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| StateSeal.JPG | **RFP-23-74560 – Employment and Training Services**  **Attachment F – Technical Proposal Template** | |
| **Respondent:** | | Arbor E&T, LLC dba Equus Workforce Solutions |
| **Instructions:**  Request for Proposal (RFP) 23-74560 is a solicitation by the State of Indiana in which organizations are invited to compete for a contract amongst other respondents in a formal evaluation process. Please be aware that the evaluation of your organization’s proposal will be completed by a team of State of Indiana employees and your organization’s score will be reflective of that evaluation. The evaluation of a proposal can only be based upon the information provided by the Respondent in its proposal submission. Therefore, a competitive proposal will thoroughly answer the questions listed. The Respondent is expected to provide the complete details of its proposed operations, processes, and staffing for the Scope of Work detailed in the RFP document and supplemental attachments.  Please review the requirements in **Attachment K** – Scope of Work (SoW), carefully. Please describe your relevant experience and explain how you propose to perform the work. For all areas in which subcontractors will be performing a portion of the work, clearly describe their roles and responsibilities, related qualifications and experience, and how you will maintain oversight of the subcontractors’ activities.  **A completed Technical Proposal is a requirement for proposal submission. Failure to complete and submit this form may impact your proposal’s responsiveness.** Please keep responses limited to 250 pages. Diagrams, certificates, graphics, and other exhibits should be referenced within the relevant answer field and included as legible attachments.  Please ensure no pricing information is included in this document. All pricing information is to be included in **Attachment D** – Cost Proposal or the noted supplements only. | | |

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| **1** | **General Requirements and Definitions**  Please respond to each question detailed below:   * List any additional terms and definitions used by your company or industry that you would like the State to consider incorporating in the contract. The State will not accept terms and definitions introduced after award during contract finalization and implementation.   N/A   * Confirm you have carefully reviewed all requirements listed in RFP Section 1.4 and the **Attachment K** Scope of Work.   All requirements listed in RFP Section 1.4 and the Scope of Work have been reviewed. |
| **2** | **SoW Sections 3 and 4 – Program Overview and Minimum Qualifications to Bid**  Please provide an overview of your proposal and describe how you currently meet or exceed the requirements in SoW Sections 3 and 4 including, but not limited to, the specific elements highlighted below:   * Please provide an executive summary of your proposed approach to execute all detailed requirements and expectations described in the Scope of Work. * Please describe how you meet the minimum qualifications for experience providing case management services for employment and training or related programs, including any experience specific to the provision of employment and training services for SNAP and TANF recipients. Please detail your preferred evidence-based Case Management approach and how you executed on that approach in your previous experiences with State agencies, including the Client outcomes driven by your approach. Please describe the anticipated Client program outcomes on this project based upon your approach and experience. * Please describe your previous experience providing employment and training Case Management services of similar size and scope to other government entities. * Please describe how your company has sufficient personnel and program capacity to perform the required services requested by the State. * Please demonstrate your understanding of the IMPACT program goals and describe how your proposal will meet or exceed all program goals outlined in the Scope of Work. * Please describe how you adhere to each of the Minimum Qualifications to bid.   The cost of poverty has far-reaching implications, affecting not just individuals and families, but the wider community. In 2021, an estimated 12.1% of individuals in Indiana were living in poverty, and this number is projected to continue to grow with the population. Families are facing challenges to make ends meet, as evidenced by the average number of families receiving TANF in 2022 at 3,933 and with 611,203 families relying on SNAP for food security (*Source: STATS Indiana).* The necessity of a highly visible, innovative, and results driven workforce services solution is critical given the economic impact of current skill and labor shortages.  There is a critical need to bridge the gap between job seekers and employers, especially in under-reached areas where access to resources can be severely limited. Equus is committed to bridging the gap through training and educational opportunities to help individuals acquire the skills and knowledge to fill local job vacancies. Education and training help create a pool of qualified labor for local employers to access. Connecting individuals with local employers can be achieved through a robust outreach strategy that includes job fairs, employer meet-and-greets, and networking events.  Support services are imperative to assist individuals with overcoming barriers to employment. We have an in-depth understanding that support with barriers such as transportation assistance, childcare services, and financial counseling are mainstays of our programs because these obstacles are the lived experiences of our customers.  Assisting individuals in achieving economic independence is our core business. In partnership with FSSA, subcontractors, community-based organizations, and workforce system partners, Equus is committed to increasing engagement for SNAP E&T participants by 40% and increasing engagement in TANF work activities to bring the work participation rate above the national average for TANF recipients. FY21 United States average for All-Families Work Participation Rate was 33.6%, with Indiana’s rate at 12.6%.[[1]](#footnote-2)  This section provides a program overview and describes how we meet the responsibilities and requirements outlined in the Scope of Work (Attachment K).  **To meet the needs of IMPACT participants we:**   * Provide exceptional customer experience to customers and stakeholders * Expand access to community resources and supportive services to help resolve barriers to employment and retention * Develop individualized self-sufficiency plans * Establish new partnerships to expand employment and training services * Strategically connect participants to employment and apprenticeship opportunities that lead to self-sufficiency   An evidence-based case management approach helps participants achieve self-sufficiency by overcoming barriers, obtaining long-term employment in a growing industry, and earning a sustaining wage with opportunities for advancement. We approach each participant individually and holistically, addressing barriers to employment to allow the participant to succeed. We have found that providing strength-based mentorship and regular check-ins with participants help to build rapport, enhance the participant’s self-esteem, encourage participation, and improve outcomes leading to long-term success.  **Legacy in Action**, our customer experience training program, drives expectations on our approach to serving internal and external customers. Exceptional customer experience is created by:   * Establishing a positive attitude and belief in the potential for enhancing both the present and the future for those we serve * Understanding what customers want and need in order to deliver a robust and diverse array of service options that assist people in living their best life * Striving constantly to make memorable moments out of sometimes very mundane tasks * Incorporating the voice of the customer through customer centered design approaches into program structure and processes to improve the overall customer experience   **To meet program requirements, in partnership with FSSA, we:**   * Bring technical expertise to ensure high-quality, compliant service delivery * Employ subject matter experts and key personnel with an in-depth knowledge of IMPACT policies * Submit deliverables in a timely and accurate manner   Exceptional technical service delivery is paramount to ensure that all program services are compliant with the latest policies and program outcomes. Building on more than 20 years of collaboration with the FSSA and delivering successful outcomes as an IMPACT service provider, our deep understanding of FSSA program policies and operating procedures support our ability to provide excellent performance and program compliance.  **Qualifications and Client Outcomes**  As a leading comprehensive workforce development provider, Equus currently provides TANF and SNAP employment and training services in 41 projects representing 18 states and 181 locations in partnership with state and local funders. Of those projects, 18 serve primarily public assistance recipients and the remainder are integrated with our career center services and at-risk youth programs. Combined these projects serve an average of 75,401 individuals per month.   |  |  |  |  | | --- | --- | --- | --- | | **State** | **Program** | **Number Served (Monthly Average)** | **Key Contract Outcomes and Current Contract Year Performance as of March 2023** | | Arizona | TANF | 800 | Met contract metrics including all-family and two-family work participation rate, meeting quality metrics | | California | TANF | 3,200 | Met 88.9% of contract metrics in Orange County for case management and placement services (8/9 metrics); Met 100% of contract placement metrics in San Diego for orientation and case management services | | Missouri | TANF | 464 | Met 100% of contract metrics for engagement | | Nebraska | TANF | 2,700 | Met 100% of contract metrics for accuracy | | New York | TANF | 2,800 | Met 85.71% of the contract metrics for placement, retention, and wellness (6/7 metrics) | | Wisconsin | TANF SNAP | 1,378 | Met 100% of metrics for WPR and Performance Claims |   Equus’ comprehensive experience as a workforce development provider encompasses a range of services, including robust outreach strategies to populations that are historically under-reached. We are acutely aware of the unique needs of urban, suburban, and rural populations, and provide the experience and expertise required for successful and effective outreach to these populations. Specifically, our experience serving rural populations offers a valuable benefit to the State of Indiana.  As a Registered Apprenticeship Industry Intermediary, under contract with the U.S. Department of Labor, we have helped 1,681 individuals obtain employment and training through Registered Apprenticeship in non-traditional occupations with 83% of the individuals coming from underrepresented populations.  In **Indiana**, we have been assisting Hoosiers to achieve economic independence since 1996. In that time, we have helped thousands of individuals connect to employment leading to economic self-sufficiency through Temporary Assistance for Needy Families (TANF), Supplemental Nutrition Assistance Program Employment and Training (SNAP E&T) and Workforce Innovation and Opportunity Act (WIOA) services in Indiana.  As a trusted partner with FSSA’s Division of Family Resources (DFR) team, we delivered IMPACT services at the county-level from 1996-2006 and transitioned to the statewide IMPACT provider from 2006-2017. Our service delivery approach allowed us to build relationships with our customers and provide support for program participation resulting in meeting or exceeding the federal requirement for the TANF All-Family Participation Rate annually (2009-2017). From 2012-2017, we completed more than 60,000 Orientations, Assessments, and individualized Self-Sufficiency Plans (SSP’s) and verified employment for **49,496** IMPACT program participants.  Our partnership with Koehler’s dedicated team helps increase the number of individuals who engage in IMPACT services, expand access to community resources, and ultimately help a higher number of individuals achieve economic independence particularly in under-reached areas.  This unique experience allows us to effectively leverage workforce system resources into our service delivery model to assist job seekers move towards self-sufficiency. As an organization, Equus draws on 50 years of experience helping low-income and vulnerable individuals achieve self-sufficiency through employment and training, we bring an evidence-based service delivery model to drive successful outcomes in the communities we serve. No other provider brings the depth and breadth of experience, diversity of operations, and adaptability of Equus necessary to successfully execute the scope of work outlined in Attachment K.  **Additional detailed information about our qualifications and experience with state agencies can be found in the Business Proposal in sections 2.3.13 and 2.3.14.**  Aligned with the goals of the IMPACT employment and training services program, we change lives by providing quality employment and training services designed to provide program recipients the skills and resources needed to obtain and retain full-time, employment with opportunities for advancement in the workplace, while eliminating the need for public assistance. Below are examples from our customer experience in southeast Wisconsin. Our customer’s Journey to Success:   * Abrilya, 26 years old, enrolled in SNAP E&T. She needed assistance with gas cards to participate in an apprenticeship program offered by WRTP/Big Step, a SNAP E&T TPP. Our Case Manager provided gas cards and assigned activities in The Academy. Abrilya actively participated in her assigned activities and communicated with her Case Manager on a regular basis. She enthusiastically attended classes for Trans Road Building, studied the course material diligently, and graduated from the program. She continued to work closely with her Case Manager and WRTP/Big Step on applying for full-time apprenticeships and obtained an apprenticeship opportunity as a Laborer with Mattox Plumbing, working/training 40 hours per week and earning $20.00 an hour. She worked with her Case Manager to provide continued assistance for transportation. Abrilya stated, “**I am so grateful and thankful for this program. This is what I have always wanted to do, and I know that I could not have done it without you guys**.” * Allen came to our office with hopes of finding full-time employment in a warehouse. At his initial appointment, he stated he had barriers that were preventing him from finding employment. He was experiencing homelessness and was struggling with not having enough funds for gas to travel to interviews. Allen was given the proper resources for shelter and gas cards to attend interviews. The Case Manager scheduled Allen to attend the career accelerate workshop for 5 days. At the career accelerate workshop he obtained skills in developing and practicing interview skills, mastering applications, and updating his resume. The Case Manager assisted with job searching and provided him with job leads which included many available jobs in the area and informed him of job fairs. He then applied to Kleen Test Products and received a job offer. He is now currently working as a full-time production supervisor making $25.00 an hour. The Case Manager provided Allen with work clothing that was needed for work which included a long sleeve shirt, work pants, work belt, and running shoes. Allen continued to need help with transportation and was provided bi-weekly gas cards for work. He looks forward to being able to take control of his life financially. Allen is very grateful and happy that he took the time to participate in the program for the help he needed.   **Employment and Training Services Program Overview**  As demonstrated in our customer journey’s above, our strength-based, person-centered case management approach helps participants achieve self-sufficiency by overcoming barriers, obtaining long-term employment in a growing industry, and earning a sustaining wage with opportunities for advancement. We approach each participant individually and holistically, addressing barriers to employment to allow the participant to succeed. We have found that providing strengths-based mentorship and regular check-ins with participants help to build rapport, enhance the participant’s self-esteem, encourage participation, and improve outcomes leading to long-term success.  We gather information from the participants through interviews and assessments to help identify the types of activities and employment that are best suited based on their current situation. We collaborate and provide guidance to participants as we establish goals for the individual Self-Sufficiency Plan (SSP) to overcome barriers to employment and to take the next step in achieving economic self-sufficiency. We celebrate incremental achievements, which serves as a significant motivator and engagement tool for participants. The graphic on the following page depicts a high-level overview of the customer flow.  To expand access and engage a higher number of individuals, Equus provides multiple avenues for participants to engage in the IMPACT program. Our staff offer a full range of allowable activities utilizing approved tools and technology to reach under-reached individuals. Our service delivery model includes:  In-person services to be offered at the local IMPACT offices throughout the state. In-person services are expanded to access points in the community as approved by the State.  Virtual case management services are be offered, utilizing the State’s secure video system to maximize accessibility, service efficiency, and provide more comprehensive services in under-reached areas. Our virtual service delivery plan is submitted to the State for review and approval during transition.  Participants have access to 24/7 on demand learning and a virtual repository that has thousands of LinkedIn Learning courses to help gain new or enhance existing knowledge and skills. There are courses in areas including but not limited to: customer service • time management • business etiquette • leadership • supervising staff • project management • writing skills • job search • interviewing skills • salary negotiation • conflict management • and many more!  Participants can opt-in to utilize the **MobileUp App** to access information about IMPACT program services and including, but not limited to: Apprenticeship and Employment Opportunities, Community Resources and Community Resource Fairs, Hiring Events, and Upcoming Workshops and Training. Participants can also use the app to schedule appointments and chat with their Case Manager.  Providing access serves as the starting point for service delivery. To increase engagement in IMPACT activities, our team builds a positive rapport from day one. We build relationships by establishing trust and by offering solutions that help each individual overcome barriers to employment.  Our staff offer a full range of allowable activities utilizing tools and technology and in partnership with community-based organizations, educational institutions, employers, and third-party partners. We provide wraparound services to participants in accordance with policy and provide referrals to resources in the community to expand capacity. Case Managers maintain confidentiality, provide support and guidance, monitor participation, and record progress from day one following the policies and procedures outlined in the IMPACT Policies and Procedures Manual.   | **Detailed Customer Flow Process** | | | | --- | --- | --- | | **Case Management** | **Description** | **Activities** | | Orientation/  Initial Appointment | Provides a customized overview by program to include the benefits of participation, allowable exemptions, right to a fair hearing, supportive services, time limits, and requirements of the program to include the penalties for TANF non-participation. | 100% of referred participants are scheduled and receive notification of the appointment. Orientation to be completed within 10 days of the receipt of referral. | | Comprehensive Assessments | Assessment tools to help identify barriers to employment and career interests (example: IMPACT self-sufficiency Assessment, Career Interest Assessment, Skills Matching, Assessment, etc.) | Initial barrier and employability assessments to be completed within 10 days of receipt of referral. | | Individual Self-Sufficiency Plan | The SSP, informed by assessment outcomes, is developed with the participant to document reasonable, achievable and measure goals that lead to employment and self-sufficiency. | Individualized based on assessments and employment goals. Progress documented in the IMPACT system of record. The SSP is updated no less than every 90 days. Participants are assigned to engage in an allowable activity or component within 10 days of the receipt of referral. | | Supportive Services | Allowable participant supports to help remove barriers to employment such as transportation and childcare. | Each participant is informed of allowable support and receive assistance in a timely manner. Equus provides and track supportive service expenditures according to policy outlined in the IMPACT Policies and Procedures Manual | | Participation in Allowable Activities | Employment, training, and educational activities are designed to help the participant move towards economic self-sufficiency. The list of activities and descriptions is included on page 41. | Case Managers work in collaboration with each participant to develop an individualized SSP which includes agreed upon assignment to allowable activities. The activity assignments are monitored by the Case Manager and supportive services are provided when needed to help participants meet work requirements and achieve employment goals | | Job Placement | Employment for an average of 30 hours or more per week at an Indiana living wage (target $18.42 per hour) | Setting the goal of economic independence begins during Orientation. Business Solutions Consultants establish and maintain relationships with hiring employers to provide a broad range of opportunities to participants that align with individual career interests and skills. Case Managers provide support and guidance to help participants gain and retain employment. Employment opportunities are shared during individual meetings, via the MobileUp app, and through hiring events. | | Job Retention | Retention of employment for an average of 30 hours or more per week | Case Managers provide retention support to support, individual mentoring; job coaching; job shadowing; Supportive Services; linking participants with income supports; referrals for mental health and/or substance abuse counseling, phone calls to participants and/or employers; employer visits; performance incentives; peer support; and Case Management services. | | Career Advancement | Employment for an average of 30 hours or more per week with progressive pay increases (Registered Apprenticeship) and/or employment leading to advancement within the organization | Case Managers provide information and coaching to encourage employment with organizations offering Registered Apprenticeship and/or on-the-job training which leads to advancement in the organization | | Exemptions/Good Cause | Participants who are physically or mentally unfit for employment, care for a child under age 6 or an person who is incapacitated, are already employed 30 hours or more per week or earning weekly wages at least equal to the federal minimum wage multiplied by 30 hours, are regularly participating in a drug addiction or alcoholic treatment and rehabilitation program, are residing in a domestic violence shelter, are already participating in certain work programs or complying with certain work requirements, or are students in school half-time or more. | Equus notifies the eligibility worker within 2 days if the participant discloses circumstances that should be considered for an exemption or good cause. | | Disenrollment | Disenrollment can occur when a participant is not actively engaged in E&T activities or is considered non-compliant. | Equus works to continuously engage individuals in program activities. If a participant elects not to engage or follow through, Equus exits the participant from the program within 10 days of non-compliance and sends notification to the participant. | | Sanctions (TANF only) | Recipients who fail to comply with the Self-Sufficiency Plan, without good cause, are subject to sanction. | Case Managers make every effort to help participants avoid a sanction. If a participant elects not to participate, Case Managers provide documentation of non-compliance to the State to initiate the sanction process. Case Managers follow the policy to document good cause and/or program exemption and document all activities in the IMPACT system. |   The first step in Case Management is to provide individuals with resources they need to engage in work activities, enter into employment and retain employment. We work collaboratively with our funding partners, subcontractors, employer partners, community-based organizations, and stakeholders to identify and implement quality services to address a broad range of barriers that may inhibit participants from seeking and maintaining employment.  To further engage community partners to increase engagement and participation, the Koehler team works with our Business Solutions Manager to develop the following resources:   * A “menu of services” flyer that can be shared at locations throughout the state * An introductory eLearning video for community partners to learn about the IMPACT services available and how to refer a client to the IMPACT program * A simple online screening and referral tool to use on a mobile phone, tablet or computer, which predicts potential eligibility for IMPACT services and sends a notification to an IMPACT case manager   Thousands of organizations across the state of Indiana serve IMPACT eligible individuals and would be natural partners to promote access to IMPACT services. Potential partners include, but not be limited to the following: Food pantries and food banks, Community health departments and community centers, Faith-based organizations, Township Trustees, Local Child Support agencies, Minority serving organizations, and other community organizations. The Koehler team is currently working with many of these organizations in central Indiana and around the state and engage organizations at the level that fits each agencies’ organizational capacity, facility and population served beginning September 1, 2023. This partnership expands access by identifying organizations who can provide supportive services and resources, can serve as a SNAP E&T Third-party partner, can provide space for IMPACT appointments, and/or can provide a resource area for participants to complete resume development, job search and online training.  **Case Management Services**  Upon receipt of the referral, our staff reach out to each participant to provide information about what to expect during Orientation and provide the individual with an opportunity to discuss any barriers to attend the first appointment. Case Managers review initial intake assessment to identify barriers and share information about resources as they collaborate with the participant to develop the SSP. Participants are able to request supportive services and referrals to community resources by contacting their Case Manager via the Mobile App, phone call, or during a follow-up appointment.  Barriers are identified through the initial IMPACT Self-sufficiency Plan assessment and conversation during the development of the individual SSP. We help participants resolve these barriers by establishing vendor relationships to provide allowable supportive services such as clothing, High School Equivalency (HSE) testing fees, transportation (bus tokens, gas cards), and vehicle repair.  Case Managers are trained on available resources within the community and how to connect individuals to services to support their family as they work to meet the goals outlined in the SSP. Community resources include, but are not limited to:   |  |  |  | | --- | --- | --- | | * Adult Education * Child Care Development Funds (Childcare) | * Department of Child Services (DCS) * English Language Services | * Township Trustees (emergency cash assistance) | | * Community Action Agencies (Energy Assistance) | * Food Banks, Food Pantries, and Soup Kitchen | * Purdue University’s Emergency Food Resource | | * Community Centers | * Healthcare Navigators | * Domestic Violence Programs | | * County Health Departments and Community Health Centers (healthcare and immunizations) | * Next Level Connections (broadband) | * Prosperity Indiana (Housing, homelessness, and community development organizations | | * Domestic Violence Programs | * HSE Testing | * Vocational Rehabilitation | | * First Step Early Intervention Program | * Indiana 211 | * Women, Infants, and Children (WIC) * WorkOne Centers | | * Food banks, Food Pantries and Soup Kitchens | * Healthy Families Program |  |   Additional relationships to address gaps in resources are developed through SNAP E&T Third Party partnerships and through our subcontract with Koehler Partners, Inc.  While employment and economic independence are the goals for each IMPACT participant, some individuals may need employment and training services to gain the skills necessary for long-term success. Career interest and skills assessments are completed to guide the development of the SSP and assignment of allowable employment readiness and training activities.  Career Pathways Explorer is a 90 second, visual personality assessment that asks job seekers to go through a series of images and captions and choose “Me” or “Not Me”. This assessment is based on proven, scientific personality assessments and measures 56 individual personality traits which build into 7 personality types. Once a job seeker completes the assessment, a personal profile is generated that gives them a full report of their personality including dominant personality types and traits as well as their best work environments. Job seekers are able to see how they match to careers based on their unique personality. The tool ties into the U.S. Department of Labor to show individuals how they match to over 1,100 careers. The careers are sorted by how well they match each job seeker and are searchable by keyword and education requirements. Each career is presented with a robust profile that allows job seekers to explore average salary, projected growth, and which personality traits are represented in those who find the most success in that particular career.    Case Managers discuss the results with the career seeker to help identify goals for employment and next steps for skills training and/or vocational training. Results and comprehensive yet concise. We find that participants enjoy seeing the results and learning how their personality traits serve as strengths in industries and occupations that they may not have previously considered.  A screenshot of a social media post  Description automatically generated  “In Indiana, over 460,000 individuals, ages 18-64, do not have a high school diploma or high school equivalency. While this statistic outlines the total number of individuals without a high school diploma are located in metropolitan cities, such as Indianapolis, Gary, and Fort Wayne, it is often the case that the percentage of individuals without a high school diploma is much higher in rural communities. For instance, in Daviess County, over 25% of Hoosiers do not hold a high school diploma.” (Source: Indiana’s PY2022-2023 WIOA Combined State Plan).  Participants often find that a High School Diploma (HSD) or High School Equivalency (HSE) is needed to meet the qualifications for a high-wage or dream job. Individuals without an HSD/HSE often struggled in a classroom setting. **GED Academy™** was developed in partnership with **Essential Education**, the premier publisher of adult learning materials. GED Academy™ is an online, stand-alone, self-paced, and fully customizable preparation program consisting of 600 interactive lessons for ABE instruction and GED/HSE tests. Participants can engage in the course content interactively. Core subject content areas of math, science, social studies, language arts, writing and computer skills are presented in engaging, relevant, and motivating learning experiences. Participants draw faster connections to the information and retain more of what they learn. As participants work through the recommended lessons, the GED Academy advances the student through content designed for progressively higher National Reporting System functional levels through grade 12. Learning is accelerated through the use of diagnostic assessments which result in the tailoring of personalized lesson plans to the student’s knowledge level. Participants become familiar with how to answer interactive questions which are randomized so students can retake the test. Practice is timed just like the real GED test and using the same weighting to score results. Since GED practice tests are also available in Spanish, instructors are able to accurately assess the readiness of students who take the GED test in Spanish. Case Managers have complete visibility of each individual’s progress to document progress and manage course assignments.  Participants who prefer classroom training or have limited access to an online platform are referred to an Adult Education program. We provide supportive services to cover the cost of the HSE test once an individual has demonstrated readiness on their pre-test scores.  Employers frequently report the importance of essential skills in the work environment. We help participants improve essential skills by providing training utilizing our proprietary curriculum, Career Accelerate, and through our partnership with Essential Education and LinkedIn Learning.    Career Accelerate is Equus’ evidence-informed, employment-focused adult work readiness curriculum that teaches the workplace skills required by employers. Our robust curriculum, which can be taken in whole or part as needed, assists each job seeker in developing customized strategies for finding employment based on their skills. The content contains over 20 two-hour workshops with more than 40 hours of job readiness material total. It is a “living” curriculum and is continuously being updated to stay relevant to the needs of today’s job seekers. Facilitators offer interactive workshops at the IMPACT offices and host virtual sessions to provide more comprehensive services in under-reached areas. Workshop series topics include:    Career Accelerate is a dynamic, innovative program, designed by an in-house curriculum designer and certified Google Classroom Teacher and Trainer. Career Accelerate moves seamlessly through the essential components of employment success: Preparing for a Successful Job Search, Resume Writing, Application Completion, Successful Interviewing, and Job Retention Support. Infused throughout the curriculum are activities that reinforce critical thinking skills, self-discovery, and a renewed belief in one’s own abilities.  In January 2022, we released in our Justice-Impacted Curriculum, a part of Career Accelerate. Our Career Accelerate, Justice-Impacted Curriculum Model is meant to be part of a dynamic support system for justice-impacted job seekers. Whether your project exclusively serves returning citizens, or you support participants through reentry from time to time, this curriculum model is designed to give your participants the knowledge and resources to build a successful life. The curriculum model consists of two main components: A service delivery flow, which includes access to robust community resources and services, and the justice-impacted content itself. Without these two components working in conjunction, neither piece of the model function at full capacity. Once you have identified resources and support in your community, our Career Accelerate Justice-Impacted Curriculum provides the knowledge needed for participants to develop their career pathway and lifestyle goals. The curriculum has a three-pronged wrap-around content approach to support your participants:   * Job Readiness and Job Retention * Social Emotional Learning * Generalized Support Templates   These three content areas work together to provide an important depth of knowledge to your participants. Intertwining individualized experiences along with the curriculum content ensures that your participants are ready for their next steps. All of these curriculum materials are designed to work interchangeably with our Career Accelerate proprietary content.  **Essentials Education is designed to help individuals take steps towards a brighter future.** The Academy is a web-based collection of online preparation and learning tools that offers our jobseekers a self-paced virtual learning experience while tapping into a course library with thousands of courses related to job readiness, vocational skills, motivational, adult education and more. In addition, The Academy offers preparation for the GED/HiSET/TASC high school equivalency exams, CASAS/TABE adult basic education exams, a financial and computer literacy program and work essentials geared towards job seekers entering or re-entering the workforce for the first time. The Academy was developed in response to the need to offer personalized skills training and remedial education in an easy-to-use format accessible from any internet-connected device. Our robust library of coursework and learning resources are the result of our partnerships with LinkedIn and Essential Education, both pioneers in the field of learning with a long history of innovation. The Academy also provides participants with external links to resources such as the O’NET and Alison entrepreneurship skills.  **LinkedIn Learning** includes a library of 13,000+ courses taught by industry experts. Content is available in English, Spanish, German, French, Japanese, Mandarin, and Portuguese. Designed to meet learner’s where they are by offering in-depth and bite-sized courses. Courses can be viewed anytime on any device, online or off. LinkedIn Learning drives engagement through a learning experience that’s personalized and social. Case Managers can assign courses based on skills gaps, needs and interests to help participants take their Calculator with solid fillnext step in reaching their employment goal.  Managing finances can be difficult as participants move from public assistance to earning a paycheck. Financial literacy training can help participants during this transition. We provide financial literacy training utilizing our partnerships with Money Essentials and MoneySkill.  **Money Essentials** is a four-unit course positioned for the HSE candidate as well as adults who have their high school diploma but may not have the tools for successful money management. Course modules include:  **MoneySkill** is one of the first personal finance courses available online with an offering of 37 modules from planning to retirement. The content aligns with the K-12 financial literacy training and is available in both English and Spanish. Additional information can be found on the flyer beginning on page 99.  Equus is committed to using innovative tools and technologies to increase service levels through effective case management. Our Case Managers are provided access to a suite of tools with a host of options to help guide the development of the participant’s Self-Sufficiency plan. These tools are designed to help participants gain the skills they need to achieve long-term success in the workforce.    Job skills training and vocational training help IMPACT participants obtain employment at a livable wage; combined with soft skills, the training can provide high wage and career advancement opportunities. Our Business Solutions team cultivate and maintain a network of educational partners to provide life skills training, job skills training, vocational training, and post-secondary training. Partners include, but are not limited to:   * Ivy Tech: Ivy Tech offers more than 70 certification programs in high-demand occupations and is used as a resource, as applicable within policy, to provide vocational skills training to qualified individuals * WorkOne: Connecting participants to training through Next Level Jobs. Next Level Jobs provides training for individuals with an HSD/HSE in high demand occupations in industries such as Manufacturing, Building & Construction, Health & Life Sciences, IT & Business Services, and Transportation & Logistics. * WorkOne: Co-enrollment in WIOA to enroll in job skills training and vocational training through Individual Training Accounts (ITA’s)   **“In Indiana, a majority of jobs (58%) require skills training beyond a high school, but not a four-year degree.” (Source: National Skills Coalition).**  Individuals seeking to continue education through college receive assistance in completing applications for a Pell Grant and the 21st Century Scholars program.  Additional skills can also be obtained through work-based learning. Registered Apprenticeship Programs (RAPs) provide an earn while you learn model that allows participants to earn a wage while receiving related instruction and on-the-job training to gain the required skills and competencies for the occupation.  As an Industry Intermediary for Registered Apprenticeship Programs (RAPs), we provide technical assistance to help employers develop and expand RAPs. Under our contract with the U.S. Department of Labor, we have established formal relationships with several national, regional, and local employers who have apprenticeship opportunities in high-demand occupations leading to progressive pay increases and credential attainment. We engage these employers to provide employment, training, and career advancement opportunities for IMPACT participants.  As the local WIOA service provider for Eastern Indiana Works, our team has established relationships with local employers who are engaged with the workforce system. Our Business Solutions team establish a relationship with the employers to expand opportunities for IMPACT participants.  Current partners representing a wide range of industries include, but are not limited to:   |  |  |  | | --- | --- | --- | | **Registered Apprenticeship Partners** | | | | **Employer** | **Registered Apprenticeship Program(s)** | **Additional Information** | | CVS | Pharmacy Technician | Starting wage varies, career advancement opportunities | | Lifepoint Health | Culinary, Environmental Services Technician, Nurse Assistant, Nurse Aide, Registered Nurse Resident | Starting wage varies, career advancement opportunities | | Tremco, Inc. (WTI) | Roofing Program | Starting wages: $21-$30 per hour, career advancement opportunities | | **Employer Partners (Examples)** | | | | Acadia Healthcare | Bayada Home Health | BrightSpring Health Services | | Anthem | PharMerica | People Ready (various occupations) | | CVS | Lowe’s | Milestone Contractors | | Honeywell | Trucking (multiple) | Manufacturing & Distribution (multiple) | | TJX Companies | Eaton EMT’s | Customer Service & Hospitality (various) |   Employers need qualified, skilled workers and participants need living wage employment and Equus is uniquely positioned to connect individuals to employment and training opportunities that lead to economic self-sufficiency.  Our Business Solutions team develop relationships with employers who offer opportunities aligned with the skills and interests of IMPACT participants. We connect participants to employer opportunities by:   * Sharing information about job openings with employers offering apprenticeship and career advancement   + Opportunities highlighted during Orientation   + Opportunities discussed during individual appointments   + Employer spotlights on the MobileUp app * Scheduling one-on-one interviews (face-to-face or virtual)   + Aligned with specific skills and interests * Hosting hiring events   + Industry-specific, multi-employer   + Registered Apprenticeship employers   + High-volume employer with multiple openings * Encouraging participants to register in Indiana Career Connect to expand job search * Connecting participants to Work Experience opportunities to gain skills   Expanding resources in the community provide more opportunities for participants to overcome barriers and receive services that lead to success. One way to expand services is to develop a robust network of SNAP E&T Third-party Partners (TPPs).  Diagram  Description automatically generatedSNAP E&T TPP’s help to expand capacity and maximize efficiencies within the workforce system. **As a SNAP E&T TPP Intermediary**, we have experience developing and managing TPP programs under the 50/50 reimbursement model. Equus began providing intermediary services in 2014, starting in Southeast Wisconsin. We successfully collaborate with Workforce System partners to increase enrollments, increase participation, and improve outcomes for SNAP E&T participants. Our Business Solutions team members identify potential TPPs based on 50/50 program guidelines.  We submit viable TPP requests to FSSA for approval. Once approved, we conduct a site visit, complete an onboarding training session, and establish a formal partnership with the agency to enhance program services for SNAP E&T participants. The onboarding orientation provides detailed information about allowable activities and allowable reimbursements. Our Business Solutions team maintain regular contact with the TPP agency to monitor the progress of SNAP E&T participants in alignment with the SSP. We collect the required data and case notes for reimbursement and issue payment once E&T requirements are verified.  The intermediary model allows us to align workforce system resources and expand capacity to improve outcomes through co-enrollment, reverse referrals, and strategic partnerships. We have managed a total of over $3.5 million in funding since 2014 through our partnerships with Third-party partner agencies including Caritas, Boys and Girls Club, Milwaukee Community Service Corp, Wisconsin Regional Training Partnership/Big Step, YWCA, Persevere, and several other agencies. Activities supported by TPPs include Adult Basic Education (ABE)/English as a Second Language (ESL)/General Education Development (GED)/High School Equivalency Diploma (HSED), Apprenticeship Programs, and Vocational Training and Certification Programs. TPPs also expand access to Supportive Services to help SNAP E&T participants remove barriers to employment such as Driver’s License Recovery, Criminal Background Expungement, Legal Aid, and Transportation Resources.  In 2018, our National Director of Workforce Solutions, Michelle Day, completed the SNAP E&T Learning Academy hosted by the USDA FNS and Seattle Jobs Initiative. She serves as a subject matter expert (SME) and has implemented SNAP E&T Third-party Partner Intermediary programs in Tennessee, Virginia, and Wisconsin. Ms. Day provides training to support successful implementation of the SNAP E&T TPP program in Indiana.  **To achieve the scope of work in Attachment K, and as described above, Equus is proposing a staffing model that will ensure program requirements are met and that IMPACT engagement, participation, placement, and retention outcomes are improved.**  Our staffing model takes into consideration the current and projected number of TANF applicants, TANF recipients, SNAP Able-bodied Adults without Dependents (ABAWD’s), and SNAP E&T volunteers and it is designed to deliver high-quality services and to help customers achieve economic independence.  Below is a summary of our positions and the aligned key scope of responsibility. This team is supported by a Regional Director, a Regional Business Manager, a Regional Human Resources Manager, and our Service Delivery Team. The Organization Chart is included on page 57 and Job Descriptions are on page 77.   | **Position** | **Scope of Work** | | --- | --- | | Regional Director and Service Delivery Team (SDT) | * Project Management Tasks (SOW 6.2)   + Supports transition activities as outlined in the SOW and beginning on page 48   + SDT supports implementation for a minimum of 180 days * End of Contract Transition (SOW 12) | | Project Director | Serves as Key Personnel and has overall responsibility for all aspects outlined in the Scope of Work (SOW 9.2). Takes the lead on the following SOW requirements:   * Problem Notification & Case Management Issues and Escalation (SOW 6.1.2.4) * Project Management (SOW 6.1.7 and 6.2) * Submit SNAP E&T Plan by July 15th each year (SOW 6.1.7.3) * Provide Input for Budget and Finance (SOW 6.1.7.4) * Support Project Management tasks and deliverables (SOW 6.2) * Meeting and Touchpoint Requirements (SOW 6.3.2) * Security and Risk Mitigation (SOW section 7) * Service Levels and Pay for Performance (SOW section 11) | | Project Manager | Provides overall management of case management and local office functions (SOW 5.2). Supports Regional Supervisors and Case Managers in the duties outlined in each of their responsibilities listed below. Takes the lead on the following SOW requirements:   * Contractor Administrative Duties (SOW 6.3) * Security and Risk Mitigation (SOW Section 7) | | Regional Managers | * Support Case Manager training (SOW 5.1.2) * Direct management of Case Managers (SOW Section 5.2) * Assignment of Case Management (SOW 5.2.1) * Case Manager Performance Evaluations (SOW 5.2.3) * Employment and Training Services (SOW 6.1) * Case Management Staff Service Standards (SOW 6.1.2.3) * Approves Supportive Services (SOW 6.1.5) * Hearings and Appeals (SOW 6.1.7.6) |  |  |  | | --- | --- | | Quality Assurance Manager  and Performance Analysts | * Standard Operating Procedures and Work Instructions (SOW 6.1.7) * Quality Control and Program Integrity (SOW 6.1.7.2) * Hearings and Appeals – documentation (SOW 6.1.7.6) * Monitoring and Reporting (SOW 6.3.1) * Security and Risk Mitigation (SOW section 7) * Reporting and Data (SOW 8.2) * Support PA/PD with Billing, Audit, and Payment Points (SOW 10.1) * Audit (SOW 10.2) * Support Pay for Performance requirements (SOW 10.4) * Support Payment Point Bonus Incentive Structure (SOW 10.5) * Service Levels and Pay-for-Performance (SOW section 11) * Performance Metrics Validation with OV&V (SOW section 11.2) | | Project Accountant | * Support PD in Providing input for Budget and Finance (SOW 6.1.7.4) * Billing, Audit and Payment Point Claims (SOW 10.1) * Standard Fee Payments (SOW 10.3) * Performance for Performance (SOW 10.4) * Payment Point Bonus Incentive Structure (SOW 10.5) * Service Levels and Pay-for-Performance (SOW section 11) | | Accounting Specialist | * Responsible for vendor and subcontractor payments   + Supportive Services (SOW 6.1.5)   + Work Experience   + SNAP E&T TPP payments   + Job Skills/Vocational education | | Human Resources Manager | * Ensure compliance for recruiting, hiring, training, and onboarding (SOW 5.1) * Support performance evaluations and coaching (SOW 5.2.3, 6.1.2.3) * Support Project Staffing (SOW section 9) * Personnel Background Check Requirements & Standards (SOW 9.3) * Staff Continuity and Available Personnel (SOW 9.5) | | Business Solutions Manager and Business Solutions Consultants | * Supports Skills Development and Resources (SOW 6.1.4)   + Develops and maintains relationships with SNAP E&T TPP’s   + Develops and maintains relationships with workforce system partners   + Develops and maintains relationships with employers   + Develops and maintains relationships with work experience partners   + Develops and maintains relationships with community partners   + Develops and maintains relationships with educational institutions * Supports Job Placement and Work Activity (SOW 6.1.5) * Coordinate and host hiring events * Promote employment opportunities | | Case Managers | * Perform Case Management Functions (SOW 5.2.2) * Orientation and Initial Appointment (SOW 6.2) * Case Management Services (SOW 6.1.2) * Client Oversight and Evaluation (SOW 6.1.2.1) * Case Management Staff/Onsite Dress Code (SOW 6.1.2.2) * Assessments and SSPs (SOW 6.1.3) * Providing and Determining Eligibility for Supportive Services (SOW 6.1.5) | | Receptionists | * Perform Reception duties (SOW 6.1.8.1) | | Facilitators | * Facilitate Orientation Sessions (SOW 6.2) * Supports Skills Development (SOW 6.1.4) | | Project Trainer | * IMPACT staff training (SOW 5.1.2, 9.4) * Correspondence (SOW 6.1.7.5) | | Subcontractor | Scope of Work – See commitment letters in Attachment A | | Diversified Services Network, Inc. | * Recruitment of Case Managers to fill vacancies (SOW Section 5.1) | | Koehler Partners, Inc. | * Community Outreach, Engagement, and Referrals (SOW 6.1.4) | | Professional Management Enterprises, Inc. | * Recruitment of Business Solutions, Facilitators, Performance Analysts, and Receptionists | | RadCUBE | * Transition of existing Case Managers (SOW 5.1) * Electronic capture of Work Verification documents (SOW 10.2) |   IMPACT participants are encouraged to engage in employment and training activities and receive the support and guidance needed to achieve self-sufficiency. Together with our partners and subcontractors, we are proposing the following outcomes for IMPACT participants:   | **TANF** | | | | | --- | --- | --- | --- | | **Metric** | **Description** | **Projected Outcome** | **Example** | | Orientation/Initial Appointment | Eligible applicants are automatically referred to Orientation by the Eligibility Caseworker. | 100% Referred | 4,000 | | Orientation/Initial Appointment | Orientation appointment slots are available for all counties to ensure participants have the opportunity to attend within 10 business days. | 75% Completion | 3,000 | | TANF Applicant Job Search (AJS) | Evidence of six (6) contacts with employers and submission of three (3) applications or resumes within 60 days of the TANF application time frame. | 75% Completion | 2,250 | | Engagement in Allowable Work Activities | Documented and verified engagement in allowable activities as outlined in the IMPACT Policies and Procedures Manual. The list of activities and descriptions is included on page 41. | 75% Engaged | 1,688 | | Participation in Allowable Work Activities | Documented and verified participation in allowable activities as outlined in the IMPACT Policies and Procedures Manual. The list of activities and descriptions is included on page 41. | 75% Participating | 1,266 | | Employment | Documented and verified job placement a minimum average of 30 hours or more per week. | 90% Placement | 1,139 | | High Wage Employment | Documented and verified employment and minimum of thirty (30) day retention at a minimum average of 30 hours or more per week and at a wage that is 20% more than the average hourly rate of the current year with a minimum of $22.10 per hour or more. | 15% High Wage Employment | 171 | | Retention: 90 Days | Documented and verified job placement and retention with a minimum average of 30 hours or more per week for 90 days. | 65% Retention | 903 | | Retention: 180 Days | Documented and verified job placement and retention with a minimum average of 30 hours or more per week for 180 days. | 50% Retention | 695 | | Retention: 365 Days | Documented and verified job placement and retention with a minimum average of 30 hours or more per week for 365 days. | 40% Retention | 556 |  | **SNAP E&T** | | | | | --- | --- | --- | --- | | **Metric** | **Description** | **Projected Outcome** | **Example** | | Orientation/Initial Appointment | Eligible applicants are automatically referred to Orientation by the Eligibility Caseworker. | 100% Referred | 6,500 | | Orientation/Initial Appointment | Orientation appointment slots are available for all counties to ensure participants have the opportunity to attend within 10 business days. | 75% Completion | 4,875 | | Engagement in Allowable Work Components | Documented and verified engagement in allowable activities as outlined in the IMPACT Policies and Procedures Manual. The list of activities and descriptions is included on page 41. | 75% Engaged | 3,656 | | Employment | Documented and verified job placement a minimum average of 30 hours or more per week. | 90% Placement | 3,291 | | High Wage Employment | Documented and verified employment and minimum of thirty (30) day retention at a minimum average of 30 hours or more per week and at a wage that is 20% more than the average hourly rate of the current year with a minimum of $22.10 per hour or more. | 20% High Wage Attainment | 658 | | Retention: 90 Days | Documented and verified job placement and retention with a minimum average of 30 hours or more per week for 90 days. | 65% Retention | 2,139 | | Retention: 180 Days | Documented and verified job placement and retention with a minimum average of 30 hours or more per week for 180 days. | 50% Retention | 1,645 | |  |  |  |  | |
| **3** | **SoW Section 5 – General Project Requirements and Geographic Requirements**  Describe how you propose to execute SoW Section 5 in its entirety and in alignment with State laws and all other applicable Federal laws, updates, and guidance. Your response should include, but not be limited to, the specific elements highlighted below:   * Please detail your proposed service coverage area described in your proposal. If you are proposing to serve fewer than all ten State DFR Regions, explain how your proposed solution will meet all of the requirements outlined in this Scope of Work for the service area proposed and describe any advantages to DFR and to IMPACT program Clients through this proposed approach. * Explain your plan for recruiting and hiring qualified case managers according to Section 5.1. * Describe how you plan to provide Case Managers with comprehensive and competency-based training as described in Section 5.1.2. Please provide a draft plan and timeline for Case Manager training including any previous implementations of the proposed plan. * Describe how you will ensure that Case Managers abide by the responsibilities outlined in Section 5.2.2. * Explain how you will conduct Case Manager performance evaluations described in Section 5.2.3.   Equus is proposing to provide the full scope of Employment and Training Services for IMPACT participants in all 92 Indiana counties. We provide fully dedicated IMPACT staff Monday through Friday from 8:00 to 4:30 local time in the full-time offices listed below. Once every two weeks (or more often as agreed upon with FSSA), case managers travel to rural counties at least one day per week, depending on the caseload requirement.   | **FSSA Region** | **Full-time Offices by County** | **Iterant Services by County** | | --- | --- | --- | | 1 | Lake, Jasper | Porter, Benton, Newton | | 2 | St. Joseph, Fulton, LaPorte | Starke, Pulaski, Marshall, Elkhart, LaGrange | | 3 | Allen, Kosciusko | Adams, Dekaulb, Steuben, Noble, Huntington, Wells, Whitley | | 4 | Delaware, Grant, Howard, Madison | Blackford, Carroll, Miami, Miami, Randolph, Tipton, Wabash, White | | 5 | Marion South, Marion Central, Monroe, Johnson | Morgan | | 6 | Marion West, Putman, Vigo | Hendricks, Owen, Clay, Parke, Vermillion | | 7 | Spencer, Daviess, Knox, Vanderburgh | Sullivan, Greene, Crawford, Dubois, Gibson, Lawrence, Martin, Orange, Perry, Pike, Posey, Warrick | | 8 | Bartholomew, Clark, Floyd, Jackson, Ripley | Brown, Dearborn, Decator, Harrison, Jefferson, Jennings, Ohio, Scott, Switzerland, Washington | | 9 | Hamilton, Marion North, Tippecanoe | Boone, Clinton, Fountain, Montgomery, Warren | | 10 | Fayette, Marion East, Wayne | Franklin, Hancock, Henry, Rush, Shelby, Union |   **Case Manager Recruiting:** The partnership with RADcube allow Equus to retain the current Case Management staff on October 1, 2023. RADcube serves as the employer of record during the 90-day probation period. During this time, Equus establishes goals, provide training, and evaluate the performance of the current Case Managers. Equus serves as the functional supervisor and oversees Case Manager activities on a day-to-day basis. Equus initiates a performance improvement plan and/or corrective action for low-performing staff. Equus on boards Case Managers who are meeting performance expectations on day 91.  Our partner, DSN, provides ongoing recruiting support to fill Case Manager vacancies during the term of the contract under a direct hire model. DSN’s recruiting process begins by gathering and thoroughly analyzing the requirements for the position. Once potential candidates have been identified, the DSN recruiting team compare their stated skills and experience to the requirements identified in the analysis stage. The recruiting team checks the candidate’s years of experience with each skill; the level of skill that the candidate has with that skill, and how, when, and where the candidate achieved that level of skill. The vetting process begins once a potential candidate is identified. We utilize multiple screening steps to ensure that the candidate has the necessary skills on their resume and verify any certifications DSN’s screening mechanism is comprised of initial Pre-Screen Interview, Basic Screening, In-Person/Video Interview, and Technical Screening. DSN refers qualified candidates to Equus within seven (7) to ten (10) days from the notification of a vacancy.  Regional Managers conduct an interview with each of the referred candidates. When a candidate is being considered for employment, the Regional Managers reach out to the State to confirm that the individual is not on the “Not Eligible for Rehire” list prior to moving forward with a contingent job offer. Our Human Resources Manager conducts background checks to include criminal background checks (state and federal to include child abuse and neglect), identity checks, drug screening, I-9, E-Verify, driving records, and OIG/SAMS. We use Sterling, a third-party background screening company, to conduct drug testing and well the background checks on all employees before the start of their assignment.  **Staff Training:** Equus has structured learning plans for all team members customized to each role to ensure staff have the knowledge and skills necessary to meet or exceed outcomes. We customize the local training to include the requirements, policies, procedures and expected outcomes for IMPACT. We provide a calendar of staff training to be provided to FSSA by the 1st of each month.   | **Employee Training** | | | --- | --- | | New Employee Orientation | Vision and Common Purpose, Company Overview, IMPACT Overview, LEGACY standards, and Organizational Structure | | New Employee Training (at time of hire and annually) | Our Compliance and Ethics Program, HIPAA Privacy Awareness, Key Compliance Topics, Fraud Prevention, Sexual Harassment for Employees, LEGACY, Human Resources Training and Code of Conduct, Benefits and Payroll, Job Description and Annual Performance Goals; Critical Incident Reporting, Fire Safety, Human Trafficking, Workplace Safety, Workplace Violence, Cultural Diversity, and Customer Service. | | Customer Experience: Legacy in Action | Customer Experience Training: Team members learn that world class customer experience is created by developing an environment of hope and success, paired with individualized services to assist each customer in reaching their highest potential and living their best life. To do this, an apprentice must be able to identify and provide customized services – a tangible item – but, more importantly, focus on the ways in which they deliver these services/resources. They learn that these intangibles matter most. After satisfactory completion of the course, apprentices know the difference between just meeting expectations and making memorable and life-changing impacts on those we serve. | | Indiana IMPACT Training | Contract Training: Overview of performance measures, key performance indicators, deliverables, and customer flow.  Performance: Provides information on how to develop a Plan to Perform based on contractual requirement and how to set goals to meet performance.  FSSA/DFR IMPACT Training to include, but not limited to:  FSSA/DFR Service Standards  DFR Rules of Behavior  IMPACT Policies and Procedures  IMPACT System of Record  Case Manager Responsibilities  Case Notes and Data Entry  Information Resources Use Agreement (IRUA) and Security  Partners: Overview of community-based organizations and resources, educational partners, employer partners, faith-based organizations and resources, SNAP E&T Third-party partners, State agency partners, and workforce system partners. | | Enabling Technology (as applicable by position) | An overview on how to navigate internal office tools and systems such as: Benefits portal, Kronos, REACH employee portal, REACH Talent System, REACH LEGACY Nominations, Formstack, Electronic Signature, Microsoft TEAMS, SharePoint, Outlook, Quickbase, WebEx, WORCS, Ring Central, and LEGACY customer experience surveys. | | Overview of tools to develop work readiness skills of varied job seekers | An overview on how to navigate third-party tools such as: The Academy, Career Pathways Explorer, Essential Education, GED/HSE Academy, LinkedIn Learning, Money Essentials, MoneySKILLS, and MobileUp platform and identify opportunities to support program activities through a demonstrative approach on how to locate already developed collections and learning paths, develop new collections and learning paths, recommend learning and skill content and pull usage reports for participants and staff. |   We are dedicated to the development and retention of highly skilled staff. We provide role specific certification programs to help our team members expand their professional knowledge and to provide skills to ensure premier customer experience to our participants, stakeholders, and partners.   | **Equus Staff Certification Programs** | | | --- | --- | | **Programs** | **Components** | | Business Solutions Consultant Certification | Module 1 - Serving our Business Communities  Module 2 - Understanding Supply and Demand in Your Workforce Region  Module 3 - Business Engagement  Module 4 - Relationship Management | | Talent Development Specialist (Case Manager) Certification | Talent Delivery Model (Case Management Model), Triage and Informational/Empathy Interviewing, Trauma-Informed Care  Motivational Interviewing 1 and 2, Overview of Assessment Tools 1 and 2  Effective Case Management and Career Coaching, Supportive Services  Art of Employment Planning, Work-Based Learning, Developing an Individual Employment Plan (SSP), and Retention Services | | Resume Writing Certification | Resume Purpose and Planning, Resume Components, LinkedIn: Writing a Resume, Applicant Tracking System, Writing a Cover Letter and Cover Letter Tips, Supporting Justice-impacted Job Seekers, Resume Makeover, Video: Create, Review and Refine Your Resume, Resume Creation, and Assessment | | Diversity, Equity, & Inclusion (DEI) Ambassador Certification (ILT) | DEI 1.0 Overview and Belonging  DEI 2.0 Recognizing and Disengaging Unconscious Bias  DEI 3.0 Unlocking the Power of Psychological Safety  DEI 4.0 Applying Skills to the Real World | | Project Director Certification Program (PDCP) | The PDCP is designed to help new Project Directors learn the “how to” of being a leader. The program focuses on the following key areas: Change Management, Communication, Leadership, Financials, Property, Quality, Growth, People, Performance Management, and People. |   Ongoing professional development is a key driver of success for employee satisfaction and employee retention. Registered Apprenticeship Programs (RAPs) are proven to enhance skills, increase productivity, reduce turnover, and increase retention rates. As a RAP Sponsor, we operate our Workforce Development Professional apprenticeship program to provide team members the opportunity to earn a national industry-recognized credential from the U.S. Department of Labor. This nationally recognized program is competency-based and combines 2,000 hours of on-the-job learning with 150-167 hours of related instruction based on individual roles and responsibilities. Team members have the opportunity to enroll in this program to expand their knowledge of the workforce system and earn a national industry-recognized credential. Retaining highly skilled staff with comprehensive knowledge of the workforce system will positively impact the individuals we serve and help our team members change lives.  The Workforce Development Professional Registered Apprenticeship Program Flyer with additional information can be found on pages 101-102.  **Case Manager Conduct and Performance Evaluations**  Standard of conduct and expectations for behavior are discussed with staff during New Employee Orientation, reinforced during New Employee Training, and revisited during Annual Training.    The performance evaluation process reflects the industry best practice of setting clear SMART (Specific, Measurable, Attainable, Relevant, Time-bound) goals that are aligned to our mission, organizational strategy, contractual commitments, and tracking our achievement of those goals. SMART goals are established for each team member during New Employee Training.  Goals are established by building a Plan for Success. We make and meet commitments to our funders, the people we serve and employers in communities where we serve. We meet our commitments by managing our staff, processes and resources in ways that achieve performance with a consistent sense of urgency.   * Equus Workforce Solutions project staff at all levels understand the contractual performance requirements and their role(s) in meeting them * Equus Workforce Solutions project leaders manage their operations in ways that lead to our meeting contractual performance expectations   + Standard Operating Procedures (SOPs) and Work Instructions that provide the right services to the right people the right ways   + Performance plans to detail actions we take to meet performance   + Quality Assurance Processes to ensure we accurately document performance details * The Performance Plans we manage to are developed with input and buy-in from all levels of our operations and our actions to drive performance are monitored daily     Employee surveys are completed after 30 days of employment, after 60 days of employment, and after 90 days of employment to gather feedback about their experience, training needs, supervisor support, and team dynamics. Formal performance evaluations are completed with each employee twice a year.  While the performance evaluation process is designed to provide regular, structured feedback to all team members, this process includes interim recognition for exemplary performance, and discipline for less than satisfactory performance. The Human Resources Manager reviews all documentation of the performance process and works with supervisors to ensure appraisals are completed in a timely manner.  Equus ascribes to a progressive corrective action and discipline process that is cumulative. The initiation of all corrective action by a supervisor requires prior consultation with the Human Resources Manager, in an advisory capacity, to ensure both company and employee rights are addressed. Although the discipline process is progressive, based on the nature and severity of the infraction, steps may be skipped up to and including to the point of termination. Our policies include the following levels of actions and steps.   * **Counseling** – is a session between the team member and their supervisor on the subject of the employee's conduct, performance, or failure to observe a rule, regulation, or administrative instruction. The counseling is intended to increase the team member’s efficiency and job performance by changing his or her conduct, attitude, habits, or work methods. Counseling sessions are documented in the team member’s personnel file. * **Written Warning** - is an action taken for significant misconduct or inadequate performance. There are three different written warnings (First, Second and Final). After gathering facts, the supervisor works with the Human Resources Manager to draft the written warning that documents the actual policy or practice violated, summary of past actions, what the team member must do to improve his or her performance, and the next corrective action that will result for failure to improve. The supervisor reviews the written warning with the team member and both sign acknowledging its contents. Written warnings are part of the team member’s personnel record. A final written warning may be the last step in the process prior to termination. * **Termination** is the involuntary separation of a team member from employment. If an evaluation of a team member’s situation indicates that they have committed a series of lesser infractions, an act of serious misconduct, and/or a terminable offense or violation of policy, the supervisor works with the Human Resources Manager to immediately implement termination procedures. Termination may or may not be preceded by an investigation, depending on the circumstances.   All levels of corrective action include opportunities for the team members to provide their input to the circumstances and/or formally dispute the action. Nothing in our progressive discipline process prohibits the immediate termination of any team member who commits serious infractions of company or FSSA policy. |
| **4** | **SoW Sections 6 – Project Implementation Requirements**  Describe how you propose to execute SoW Section 6 in its entirety and in alignment with State laws and all other applicable Federal laws, updates, and guidance. Your response should include, but not be limited to, the specific elements highlighted below:   * Describe how you will design, develop, and conduct orientation and initial appointment services for IMPACT Clients according to the guidelines in Section 6.1.1. * Explain how your organization will perform the Case Management functions listed in Section 6.1.2, including a detailed plan for any proposed virtual Case Management and support services. Please detail previous plans and implementations of virtual Case Management and support services provided on projects of similar size and scope. * Explain how you will design, develop, and complete intake needs assessments, skills assessments, and highly personalized Self-Sufficiency Plans for IMPACT Clients according to the guidelines in Section 6.1.3. * Describe how you plan to cultivate and maintain a network of training providers, education providers, and other service providers who can provide a wide range of job skills and life skills training sufficient to meet a variety of Client needs per the guidelines of Section 6.1.4. * Explain how you will provide guided, creative job search training as described in Section 6.1.4. * Describe how you will administer and provide Supportive Services to eligible Clients as in Section 6.1.5. * Please demonstrate your understanding of the State’s claim process as described in Section 6.1.5. * Describe how Case Managers will assist Clients in participating in the mutually agreed upon components, ensure Clients are on track to meet their identified goals, and support Clients in seeking employment. * Explain how Case Managers will continue to support Clients with job retention after they find employment. * Describe how you will ensure quality control within your organization and abide by the State’s program management requirements specified in Sections 6.1.7, 6.2, and 6.3. * Please detail your understanding of the State’s expectations regarding a comprehensive Transition Plan outlining milestones and deliverables for the transition period discussed in Section 6.2.4. In addition to your response, please provide an example of a previously executed transition plan for a government entity on a project of similar size and scope.   **Outreach and Engagement**  Building rapport begins with the first impression and initial engagement. Upon receipt of the referral, our team reaches out via phone to invite the participant to the Orientation and/or initial appointment. We provide information about the benefits of engagement and answer questions about what to expect to help alleviate any concerns about engagement. Regional Supervisors make sure that there are enough Orientation and Initial Appointment slots in the IMPACT System of Record (SOR) to ensure participants receive an appointment within 10 business days from the date of referral.  **Orientation and/or Initial Appointment**  To insure individuals have the opportunity to engage in IMPACT program activities, we offer in-person Orientation sessions for TANF and SNAP E&T daily in each of the full-time IMPACT offices and at least once every other week at iterant IMPACT offices. Virtual sessions are offered daily to maximize service delivery and provide more comprehensive services in under-reached areas.  Orientation materials and presentations are standardized and customized to the requirements of each program. The materials are comprehensive and standardized state-wide to ensure all participants fully understand the program benefits and our expectations of them. Due to customization, we use different materials for TANF (AJS and Recipients) and SNAP E&T (Volunteer’s and ABAWD’s).  Orientations are conducted by our Facilitators and Case Managers. During orientation, participants are provided ample opportunity to ask and receive answers to questions. Orientations may be conducted in small groups due to the need to accommodate rural offices, or as necessary to accommodate an individual participant (virtually or face-to-face in a one-on-one setting). All participants are given a copy of the Orientation presentation materials for reference. One of our primary goals during orientation is to get participants excited about the possibilities for their future employment. The following topics are covered during the Orientation and Initial Appointment:   * The definition of IMPACT and the purpose of the IMPACT program. We discuss the importance of leveraging public assistance as a temporary resource and reinforce the goal of securing employment that leads to economic independence. * The benefits of engaging and participating in IMPACT employment and training activities * Overview of employer partners * The participation requirements, as applicable to each program, in terms of hours and days, including explanations about how holidays and excused absences are counted per the IMPACT policies and procedures manual   + TANF AJS requirements: Submit evidence of six (6) contacts with employers and submission of three (3) job applications or resumes   + TANF Recipient: As a condition of eligibility for TANF, adult recipients deemed mandatory for IMPACT are required to participate in IMPACT and comply with their Self-Sufficiency Plan. Recipients are required to participate an average of 30 hours per week of federally defined countable work activities with at least 20 hours in Core Activities. Recipients who fail to comply with the Self-Sufficiency Plan, without good cause, are subject to sanction.   + TANF (single parent with a child under six (6) years old): Recipients are required to participate in 20 hours per week of federally defined countable work activities. Recipients who fail to comply with the Self-Sufficiency Plan, without good cause, are subject to sanction.   + TANF Two-parent Household: At least one parent must meet the Work Participation Rate by participating in allowable activities.   + TANF (teen parent 19 years or younger): Required to maintain satisfactory school attendance or be involved in education directly related to employment for an average of at least 20 hours per week.   + SNAP E&T: Able Bodied Adults without Dependents are subject to time limited benefits, meaning they are eligible for 3 months of SNAP benefits within a prescribed 36-month period if not compliant with ABAWD work requirements. After that time, the non-compliant ABAWD become ineligible until such time that they become compliant, or a new 36-month period begins. ABAWD’s can meet IMPACT requirements by working an average of 20 hours per week for a total of 80 hours per month; participating in at least 20 hours a week of approved employment and training activities such as (but not limited to) the IMPACT program; participating in a combination of work and employment and training activities for at least 20 hours a week; or participating in a Community Workforce Experience (CWEP) “workfare” activity for the required hours. * Criteria for good cause and/or exemptions; Case Managers explain what is needed to document good cause and/or an exemption * Information and details about each of the allowable participation activities for each program – a description of each activity is included on page 41.   + TANF Core Activities: Unsubsidized private and public Employment, Subsidized Private and Public Sector Employment, Work Experience (WE), Community Work Experience Program - (CWEP), Community Service, Vocational Educational Training, On-the-Job Training, Job Search/Job Readiness, Job Skills Training, and Academic Training (limited to teen heads of household under age 20). Note: Job Search/Job Readiness is limited to 12 weeks; only four (4) weeks in any combination of the two (2) can be consecutive.   + TANF Non-Core Activities: Academic Training, Vocational training (if an IMPACT participant for less than 12 months), and Vocational trainings that lead to an advanced degree (must be completed within the 24-month limit for cash assistance), and Job Skills Training (if employed or seeking employment at least 20 hours per week).   + SNAP E&T allowable activities: Supervised Job Search, Job Readiness, Work Experience Program (WE), Community Work Experience Program/Workfare, Vocational Training, Educational (Academic), and Job retention Services. * A description of how the program assists them connect to employment and training activities * An overview of Supportive Services and how to access them (e.g. childcare, clothing, transportation, and vehicle repair) * Consequences for non-compliance with the program requirements, as applicable   + **First occurrence:** Loss of TANF Cash Assistance and eligibility for supportive services for the TANF family for a minimum of one (1) month, or until the sanctioned individual demonstrates compliance, whichever is later.   + **Second occurrence:** Loss of TANF Cash Assistance and eligibility for supportive services for the TANF family for a minimum of three (3) months, or until the sanctioned individual demonstrates compliance, whichever is later.   + **Third occurrence:** Lifetime disqualification from the TANF Program for the TANF family, and any subsequent TANF family in which the sanctioned individual(s) is either the case head or a member. * Issues for which non-compliance result in notification, as applicable:   + Not attending orientation, workshop and/or network center   + Failure to follow the self-sufficiency plan   + Failure to attend scheduled hours in assigned activity(ies)   + Failing to go to a job interview   + Refusing to accept and/or report employment   + Failure to provide employment verification   + Failure to submit job search worksheet   + Failure to submit participation hours in other allowable activities   + Missing follow up appointments * Consequences for non-compliance with program requirements, as applicable * How to file a complaint and/or an appeal * How to contact your Case Manager   + Office contact information   + MobileUp app * Next steps in the process   + Complete Intake Assessment   + Complete and sign the “Rights and Responsibilities” for their applicable program   + Complete the “Self Sufficiency Plan Assessment”   + Develop an individualized Self Sufficiency Plan with a case manager:   Throughout the Orientation presentation, participants are reminded that the goal of the IMPACT program is to obtain employment that leads to economic independence. After Orientation, individuals are assigned a Case Manager to assist in completion of an initial assessment and discuss next steps. Supportive services and/or referrals are provided to ensure participants have the resources to continue participation in services. Participants are scheduled for a follow-up appointment. Case Managers document attendance and provide detailed case notes for all interactions in the SOR.  **Case Management Services (SOW 6.1.2)**  As a company, our approach to Case Management Services emphasizes a participant-centered model. This model leads with a focus on empathy and understanding of the unique and varied lived experiences of all people. We make great efforts to ensure that our staff are a representation of the communities that they serve, including the same lived experiences as our participants. Deploying an evidence-based case management model with an emphasis on alignment with current best practices, processes, and procedures is the foundation of delivering high service levels to our funders, program participants, and partners.  Across all programs, individuals we serve have the opportunity to successfully meet the program requirements outlined in the following table:   |  | | --- | | **Orientations** that are customized for each program to ensure participants understand the requirements specific to their situation up-front. Orientations are conducted by Trainers who are certified in their skills at engaging participants and presentations reinforce work messages. | | **Self-Sufficiency Planning Assessment** completed during Orientation to quickly identify each participant’s strengths and potential barriers to participation. | | **Self Sufficiency Planning** conducted by well-trained Case Managers to identify individual employment goals and the steps required to reach them and to assign activities sufficient for each individual to meet participation requirements. | | **Participation** in activities that are identified in the plan and are countable toward meeting participation requirements (as applicable for mandatory participants). | | **Case Management** to support, monitor, and report participation, document success and changes in status, and ensure each individual has the opportunity to meet participation requirements (e.g. scheduling of “make-up” hours). | | **Job Placement** activities take place for all participants throughout all phases of their participation. Business Service Consultants and partner organizations are continuously engaged in activities to match participants to available jobs. | | **Retention** servicesare designed to support participants as they stabilize in and retain employment. Our team members continue to support participants and connect them to services, as well as assist them to transition to better jobs, throughout the retention period of 365 days for TANF participants and 90 days for participants. |   We gather information from the participants through interviews and assessments to help identify the types of activities and employment that are best suited based on their current situation. We collaborate and provide guidance to participants as we establish goals for the individual Self-Sufficiency Plan (SSP) to overcome barriers to employment and to take the next step in achieving economic self-sufficiency.  During the Orientation and Initial Appointment, Case Managers work with the participant to complete an IMPACT Self-Sufficiency Plan Assessment (intake assessment). This strength-based assessment guides the development of the individualized SSP and identify barriers to employment and/or self-sufficiency. This information helps the Case Manager determine if supportive services and/or community referrals are needed to help the participant comply with IMPACT Program requirements. Assessments are updated as needed or no less than every six (6) months.  **Intake assessments include:**   * **Work Experience:** Listing of all jobs with details including dates of employment, duration, and reason for leaving. * **Education and Training:** Current levels of education completed. Training details including type of training, dates of training, and credentials received. * **Job Skills:** Skills/experience obtained via employment, training, hobbies, etc. * **Career/Occupational Interests:** type of employment desired, shift availability, travel distance, limitations on work, etc. * **Military Service:** Branch, period of active duty, rank at discharge and duties. * **Personal and Family Health:** Physical and mental health status of the participant and the individual’s immediate family members and how they may affect the participant’s employment. If caring for an incapacitated person, the relationship and time required. * **Transportation Resources:** What type of transportation is accessible and used, and if transportation assistance is needed. * **Child Care Needs:** Determine the need for reliable childcare and the presence of any special needs that must be addressed in the development of the childcare plan. * **Support Network**: Identify those persons who provide emotional, social, or other support to the individual and family. * **Other Barriers to Participation**: Legal problems, criminal background, health issues, lack of appropriate clothing, housing concerns, and lack of recent work history. * **ABAWD Screening for Fitness for Work**: SNAP ABAWD participant that states or indicates on the IMPACT Assessment, a physical or mental disability or condition that is a barrier to obtaining or maintaining employment, a Statement of Medical Condition is to be provided.   Understanding each participant’s interests and abilities is critical to finding the right employment match. As co-enrolled individuals participate in Adult Education, Job Skills Training, Vocational Education, and/or Workforce Innovation and Opportunity Act (WIOA), they have access to career and skill assessments. These assessments aim to identify the individual’s strengths and areas of improvement, explore potential career paths, and facilitate the development of necessary skills to excel in their chosen field. By taking these assessments, co-enrolled individuals can gain valuable insights into their abilities, interests, and objectives, which can aid them in making informed decisions regarding their education and career. Typically, these assessments are incorporated into the program’s curriculum and may be delivered through online or in-person modes or a combination of both.  **Development of the Individualized Self-Sufficiency Plan**  Case Managers use information from the intake assessment and information gained through conversation to collaboratively develop an individualized SSP with each participant. Case Managers discuss the purpose of the SSP and provide ample opportunity for questions. The SSP provides each participant with individualized SMART goals in a clear, concise format. Each goal is aligned to an employment and/or training activity that leads to economic independence.  Individual strengths and barriers are documented in the SSP. IMPACT activities, community referrals, and supportive services are documented and customized based on individual circumstances. Timelines for activities must be reasonable and achievable to include information such as the assignment date, completion date, and number of participation hours. Each SSP includes a clearly defined and realistic employment goal stating that the participant is expected to seek, find, and accept full-time employment.  Unsubsidized employment is the primary goal of all TANF recipients. As such, the mix of core and non-core hours of activities to which they are assigned is designed to both meet program participation requirements and to prepare the individual for employment by gaining work skills, improving academic competencies, or gaining occupational credentials valued by area businesses. Supervised job search activities also continue to be a critical component of program participation for all TANF participants. Case managers monitor participation and report hours of participation weekly or as submitted and connect with each TANF recipient at least monthly to support their continued pursuit of self-sufficiency. Participants who fail to meet weekly participation hour requirements are provided with the opportunity to make-up missed hours within the same IMPACT month to meet work requirements.  Prior to obtaining the participant’s signature, Case Managers discuss the consequences of non-compliance and the impact on the time clock (as applicable by program). After this discussion, the Case Manager signs the SSP and provide a copy to the participant.  Case Managers review the SSP with participants during follow up appointments and update the SSP as needed to support continued engagement and participation.  **Issuance of Supportive Services**  Many participants need supportive services to engage in IMPACT activities. Case Managers identify support service needs that can be met by the program with participants during the initial Self Sufficiency Planning session and during follow-up conversations.  All requests for supportive services are documented in the SOR and expenditures are tracked at the individual level.  The issuance of support services is based on IMPACT policies and spending limits. Case Managers must receive approval from their supervisor prior to issuing supportive services.  Equus establishes and maintain business relationships with vendors, such as Goodwill Industries, local gas stations, and Area Transit Authorities, for purchase of support services on behalf of participants. Our internal policies and procedures, work instructions, team member training, and quality assurance processes are designed to ensure we consistently provide services to those who need them in compliance with program requirements. Support services vendors who provide clothing and vehicle repair provide an invoice with supporting documentation to Equus for payment.  We pre-purchase support items such as gasoline, gift cards and bus passes, referred to as “Cash Equivalents”, for issuance to participants and are maintained in Equus’ inventory accounts. Our approved procurement policies govern the bulk purchase of these items and Equus policies related to “Cash Equivalents” items are followed in maintaining custody and control of the cards from purchase through issuance to participants. These items are reconciled on a regular basis and a formal monthly reconciliation is required to be submit to Equus Support Center to ensure effective internal controls are in place in for safeguarding of the inventory, proper distribution to participants and reconciliation processes. Case Managers identify support service needs that can be met by the program with participants during the initial Self Sufficiency Planning session, as well as throughout participation. The issuance of support services requires Case Manager request and approval by designated staff to ensure the participant qualifies for the service per State policies.  Participants are referred to CCDF for childcare needs.  To increase awareness and expand access to resources, our team coordinate quarterly Community Resource Fairs to be held at various locations throughout the state on a rotating basis. Facilitators and Case Managers share information about upcoming events during Orientation, workshops, one-on-one meetings and via the MobileUp events calendar for participants who opt-in.  **Providing and Determining Eligibility for Supportive Services (SOW 6.1.5)**  Case Managers identify support service needs that can be met by the program with participants during the initial Self Sufficiency Planning session and during follow-up conversations.  All requests for supportive services are documented in the SOR and expenditures are tracked at the individual level.  The issuance of support services is based on IMPACT policies and spending limits. Case Managers must receive approval from their supervisor prior to issuing supportive services.  We establish and maintain business relationships with vendors in the community, including Goodwill Industries, local gas stations, and Area Transit Authorities. We have developed and implemented internal policies, procedures, and work instructions, including team member training and quality assurance processes designed to ensure consistent services that align with the program requirements. Vendors who provide support services such as clothing and vehicle repair will submit an invoice with supporting documentation to Equus for payment.  We maintain an inventory of support items, including gasoline, gift cards, and bus passes, which are purchased in advance and issued to participants as needed. These items, which are also known as “Cash Equivalents,” are subject to Equus’ approved procurement policies. Our policies for “Cash Equivalents” are followed to ensure proper custody and control of the cards from purchase to issuance to participants. Regular reconciliations are conducted, and a formal monthly reconciliation is required to be submitted to the Equus Support Center to ensure effective internal controls are in place to safeguard the inventory, ensure proper distribution to participants, and reconcile the inventory. Case managers identify the support service needs of participants during the initial Self-Sufficiency Planning session and throughout the duration of program participation. Support services are provided only with the approval of designated staff to ensure that participants qualify for services according to State policies.  We understand that childcare is a crucial need for our participants, and we’re committed to connecting them with the right resources to ensure their children receive quality care. We work closely with CCDF to provide referrals for childcare services and encourage participants to take advantage of co-enrollments, which can offer additional support and resources. Our goal is to alleviate any childcare-related stress our participants may be experiencing, so that they can focus on achieving their personal and professional goals.  **Participation in allowable activities and components**  Assignment to IMPACT activities is documented in the SSP and are assigned based on individual strengths, abilities, and interests. The goal of IMPACT activities is to help participants gain the training and skills necessary to obtain and retain employment to support self-sufficiency.  During all steps of the IMPACT process, Case Managers will:   * Follow the standards of conduct * Follow the IMPACT policies and procedures * Follow IT Security policies and procedures * Maintain high customer experience standards by building positive rapport, listening to the needs and wants of each customer, and providing personalized services to each individual * Build an individualized SSP incorporating the strengths and interests identified in the assessment and through conversation * Listen to understand the needs and wants of each participant * Provide supportive services and referrals to community resources to help participants overcome barriers to participation or employment * Monitor the progress of participation and provide ongoing support to help each participant meet the program requirements and update the SSP as needed * Enter case notes to document all outreach efforts, conversations, successes, and challenges * Notify Eligibility of all reported changes within two (2) business days * Process good cause determination in a timely manner  | **Allowable Activity** | **Program(s)** | **Description** | | --- | --- | --- | | Job Search/Job Readiness | TANF | Job Search activities are designed to assist a recipient to immediately apply for and find employment leading to economic self-sufficiency. Job Readiness activities prepare individuals for employment.  Job Search/Job Readiness is limited to 12 weeks; only four (4) weeks in any combination of the two (2) can be consecutive to count in the Work Participation Rate. | | Job Search/Job Readiness | SNAP E&T (ABAWDS’s) | Supervised Job Search and Job Readiness are not qualifying activities unless offered in combination with other IMPACT activities also comprise less than half (10 hours) of the 20-hour requirement.  ABAWDs may also participate for a total of eight (8) weeks in Supervised Job Search in any 12 consecutive months when the activity counts for <50% of the total weekly required hours. | | Job Skills Training | TANF, SNAP E&T | Job Skills Training includes short-term educational programs where individuals prepare for employment in current or emerging occupations requiring training. Participants must complete a Career Aptitude assessment and demonstrate a high level of motivation to enroll in JST. | | Community Work Experience Program | TANF, SNAP E&T | The Community Work Experience Program (CWEP) work activity provides a participant an opportunity to acquire general skills, knowledge, and work habits necessary to obtain employment with the purpose to improve the employability of those who cannot find unsubsidized full- time employment. | | Community Service | TANF | Community Service Programs are structured programs in which TANF recipients perform work that directly benefits the community through the support of public or nonprofit organizations. | | Work Experience | TANF, SNAP E&T | Work Experience is a work component designed to improve the employability of participants through actual work experience and/or training and to enable them to move into regular employment. | | Unsubsidized Private and Public Sector Employment | TANF | Paid employment that is not subsidized by the program. | | On-the-Job Training | TANF | On-the-Job Training (OJT) is defined as training in the public or private sector provided to a paid employee while engaging in productive work to gain the knowledge and skills essential to the full and adequate performance of the job. | | Subsidized Employment | TANF | Assignment to positions where a portion of the wage is subsidized to the employer during an on-the-job training period. | | Academic Activities | TANF, SNAP E&T | Basic and Remedial Education: Assignment to enroll and participate in academic remediation, HSE/GED preparation, and English Language courses and programs to gain skills to support employment. | | Vocational Training | TANF, SNAP E&T | Vocational Training includes short-term educational programs where individuals prepare for employment in current or emerging occupations requiring training. | | High School Attendance or HSE | TANF | For parents ages 19 and younger who do not have a high school diploma, assignment to attend high school in order to gain academic skills and credential to support employment. | | Job Retention Services | TANF, SNAP E&T | Job Retention services are designed to help participants retain employment and include coaching/guidance from the Case Manager as well as supportive services (as allowable by policy) and community referrals to overcome barriers to retaining employment. |   Individuals who are “job ready” immediately engage in Job Search activities and are connected to employment opportunities based on their work experience, skills, and interests. Case Managers remind participants Job Search/Job Readiness is limited to 12 weeks; only four (4) weeks in any combination of the two (2) can be consecutive to count in the Work Participation Rate. Substance Abuse Treatment, Mental Health Treatment, and Rehabilitation Services may count in this activity if deemed necessary by a medical or mental health professional.  Case Managers provide IMPACT participants with a Job Search Worksheet to document actual time spent on employer contacts. Case Managers collect the Job Search Worksheet and supporting documentation weekly, review for completeness, and enter the hours in the SOR.  Job Readiness services are offered in-person and virtually to provide the greatest opportunity for engagement and continued participation. Facilitators host workshops from our Career Accelerate curriculum designed to prepare individuals for successful long-term employment.  Career Accelerate is Equus’ evidence-informed, employment-focused adult work readiness curriculum that teaches the workplace skills required by employers. Our robust curriculum, which can be taken in whole or part as needed, assists each job seeker in developing customized strategies for finding employment based on their skills. The content contains over 20 two-hour workshops with more than 40 hours of job readiness material total. It is a “living” curriculum and is continuously being updated to stay relevant to the needs of today’s job seekers. Facilitators offer interactive workshops at the IMPACT offices and host virtual sessions to provide more comprehensive services in under-reached areas. Workshop series topics include:    Career Accelerate is a dynamic, innovative program, designed by an in-house curriculum designer and certified Google Classroom Teacher and Trainer. Career Accelerate moves seamlessly through the essential components of employment success: Preparing for a Successful Job Search, Resume Writing, Application Completion, Successful Interviewing, and Job Retention Support. Infused throughout the curriculum are activities that reinforce critical thinking skills, self-discovery, and a renewed belief in one’s own abilities.  Soft-skills and life skills training is offered through our partnerships with Essential Education and LinkedIn Learning.  **Essentials Education is designed to help individuals take steps towards a brighter future.** The Academy is a web-based collection of online preparation and learning tools that offers our jobseekers a self-paced virtual learning experience while tapping into a course library with thousands of courses related to job readiness, vocational skills, motivational, adult education and more. In addition, The Academy offers  preparation for the GED/HiSET/TASC high school equivalency exams, CASAS/TABE adult basic education exams, a financial and computer literacy program and work essentials geared towards job seekers entering or re-entering the workforce for the first time. The Academy was developed in response to the need to offer personalized skills training and remedial education in an easy-to-use format accessible from any internet-connected device. Our robust library of coursework and learning resources are the result of our partnerships with LinkedIn and Essential Education, both pioneers in the field of learning with a long history of innovation. The Academy also provides participants with external links to resources such as the O’NET and Alison entrepreneurship skills.  **LinkedIn Learning** includes a library of 13,000+ courses taught by industry experts. Content is available in English, Spanish, German, French, Japanese, Mandarin, and Portuguese. Designed to meet learner’s where they are by offering in-depth and bite-sized courses. Courses can be viewed anytime on any device, online or off. LinkedIn Learning drives engagement through a learning experience that’s personalized and social. Case Managers can assign courses based on skills gaps, needs and interests to help participants take their next step in reaching their employment goal.  Calculator with solid fillManaging finances can be difficult as participants move from public assistance to earning a paycheck. Financial literacy training can help participants during this transition. We provide financial literacy training utilizing our partnerships with Money Essentials and MoneySkill.  **Money Essentials** is a four-unit course positioned for the HSE candidate as well as adults who have their high school diploma but may not have the tools to be successful at managing their money. Course modules include:  **MoneySkill** is one of the first personal finance courses available online with an offering of 37 modules from planning to retirement. The content aligns with the K-12 financial literacy training and is available in both English and Spanish. Additional information about the MoneySkill program can be found beginning on page 99.  Single parents and young adults may not have the work experience needed to secure employment at a living wage. Work-based learning opportunities provide hands on training that can lead to higher wage employment. We provide participants with information about apprenticeship programs and connect participants to apprenticeship opportunities aligned with their individual employment goal.  Equus establishes relationships with community partners and employers to provide work experience opportunities for IMPACT participants. Business Services Consultants are charged with developing and maintaining an adequate number of community work experience program (CWEP) opportunities in each area of the state.  We encourage co-enrollment in WIOA services to expand on-the-job learning opportunities. Co-enrollment in WIOA is encouraged for individuals seeking to complete vocational training in a specific occupation. Job Skills Training is offered to provide highly-motivated participants the opportunity to earn a short-term credential or certification. Case Managers confirm that the pre-requisites are met prior to enrolling an individual in a Job Skills Training activity.  Case Managers document and monitor participation, verify completion of assigned activities, provide supportive services and/or community referrals to help participants overcome barriers, and document all activities in the IMPACT SOR.  **Job Placement**  The IMPACT program's purpose is to facilitate employment, and this is emphasized throughout the orientation process, the development of individualized service plans, workshops, and individual appointments. To that end, the Business Solutions team builds and maintain a relationship with employers to provide employment and apprenticeship opportunities that enable participants to achieve economic independence.   * The IMPACT Resource Center provides support to participants in their job search process, which includes registering on IndianaCareerConnect.com, conducting job searches on Indeed, Zip Recruiter and other job boards, applying to available jobs they qualify for, and refining and updating their resume. To further promote successful employment outcomes, employers are encouraged to provide individual interviews to qualified participants and to take part in monthly hiring events. These events may be industry-specific, apprenticeship-focused or tailored to meet the needs of a particular employer (e.g., a company with multiple job openings in a certain city or region). The Business Solutions team coordinates with employers to host these events. Upon being hired, Case Managers document the participant's employment information - including the name of the employer, start date, rate of pay and number of hours worked - in the SOR. Additionally, a calendar listing upcoming events are shared during Orientation and follow up appointments, as well as through the MobileUp app for participants who opt-in.   **Job Retention Support**  At the heart of our approach to offering ongoing support to participants is the establishment of strong and positive relationships. Case Managers work closely with participants, providing them with information, guidance and supportive services which are designed to help them retain their employment. Participants can contact their Case Manager through a variety of channels, including phone, in-person visits and the Mobile App, allowing for a personalized approach to their individual needs. Celebrating successes along the way, our Case Managers are committed to providing tailored support that enables participants to succeed.  **Program Management (SOW 6.1.7, 6.2, and 6.3)**  The IMPACT Policies and Procedures Manual guide our standard operating procedures and work instructions. If there is a change to a policy or rule related to IMPACT, our Project Manager and Quality Assurance Manager analyze the change, determine its impact on operational processes, and develop new work instructions to address the change. We provide updated work instructions, and information for the Policy Answer Line (if applicable) for review and approval, within seven (7) days of the rule change or policy change. IMPACT staff receive training on all updated policies, processes, and work instructions.  We have worked with FSSA on numerous occasions in the past to provide input for financial budget analysis. We understand that changes in our workload that may result in increased or decreased cost to the state must quickly be projected, analyzed, and submitted to FSSA for their consideration in the State’s overall budget analysis. Our Project Director, supported by the Project Accountant and Quality Assurance Manager, provides input for financial budgets within ten (10) days of the request and input for State and Federal reporting seven (7) days of the request.  Our internal quality assurance processes review for compliance with each program’s requirements to ensure proper application of policies and procedures. The Quality Assurance Manager and Performance Analysts are responsible for tracking participant outcomes, reviewing case files, and verifying supporting documentation for accuracy for data entry and invoicing.  Our Quality Management Tool (QMT) assesses operational conformance to federal and funder requirements, as well as to company policies and procedures. QMT is designed to facilitate the continual improvement of project performance and identify best practices. This proactive approach includes an internal self-assessment completed quarterly and an annual external on-site review conducted by trained and certified reviewers. QMT reviews support continual improvement in both program performance and compliance by identifying strengths and gaps and opportunities for improvement. The following outlines several of the interrelated components included in this comprehensive review process.   |  |  |  | | --- | --- | --- | | 1.  Leadership | 6.  Incident Management | 11.  Compliance | | 2.  Planning | 7. Fiscal Management | 12.  Technology | | 3.  Customer Satisfaction | 8. Sustainability | 13.  WIOA Standards | | 4.  Quality Management | 9. Agility | 14.  One-Stop Standards | | 5.  Corrective Action | 10. HR Management and Development | |   Management evaluations in the quarterly QMT review include:   * A review of staffing; the preparation and delivery of orientation and the development of self-sufficiency plans for quality   + - * A review of participation requirements       * Tracking participation hours including, but not limited to employment reporting       * A review of supportive services, community work experience placements, job development and placement, non-compliance, communication/collaboration, office environment and case notes       * A review of participant engagement and retention   A copy of the full QMT evaluation is included on pages 91-98.  A plan of correction is developed for each sub-area as necessary to address any identified deficiencies. Once a deficiency is identified, it is then evaluated and the course of action is completed, the management team reviews those specific areas again to ensure the problem has been rectified.  Our team provides documentation as requested to support hearings and appeals, audits, and monitoring and is available as needed to provide IMPACT related information.  We develop the proposed SNAP E&T Plan and submit it to FSSA by July 15th each year.  **Transition from the Incumbent**  Equus brings extensive experience with successfully transitioning contracts and program services. In 2021 and 2022, we transitioned 28 contracts and in March 2023, we successfully transitioned Gary Job Corps in San Marcos, TX, the largest Job Corps Center in the US, in 30 days. For the Gary JCC, we prepared to take responsibility for a residential campus of 1,400 young adults by interviewing more than 360 incumbent staff virtually and in-person with 90% of interviews completed in the first 14-days of the transition. Other key actions included finalizing subcontract and vendor agreements, facility and equipment inventory, technology review, records review, and staff training.  In all our planning and transition activities, we are intensely focused on business continuity and ensuring that people, partners, and processes are all given proper and timely attention with a deep commitment to maintaining continuous quality services throughout. Our transition team members are sensitive to the concerns of those impacted locally and always demonstrate care and consideration for the outgoing provider, their staff, and other impacted parties. Our seasoned operational leaders and national Service Delivery Team (SDT) supports planning, remote and on-the-ground execution, and post-start up activities. We bring skilled project managers utilizing project management software for transparent transition management. The SDT Project Manager has five (5) years of experience in leading transitions and manage tasks, coordinate transition team member assignments, and engage appropriate corporate departments and resources to ensure the transition is successful in a timely and smooth manner. We have a time-tested and customizable transition plan and project management tools using Microsoft platform. The transition plan is customized as a deliverable for FSSA’s review as part of the initial planning process post-award and we provide ongoing updates of transition activities to ensure transparency.  Equus is committed to meeting the deliverables outlined below. Our National Workforce Solutions Director, Michelle Day, leads the start-up as the primary point of contact for all transition activities. Ms. Day’s resume is included on pages 75-76. The SDT Project Manager and assigned SDT members provide support from the date of contract award and stay engaged for a minimum of 180 days to support start-up and implementation activities.   | **Month** | **Transition Plan Deliverables** | | --- | --- | | 1 | * Initial Transition Plan drafted and provided to DFR, including resources (quantity, type, and role) are available for all three (3) months of the Initial Transition. Indicate what State and incumbent must make available to Contractor for successful Transition. Further, indicate the activities to be executed in each of the Initial Transition months.   + Transition Phase Workplan (with schedule and resource allocations that support the deliverables cited by month in this Contract)   + Project Management Plan     - Communication Management Plan     - Risk and Issue Management Plan     - Security Management Plan     - Facilities Transition Plan for transitioning facilities from incumbent agreement to new Contract     - Recruitment and Retention Plan - Staffing for full Operational readiness by October 1, 2023.       * From incumbent vendor: determination of who supports the new contract and how to transition.       * Recruitment of new staff to support the new Contract       * Onboarding Management Plan for hires including timing, communication and coordination of Account Control credential and system access with DFR, communication and coordination of new-hire training with DFR Training team and DFR’s designated Training Contractor with clarity on the number of vacancies and expected new-hire dates per region.     - Knowledge Transfer and Operational Readiness Plan     - SLA and KPI Management Plan   + Development of internal operational documentation to support workers and management. * An initial draft of the Initial Transition Plan that includes content for the bullets above should be provided by Contractor in their initial response to this Contract, to demonstrate their understanding of State requirements for successful transition * Finalized listing of names and contact information for Contractor’s Executive and high-level Management staff.   + All State credential requests submitted for these individuals to DFR * Summary of all Knowledge Transfer, shadowing, and Transition meeting activities * Begin shadowing the incumbent vendor on all aspects of Project Management and Operations. * Creation of ongoing Transition meetings with the incumbent vendor and DFR | | 2 | * Completion of all training provided by the incumbent vendor two (2) weeks prior to the end of the Transition Period, allowing for two (2) weeks of operations of the Document Center by the Contractor (with support of the incumbent vendor as needed). * Completion of all planned training activities for this month per Transition Plan as documented. | | 3 | * Completion of shadowing of the incumbent vendor staff. * Transition Plan activities scheduled for this month completed as documented. * Staff Recruitment completed by September 15, 2023. * Summary of all Knowledge Transfer, shadowing, and Transition meeting activities. * Facilities transition completed for all facilities to transfer to facilitation under this Contract by October 1, 2023. * Transition Plan execution complete for full Operational readiness on October 1, 2023. |   To ensure no interruption of services to IMPACT participants, Equus is committed to fully implementing services no later than October 1, 2023. We have standard operating procedures to seamlessly transfer cases and programs from other vendors. We work collaboratively with FSSA (DFR), the incumbent vendor, subcontractors, and partners to successfully transition workload and services.  Our proposed Project Transition and Implementation Plan outlining key activities and deliverables assumes a notification date of award of the week of June 12, 2023. We can adjust timelines if the notification of award happens earlier than anticipated.   | **Timeline for Transition and Implementation Plan** | | | --- | --- | | **ACTIVITY** | **DEADLINE** | | Anticipated notification of intent to award | June 12, 2023 – June 16, 2023 | | Submission of detailed Master Work Plan to include deliverables and associated sub-tasks | June 15, 2023 – June 19, 2023 | | Finalize contractual agreement | June 16, 2023 – June 30, 2023 | | Contract meetings (FSSA/Equus) | Weekly and/or as requested | | Execute subcontracts (MBE/WBE) | July 1, 2023 – July 15, 2023 | | Identify Service Delivery Team Lead and Support Members | June 12, 2023 – June 19, 2023 | | Start-up calls with Service Delivery support team | Weekly | | Post positions for transition activities | June 19, 2023 – June 23, 2023 | | Interview and extend job offer to transition team members | June 20, 2023 – June 30, 2023 | | **Transition Period** | | | **Deliverables – Month One (July 1, 2023 – July 31, 2023)** | | | Transition meetings w/DFR and Incumbent Vendor | July 1, 2023 – September 30, 2023 | | Hire date for transition team members | July 10, 2023 – July 24, 2023 | | Finalized listing of names and contact information for Contractor’s Executive and high-level Management staff; request credentials | July 24, 2023 | | Training for leadership | July 10, 2023 – July 29, 2023 and ongoing | | Project Management Plan delivered to DFR to include:   * Communication Management Plan * Risk and Issue Management Plan * Security Management Plan * Facilities Transition Plan for transitioning facilities from incumbent agreement to new Contract * Recruitment and Retention Plan - Staffing for full Operational readiness by October 1, 2023.   + Determination of who from incumbent vendor supports the new Contract and how to transition.   + Recruitment of new staff to support the new Contract   + Onboarding Management Plan for hires | July 29, 2023 | | Begin shadowing incumbent vendor | TBD | | SLA and KPI Management Plan | July 29, 2023 | | **Deliverables – Month Two (August 1, 2023 – August 31, 2023)** | | | Completion of the training by the Incumbent Vendor | August 31, 2023 | | Completion of the planned training activities | August 31, 2023 | | Execution of vendor contracts (existing vendors) | August 31, 2023 | | **Deliverables – Month Three (September 1, 2023 – September 30, 2023)** | | | Hire date (non-incumbent frontline staff) | September 11, 2023 | | Training for non-incumbent frontline staff | September 11, 2023 – September 30, 2023 | | Enter October Orientation/IMPACT appointment slots in SOR | September 2023 | | Transition SNAP E&T TPP agreements (as applicable) | September 30, 2023 | | Set up ACH/Vendors in accounting system | September 30, 2023 | | **Implementation Activities** | | | Go live – full operational readiness | October 1, 2023 | | Provide IMPACT services per scope of work and policy requirements | October 1, 2023 – term of contract | | Submit Risk Management and Mitigation Plan | November 18, 2023 | | Meetings with DFR | Monthly and as requested | | 180-day project support calls (SDT/Equus) | Weekly | | Submit staff training calendar to DFR | Monthly prior to the 1st | | Enter Orientation appointments in system | Monthly by deadline | | Submit invoice(s) and supporting documentation | Monthly on or before the 10th | | Submit SNAP E&T Plan to DFR | Annually by July 15th |   **Indiana Experience**: Locally, we partnered with FSSA to implement the Indiana Modernization Project in 2006 and transitioned services from 43 services providers operating county-based model to our organization under a standardized statewide model. In 2017, we worked with FSSA and a new vendor to transition IMPACT services. Guided by a focus on customer experience, we work to make sure all stakeholders are respected throughout any transition. The professionalism shown to other providers helps us maintain continuity of services. |
| **5** | **SoW Sections 7 and 8 – Security and Risk Mitigation, and Technology and Reporting**  Describe how you propose to execute SoW Sections 7 and 8 in their entirety and in alignment with State laws, and all other applicable Federal laws, updates, and guidance. Your response should include, but not be limited to, the specific elements highlighted below:   * Please describe how you will abide by the Indiana Office of Technology security policies, manage risk, and ensure data security within your organization outlined in Section 7.1. * Please outline your proposed risk management and mitigation plan described in Section 7.2. Please include any plans you have leveraged for previous employment and training case management services implementations with State agencies of similar size and scope. * Please confirm that you are not proposing any additional systems for the State and describe how you will use the IMPACT system as the Case Management Platform. * Please describe how you plan to collect complete and accurate data, deliver timely reports, and ensure the privacy of Client data to meet the SNAP Employment and Training reporting requirements. * Please describe how you will meet or exceed the reporting requirements outlined in Section 8.   Our organization operates Information Technology (IT) systems, processes, and applications across all lines of business in a manner that complies with all of our funders’ security policies and requirements. Because we are in the business of serving people, we are acutely concerned about protecting the information we receive through consistent application of best practices in IT security. As a result, our company applies comprehensive IT security policies and practices that ensure our full compliance with all contractual requirements and reflect best practices for the industry. Equus maintains a highly qualified team of IT experts to support our contracted operations in meeting all the funder’s expectations.  All team members are required to complete training at the time of hire and annually thereafter related to our overall IT Security Policies and the Health Insurance Portability and Accountability Act (HIPAA) requirements, specifically. Our training covers assessing, and reporting risks related to IT security, use of company or contractually purchased IT assets, protection of participant and employee information, protection of company information, recognizing and reporting IT security incidents, and continuity of business operations. Likewise, all employees initially and annually complete Compliance training that addresses company and funder expectations related to recognizing and reporting and IT security concerns, using our company-wide Compliance Reporting system. Employees also certify in writing that they (among other items) are not aware of any issues related to security of participant, employee, or program information or that if they are aware of issues, they have reported them in accordance with State and Equus Workforce Solutions policy.  Prior to being given access to any State-operated IT systems, all IMPACT team members receive the State IOT (Indiana Office of Technology) training, HIPPA training, Client confidentiality training, and the IEDSS (Indiana Eligibility Determination System) Case Management training. During this training, we review the following information with staff and obtain signatures the following forms:   * Integrated IMPACT System Policy Manual Acknowledgement of Receipt, which includes the following statement: *I understand that it is my responsibility to read and comply with the guidelines set forth in this Policy Manual. I further understand that failure to comply with any of the policies contained in the above referenced manual may be subject to corrective action up to and including termination of employment*. * The Indiana Office of Technology Information Resources User Agreement (IRUA) * The DFR Use Agreement to Access the IMPACT System of Record (SOR)   Virtual services, as approved by the State, are provided using the State’s secure video system and recordings are not allowed. Equus is not proposing additional systems to perform the Case Management duties outlined in the Scope of Work. IMPACT team members use Indiana’s IMPACT Case Management SOR and abide by the policies related to data entry and usage.  IMPACT team members collect data from participants during in-person meetings, and/or through state approved secure systems. Participants can also elect to mail information to the local office if they are unable to travel to the office during business hours.  Preventing IT security violations and breaches of confidentiality is the best approach to mitigate risk. The section below provides a high-level overview of our risk mitigation strategy.  **Prevent**   * All team members are trained on day one of their employment about HIPPA and participant confidentiality, both our company and FSSA standards. * All Team Members are trained on and sign off as to their understanding of FSSA security requirements and policies. * Every team member receives training and certifies annually as to their understanding of and compliance with the Equus Workforce Solutions Code of Conduct, which includes participant privacy rules and information about protecting the rights of those we serve. * Ongoing team member training reinforces data security and participant confidentiality requirements and expectations. * Program supervisors observe the actions of participant services team members to ensure participant confidentiality procedures are being followed. * We provide our team with the tools they need to comply, such as shredders in all offices, computers that are secure, locking cabinets, etc. * Release of participant information to third parties is made only by management and only after consultation with FSSA and Equus Workforce Solutions legal staff. * All Equus Workforce Solutions systems require usernames and passwords for access and passwords are required to be changed on a regular basis.   **Detect**   * Internal monitoring procedures include review of team members’ compliance with participant confidentiality policies and procedures * Equus has a Compliance Action Line as a tool available for staff to report any concerns confidentially and anonymously about compliance issues. All reports are fully investigated by management or Equus Workforce Solutions Compliance and Legal experts. * QMT quarterly reviews verify that company and FSSA policies related to data confidentiality are being followed. * Participants are informed of their rights related to confidentiality and how to report any concerns. All reported concerns are fully investigated. * Equus has the right and responsibility to monitor team members' usage of company data systems, whether routinely or as part of an investigation when there is a concern about data security.   **Correct**   * In the unlikely event that Equus Workforce Solutions or state data or information is breached due to the actions or inactions of Equus employees, our company takes every available step to address and correct the issue.   + The Project Director immediately notify FSSA leadership and Equus leadership   + In collaboration with FSSA and through the efforts of the Equus Legal and Compliance Departments, procedures are followed immediately to formally notify any participants or others whose data may have been improperly disclosed.   + We offer free credit monitoring and provide a phone number individuals can call for more information. * If an Equus team member is found to have been involved in unauthorized release of information, they are terminated from employment. * We follow our seven-step procedure as described below to identify and address the root cause of the data breach and implement additional controls to prevent any future occurrence. * We determine the requirements as they were originally stated in our approved plans * We analyze and describe the current state of affairs, engaging everyone who may have knowledge or be involved, including FSSA and subcontract partners * We determine the root cause of the issue, also engaging everyone who can assist in this process * We develop and fully communicate solutions to address the issue * We implement the solutions * We evaluate the effectiveness of the solutions we implemented * We document the outcomes of the solutions and, if related to an ongoing process, standardize it within operations   A complete and detailed Risk Management and Mitigation Plan is submitted within 60 days of commencement of the contract. |
| **6** | **SoW Section 9 -- Staffing**  Describe how you propose to execute SoW Section 9 in its entirety and in alignment with State laws, and all other applicable Federal laws, updates, and guidance. Your response should include, but not be limited to, the specific elements highlighted below:   * Describe your overall staffing plan to fulfill all Employment and Training roles and responsibilities outlined in the Scope of Work. * Please submit an organizational staffing chart and job descriptions for each of your proposed positions, including how activities will be supported by each position and where the positions will be stationed, if applicable. * Please describe your staff’s experience with providing case management services for employment and training or related services. * Describe your plan to recruit, train, and retain qualified staff.   As an organization, we bring more than 50 years of experience in providing case management services to low-income individuals, including more than 20 years of experience serving TANF and SNAP E&T individuals in Indiana under the IMPACT Program.  As shown in the chart on the following page, our proposed staffing model includes fully dedicated staff to deliver all aspects of the scope of work outlined in Attachment K.   | **Position** | **Scope of Work** | | --- | --- | | Regional Director and Service Delivery Team (SDT) | * Project Management Tasks (SOW 6.2)   + Supports transition activities as outlined in the SOW and on pages 47   + SDT supports implementation for a minimum of 180 days * End of Contract Transition (SOW 12) | | Project Director | Serves as Key Personnel and has overall responsibility for all aspects outlined in the Scope of Work (SOW 9.2). Takes the lead on the following SOW requirements:   * Problem Notification & Case Management Issues and Escalation (SOW 6.1.2.4) * Project Management (SOW 6.1.7 and 6.2) * Submit SNAP E&T Plan by July 15th each year (SOW 6.1.7.3) * Provide Input for Budget and Finance (SOW 6.1.7.4) * Support Project Management tasks and deliverables (SOW 6.2) * Meeting and Touchpoint Requirements (SOW 6.3.2) * Security and Risk Mitigation (SOW section 7) * Service Levels and Pay for Performance (SOW section 11) | | Project Manager | Provides overall management of case management and local office functions (SOW 5.2). Supports Regional Supervisors and Case Managers in the duties outlined in each of their responsibilities listed below. Takes the lead on the following SOW requirements:   * Contractor Administrative Duties (SOW 6.3) * Security and Risk Mitigation (SOW Section 7) | | Regional Supervisors | * Support Case Manager training (SOW 5.1.2) * Direct management of Case Managers (SOW Section 5.2) * Assignment of Case Management (SOW 5.2.1) * Case Manager Performance Evaluations (SOW 5.2.3) * Employment and Training Services (SOW 6.1) * Case Management Staff Service Standards (SOW 6.1.2.3) * Approves Supportive Services (SOW 6.1.5) * Hearings and Appeals (SOW 6.1.7.6) | | Quality Assurance Manager  and Performance Analysts | * Standard Operating Procedures and Work Instructions (SOW 6.1.7) * Quality Control and Program Integrity (SOW 6.1.7.2) * Hearings and Appeals – documentation (SOW 6.1.7.6) * Monitoring and Reporting (SOW 6.3.1) * Security and Risk Mitigation (SOW section 7) * Reporting and Data (SOW 8.2) * Support PA/PD with Billing, Audit, and Payment Points (SOW 10.1) * Audit (SOW 10.2) * Support Pay for Performance requirements (SOW 10.4) * Support Payment Point Bonus Incentive Structure (SOW 10.5) * Service Levels and Pay-for-Performance (SOW section 11) * Performance Metrics Validation with OV&V (SOW section 11.2) | | Project Accountant | * Support PD in Providing input for Budget and Finance (SOW 6.1.7.4) * Billing, Audit and Payment Point Claims (SOW 10.1) * Standard Fee Payments (SOW 10.3) * Performance for Performance (SOW 10.4) * Payment Point Bonus Incentive Structure (SOW 10.5) * Service Levels and Pay-for-Performance (SOW section 11) | | Accounting Specialist | * Responsible for vendor and subcontractor payments   + Supportive Services (SOW 6.1.5)   + Work Experience   + SNAP E&T TPP payments   + Job Skills/Vocational education | | Human Resources Manager | * Ensure compliance for recruiting, hiring, training, and onboarding (SOW 5.1) * Support performance evaluations and coaching (SOW 5.2.3, 6.1.2.3) * Support Project Staffing (SOW section 9) * Personnel Background Check Requirements & Standards (SOW 9.3) * Staff Continuity and Available Personnel (SOW 9.5) | | Business Solutions Manager and Business Solutions Consultants | * Supports Skills Development and Resources (SOW 6.1.4)   + Develops and maintains relationships with SNAP E&T TPP’s   + Develops and maintains relationships with workforce system partners   + Develops and maintains relationships with employers   + Develops and maintains relationships with work experience partners   + Develops and maintains relationships with community partners   + Develops and maintains relationships with educational institutions * Supports Job Placement and Work Activity (SOW 6.1.5) * Coordinate and host hiring events * Promote employment opportunities | | Case Managers | * Perform Case Management Functions (SOW 5.2.2) * Orientation and Initial Appointment (SOW 6.2) * Case Management Services (SOW 6.1.2) * Client Oversight and Evaluation (SOW 6.1.2.1) * Case Management Staff/Onsite Dress Code (SOW 6.1.2.2) * Assessments and SSPs (SOW 6.1.3) * Providing and Determining Eligibility for Supportive Services (SOW 6.1.5) | | Receptionists | * Perform Reception duties (SOW 6.1.8.1) | | Facilitators | * Facilitate Orientation Sessions (SOW 6.2) * Supports Skills Development (SOW 6.1.4) | | Project Trainer | * IMPACT staff training (SOW 5.1.2, 9.4) * Correspondence (SOW 6.1.7.5) | | Subcontractor | Scope of Work – See commitment letters in Attachment A | | Diversified Services Network, Inc. | * Recruitment of Case Managers to fill vacancies (SOW Section 5.1) | | Koehler Partners, Inc. | * Community Outreach, Engagement, and Referrals (SOW 6.1.4) | | Professional Management Enterprises, Inc. | * Recruitment of Business Solutions, Facilitators, Performance Analysts, and Receptionists | | RadCUBE | * Transition of existing Case Managers (SOW 5.1) * Electronic capture of Work Verification documents (SOW 10.2) |   **Proposed Organizational Chart**  Diagram  Description automatically generated  The Project Director serves as key personnel and has overall responsibility of contract operations. The Project Director shall have at least five (5) years of experience managing similar projects of comparable size and complexity. The Director shall be available for communication with the DFR Director, DFR Deputy Director, and IMPACT Policy Manager within one (1) business day or, in the event of an emergency, within three (3) hours of contact.  Description of duties include, but are not limited to:  **Project Director**- Manages successful implementation of a welfare and workforce services contract, assuring that all contractual commitments are met. Ultimately responsible for adherence to federal, state, and local policies as well as Workforce Services policies and procedures. Ultimately responsible for maximization of project funding streams and operating within funding guidelines. Establishes and maintains positive working relationships with the funding source and all workforce partners to optimize funding, customer satisfaction, and community relations. Facilitates project accomplishments and ensures that management decisions and contractual goals are understood and supported by staff. Assures that all staff are trained and meet performance standards as outlined by the contract.  **Project Manager** – Manages Case Management services. Responsible for overseeing the project's programmatic activities and operations. Reviews, recommends, reports, and implements programs to ensure that the project meets contractual obligations and compliance issues. Analyzes processes and procedures to optimize performance. Defines and sets operational goals. Prioritizes assignments and adjusts or adapts service delivery as needed. May supervisor staff. Maintain knowledge of applicable federal, state, and local laws, regulations and policies related to welfare and workforce programs. Direct/delegate staff responsibilities to meet and/or exceed performance standards. Review staff performance and recommend corrective actions as needed. Facilitate meetings with partners to promote full, frequent communication. Coordinate training activities to ensure that all operations staff are properly trained to implement project activities effectively. Participate in development and maintenance of standard operating procedures.  **Project Trainer** - Designs and implements didactic training and development programs and identifies external training curricula programs based on staff needs. Responsible for the preparation, design, and evaluation of training/instructional materials, teaching aids, and devices. Maintains records of employee training outcomes, certifications, and credentials. Provides guidance and feedback as necessary. Develops and maintains a training reference library and ensures employees are aware of materials available for their use.  **Quality Assurance Manager**- Oversees the quality assurance activities of the programs and supervises any quality assurance analysts. Monitors the development and implementation of the Quality Improvement System and assists with the development of future refinement of the program’s standard operating procedures. Identifies strategies to improve program monitoring activities. Conducts quality assurance reviews under the contracts; generates reports and implements corrective actions. Provides technical assistance as assigned to unfavorable external customer monitoring, external audits, or internal reviews regarding project compliance.  **Performance Analyst**- Record, compile, and analyze performance information to ensure contract compliance. Develop and implement corrective action plans as needed. Oversee the design, generation, and analysis of performance reports. Evaluate internal reports and provide the Director with all required monitoring documents on time. Review operational procedures and processes for continuous quality improvement. Identify appropriate performance measurements and develop process review checklists for quality control and contract compliance. Identify contractor policy letter requirements and ensure implementation and compliance to those requirements. Implement a continuous quality improvement process through the continuing review of operations and administrative systems.  **Project Accountant**- Responsible for tracking, analyzing, and reporting project financial status.  Ensures that procedures and policies are in place to facilitate effective and efficient financial reporting and ensure compliance with local, state, and corporate policies. Directs fiscal operations relating to financial planning, funds management, accounting, reporting and disbarment. Prepares financial performance reviews and maintains project financial data. Prepares and maintains project budgets, forecasts, and cash flows. Administers supplier contract terms, verifies compliance and reviews payments. Works closely with company management, project management and clients to provide financial insight and reporting on the performance of assigned projects. Ensures that the project fulfills all financial obligations in a timely and economic manner in accordance with established policies and goals. Coordinates accounting activities which include establishment of accounts and procedures, reporting and record keeping. Performs month-end closing activities and processes payroll, accounts payable and prepares accounts receivable invoices to customer.  **Human Resource Manager**- Conducts recruitment effort for all exempt, non-exempt, and temporary personnel. Develops and maintains Affirmative Action/EEO-1 Program. Administers salary administration program to ensure effectiveness, compliance, and equity within the organization. Maintains leave requests and ensures follow-up. Coordinates staff training and maintains in-service training records, including New Hire Orientation. Coordinates Performance Management Process. Processes termination in accordance with Equus policies and according to state requirements. Establishes and maintains employee records and reports in accordance with federal, state and Equus requirements.  **Facilitator-** Responsible for delivering high-quality work readiness interventions that improve the soft and hard skills of program participants. Coordinates Improves the job readiness services and facilitates in-person and virtual workshops. Conducts follow-up outreach to students not engaged in job readiness workshop activities and documents efforts in the SOR.  **Receptionist-** Responsible for greeting clients and managing the reception area, answering calls, outreach, and appointment scheduling. Support management by collecting documentation. Assist with new participant orientations and assembling all necessary informational materials or packets.  **Accounting Specialist-** Responsible for receiving, matching, and coding Accounts Payable and entering invoices into QuickBooks system.  Follow up with any missing approvals or receipts, schedule for payment. Process checks for payment of Account Payable within the required payment terms. Reconcile the company credit card statement with the monthly receipts and the company bank operating account monthly. Code and enter all Account Receivable invoices, record, and post customer payments. Assist with payroll processing and process mileage reimbursements and checks for staff monthly. Assistance with General Ledger duties and other peripheral accounting duties.  **Case Manager-** Responsible for providing guidance about career choice, employment, training, and further education opportunities to client population. Manages a caseload of participants and provides counseling and mentoring. Assesses participant competencies, work history, educational attainment, skills and abilities; identifies challenges to finding employment and prompts them to find solutions. Conducts regular ongoing individual meetings with participants for job search, education, job retention, and/or job readiness. Completes an individualized overview of available services and works with participant to create an employment plan for short- and long-term goals. Maintains information about area resources and employers. Ensures participant accountability and attendance; tracks and maintains employment retention goals. Provides government agencies with prompt notification that a participant has lost or reduced hours of employment. Maintains scheduled, periodic contact with participants in a variety of locations to assess job retention/advancement issues. Provides information to participants on available training and/or jobs that lead to advancement. Assumes central responsibility for participants achieving self-sufficiency by monitoring progress throughout the program cycle, beginning with referral and continuing through retention and advancement efforts. Prepares, organizes, and maintains accurate, updated information in the SOR reflecting the entire history of a program participant including log of supportive services issued. Facilitates customer access to training, education, and to employment services, as well as job-specific information; provide case management to customers at the appropriate level.  Job Descriptions are included on pages 77-90.  To provide full-time services in all 92 counties, we are proposing the following locations for staff coverage (to be finalized as approved and agreed upon by FSSA):   | **Region** | **Location** | **IMPACT Space** | **CM's** | **Receptionists** | **Facilitators** | **BSC's** | **RM's** | **Total** | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **1** | **Lake Crown Point** | 4 | 1 | 1 | 0 | 1 | 0 | 3 | | **1** | **Lake East Chicago** | 2 | 2 | 0 | 0 | 0 | 0 | 2 | | **1** | **Lake Gary - Broadway** | – | – | – | – | – | – | 0 | | **1** | **Lake Gary - Ridge Road** | 9 | 1 | 1 | 1 | 0 | 1 | 4 | | **1** | **Lake Hammond** | 2 | 0 | 0 | 0 | 0 | 0 | 0 | | **1** | **Lake Hobart** | 1 | 1 | 0 | 0 | 0 | 0 | 1 | | **1** | **Porter** | – | – | – | – | – | – | 0 | | **1** | **Benton** | – | – | – | – | – | – | 0 | | **1** | **Newton** |  |  |  |  |  |  | 0 | | **1** | **Jasper** | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | **2** | **St. Joe - Mishawaka** | – | – | – | – | – | – | 0 | | **2** | **St. Joe South Bend** | 6 | 1 | 0 | 1 | 0 | 1 | 3 | | **2** | **LaPorte** | 2 | 1 | 0 | 0 | 0 | 0 | 1 | | **2** | **Starke** | – | – | – | – | – | – | 0 | | **2** | **Pulaski** | – | – | – | – | – | – | 0 | | **2** | **Marshall** | – | – | – | – | – | – | 0 | | **2** | **Fulton** | 1 | 1 | 0 | 0 | 0 | 0 | 1 | | **2** | **Elkhart DFR** | – | – | – | – | – | – | 0 | | **2** | **Elkhart IMPACT** | – | – | – | – | – | – | 0 | | **2** | **LaGrange** | – | – | – | – | – | – | 0 | | **3** | **Adams** |  |  |  |  |  |  | 0 | | **3** | **Allen** | 10 | 2 | 1 | 1 | 0 | 1 | 5 | | **3** | **DeKalb** | – | – | – | – | – | – | 0 | | **3** | **Steuben** | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | **3** | **Noble** | – | – | – | – | – | – | 0 | | **3** | **Kosciusko** | 1 | 1 | 0 | 0 | 0 | 0 | 1 | | **3** | **Whitley** | – | – | – | – | – | – | 0 | | **3** | **Huntington** | – | – | – | – | – | – | 0 | | **3** | **Wells** | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | **3** | **Jay** | – | – | – | – | – | – | 0 | | **4** | **Blackford** | – | – | – | – | – | – | 0 | | **4** | **Cass** | 1 | 0 | 0 | 0 | 0 | 0 | 0 | | **4** | **Carroll** | – | – | – | – | – | – | 0 | | **4** | **Delaware** | 3 | 1 | 0 | 0 | 0 | 0 | 1 | | **4** | **Grant** | 4 | 2 | 0 | 0 | 0 | 0 | 2 | | **4** | **Howard** | 3 | 1 | 0 | 0 | 1 | 0 | 2 | | **4** | **Madison** | 4 | 2 | 0 | 0 | 0 | 0 | 2 | | **4** | **Miami** | – | – | – | – | – | – | 0 | | **4** | **Randolph** | – | – | – | – | – | – | 0 | | **4** | **Tipton** | – | – | – | – | – | – | 0 | | **4** | **Wabash** | – | – | – | – | – | – | 0 | | **4** | **White** | – | – | – | – | – | – | 0 | | **5** | **Marion South** | 7 | 2 | 0 | 0 | 0 | 0 | 2 | | **5** | **Marion Central** | 6 | 2 | 0 | 0 | 0 | 0 | 2 | | **5** | **Monroe** | 3 | 1 | 0 | 0 | 0 |  | 1 | | **5** | **Johnson** | 3 | 1 | 0 | 0 | 0 | 0 | 1 | | **5** | **Morgan** | – | – | – | – | – | – | 0 | | **6** | **Marion West** | 7 | 2 | 1 | 0 | 0 | 0 | 3 | | **6** | **Hendricks** | – | – | – | – | – | – | 0 | | **6** | **Putnam** | 1 | 1 | 0 | 0 | 0 | 0 | 1 | | **6** | **Owen** | – | – | – | – | – | – | 0 | | **6** | **Clay** | – | – | – | – | – | – | 0 | | **6** | **Parke** | – | – | – | – | – | – | 0 | | **6** | **Vermillion** | – | – | – | – | – | – | 0 | | **6** | **Vigo DFR** | 7 | 2 | 0 | 1 | 0 | 1 | 4 | | **7** | **Spencer** | 2 | 1 | 0 | 0 | 0 | 0 | 1 | | **7** | **Sullivan** | – | – | – | – | – | – | 0 | | **7** | **Greene** | – | – | – | – | – | – | 0 | | **7** | **Crawford** | – | – | – | – | – | – | 0 | | **7** | **Daviess** | 2 | 1 | 0 | 0 | 0 | 0 | 1 | | **7** | **Dubois** | – | – | – | – | – | – | 0 | | **7** | **Gibson** | – | – | – | – | – | – | 0 | | **7** | **Knox** | 1 | 1 | 0 | 0 | 0 | 0 | 1 | | **7** | **Lawrence** | – | – | – | – | – | – | 0 | | **7** | **Martin** | – | – | – | – | – | – | 0 | | **7** | **Orange** | – | – | – | – | – | – | 0 | | **7** | **Perry** | – | – | – | – | – | – | 0 | | **7** | **Pike** | – | – | – | – | – | – | 0 | | **7** | **Posey** | – | – | – | – | – | – | 0 | | **7** | **Vanderburgh** | 6 | 2 | 0 | 1 | 1 | 1 | 5 | | **7** | **Warrick** | – | – | – | – | – | – | 0 | | **8** | **Barth** | 5 | 1 | 0 | 0 | 0 | 0 | 1 | | **8** | **Brown** | – | – | – | – | – | – | 0 | | **8** | **Clark** | 2 | 1 | 0 | 0 | 0 | 0 | 1 | | **8** | **Dearborn** | – | – | – | – | – | – | 0 | | **8** | **Decatur** | – | – | – | – | – | – | 0 | | **8** | **Floyd County** | 2 | 1 | 0 | 0 | 0 | 0 | 1 | | **8** | **Jackson** | 1 | 1 | 0 | 0 | 0 | 0 | 1 | | **8** | **Harrison** | – | – | – | – | – | – | 0 | | **8** | **Jefferson** | – | – | – | – | – | – | 0 | | **8** | **Jennings** | – | – | – | – | – | – | 0 | | **8** | **Ohio** | – | – | – | – | – | – | 0 | | **8** | **Ripley** | 2 | 1 | 0 | 0 | 0 | 0 | 1 | | **8** | **Scott** | – | – | – | – | – | – | 0 | | **8** | **Switzerland** | – | – | – | – | – | – | 0 | | **8** | **Washington** | – | – | – | – | – | – | 0 | | **9** | **Boone** | – | – | – | – | – | – | 0 | | **9** | **Clinton** | – | – | – | – | – | – | 0 | | **9** | **Fountain** | – | – | – | – | – | – | 0 | | **9** | **Hamilton** | 2 | 1 | 0 | 0 | 0 | 0 | 1 | | **9** | **Marion North** | 7 | 1 | 1 | 0 | 0 | 0 | 2 | | **9** | **Montgomery** | – | – | – | – | – | – | 0 | | **9** | **Warren** | – | – | – | – | – | – | 0 | | **9** | **Tippecanoe** | 1 | 1 | 0 | 0 | 0 | 0 | 1 | | **10** | **Fayette** | 2 | 1 | 0 | 0 | 0 | 0 | 1 | | **10** | **Franklin** | – | – | – | – | – | – | 0 | | **10** | **Hancock** | – | – | – | – | – | – | 0 | | **10** | **Henry** | – | – | – | – | – | – | 0 | | **10** | **Marion East** | 17 | 2 | 1 | 1 | 0 | 0 | 14 | | **10** | **Rush** | – | – | – | – | – | – | 0 | | **10** | **Shelby** | – | – | – | – | – | – | 0 | | **10** | **Union** | – | – | – | – | – | – | 0 | | **10** | **Wayne** | 4 | 1 | 0 | 0 | 0 | 1 | 2 | |  | **TOTAL** | **146** | 45 | 6 | 6 | 3 | 6 | 76 |   Our training program is designed to provide staff with the information and instructions to provide high-quality IMPACT services following FSSA guidelines, State laws, and applicable Federal laws.  **To ensure we have staff fully trained to begin operations on October 1, 2023, we will implement the following plan for recruitment.**  Incumbent staff is given the first opportunity for interviews and consideration. We work with the State and incumbent IMPACT provider to provide information about job opportunities to current IMPACT staff.  **Case Manager Recruiting:** The partnership with RADcube allows Equus to retain the current Case Management staff on October 1, 2023. RADcube serves as the employer of record during the 90-day probation period. During this time, Equus establishes goals, provide training, and evaluate the performance of the current Case Managers. Equus serves as the functional supervisor and oversees Case Manager activities on a day-to-day basis. Equus initiates a performance improvement plan and/or corrective action for low-performing staff. Equus onboards Case Managers who are meeting performance expectations on day 91. Our partner, DSN, provides ongoing recruiting support to fill Case Manager vacancies during the term of the contract under a direct hire model.  As vacancies occur, we follow the recruiting and hiring processes below to ensure we engage and employ the most qualified workforce professionals availableto serve Indiana residents.   * As soon as a Supervisor or Manager has an open position, they complete the request to post the position and share it with our recruiting team and the HR Manager. The recruiting team immediately posts the position on multiple job boards and begin the screening process. The position posting specifies the minimal qualifications required in terms of experience and educational background. * The recruiting team screens applicants against position qualifications and schedule those who are most qualified for interviews with the Manager or Supervisor. * Interviews are conducted with the applicant and a team of Equus Workforce Solutions employees selected by the Manager or Supervisor for their knowledge of the position being filled. * When a candidate is being considered for employment, the Regional Managers reach out to the State to confirm that the individual is not on the “Not Eligible for Rehire” list prior to moving forward with a contingent job offer. Our Human Resources Manager conducts background checks to include criminal background checks (state and federal to include child abuse and neglect), identity checks, drug screening, I-9, E-Verify, driving records, and OIG/SAMS. We use Sterling, a third-party background screening company, to conduct drug testing and well the background checks on all employees before the start of their assignment. * Once background checks and drug screening results are received, assuming they are acceptable, the candidate receives a final offer of employment, and the HR Manager schedules their start date. If there is an issue with either the background check or drug screen, the HR Manager moves to the second candidate on the list. * The HR Manager sends the on-boarding packet to the Manager or Supervisor for completion on day 1 of employment. This packet includes information about Equus benefits enrollment, tax withholding documents, direct deposit forms etc. Once completed, these are returned to the HR Manager, who maintains personnel files.   Our hiring process typically takes 2-3 weeks. We strive to have new candidates identified prior to an existing employee’s exit.  **Work Schedule:** Case Managers and staff work in the local IMPACT offices Monday through Friday 8:00 – 4:30 local time.  **Performance Appraisals** – Our organization’s Performance Management process is designed to ensure that each team member fully understands their position description and performance expectations and regularly receives feedback as to how they are doing. The Performance Management process includes:   * Initial and annual goal setting, agreed upon by the team member and their supervisor. All goals are stated in terms of being specific, measurable, achievable, realistic, and timely (SMART). The process also includes personal development goals for each team member. * A quarterly face-to-face review with each team member against their Performance Management goals and personal development goals. * An annual evaluation and scoring of overall performance related to goals on a scale of 1-5 (below expectations to significantly exceed expectations).   While the Performance Management process is designed to provide regular, structured feedback to all team members, nothing in this process precludes interim recognition for exemplary performance or discipline for less than satisfactory performance. The HR Manager maintains all documentation of the Performance Management process and works with supervisors to ensure appraisals are completed in a timely manner.  **Discipline** – Equus Workforce Solutions ascribes to a progressive corrective action and discipline process that is cumulative. The initiation of all corrective action by a supervisor requires prior consultation with the Human Resources Manager, in an advisory capacity, to ensure both company and employee rights are addressed. Although the discipline process is progressive, based on the nature and severity of the infraction, steps may be skipped up to and including to the point of termination. Our policies include the following levels of actions and steps.   * Counseling – is a session between the team member and their supervisor on the subject of the employee's conduct, performance, or failure to observe a rule, regulation, or administrative instruction. The counseling is intended to increase the team member’s efficiency and job performance by changing his or her conduct, attitude, habits, or work methods. Counseling sessions are documented in the team member’s personnel file. * Written Warning - is an action taken for significant misconduct or inadequate performance. There are three different written warnings (First, Second and Final). After gathering facts, the supervisor works with the Human Resources Manager to draft the written warning that documents the actual policy or practice violated, summary of past actions, what the team member must do to improve his or her performance, and the next corrective action that results for failure to improve. The supervisor reviews the written warning with the team member and both sign acknowledging its contents. Written warnings are part of the team member’s personnel record. A final written warning may be the last step in the process prior to termination. * Termination is the involuntary separation of a team member from employment. If an evaluation of a team member’s situation indicates that they have committed a series of lesser infractions, an act of serious misconduct, and/or a terminable offense or violation of policy, the supervisor works with the Human Resources Manager to immediately implement termination procedures. Termination may or may not be preceded by an investigation, depending on the circumstances.   All levels of corrective action include opportunities for the team members to provide their input to the circumstances and/or formally dispute the action. Nothing in our progressive discipline process prohibits the immediate termination of any team member who commits serious infractions of company or FSSA policy.  **Personnel Policies** – as a large national employer, our company maintains current and comprehensive personnel policies that are developed, maintained, and administered by the Equus Workforce Solutions Human Resources staff, in consultation with in-house and external legal experts. In Indiana, our Human Resources Manager serves as the liaison between our corporate Human Resources Department and local project team members to ensure policies are understood and administered in alignment with our standards. Our personnel policies cover the following topical areas and are available to all team members via SharePoint:   |  |  | | --- | --- | | * Recruiting, Hiring and Orientation | * Personal Development and Training | | * Wage and Salary Administration | * Employee Rights and Responsibilities | | * Employee Benefits | * Standards of Conduct |   In addition, immediately upon employment, every team member receives a copy of the Equus Workforce Solutions Code of Conduct booklet that summarizes many of these policies and establishes company expectations regarding employee performance. Annually thereafter, each team member certifies as to their compliance with the contents of the Code of Conduct.  **Payroll and Time Reporting Procedures** – Equus Workforce Solutions uses an automated timekeeping system to record hours worked by hourly employees. It requires a call in to the automated system at the beginning and end of each work period, which is reviewed and approved by supervisors prior to submission of time for payroll processing purposes. This includes a check that paid time off meets company standards and was approved as required. Electronic payroll documents, once approved, are transmitted for final review and processing by our company’s payroll partner, ADP. Team members have the option of being compensated through direct deposit or having a check mailed to their home address.  **Benefits** – Equus Workforce Solutions offers a full complement of team member benefits that include:   |  |  | | --- | --- | | * Health, vision, and dental insurance * Paid time off and holiday pay | * Health and childcare/dependent care savings accounts | | * 401K retirement plans | * Supplemental insurance | | * Short-and long-term disability * Tobacco Cessation * Critical Illness Insurance * Accident Insurance * Hospital Indemnity * Life and Accidental Death Insurance | * Life insurance * Employee Assistance Program * Legal Plans * Identity Theft Protection |   Each year, during an open enrollment period, team members have the opportunity to elect benefits enrollments online. Information available to them transparently calculates their financial obligations for benefits elected. New employees are eligible to enroll in benefits on day one of employment.  **Paid Time Off** (PTO) – For hourly employees, our company uses an accrual methodology for employees to earn PTO. Hours are earned based on years of service and new employees must work for the company for six months before being eligible to take time off with pay. All PTO is approved by supervisors. Salaried employees are covered under our performance-based time off system. If they are meeting their performance standards and need to take time off, they work with their supervisor to arrange it. Paid time off is recorded as such in the payroll system for reporting during the pay period in which it occurred and is documented by supervisor approval.  **Holidays**: Case Managers receive holiday pay for approved State holidays.  Our success is dependent on the quality of our team, and hiring, training, and retaining qualified staff is at the forefront of our commitment to excellence. We have a comprehensive hiring process which includes thoughtful screening and evaluation of candidates to ensure they meet our high standards. We are dedicated to providing our team members with extensive training and support to succeed in their roles and grow professionally. We’re proud to offer competitive compensation and benefits packages to ensure our staff feel valued and supported. Our teams create positive work environments that foster collaboration, innovation, and a strong sense of purpose. We believe that by investing in our team, we can provide the best possible service to our customers. |
| **7** | **SoW Section 10- Billing, Audit, and Payment Point Claims**  Describe how you propose to execute Scope of Work Section 10 in its entirety and in alignment with State laws, and all other applicable Federal laws, updates, and guidance. Your response should include, but not be limited to, the specific elements highlighted below:   * Describe the form and frequency with which you plan to bill the State for your services. * Please demonstrate your understanding of both the Payment Point Bonus Incentive Structure in Section 10.4 and the requirements that you must follow in order to earn performance-based payments under the points system detailed in Section 10.5. * Please demonstrate your understanding of the State’s billing and claims process.   As a comprehensive workforce development provider, we bring significant experience operating and handling accounting functions for fixed-fee, cost reimbursement, pay-for-performance, and time and material (commercial) contracts. Our Project Accountant and Project Director receive training and support from a Regional Business Manager and from our Corporate Accounting/Finance Teams.  Our Project Accountant is responsible for gathering the documentation for the fixed-fee invoice and the cost-reimbursement invoice. The invoice is reviewed by the Project Director, Regional Director, and Regional Business Manager prior to submission.  The Quality Assurance Manager and Performance Analysts are responsible for providing and verifying all supporting documentation for the outcome-based claims. The Project Accountant compiles the invoice with all supporting documents. The invoice is reviewed by the Project Director, Regional Director, and Regional Business Manager prior to submission.  The Project Director review the invoices and supporting documents, sign the invoices, and submit them to FSSA on or before the 10th business day of each month. If FSSA rejects the invoice, a corrected invoice is submitted within five (5) days.  Invoices clearly detail the spending between TANF and SNAP as well as the reimbursement category (fixed fee, performance outcomes/outcome based, and eligible reimbursements).   * Supporting documentation at the client level is provided for participant expenses such as supportive services and job skills training. * Supporting documentation at the individual staff level, including State approval as required, is provided for travel reimbursement.   Pay-for-Performance claims are submitted following the criteria outlined in the SOW, Section 10.4 and 10.5. Equus submits supporting documentation, as requested by the State, to substantiate billings for payment points. Claims are submitted within three (3) billing cycles.  The pay-for-performance process requires Equus to substantiate each of the following items when submitting a claim for a performance incentive bonus. The claim must be separated by program and participant and include supporting documentation. Equus understands that it is necessary to have a Work Participation Rate greater than 30%, a no show/no contact rate of less than 7%, and two (2) new SNAP E&T TPPs established annually to bill for performance. In addition, the following criteria has to be met for eligible performance incentive payments:  Performance Analysts are responsible for tracking performance outcomes and gathering supporting documentation for performance claims. This information is reviewed by the Quality Assurance Manager for accuracy and compliance prior to being shared with the Project Accountant for billing. During our review process, we ensure:   * All payment point requirements have been met * All supporting documentation is legible and compliant including the following   + Documentation of Orientation completion within the last 12 months   + Documentation of the completion of the Assessment   + Documentation of a signed SSP   + Verification of employment * Participants approved by the State to attend job skills and education/training have successfully completed qualified education/training activity of at least 45 minutes in length and the participant has attended a minimum combination of three (3) job training/resource workshops or job fairs. * Client information is not duplicated and includes the case number and/or personal identification number (PID) * Placement did not occur after an individual is marked as non-compliant   After reviewing the information, the Project Director submit performance claims for individuals who meet the requirements, as stated above and based on the definitions below.  **Clients Achieving High Wages:** The Contractor shall receive $250 per IMPACT Participant that gains and retains a minimum average of 30 hours or more per week and achieve a high wage rate that is a minimum of 20% more than the average hourly rate for the current year with a minimum of $22.10 per hour or more. The Participant must retain employment for a minimum of thirty (30) days before the Contractor may submit a claim for the payment point.  **90-Day Retention:** The Contractor shall receive $500 per IMPACT Participant that gains and retains employment for a minimum average of 30 hours or more per week or at least ninety (90) days within the last one hundred and twenty (120) days of any IMPACT program activity administered by the Contractor and Case Managers.  **180-Day Retention:** The Contractor shall receive $1,000 per IMPACT Participant that gains and retains employment for a minimum average of 30 hours or more per work at the Indiana Living Wage standard or higher for at least one hundred and eighty (180) days within the last two hundred and ten (210) days of any IMPACT program activity administered by the Contractor and Case Managers.  **365-Day Retention (for TANF participants):** The Contractor shall receive $2,000 per TANF participants that gains and retains employment for a minimum average of 30 hours or more per work at the Indiana Living Wage standard or higher for at least three hundred and sixty-five (365) days within the last three hundred and ninety-five (395) days of any IMPACT program activity administered by the Contractor and Case Managers.  In our last fiscal audit as the statewide IMPACT services provider, we achieved a .02% error rate on more than $14M in billing. We maintain a high quality of accuracy with billing and claims and have a strong understanding of the review and rebuttal process. |
| **8** | **SoW Section 11 – Service Levels and Pay-for-Performance**  Describe how you propose to execute SoW Section 11 in its entirety and in alignment with State laws, and all other applicable Federal laws, updates, and guidance. Your response should include, but not be limited to, the specific elements highlighted below:   * Please demonstrate your understanding of and indicate that you agree to comply with the corrective action requirements described in Section 11. * List any corrective actions that you have been subject to in the past five (5) years for services similar to those described in this RFP. Additionally, please describe what measures you will take to address issues with your performance that may arise under this project and to prevent the need for corrective action plans throughout the Contract term. * Please describe any lessons learned from previous Corrective Actions, sanctions, or formal complaints.   As a performance driven organization, we know meeting or exceeding contractual outcomes is how the greatest results are achieved for individuals, families, and communities. Our processes and procedures are developed using the IMPACT Policy and Procedures Manual. Training is developed to provide our staff with the information needed to meet the deliverables and outcomes outlined in the SOW and in the executed contract.  **Plan for Success**: Goals are developed at the project level to align with all contract deliverables, metrics, and outcomes. Our National Performance Optimization Director reviews the plan with the Project Director to make sure all requirements have been captured. SMART goals are then established at the individual team member level and are shared during new employee training.  Equus understands that the State shall withhold fifteen (15%) of the performance invoice until the State verifies that performance is met as described in the SOW, section 10. Equus understands that the State may initiate a Corrective Action Plan if we fail to meet the SOW. Equus agrees to comply with the Corrective Action Requirements described in Attachment K (SOW), section 11.  We commit to cooperate with FSSA in all aspects of operations, including completion of performance reviews with OV&V to validate achievement of Key Performance Outcomes or payment points. We work cooperatively as outlined in the Request for Proposal should the need arise for formal corrective action plans to be developed and implemented.  Within the past five years, our organization was subject to corrective action by the Missouri Department of Social Services. The scope of services for this contract is to provide full case management services to individuals receiving TANF in the Northwest, Central, and Ozark regions. We have developed a process improvement model that focuses on six major steps that culminate into a plan of action. The steps are as follows:   * Finding- Identification of areas of non-compliance. This may involve conducting analysis of services to determine where improvements can be made. * Resolve- a corrective action plan is developed that outlines specific steps that are taken to address each area of non-compliance. Plans are based on SMART goals to include additional training, process improvements, and changes to our service delivery model. * Prevention- Management monitors the conciliation and sanction list. Quality Assurance monitoring reviews specific areas of concern and additional training is offered. * Implementation- Discussion about conciliation and sanction is ongoing during staff meetings and as needed by the area supervisor and program manager. SMART formula goals are monitored to measure the success of the corrective action plan. * Assign Responsibility- Each person responsible for implementing each step of the corrective action plan is clearly identified. Tasks are assigned to specific team members or departments. * Implementation Dates- A timeline for the implementation of the corrective action plan is provided and monitored for adherence.   In addition, an internal Quality Assurance position was established with the primary responsibility of monitoring case files for policy compliance. Through this experience, we position ourselves for success by ensuring that a comprehensive plan is in place to address any deficiencies in a timely manner and to ensure program participants receive high-quality support. |
| **9** | **SoW Section 12 – Continuity of Services (End of Contract Transition)**  Describe how you propose to execute SoW Section 12 in its entirety and in alignment with State laws, and all other applicable Federal laws, updates, and guidance. Your response should include, but not be limited to, the specific elements highlighted below:   * Please demonstrate your understanding of and indicate that you agree to comply with the end of contract transition requirements described in Section 12. * Please detail any previous experiences in transitioning services of similar size and scope to the State’s needs. Please describe any lessons learned from your previous experiences. Please limit any cost detail related to your response to **Attachment D** Cost Proposal and do not include it in your Technical Proposal response.   Equus is prepared to complete all contract transition requirements. To support this process, our company leadership work in close coordination with the State and the selected provider in the best interest of the program and its participants to maintain steady operations throughout the transition period. Employees are encouraged to continue in their roles and to consider employment with the new vendor. Equus collaborates with the State to develop and offer phase-in training and to complete phase-out services. All activities are negotiated with the state in good faith.  We have described our experience in the transition of large-scale contracts, including statewide TANF in NE and projects with an even larger scale staffing structure like Job Corps. Specifically in Indiana in 2017, we worked with FSSA and a new vendor to transition IMPACT services. We know firsthand the importance of engaging with the new vendor early in the process is critical to ease concerns for the team members and to effectively transfer caseloads/services. |
| **10** | **Diversity, Equity, and Inclusion (DEI)**  Describe how your company will prioritize DEI across all considerations and decisions made as referenced in RFP Section 2.3.3. Your response should include, but not be limited to, the specific elements highlighted below:   * Demonstrate your experience working with under-resourced populations. * Describe how you will identify under-resourced populations and detail how you will provide a culturally competent approach to serve those identified. * Describe the specific methods you will employ to promote services to under-resourced populations. * Describe your company’s demographic makeup and the efforts you take to recruit and retain a diverse staff.   Describe how your company will prioritize DEI across all considerations and decisions made as referenced in RFP Section 2.3.3. Your response should include, but not be limited to, the specific elements highlighted below:   * Demonstrate your experience working with under-resourced populations. * Describe how you will identify under-resourced populations and detail how you will provide a culturally competent approach to serve those identified. * Describe the specific methods you will employ to promote services to under-resourced populations. * Describe your company’s demographic makeup and the efforts you take to recruit and retain a diverse staff.   Equus is committed to supporting individuals from all walks of life in finding meaningful work and building fulfilling careers. With projects spanning across 18 states and 181 locations, we partner with local communities to offer services to under-resourced populations. We serve people who are facing challenging circumstances and may be eligible for TANF and/or SNAP benefits. Nearly half of our 41 projects focus specifically on supporting public assistance recipients. We provide career center services and programs for at-risk youth, helping pave the way to a better life.  Our leadership continues to focus on the growing need for services to vulnerable, at-risk populations experiencing homelessness, and other social issues. Since 2013, Equus leadership endeavored to bridge inequities negatively impacting those most vulnerable within our communities through our wholly owned subsidiary, Equitable Social Solutions. Some of the projects that we are currently supporting:   * County of San Diego Health and Human Services Agency (CA): Regional Homeless Assistance Program (RHAP) including outreach, emergency housing, bridge housing hotel vouchers, transportation, case management, resource referrals, rental application/ fee payments, and housing navigation/ stability support for clients. We also administer housing and support services for SSDI clients, applying strategies such as bridge housing, master leasing, flat rental subsidies, shared housing, and other evidence-based solutions. * City of Chicago, Homeless Prevention Policy and Planning (IL): Operation of a 24/7 non-congregate shelter and provision of related housing support services * Lane County (OR): Operator of the River Avenue Navigation Centerand theBrooklyn Street Shelter, to provide transitional/bridge housing, case management, and wraparound supports for up to 87 adults.   Conducting a community needs assessment is a critical step in identifying under resourced populations. Equus works with local community organizations such as community centers, schools, churches, and non-profit organizations that serve under resourced individuals. To ensure that our customers have the resources needed to thrive, our organization is data driven, as such, we utilize data on unemployment rates, workforce participation rates, and demographic data to identify at risk populations in the communities we serve. For example, in 2020 we looked at information from the Center for Disease Control (CDC) and Agency for Toxic Substances and Disease Registry (ATDR) to determine which Indiana counties were at high risk for social vulnerability. We found that Elkart, Lake, LaPorte, St. Joseph, Marshall, Carrol, Grant, Clinton, Howard, Miami, Madison, Delaware, Wayne, Fayette, Marion, Putman, Vigo, Sullivan, Knox, Daviess, Posey, Jackson, Scott, and Ohio were areas where many people may be facing challenges to make ends meet, access healthcare, or find stable housing. By using tools like the Social Vulnerability Index (SVI), which looks at factors like socioeconomic status, household characteristics, race and ethnicity, and household type and transportation, we are able to gain a clear understanding of where our resources can make the biggest impact. We believe everyone deserves a fair opportunity for success, and we are dedicated to doing our part to make that a reality.  We collaborate with partner organizations to identify gaps in existing supports and to expand our outreach and engagement by conducting community events, job fairs, or workshops, and engaging community members through online platforms to expand our reach and better serve Indiana residents. We know dignity and equity are intertwined. Upholding these principles starts with taking a strengths-based, future-focused approach that values and promotes potential and lived experience. We employ unbiased interviewing practices focused on building a diverse candidate pool representative of the communities to be served in Indiana.  We offer diversity and inclusion training for all employees, including unconscious bias training and workshops on cross-cultural communication and respect, to promote understanding and awareness of diverse cultures, perspectives, and experiences. We recently developed new course content for all employees as part of annual compliance training to understand diversity and improve interactions with others, including customers and colleagues.  To enhance cultural competency, we recently focused on targeted training for our leaders, and we are implementing a Diversity, Equity, and Inclusion (DEI) series for all new hires. The series contains vocabulary for DEI, explores issues, and provides action-focused content on the following topics:   * DEI 1.0 - Overview and Belonging * DEI 2.0 – Recognizing and Disengaging Unconscious Bias * DEI 3.0 – Unlocking the Power of Phycological Safety * DEI 4.0 – Applying Skills to the Real World   Our DEI series encompasses the tenets of transformative, effective, and sustainable cultural competency: Awareness, Attitude, Knowledge, and Skills.  We have implemented Employee Resource Groups (ERGs) for underrepresented groups, such as women, people of color, LGBTQ+ individuals, and veterans to provide support, networking opportunities, and career development opportunities  We encourage open communication and feedback mechanisms, such as town hall meetings and anonymous suggestion boxes, to ensure all employees feel heard and valued.  We celebrate and recognize diverse cultures, traditions, and contributions through events, such as cultural potlucks, heritage month celebrations, and recognition of important cultural holidays.  For 2022, our new hire diversity demographics included 76% women, 38% African American, 22% Hispanic, 28% Caucasian and 4% Asian/Native Hawaiian/American Indian. Our Executive Leadership Team is comprised of nine individuals: four are women and two are African American. |

**Additional Attachments**

**Resume**

**R. MICHELLE DAY**

**National Workforce Solutions Director**

**Qualifications**

Experienced leader with over 25 years of leadership, program oversight, and program management experience under various contract structures and funding streams. Documented success in business development, program start-up and program implementation. Possesses a strong understanding of workforce programs, budget structures and service delivery models; demonstrated ability to develop succession plans and manage resources to meet outcomes. Designated subject matter expert for intermediary programs, TANF, SNAP E&T, and Registered Apprenticeship Programs.

**Experience**

*Experience working directly with federal, state, and local staff*. *Designated as key personnel and point of contact in multiple state and local contracts. Responsible for communicating performance outcomes and associated contract deliverables (face-to-face and in writing). Partnered with State to develop state plans, media communications, waiver requests and other documents requested by State and local government officials. Participated in the SNAP E&T Learning Academy sponsored by USDA/FNS and presented information on innovation at a FNS conference.*

*Experience leveraging partner and stakeholder resources to sustain programs and initiatives developed through this funding after project completion*: *Frequent communication with state/local representatives, American Job Center board staff, Job Corps Centers, businesses and community-based organizations to provide information and resources related to creating efficiencies within the workforce system (e.g. braided funding, pros/cons of various contract models). Designated SME for SNAP E&T Third-party partnerships; implemented program to increase enrollments, increase program participation and improve outcomes.*

**2019 to Present National Workforce Solutions Director**, **Arbor E&T, LLC dba Equus Workforce Solutions, Columbus, IN**

Provide expertise, guidance, and support to program leadership in the workforce system. Oversee the U.S. Department of Labor Industry Intermediary for Registered Apprenticeship contract team and lead the Intermediary contracts for SNAP E&T Third-party Partnerships. Serve as a resource for government relations. Meet with government officials to share information on best practices and innovation for various program models. Develop and present workshop proposals to share industry best practices and workforce system information at national, state, and local conferences (American Healthcare Association, National Center for Assisted Living, American Public Human Services Association, National Association of Workforce Boards, USDA Food and Nutrition Service).

**2013 to 2019 Regional Director, Arbor E&T, LLC**, **Columbus, IN**

Provide leadership for the statewide employment and training program in Indiana (TANF, SNAP, HIP 2.0), the Indianapolis WorkOne program (WIOA Adult, DW, Youth, TAA/RR, RESEA), the southeast Wisconsin W2 program (TANF Eligibility and E&T) and Wisconsin SNAP E&T program (southeast and Milwaukee). Implement and evaluate operational standards to provide overall program administration to ensure compliance, quality outcomes and achievement of service delivery goals. Responsible for managing more than $45M in annual budgets, subcontractors, and 500+ staff.

**2009 to 2013 State Director**, **Arbor E&T, LLC, Indianapolis, IN**

Led project management team in implementation and oversight of the statewide Indiana Eligibility project (Indiana IMPACT and local office eligibility services) and EmployIndy project; Monitored performance to meet contractual obligations, customer expectations and financial projections; Developed training programs to support contract requirements; oversaw management of subcontractors. Responsible for managing more than $35M in revenue.

**2007 to 2009 Deputy State Operations Director**, **Arbor E&T, LLC, Indianapolis, IN**

Led operations team in implementation of the statewide Indiana Eligibility project and EmployIndy project serving businesses and career seekers.

**2000 to 2007 Program Director**, **Arbor E&T, LLC (formerly ACS State & Local Solutions), Indianapolis, IN**

* **Education**

B. S., Major, Criminal Justice, Minor - Sociology, Indiana University, Indianapolis, IN

A. S., Criminal Justice, Indiana University, Indianapolis, IN

SNAP E&T Learning Academy

Pacific Institute Leadership Training

Served on the American Public Human Services Association Advisory Council

**Job Descriptions**

**Project Director**

**Reports to:**

Regional Director

**Key Areas of Responsibilities**

* Provides oversight to entire program and technical assistance, including assessment of customer satisfaction with program.
* Approves hiring of all program staff.
* Provides program staff with technical assistance and training in all aspects of education and training.
* Ensures that program performance is on target with program and contractual goals.
* Ensures contract compliance with federal, state, and local mandates.
* Negotiates and reviews contracts; complete modifications as required.
* Prepares corrective action plans.
* Serves as liaison with the funding source, employers, other local human service agencies, and company.
* Reviews and approves all program curriculums; provides assistance in development of program curriculums.
* Oversees startup of new programs, including contract negotiation with funding source.
* Assists with development of proposals for new programs and replications, including development of budgets, development of program design, and review of narrative.
* Coordinates program delivery services with Regional Director and corporate staff.
* Other duties as assigned.

**Education/Certificates, Licenses, Registrations**

Bachelor’s Degree from an accredited university or college, or equivalent work experience.

**Qualifications**

Five years professional experience organizing, planning, and developing programs and services at a management level with two years of senior management experience or equivalent combinations, thereof. Demonstrated planning, training, and supervisory abilities. Excellent written and verbal communication skills. Ability to delegate, monitor, and evaluate complex and technical programs. Human resources and management skills. Bilingual a plus.

**Project Manager**

**Reports to:**

Project Director

**Key Areas of Responsibilities**

* Works in partnership with the Project Director on planning and overall day-to-day operations, program development, contract management, human resources, staff development, and business development.
* Develops and maintains a communications plan and keeps all lines of business communities appraised of project plans and related implications.
* Develops strategic plans/quality management.
* Participates in leadership, board staff, and board meetings.
* Manages the project monitoring and evaluation system, including project indicators and outputs to develop and promote appropriate evaluation strategies for center activities.
* Coordinates quality assurance and reviews/audits; holds those responsible accountable for all corrections in a timely fashion.
* Aligns company resources with project requirements and business needs of the board staff.
* Monitors project budgets and submitting estimates for review and approval.
* Leads, supervises, coaches, and holds accountable direct reports, including Program Managers and Workforce Center Managers, to meet contracted performance expectations.
* Coordinates employee training, mentoring, work assignments, performance assessment, development, and succession.
* Maintains a library of knowledge and lessons learned from project activities, monitoring reviews, and audits.
* Ensures that all required reports are submitted to the appropriate parties in a timely manner.
* Other duties as requested.

**Education/Certificates, Licenses, Registrations**

Bachelor’s Degree from an accredited college/university in management, organizational development, project management, or business administration required.

**Qualifications**

Five years of senior level management level experience, related to human services in the for-profit, nonprofit, quasigovernmental, and/or government sectors, or directly related, progressively responsible work experience or equivalent combinations, thereof. Extensive knowledge with workforce development programs.

**Project Accountant**

**Reports to:**

Project Director

**Key Areas of Responsibilities**

* Performs monthly close process for project to include revenue and expense entries and review of the project’s balance sheet.
* Prepares bank reconciliations and gift card inventory reconciliations, if applicable.
* Monitors activity to ensure accounting policies, procedures, and plans are executed.
* Develops, prepares, and supports annual budgets.
* Provides actual vs. budget analysis to include forecasting of fund availability.
* Ensures that procedures and policies are in place to facilitate effective and efficient financial reporting compliant with local, state, and corporate policies.
* Oversees the project’s fiscal operations to meet project deadlines.
* Prepares budgets for all major funding streams and special project grants.
* Develops and maintains reporting mechanisms to assist with tracking expenditures and obligations.
* Analyzes corporate financial information as it relates to project revenues, expenditures, and balance sheets.
* Accounts for project expenditures to ensure compliance with applicable regulations and program requirements.
* Forecasts expenditures used in planning program activities.
* Communicates with board regarding budgets, billings, and financial related matters.
* Prepares customer billings for all funding streams.
* Assists internal and state monitors during financial review of program expenditures and prepares responses to monitoring reports.
* Trains staff on changes in funding regulations, corporate policies, local operating procedures, and board policies.
* Prepares financial reports for corporate, state, and local management teams.
* Other duties as assigned.

**Education/Certificates, Licenses, Registrations**

Bachelor’s Degree or higher in business, accounting, finance, or related field. Three to five years of experience in business or accounting, or an equivalent combination of education and experience.

**Qualifications**

Must have demonstrated knowledge of Generally Accepted Accounting Principles, be able to interpret balance sheets and profit/loss reports and write and implement financial management policies and procedures.

**Quality Assurance Manager**

**Reports to:**

Project Director

**Key Areas of Responsibilities**

* Ensures compliance with federal, state, and local regulations and mandates.
* Leads team efforts to accomplish performance goals.
* Manages performance by regular review and evaluation of reports, and effectively communicates progress to staff.
* Provides training and/or training opportunities to staff, as appropriate.
* Works closely with the program manager to reach performance levels.
* Monitors contract and performance reports and works with staff to excel in performance.
* Provides written and verbal reports to the center manager.
* Attends meetings with the board as instructed.
* Researches ways to meet, exceed, and excel in performance measures.
* Assists project director with instructions to staff based on written and verbal reports.
* Schedules and leads regular staff meetings for information sharing.
* Assists staff to obtain performance goals and provides customer-driven solutions.
* Ensures that best practices are utilized.
* Assists with staff performance evaluations.
* Other duties as assigned.

**Education/Certificates, Licenses, Registrations**

Bachelor’s Degree in a related field or equivalent combination of education and experience.

**Qualifications**

Three to five years of experience. Knowledge of federal and state workforce programs. Excellent leadership, organizational, and communication skills. Computer literacy, including Microsoft Office and the ability to learn new software programs and data systems.

**Human Resources Manager**

**Reports to:**

Project Director

**Key Areas of Responsibilities**

* Works with managers to lead recruiting efforts for qualified staff.
* Ensures open positions are posted according to corporate and funder policy.
* Interviews applicants when appropriate.
* Ensures reference checks, background checks, and drug screenings are completed in accordance with corporate and funder policy.
* Confirms that all considered job applicants meet job description minimum qualifications.
* Ensures prior written approval has been obtained and composes job offer letters.
* Collects applicant information and ensures entry into the applicant tracking system.
* Ensures the Affirmative Action and EEO Policies are communicated and adhered to.
* Coordinates regular training scheduling for staff and maintains accurate training records to ensure compliance.
* Conducts new hire orientations and ensures new hire paperwork is submitted to payroll.
* Ensures that the compensation program adheres to wage and hour regulations according to state and local regulations and FLSA guidelines.
* Ensures that personnel files are established and maintained in confidence for all staff.
* Responds to employee request for information using good customer relations skills.
* Assists employees with the resolution of issues regarding their benefits, leaves, supervision, and other human resources matters.
* Ensures that managers have established performance goals for employees within 30 days of hire and performance goals are placed in personnel files.
* Reports and monitors workers’ compensation claims.
* Assists project with termination procedures, as needed.
* Other duties as assigned.

**Education/Certificates, Licenses, Registrations**

Bachelor’s Degree from four-year college or university in business management, human resources, psychology, or related field. Five years related experience or an equivalent combination of education and experience. Professional in Human Resources (PHR) or Senior Professional in Human Resources (SPHR) preferred.

**Qualifications**

Excellent organizational skills and strong attention to detail. Outstanding communication skills (both written and oral); must communicate professionally and positively with employees and all levels of management. Required knowledge of Microsoft Office and the ability to adapt to reporting requirements.

**Business Solutions Manager**

**Reports to:**

Project Director

**Key Areas of Responsibilities**

* Engages with local businesses, chambers of commerce, economic development organizations, and other community groups serving employers in order to increase visibility and knowledge of workforce development in the business community.
* Works with Business Solutions Manager(s) and Business Solutions Team to increase the quality of job orders through strategic marketing and business development activities.
* Guides Business Solution Manager(s) and Business Solutions Team to ensure quality job matching of job seekers to local employment opportunities.
* Proposes opportunities by identifying prospects, evaluating their needs, and providing consultation on recommended services.
* Leverages a deep understanding of the company’s employer value proposition to cultivate consultative relationships.
* Communicates business services activities, market feedback, and employer hiring needs to all stakeholders.
* Other duties as assigned.

**Education/Certificates, Licenses, Registrations**

Bachelor’s Degree from an accredited college or university.

**Qualifications**

Five to seven years of B2B or consultative sales experience. Demonstrated ability to communicate, present, and effectively influence credibly at all levels of the organization, including executive and C-level. Must be a strategic thinker with understanding of short-term and long-term drivers within our target industries and customer needs. Demonstrated experience in developing client-focused, differentiated, and achievable solutions. Familiarity with the local business community, economic development, and labor market trends. Experience in managing systems, process, and personnel. Bilingual a plus.

**Performance Analyst**

**Reports to:**

Quality Assurance Manager

**Key Areas of Responsibilities**

* Knowledgeable of all contract goals and performance measures, management reports, and pay points.
* Compiles statistics from local, regional, and state reports.
* Assembles and classifies statistics following prescribed procedures.
* Provides Project Director, Program Manager, and appropriate staff with timely reports on performance.
* Compiles and computes statistical data to inform, present, and train staff as a means to enhance performance.
* Compares weekly performance data to contract and/or state goals.
* Works with staff to develop strategies to improve performance in order to meet project goals.
* Follows up with staff to ensure strategies have been implemented.
* Reviews activities, the number of customers enrolled, and number served in order to ensure goal attainment.
* Makes recommendations for improvements in activities and certification of customers.
* Suggests modifications to existing procedures that may help project success.
* Responsive to other duties that may be assigned by the Project Director.
* Other duties as assigned.

**Education/Certificates, Licenses, Registrations**

Bachelor’s Degree in a related field, Master’s Degree preferred. Travel when necessary.

**Qualifications**

Five years of related experience with two years of employee supervisory experience. Excellent communication and interpersonal skills. Strong management and organizational skills. Ability to work with culturally diverse populations and ability to work across all levels of management and staff. Proficiency in Microsoft Office Suite, especially Word and Excel.

**Business Solutions Consultant**

**Reports to:**

Business Solutions Manager

**Key Areas of Responsibilities**

* Responsible for enhancing the relationship between the project and local employers.
* Builds relationships with local employers and maintains contact on a monthly basis to identify job openings, alternative work activities, and training initiatives.
* Assists with facilitating group sessions on obtaining employment and job retention.
* Develops, obtains, and distributes job orders to the center programs.
* Prepares job candidates for job search by assisting with resumes, interviewing techniques, and completion of job applications.
* Matches available job seekers with employers through direct outreach with employers, job fairs, participation in large-scale employer recruitment efforts, etc.
* Develops learning opportunities for job seekers such as job shadowing, internships, paid and unpaid work experience, and volunteer employment.
* Explains on-the-job training and customized training to employers and assists with completion of training contracts.
* Knowledgeable of current labor market information and program and center services.
* Ensure employer satisfaction with services.
* Actively participates in chamber of commerce meetings, job fairs, and other community activities.
* Coordinates with case management and/or job development team to ensure job placement goals are met each month.
* Ensures the employer database is updated each week.
* Prepares a report of weekly activities to progress toward achieving monthly goals.
* Other duties as assigned.

**Education/Certificates, Licenses, Registrations**

Bachelor’s Degree in a related field or an equivalent combination of education and experience.

**Qualifications**

At least two years of experience in business or public administration. Knowledge of board and partner programs and services, as well as community and civic resources. Ability to communicate effectively in both group or individual settings, conduct interviews and meetings, work in a team-based environment, establish and maintain interpersonal relationships, work with diverse populations, and work in a fast-paced environment demonstrating flexibility and ability to adapt to change. Computer literacy including Microsoft Office, with the ability to quickly learn other software applications. Bilingual a plus.

**Accounting Specialist**

**Reports to:**

Project Accountant

**Key Areas of Responsibilities**

* Assists financial staff with clerical duties, including accounts receivables and payables, photocopying, filing, typing, report preparation, faxing, etc.
* Organizes and maintains files in an auditable state.
* Implements method for tracking files and safekeeping.
* Assists in generation of reports, including data gathering, printed reports, or other available information.
* Helps prepare billings and invoices.
* Assists with budget preparation.
* Collects payroll and attendance records.
* Processes biweekly time reports.
* Processes invoices for review and approval by the Project Accountant.
* Reconciles P-card reports.
* Other duties as assigned.

**Education/Certificates, Licenses, Registrations**

High school diploma or equivalent.

**Qualifications**

Related clerical experience. Good communication and organizational skills. Basic accounting knowledge. Working knowledge of office machinery and automation, including any applicable software packages. Ability to develop and maintain effective working relationships with management, coworkers, board staff, and the general public.

**Case manager**

**Reports to:**

Regional Manager

**Key Areas of Responsibilities**

* Provides case management with a focus on helping customers to prepare for employment that leads to self-sufficiency.
* Conducts a complete assessment utilizing a variety of techniques including computer-based assessments, interest inventories, and one-on-one interviews.
* Facilitates customer access to training, education, barrier-removal services, and to employment services as well as job-specific information.
* Interviews customers to gather information on training needs, educational background, work experience, skills, interests, and eligibility.
* Verifies eligibility for program service.
* Provides career guidance and assistance to customers to identify employment goals and career development needs, and develop achievable and realistic service and employment plans, then monitor customer progress.
* Provides follow-up after job placement to ensure job retention and the elimination of barriers that may impede job retention; and ensure case record documentation is current, accurate, thorough, and compliant with the law, regulations, and established policies and procedures.
* Maintains job seeker case files in an audit-ready state.
* Other duties as assigned.

**Education/Certificates, Licenses, Registrations**

Bachelor’s Degree from an accredited university/college, or equivalent work experience.

**Qualifications**

Excellent verbal and written communication skills. Demonstrated customer service skills. Familiarity with the communities being served, with knowledge and understanding of local needs and resources. One to three years of experience in workforce development or related programs. Bilingual a plus.

**Regional manager**

**Reports to:**

Project Manager

**Key Areas of Responsibilities**

* Assists Project Director with the development of proper policies and procedures to ensure operation of project is efficient, strong, and customer-oriented.
* Responsible for overseeing the project’s programmatic activities and operations.
* Reviews, recommends, reports, and implements programs and operational goals to ensure that the project meets contractual obligations and compliance issues.
* Analyzes processes and procedures to optimize performance.
* Prioritizes assignments and adjusts or adapts service delivery as needed.
* Understands all technical aspects of the operational units.
* Maintains knowledge of applicable federal, state, and local laws, regulations, and policies related to welfare and workforce programs.
* Delegates staff responsibilities to meet and/or exceed performance standards.
* Facilitates meetings with partners to promote full, frequent communication.
* Reviews staff performance and recommends corrective actions as needed.
* Coordinates training activities to ensure that all operations staff are properly trained to implement project activities effectively.
* Develops and maintains standard operating procedures.
* Other duties as assigned.

**Education/Certificates, Licenses, Registrations**

Bachelor’s Degree from an accredited college or university or equivalent experience.

**Qualifications**

Experience organizing, planning, and developing program operations at a management level. Demonstrated customer service skills. Detailed program knowledge. Excellent written and verbal communication skills. Excellent leadership, interpersonal, and human resource management skills.

**Project Trainer**

**Reports to:**

Project Manager

**Key Areas of Responsibilities**

* Designs and implements didactic training and development programs and identifies external training curricula programs based on staff needs.
* Responsible for the preparation, design, and evaluation of training/instructional materials, teaching aids, and devices.
* Maintains records of employee training outcomes, certifications, and credentials.
* Provides guidance and feedback as necessary.
* Develops and maintains a training reference library and ensures employees are aware of materials available for their use.
* Other duties as assigned.

**Education/Certificates, Licenses, Registrations**

Bachelor’s Degree from an accredited college or university or equivalent experience.

**Qualifications**

Excellent verbal and written communication skills. Demonstrated customer service skills. Familiarity with the communities being served, with knowledge and understanding of local needs and resources. One to three years of experience in workforce development or related programs. Bilingual a plus.

**Facilitator**

**Reports to:**

Regional Manager

**Key Areas of Responsibilities**

* Responsible for delivering high-quality work readiness interventions that improve the soft and hard skills of program participants.
* Coordinates Improves the job readiness services and facilitates in-person and virtual workshops.
* Conducts follow-up outreach to students not engaged in job readiness workshop activities and documents efforts in the SOR.
* Teaches job readiness and life skills such as resume preparation, completing applications, cover letter preparation, thank-you letter preparation, resignation letter preparation, job searching techniques, networking, job interviews, family budgeting, positive thinking, attitude adjustments, attendance and punctuality, healthy communication skills, professional appearance, dependability, and building self-esteem.
* Assists in employment duties including maintaining files on participants and employers, job development, matching participants to jobs, developing job transition plans, ensuring contract compliance, and monitoring job sites.
* Administers and interprets approved aptitude and proficiency tests according to prescribed procedures.
* Maintains accurate counseling documentation for each participant.
* Arranges and makes participant referrals to various community resources where low cost family assistance may be obtained. Develops written activity reports on participants.
* Markets the employment curriculum to spark and encourage client participation.

**Education/Certificates, Licenses, Registrations**

Bachelor’s Degree from an accredited college or university or equivalent experience.

**Qualifications**

Experience in classroom instruction or related field. Excellent verbal and written communication skills. Ability to successfully motivate a wide range of participants to diverse cultures. Ability to work effectively with hard-to-serve participants and generate positive results.

**RecEptionist**

**Reports to:**

Regional Manager

**Key Areas of Responsibilities**

* Assists with front desk coverage, greeting customers, and directing customers to appropriate areas/services.
* Maintains receptionist coverage with a courteous phone manner.
* Maintains full and accurate understanding and ability to provide assistance when it comes to intake registration, data entry, and eligibility determination processes.
* Works closely with staff to develop policies and procedures to document job instruction and performance.
* Maintains accurate data entry to external customer databases and internal database, then prepares reports from databases as required.
* Places customers in workshops and appointments using required tools.
* Provides customers with information regarding job fairs, workshops, and other events of interest.
* Provides administrative support to senior project management.
* Ensures the resource room is well stocked.
* Maintains a professional appearance.
* Serves as an assessment facilitator and provides instructions to job seekers prior to taking assessments.
* Reviews eligibility documents and conducts group orientation sessions with job seekers.
* Other duties as assigned.

**Education/Certificates, Licenses, Registrations**

Minimum of a high school diploma or equivalent and at least two years of clerical experience, or a satisfactory equivalent of education and experience.

**Qualifications**

At least three years of customer service experience with strong communications skills, as well as experience working in a high-volume work environment. Strong organization skills and computer skills. The ability to relate well with individuals, ability to motivate. Ability to maintain a high level of accuracy in preparing and entering information. Ability to follow instructions well. Adaptable, flexible, and a fast learner. Creative and able to meet deadlines. Works well under pressure and within a team concept. Bilingual a plus.

**QMT (Quality Management Tool)**















**MoneySkill Flyer**

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**Workforce Development Professional Registered Apprenticeship Program**

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1. Office of Family Assistance, Office of the Administration for Children and Families: Combined TANF and SSP-MOE Work Participation Rates Fiscal Year 2021 <https://www.acf.hhs.gov/sites/default/files/documents/ofa/wpr2021table01a.pdf> [↑](#footnote-ref-2)