

WORKFORCE SYNERGY FORUM RESOURCES

RENEWABLE ENERGY TRAINING INITIATIVE (RETI)
OUTREACH TO DISADVANTAGED COMMUNITIES (DACs)
DECEMBER 17, 2024

Workforce Synergy Forum #13 welcomed Dwayne R. Norris from Soulful Synergy and Rebecca Paavola from the Social Enterprise and Training (SEAT) Center to share their expertise in reaching and serving individuals from Disadvantaged Communities (DACs and making wraparound services work). [More on DACs](#).

The Forum was designed for the 16 Local Workforce Development Boards (LWDBs) participating in the RETI, a clean energy program recently rolled out by NYSDOL Office of Just Energy Transition (OJET). [More on RETI](#).

Samantha Adkisson from NYSDOL and Gwendolyn Summers from the New York State Energy Research and Development Authority (NYSERDA) expertly hosted the laser-focused discussion. We also heard from Juie Deo from NYSDOL about how DACs intersect with WIOA Adult Priority of Service (APoS) populations, and Bonnie Rice from the Niagara County LWDB gave tips for hitting the RETI ground running and [searching census tracts by address](#).

This Synergy Forum was just the start of the conversation. To keep it going, reach out to [Dwayne](#), [Rebecca](#), [Samantha](#), or [Bonnie](#)!

You can view the recording [here](#) (click View session recordings).

All Synergy Forum resources are available [here](#) (under the Workforce Synergy filter).

Tips to Help Launch RETI

Identify Training Providers

- Contact and meet individually with community colleges and Boards of Cooperative Educational Services (BOCES) to ensure they have training opportunities in clean, green, and renewable energy. In some cases, they may be able to retrofit existing classes to meet the RETI criteria.

Identify Linkages with Businesses

- Contribute content to local and regional business newsletters and publications to advertise RETI. This can be free or paid content, as outreach costs are allowable.

E.g.: *"Is your business planning to hire and train new employees in the clean, green, or renewable energy fields? Please contact [your info here] to learn about grant monies to reimburse 90% of your new hire wages."*

- Request lists of clean, green, renewable energy employers from Economic and Industrial Development Agencies and NYSDOL Labor Market Analysts. If the data isn't readily available, they can begin working on it for you.

Outreach Strategies for DACs

Physical Presence in Local Communities: Both Dwayne and Rebecca emphasized the importance of having a physical presence in local areas. Put flyers up in bus stations, barbershops, and community centers and work with local bodegas and pizza shops to spread the word.

Invite employers into the classroom and trainees into the field. – Dwayne R. Norris

Engagement in Community Spaces: Engaging with people where they naturally gather—local parks, churches, or even basketball courts—is crucial for outreach.

Building relationships with these community hubs can help ensure the information reaches the right audience. – Rebecca Paavola

Leveraging Centers of Influence: Dwayne and Rebecca both suggested collaborating with local community leaders and organizations who already have the trust of target populations. In Brooklyn, Dwayne's team partners with local churches and businesses, while Rebecca works with high school counselors to identify potential recruits.

Incentives for Attending Information Sessions: Offering a small incentive, like food or coffee, during information sessions can help increase participation.

Outreach DOs and DON'Ts

DO

- **Utilize social media to target specific geographic areas and demographics.**
- **Leverage alumni networks to build trust and promote programs.**
- **Use email blasts for recruitment, especially through rolling enrollment. Open application periods ensure a constant flow of interest for future cohorts, even if the current cohort is full.**
- **Involve employers early in the program design to learn about the types of candidates and skills they seek.**
- **Empower participants to define their own goals rather than pushing predetermined ones, helping them discover their potential.**

DON'T

- **Avoid creating training programs in a vacuum; they must meet actual labor market needs.**
- **Overpromise and underdeliver, as this can lead to discouragement among participants and communities.**
- **Rely on stipends during recruitment but instead to incentivize commitment, especially during long or intensive training periods.**
- **Ignore barriers. Help participants identify their barriers and the wraparound services needed to address them.**

Making Wraparound Services Work

- Using a comprehensive assessment tool like the [Arizona Self-Sufficiency Matrix](#), can help identify potential barriers such as legal issues, housing instability, childcare, transportation, and mental or physical health challenges. It helps participants identify and address obstacles to success, which is crucial for the success of individuals transitioning from training to long-term employment, especially in underserved communities.
- A supportive environment where participants feel that the space and resources are tailored to their needs is essential. Holistic support systems help address the many challenges participants face, including mental health, during their journey to employment.

Both Rebecca and Dwayne emphasized the importance of wraparound services in supporting program participants during and after the initial training is completed.

- SEAT Center provides wraparound services for a full year after the training, with the possibility for ongoing support beyond that period. They aim to be available to participants even after the formal one-year follow-up. Once individuals are part of their program, they are always

considered part of the SEAT community, reflecting a long-term commitment to helping graduates.

- Soulful Synergy's approach involves creating a community around the program that functions like an extended family, continually providing career support and networking opportunities. For other needs, like housing, food insecurity, or mental health challenges, they offer referral services to appropriate resources.

Intersecting Populations & Braiding Funds

The RETI program has a goal of serving at least 35-40% of participants from DACs. This population heavily intersects with the WIOA APoS population. The intersection is particularly clear when examining subsections under the APoS criteria, as outlined in the APoS Metric.

WIOA Title I APoS:

Recipients of public assistance;

Other low-income individuals; and

Basic skills deficient individuals, including English Language Learners.

* Consider braiding funds when planning for services to support participants comprehensively. *

Renewable Energy Training Program (RETI)

The [NYS Climate Act](#) recognizes that climate change does not impact all communities equally. The [RETI program](#) will help ensure that all New Yorkers, including those in [DACs](#), are included in New York State's (NYS) clean energy future.

Through RETI, NYSDOL has issued \$4M in New York Power Authority (NYPA) State funding to interested LWDBs for:

- The up-skilling or re-skilling of workers transitioning from fossil fuel to clean energy positions;
- The up-skilling or re-skilling of residential workers in weatherization, building performance, and retrofitting, including fees for required industry-recognized credentials; and
 - Acceptable residential building science education industry-recognized credentials (<https://bsesc.energy.gov/recognition>).
- Wraparound services during training, including but not limited to, childcare, transportation, housing, food, mental health services, and substance use treatment or services.

Disadvantaged Communities (DACs)

The NYS Climate Act requires that 35% – with a goal of 40% – of State investments be directed to DACs, ensuring that these communities directly benefit from NYS’s historic transition to cleaner, greener sources of energy, reduced pollution and cleaner air, and economic opportunities. The DACs [criteria](#) identified 1,736 census tracts, representing 35% of all census tracts.

Easily search census tracts by address:

- Go to NYSERDA’s DACs interactive map <https://www.nyserda.ny.gov/ny/Disadvantaged-Communities>;
- Enter an address in the search address box; and
- Zoom in/out to identify portions of counties, cities, towns, and neighborhoods.

Contact Our Synergy Forum Facilitators



Dwayne R. Norris is the Co-Founder & COO of Soulful Synergy, LLC. Through his work, Dwayne seeks to address systemic issues that affect DACs by providing transformational services designed to improve lives and create long term, sustainable development. As Soulful Synergy COO, Dwayne is responsible for overseeing day to day operations, developing strategic partnerships and working with stakeholders to design programs that create impact in our community. dnorris@soulfulsynergy.org



Rebecca Paavola is the Program Administrator at SEAT Center/YouthBuild Schenectady. Rebecca has over 18 years of experience as an educator and school administrator at a range of elementary and secondary schools including YouthBuild Community School in Ohio. She has a BA in Special Education and Elementary Education from Northern Arizona University and continued on to graduate studies in Literacy and Reading at the Ohio State University. Rebecca is trained in Quantum Learning, Mockingbird Education, and Contextualized Learning, and is a Bridges Out of Poverty Train-the-Trainer. rpaavola@seatcenter.org



Gwendolyn Summers serves as Program Manager for Workforce Development and Training at NYSERDA. In this role, she leads the development and execution of NYS initiatives to promote a diverse, equitable, and inclusive clean energy workforce. Her responsibilities include management of several multi-million dollar funding opportunities, including a newly launched Apprenticeship and Pre-apprenticeship Clean Energy Training program and a federally funded \$8.2M Pay for Success Clean Energy Training project to prepare hundreds of low-income New Yorkers for clean energy careers. gwendolyn.summers@nyserda.ny.gov



Samantha Adkisson is a Project Coordinator at NYSDOL where she leads OJET. As NYS transitions to a clean energy economy and jobs change for those working in fossil fuels, OJET will connect workers to opportunities for quality jobs, upskilling, and training with a focus on serving those who are traditionally underrepresented. Samantha.Adkisson@labor.ny.gov

What is the Workforce Synergy Forum?

Workforce Synergy is a monthly forum dedicated to exploring, developing, and sustaining effective workforce strategies. Together we build the synergy we want and need for our workforce system. Leaders are encouraged to attend live for active, real-time collaboration!



Inspired? Questions? Collaborate! lwdb@labor.ny.gov | 518-457-3555

Brought to you by the WIOA Adult/Dislocated Worker Program and NYS Department of Labor

New York State's Disadvantaged Communities Criteria

Climate change does not affect all New Yorkers equally.

It is a threat that exacerbates existing burdens, vulnerabilities, and stressors in communities statewide. For this reason, New York's nation-leading Climate Leadership and Community Protection Act (Climate Act) requires the identification and consideration of disadvantaged communities (DACs) in implementing the Climate Act and other State-led actions. A requirement of 35%—with a goal of 40%—of the benefits from the State's investments must be directed to DACs and State agencies need to consider impacts on DACs in decision making.

New York's [Climate Justice Working Group \(CJWG\)](#), comprised of representatives from State Agencies and Environmental Justice groups across the State, was formed to identify DACs and ensure these communities directly benefit from the State's historic transition to cleaner, greener sources of energy, reduced pollution and cleaner air, and economic opportunities.

How were disadvantaged communities identified?

The CJWG used 45 indicators to identify 35% of New York as DACs. Table 1 shows the percentage of census tracts¹ identified as DACs by each region of the State. The criteria (Table 2, Table 3) include multiple indicators that represent the environmental burdens or climate change risks within a community, or population characteristics and health vulnerabilities that can contribute to more severe adverse effects of climate change.

Regions correspond with New York State's Regional Economic Development Council regions and are sorted from most to least populous. For a list of counties within each region, see regionalcouncils.ny.gov.

Table 1. Percentage of census tracts in each region designated a DAC

Region	% of tracts within regions identified as DACs
New York City	44%
Long Island	14%
Mid-Hudson	42%
Western NY	34%
Finger Lakes	35%
Capital Region	21%
Central NY	35%
Southern Tier	22%
Mohawk Valley	26%
North Country	14%
Statewide Total	35%

Table 2. Environmental burdens and climate change risks: Indicators

Environmental Burdens and Climate Change Risk		
Land use and facilities associated with historical discrimination or disinvestment	Potential climate change risks	Potential pollution exposures
Proximity to remediation sites	Extreme heat projections	Vehicle traffic density diesel truck and bus traffic
Proximity to regulated management plan sites	Flooding in coastal and tidally influenced areas (projected)	Particulate matter (PM _{2.5})
Proximity to major oil storage facilities	Flooding in inland areas (projected)	Benzene concentration
Proximity to power generation facilities	Low vegetative cover	Wastewater discharge
Proximity to active landfills	Agricultural land	
Proximity to municipal waste combustors	Driving time to hospitals or urgent/critical care	
Proximity to scrap metal processors		
Industrial/manufacturing/mining land use		
Housing vacancy rate		

¹ Census tracts are delineated per the US Census Bureau. For more information visit: <https://www.census.gov/programs-surveys/geography/about/glossary.html#>



Department of Environmental Conservation

NYSERDA

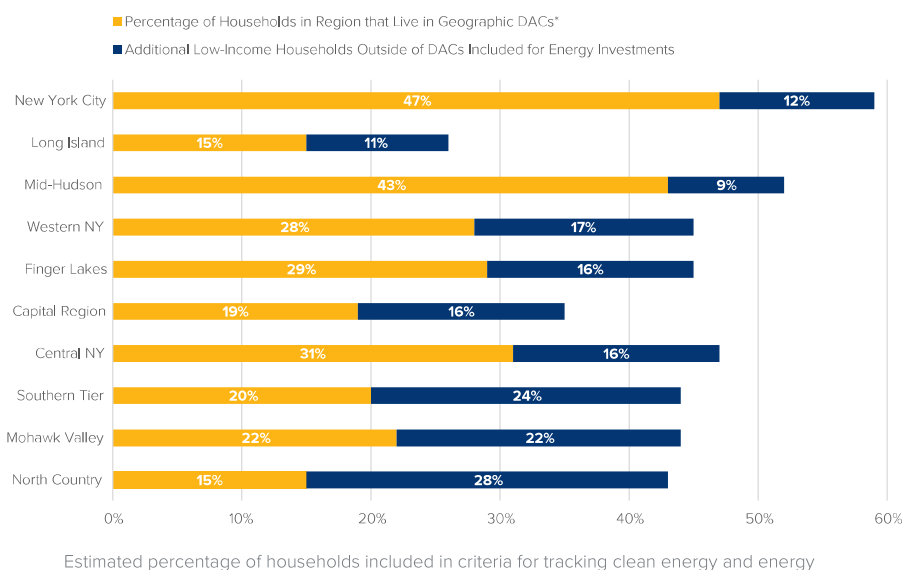
Each census tract is scored based on relative burden, risk, vulnerability, or sensitivity. Specifically, the percentile ranks of the indicators for each census tract are combined to produce a value that measures a census tract’s relative level of “Environmental Burdens and Climate Change Risks,” as well as “Population Characteristics and Health Vulnerabilities” relative to other tracts. Tracts with higher scores relative to (a) other tracts statewide; or (b) their region (New York City or Rest of State) were identified as DACs.

Based on this combined score, the top 35% of the census tracts are considered DACs. Additionally, 19 tracts that contain federally designated reservation territory or State-recognized Nation-owned land are automatically included as DACs—regardless of percentile ranking on these indicators.

How are low-income households considered part of the DAC criteria?

In addition to the geographic DAC criteria discussed above, for the purposes of the accounting of clean energy and energy efficiency investments, households with annual income at or below 60% of State Median Income or are otherwise categorically eligible for low-income programs (i.e. Home Energy Assistance Program), are included in the criteria. These households can be located anywhere in the State and are included to capture rural poverty due to the high correlation between geographic indicators and high population centers and solely for the purpose of ensuring access to the State’s energy affordability investments. Figure 1 below shows the additional low-income households outside of geographic DACs added through the low-income household criteria.

Figure 1: Increase in number of households included in DAC criteria for purposes of accounting for energy efficiency and clean energy investments, by Region



*Estimated using 200% FPL as a proxy for 60% SMI; actual counts may be slightly higher



Department of Environmental Conservation | **NYSERDA**

Table 3. Population Characteristics and Health Vulnerabilities: Indicators

Population Characteristics and Health Vulnerabilities

Income

- Percent <80% area median income
- Percent <100% of federal poverty line
- Percent without bachelor’s degree
- Unemployment rate
- Percent single-parent households

Race and Ethnicity

- Percent Latino/a or Hispanic
- Percent Black or African American
- Percent Asian
- Percent Native American or Indigenous
- Limited English proficiency
- Historical redlining score

Health Outcomes & Sensitivities

- Asthma emergency department visits
- COPD emergency department visits
- Heart attack (MI) hospitalization
- Premature deaths
- Low birthweight
- Percent without health insurance
- Percent with disabilities
- Percent adults age 65+

Housing Mobility & Communications

- Percent renter-occupied homes
- Housing cost burden (rental costs)
- Energy poverty / cost burden
- Manufactured homes
- Homes built before 1960
- Percent without internet

Learn more at climate.ny.gov

Domain	1	2	3	4	5	Score	Participant goal? (✓)
Housing	Homeless or threatened with eviction.	In transitional, temporary or substandard housing; and/or current rent/mortgage payment is unaffordable (over 30% of income).	In stable housing that is safe but only marginally adequate.	Household is in safe, adequate subsidized housing.	Household is safe, adequate, unsubsidized housing.		
Employment	No job.	Temporary, part-time or seasonal; inadequate pay, no benefits.	Employed full time; inadequate pay; few or no benefits.	Employed full time with adequate pay and benefits.	Maintains permanent employment with adequate income and benefits.		
Income	No income.	Inadequate income and/or spontaneous or inappropriate spending.	Can meet basic needs with subsidy; appropriate spending.	Can meet basic needs and manage debt without assistance.	Income is sufficient, well managed; has discretionary income and is able to save.		
Food	No food or means to prepare it. Relies to a significant degree on other sources of free or low-cost food.	Household is on food stamps.	Can meet basic food needs, but requires occasional assistance.	Can meet basic food needs without assistance.	Can choose to purchase any food household desires.		
Child Care	Needs childcare, but none is available/accessible and/or child is not eligible.	Childcare is unreliable or unaffordable, inadequate supervision is a problem for childcare that is available.	Affordable subsidized childcare is available, but limited.	Reliable, affordable childcare is available, no need for subsidies.	Able to select quality childcare of choice.		
Children's Education	One or more school-aged children not enrolled in school.	One or more school-aged children enrolled in school, but not attending classes.	Enrolled in school, but one or more children only occasionally attending classes.	Enrolled in school and attending classes most of the time.	All school-aged children enrolled and attending on a regular basis.		
Adult Education	Literacy problems and/or no high school diploma/GED are serious barriers to employment.	Enrolled in literacy and/or GED program and/or has sufficient command of English to where language is not a barrier to employment.	Has high school diploma/GED.	Needs additional education/training to improve employment situation and/or to resolve literacy problems to where they are able to function effectively in society.	Has completed education/training needed to become employable. No literacy problems.		
Health Care Coverage	No medical coverage with immediate need.	No medical coverage and great difficulty accessing medical care when needed. Some household members may be in poor health.	Some members (e.g. Children) have medical coverage.	All members can get medical care when needed, but may strain budget.	All members are covered by affordable, adequate health insurance.		
Life Skills	Unable to meet basic needs such as hygiene, food, activities of daily living.	Can meet a few but not all needs of daily living without assistance.	Can meet most but not all daily living needs without assistance.	Able to meet all basic needs of daily living without assistance.	Able to provide beyond basic needs of daily living for self and family.		
Family /Social Relations	Lack of necessary support form family or friends; abuse (DV, child) is present or there is child neglect.	Family/friends may be supportive, but lack ability or resources to help; family members do not relate well with one another; potential for abuse or neglect.	Some support from family/friends; family members acknowledge and seek to change negative behaviors; are learning to communicate and support.	Strong support from family or friends. Household members support each other's efforts.	Has healthy/expanding support network; household is stable and communication is consistently open.		

Domain	1	2	3	4	5	Score	Participant goal? (✓)
Mobility	No access to transportation, public or private; may have car that is inoperable.	Transportation is available, but unreliable, unpredictable, unaffordable; may have care but no insurance, license, etc.	Transportation is available and reliable, but limited and/or inconvenient; drivers are licensed and minimally insured.	Transportation is generally accessible to meet basic travel needs.	Transportation is readily available and affordable; car is adequately insured.		
Community Involvement	Not applicable due to crisis situation; in "survival" mode.	Socially isolated and/or no social skills and/or lacks motivation to become involved.	Lacks knowledge of ways to become involved.	Some community involvement (advisory group, support group), but has barriers such as transportation, childcare issues.	Actively involved in community.		
Parenting Skills	There are safety concerns regarding parenting skills.	Parenting skills are minimal.	Parenting skills are apparent but not adequate.	Parenting skills are adequate.	Parenting skills are well developed.		
Legal	Current outstanding tickets or warrants.	Current charges/trial pending, noncompliance with probation/parole.	Fully compliant with probation/parole terms.	Has successfully completed probation/parole within past 12 months, no new charges filed.	No active criminal justice involvement in more than 12 months and/or no felony criminal history.		
Mental Health	Danger to self or others; recurring suicidal ideation; experiencing severe difficulty in day-to-day life due to psychological problems.	Recurrent mental health symptoms that may affect behavior, but not a danger to self/others; persistent problems with functioning due to mental health symptoms.	Mild symptoms may be present but are transient; only moderate difficulty in functioning due to mental health problems.	Minimal symptoms that are expectable responses to life stressors; only slight impairment in functioning.	Symptoms are absent or rare; good or superior functioning in wide range of activities; no more than every day problems or concerns.		
Substance Abuse	Meets criteria for severe abuse/dependence; resulting problems so severe that institutional living or hospitalization may be necessary.	Meets criteria for dependence; preoccupation with use and/or obtaining drugs/alcohol; withdrawal or withdrawal avoidance behaviors evident; use results in avoidance or neglect of essential life activities.	Use within last 6 months; evidence of persistent or recurrent social, occupational, emotional or physical problems related to use (such as disruptive behavior or housing problems); problems have persisted for at least one month.	Client has used during last 6 months, but no evidence of persistent or recurrent social, occupational, emotional, or physical problems related to use; no evidence of recurrent dangerous use.	No drug use/alcohol abuse in last 6 months.		
Safety	Home or residence is not safe; immediate level of lethality is extremely high; possible CPS involvement.	Safety is threatened/temporary protection is available; level of lethality is high.	Current level of safety is minimally adequate; ongoing safety planning is essential.	Environment is safe, however, future of such is uncertain; safety planning is important.	Environment is apparently safe and stable.		
Disabilities	In crisis – acute or chronic symptoms affecting housing, employment, social interactions, etc.	Vulnerable – sometimes or periodically has acute or chronic symptoms affecting housing, employment, social interactions, etc.	Safe – rarely has acute or chronic symptoms affecting housing, employment, social interactions, etc.	Building Capacity – asymptomatic – condition controlled by services or medication	Thriving – no identified disability.		
Other: (Optional)	In Crisis	Vulnerable	Safe	Building Capacity	Empowered		

Adult Priority of Service (APoS) Metric

At a minimum, 50.1% to 75%+ of individuals who receive individualized or training services from WIOA Adult Program funding must meet one of the following categories before the time of enrollment

APoS Populations	Columns in Customer Lists/Category (If customers listed as...)	Description of data values noted for individual customers <small>Technical Advisory #23-01</small> (the customers must be recorded at the time of enrollment as...)	OSOS <small>New Customer Record and Comprehensive Assessment OSOS Guides</small> (In these fields of OSOS for APoS)	Troubleshooting Issues <small>Technical Advisory #23-03</small> (Investigate data entry and DEV)
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BASIC SKILLS (Categories B.a to B.c listed below)

B A S I C S K I L L S	Basic Skills Deficient (BSD) Customer Data Value: 1	Basic Skills Deficient (BSD) - OSOS, based on: B.a) functioning in a society that uses English language, or other BSD category, e.g. lacking digital literacy skills determined using skills assessment: https://dol.ny.gov/basic-skills-assessment/ Customer Data Values: 1 = Yes 0 = No	Basic Skills Deficient - Window: Comp Assess Tab: Education Section: Math & Reading Field: Basic Skills Deficient + Comment	Is the education level so low that they might be BSD? Are there any clues here that the person might be BSD or an English Language Learner (ELL)? It could be that BSD/ELL was added after enrollment. Sometimes you'll find details in the training information area
	No HS Diploma or Equivalency Customer Data Value: 0 & 3	B.b) Basic Skills Deficient also includes customers without High School Diploma/Equivalency (HSD/E). Customer Data Values: 0 = No Educational Level Completed 3 = The participant with a disability receives a certificate of attendance/completion as a result of successfully completing an Individualized Education Program (IEP) Other Not Applicable Data Values: 1 = Attained secondary school diploma 2 = Attained a secondary school equivalency 4 = Completed one of more years of postsecondary education; 5 = Attained a postsecondary tech. or voc. certificate (non-degree) 6 = Attained an Associate's degree 7 = Attained a Bachelor's degree 8 = Attained a degree beyond a Bachelor's degree	1) Education Level - Window: Customer Detail Tab: Gen. Info tab Section: Education & Employment Field: Education Level + Comment AND 2) Basic Skills Deficient - Window: Comp Assess Tab: Education Section: Math & Reading Field: Basic Skills Deficient + Comment	
	English Language Learner Customer Data Value: 1	B.c) Basic Skills Deficient also includes English Language Learner Customer Data Values: 1 = Yes 0 = No	English Language Learner - Basic Skills Deficient - Window: Comp Assess Tab: Education Section: Math & Reading Field: English Language Learner + Comment	

Adult Priority of Service (APoS) Metric =

Positive for the metric (numerator): Adult Program customers who are APoS populations before the time of enrollment and who received individualized and/or training services before exiting from the program within the four rolling reporting quarters
 Included in the metric (denominator): All exited Adult Program customers who received individualized and/or training service and exited in the four rolling reporting quarters

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LOW INCOME (Categories L.a to L.f listed below)

L O W I N C O M E	PIRL Low Income [at least 1 low-income criteria per WIOA] Customer Data Value: 1	Notes an individual who is positive in at least one of the categories L.a to L.f. Customer Data Values: 1 = Yes 0 = No	N/A	N/A
	<u>Income lower than higher of Lower Living Standard (LLS) or 70% Lower Living Standard Income Level (LLSIL)</u> Customer Data Value: 1	L.a) Individual is in a family with total family income that does not exceed the higher of (I) LLS; or (II) 70% of the LLSIL. Customer Data Values: 1 = Yes 0 = No 9 = Participant did not self-identify	Income Info- Window: Customer Detail Tab: Eligibility tab Section: Income Info Field: Select "Yes" for higher of LLS or 70%LLSIL and no for other + Comment	Are any of the low income boxes checked now? Is it possible that they were checked after the enrollment snapshot was taken and that's why this person isn't appearing on the APoS as low income? Check enrollment snapshot (Services window, Service History tab, click most recent WIA Enrollment and then click on Detail button to see what information was captured in OSOS at the time of enrollment).
	Disability Customer Data Value: 1	L.b) Low income includes an individual with a disability with personal (not family) income that does not exceed the higher of 70%LLSIL or LLS. An individual with a disability does not automatically meet low-income requirement. Customer Data Values: Customer data only on individuals with a disability (ies): 1 = Yes 0 = No 9 = Participant did not self-identify <i>The customer must be marked Yes in the poverty line or 70%LLSIL column and the disability column.</i>	Disability Info- Window: Customer Detail Tab: Eligibility tab Section: Disability Info Field: Status & Category + Comment AND Income Info- Window: Customer Detail Tab: Eligibility tab Section: Income Info Field: Select "Yes" for higher of LLS or 70%LLSIL and no for the other + Comment	Is the person with a disability and their family income is considered when actually their personal income should be considered under higher of low-income 70% LLSIL or LLS? If "customer below appropriate grade level" or "learning disabilities" have been checked, is the person possibly have a disability? Do they have no work history, were they providing unpaid services in the home, were they working but earning very little – maybe working part time? Should they have been a Dislocated Worker (DW) instead of an Adult (A)?
	Foster Care Customer Data Value: 1	L.c) Low-income foster child (could be up to age 24) who receives state foster payments: Customer Data Values: 1 = Yes 0 = No <i>Consider co-enrollment in the Adult and Youth Program.</i>	Foster Care - Window: Comprehensive Assessment Tab: Housing Section: Housing Information Field: Current Housing, Foster Child + Comment	Are they homeless or in foster care? Was this entered at the time of enrollment or after?
	Homeless Customer Data Value: 1	L.d) Homeless also includes a person couch surfing or having temporary housing Customer Data Values: 1 = Yes 0 = No	Homeless - Window: Comprehensive Assessment Tab: Housing Section: Housing Information Field: Current Housing, Homeless + Comment	Do Comments indicate APoS at the time of enrollment?

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L O W I N C O M E	P U B L I C	<p>SSI or SSDI Data Values: 1, 2, 3, 4, 5, 6</p> <p>L.f) Receives, or in the past six (6) months has received, or is a member of a family that is receiving or in the past six (6) months has received, assistance through Social Security Income (SSI) and Social Security Disability Income (SSDI) Customer Data Values: 1 = SSI 2 = SSDI, does not make a customer automatically 70%LLSL or LLS 3 = Both SSI and SSDI 4 = SSI and Ticket Holder 5 = SSDI and Ticket Holder. SSDI does not make a customer automatically 70%LLSIL or LLS 6 = Both SSI and SSDI and A Ticket Holder 0 = No</p>	<p>Public Assistance - Window: Customer Detail Tab: Prgms/PA Section: Current Public Assistance Field: Specific Public Assistance Program with Registration date and Termination date, if applicable + Comment</p>	Do Comments indicate APoS at the time of enrollment?
	A S S I S T A N C E	<p>TANF, SNAP, GA, RCA Data Value: 1</p> <p>L.e) Receives, or in the past six (6) months has received, or is a member of a family that is receiving or in the past six (6) months has received, assistance through Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program (SNAP), General Assistance (GA), or Refugee Cash Assistance (RCA) Customer Data Values: 1 = Yes 0 = No</p>		
	I N C O M E	<p>Other Local, State, and Federal Income Based Programs</p> <p>L.g) Receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through local or state income-based program.</p> <p><i>Local income-based public assistance programs may be used to determine whether someone is low-income. Local Workforce Development Boards (LWDBs) must include these local income-based public assistance programs in their local Adult Priority of Service policy.</i></p>		

Adult Priority of Service (APoS) Metric =

Positive for the metric (numerator): Adult Program customers who are APoS populations before the time of enrollment and who received individualized and/or training services before exiting from the program within the four rolling reporting quarters

Included in the metric (denominator): All exited Adult Program customers who received individualized and/or training service and exited in the four rolling reporting quarters