.

22. Is a High School Diploma or GED required:

☐ Yes

☒ No



## PenTest+

### Overview

In the realm of cybersecurity, PenTest+ is a hands-on course that focuses on offense through penetration testing and vulnerability assessment. Participants will learn most up-to-date penetration testing, and vulnerability assessment and management skills necessary to determine the resiliency of the network against attacks. Participants will also learn skills required to customize assessment frameworks to effectively collaborate on and report findings. Participants will be taught best practices to communicate recommended strategies to improve the overall state of IT security. The PenTest+ course and certification is unique because it teaches participants the hands-on ability and knowledge to test devices in new environments such as the cloud and mobile, in addition to traditional desktops and servers.

CompTIA PenTest+ is the only penetration testing exam taken at a Pearson VUE testing center with both hands-on, performance-based questions and multiple-choice, to ensure each candidate possesses the skills, knowledge, and ability to perform tasks on systems. PenTest+ exam also includes management skills used to plan, scope, and manage weaknesses, not just exploit them.

### Audience and Prerequisites

This course is designed for individuals who have computer networking experience and wish to prepare for roles such as Penetration Tester, Vulnerability Tester, Security Analyst, Vulnerability Assessment Analyst, Network Security Operations, Application Security Vulnerability etc. A+ and Network+, or the equivalent in experience, are prerequisites for this course.

### Course Outline

#### Planning and Scoping

Explain the importance of planning and key aspects of compliance-based assessments

#### Information Gathering and Vulnerability Identification

Gather information to prepare for exploitation then perform a vulnerability scan and analyze results.

#### Attacks and Exploits

Exploit network, wireless, application, and RF-based vulnerabilities, summarize physical security attacks, and perform post-exploitation techniques

#### Penetration Testing Tools



Conduct information gathering exercises with various tools and analyze output and basic scripts (limited to: Bash, Python, Ruby, PowerShell)

### **Reporting and Communication**

Utilize report writing and handling best practices explaining recommended mitigation strategies for discovered vulnerabilities

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### Training Program Application

**A separate application form must be completed for each training program or occupational skills course of study.**

<b>1. Training Organization</b> SyLearn			
<b>2. Contact Person – Name &amp; Title</b> Jay Chandok - President & CEO			
<b>3. Training Program or stand-alone course name</b> Python Programming			
<b>4. Program or course description</b> <small>Python programming is a powerful dynamic programming language that lets you work rapidly and integrate your systems more effectively. It is platform independent and runs on Windows, Linux/Unix, Mac OS X, and has been ported to the Java and .NET virtual machines. As a result, it is</small>			
<b>5. Year Program Established</b>  2018	<b>6. Total Credit or Curriculum Hours</b>  40 hours	<b>7. Number of training weeks or hours</b>  40 hours	<b>8. Minimum Class Size</b>  5
<b>9. Is curriculum certified by an accrediting agency or similar national standardization program:</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes (if yes specify)</span> <span><input type="checkbox"/> No</span> </div>			
<b>10. Description of training and skills to be obtained – Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.</b>			
<b>11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors &amp; occupation differ from what is defined by the region, please provide LMI Information to support the sector &amp; occupation.</b>  Software Developer (Applications), Annual Median Wage is \$103,680			
<b>12. Does training lead to an industry recognized credential, diploma, license, or degree? If yes, indicate which.</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder?</b> <div style="display: flex; justify-content: space-around;"> <span><input checked="" type="checkbox"/> Yes</span> <span><input type="checkbox"/> No</span> </div>			
<b>14. Was this training developed in partnership with a business?</b> <div style="display: flex; justify-content: space-around;"> <span><input type="checkbox"/> Yes</span> <span><input checked="" type="checkbox"/> No</span> </div>			
If yes, Name of Business(s):			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 1,600
Books	\$ 80
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 1,680

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

This course is designed for individuals who want to learn Python programming language. It is ideal to have a prior exposure to a programming language. At a minimum participant needs to be familiar with the workings of PC including using Windows, Word, Excel, etc.

22. Is a High School Diploma or GED required:

☐

Yes

☒

No

## **Python Programming**

### **Overview**

Python programming is a powerful dynamic programming language that lets you work rapidly and integrate your systems more effectively. It is platform independent and runs on Windows, Linux/Unix, Mac OS X, and has been ported to the Java and .NET virtual machines. As a result, it is used in a wide variety of application systems. Python is free to use, even for commercial products, because of its OSI-approved open source license.

This hands-on course will teach you to effectively program using Python programming language.

### **Audience and Prerequisites**

This course is designed for individuals who want to learn Python programming language. It is ideal to have a prior exposure to a programming language. At a minimum participant needs to be familiar with the workings of PC including using Windows, Word, Excel, etc.

### **Course Outline**

#### **Introduction to Procedural Programming**

##### **Data Types**

Identifiers and Keywords

Integral Types

Floating-Point Types

Strings

##### **Collection Data Types**

Sequence Types

Set Types

Mapping Types

Iterating and Copying Collections

##### **Control Structures and Functions**

Control Structures

Exception Handling

Custom Functions

##### **File Handling**

Writing and Reading Binary Data



SYLEARN

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Writing and Parsing Text Files

Writing and Parsing XML Files

Random Access Binary Files

**Database Programming**

DBM Databases

SQL Databases

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### Training Program Application

**A separate application form must be completed for each training program or occupational skills course of study.**

1. Training Organization <b>SyLearn</b>			
2. Contact Person – Name & Title <b>Jay Chandok - President &amp; CEO</b>			
3. Training Program or stand-alone course name <b>Quality Assurance Testing</b>			
4. Program or course description <small>The course is designed to teach Software Testing and Quality Assurance in a hands-on manner and prepare the participants for a career in this field. The course will provide instruction and hands-on training for the students to feel confident and begin working in the industry as junior tester.</small>			
5. Year Program Established  <b>2018</b>	6. Total Credit or Curriculum Hours  <b>64 hours</b>	7. Number of training weeks or hours  <b>64 hours</b>	8. Minimum Class Size  <b>5</b>
9. Is curriculum certified by an accrediting agency or similar national standardization program: <input checked="" type="checkbox"/> Yes (if yes specify) <input type="checkbox"/> No			
10. Description of training and skills to be obtained – Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.			
11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors & occupation differ from what is defined by the region, please provide LMI Information to support the sector & occupation.  <b>Software Quality Assurance Engineer and Tester, Median Annual Wage is \$97,630</b>			
12. Does training lead to an industry recognized credential, diploma, license, or degree? If yes, indicate which. <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
14. Was this training developed in partnership with a business? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, Name of Business(s):			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 2250
Books	\$
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 2250

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

This course is designed for individuals who have some basic computer experience and wish to prepare as a Software Tester or Quality Assurance Analyst. Related experience might include familiarity with Microsoft Windows, Microsoft Office and using the Internet browsers.

22. Is a High School Diploma or GED required:

☐ Yes

☒ No



## **Quality Assurance Testing**

### **Overview**

This course is designed to teach Software Testing and Quality Assurance in a hands-on manner and prepare the participants for a career in this field. The course will provide instruction and hands-on training for the students to feel confident and begin working in the industry as junior tester or QA Analyst.

Participants will learn

- Software Development Life Cycle (SDLC)
- Fundamental concepts in software testing, including software testing objectives, process, criteria, strategies, and methods.
- Various software testing issues and solutions in software unit testing, integration, regression, and system testing.
- Techniques and skills on how to use modern software testing tools to support software testing projects.
- Planning a test project, design test cases and data, conduct testing operations, manage software problems and defects, generate a testing report.
- Advanced software testing topics, such as object-oriented software testing methods, and component-based software testing issues, challenges, and solutions.
- Understand software test automation problems and solutions.

### **Audience and Prerequisites**

This course is designed for individuals who have some basic computer experience and wish to prepare as a Software Tester or Quality Assurance Analyst. Related experience might include familiarity with Microsoft Windows, Microsoft Office and using the Internet browsers.

### **Course Outline**

#### **Software Quality Assurance and Testing Basics**

What is Software Quality Assurance (SQA), SQA vs. Software Testing

The profession of SQA

Knowledge and skill areas for SQA and Testing

SDLC – Software Development Life Cycle

Patterns or Approaches of SDLC

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## **Requirements Analysis and more about testing basics**

What are software requirements

Types of software requirements

Analysis Techniques

Requirements Quality Analysis

STLC – Software Testing Life Cycle

Defect life cycle

Types of testing, black box, white box, sanity testing, regression testing

## **Test Planning & Documentation**

Test plan

Test case

Traceability Matrix

Test Reports

## **Functional Testing**

SQL Query Joins

Front end testing

UNIX testing and LINUX testing to validate servers and log files

Quality Center | HP ALM – application life cycle management tool to cover requirements, test plan, Test case, defects and test lab, resources and dashboard module.

Security Testing

## **Backend Testing, Security Testing & Mobile Testing**

SQL queries to validate database

Code review

Log Files review

Security Testing

Mobile Testing

**Load, Performance, Stress, Security, Mobile Testing**

Analysis of load, performance and stress testing

Deep issues of performance

Performance testing tools





## Training Program Application

**A separate application form must be completed for each training program or occupational skills course of study.**

1. Training Organization <b>SyLearn</b>			
2. Contact Person – Name & Title <b>Jay Chandok - President &amp; CEO</b>			
3. Training Program or stand-alone course name <b>Security+</b>			
4. Program or course description <small>Security+ is a very popular course ideal for anyone wanting to start a career or advance their career in the IT industry. Security+ is a vendor neutral course that covers a broad range of introductory and more advanced topics across many crucial areas of computer security issues and security.</small>			
5. Year Program Established  <b>2018</b>	6. Total Credit or Curriculum Hours  <b>32 hours</b>	7. Number of training weeks or hours  <b>32 hours</b>	8. Minimum Class Size  <b>5</b>
9. Is curriculum certified by an accrediting agency or similar national standardization program: <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> Yes (if yes specify)         <input type="checkbox"/> No       </div>			
10. Description of training and skills to be obtained – Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.			
11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors & occupation differ from what is defined by the region, please provide LMI Information to support the sector & occupation.  <b>Computer Network Support Specialist, Annual Median Wage is \$71,240</b>			
12. Does training lead to an industry recognized credential, diploma, license, or degree? If yes, indicate which. <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> Yes         <input type="checkbox"/> No       </div>			
13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder? <div style="display: flex; justify-content: space-around; align-items: center;"> <input checked="" type="checkbox"/> Yes         <input type="checkbox"/> No       </div>			
14. Was this training developed in partnership with a business? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, Name of Business(s):			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 1299
Books	\$ 60
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$ 339
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 1,698

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

This course is designed for individuals with networking experience or training wanting to obtain knowledge of communication security, infrastructure security, cryptography, operational security, and general security concepts.

22. Is a High School Diploma or GED required:

☐ Yes

☒ No

## Security+

### Overview

IT security is paramount to organizations as cloud computing and mobile devices have changed the way we do business. With the massive amounts of data transmitted and stored on networks throughout the world, it's essential to have effective security practices in place. That's where CompTIA Security+ comes in. Get the Security+ certification to show that you have the skills to secure a network and deter hackers and you're ready for the job.

Security+ is a very popular course ideal for anyone wanting to start a career or advance their career in the IT industry. Security+ is a vendor neutral course that covers a broad range of introductory and more advanced topics across many crucial areas of computer security issues and security technology that are in great demand in the industry and the government today.

CompTIA Security+ meets the ISO 17024 standard and is approved by U.S. Department of Defense to fulfill Directive 8570.01-M requirements. Once you obtain your Security+ you automatically have the CE designation required in the DoD Directive 8570.01 manual and going forward must comply with the CE program requirement of completing 50 CEUs in three years to maintain the credential. Security+ is also compliant with government regulations under Federal Information Security Management Act (FISMA).

Security+ validates knowledge of communication security, infrastructure security, cryptography, operational security, and general security concepts. This classroom course curriculum covers prevention of information technology theft and security of intellectual property as well as theory of security implementation and management. Industry and government employers have a growing need for skilled computer security professionals to combat hackers, decrease financial losses and secure valuable data.

### Audience and Prerequisites

This course is designed for individuals with networking experience or training wanting to obtain knowledge of communication security, infrastructure security, cryptography, operational security, and general security concepts.

### Course Outline

**Module 1:** Threats, Attacks and Vulnerabilities

**Module 2:** Technologies and Tools

**Module 3:** Architecture and Design

**Module 4:** Identity and Access Management

**Module 5:** Risk Management

**Module 6:** Cryptography and PKI

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### Training Program Application

***A separate application form must be completed for each training program or occupational skills course of study.***

1. Training Organization <b>SyLearn</b>			
2. Contact Person – Name & Title <b>Jay Chandok - President &amp; CEO</b>			
3. Training Program or stand-alone course name <b>Web Design and Developer</b>			
4. Program or course description <small>The course introduces students to cross-platform web design and development with a focus on planning and designing effective dynamic web applications. Students will also learn how web developers should effectively plan, design, implement, and troubleshoot dynamic websites built in F</small>			
5. Year Program Established  <b>2018</b>	6. Total Credit or Curriculum Hours  <b>80 hours</b>	7. Number of training weeks or hours  <b>80 hours</b>	8. Minimum Class Size  <b>5</b>
9. Is curriculum certified by an accrediting agency or similar national standardization program: <input checked="" type="checkbox"/> Yes (if yes specify) <input type="checkbox"/> No			
10. Description of training and skills to be obtained – <i>Attach training program description, include an outline of what is covered in the program and what skills are to be obtained.</i>			
11. Which in-demand industry sectors and occupations best fit with the training program; and the average wage for the primary target occupation for which the training prepares the individual, as published by the Virginia Employment Commission, for the local area. If the in-demand sectors & occupation differ from what is defined by the region, please provide LMI Information to support the sector & occupation.  <b>Web Developer, Median Annual Wage is \$78,850</b>			
12. Does training lead to an industry recognized credential, diploma, license, or degree? <i>If yes, indicate which.</i> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No			
14. Was this training developed in partnership with a business? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, Name of Business(s):			

15. List Businesses that support this training program:

Northern Virginia employers including corporations, non profits and government agencies

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:

This course is offered in a live classroom format in our location in Northern Virginia

17. Describe how you will work with the local board to serve individuals with barriers:

All course offerings are ADA compliant.

**Program Cost**

18. Registration/Pre-screening/Admissions Fees	\$
19. Tuition (check all items included in Tuition)	\$ 2700
Books	\$
Required Supplies(Tools, uniforms, etc.	\$
Testing/Exam Cost	\$
Licensure/Certification Cost(s)	\$
Other Required Fees	\$
20. Total Cost to Complete Curriculum/Course	\$ 2700

**Criteria for Admission**

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:

The course is designed for the beginner who wants to get a basic grasp of essential web design concepts and practical application. Developers will find the course useful to fill knowledge gaps and possibly an introduction to the latest tools, testing and/or updates to the technologies e.g. HTML5, CSS3 and PHP standards. Entrepreneurs and business professionals will find the course useful to understand how HTML, CSS and JavaScript work together to create a simple web site to promote your business or idea. Hobbyist will find the course interesting as a refresher of the basics and introduction to the latest trends and standards.

22. Is a High School Diploma or GED required:

☐ Yes

☒ No

## **Web Design and Developer**

### **Overview**

As a student in this course, you will learn the most important topics of front- and back-end development. This is a project-based introduction to web design and development which emphasizes standards-based and accessible design. The course introduces students to cross-platform web design and development with a focus on planning and designing effective dynamic web applications. Students will also learn how web developers should effectively plan, design, implement, and troubleshoot dynamic websites built in PHP. This includes understanding how to administer, maintain, and troubleshoot the supporting infrastructure i.e. web servers and web-based databases. The course progresses from introductory work on web design i.e. implementing web pages by writing HTML and CSS code; enhancing web pages with the use of page layout techniques, text formatting, graphics, images, and multimedia to a culminating project in which students design and develop a functional, multi-page website. The focus will transition mid-way as students are introduced to back-end scripting languages and relational databases. The class will teach the latest web design and development techniques using industry tools e.g. XAMPP, Visual Studio Code, MySQL, PHP7, CSS3, HTML5, JavaScript frameworks and code repositories (GitHub).

### **Audience and Prerequisites**

The course is designed for the beginner who wants to get a basic grasp of essential web design concepts and practical application. Developers will find the course useful to fill knowledge gaps and possibly an introduction to the latest tools, testing and/or updates to the technologies e.g. HTML5, CSS3 and PHP standards.

Entrepreneurs and business professionals will find the course useful to understand how HTML, CSS and JavaScript work together to create a simple web site to promote your business or idea. Hobbyist will find the course interesting as a refresher of the basics and introduction to the latest trends and standards.

### **Course Outline**

#### **Foundations of Web Design & Development**

- The Language of the Web
- Sites, Portals and Applications
- Front-End and Back-End Domains

- Web Standards and Protocols
- Local development environment
- Integrated development environment
- Code source repository

### **Web Accessibility**

- What is Web Accessibility?
- What is the purpose of Section 508?
- Why Web Accessibility is Important
- Design Techniques for Websites Accessibility and Usability

### **Web Planning & Design**

- Planning a Website
- Basic Web Design Principles
- Principles of Client Management
- Creating Wireframes, Mock-ups and Prototypes
- Capturing and documenting requirements
- Building your First Web Page

### **Web Design Basics**

#### **HTML5**

- Getting Started with HTML5
- Structure of a HTML document.
- Creating titles, paragraphs, containers, lists.
- Adding links and images.
- Working with Tables.
- Forms in HTML, including HTML5 semantic input fields
- Tags and Elements
- Defining Basic Tables
- Basic HTML Form Elements
- HTML5 Form Controls
- Linking to Audio & Video
- Embedding Audio & Video

#### **CSS3**

- Introduction to CSS3
- How to add stylesheets and reference on web page
- The Box Model.
- Selecting elements with CSS3
- Specifying fonts & font Sizes
- Using techniques to style lists, forms, tables and links
- Using techniques to position images and layout elements on a page

- Grid Systems & CSS Frameworks

### **JavaScript**

- Getting acquainted with JavaScript
- Language essentials
- Form handling & validation
- Making dynamic pages
- Handling events
- Introduction to JavaScript frameworks

### **Web Development Basics**

#### **PHP**

- Demonstrate proper basic PHP syntax, structure and coding techniques
- Use variables, constants, expressions and operators
- Comment PHP code
- Create and use Arrays
- Use String, Numbers, built-in functions & global variables
- Use HTML5/CSS3 forms with PHP
- Use PHP to send form data to database
- Upload files dynamically
- Use session and cookies
- What's new with PHPOOP

#### **MySQL**

- Setup a MySQL database
- Using phpMyAdmin to manage database
- Set up a data connection using PHP
- Search the database and display query results
- Insert, Update and Delete records

### **Introduction to Content Management Systems**

- Installing and setting up WordPress site
- Configuring a theme
- Adding plugins & widgets
- Introduction to WordPress templating system



# **Change to WIOA Youth Work Experience Policy**

## **WIOA YOUTH WORK EXPERIENCE POLICY**

### **REFERENCES**

- Workforce Innovation Opportunity Act; Final Rules, U.S. Department of Labor
- Employment and Training Administration, (20 CFR §681.610, §680.180, §680.190, §681.590, and §681.600)
- Fact Sheet #13: Employment Relationship Under the Fair Labor Standards Act. U.S. Department of Labor, Employment Standards Administration, Wage and Hour Division
- Trainees, elaws - Fair Labor Standards Act Advisor. U.S. Department of Labor
- School-to-Work, elaws - Fair Labor Standards Act Advisor. U.S. Department of Labor
- Virginia Workforce Letter #10-01, Youth Work Experience, December 15, 2017 Commonwealth of Virginia, Paid and Unpaid Work Experience #104.

### **PURPOSE**

To provide policy direction regarding the development, use, documentation, and tracking of Workforce Innovation Opportunity Act (WIOA) funds to make incentive payments for approved Work Experience opportunities (WEX) for eligible WIOA youth ages 14-24.

### **DEFINITIONS**

- Business is a legal organization, or economic system where goods and services are exchanged for one another or for money.
- Employer is a legal entity that controls and directs workers under an express or implied contract of employment and pays (or is obligated to pay) him or her a salary or wages in compensation; or a person or legal organization that employs people.
- "Work Experience Training" or "WEX" is planned, structured learning experience that takes place in a workplace for a specified limited period of time.

### **BACKGROUND**

The purpose of the WEX activity is to provide the WIOA eligible youth with opportunities for career exploration, academic and skill development and reinforcement of the work ethic. The WEX must be designed to enable youth to gain exposure to the world of work and its requirements.

Work Experiences should help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment in the career interest of choice. The WEX must be with a legal business and/or employer that meets all basic requirements to operate in Virginia. The WEX Training may be paid or unpaid and may be in the private for-profit sector, the non-profit sector, or the public sector. WEX may be subsidized or unsubsidized. Under WIOA paid and unpaid work experiences must include academic and occupational education as a component of the work experience and can include several activities including summer employment, pre-apprenticeship, internships, job shadowing and on-the-job training (OJT). Note: This policy does not address the requirements and/or documentation for OJT.

The intent of WEX is not to benefit the employer, although the employer may, in fact, gain from the activities performed by the youth. WEX activities shall not reduce current employee's work hours, displace current employees or create a lay-off of current employees, impair existing contract or collective bargaining

WIOA is an Equal Opportunity Program. Auxiliary aids and services are available upon request to individuals with disabilities. Alexandria City Government and Arlington County Government are Equal Opportunity Employers.



agreements, and/or infringe upon the promotional opportunities of current employees as defined in the Fair Labor Standards Act.

## **POLICY**

The Alexandria/Arlington Regional Workforce Council (RWC) works to ensure that as many customers as possible have an opportunity to participate in paid and unpaid work experiences that have academic and/or occupational component to provide exposure to careers, career pathways and exposure to the requirements and technical skills of the workplace. RWC encourages the use of well-planned WEX to serve as a stepping stone into unsubsidized employment through the use of job shadowing, pre-apprenticeship, internships, summer employment and OJT.

## **REQUIREMENTS**

- A. Work Experience Assessment and Training Plan: The service provider shall ensure that WEX training plan for the WIOA eligible participant is appropriate based on the participant's career interest of choice (when feasible), labor market research and comprehensive assessment and as documented in the Individual Service Strategy (ISS). The WEX Training Plan should be measurable and clearly indicate how this activity is going to help the customer move from the WEX to unsubsidized employment and/or training.

Documentation of the need for work experience that is tied to and supported by academic and/or occupational education and the objectives of the work experience, WEX addendum must be kept in the participant's file. It must also include periodic evaluation of the customer's participation and learning during the work experience, including information about any incentive payments made and the learning that took place. It is strongly encouraged that the WEX and its associated training components be directly tied to a credential and documented in the training plan.

WIOA Youth Staff should use labor market information when developing the academic competencies to learn and be evaluated on the WEX. The WEX Training Plan must also indicate that youth participants received financial literacy information to include but not limited to check cashing, budgeting incentive funds, and savings. The lifetime duration of the work experience program should not exceed 180 hours unless WIOA Staff receives a waiver from the RWC Executive Director. Lunch breaks are not included in the accounting of total WEX hours.

The determination of the duration of the WEX should be based on the academic and/or occupational competencies the WIOA participant needs to develop or refine and must be specified in the WEX Training Plan. A WEX Training Plan allows WIOA Youth Staff to monitor and evaluate the WEX and it serves as a baseline when establishing whether the needs of the WIOA participant and the employer's expectations of training and development have been met.

- B. Development of Work Experience Sites Vetting of Work Experience Sites: WIOA Youth Staff must make every effort to verify that participants are placed with business and/or employers that are legal able to operate in Virginia. The vetting process could include proof of a business license, registration with the Virginia State Corporation Commission, a regulatory body, etc. Once an employer has been identified, there must be a Worksite Agreement between the AJC and the employer that articulates the learning that is to take place (job description/work objective), the length of the WEX and the academic and/or occupational competencies to be obtained. The Worksite Agreement must be completed and signed prior to the start of the WEX. The WEX Agreement must also contain a list

WIOA is an Equal Opportunity Program. Auxiliary aids and services are available upon request to individuals with disabilities. Alexandria City Government and Arlington County Government are Equal Opportunity Employers.

of tools, uniform and safety equipment. WIOA Youth Staff will use a standardized Worksite Agreement developed by the RWC (see attachment).

- C. **WIOA Funds and Payments:** WIOA Youth Staff will strive to develop worksites and work experience opportunities in the RWC targeted sectors and pay incentive payments based on the terms outlined in the WIOA Youth Worksite Agreement. The relationship between the WIOA participant and the employer that provides the site for the WEX activity is not an employer-employee relationship as defined by the Fair Labor Standards Act. The formal relationship is between the WIOA program and the employer that volunteers to provide the site for the work experience activity for the WIOA program. During the period of a WIOA participant's enrollment in a paid work experience activity, the WIOA payments received are not subject to withholdings by the employer nor the WIOA program and are not to be considered wages, but incentives provided in accordance with attendance and full participation of the participant in achieving the competencies stipulated in the training plan. The payments are incentives for participation in a training activity, not compensation for services to an employer. The funds should not be considered for tax purposes on a 1099-MISC or W-2 as reflected in Virginia Workforce Letter (VWL) #10-01. At the completion of a "Work Experience" activity the WIOA participant is not eligible for unemployment compensation. Neither the worksite nor the WIOA program should contribute any funds to the state's unemployment insurance fund because the participant is not an employee.

If incentives are paid using WIOA funds, WIOA customers will be paid incentives at not less than the minimum wage described by State or Federal Law. If incentives are paid by the hours associated with WEX it must be documented and validated by the participant and employer signature. The program must have documentation to verify that the participant received the incentive associated with such hours or work validated by the employer. If participant received the incentive payment in the form of a check, the Council strongly encourages program to ensure participants are not using check cashing services that utilize predatory lending practices.

- D. **Virginia Workforce Connection (System of Record):** Once a participant has started work experience WIOA Youth Staff must ensure the activity associated with such work experience training are recorded in the state's system of records. Participant progress on work experience shall be documented as a case note and where appropriate entered or extend into the system of record.

- E. **Tracking of Youth Work Experience Funds:** Under WIOA youth program staff are required to track and report expenditures to the RWC for both paid and unpaid work experience. Program expenditures to be tracked are to include the youth incentive payments and staffing cost to develop and management work experience. Tracking reports of incentive payments and staff time should be submitted with monthly request for reimbursement.

- F. **The RWC's One-Stop Operator will monitor the participant and the worksite annually to ensure that their goals are being met and that the worksite activity, as well as all associated progress and financial activity reports, are compliant to all federal, state, and local WIOA laws and regulations. This audit will be performed as part of the One-Stop Operator's annual local WIOA monitoring activity and the Operator will use the WIOA Youth Monitor's Tool to conduct this exercise.**

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# **WIOA Individual & Follow-up Services Waiver**



ALEXANDRIA | ARLINGTON REGION

## **Request for Governor's Approval for Local Workforce Board to Provide WIOA Individualized & Follow-up Career Services**

Date: February 27, 2020

Local Workforce Development Board (LWDB): Alexandria/Arlington Regional Workforce Council

Contact Person/Title: David Remick/Executive Director

Phone: 703.228.1412

E-mail Address: dremick@arlingtonva.us

Mailing Address: 2100 Washington Blvd, 1<sup>st</sup> Floor, Arlington, VA 22204

- 
- 1. What factors went into the LWDB's decision to submit this request to provide individualized and follow-up career services, including those that led the LWDB to believe that participants will be better served by providing these services directly rather than through a competitive procurement process?**

Programmatic synergy and cost-sharing opportunities are the primary factors as to why the Alexandria/Arlington Regional Workforce Council decided that Workforce Innovation and Opportunity Act (WIOA) Individual Career and Follow-up Services should continue to be provided by the Alexandria/Arlington Regional Workforce Council through the Alexandria City's and Arlington County's Departments of Human Services. We believe that, for the annual amount of WIOA Individual Career and Follow-up Services funds that the Council receives, our current organizational arrangement provides the best possible service to our customers.

Alexandria Workforce Development Center and Arlington Employment Center are the Council's two Comprehensive American Job Centers, also known as Virginia Career Works (VCW) Centers. Both Centers are agencies housed within their local government's Department of Human Services. Together these Centers served approximately 10,400 job seekers and 1,075 businesses in PY18/FY19.

Activities provided by local government staff at the Centers include:

- Workforce Innovation & Opportunity Act Career Services (Basic, Individual, and Follow-up);
- The Supplemental Nutrition Assistance Program Employment and Training Program;
- Employment Advancement for the Temporary Assistance for Needy Families Program;
- US Department of Housing & Urban Development's Community Development Block Grants Program;
- US Department of Health and Human Services' Community Services Block Grant Program;
- Business Services.

There is a great deal of programmatic synergy and cost-sharing achieved by having the local government agencies implement these programs and services. One of the synergies is to be able to leverage funding by co-enrolling participants into multiple programs. Because the local government staff administer the aforementioned programs and services, a Center's Career Counselor can pay for the participant's workforce development training activities out of WIOA and other funds. As an example, the Arlington Employment Center sends ten jobseekers through an intensive culinary and life skills training program annually. WIOA and US Department of Housing & Urban Development's Community Development Block Grants fund the training of the ten jobseekers. If the Council competitively procured WIOA Individual Career and Follow-up Services, then a new provider would not have the ability to use these other funding streams to co-enroll WIOA participants.

Another example of programmatic synergy is staff management and training. The programs and services administered by the two local government agencies are implemented by staff that report into the Centers' Directors, who are all employees of the agencies. This set-up allows for a clear chain-of-command for workload distribution and for the staff issue/resolution process. Also, Career Services staff regularly participate in various professional development training programs that are funded by the two government agencies. If the Council competitively procured WIOA Individual Career and Follow-up Services, then WIOA staff would move outside of this chain-of-command and not benefit from professional development training opportunities.

From a cost-sharing perspective, WIOA Individual Career and Follow-up Services benefit from being performed by the local government agencies. For PY19/FY20, WIOA funding covers less than 10%, or \$566,390, of the Centers' budgets annually. Over 90% of the Centers' budgets are funded directly by the two local governments using a combination of general funds and other non-WIOA state and federal funds.

Of the \$566,390 in WIOA funding that our region receives from the Virginia Community College System (the State WIOA Administrator), \$128,181 is allocated to our WIOA Youth Program, leaving \$438,209 to provide WIOA Individual Career and Follow-up Services for Adults and Dislocated Workers. It is important to note that various WIOA policies require \$180,826 of WIOA funding to be spent on workforce development training activities that lead to industry-recognized credentials for these three populations. That leaves the Council with \$385,564 annually to pay for WIOA staff salaries at our two Centers.

In our current organizational arrangement, there are eight WIOA Career Counselors. WIOA funds a portion of their salaries.

Should WIOA Individual and Career Services be performed by another party, then they would have \$385,564 per year to pay for the salaries for the above-mentioned role. Procuring these services could reduce the number of staff working on our regional WIOA program, which would lead to a decrease in quality and performance. The Council does not feel that another provider can deliver the same quality WIOA Services for \$385,564 per year as currently performed by the Alexandria Workforce Development Center and Arlington Employment Center.

While the Council requests that WIOA Individual Career and Follow-up Services continued to be performed by the Alexandria Workforce Development Center and Arlington Employment Center, we recognize that we need to ensure proper oversight over the career services providers. In 2019, the Council procured a One-Stop Operator, Rise Global Talent LLC, who has maintained effective working relationships with all One-Stop System Partner and Career Services Provider managers.

The Operator's role is to maintain effective working relationships with all One-Stop System Partner and Career Services Provider managers through leading the Alexandria/Arlington Regional Workforce Council's One-Stop Operations Committee and conducting regular meetings as necessary for effecting One-Stop System Partner business. The committee's membership includes all One-Stop System and Career Services Providers leadership.

The Operator ensures the implementation of all Partner/Provider roles and responsibilities, as defined in the Local One-Stop System Memorandum of Understanding. The Operator will also:

- Promote effectively integrated, cross-agency business practices in the One-Stop System among the Partners and Providers;
- Facilitate partner-driven solutions for all One-Stop System activities;
- Monitor and report out on a quarterly basis WIOA Title I performance and track all WIOA Career Services output, including referrals to all partners;
- Responsible for performing annual WIOA Title I Local Monitoring Audit.

Finally, the Operator reports to the Council's Executive Committee on One-Stop Operations quarterly.

**2. Describe the individualized and follow-up career services the LWDB plans to provide, including its prior experience providing those services and how long it has done so.**

The Alexandria/Arlington Regional Workforce Council, through its two American Job Centers, Alexandria Workforce Development Center and Arlington Employment Center, have for the last three years met or exceeded their Federal Performance Outcomes while maintaining fiscal integrity. Under the Workforce Innovation and Opportunity Act, the Alexandria/Arlington American Job Centers will perform the following:

- Comprehensive and specialized assessments of skill levels and service needs;
- Development of an individual employment plan and information on available training and training providers;
- Assistance in establishing eligibility on non-WIOA financial aid for employment and training programs;
- Group and individual counselling;
- Career planning;
- Short-term pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training;
- Internships and work experiences linked to careers;
- Financial literacy services;
- Out-of-area job search assistance and relocation assistance;

- English language acquisition and integrated education and training programs;
- Follow-up counselling for participants in adult or dislocated worker WIOA Title I activities who are placed in unsubsidized employment, for up to 12 months after the first day of employment.

**3. Provide the WDA's federal performance outcomes for each of the last three years and describe how those outcomes compare to other WDAs in the state.**

	<b>LWDA 12 Federal Performance Outcomes</b>	<b>Statewide Federal Performance Outcomes</b>
<b>PY 18</b>		
<u><b>Adult</b></u>		
Entered Employment Rate (Q2 & Q4)	Met	Met
Credential Rate	Exceed	Exceed
<u><b>Dislocated Worker</b></u>		
Entered Employment Rate (Q2 & Q4)	Met	Met
Credential Rate	Exceed	Exceed
<b>PY 17</b>		
<u><b>Adult</b></u>		
Entered Employment Rate (Q2 & Q4)	Met	Data Not Available
Credential Rate	Exceed	Data Not Available
<u><b>Dislocated Worker</b></u>		
Entered Employment Rate (Q2 & Q4)	Exceed	Data Not Available
Credential Rate	Exceed	Data Not Available
<b>PY 16</b>		
<u><b>Adult</b></u>		
Entered Employment Rate (Q2 & Q4)	Met	Data Not Available
Credential Rate	Exceed	Data Not Available
<u><b>Dislocated Worker</b></u>		
Entered Employment Rate (Q2 & Q4)	Exceed	Data Not Available
Credential Rate	Exceed	Data Not Available

**4. Provide evidence that the LWDB is qualified to provide individualized and follow-up career services, including any local testimonials that speak to the effectiveness and efficiency with which the LWDB has provided or can provide those services. Attach supporting documentation, to include at least 2 letters of recommendation from partners.**

The Alexandria/Arlington Regional Workforce Council, through our American Job Centers, has met or exceeded our Federal Performance Outcomes and maintained fiscal integrity over the past three years. 100% of our Centers' Individual Career Services staff hold Workforce Development Professional Certifications. The following are three customer testimonials:

*"I want to commend you and the staff at the Arlington Employment Center for the professionalism and expertise extend to me. That was a great help in gaining employment. Having not seriously engaged in a search since 1998, I was seriously out of tune with the demands of the modern market. The AEC staff was very welcoming and imparted valuable, current knowledge. My initial screening with Dante, my check-ins with Ms. Hill, my counseling with Amelia, and the workshops lead by Glen, Edythe, and Sandy all reflected a quality and caring that you can be proud of.*

*Because of the excellent collaboration of the AEC staff, I was able to rethink my approach to resume format and content, networking among peers, and interviewing. As a result, on Monday I accepted the position of "Lead Technologist" with Booz Allen Hamilton and will soon launch a new phase of my career. I am grateful. As a committed volunteer within Arlington County, you may call on me if I can help AEC and its clients in some way in the future. Please share my success and compliments with the folks at AEC." – James Robert Smith, VCW Arlington Employment Center WIOA Individual Career Services Client*

*"Tiwana Brown was a resident of Guest House, a shelter that helps incarcerated women transition back into the community. She was referred to the Alexandria Workforce Development Center by this community partner and she immediately entered into our individual career services/life skills program. Our Center was committed to helping Tiwana rebuild her life.*

*Tiwana had a passion for cooking and was hoping to land a job in that industry. She was delighted to find out that our Center partners with a local WIOA eligible training provider called "Together We Bake" that offers a 12-week culinary arts program.*

*After successful completion of her culinary training, which led to Tiwana earning her SafeServe Certification, she began her job search with the Center's Career Counselor who assisted her with completing employment applications and prepared her for the interview process. As a result, Tiwana was able to find a job as an Assistant Food Preparation Manager at TGI Fridays. Tiwana expressed her gratitude to the Center and the services that we provided. Tiwana is now on a path to achieving her goal of self-sufficiency." – VCA Alexandria Center WIOA Manager*

*"Thank you for your help with gaining employment in the Federal Service! I wanted to inform you that I started a new career with the Foreign Agriculture Service, an agency with the US Department of Agriculture as a GS-09 International Program Specialist. This is my second week.....very excited." – Amanda E. Rydel, VCW Arlington Employment Center WIOA Individual Career Services Client*



**5. Please describe any fiscal impact that procurement of individualized career services would cause for the grant recipient, local workforce board, and/or local consortia members.**

If the Council decided to competitively procure WIOA Individual Career and Follow-up Services, it would need to use the Arlington County Government's Procurement Office (Arlington County Government serves as our WIOA grant recipient/fiscal agent). Should there be an RFP for WIOA Individual Career and Follow-up Services, then the Arlington Employment Center and the Alexandria Workforce Development Center will submit a proposal to Arlington County Government to retain these services. It is necessary to point out that the Arlington Employment Center is part of Arlington County Government.

And while both the USDOL and the Virginia Community College System consider Local Workforce Development Boards, like the Alexandria/Arlington Regional Workforce Council, to be independent bodies, the reality is that the Council is listed as a commission of Arlington County Government. The process for a local government to legally and ethically bid on a procurement that it is awarding is arduous and will certainly come under scrutiny should other entities submit proposals; no matter how many firewalls are established to guarantee an open competition.

Arlington County and Alexandria City would like to continue to provide WIOA Individual Career and Follow-up Services at our two American Job Centers because they benefit our job-seeking and business customers. We want to continue our long track record of providing superior service, meeting/exceeding our Federal Performance Outcomes, and maintaining fiscal integrity. Receiving a waiver to continue to provide WIOA Individual Career and Follow-up Services will allow the Council, through our two American Job Centers, to preserve the programmatic synergy and cost-sharing achieved by having the local government agencies implement our WIOA program.

Submit the completed request and documentation to Mr. George Taratsas, WIOA Title I Administrator at [gtaratsas@vccs.edu](mailto:gtaratsas@vccs.edu). Mr. Taratsas will work with the Governor's Office to obtain the necessary review and approval.

We certify that the information that is contained within this document has been reviewed and is accurate.

\_\_\_\_\_  
Chair, Local WDB

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chair, CLEO

\_\_\_\_\_  
Date

# WIOA Title I Youth Services Waiver

## WIOA Title I Youth Program Procurement – Local Waiver

### Issue

- Under the Workforce Investment Act, LWDA 12 secured a waiver that allowed Title I Youth Services to be performed at the Alexandria Workforce Development Center and Arlington Employment Center. That waiver has expired.
- Workforce Innovation and Opportunity Act (WIOA) requires the competitive procurement of Title I Youth Services, unless they are being performed by the local grant recipient.
- LWDA 12's grant recipient, Arlington County Government, would like to continue to perform Title I Youth Services at the Alexandria Workforce Development Center and Arlington Employment Center.

### Background

The Department of Labor has issued the Final Rules to implement Title I of the Workforce Innovation and Opportunity Act (WIOA). The Final Rules provides the local grant recipient and Local Workforce Development Board (LWDB) flexibility to award grants or contracts for youth services in accordance with WIOA sec. 123.

As it relates to competitive selection requirement, 20 CFR Part 681, *Youth Activities under Title I of the Workforce Innovation and Opportunity Act*, has language that addresses questions and concerns regarding procurement of WIOA Title I Youth Program services. In particular, Subpart C – *Youth Program Design, Elements, and Parameters*, Section 681.400 language clarifies that the competitive procurement requirements in Sec. 123 of WIOA apply only if the LWDB chooses to award grants or contracts to youth service providers to provide some or all of the youth program elements.

The 14 youth program elements are:

1. Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies;
2. Alternative secondary school offerings or dropout recovery services;
3. Paid and unpaid work experiences with an academic and occupational education component;
4. Occupational skill training, with a focus on recognized postsecondary credentials and in-demand occupations;
5. Leadership development activities (e.g., community service, peer-centered activities);
6. Supportive services;
7. Adult mentoring;
8. Follow-up services for at least 12 months after program completion;
9. Comprehensive guidance and counseling, including drug and alcohol abuse counseling;
10. Integrated education and training for a specific occupation or cluster;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. Services that provide labor market information about in-demand industry sectors and occupations;
14. Postsecondary preparation and transition activities.

The Alexandria Workforce Development Center and the Arlington Employment Center have been allowed to perform Title I Youth Services via a state-issued waiver under the Workforce Investment Act. Since 2011, LWDA 12's Title I Youth Program has met its annual performance goals and maintained financial integrity. Title I Youth Program Funding is \$115,363 for FY21/PY2020.



## Workforce Council

LWDA 12's Youth Services Program Design

Alexandria Workforce Development Center and Arlington Employment Center perform the "framework services" for LWDA 12's Title I Youth program. These framework services include intake, objective assessments, development of individual service strategies, case management, supportive services, and follow-up services. Both Centers partner with the following local government and nonprofit partners to provide free services to their youth customers for the 14 youth program elements:

Youth Program Element	Provider
1. Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent.	<ul style="list-style-type: none"> <li>• Sylvan Learning Center</li> <li>• Alexandria City Public School, GED Program, Adult Education High School Diploma</li> <li>• Arlington Public School, GED Program, Adult Education High School Diploma</li> </ul>
2. Alternative secondary school services, or dropout recovery services, as appropriate.	<ul style="list-style-type: none"> <li>• Alexandria City Public School, GED Program</li> <li>• Alexandria City Campaign on Adolescent Pregnancy</li> <li>• Substance Abuse Prevention Coalition of Alexandria City</li> <li>• Alexandria City Court Service Unit</li> <li>• Arlington Public School, GED Program</li> </ul>
3. Paid and unpaid work experience that have as a component academic and occupational education, which may include – <ul style="list-style-type: none"> <li>• Summer employment opportunities and other employment opportunities available throughout the school year;</li> <li>• Pre-apprenticeship programs;</li> <li>• Internships and job shadowing, and</li> <li>• On-the-job training opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Local Employer Referrals from the Centers' Business Services Teams</li> <li>• Project Discovery: <i>Empowerment and College Preparation</i></li> </ul>
4. Occupational skills training which may include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area	<ul style="list-style-type: none"> <li>• Alexandria/Arlington Regional Workforce Council, Eligible Training Providers List</li> </ul>
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster	<ul style="list-style-type: none"> <li>• Alexandria/Arlington Regional Workforce Council, Eligible Training Providers List</li> </ul>
6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours, as appropriate.	<ul style="list-style-type: none"> <li>• Project Discovery: <i>Empowerment and College Preparation</i></li> <li>• Alexandria Mentoring Partnership</li> <li>• Alexandria Court Services Unit</li> </ul>



## Workforce Council

7. Supportive Services ( <i>Linkages to community services</i> ) <ul style="list-style-type: none"> <li>• Transportation</li> <li>• Childcare</li> <li>• Housing and Accommodation for youth with disabilities</li> <li>• Uniforms</li> <li>• Referrals to Healthcare</li> <li>• Educational Testing</li> </ul>	<ul style="list-style-type: none"> <li>• Alexandria City Department of Community and Human Services</li> <li>• Arlington Department of Human Services</li> <li>• Legal Services of Northern Virginia</li> <li>• Washington Metropolitan Area Transit Authority</li> </ul>
8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months	<ul style="list-style-type: none"> <li>• Various partnerships with local and regional mentorship-focused CBOs</li> </ul>
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate	<ul style="list-style-type: none"> <li>• Alexandria Workforce Development Center</li> <li>• Arlington Employment Center</li> </ul>
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.	<ul style="list-style-type: none"> <li>• Various partnerships with local and regional counseling-focused CBOs</li> </ul>
11. Financial literacy education	<ul style="list-style-type: none"> <li>• Association of Financial Counselors</li> </ul>
12. Entrepreneurial skills training	<ul style="list-style-type: none"> <li>• Business Development Assistant Group</li> </ul>
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services.	<ul style="list-style-type: none"> <li>• Alexandria/Arlington Regional Workforce Council</li> <li>• Virginia Employment Commission</li> </ul>
14. Activities that help youth prepare for and transition to postsecondary education and training.	<ul style="list-style-type: none"> <li>• Alexandria City Public School</li> <li>• Arlington Public School</li> <li>• Project Discovery: <i>Empowerment and College Preparation</i></li> <li>• Volunteer Alexandria</li> </ul>

When the Centers cannot procure free services to perform the 14 youth program elements they will follow local government procurement procedures to purchase services for their youth customers.

Action Requested

- The local grant recipient would like the Regional Workforce Council to approval a local waiver to allow Alexandria Workforce Development Center and Arlington Employment Center to continue to perform Title I Youth Services for Program Year 2020 (FY21).

Approved:

\_\_\_\_\_  
Chair, Alexandria/Arlington Regional Workforce Council

\_\_\_\_\_  
Date

# One-Stop Operator Scope of Work

**Alexandria/Arlington Regional Workforce Council  
"American Job Center Operator" Coordinator**

**Scope of Work FY2021**

Arlington County, as the fiscal agent of the Alexandria/Arlington Regional Workforce Council, is seeking a qualified Governmental or Non-governmental Agency to coordinate the regional One-Stop System and develop and maintain working relationships with all system partners. The County anticipates the Coordinator will be spending 6 hours per week implementing the Scope of Work. The project is funded through a \$38,000.00 grant and the County will award a one-year contract to the lowest responsive, responsible Bidder.

**1. DELIVERABLES**

In cooperation with the Alexandria Regional Workforce Council (AARWC), the Contractor will function as Coordinator of the regional One-Stop System and shall maintain effective working relationships with all System Partners and Career Services Provider leaders. The Contractor will not be responsible for directly delivering One-Stop Center services, managing front-line staff, or performing facility-related tasks. The One-Stop Coordinator shall provide services as follows:

- A) Manage the AARWC's One-Stop Operations Committee (OSOC) and conduct quarterly meetings as necessary for effecting One-Stop System Partner business.
- B) Ensure the implementation of all Partner roles and responsibilities, as defined in the One-Stop Centers' MOUs links below:  
[https://arlingtonva.s3.amazonaws.com/wp-content/uploads/sites/39/2019/11/AlexandriaArlingtonVCW\\_AJC-MOU\\_070119-to-063022.pdf](https://arlingtonva.s3.amazonaws.com/wp-content/uploads/sites/39/2019/11/AlexandriaArlingtonVCW_AJC-MOU_070119-to-063022.pdf)

Coordinate exclusively with OSOC for the management of service delivery of operations, as described in the One-Stop MOU.

- C) Responsible for performing annual WIOA Title I Alexandria/Arlington Administrative, Financial, and Programmatic Monitoring Audit, as outlined in AARWC's Compliance Monitoring Policy link below:  
[https://arlingtonva.s3.amazonaws.com/wp-content/uploads/sites/39/2019/11/WIOA-Local-Policies-for-the-VCW-Alexandria-City\\_Arlington-County-Region.pdf](https://arlingtonva.s3.amazonaws.com/wp-content/uploads/sites/39/2019/11/WIOA-Local-Policies-for-the-VCW-Alexandria-City_Arlington-County-Region.pdf).
- D) Adhere to all WIOA federal and state regulations and policies link below:  
[https://arlingtonva.s3.amazonaws.com/wp-content/uploads/sites/39/2019/11/WIOA-Local-Policies-for-the-VCW-Alexandria-City\\_Arlington-County-Region.pdf](https://arlingtonva.s3.amazonaws.com/wp-content/uploads/sites/39/2019/11/WIOA-Local-Policies-for-the-VCW-Alexandria-City_Arlington-County-Region.pdf)

- E) Develop new System Partner relationships as necessary to advance the One-Stop Systems' effectiveness.
- F) Conduct two system staff and two WIOA staff continuous improvement training sessions. The scheduling of the four training sessions can be negotiated between the Contractor and the AARWC Executive Director. The two system staff training sessions must cover developing career coaching skills and strategies for fostering basic professional skills (soft skills) in job seekers. The two WIOA staff trainings must address issues identified through the annual WIOA Title I Alexandria/Arlington Administrative, Financial, and Programmatic Monitoring Audit.
- G) Act as the primary problem-solver in resolving/addressing problems associated with System Partner roles, relationships, and coordinated responsibilities.
- H) Facilitate the One-Stop Center Certification Process in accordance with USDOL and state Requirements, as well as identify and provide continuous improvement opportunities for the Local One-Stop System.

## 2. **REPORTING REQUIREMENTS**

The Contractor shall submit the following report quarterly to the AARWC Executive Director by the second Wednesday of July, October, January, and April:

Type of Data	Current Quarter			FY21 YTD			% Change Same Period in FY20		
	WDC	AEC	Total	WDC	AEC	Total	WDC	AEC	Total
Career Services customer satisfaction results	Contractor should request this data from Alexandria City's and Arlington County's American Job Center Data Administrator								
Business Services satisfaction results									
Total One-Stop Center Visitors (duplicated)									
Total One-Stop Center Visitors (unduplicated)									
New WIOA Title I Adult Participants	Contractor should request this data from AARWC Data Administrator								
New WIOA Title I Dislocated Workers Participants									
New WIOA Title I Youth Participants									
WIOA Title I Adult Employment 2nd Quarter after Exit									
WIOA Title I Adult Employment 4th Quarter after Exit									



WIOA Title I Adult Median Earnings 2nd Quarter after Exit	Contractor should request this data from AARWC Data Administrator
WIOA Title I Adult Credential Attainment within Four Quarters after Exit	
WIOA Title I Dislocated Workers Employment 2nd Quarter after Exit	
WIOA Title I Dislocated Workers Employment 4th Quarter after Exit	
WIOA Title I Dislocated Workers Median Earnings 2nd Quarter after Exit	
WIOA Title I Dislocated Workers Credential Attainment within Four Quarters after Exit	
WIOA Title I Youth Employment 2nd Quarter after Exit	
WIOA Title I Youth Employment 4th Quarter after Exit	
WIOA Title I Youth Credential Attainment within Four Quarters after Exit	

- I) Report One-Stop Operations Status to the AARWC's Quarterly Meetings and Quarterly Executive Committee Meetings. Contractor will comment on and answer questions pertaining to all reports submitted to the AARWC Executive Director.

### **3. CRIMINAL BACKGROUND CHECK**

The Contractor must ensure that the individual assigned to this project must complete and pass a criminal background check and a Virginia Central Registry Check.

### **4. QUALIFICATION REQUIREMENTS**

The following qualifications must be met to be considered responsive:

- A) Government agency or
- B) Non-governmental agency. All Non-government agencies must provide verification of legal status of the entity. Eligible non-government agencies include:
  - 1. Employment service state agency under the Wagner-Peyser Act; or
  - 2. Indian Tribes, tribal organizations, Alaska Native entities, and Native Hawaiian organizations; or
  - 3. For-profit entities; or
  - 4. Non-profit and community-based organizations; or
  - 5. Educational institutions including secondary and non-traditional public schools, technical and higher education institutions.

- C) **Bidders must have a minimum of two years of demonstrated experience as a One-Stop Operator and as a WIOA Title I Administrative, Financial, and Programmatic Monitoring Auditor. Relevant staff resumes and related accomplishments must be provided. No exceptions.**
- D) Conflict of Interest: Any entity or consortium of entities interested in serving as the One-Stop Operator and currently serves as a One-Stop System Partner(s) or Career Services Provider in Alexandria City or Arlington County must provide a detailed Conflict of Interest policy that put in place mechanisms to prevent all operator/service provider conflicts of interest.

## **5. BID SUBMISSION REQUIREMENTS**

- A) Provide a brief, (maximum 10 pages), 12 pt. double space submission that includes the following:
  - 1. Description of the Bidder's qualifications and experience and understanding of the Alexandria/Arlington and greater DC labor market and the needs of the target population;
  - 2. Describe how the work will be performed and the expected outcomes achieved;
  - 3. Provide a quality assurance strategy including experiences and success with conducting WIOA Title I financial, administrative and programmatic audits at the local workforce development area-level
- B) Resume(s) of the person(s) that will work on this project, if awarded
- C) Price – must include all expenses for a one-year period (not to exceed \$38,000 grant)
- D) Bidder must provide a minimum of three references/letters of recommendation from the leadership of the mandatory WIOA partner agencies they have worked with.

# **Consent Agenda Ends**

