To meet the mandates of the Workforce Innovation and Opportunity Act (WIOA), the DC Data Vault was developed to streamline the provision of assessment, education, training and other related services to residents of the District of Columbia. The DC Data Vault:

- Facilitates the referral of District residents to and from agency partners for services;
- Allows users to register District residents for assessment, education, training and other related services;
- Provides access to customer information and notifications to key staff at each agency;
- Allows users to upload and maintain customer eligibility documents so that they can be accessed by each agency;
- Links District residents to the DC Department of Employment Services’ DC Networks to register in the Virtual One Stop;
- Links District residents to the DC Department of Human Services’ applications for Temporary Assistance to Needy Families (TANF), Medical Assistance, and Supplemental Nutrition Assistance Program (SNAP);
- Links District residents to the DC Department on Disability Services, Rehabilitation Services Administration’s application to determine eligibility for services;
- Tracks customer participation, performance, progress and outcomes; and
- Facilitates cross agency communication and collaboration of services for DC residents.

DC Data Vault users perform the following standard operating procedures:

1. **Log in to the Data Vault daily to refer customers for assessment, screening, education, training, employment, and other related supportive services.**

   a. **Complete Quick Intake**

   Staff will complete a Quick Intake for customers in the Data Vault. Quick Intake includes the completion of four fields (First Name, Last Name, Birthdate and Social Security Number, if available) to verify whether the customer’s information is in the Office of the State Superintendent of Education, Adult and Family Education’s management information system - Literacy Adult Community Education System (LACES).

   If the customer is not in LACES, staff will complete the Quick Intake remaining fields which includes a basic overview of the customer.
If the customer is in LACES, staff will ask the customer a question related to an auto-populated challenge question, asking the customer to identify a street address, phone number, or other specific information.

Staff should be careful entering each customer’s name to avoid duplicate entries. If the customer’s response to the challenge question confirms his/her identity, applicable data from LACES will auto-populate into the Data Vault.

b. Schedule Assessment Appointment

Upon completion of the Quick Intake Form, staff will schedule the customer for an assessment appointment in the Data Vault by selecting a location, date and time from the drop-down menu. The assessment appointment must be scheduled within 20 business days.

Once the assessment appointment has been scheduled, the individual at the respective site where the assessment appointment has been scheduled will receive a notification via his/her “My Workspace” with the name(s) of the individuals scheduled for assessments and the applicable date(s) and time(s).

2. Acquire Signatures on Agreements

Staff will ask the customer(s) to provide an electronic signature on two important forms: a) the General Release of Information Consent Form and b) the Department of Employment Services (DOES) Purpose of Services Agreement, Notice of Equal Opportunity and Release of Information Form in the Data Vault. Additionally, staff must also sign the DOES Purpose of Services Agreement, Notice of Equal Opportunity and Release of Information Form in the Data Vault.

Copies of both forms can be downloaded, printed, signed and uploaded, if needed or preferred by the customer.

Check to make sure the two agreements are uploaded in the appropriate folder and not duplicates.

3. Scan and Upload Customer Identification

Staff must request, scan and upload a copy of the driver license, non-driver license or other government identification for customers into the Data Vault which is necessary for verification of customer identity for assessment and other related services.

4. Review Customer Disposition(s)

Staff must regularly review, track and monitor referrals of customers via “My Workspace.”

5. Conduct an Orientation Session about programs and services available to District residents prior to the assessment sessions and disseminate the partnership guide.

The orientation session and partnership guide, which include a description of the types of programs/services available to District residents, is designed to aid the customer in making an informed decision about the programs and services s/he may wish to choose upon the completion
of the assessments that may assist them in pursuing their desired career path.

6. **Administer Assessment(s)**

Staff administer the applicable assessments (Reading and Math Pre-tests) to customers using Comprehensive Adult Student Assessment System (CASAS) eTests.

For customers with learning and other developmental disabilities, the CASAS Adult Life Skills Series or Providing Options for the Workplace, Education and Rehabilitation (POWER) paper-based assessments may be administered. For customers who are blind or visually impaired, the CASAS Braille Reading Assessment may be administered.

For information about Accommodations in CASAS Administration Procedures, visit CASAS online: [https://www.casas.org/training-and-support/testing-guidelines/accommodations-guidelines](https://www.casas.org/training-and-support/testing-guidelines/accommodations-guidelines)

It is important to note that CASAS paper-based tests are only to be used to administer the Adult Life Skills assessment, POWER assessments, Large Print tests, and/or Braille Reading assessments.

Customers who have a diagnosed disability and are requesting accommodations must submit written documentation to receive accommodations. Staff may provide accommodations in administration procedures such as repeating directions, breaking an assessment into two sessions, using a separate room, giving frequent breaks, or providing a sign language interpreter (for test administration directions only). Accommodations in learner response include using a sound amplification device, using a scribe to record answers, using a simple calculator for math, typing on a Braille keyboard, and using speech-to-text software. Please note that the administration of a paper-based CASAS test is not an appropriate accommodation.

7. **Enter Assessment Data/Results into the Data Vault**

The customer’s assessment data (Date of Assessment, Assessment Instrument, and Scale Score) must be entered in the Data Vault within a minimum of 48 hours and no later than five business days after the test administration date. The Educational Functioning Levels (EFL) and Grade Level Equivalencies (GLE) will auto-populate in the Data Vault once the Scale Score(s) have been entered.

Staff, including the customer’s case manager, may view the assessment results and a copy of the CASAS Student Performance Report for each customer. The report lists the competencies and skills that the student has mastery of and those for which the student may require education and training services.

If a customer already has assessment data in LACES, the assessment fields will auto-populate.

If, after assessment, a customer requests services from an OSSE AFE Provider, the customer’s assessment data will also be entered in LACES by the OSSE AFE provider, no later than five business days after the customer has been accepted to receive services by the provider.

Assessment scores are valid for 90 days for customers seeking integrated education and training services from OSSE AFE in accordance with the U.S. Department of Education, Office of Career,
Technical and Adult Education. The validity of assessments may be extended for an additional 90 days (total equals 180 days) for customers seeking an Individual Training Account (ITA) from DOES.

8. **Generate CASAS Student Performance Report and CASAS Skill Level Descriptors for the Customer**

A copy of the CASAS Student Performance Report should be generated from TOPSpro Enterprise and provided to the customer with a copy of the CASAS Skill Level Descriptor Chart (Adult Basic Education/English as a Second Language). These documents should be reviewed with the customer to ensure that s/he understands the assessment results and to counsel the customer of the available program and service options, if applicable.

9. **Upload a copy of the CASAS Student Performance Report in the Data Vault**

A copy of the Student Performance Report should be uploaded in the Data Vault for use by the education and training providers that will be providing services to the customer.

10. **Administer Learning Needs Screening or Student Learning Questionnaire for English Language Learners and Payne Learning Needs Inventory (optional) and refer for further assessment services, if applicable**

   a. **Learning Needs Screening**

      Staff, when applicable, should administer the Learning Needs Screening to the customer by asking the customer 14 questions and the additional health/medical questions in the Data Vault.

      Enter the customer’s “yes” or “no” responses in the appropriate column. Based on the number of “yes” and “no” responses, a total score will populate. Complete the applicable observations and notes fields.

      Refer customers with a score of 12 or higher on the Learning Needs Screening for further assessment which may include a psychological evaluation, psycho-educational assessment, and, and/or vision assessment, if applicable.

   b. **English Language Learner Questionnaire**

      Staff, when applicable, should administer the Student Questionnaire to English Language Learnings to assess the learning needs.

   c. **Payne Learning Needs Inventory (PLNI) (optional)**

      When applicable, staff may administer the Payne Learning Needs Inventory (PLNI) in the Data Vault to customers to identify the domains in which the customer learns best and recommendations for accommodations in instruction and testing.

      The PLNI may require 45 minutes to 1 hour to administrate. Once the PLNI has been started in the Data Vault, it must be completed to save the information.
Once the PLNI has been administered, the scoring rubric will auto-populate recommendations for accommodations based on the customer’s responses. A copy of the “Payne and Associates Accommodations Manual – Building Learning Power for Children and Adults Who Have Special Learning Needs: A Collection of Instructional Strategies and Adjustments” is also available for use in the Data Vault.

d. Further assessment, if applicable

To make a referral:

1. Complete the Learning Needs Screening Tool or Student Learning Questionnaire for English Language Learner in the Data Vault;
2. Complete the Assess for Success Referral Form in the Data Vault;
3. Ask the customer complete and sign an Assess for Success Release of Information Form in the Data Vault;
4. Submit the request for approval of Assess for Success services to OSSE AFE in the Data Vault.

An OSSE AFE staff member will review and approve the request for further assessment. An Assess for Success vendor will contact the customer to schedule an assessment appointment.

11. Administer additional screenings and/or assessments, as applicable

Staff and providers can administer additional assessments/screenings to students including: Mental Health Screening, Domestic Violence Screening, Substance Abuse Screening, and Career Assessment. These assessments align with the DHS Online Work Readiness Assessment (OWRA).

12. Refer Customers to Education, Training and Other Related Programs for Services

Based on the CASAS assessment data (Scale Scores, EFLs and GLEs) and the Learning Needs Screening results, staff should use the partnership guide and Program Referral drop-down menu in the Data Vault to review and counsel the customer on the programs, services and classes that are available.

The customer should be apprised of all the program and service options.

Additionally, if applicable, customers seeking an Individual Training Account (ITA) from DOES, should be counseled about other programs and services that lead to an industry recognized certification that they can engage in while awaiting an ITA. Customers who do not have a high school diploma or GED should be also be encouraged to pursue a secondary credential to help facilitate their transition to postsecondary education, if desired. Customers should be counseled about the program and service options that are available to help them work towards earning a secondary credential while participating in a training program and/or while employed.

When a customer has been referred for services, the education, training or other related services provider must allow up to 30 days for the customer to come in for services.

Education, training or other related services providers will be notified when a customer has been
referred to their agency for programs/services and will be required to “accept, reject or place the student hold” once a status is determined.

Providers, when applicable, must review “My Workspace” daily to monitor and track the referral of customers for services.

13. Complete General Student Intake

When a customer is referred to a program for services, the General Student Intake form must also be completed in the Data Vault.

Information completed during Quick Intake will auto-populate to the General Student Intake Form.

14. Collect, Scan and Upload Eligibility Documents

Staff may collect, scan and upload eligibility documents for customers seeking services.

If a customer does not have specific eligibility documents, the customer can be referred to an OSSE AFE – DOES American Job Center provider partner for assistance or other related services providers in acquiring their eligibility documents.

The Data Vault, via the “Duplicate” link under each of the specific types of eligibility documents, includes specific information on where to acquire eligibility documents.

Eligibility documents must be scanned and uploaded as either a PDF or JPEG file in the Data Vault.

The Data Vault will monitor uploads and auto-populate documents that fulfill multiple eligibility criteria.

15. Encourage Customers to Register in DC Networks

Staff should encourage customers to register in DC Networks; the link is available in the Data Vault. Registration in DC Networks affords District residents the opportunity to receive notices about employment opportunities, hiring events, training and other employment related services. The customer’s DC Networks/Virtual One Stop (VOS) username should be entered in the Data Vault.

16. Ask customers if they are in need vocational rehabilitation or other disability related services from the Department on Disability Services/Rehabilitation Services Administration, if applicable

Staff should ask customers if they are in need vocational rehabilitation or other disability related services from DDS/RSA and assist them in completing the DDS/RSA application for services that is available in the Data Vault.

17. Ask customers if they are in need of social services from the Department of Human Services, if applicable
Staff should ask customers if they are in need of Temporary Assistance to Needy Families (TANF), Supplemental Nutrition Assistance/Food Stamps, or Medical Assistance and assist them in completing the DHS application for services that is available in the Data Vault.

18. Review MyWorkspace and Customer Disposition(s)

Staff should regularly review, track and monitor their MyWorkspace page and the status of referrals and provision of services to customers under the Disposition tab.

19. Individual Training Account (ITA)

As appropriate, providers will submit a request for an Individual Training Account to DOES, once the customer meets the educational functioning level (EFL)/grade level equivalency (GLE) requirements for participation in a specific training program offered by an Employment and Training Provider approved by the Workforce Investment Council/Department of Employment Services and all of the required eligibility documents have been submitted. DOES staff will review and respond to the request.

*To receive federally funded services under WIOA from the Department of Employment Services (DOES), an individual must provide proof that s/he is eligible to work in the U.S. If an individual is not willing or unable to disclose her/his Social Security Number, s/he is not eligible to receive federally funded services under WIOA from DOES.


Staff should regularly review the customers’ summary report to assess student participation, performance, progress and outcomes.
## Agency DC Data Vault Staff Leads

For additional information regarding DC Data Vault implementation, contact your agency’s contact person as indicated below.

<table>
<thead>
<tr>
<th>Name of Agency</th>
<th>Agency Director</th>
<th>DC Data Vault Implementation Contact Person</th>
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<tbody>
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<tr>
<td>Workforce Investment Council (WIC)</td>
<td>Diane Pabich</td>
<td>To be determined</td>
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</tbody>
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**Note:** Contact information is subject to change. Please verify with your agency’s contact person.