VIRGINIA CAREER WORKS

ALEXANDRIA | ARLINGTON REGION

**Alexandria/Arlington Regional Workforce Council
Quarterly Meeting**

Agenda

**June 22, 2023
8:30 am to 9:30 am**

**Virtual Meeting
[Click here to join the meeting](#)**

**Or call in (audio only):
+1 347-973-6905, Access Code: 778158984#**

**Attend In-Person (Optional)
Arlington Department of Human Services
2100 Washington Blvd., LL AUD
Arlington, VA 22204**

Welcome Message	*Stacey Butler*
Public Comment Period	*David Remick*
• 2 minutes per public comment	
Executive Director's Report & Consent Agenda	*David Remick*
• RWC Chair Election in September	
Regional Labor Market Update	*Marisa Lemma*
Regional Workforce Council's 2024 Legislative Positions	*All*
Council Member Updates	*All*
Adjourn	*Stacey Butler*

UPCOMING MEETINGS

Meeting	Date	Time	Location
Executive Committee Meeting	September 8, 2023	8:30am – 9:30am	In-Person
Regional Workforce Council Meeting	September 21, 2023	8:30am – 9:30am	In-Person
One-Stop Operations Committee Meeting	September 21, 2023	9:30am – 10:30am	In-Person
Executive Committee Meeting	December 1, 2023	8:30am – 9:30am	Virtual
Regional Workforce Council Meeting	December 14, 2023	8:30am – 9:30am	Virtual
One-Stop Operations Committee Meeting	December 14, 2023	9:30am – 10:30am	Virtual
Executive Committee Meeting	March 1, 2024	8:30am – 9:30am	In-Person
Regional Workforce Council Meeting	March 21, 2024	8:30am – 9:30am	In-Person
One-Stop Operations Committee Meeting	March 21, 2024	9:30am – 10:30am	In-Person
Executive Committee Meeting	June 7, 2024	8:30am – 9:30am	Virtual
Regional Workforce Council Meeting	June 20, 2024	8:30am – 9:30am	Virtual
One-Stop Operations Committee Meeting	June 20, 2024	9:30am – 10:30am	Virtual

Consent Agenda Notes

- April 20, 2023 Meeting Minutes – Recommendation: Approval
- June 9, 2023 Executive Committee Meeting Minutes – Recommendation: Approval
- One-Stop Operator Quarterly Report – For Your Information Only
- Incumbent Worker Application: InfoLock is requesting $932.97 in WIOA Dislocated Worker funding to improve the management skills of one FTE. InfoLock participates in an in-demand industry (technology). The training will help both the employee receiving the training and the employer become more competitive, as well as help retain its workforce. This is the third InfoLock application of CY23. – Recommendation: Approval
- Additions to Eligible Training Provider List: La Cocina/Kitchen of Purpose would like to add their Restaurant Management 101 and Baking Training Programs to their services offered through Virginia's WIOA Eligible Training Provider List. Their applications are complete and provides evidence that basic professionalism skills are incorporated into their curricula. Additionally, The Turn Around Place would like to add their ServSafe Food Protection Manager Certification Training Program to Virginia's WIOA Eligible Training Provider List. Their application is complete and provides evidence that basic professionalism skills are incorporated into their curricula. – Recommendation: Approval
- ETPL Renewals: Active training providers currently listed on the WIOA Eligible Training Provider List under Alexandria/Arlington are required to be reviewed for performance annually. These providers have achieved the required performance level requirements and should remain on the Eligible Training Provider List for another fiscal year. – Recommendation: Approval
- Youth Services Waiver: This waiver request is identical to the request made in FY23 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 the Council to bypass this requirement. – Recommendation: Approval

Consent Agenda Begins

April 20, 2023 Meeting Minutes

MEETING MINUTES OF THE <u>HYBRID</u>
ALEXANDRIA/ARLINGTON REGIONAL WORKFORCE COUNCIL

April 20, 2023

The **ALEXANDRIA/ARLINGTON REGIONAL WORKFORCE COUNCIL** convened its meeting hybrid at **8:30am** on **<u>April 20, 2023</u>**.

ATTENDANCE

Nelson	Aguilar	Present-Hybrid
Kate	Bates	Present-Hybrid
Lisa	Bauer	Present-Hybrid
Joel	Bernstein	Present-Hybrid
Maurice	Blue	Absent
Patrick	Brennan	Present-Hybrid
Karen	Brown	Present-Hybrid
Dottie	Brown	Absent
John	Burczak	Absent
Stacey	Butler	Present-Hybrid
Dennis	Desmond	Present-Hybrid
James	Egenrieder	Present-Hybrid
John	Gallagher	Absent
Lesa	Gilbert	Proxy to K. Ashmore
Daniel	Gomez	Proxy Provided To Chair
Annette	Haggray	Absent
Ellen	Harpel	Present-Hybrid
Tricia	Jacobs	Present-Hybrid
William	Lopez	Present-Hybrid
Marian	Marquez	Present-Hybrid
Kris	Martini	Absent
Collins	Marshall	Absent
Erik	Pages	Present-Hybrid
Kiersten	Portlock	Absent
Sean	Steele	Absent
Brian	Stout	Absent
G. Tyler	Tenbrink	Present-Hybrid
Fernando	Torrez	Present-Hybrid
Crystal	Thrower	Present-Hybrid
Monica	West	Absent

Elizabeth	Yoder	Present-Hybrid

STAFF   David Remick

MOTIONS & ACTIONS/VOTES

No individuals provided public comment.

April 20, 2023 Regional Workforce Council Consent Agenda was approved.

- The Council unanimously supported the motion 17-0.

Meeting adjourned at **9:30am**.

June 9, 2023 Executive Committee Meeting Minutes

**MEETING MINUTES OF THE <u>HYBRID</u>
ALEXANDRIA/ARLINGTON REGIONAL WORKFORCE COUNCIL'S
EXECUTIVE COMMITTEE MEETING**

June 9, 2023

The **ALEXANDRIA/ARLINGTON REGIONAL WORKFORCE COUNCIL** convened its meeting at **<u>8:32am</u>** on **<u>June 9, 2023</u>**.

ATTENDANCE

Meeting Type (Hybrid/Virtual--Dropdown)	Virtual
Shekera Alvarado	Present-Virtual
Lisa Bauer	Absent-Excused
Stacey Butler	Present-Virtual
Dennis Desmond	Present-Virtual
Ellen Harpel	Present- Virtual
Erik Pages	Absent-Excused

STAFF   Alamelu Dev (Virtual), David Remick (In-Person)

MOTIONS & ACTIONS/VOTES

June 9, 2023 Regional Workforce Council Meeting Packet was reviewed and approved.

- The Executive Committee unanimously supported the motion 4-0.

Meeting adjourned at **<u>9:05am</u>**.

One-Stop Operator Quarterly Report

Table 1 S.No.	Period (PY2022 - July 2022 to June 2023) Data measure	Q3 PY 22 (Jan-Mar 2023) WDC	AEC	Total	PY 22 - YTD WDC	AEC	Total
1	Career Services customer satisfaction results	90%	annual data	n/a	90%	annual data	n/a
2	Business Services satisfaction results	100%	annual data	n/a	100%	annual data	n/a
3	Businesses served	annual data			annual data		
4	Total One-Stop Center Visitors (duplicated)	975	195	1170	2265	462	2727
5	Total One-Stop Center Visitors (unduplicated)	848	106	954	1466	248	1714
6	Total calls to center	623	834	1457	1044	1584	2628
7	New WIOA Title I Adult Participants	14	10	24	39	17	56
8	New WIOA Title I Dislocated Workers Participants	0	3	3	3	7	10
9	New WIOA Title I Youth Participants	6	n/a	6	12	n/a	12
10	Total New participants	20	13	33	54	24	78
11	Active WIOA Title 1 Adult Participants	54	16	70	68	26	94
12	Active WIOA Title I Dislocated Workers Participants	9	7	16	12	9	21
13	Active WIOA Title I Youth Participants	13	n/a	13	19	n/a	19
14	Total Active participants	76	23	99	99	35	134

Data Source:
Measures #1 to #6 - Respective One-Stop Centers
Measures #7 to 14 - AARWC Data Administrator
Measure #6 - includes client requests on benefits information

Table 2 S.No.	Period (PY2022 - July 2022 to June 2023) WIOA Title 1 Performance Items	PY 22 - Q1-Q2-Q3 WDC	AEC	Regional Total	PY22 Goals
	Adults				
1(a)	Employment 2nd Quarter after Exit (#)	22/31	19/25	41/56	
1(b)	Employment 2nd Quarter after Exit (%)	71%	76%	74%	79.0%
2(a)	Employment 4th Quarter after Exit (#)	20/25	17/26	37/51	
2(b)	Employment 4th Quarter after Exit (%)	80%	65.4%	73%	78.2%
3(a)	Credential Attainment Rate (#)	10/12	10/21	20/33	
3(b)	Credential Attainment Rate (%)	83.3%	47.6%	60.6%	75.0%
4	Median Earnings 2nd Quarter after Exit			$7,640	$6,100
5(a)	Measurable Skill Gains (#)	27/40	7/16	34/56	
5(b)	Measurable Skill Gains (%)	67.5%	43.7%	60.7%	85.3%
	Dislocated Workers				
6(a)	Employment 2nd Quarter after Exit (#)	6/8	3/3	9/11	
6(b)	Employment 2nd Quarter after Exit (%)	75%	100%	81.8%	85.4%
7(a)	Employment 4th Quarter after Exit (#)	14/17	6/6	20/23	
7(b)	Employment 4th Quarter after Exit (%)	82.3%	100%	86.9%	82.5%
8(a)	Credential Attainment Rate (#)	6/11	1/4	7/15	
8(b)	Credential Attainment Rate (%)	54.6%	25%	47%	70.0%
8	Median Earnings 2nd Quarter after Exit			$14,674	$8,900
10(a)	Measurable Skill Gains (#)	6/9	3/6	9/15	
10(b)	Measurable Skill Gains (%)	66.6%	50.0%	60.7%	69.2%
	Youth				
11(a)	Employment 2nd Quarter after Exit (#)	6/8	n/a	6/8	
11(b)	Employment 2nd Quarter after Exit (%)	75%	n/a	75%	75.3%
12(a)	Employment 4th Quarter after Exit (#)	1/2	n/a	1/2	
12(b)	Employment 4th Quarter after Exit (%)	50%	n/a	50%	80.30%
13(a)	Credential Attainment Rate (#)	0	0	0	
13(b)	Credential Attainment Rate (%)	0%	0%	0%	68.5%
14	Median Earnings 2nd Quarter after Exit			supressed n<6	$3,250
15(a)	Measurable Skill Gains (#)	3/4	n/a	3/4	
15(b)	Measurable Skill Gains (%)	75%	n/a	75%	80.5%

Note:
Table 2 Data Source: AARWC Data Administrator
Measures #4 , #8, #12 - information to be provided by VCCS.

Incumbent Worker Application

Incumbent Worker Training Program

Local Workforce Innovation and Opportunity Act (WIOA) funds can be made available through a process designed to assist Alexandria City and Arlington County businesses, which could include a single firm or a group of firms that share similar workforce needs, using a sector strategy approach to meet the skills training needs of their incumbent workforce.

Employer Eligibility
- Private for profit or non-profit businesses operating in Virginia for entire twelve-month period prior to application date;
- Current on all Virginia tax obligations;
- Proposing training for employees in a Virginia facility;
- Demonstration of linkages of the training activity to demand occupations and/or regionally targeted industries;
- The positive relationship of the training to the competitiveness of a participant and the employer;
- The relative wage and benefit levels of those employees (pre-training and anticipated upon completion of the training);
- The potential state, regional, and local economic impact, if any, of the training project.
- A non-eligible employer is a business with a history of failing to provide WIOA participants with continued employment or/and a recently relocated business that has resulted in employee separations.

Incumbent Worker Employee Eligibility
All employees participating in incumbent worker training must meet the eligibility below. An incumbent worker is:
- At least 18 years of age;
- A citizen of the United States or a non-citizen whose status permits employment in the United States;
- Males born on or after January 1, 1960 must register with the selective service system within 30 days after their 18th birthday or at least before they reach the age of 26;
- Must be a full-time employee of the participating employer for at least 6 months;
- Needs skills upgrading or retraining, completion of GED or High School Degree, basic skills upgrade, to retain or be successful in current employment;
- An employee to be trained that works at a facility located in Virginia or working for a staffing agency and placed at a Virginia facility.

Grant Availability
Applications will be accepted as funds become available. All applications will be approved during quarterly Alexandria/Arlington Regional Workforce Council Meetings. Employers participating in the program are required to pay for a share of the training cost. The employer's share shall not be less than:
- 10 percent of the cost, for employers with not more than 50 employees;
- 25 percent of the cost, for employers with more than 50 employees but not more than 100 employees; and
- 50 percent of the cost, for employers with more than 100 employees.

Process
- ☐ Employer completes Incumbent Worker Application, including quote for services from Northern Virginia Community College or other training provider, Employee Participation Spreadsheet, W-9 Form, and Supplier Form. The employer must also provide a copy of their business license, DUNS number, and copies of the participating employees' Driver's License, Social Security Card, and Selective Service Card. A copy of an employee's I-9 Form can be used as a substitute for their Social Security Card and Driver's License. All completed forms and documents should be submitted to dremick@arlingtonva.us.
- ☐ Applications are then presented during quarterly Alexandria/Arlington Regional Workforce Council Meetings for review and approval.
- ☐ Upon approval, a contract and purchase order will be provided to the employer for signature. Once signed, the employer may enter into agreement with the training provider for the training services. The employer pays 100% of the cost of the training services. All training includes course work, course materials, and credential testing.
- ☐ Once the employees have received their certifications, the employer can submit the invoice for reimbursement for a portion of the actual training expenses (50% - 90%) to dremick@arlingtonva.us. The invoice must reference the contract and purchase order as well as include copies of the employees' certification. Please note, the Council will not reimburse employers for employees who do not complete the training and/or fail to pass the certification test.
- ☐ Employer will be reimbursed 30 days after final paperwork is successfully submitted.
- ☐ The Council will check-in with employer every quarter for a year after the employees earn their certifications to determine if they a) are still employed with the company, b) have been promoted, and c) have earned a raise.

Incumbent Worker Training Program

Funding Application

GENERAL INFORMATION

Please check the industry that your company falls under:

- [ ] Healthcare
- [ ] Manufacturing
- [ ] Construction/Trades
- [ ] Transportation & Warehousing
- [ ] Financial Services
- [ ] Food & Beverage Manufacturing
- [ ] Life Sciences
- [X] Information Technology
- [ ] Other: _____

Company Name: Infolock

Physical Address: 2900 S Quincy Street, Suite 330

City: Arlington **State:** VA **Zip:** 22206

County:
- [ ] City of Alexandria   [X] Arlington County
- [ ] Other: _____

Mailing Address: _____
(if different)

City: _____ **State:** _____ **Zip:** _____

Parent or Corporate Name (if applicable – as listed on IRS W-9 Form): _____

Address _____

_____

Company Contact: Jill Speisman **Title:** Director, HR

Phone: 202-745-3372 **Email:** jspeisman@infolock.com

Federal I.D. Number: 73-1724401 **Date Established:** 2005

Number of Full-Time Workers: 35 **Number of Part-Time Workers:** _____

VIRGINIA CAREER WORKS

ALEXANDRIA/ARLINGTON
REGIONAL WORKFORCE COUNCIL

| **Tax Status of Business:** | [X] For-Profit | [ ] Not-For-Profit (Designation) |
| | [ ] Other: _____ | |

| **Legal Structure of Business:** | [ ] Sole Proprietor | [ ] Partnership |
| | [X] Limited Liability Company | [ ] Corporation |

| **Is your company current on all Federal, State of Virginia, County, City and Local Tax Obligations?** | [X] Yes | [ ] No |

| **Is your company receiving and/or applying for other public training funds?** | [✓] Yes | [ ] No |

If yes, explain: _____ Receiving IWT funds for other employees _____

| **Does your company have an equal opportunity/non-discrimination policy in place?** | [X] Yes | [ ] No |

| **Is your company subject to a collective bargaining agreement?** | [ ] Yes | [X] No |

If yes, and if union represented employees will be participating in the training activities of this program, it is required that consent be obtained from the representing union to collect the eligibility data from the employees PRIOR to funding approval.

This company is (check all applicable):	[ ] Native-American Owned	[ ] Asian-American Owned
	[ ] African-American Owned	[ ] Woman Owned
	[ ] Hispanic-American Owned	

Please provide a brief description of your business, product(s), and/or service(s):

Infolock provides consulting and advisory services to help businesses secure and manage their data.

NEEDS IDENTIFICATION

Indicate which challenge(s) your company/organization is currently facing that potential training would address.
(Check all that apply; at least one must be identified for funding consideration)

- [ ] Declining sales
- [ ] Supply chain issues
- [ ] Adverse industry market trends
- [ ] Changes in management behavior or ownership
- [ ] Phasing out certain functions, introducing new functions/lines that require worker retraining
- [ ] Required skill changes that would otherwise result in downsizing and layoffs if not addressed
- [X] New technology and/or equipment implementation that increase economic competitiveness
- [ ] Creation of new employment opportunities that require advance skills and knowledge
- [ ] Other: _____

Please describe the challenges that would be addressed by the proposed training.

> Customers are looking to Infolock to have high technical abilities and this training helps meet and exceed our customer expectations and requirements for technical expertise

How will this training make the employees more competitive in this economy and/or retain their employment?

> By obtaining this certification, our employees becomes more valuable to the organization by being a customer-facing resource who can participate in sales cycles and secure more business for the organization.

How will this training make your company/organization more competitive in this economy?

> It allows us to beeven more valuable to our customers by being able to show our depth of knowledge and skills

What is the potential for wage increases at the completion of training and/or within one year of training?

> High potential for a wage increase within one year of training.

TRAINING INFORMATION

Please describe the training needed for your employees.

PLEASE ATTACH QUOTE SHEET DETAILING REQUESTED TRAINING PROGRAM

Provider Name: ISACA

Provider Status: ☐ Public Training Institution ☒ Private Training Institution
☐ Company Instructor ☐ Community College

Provider Contact: 847-253-1545

Physical Address: 1700 E. Golf Rd Suite 400

City: Schaumburg **State:** IL **Zip:** 60173

Curriculum Name:	Certified Information Security Manager
Total Training Hours:	60
Proposed Training Start Date:	01/05/2023
Anticipated Training End Date:	02/20/2023
# of Employees to be Trained:	1

Training will be delivered:
☐ On-site at the Business ☐ At the Training Institution
☒ At a Remote Location ☐ Other: _____

Will employees be paid for the time they attend training?   ☒ Yes   ☐ No

Is this training for current employees or new employees?   ☒ Current   ☐ New

Will employees receive an industry recognized credential at the end of training?   ☒ Yes   ☐ No

FUNDING REQUEST

This section must be completed to show use of proposed training funds.

Tuition Costs:	$ _____
Textbooks:	$ 411.64
Certification Fees:	$ 625
TOTAL COST	$ 1,036.64
SHARE OF COST PROVIDED BY WIOA	$ 932.97

SIGNATURE AND CERTIFICATION

By my signature, I verify the information in this application is accurate to the best of my knowledge and I have the authority to submit this application on behalf of the named employer.

Signature: *Jill Speisman*   **Date:** 03/09/2023

Printed Name: Jill Speisman

Email Address: jspeisman@infolock.com

Phone Number: 202-745-3372

Additions to Eligible Training Provider List

1. Training Organization **LA COCINA VA (DBA KITCHEN OF PURPOSE)**	
2. Contact Person – Name & Title **Daniela Hurtado – Director of Programs & Operations**	
3. Training Program or stand-alone course name **Restaurant Management 101 Training Program (RM101)**	
4. Program or course description **The Restaurant Management 101 Training Program targets low-income individuals working in the food and hospitality industry and/or looking to join the restaurant workforce. The training includes workshops that cover the basic principles of managing a food establishment. Food costing, logistics, inventory, and Job Readiness skills are some of the components of the training. These essential components enable members to build skills, knowledge, and experiences so that they may confidently apply to jobs and efficiently perform at them.**	

5. Year Program Established **2023**	6. Total Credit or Curriculum Hours **48 hours**	7. Number of training weeks or hours **6 weeks**	8. Minimum Class Size **8**

9. Is curriculum certified by an accrediting agency or similar national standardization program: Yes *(if yes specify)* **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.* **Document has been attached to this application.**
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**.** **4450A1 Food and Beverage Stores** **119051 Food Service Managers** **2020 DC-VA-MD-WV Metropolitan Statistical Area** **Entry Wage: $76,851.69** **Average Wage: $80,219.45** **Median Wage: $80,128.43** **Experienced Wage: $81,908.38**
12. Does training lead to an industry recognized credential, diploma, license, or degree? *If yes, indicate which.* **Yes** – 1. *Food Management Certification by the National Restaurant Association,*

	2. *Alcohol Management Certification by TiPS,*
	3. *Food Allergens Management Certification by MenuTrinfo*
	No

13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder?
Yes - *Graduates from the RM101 training program can join the culinary training program, baking training program, front of the house training and/or the small business incubator program to continue their education.*
No

14. Was this training developed in partnership with a business?	Yes	**No**
If yes, Name of Business(s):		

15. List Businesses that support this training program:
The following businesses are some of our employer partners that support our training program through internship and employment opportunities for the training participants and graduates.
- Hilton Hotels, MGM National Harbor, Founding Farmers Restaurant Group, Woodmont Country Club, Lost Dog Café, The Café by Kitchen of Purpose, The Watergate Hotel, Chef Geoff Restaurant Group, Jose Andres Group Restaurants, Hyatt Hotels, Main Event Catering, Lebanese Taberna, Eddie's Deli.

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

The RM101 training program offers access to Wi-Fi, laptops, and printers to use on site at no charge for all program participants. For those that cannot attend in-person classes, virtual sessions can be accommodated.

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

La Cocina VA (DBA Kitchen of Purpose) has signed a contract with the Virginia Department of Social Services committing to train TANF recipients interested in the pursuing training opportunities with us and to support their job search and placement upon program completion.

Through partnerships with local employers, adult education, and human services agencies along with local nonprofit organizations, La Cocina VA will work to identify and reach its target audience. La Cocina VA relies on its partnerships to jointly provide assistance and resources to the program participants.

La Cocina VA offers individual counseling sessions to all its participants as well as connection to social services to all participants that need them.

The facilities are designed to allow access to handicapped clients.

Program Cost	
18. **Registration/Pre-screening/Admissions Fees**	$300.00
19. **Tuition** (check all items included in Tuition)	$4,000.00
Books	$250.00
Required Supplies (Tools, uniforms, etc.)	$2,000.00
Testing/Exam Cost	$500.00
Licensure/Certification Cost(s)	$500.00
Other Required Fees	$ 450.00
20. **Total Cost to Complete Curriculum/Course**	**$8,000.00**

Criteria for Admission

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

21 years old or older
Low Income (verification required)
Resident of DC, Maryland, or Virginia
Able to speak, write and comprehend English, Spanish or both languages.
Currently underemployed in the restaurant industry aspiring to obtain a job in the front of the house department, or unemployed looking to obtain a job in the restaurant industry as a front of the house employee.

22. Is a High School Diploma or GED required: Yes   **No**

10. Description of training and skills to be obtained

RESTAURANT MANAGEMENT 101 TRAINING PROGRAM

1. **Program Purpose**

   The Restaurant Management 101 Training Program (RM101) has the purpose of providing targeted populations, low-income unemployed or underemployed residents of the Washington DC Metro area, who are interested in obtaining a management position in the restaurant industry, interested in improving their current skills on the field, or switching from a current position in the industry to a higher-ranking position.

   Our 6-week training curriculum spans 6 different modules providing participants with the opportunity to learn and practice the key skills and responsibilities of each front of the house position. Additional credentials including, ServSafe Food Manager and TiPS certifications ensure a higher level of education, preparedness, and employability.

2. **Program History**

   The Restaurant Management Training Program (RM101) was created in 2023 in response to the public and industry demand for skilled restaurant supervisors.

3. **Program Objectives**

   The following are brief descriptions of the RM101 objectives.

   a. Outreach
      - Source low-income, underemployed, or unemployed candidates that have a genuine interest in improving their management skills within the food industry and are facing barriers towards achieving this goal due to a lack of resources towards education and training.
      - Identify candidates by partaking in information sessions, community events, social media advertising, and relationship building in the Washington DC Metropolitan area.
      - Recruit and enroll 8 participants per cohort.
      - Concurrent with the identification of program candidates, we strive to engage with potential and current partner organizations to gain more applicants and awareness about the program as well.
      - Identify new employer partners in the area and maintain an active relationship with current partners.

b. Recruitment and Assessment
- Onboard eligible candidates by maintaining communications as they submit their applications.
- Schedule interview assessment with each candidate to determine their eligibility to access the program.

c. Intake
- Enroll participants on an ongoing basis to secure their spot in the cohort.
- Collect participants' documentation and record the pertinent data to produce reports.
- Gather signed forms and agreements and help the participants understand their responsibilities and commitment during the training program.

d. Training
- Teach workshops following Kitchen of Purpose's Restaurant Management 101 Training Program's curriculum.
- Provide hands-on training to allow the participants to practice their new skills.
- Facilitate food management, alcohol handling, and food allergens training to help the participants obtain the pertinent certifications.
- Facilitate life-skills and professional development workshops.
- Assess the participants training progress and program completion based on attendance, participation, and quiz scores.

e. Job Placement
- Assess the participants' employment goals.
- Provide guidance and assistance during job applications.
- Match and recommend participants to potential jobs.

f. Impact Measurement
- Report program indicators for monitoring and evaluation purposes.
- Assess outcomes and identify areas of improvement.
- Some indicators:
    i. Program completion rate
    ii. Job placement rate
    iii. Average wage
    iv. Job retention rate

4. Training Outline

The Front of the House training takes place at the Kitchen of Purpose facilities. The course lasts six weeks and classes are two times per week, four hours per training day. The total of training hours is 48 hours.

a. Day One: Introduction to the Front & Back of the House, Staff and Responsibilities of Front & Back of the House Staff, Training & Requirements
b. Day Two: Front & Back of the House II
c. Day Three: Job Readiness – resume writing
d. Day Four: Job Readiness – mock interviews
e. Day Five: Introduction to Operations, Operational Costs, and Cost Management
f. Day Six: Cost Management II
g. Day Seven: Catering Events & Banquets
h. Day Eight: Marketing
i. Day Nine: TiPS Course & Examination
j. Day Ten: AllerTrain Course & Examination
k. Day Eleven: ServSafe Course
l. Day Twelve: ServSafe Review & Examination

5. Certifications

a. ServSafe Food Manager Certification
b. TiPS Alcohol Training Certification
c. AllerTrain Food Allergens Management Certification
d. Kitchen of Purpose's Certificate of Program Completion

1. Training Organization **LA COCINA VA (DBA KITCHEN OF PURPOSE)**	
2. Contact Person – Name & Title **Daniela Hurtado – Director of Programs & Operations**	
3. Training Program or stand-alone course name **BAKING TRAINING PROGRAM**	
4. Program or course description **The Baking Training targets low-income individuals working or looking to find a job in the food and hospitality industry. The training includes theoretical and practical information about baking techniques with a special focus on classic and commercial baked goods. Food management, food allergens management, and job readiness classes are also incorporated. The training includes preparation of breads, cakes, pies, cookies, and sauces. These essential components enable members to build skills, knowledge, and experiences so that they may confidently apply to jobs and efficiently perform at them.**	

5. Year Program Established **2023**	6. Total Credit or Curriculum Hours **400**	7. Number of training weeks or hours **12 weeks**	8. Minimum Class Size **16**

9. Is curriculum certified by an accrediting agency or similar national standardization program: Yes *(if yes specify)*   **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.* **Document has been attached to this application.**
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. **Bakers – Mix and bake ingredients to produce breads, rolls, cookies, cakes, pies, pastries, or other baked goods.** **Average Wage: $29,960/year $14.40/hourly**

12. Does training lead to an industry recognized credential, diploma, license, or degree? *If yes, indicate which.*
 	
        Yes –
        1. *Food Management Certification by the National Restaurant Association*
        2. *Food Allergens Management Certification by MenuTrinfo*

13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder?

Yes - Graduates from the Baking Training Program can join any of the other workforce development and entrepreneurship programs offered at our organization after training completion and graduation.

14. Was this training developed in partnership with a business?   Yes   **No**

If yes, Name of Business(s):

15. List Businesses that support this training program: The following organizations and corporations, support our program through mentoring and coaching for our program participants.

The following businesses are some of our employer partners that support our training programs through internship and employment opportunities for the training participants and graduates.

- Hilton Hotels, Hyatt Hotels, MGM National Harbor, Founding Farmers Restaurant Group, Woodmont Country, Club, Lost Dog Café, The Watergate Hotel, Chef Geoff Restaurant Group, The Café by Kitchen of Purpose, Jose Andres Group Restaurants, Main Event Catering, Lebanese Taberna, Eddie's Deli, Goodwin House, Morrison Health, Greenspring Retirement Homes, Brookfield Properties, Colada Shop, Dog Tag Bakery, Sunrise Senior Living.

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

The Baking Training Program offers access to Wi-Fi, laptops, and printers to use on site at no charge for all program participants.

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

La Cocina VA (DBA Kitchen of Purpose) has signed a contract with the Virginia Department of Social Services committing to train TANF recipients interested in the pursuing training opportunities with us and to support their job search and placement upon program completion.

Through partnerships with local employers, adult education, and human services agencies along with local nonprofit organizations, La Cocina VA will work to identify and reach its target audience. La Cocina VA relies on its partnerships to jointly provide assistance and resources to the program participants.

La Cocina VA offers individual counseling sessions to all its participants as well as connection to social services to all participants that need them.

The facilities are designed to allow access to handicapped clients.

Program Cost	
18. **Registration/Pre-screening/Admissions Fees**	$250.00
19. **Tuition** (check all items included in Tuition)	
Books	$500.00
Required Supplies (Tools, uniforms, etc.)	$1,500.00
Testing/Exam Cost	$250.00
Licensure/Certification Cost(s)	$700.00
Other Required Fees	$ 8,800.00
20. **Total Cost to Complete Curriculum/Course**	**$12,000.00**

Criteria for Admission	
21. Describe the prerequisites or skills and knowledge required prior to the commencement of training: **18 years old or older** **Unemployed or under-employed** **Low Income (verification required)** **Resident of DC, Maryland, or Virginia** **Able to speak, write and comprehend English, Spanish or both languages** **Desire to learn baking skills** **Desire and ability to join the workforce full-time**	
22. Is a High School Diploma or GED required: Yes **No**	

10. Description of training and skills to be obtained

BAKING TRAINING PROGRAM

1. **Program Purpose**

   The Baking Training Program (BTP) has the purpose of providing targeted populations, low-income unemployed or underemployed residents of the Washington DC Metro area, who are interested in obtaining a job in the food and hospitality industries as a baker employee, interested in improving their current skills on the field, or switching from another food-related job position.

   Our 12-week training curriculum spans 8 different modules providing participants with the opportunity to learn and practice the key techniques and baking techniques. Additional credentials including ServSafe Food Manager and AllerTrain Food Allergern Management certifications ensure a higher level of education, preparedness, and employability.

2. **Program History**

   The Baking Training Program was created in 2023 in response to the public and industry demand for skilled restaurant workers. It also responds to a long-time demand from culinary training alumni that are interested in learning baking skills in order to expand their knowledge and employment opportunities.

   With access to a new kitchen laboratory equipped with top-notch technology, we strive to provide program participants with hands-on experience in the production of baked goods.

3. **Program Objectives**

   The following are brief descriptions of the Baking Training Program objectives.

   a. Outreach
   - Source low-income, underemployed, or unemployed candidates that have a genuine interest in improving their baking skills within the food industry and are facing barriers towards achieving this goal due to a lack of resources towards education and training.
   - Identify candidates by partaking in information sessions, community events, social media advertising, and relationship building in the Washington DC Metropolitan area.
   - Recruit and enroll 16 participants per cohort.

- Concurrent with the identification of program candidates, we strive to engage with potential and current partner organizations to gain more applicants and awareness about the program as well.
- Identify new employer partners in the area and maintain an active relationship with current partners.

b. Recruitment and Assessment
- Onboard eligible candidates by maintaining communications as they submit their applications.
- Schedule interview assessment with each candidate to determine their eligibility to access the program.

c. Intake
- Enroll participants on an ongoing basis to secure their spot in the cohort.
- Collect participants' documentation and record the pertinent data to produce reports.
- Gather signed forms and agreements and help the participants understand their responsibilities and commitment during the training program.

d. Training
- Teach workshops following Kitchen of Purpose's Baking Training Program curriculum.
- Provide hands-on training to allow the participants to practice the newly learned baking skills.
- Provide baking demonstrations, quizzes, and evaluations to ensure understanding of recipes and techniques.
- Facilitate food handling and food allergens training to help the participants obtain the pertinent certifications.
- Facilitate life-skills and professional development workshops.
- Facilitate vocational English lessons for ESL training participants.
- Assess the participants' training progress and program completion based on attendance, participation, and quiz scores.

e. Job Placement
- Assess the participants' employment goals.
- Provide guidance and assistance during job applications.
- Match and recommend participants to potential jobs.

f. Impact Measurement
- Report program indicators for monitoring and evaluation purposes.
- Assess outcomes and identify areas of improvement.
- Some indicators:
  i. Program completion rate
  ii. Job placement rate

   iii.   Average wage

   iv.   Job retention rate

4. Training Outline

The Baking Training Program takes place at the Kitchen of Purpose facilities. The course lasts twelve weeks, including 4 weeks of paid internships. Classes are five times per week, six hours per training day. The total of training hours is 400 hours (240 hours in-house training + 160 hours of internship).

   a.   Week 1: Introduction to baking and types of mixing methods. Cake elaboration.

   b.   Week 2: Teatime Sweets: cupcakes, brownies, and madeleines

   c.   Week 3: Teatime Cookies: sables, snickerdoodles, and oatmeal cookies

   d.   Week 4: Pâte à Choux: profiterols, eclairs, caramel and pastry cream

   e.   Week 5: Sweet pastry (Pâte Sucrée) and meringues

   f.   Week 6: Short crust pastry (Pâte Brisée)

   g.   Week 7: Bread & Pizza dough

   h.   Week 8: Final exams

   i.   Week 9 – Week 12: Internships

5. Certifications

   a.   ServSafe Food Manager Certification

   b.   AllerTrain Food Allergens Management Certification

   c.   Kitchen of Purpose's Certificate of Program Completion

Training Provider Application

1. Name of Training Organization	2. Federal Tax ID#		
The Turn Around Place (TAP)	85-2528293		

3. Mailing Address	4. City	5. State	6. Zip
489 East Lake Circle	Chesapeake	VA	23322

7. Physical Address	8. City	9. State	10. Zip
489 East Lake Circle	Chesapeake	VA	23322

11. Name & Title of Contact Person:
Terrelyn Wallace, President

12. Email Address of Contact Person:	13. Phone Number of Contact Person:
turnaroundplace@gmail.com	340-227-8796

14. Mailing Address of Contact Person (if different from above)
111 Old Hickory Blvd., Apt. 21, Nashville, TN 37221

15. Year Established	16. Website Address:
2020	https://www.turnaroundplace.com

17. Type of Entity   Nonprofit 501c3

Other (please Describe) _____

18. Does your organization provide job search assistance or placement services?   ☑ Yes   ☐ No
(if yes, please describe)

In addition to resume writing, interviewing, and job search/placement, TAP is partnered with various potential employers.

19. What types of financial aid are available to students?
None

20. Does your organization have a tuition refund policy?   ☑ Yes   ☐ No
(if yes, please attach the policy including time frames and percentage of reimbursement)
Attached

21. Name of Financial Aid Contact Person	22. Email Address of Financial Aid Contact Person
Not applicable	Not applicable

23. Please provide three customer references including contact information:
1. David Ogiste (340) 642-1084 housekeeperprollc@gamil.com
2. Elizabeth Chavez (415) 553-0431 elizabeth.r.chavez@gmail.com
3. Robert Hunter   (251) 518-1624 Bamagoon1986@gmail.com

SUPPLEMENTAL INFORMATION

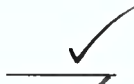In addition to the attachments associated with the previous sections of this application, copies of the following documents **MUST** be included:
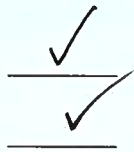
✓ 1. Copy of Virginia oversight documentation (SCHEV, VA School of Nursing, etc.)

✓ 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.

The Turn Around Place (TAP)
Organization

Terrelyn Wallace   April 23, 2023
Authorized Signature   Date

Terrelyn Wallace
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.

The Turn Around Place (TAP)

Organization

Lorrelyn Wallace   April 23, 2023

Authorized Signature

Certification and Representation

I, Terrelyn Wallace ___(Name) as President ___(Title) of

The Turn Around Place (TAP) ___(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 The Turn Around Place (TAP) ___(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 22 ___ day of April ___, 2023 ___

Signature _Terrelyn Wallace_

Telephone Number 340-227-8796

Email Address turnaroundplace@gmail.com

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

8

Commonwealth of Virginia

State Corporation Commission

CERTIFICATE OF GOOD STANDING

I Certify the Following from the Records of the Commission:

That The Turn Around Place is duly incorporated under the law of the Commonwealth of Virginia;

That the corporation was incorporated on August 30, 2020;

That the corporation's period of duration is perpetual; and

That the corporation is in existence and 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 23, 2022

_____
Bernard J. Logan, Clerk of the Commission

CERTIFICATE NUMBER : 2022032317078457

Date:
09/30/2020
Employer ID number:
85-2528293
Person to contact:
Name: Customer Service
ID number: 31954
Telephone: 877-829-5500
Accounting period ending:
December 31
Form 990-PF required:
Yes
Effective date of exemption:
August 14, 2020
Addendum applies:
No
DLN:
26053630004820

THE TURN AROUND PLACE
489 EAST LAKE CIRCLE
CHESAPEAKE, VA 23322-0000

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code
(IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also
qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This
letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private
foundations. We determined you're a private foundation within the meaning of Section 509(a).

You're required to file Form 990-PF, Return of Private Foundation or Section 4947(a)(1) Trust Treated as
Private Foundation, annually, whether or not you have income or activity during the year. If you don't file a
required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of
this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities.
Enter "4221-PF" in the search bar to view Publication 4221-PF, Compliance Guide for 501(c)(3) Private
Foundations, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

Stephen A. Martin

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Letter 1076 (Rev. 2-2020)
Catalog Number 35161A

ServSafe
National Restaurant Association

Certified ServSafe® Instructor & Registered ServSafe® Examination Proctor

TERRELYN WALLACE

has successfully completed the following requirements for becoming a
Certified ServSafe® Instructor and Registered ServSafe® Examination Proctor:

- Maintaining a current ServSafe Food Protection Manager Certification*
- Completing the Online Instructor and Proctor Tutorials
- Passing the ServSafe Online Advanced Test
- Agreeing to comply with the Performance Standards

Sherman Brown (signature)

12/1/2021
DATE OF APPROVAL

12/1/2024
DATE OF EXPIRATION

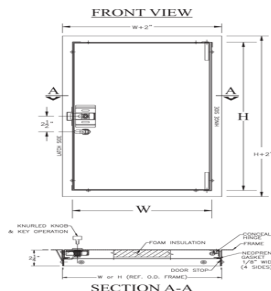Sherman Brown
Executive Vice President, National Restaurant Association Solutions

WIOA ELIGIBLE TRAINING PROVIDER

The Americans with Disability Act Compliance Checklist

PROVIDER NAME: _____The Turn Around Place (TAP)_____

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?	X	__	
• Does the parking areas have the minimum number of accessible parking spaces specified in the table (see page 4)?	X	__	
• Are the accessible parking spaces located on the shortest possible accessible routes to the accessible building entrances?	X	__	
• Are the accessible parking spaces located on a level area?	X	__	
	X	__	
• Is each accessible parking space designed with a sign showing the International Symbol of Accessibility?	X	__	
• Is there at least ONE van accessible space for every SIX accessible parking spaces?	X	__	
• Are the van accessible parking spaces designed by an additional sign indicating "Van Accessible" (see figure)?	X	__	
IT Accessibility			
• Do images have alternative text?	X	__	
• Does video have **captions** and does audio have a **transcript**?	X	__	
	X	__	
• Do form fields within web pages and documents have appropriately coded **labels and prompts?**	X	__	
• Does the interface have **sufficient contrast** between text color and background color?	X	__	
• Does the content scale well when text is enlarged up to 200 percent?	X	__	
• 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?	X	__	
• Do pages that have time limits include mechanisms for adjusting those limits for users who need more time?	X	__	

• Have you avoided using content that flashes or flickers?	**X**__	__	
Accessible Approach and Entrance (Exterior Routes)			
• Do accessible entrances have a minimum clear opening (free of protrusions and obstructions) of 32 inches?	**X**__	__	
• Is the force required to open accessible exterior entrances within a reasonable range?	**X**__	__	
• 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?	**X**__	__	
• Are the heights of thresholds at doorways ½ inch or less?	**X**__	__	
ACCESS TO GOODS AND SERVICES			
• Do the interior doors in public areas have at least a 32-inch clear, unobstructed opening?	**X**__	__	
• 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?	**X**__	__	
• 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?	**X**__ **X**__	__ __	
• Can interior doors be opened with 5 pounds or less force?	**X**__	__	
• Are door handles mounted no higher than 48 inches and no lower than 34 inches measured from the floor surface?	**X**__	__	
• Is adequate space available where turning spaces are needed or required for a wheelchair or other mobility device?	**X**__	__	
• If tables or work surfaces are available, is there a 36-inch aisle clearance between tables for wheelchair access?	**X**__ **X**__	__ __	
• Do seating spaces at tables or work surfaces allow for a forward approach and provide a clear floor space of 30 by 48 inches?	**X**__	__	
• Are accessible tables and accompanying seating spaces distributed through the room or space?	**X**__ **X**__	__ __	
• Do spaces under tables or work surfaces provide clear space for knees and toes?	**X**__	__	

• Do all exterior passage ways provide a minimum unobstructed head clearance (headroom) of 80 inches?	X	—	
• Do ramps have a clear unobstructed width of at least 36 inches?	X X	— —	
• Do ramps have a 5-foot long level landing at the top and bottom of each run?		—	
• If the ramp rises more than 6 inches vertically, does it have handrails on both sides?		—	
Elevators			
• Does the building have passenger elevators?	X	—	
• Are call buttons and keypads at elevators mounted no higher than 48 inches when measured to centerline of highest operable part above the floor?	X	—	
• 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?	X	—	
• Are there both visible and audible signals to identify when an elevator car arrives and its direction of travel?	X X	— —	
Drinking Fountains			
• Where drinking fountains provided, are there two drinking fountains: one wheelchair accessible and one for persons who are standing?	X	—	
• Does the wheelchair accessible drinking fountain provide a minimum knee clearance of 27 inches?	X	—	
• Is there a 30 by 48-inch clear floor space positioned for a forward approach to the wheelchair accessible fountain?	X	—	
Restrooms			
• Does your facility offer restrooms for public us?	X	—	
• 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?	X	—	
• Do the doorways of accessible restrooms have a minimum clear?	X	—	
• Is there adequate turning space for a wheelchair or other mobility devices inside the restroom?	X	—	

Signage			
• Is adequate signage placed in standardized, appropriate locations throughout the building or facility?	X	—	
• Does the signage identifying permanent rooms or spaces provide both raised (tactile) characters and Braille?	X	—	ENTRANCE
• Is exterior signage available at non-accessible entrances and along walkways that provides directions to the accessible routes and entrances?	X	—	
• Is interior directional signage provided at inaccessible toilet rooms and elevators directing the person to nearest accessible toilet rooms and elevators.	X	—	

I certify that the above information is accurate and true to the best of my ability.

Name of Authorized Representative	Terrelyn Wallace	Date:
Title:	President, The Turn Around Place (TAP)	
Email:	cheftwallace@gmail.com	Telephone: 340-227-8796

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

Statement of Non-Discrimination
Non-Discrimination Policy

The Turn Around Place (TAP) is committed to ensuring that all students have access to a quality learning experience and the opportunity to pursue their academic goals in a safe, supportive learning environment. Any form of discrimination or harassment, including sexual harassment or sexual violence, that interferes with a student's ability to be an engaged learner is contrary to the community values of the program.

Discriminatory harassment, including sexual harassment, regardless of the relative power of the harasser, is disruptive of the TAP Education Program and the TAP Workplace and denies its subject equal opportunity as a student, employee, or community member. For questions or concerns about prohibited discrimination or harassment contact the Office of Investigations and Civil Rights Compliance.

Sexual harassment is a form of discrimination on the basis of sex. The Turn Around Place does not tolerate discrimination on the basis of sex—this includes sexual harassment, sexual assault, dating and domestic violence, gender-based stalking and bullying, and other forms of harassment.

Questions regarding sex or gender-based discrimination and harassment Title IX may be referred to the Program Coordinator, Julius Hoggard.

The Turn Around Place

Student Complaint and Grievance Procedures

The purpose of the student grievance procedure is to provide an equitable and orderly process to resolve grievances at The Turn Around Place . This grievance procedure includes, but is not limited to, concerns and disputes involving application of a policy or procedure; grades/academic record; and discrimination on the basis of race, sex, disability, or sexual harassment. The following Turn Around Place faculty/staff, President, Chef Terrelyn Wallace and Program Coordinator, Julius Hoggard are responsible for overseeing the execution of student grievance procedures. In the event that the complaint and/or grievance is against either of them or cannot be resolved by them because of any conflict of interest, The Turn Around Place Grievance Committee (The Board of Directors) will be responsible for overseeing the execution of student grievance procedures.

Recognizing that grievances should be raised and settled promptly, a grievance shall be raised within thirty (30) calendar days following either the event giving rise to the grievance or within thirty (30) calendar days of the time when the student reasonably should have gained knowledge of its occurrence.

It is hoped that minor differences can be resolved without recourse to the process listed below. However, there may be situations where a more formal process may be necessary. This process is intended to settle disputes through mediation and reasoned discussion.
Usually, the resolution of a complaint or grievance involves resolution of the problem/issue; not punishment of those involved. Students who intend to file a complaint or an academic or nonacademic grievance must follow the instructions below.

Procedures for Complaints or Grievances

More formal alternative procedures exist for situations such as when a student is erroneously denied registration, erroneously has money withheld by the program, has been denied the right to amend his/her educational records, is charged with an offense under the student code of conduct, is alleging discrimination on the basis of race, national origin, religion, gender, sexual orientation, age, disabling condition or marital status, or is alleging sexual harassment.

Definitions

A) Informal Complaint: An informal complaint is defined as an academic or non-academic issue that a student has with a fellow student(s), faculty/instructor, staff member, administrator, or department or program of the TAP program.

B) Non-Academic Grievance: A non-academic grievance occurs when a grievance petition form has been filed because a student believes that he/she has been dealt with arbitrarily, unfairly or in ways which violate established laws, rules, policies or procedures, or past practices by the TAP program as a whole or any unit or agency or function thereof and in a manner that has caused actual harm to the student.

C) Academic Grievance: An academic grievance occurs when a grievance petition form is submitted because a student believes he/she has been harmed by being treated arbitrarily or unfairly within the context of the course. In order to file an academic grievance, the student must demonstrate actual harm. It does not involve perceived rude treatment, classroom style or general grading policies. For example, the student may not like a particular instructor's classroom style or grading practices as a whole, but this does not constitute grounds for a grievance. The student may, however, use the informal complaint process to talk with an instructor and/or administrator about the perception of inappropriate behavior. The assignment of course grades are the instructor's or the accredited program's responsibility. Only a responsible instructor or an accredited program developed by industry professionals can judge a student's performance in a particular course. Thus, only accredited agency from which the course is purchased (computer-based course) and/or the instructor for his or her courses, can assign or recommend changes of letter grades (A, B, C, D, F), numeric scores, pass/fail, or evaluations.

D) Complainant/Grievant: A complainant/grievant is an individual who believes his/her rights have been violated.

E) Respondent: A respondent is an individual who is the subject of the grievance or complaint, if applicable.

F) Appellant: An individual who is filing an appeal.

G) Appeal: The resolution of an academic or non-academic grievance may be appealed. Appeals must be based on the issue of substantive or procedural errors which are prejudicial to impartial consideration of the case.

H) Confidentiality: It is understood that committee members, faculty, staff, and administrators involved in the discussion of complaints or grievances will maintain professional standards of confidentiality. Students should be aware that every effort will be made to maintain confidentiality; however, the Turn Around Place officials may be obligated to disclose information to law enforcement or other agencies as required by law.

When filing informal complaints, grievances, and appeals, please refer to the following:
- Complaint and Grievance Flow Chart
- Grievance Petition Form
- Grievance Committee Appeal Form

The Complaint and Grievance Flow Chart visually outlines the process for filing an informal complaint, grievance, or appeal.

The Grievance Petition Form is to be completed and submitted for an informal complaint or formal grievance.

The Grievance Committee Appeal Form is to be completed and submitted when filing an appeal.

Informal Complaints

A) Resolving a Non-Academic Informal Complaint

The student must first discuss and attempt to resolve the issue with whomever the issue arose, if possible. Please note, this requirement does not apply in cases of alleged sexual harassment, sexual misconduct, or discrimination. In those cases, the student should contact the President, Chef Terrelyn Wallace or Program Coordinator, Julius Hoggard for guidance. The student is encouraged to initiate a complaint no later than thirty (30) workdays after the alleged incident.

In instances where there is a conflict of interest with either of them, the student will file their complaint/grievance with The Turn Around Place Grievance Committee (The Board of Directors) by uploading the complaint and sending it to turnaroundplace@gmail.com. It is the goal of TAP to resolve the matter and report the decision, in writing, to the complainant(s) and respondent(s) within fifteen (15) workdays of receiving the complaint.

B) Resolving an Academic Informal Complaint

Given the nature of complaints covered by this procedure, it is expected that in all but the most unusual circumstances, students will first address the issue with the faculty/instructor. In the event this is not feasible, or the student and faculty/instructor have not resolved the issue, the student will contact the President, Chef Terrelyn Wallace or the Program Coordinator, Julius Hoggard within thirty (30) workdays after the alleged issue. The student is encouraged to initiate a complaint no later than thirty (30) workdays after the alleged incident.

In instances where there is a conflict of interest with either of them, the student will file their complaint/grievance with The Turn Around Place Grievance Committee (The Board of Directors) by uploading the complaint and sending it to turnaroundplace@gmail.com. It is the goal of TAP to resolve the matter and report the decision, in writing, to the complainant(s) and respondent(s) within fifteen (15) workdays of receiving the complaint.

Grievance

A) Initiating a Grievance

If the complaint is not resolved informally and the student wishes to continue the process, the student must present a completed grievance petition form to the President, Chef Terrelyn Wallace or the Program Coordinator, Julius Hoggard.

Prior to any grievance action, the complainant(s) must attempt to obtain a satisfactory resolution through the Informal Complaint process. A grievance petition must be filed no later than thirty (30) workdays after the notice of informal complaint resolution decision, or if no decision was issued, no later than thirty (30) workdays after the applicable decision deadline.

B) A Grievance Petition

A Grievance Petition must be in writing and contain:

1. The grievant(s)'s name, student identification number (if applicable), and contact information, including email address
2. The name(s) of the respondent(s)
3. A detailed description of the nature of the grievance and the actual harm suffered by the student
4. A detailed description of attempts at informal resolution
5. A detailed description of the relief sought
6. Signature of complainant(s)
7. Date of grievance submission

C) Non-Academic Grievances

If the complaint is not resolved informally, the student may submit a completed grievance petition form to President, Chef Terrelyn Wallace or the Program Coordinator, Julius Hoggard.

The designee (President, Chef Terrelyn Wallace or the Program Coordinator, Julius Hoggard) receiving the written grievance shall attempt to resolve the matter and is required to report the decision, in writing, to the complainant(s) and respondent(s) via their email addresses within fifteen (15) workdays of receiving the grievance petition.

If the grievant(s) wishes to appeal the grievance decision, the student must submit an appeal to The Turn Around Place Grievance Committee (The Board of Directors)along with the designee's (President, Chef Terrelyn Wallace or the Program Coordinator, Julius Hoggard) written response to previous resolution attempts within ten (10) workdays of receiving the decision, or if no decision was issued, no later than ten (10) workdays after the applicable decision deadline. The grievant should submit their appeal to turnaroundplace@gmail.com.

D) Academic Grievances

If the complaint is not resolved informally, the student may submit a completed grievance petition form to the designee (President, Chef Terrelyn Wallace or the Program Coordinator, Julius Hoggard) who shall investigate the grievance.

In instances where there is a conflict of interest with either of them, the student will file their complaint/grievance with The Turn Around Place Grievance Committee (The Board of Directors) by uploading the complaint and sending it to turnaroundplace@gmail.com. It is the goal of TAP to resolve the matter and report the decision, in writing, to the complainant(s) and respondent(s) within ten (10) workdays of receiving the complaint.

The Turn Around Place Grievance Committee (The Board of Directors)has ten (10) workdays to make a determination and report the decision, in writing, to the complainant(s) and respondent(s) via their email addresses.

If the grievant(s) wishes to appeal the grievance decision, the student must submit an appeal to The Turn Around Place Grievance Committee (The Board of Directors)along with designee's (President, Chef Terrelyn Wallace or the Program Coordinator, Julius Hoggard) written response to previous resolution attempts no later than ten (10) workdays of receiving the decision, or if no decision was issued, no later than ten (10) workdays after the applicable decision deadline. The grievant should submit their appeal to turnaroundplace@gmail.com.

Appeal

A) Initiating an Appeal

A student may submit an appeal to The Turn Around Place Grievance Committee (The Board of Directors)within ten (10) workdays of the notification of the grievance decision, or if no decision was issued, no later than ten (10) workdays after the applicable decision deadline . The specific grounds to be addressed are:

a)   Were the procedures of the policy followed?

b)   If a procedural error occurred, were the rights of the grievant violated to the extent that a fair review was not conducted?

c)   Was the review conducted in a way that did not permit the grievant adequate notice and opportunity to present facts?

d)   Was the information presented during the review sufficient to justify the decision reached?

e)   Was there relevant information existing at the time of the review that was not discovered until after the review that is sufficient to alter a decision?

B) The Appeal Form

An appeal must be in writing and contain:

1. The appellant(s)'s name, student identification number, and contact information, including email address
2. A detailed description of the nature of the appeal
3. A copy of the findings of the complaint review/hearing and supporting documents
4. The specific grounds supporting the appeal. This must be one of the criteria listed in Section IV (A), above.
5. A detailed description of the relief sought
6. Signature of appellant(s)
7. Date of grievance submission

C) The Appeal Process

To file an appeal, the student must submit a completed appeal form to The Turn Around Place Grievance Committee (The Board of Directors). The appeal will be reviewed within ten (10) workdays of receipt.

The Committee will notify the complainant(s), respondent(s), and designee of the Turn Around Place Grievance Committee's decision, in writing via their email addresses, within ten (10) workdays of their decision.

In the event of an appeal, no less than three (3) members of the committee must be present to hear the case. In the event of a split vote the appeal is denied.

Except as The Turn Around Place Grievance Committee (The Board of Directors) determines necessary to explain the basis of new information, an appeal is limited to a review of underlying decision, the file supporting the decision as provided by the decision-maker, and any statement supporting the appeal submitted by the appellant:

a)   To determine if the grievance procedures policy and investigation was conducted fairly in light of the complaint and grievance made and information presented and giving the appellant(s) a reasonable opportunity to present information. A deviation from procedures required by this policy will not be a basis for sustaining an appeal unless significant prejudice of impartial consideration of the case results.

b)   To determine whether the decision reached regarding the matter was based on substantial information, that is, whether there were facts that, if believed by the Turn Around Place Grievance Committee (The Board of Directors), were sufficient to support the grievance decision.

c)   To consider new information sufficient to alter a decision or other relevant facts not brought out in the original complaint or grievance, but only if such information or facts were not known to the grievant at the time of presenting the grievance.

If the Turn Around Place Grievance Committee (The Board of Directors)overrules a decision in whole or in part, it may:

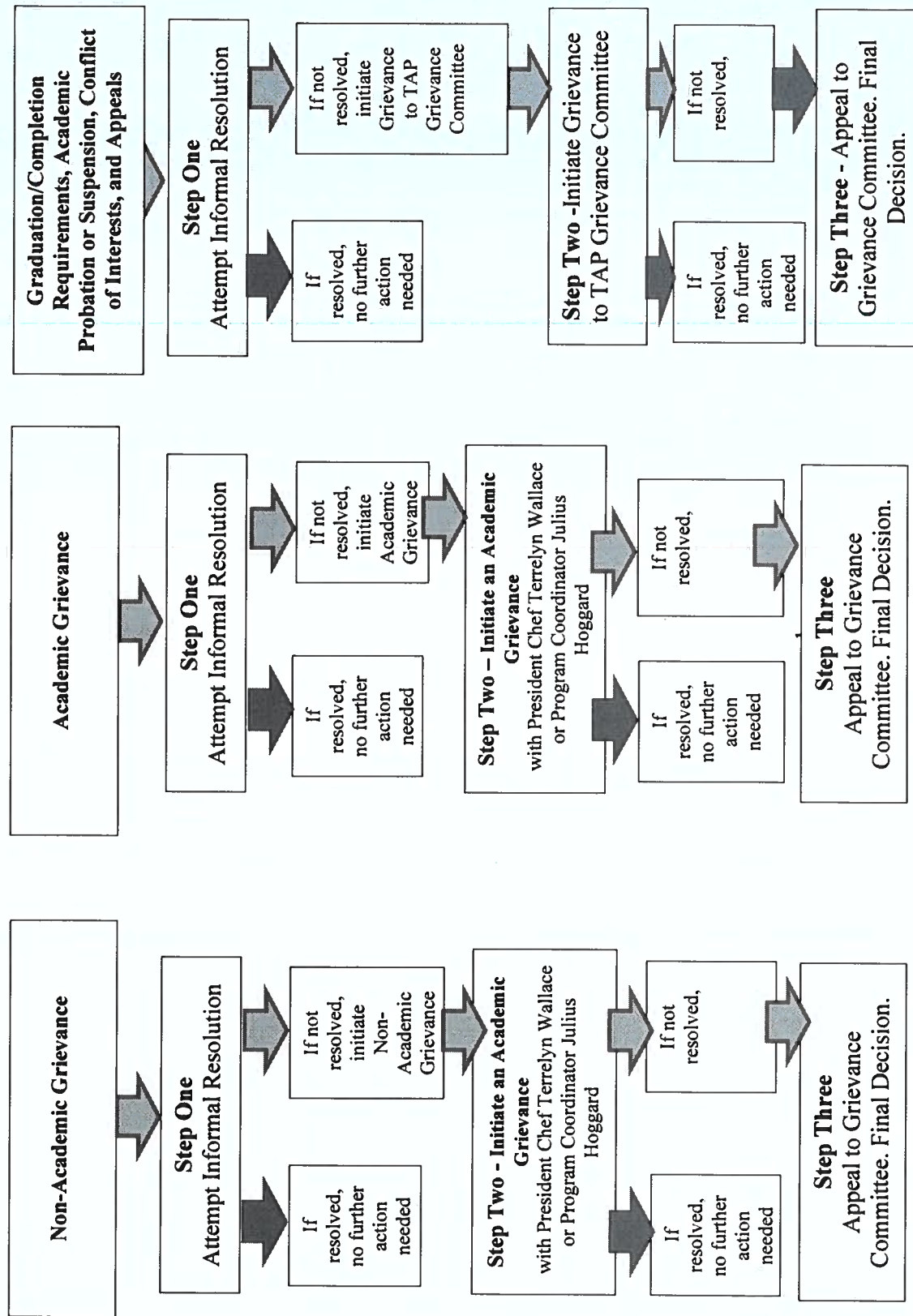a) Modify the decision; or

b) Remand for further proceeding.

The Turn Around Place Grievance Committee (The Board of Directors)shall be responsible for reviewing substantive or procedural appeals from the decision(s) of the designee(s).

Decisions of The Turn Around Place Grievance Committee (The Board of Directors)are final. There is no further appeal within the Student Grievance procedures policy.

The Turn Around Place
Student Complaint and Grievance Procedures
Flow Chart

Student has a complaint/grievance regarding the following:

Non-Academic Grievance

Step One
Attempt Informal Resolution

→ If not resolved, initiate Non-Academic Grievance

→ If resolved, no further action needed

Step Two - Initiate an Academic Grievance
with President Chef Terrelyn Wallace or Program Coordinator Julius Hoggard

→ If not resolved,

→ If resolved, no further action needed

Step Three
Appeal to Grievance Committee. Final Decision.

Academic Grievance

Step One
Attempt Informal Resolution

→ If not resolved, initiate Academic Grievance

→ If resolved, no further action needed

Step Two – Initiate an Academic Grievance
with President Chef Terrelyn Wallace or Program Coordinator Julius Hoggard

→ If not resolved,

→ If resolved, no further action needed

Step Three
Appeal to Grievance Committee. Final Decision.

Graduation/Completion Requirements, Academic Probation or Suspension, Conflict of Interests, and Appeals

Step One
Attempt Informal Resolution

→ If not resolved, initiate Grievance to TAP Grievance Committee

→ If resolved, no further action needed

Step Two - Initiate Grievance to TAP Grievance Committee

→ If not resolved,

→ If resolved, no further action needed

Step Three - Appeal to Grievance Committee. Final Decision.

Student Grievance Petition Form

The Turn Around Place grievance procedures require that students first discuss and/or attempt to resolve any complaint with a fellow student(s) (fellow participant(s)), faculty or staff member(s), division, chair, or other appropriate administrator prior to submitting a Student Grievance Petition form. If the grievance is about a grade and/or passing or failing a course, the student must meet with the supervising faculty member first.

Student(s)'s Name (please print): _____ ID# _____

Student's Address: _____ Email: _____

_____

Student(s)'s Telephone Number: _____

Name of Parties Involved: _____

_____

_____

Criteria and Nature of the Grievance: Please identify the reason for submitting a grievance and explain, in detail, all circumstances relating to the grievance, using additional sheets of paper if necessary. All information pertaining to your appeal will be kept confidential (attach additional sheets if necessary).

Attempt(s) at Informal Resolution: Please explain, in detail, all attempts at informal resolution and include a copy of the notification of the informal resolution outcome and grievance outcome with this form.

Resolution/Relief Sought: Please explain, in detail, the resolution/relief sought.

Student Signature: _____ Date: _____

For Grievance Committee Chair Use Only
Date of the Receipt of the Appeal: _____
Grievance Committee Chair Signature: _____

Grievance Committee
Student Appeal Form

The Turn Around Place Grievance Procedures require that students first discuss and/or attempt to resolve any complaint or grievance with a fellow student(s) (fellow participant(s)), the faculty or staff member(s), division, chair, or other appropriate administrator prior to submitting a Student Appeal Form.

Appeals must be based on the issue of substantive or procedural errors which are prejudicial. The specific grounds to be addressed are:

a) Were the procedures of the policy followed?

b) If a procedural error occurred, were the rights of the grievant violated to the extent that a fair review was not conducted?

c) Was the review conducted in a way that did not permit the grievant adequate notice and opportunity to present facts?

d) Was the information presented during the review sufficient to justify the decision reached?

e) Was there information existing at the time of the review that was not discovered until after the review?

Appellant(s)'s Name (please print): _____   ID# _____

    Address: _____   Email: _____

    _____

Appellant(s)'s Telephone Number: _____

Name of Parties Involved: _____

    _____

    _____

Criteria and Nature of the Appeal: Please identify the criteria for submitting an appeal and explain, in detail, all circumstances relating to the appeal, using additional sheets of paper if necessary. All information pertaining to your appeal will be kept confidential (attach additional sheets if necessary).

Attempt(s) at Informal Resolution: Please explain, in detail, all attempts at informal resolution and include a copy of the notification of the informal resolution outcome with this form.

Resolution/Relief Sought: Please explain, in detail, the resolution/relief sought.

Student Signature: _____ Date: _____

For Grievance Petition Form Recipient's Use Only

Date of the Receipt of the Grievance Petition Form: _____

Recipient's Signature: _____

Training Program Application

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

1. Training Organization The Turn Around Place (TAP)
2. Contact Person – Name & Title Terrelyn Wallace, President
3. Training Program or stand-alone course name ServSafe Food Protection Manager Certification
4. Program or course description The Program is designed to prepare individuals for positions within the Hospitality and Culinary Industry. Based the participant's experience, the program may prepare them for entry level employment; however, if they have experience it can prepare them for entry level leadership positions. The program focuses on workplace readiness skills, basic knowledge of the Hospitality and Culinary Industry and application of knowledge. Further, TAP provides support to participants in the form of wrap around services.

5. Year Program Established 2020	6. Total Credit or Curriculum Hours 300 Hours	7. Number of training weeks or hours 10-12 weeks	8. Minimum Class Size 10

9. Is curriculum certified by an accrediting agency or similar national standardization program: **Yes** *(if yes specify)* National Restaurant Association   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.*   See Attached
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. According to Career One Stop the following are in the top 100 of the "Fastest Growing Industries": Casino Hotels, Drinking Places, Full Service Restaurants, and Special Food Services. Additionally another source includes: Restaurant Cooks, Food Preparation Workers, and Food Service Managers.
12. Does training lead to an industry recognized credential, diploma, license, or degree? *If yes, indicate which.* **Yes**   No
13. Is this a stackable credential, part of a sequence to move an individual along a career pathway or up a career ladder?   **Yes**   No
14. Was this training developed in partnership with a business?   **Yes**   No If yes, Name of Business(s): National Restaurant Association

15. List Businesses that support this training program:
TAP is currently seeking local partners, organizations, and business with whom to partner. Further, TAP is in the process of seeking businesses for job placement for participants who complete the program. Our current partners are as follows: The National Restaurant Association, Grand River Navigation, Seafarers International Union, Peckham Inc, Spectrum Human Services

16. Describe how you will ensure access to training services throughout the state, including rural areas and through the use of technology:
Initially, The Turn Around Place (TAP) is structured to establish cohorts that are "in person" because TAP wants to ensure that students who enroll in the program are successful and have the support needed. If a temporary emergency arises with an individual attending, there may be an allowance made for them to keep up with their studies through access of lectures and lessons online. After the first six months- one year, TAP has plans to make the training available in the form of a hybrid course which would allow participants with access to technology and who are technology savvy to complete the program in the format of a hybrid course. This format will allow students to complete some lessons online with specific days scheduled for in class lessons and to complete hands-on experiences.

17. Describe how you will work with the local board to serve individuals with barriers, including individuals with disabilities:
TAP will provide support for all participants and specifically individuals with barriers in the following ways: (1) varied learning experiences based on various learning styles, (2) scafolding, (3) tutoring, (4) coaching, (5) 1:1 remediation on challenging tasks/concepts, (6) whole group learning experinces, (7) small group learning experinces, (8) technology based study resources, (9) practical hands on experiences, (10) practicum placement and supervision, (11) interview coaching/resume writing, (12) job placement assistance, and (13) referrals to other community based organizations as needed.

Program Cost

18. **Registration/Pre-screening/Admissions Fees**	$
19. **Tuition** (check all items included in Tuition)	$ 3800.00
Books ✓	$
Required Supplies(Tools, uniforms, etc.	$ 300.00
Testing/Exam Cost ✓	$
Licensure/Certification Cost(s) ✓	$
Other Required Fees	$ 400.00
20. **Total Cost to Complete Curriculum/Course**	**$** 4500.00

Criteria for Admission

21. Describe the prerequisites or skills and knowledge required prior to the commencement of training:
-Work experience or a strong interest in the Hospitality and Culinary Industry is preferred -Willingness to complete the TAP Hospitality and Culinary Program -Strong communication skills and/or a willingness to develop strong communication skills -A positive attitude and disposition for working in a customer service oriented industry -Desire to work independently and as a team -Basic mathematical skills or a willingness to gain proficiency

22. Is a High School Diploma or GED required: Yes   (No)

TAP Education Program:
Culinary and Hospitality Certification
and Training

The Turn Around Place's Culinary and Hospitality Certification and Training Program is specifically designed to offer individualized learning opportunities for individuals who are interested in employment opportunities within the Culinary and Hospitality Industries or who may be currently employed in these industries but are seeking to gain additional credentials and skill sets.

Individuals who want to participate in the program will have an interview with a TAP educational coordinator in which they share their desired career path in the industry. After which the TAP educational coordinator and the potential participant will determine a starting point in the program and course of study which will be based on what each individual needs to reach his/her goals. TAP's goal is not only to provide coursework, the knowledge needed to be successful in the industry, but also practical hands-on experience.

All participants who are seeking entry level to mid-level entry positions in the Culinary and Hospitality Industry will be required to complete the Restaurant Ready Course. TAP in partnership with the National Restaurant Association to offer this course to participants. This program is designed to prepare students for the social competencies and skill sets that are necessary to be successful in the Culinary and Hospitality industries. Since these industries are service industries, it is imperative that individuals who are seeking employment in these industries have a solid foundation and build from that foundation. The Restaurant Ready Course serves as this foundation. This portion of the can only be waived in the event that the individual who is seeking training has successfully been employed in the supervisory or managerial capacity. Although this portion of the course can be waived under these circumstances, it is highly recommended that all participants start at the foundation of the program.

Part I: Core Topics/Competencies- Hospitality and Culinary Industry Professional
Timeframe for Completion (2 weeks of instruction)
Classroom Instruction + Independent Study

- Personal Responsibility
- Communication
- Attitude
- Learning
- Customer Service
- Industry-Specific Skills

Part II: Level One- Certified Restaurant Professional
Timeframe for Completion (2 weeks of instruction)
Classroom Instruction + Independent Study

Front of the House Knowledge/Service Culture

- Meets Customer Needs

2

- Communicates Effectively with Customers
- Demonstrates Personal Skills for Quality Customer Service
- Handles Customer Complaints and Customer Recovery
- Understands the Importance Product Knowledge in the Service Industry
- Defines and Describes Quality Customer Service (Walkthrough)
- Identify Styles of Service
- Demonstrates Skills and Processes of Service Activities

Back of the House/Restaurant Kitchen Knowledge and Culture
- Identifies Kitchen Equipment and Roles
- Understand the Role of Product Knowledge in Food Preparation
- Describe Inventory Control Methods
- Identify Production and Presentation of Products

Product Quality and Cost Control

- Identifies Methods to Maintain Product Quality
- Describe Cost Control and Profitability

Branding and Marketing

- Describe Branding
- Identify Skills Necessary to Use the Brand Effectively

SERV Safe Food Handlers
Timeframe for Completion 12 hours Classroom Instruction + Independent Study

SERV Safe Manager
Timeframe for Completion 12 hours Classroom Instruction + Independent Study

SERV Safe Alcohol (For Participants 21 and over)
Time Frame for Completion 12 hours Classroom Instruction + Independent Study

In the state of Virginia, it is a requirement that any individual that works in the restaurant industry have the proper SERV Safe certificate. Depending upon the employment goals, career path, and the type of venue in which they are employed, the TAP participant and the educational will determine which SERV safe certificates the participant needs as they are entering into industry (entry level positions) or as they are gaining additional knowledge, skills, and/or credentials to gain mid-level, supervisory, and/or managerial positions.

Time Frame for Completion – 180 hours (4-5 weeks for each area of instruction)
Classroom Instruction + Independent Study

The hospitality industry, specifically hotels need qualified entry level workers who have specific skills, but do not have general knowledge about the hospitality industry. American Hotel and Lodging Educational Institute (AHLEI) offers six line-level training programs to give participants what they need to fill these positions.

The AHLEI program is called START (Skills, Tasks, and Results Training). The trainings are flexible and provide general hospitality knowledge, concise instructions on how to perform key tasks, and soft skills needed to succeed in a front-line position in hotel lodging. At the conclusion of the training, participants will be required to take a certification exam and pass with a score of 70%. This certification gives participants a competitive edge over non-certified candidates.

The six areas of instruction are:

- Breakfast Attendant
- Front Desk Representative
- Guest Room Attendant
- Kitchen Cook
- Maintenance Employee
- Restaurant Service

Assignment for SERV Success is Based on Level of Experience

Certified Restaurant Professional (CRP)
For emerging industry professionals with 400 hours FOH and BOH

- Front of the House Service and Communication
- Back of the House Basic Operations
- Back of the House Production
- Basic Business Operations

Certified Restaurant Supervisor (CRS)
For experienced professionals who supervise, direct, and train others with CPR certification and supervisory role or 800 hours in supervisory role

- Managing Daily Operations
- Leadership and Communications
- Safety and Regulations
- Cost Control Fundamentals
- Controlling Costs

Certified Restaurant Manager (CRM)
For experienced professionals who hire and manage staff, and develop processes with CRS certification and 1000 hours in manager role or 2000 hours in manager role

- Fundamentals of Financial Management
- Understanding Financial Performance
- The Purchasing Process
- Controlling Operational Costs
- Managing the Employment Process
- Fundamentals of Employee Performance
- The Marketing Process
- Marketing Your Operation

Practical Culinary Arts Training with Chef Tee

For participants who desire to enter the food service industry, practical (hands on) culinary courses, experiences, and/or internships will be offered. In addition to the path of study that is designed for each individual based on their interest, the following culinary topics will be covered in the practical (hands on) portion of the course:

- Introduction to Culinary Arts (Practical)
- Nutrition and Food Preparation Essentials for Culinary Professionals
- The Fundamentals of Cooking

Participants will be eligible to begin the practical (hands on) part of the program upon completion of Restaurant Ready Part I. TAP participants will be given the the opportunity to work with the TAP Feeding Program in which they will work on a team to prepare and deliver meals to agencies in which TAP has formed partnerships. The purpose of this is to provide job coaching and guidance to further enhance their skill set. The TAP Feeding Program also has the goal of providing healthy meals to program participants of organizations/agencies that have the mission of helping individuals so this experience also allows participants to also serve the underserved.

CPR/First Aid Training

Cardiopulmonary Resuscitation (CPR) and First Aide Training is required by many employers and most employers would prefer that you have this training; however, many employers require their candidates for employment secure this certification prior to employment and/or as a condition of employment. TAP provides and strongly encourages its participants to acquire lifesaving skills that are valuable.

Career Services Including: Job Search, Assistance with Applications, Resume Services, and Interview Coaching

Prior to getting invited to a company for an interview, an individual who is seeking employment must first gain the company's attention. Applications, cover letters, and resumes are "the first impression" that a person makes. The Turn Around Place has a team of seasoned professionals who are dedicated to assisting individuals in completing applications, writing cover letters, and creating resumes that highlight the individual's strengths and ensuring that these documents also correlate to what each company is seeking. The overall goal of this service is to assist TAP participants in getting through the door and invited to an interview.

ETPL Renewals

Based on VWL 16-06, RWC's local policies, and guidance from the WIOA State Administrator, the following training providers either met the following performance levels:

- Training Completion Rate must meet or exceed 50%; and
- Credential Attainment rate must meet or exceed 65%; or
- The training provider's data that was provided by the WIOA State Administrator was suppressed, indicating that there was not sufficient data in the ETA-9171 report for recertification decision making.

Additionally, the following providers have submitted their 2023 ADA Audit Form and all updates to their services have been recorded in the state's system of record. As a result, it is recommended that the following training providers and their programs be renewed for inclusion in Virginia's WIOA Eligible Training Provider List for another fiscal year.

Provider	Program
American Institute of Health Science & Technology	Medical Assistant
American Institute of Health Science & Technology	EKG Technician
American Institute of Health Science & Technology	Medical Billing and Coding
American Institute of Health Science & Technology	Pharmacy Technician
American Institute of Health Science & Technology	Phlebotomy
Center for Employment Training	HVAC Specialist
Center for Employment Training	Building Maintenance
Classic Nurses Academy	Nurse Aide Training Program
Classic Nurses Academy	Nurse Aide Training Program
Classic Nurses Academy	Medication Aide Program
CompTIA Tech Career Academy	IT-Ready Technical Support (Online)
George Mason University Continuing and Professional Edu	Human Resource Management Certificate
George Mason University Continuing and Professional Edu	Paralegal Certificate
George Mason University Continuing and Professional Edu	Network & Cloud Foundation (A+/Network+/AWS CCP/CCNA/Security+)
George Mason University Continuing and Professional Edu	CompTIA A+
George Mason University Continuing and Professional Edu	Security+
George Mason University Continuing and Professional Edu	TAIT 0539 AWS - Certified Cloud Practitioner
George Mason University Continuing and Professional Edu	PMP 0401 Project Management Certification: PMP® Exam Preparation
George Mason University Continuing and Professional Edu	Essentials of Human Resource Management Certificate.

George Mason University Continuing and Professional Edu	CFG 0600-Masters Academy in Government Contracting Certificate
George Mason University Continuing and Professional Edu	Network+
George Mason University Continuing and Professional Edu	Timekeeping for Government Contractors
George Mason University Continuing and Professional Edu	Accounting and Auditing for Government Contracts
George Mason University Continuing and Professional Edu	Cisco Certified Network Associate
George Mason University Continuing and Professional Edu	Contract Changes and Equitable Adjustments
George Mason University Continuing and Professional Edu	FMP Finance and Business
George Mason University Continuing and Professional Edu	FMP Leadership and Strategy
George Mason University Continuing and Professional Edu	Navigating the FAR: Practical Applications
George Mason University Continuing and Professional Edu	Negotiation Strategies & Techniques in Government Contracting
George Mason University Continuing and Professional Edu	TAIT 0521-Python Programming
Global Educational Institute LLC	Nursing Assistant Training Program (for CNA Certification)
Global Educational Institute LLC	Personal Care Aide/Home Health Aide
Global Educational Institute LLC	Registered Medication Aide Training Program
Health Communications, Inc.	Training Intervention Procedures (TIPS)
Kinetic Potential	Security + BootCamp
Kinetic Potential	Project Management-PMP Exam Prep
Kinetic Potential	Certified Associate in Project Management Exam Prep
La Cocina VA (DBA Kitchen of Purpose)	Bilingual Culinary Job Training Program
La Cocina VA (DBA Kitchen of Purpose)	Small Business Incubator Program (SBI)
LINXEVE Academy	CompTIA Security+
LINXEVE Academy	AWS System Operations Certification
LINXEVE Academy	CCNA
LINXEVE Academy	CISM
LINXEVE Academy	Certified Ethical Hacker
LINXEVE Academy	CompTIA Network+
LINXEVE Academy	CyberSec First Responder (CFR-310)
LINXEVE Academy	Microsoft MCSA
LINXEVE Academy	SQL DBA
Spectrum Beauty Academy LLC	Cosmetology
Spectrum Beauty Academy LLC	Basic Esthetics

Spectrum Beauty Academy LLC	Barber
Spectrum Beauty Academy LLC	Master Esthetics
Spectrum Beauty Academy LLC	Nail Technology
SyLearn	Python Programming
SyLearn	Data Science
SyLearn	Web Design and Developer
SyLearn	AWS Certified Cloud Practitioner
SyLearn	AWS Certified Developer
SyLearn	AWS Certified Solutions Architect
SyLearn	Automation Testing
SyLearn	CompTIA A+
SyLearn	Security+
SyLearn	AWS Certified SysOps Administrator
SyLearn	Business Analyst
SyLearn	Certified Information System Security Professional (CISSP)
SyLearn	Cisco Certified Network Associate (CCNA)
SyLearn	Cloud+
SyLearn	Cyber Security Analyst (CySA+)
SyLearn	Network+
SyLearn	PenTest+
SyLearn	Quality Assurance Testing
The Catholic University of America	Certificate in Paralegal Studies
The Catholic University of America	Certified Financial Planner
The Catholic University of America	Human Resources Management (SHRM LS)
The Catholic University of America	Project Management Professional Test Preparation
The Skin Care Center	Permanent Cosmetic Tattooing
The Skin Care Center	Esthetics
The Skin Care Center	Master Esthetics
The Skin Care Center	Waxing
Time For Change	Emergency Medical Technician
Time For Change	Nursing Assistant Program
Time For Change	Pharmacy Technician Program
Together We Bake	Job Training and Personal Development Program
Topcurl Beauty Academy LLC	Cosmetology (On MD's ETPL)
Topcurl Beauty Academy LLC	Nail Technology
VETSGroup Training Academy	CCENT CISCO Certified Entry Level Technician
VETSGroup Training Academy	CCNA CISCO Certified Network Associate
VETSGroup Training Academy	Comp Tia A+

VETSGroup Training Academy	Network+
VETSGroup Training Academy	Security+
Visible Edge, Inc., dba Visible Edge Institute	Project Management Professional (PMP/CAPM) Certificate Program
Visible Edge, Inc., dba Visible Edge Institute	Project Management Professional (PMP/CAPM) Certificate Program
Visible Edge, Inc., dba Visible Edge Institute	Digital Marketing & Web Design Certificate Program
Visible Edge, Inc., dba Visible Edge Institute	Mechanical Design Applications Specialist Certificate Programs
Visible Edge, Inc., dba Visible Edge Institute	Animation Rendering for Marketing Certificate Program
Visible Edge, Inc., dba Visible Edge Institute	Cybersecurity & Information Technology (IT) Certificate Program
Visible Edge, Inc., dba Visible Edge Institute	Cybersecurity & Information Technology (IT) Certificate Program
Visible Edge, Inc., dba Visible Edge Institute	Data Analytics and M Management Certificate Program
Visible Edge, Inc., dba Visible Edge Institute	Data Analytics and M Management Certificate Program
Visible Edge, Inc., dba Visible Edge Institute	Engineering Applications Jump Start Certificate Program
Visible Edge, Inc., dba Visible Edge Institute	Fundamental & Advanced Manufacturing Certificate Program
Visible Edge, Inc., dba Visible Edge Institute	Revit Architectural Design Application Certificate Program

Youth Services Waiver

WIOA Title I Youth Program Procurement – Local Waiver

<u>Issue</u>
- 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.
- Alexandria/Arlington Region'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.

<u>Background</u>
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 $363,449.45 for FY24/PY23.

The Region's Youth Services Program Design

Alexandria Workforce Development Center and Arlington Employment Center perform the "framework services" for the region'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.	• Sylvan Learning Center • Alexandria City Public School, GED Program, Adult Education High School Diploma • Arlington Public School, GED Program, Adult Education High School Diploma
2. Alternative secondary school services, or dropout recovery services, as appropriate.	• Alexandria City Public School, GED Program • Alexandria City Campaign on Adolescent Pregnancy • Substance Abuse Prevention Coalition of Alexandria City • Alexandria City Court Service Unit • Arlington Public School, GED Program

3. Paid and unpaid work experience that have as a component academic and occupational education, which may include –
    • Summer employment opportunities and other employment opportunities available throughout the school year;
    • Pre-apprenticeship programs;
    • Internships and job shadowing, and
    • On-the-job training opportunities
	• Local Employer Referrals from the Centers' Business Services Teams
	• Project Discovery: *Empowerment and College Preparation*

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	• Alexandria/Arlington Regional Workforce Council, Eligible Training Providers List
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster	• Alexandria/Arlington Regional Workforce Council, Eligible Training Providers List
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.	• Project Discovery: *Empowerment and College Preparation* • Alexandria Mentoring Partnership • Alexandria Court Services Unit

7. Supportive Services (*Linkages to community services*) • Transportation • Childcare • Housing and Accommodation for youth with disabilities • Uniforms • Referrals to Healthcare • Educational Testing	• Alexandria City Department of Community and Human Services • Arlington Department of Human Services • Legal Services of Northern Virginia • Washington Metropolitan Area Transit Authority
8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months	• Various partnerships with local and regional mentorship-focused CBOs
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate	• Alexandria Workforce Development Center • Arlington Employment Center
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.	• Various partnerships with local and regional counseling-focused CBOs
11. Financial literacy education	• Truist Bank
12. Entrepreneurial skills training	• Business Development Assistant Group
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.	• Alexandria/Arlington Regional Workforce Council • Virginia Employment Commission
14. Activities that help youth prepare for and transition to postsecondary education and training.	• Alexandria City Public Schools • Arlington Public Schools • Project Discovery: *Empowerment and College Preparation* • Volunteer Alexandria

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 approve a local waiver to allow Alexandria Workforce Development Center and Arlington Employment Center to continue to perform Title I Youth Services for Program Year 2023 (FY24).

Approved:

_____   _____
Chair, Alexandria/Arlington Regional Workforce Council   Date

Consent Agenda Ends

2024 Education & Workforce Legislative Positions

- Support additional funding for local workforce development boards, adult education, community colleges, and Virginia's small- and medium-sized for-profit businesses to expand work-based learning programs, including apprenticeships, internships, and experiential learning opportunities, to meet the Commonwealth's current workforce demands.

- Support educational initiatives that improve student achievement, including Career Technical Education, focused on professional and technical skills-based training, delivery of industry recognized certifications/licenses, and the development of the future workforce.

- Support initiatives that strengthen Virginia's teacher workforce.

- Invest in continuing educational initiatives that improve incumbent workers' competitiveness in Virginia's economy that will ultimately enhance their employers' productivity. Create incentives to encourage workers who complete participation in these initiatives to retain their employment for one year.

- Support efforts to expand access to affordable childcare and early education, substance abuse services, public transportation, and workforce housing.

The Alexandria City and Arlington County Workforce System drives equitable economic growth by implementing an effective, efficient, and inclusive workforce ecosystem that delivers equal access to innovative, integrated, data-driven products and services designed and aligned to meet the needs of businesses and all job seekers. www.vcwalexandriaarlington.com.