



Notice of a public meeting of

Decision Session - Executive Member for Economy and Culture

To: Councillor Kilbane

Date: Monday, 27 January 2025

Time: 10.00 am

Venue: West Offices - Station Rise, York YO1 6GA

AGENDA

Notice to Members – Post Decision Calling In:

Members are reminded that, should they wish to call in any item* on this agenda, notice must be given to Democratic Services by **4:00 pm** on **Monday, 3 February 2025**.

*With the exception of matters that have been the subject of a previous call in, require Full Council approval or are urgent, which are not subject to the call-in provisions. Any called in items will be considered by the Corporate Services, Climate Change and Scrutiny Management Committee.

Written representations in respect of items on this agenda should be submitted to Democratic Services by **5.00 pm** on **Thursday, 23 January 2025**.

1. Apologies for Absence

To receive and note apologies for absence.

2. Declarations of Interest (Pages 5 - 6)

At this point in the meeting, the Executive Member is asked to declare any disclosable pecuniary interest, or other registerable interest, they might have in respect of business on this agenda, if they have not already done so in advance on the Register of Interests. The disclosure must include the nature of the interest.

An interest must also be disclosed in the meeting when it becomes apparent to the member during the meeting.

[Please see attached sheet for further guidance for Members].

3. Minutes (Pages 7 - 8)

To approve and sign the minutes of the Decision Session held on 22 October 2024.

4. Public Participation

At this point in the meeting members of the public who have registered to speak can do so. Members of the public may speak on agenda items or on matters within the remit of the committee.

Please note that our registration deadlines have changed to 2 working days before the meeting. The deadline for registering at this meeting is at **5.00pm on Thursday, 23 January 2025.**

To register to speak please visit www.york.gov.uk/AttendCouncilMeetings to fill out an online registration form. If you have any questions about the registration form or the meeting please contact the Democracy Officer for the meeting whose details can be found at the foot of the agenda.

Webcasting of Public Meetings

Please note that, subject to available resources, this public meeting will be webcast including any registered public speakers who have given their permission. The public meeting can be viewed on demand at www.york.gov.uk/webcasts.

5. York Learning Self Assessment Report (Pages 9 - 20)

This report presents York Learning's Self-Assessment Report (SAR) for the academic year 2023/24; it shows how York Learning

performs in relation to the 'Education Inspection Framework' and this final report will be sent to Ofsted on Friday, 31 January 2025.

6. Urgent Business

Any other business which the Executive Member considers urgent under the Local Government Act 1972.

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For more information about any of the following please contact the Democratic Services Officer responsible for servicing this meeting:

- Registering to speak
- Business of the meeting
- Any special arrangements
- Copies of reports and
- For receiving reports in other formats

Contact details are set out above.

Alternative formats

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我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (ہولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

Declarations of Interest – guidance for Members

- (1) Members must consider their interests, and act according to the following:

Type of Interest	You must
Disclosable Pecuniary Interests	Disclose the interest, not participate in the discussion or vote, and leave the meeting <u>unless</u> you have a dispensation.
Other Registrable Interests (Directly Related) OR Non-Registrable Interests (Directly Related)	Disclose the interest; speak on the item <u>only if</u> the public are also allowed to speak, but otherwise not participate in the discussion or vote, and leave the meeting <u>unless</u> you have a dispensation.
Other Registrable Interests (Affects) OR Non-Registrable Interests (Affects)	Disclose the interest; remain in the meeting, participate and vote <u>unless</u> the matter affects the financial interest or well-being: (a) to a greater extent than it affects the financial interest or well-being of a majority of inhabitants of the affected ward; and (b) a reasonable member of the public knowing all the facts would believe that it would affect your view of the wider public interest. In which case, speak on the item <u>only if</u> the public are also allowed to speak, but otherwise do not participate in the discussion or vote, and leave the meeting <u>unless</u> you have a dispensation.

- (2) Disclosable pecuniary interests relate to the Member concerned or their spouse/partner.
- (3) Members in arrears of Council Tax by more than two months must not vote in decisions on, or which might affect, budget calculations,

and must disclose at the meeting that this restriction applies to them. A failure to comply with these requirements is a criminal offence under section 106 of the Local Government Finance Act 1992.

City of York Council

Committee Minutes

Meeting	Decision Session - Executive Member for Economy and Culture
Date	22 October 2024
Present	Councillor Kilbane (Executive Member)
Officers in attendance	Angela Padfield - Head of Adult Learning Service, York Learning Pauline Stuchfield – Director of Housing and Communities

4. Declarations of Interest (11:02am)

The Executive Member was asked to declare, at this point in the meeting, any disclosable pecuniary interests, or other registerable interests he might have in respect of business on the agenda, if he had not already done so in advance on the Register of Interests. None were declared.

5. Minutes (11:02am)

Resolved: That the minutes of the previous meeting held on 24 September 2024 be approved and then signed as a correct record by the Executive Member.

6. Public Participation (11:03am)

It was reported that there had been one registration to speak at the meeting under the Council's Public Participation Scheme.

Flick Williams spoke on item 4, regarding language contained in the report and links to culture related to the Social Model of Disability.

7. York Learning Strategic Plan 2024-2025 (11:06am)

The Executive Member considered a report presented by the Head of Adult Learning Service - York Learning, which highlighted strategic aims, and requested his approval.

The Executive Member praised the work that York Learning did, noting that it was externally funded to the City of York Council budget, and he commended it as an essential life-enhancing service, suggesting that the Combined Authority may be able to provide some financial relief to the service going forward. He concurred with the report that further venues needed to be sought for the service to operate.

Further to a suggestion raised in the public participation, the Executive Member agreed that language does matter, requesting care be taken to exclude any ablist language from this report and specifically a change be made to a sentence in paragraph 17 of the report, which improperly used the term “the disabled”. He said that this alienating terminology put the emphasis on individuals concerned rather than on society as a whole. He further suggested that “Special Educational Needs and Disabilities (SEND)” was a potentially problematic term, as various people learn differently and there is arguably nothing “special” about requiring a differing approach.

The Executive Member suggested further work could be done with the Job Centre to make it feel less punitive and more of a place that helps people. The Head of Adult Learning Service responded that York Learning were sending people into the Job Centre every week to work with people on skills, and that they worked closely with the Job Centre on setting up job fairs to catch people who are unemployed as well as recent graduates.

Resolved: To approve the York Learning Strategic Service Plan for 2024-2025, subject to any suggested changes.

Reason: This helps monitor the service, provides sound governance arrangement for York Learning Services and agrees that the received funding aims to meet residents’ needs.

Cllr P Kilbane, Executive Member

[The meeting started at 11.01 am and finished at 11.24 am].



Meeting:	Economy and Culture Decision Session
Meeting date:	27 January 2025
Report of:	Pauline Stuchfield Director Housing and Communities
Portfolio of:	Councillor Kilbane Executive Member for Economy and Culture

Decision Report: York Learning Self Assessment Report

Subject of Report

1. The report presents York Learning's Self-Assessment Report (SAR) for the academic year 2023/24. The full report is attached at Annex 1 with performance data contained within.
2. The report shows how York Learning performs in relation to the 'Education Inspection Framework' and this final report will be sent to Ofsted on the 31st of January 2025.

Benefits and Challenges

3. This helps to form the robust monitoring in place for the service and supports the sound governance arrangement for York Learning Services.

Policy Basis for Decision

4. The performance of the service is aligned to the following strategies:
 - 10 Year York Skills Plan (<https://www.york.gov.uk/YorkSkillsPlan>).
 - York's Economic Strategy 2022-2032 <https://www.york.gov.uk/performance-policies/york-economic-strategy>

- York and North Yorkshire - Local Skills Improvement Plan 2023 (Annex c)
https://www.wnychamber.co.uk/app/uploads/2023/08/LSIP_York_and_North_Yorkshire_2023.pdf
- York Learning's funding enables the service to provide a wide offer that helps us to tackle inequalities by providing a wide range of learner support to those most in need whether that is financially to support their access onto courses or with additional support within classes as needed to enable successful achievement of goals.
- This report reflects on York Learning's performance, in the previous academic year, towards the expectations set out in the 'Education Inspection Framework'.

Financial Strategy Implications

5. The service is fully funded via external contracts and grants. The budget remains challenging, and the service will continue to seek additional income streams to allow us to meet the needs of those who are furthest away from accessing skills and employment.

Recommendation and Reasons

6. The Executive Member is asked to consider the attached 2023/24 Self-Assessment Report and approve it subject to any suggested changes.

Reason: - To help monitor the service and provide sound governance arrangements.

Background

7. York Learning is a council service, which delivers a range of learning programmes to support people into employment, to improve their skills and to support their personal development and wellbeing. The service is funded exclusively from external contract funding and fee income.
8. This report, which is for the academic year 2024/2025, is an important element in enabling the service to demonstrate to Ofsted that it has secure and robust governance arrangements in place.

Consultation Analysis

9. The Self-Assessment report is an amalgamation of themes showing from each curriculum area within York Learning which have separate individual reports. It has been robustly challenged and consulted on with various members of York Learning, a peer challenge from regional providers and the York Learning Improvement Board. This is now presented for final consultation and approval.

Options Analysis and Evidential Basis

10. York Learning is performing well but we are having challenges with achievement in specific targeted areas. Overall achievement is lower than we would wish it to be at 75.5% for Education and Training it is up on last year's, whereas Apprenticeships is 55.3% which is a small drop from last year of 4.3%. There are clear national challenges which are affecting our achievement relating primarily to:-
 - a. Functional Skills, in both English and maths where there are problems with the exams questions not being clear or aimed correctly.
 - b. Early Year's Education (EYE) Apprenticeships where there is a national recruitment and retention challenge in this area.
 - c. ESOL (English Speakers of Other Languages) where many of the learners do not stay in York for the duration of their course and find housing outside of York or return to their original country.
 - d. Mental health and financial instability is a challenge also with many of our learners who struggle with the commitment and challenge or regular learning and exam taking.
11. The offer continues to be broad with multiply entry points for learners to engage with us. Tutors are well trained and highly skilled in their subject areas and extension activities around transferable skills and employments links are regularly wrapped up within learning.
12. The support learners receive is very good and enables those most disadvantaged to achieve and complete their course/qualification.

13. Learners positively talk about how much they enjoy their courses and the added benefits learning with us give them including improved confidence, improve employment opportunities, finding a job, improved wellbeing, reduced isolation and loneliness, ability to help children with their homework.

Organisational Impact and Implications

14. The attached SAR clearly identifies our strengths and areas for development. Balancing the strengths and areas for development we believe the service is 'Good' in all areas and would like to report that to Ofsted. The areas for development are all well in hand and already showing improvements in helping learners to identify if they are ready to learn which will, we hope, improve our achievement figures for 2024/25.
 - **Financial**, The service is primarily funded from external contracts, grants and course fees. This leads to financial challenges and the service continues to seek additional income streams to minimise council contributions to the service. There are no financial implications to this report.
 - **Human Resources (HR)**, - The office of the Head of HR report no HR implications contained within this report.
 - **Legal**, The office of the Head of Legal Services states that York Learning's strategy reflects a comprehensive approach to identifying priorities and outcomes, engaging with key stakeholders and collaborating with local providers to meet community needs and align with local skills and economic strategies. It is in compliance with Section 52B of the Further and Higher Education Act 1992, as amended by the Skills and Post 16 Education Act 2022. The service also aligns with the Public Sector Equality Duty under Section 149 of the Equality Act 2010 by promoting inclusivity, advancing equality and fostering good relations. By targeting disadvantaged communities and providing tailored learning opportunities, the initiatives meet the legal obligations of the Equality Act.
 - **Procurement**, - The Chief Finance officer has stated that there are there are no direct procurement implications arising from this report.
 - **Health and Wellbeing**, Learning and skills development make a positive contribution to health and wellbeing both directly, through improving aspects of physical and mental health, and indirectly, for example by improving better job opportunities and financial stability. In addition, the learning funded prioritises

groups whose health and wellbeing outcomes often fall short of those enjoyed by others in the city.

- **Environment and Climate action**, The Director of Transport, Environment and Planning does not feel there are any environmental or carbon implications linked to the accountability statement and therefore also this report.
- **Affordability**, The skills and learning reflected in this report contributes to improving life chances and job skills. Where there are low cost and free courses such as those for digital skills the impact on those struggling during the cost-of-living crisis is likely to be positive where online support and services become accessible as a result.
- **Equalities and Human Rights**, An Equalities Impact Assessment (EIA) is not required as this is a retrospective report. However, the report does evidence the ways in which York Learning has sought to engage those who are furthest away from education and the job market. It also recognises the challenges faced by those groups when entering, and trying to maintain regular attendance in, formal education.
- **Data Protection and Privacy**, - The completion of data protection impact assessment (DPIA) screening questions evidenced there would be no processing of personal data, special categories of personal data or criminal offence data processed, so there is no requirement to complete a DPIA
- **Communications**, The Head of Communications stated that there are no specific comms impacts/interventions required from the Accountability Agreement and therefore also not from this report.
- **Economy**, The Head of City Development states that as set out in the report, the work of York Learning contributes to positive economic outcomes & benefits and supports the delivery of the York Economic Strategy.

Risks and Mitigations

15. In compliance with the Council's risk management strategy the main risks identified associated with the areas of work covered in this report are operational: affecting delivery of the Council's business objectives and its image and reputation. Measured in terms of impact and likelihood, the risk score has been assessed at 10 which equates to "Low". This is acceptable but means that regular monitoring will be required of the Quality Improvement Plans.

Wards Impacted

16. All wards

Contact details

For further information please contact the authors of this Decision Report.

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Report approved:	Yes
Date:	17/01/2025

Co-author

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Job Title:	Director of Housing and Communities

Background papers

None

Annexes

- Annex A: York Learning Self Assessment Report 23-24

York Learning – 2023-24

Key Themes York Learning Self-Assessment Report

Quality of Education

Intent - Strengths

- Very good broad, ambitious curriculum offers meeting a range of delivery models to meet partners, residents and known skills gaps needs, which has clear recognised progression routes within our offer and externally via partners.
- Excellent flexible provision provides multiple entry points which are available and encourage learners to start when ready which better supports those from disadvantaged backgrounds to engage whilst improving learner outcomes.
- Excellent support for learners in curriculums throughout supports the social, emotional, health, wellbeing, and resilience of learners and increases good outcomes for learners.
- Very good offer in skills, heritage skills, art, and languages offer effective gateways to wider learning, supporting and promoting the cultural city we live in and opportunities it presents towards employment and self-employment in the local area.
- High Needs learners receive good opportunities towards employment and Internships introducing advanced skills as appropriate to support career developments. . particularly for those seeking entrepreneurial pathways into self employment
- Excellent 16-18 study programme with a curriculum that challenges, stretches but also supports these learners with complex SEMH needs so they are not disadvantaged in learning, retention is 91.8% (86.8% 22_23) achievement 87.8% positive progressions 78%.
- Very good engagement across the service with those who are hardest to reach, with help from a variety of partners across the city, to improve their skills, wellbeing and engagement relating to improving employment outcomes.

Implementation:- Strengths

- Good ground up partnership working has increased opportunities to those with ingrained health issues back into learning to build skills and confidence.
- Very good teaching is evident across the service with 96% of the teaching team are good or better in their teaching performance, learners agree that the knowledge of tutors is good or outstanding as 98%.
- Learners find their class welcoming 97%; range of activities very good 93%; 92% say feedback from tutors is very good; 94% state expectations are met very well; 94% have gained very good benefits to themselves from attending a course; 95% state they have had a very good overall experience; 93% say their course was very well organised.
- Good development of transferable skills and employability progression routes are articulated in the offer with continued signposting to IAG services for career guidance.
- Good quality processes to track and monitor teaching performance so that learners make good progress.

- Good stretch and challenge by tutors with the majority of the offer engaging learners in pursuits which widen their horizon re:- employment & higher level learning and a range of learners building and using skills, confidence and knowledge gained as a springboard into further education, employment also self employment as a working artist or craft person.
- Life Skills for 16-18 area's curriculum promotes independence skills and develops learners' transferrable skills 78% of learners into positive progressions.

Impact:- - Strengths

23-24 Education & Training 16-18 & 19+

Achievement 79.3% (22/23 71.9%) -Pass Rate of 94.7% (22/23 86.3%)-

Retention 83.8% (our stats show 87%) (22/23 at 83.3%)

23-24 Apprenticeships

Achievement 55.3% (22/23 59.6%) – Pass Rate 100% (22/23 100%)

Retention 55.3% (22/23 59.6%)

- Majority of achievement rates are very good and predominantly above benchmark {benchmark} in the following areas :- 16-18 overall 87.6 {70.8%} Science and Maths 16-18 85.7% {76.1%}; ICT 86.6% {85.3%}; Leisure, Travel and Tourism 19+ 97.3% {95.1%} and 16-18 95.8% {89.5%} Languages, Literature and Culture 19+ 91.7% {86.1%};
- Curriculum achievement rates are also very good for Counselling 94.6% {85.5%}, IAG 95% {85.8%}, Family Learning 86.5% {85.8%} and Wider Community Learning 92.2% {85.8%} are all above benchmark.
- Retention is primarily good and improved at 86.4% (22/23 83.3%) due to improved initial assessment, informed inductions raising conversations relating to funding and improved wellbeing awareness and support. Retention improved in:- Science & Maths 81.8% (22/23 73.8%); 16-18 retention improved 85.7% (22/23 83.3%); Health & Social Care 85.8% (22/23 79.4%); ICT to 86.6% (22/23 75.3%); Languages, Literature & Culture 86.4% (22/23 76.5%);
- Good skills develop with curriculum managers to build new skills areas of knowledge in areas such as VR/AR, Cyber Security, Computer Aided Design and Project Management
- Good intervention strategies to improve achievement has moved overall achievement 79.3% (22/23 71.9%)
- Good progression for learners in building confidence, reducing isolation, and building skills for employment. Destinations are 60% into work; 31% into further FE/HE learning; 2% into volunteering
- Good IAG across the offer supports learners to identify skills needed and how to apply them and at times leading to employment or improve their career prospects.
- 100% of counselling learners at level 4 have progressed into employment or voluntary employment in the sector supporting an industry area much in need.
- Excellent support is in place for learners across the service helping them to keep on course and continue learning.
- 100% of apprentices that reach the gateway achieve their end point assessment 65% achieving distinctions.

- 16-18 Study Programme has 78% positive progressions into employment, further learning/training or volunteering opportunities for some of the most vulnerable young people in the city.

Quality of Education

Areas for Development

- Continuing to monitor retention in key areas of maths, English, Adult Care and Childcare specifically working with employers within work based courses. This also relates to small numbers in the Apprenticeship provision and reflect a national challenge relating to withdrawals.
- Improve achievement in maths and English Functional Skills and EYE Apprenticeships.
- Increased focus within maths and English courses on differentiation, stretch and challenge and problem solving and development teaching pedagogy to increase opportunities for innovation and approaches.
- Improved initial assessment and its use in English and maths within apprenticeship provision and closer working with the English and maths teams.

Behaviour and Attitudes

Strengths

- There is a strong ethos within classrooms to create a relaxed and organised space to learn in.
- Excellent wellbeing and pastoral support, creating an excellent environment of care and support across the service from tutors and teams which learners embrace and engage with. This is exceptionally good within the HNS and 16-18 Study programme where retention has improved from 86.8% to 91.8% leading to better outcomes for learners.
- Good behaviours and good classroom management is enabling learners to thrive in their sessions (learners comments and increased confidence and independence).
- Excellent collaborative approach between tutors and learners in the embedding and monitoring of professional standards in the classroom that are reflective of the professional standards and culture required in the counselling and helping sector thus strengthening employability skills.
- Robust IAG embedded into the curriculum through peer led information sessions and Q&A workshop leading to good destination and progression outcomes for learners. Destinations are 60% into work; 31% into further FE/HE learning; 2% into volunteering
- Learners show a positive and enthusiastic attitude to their learning when visited, they say they feel well supported, have improved confidence, reduced isolation and want to continue in their learning.
- Strong links with wider family members within the 16-24 provision, where needed, ensure that learners needs are identified and managed well.
- Safeguarding is very good across the service with an easy to access process to highlight concerns. Within 16-18 provision there is an open-door policy which enables learners to share concerns and manage their anxieties also.

Areas for Development

- Learner retention is not yet good in Early Years Apprenticeships. withdrawal rate is at 15.2% (0.2% over benchmark). This has been mainly due to candidates leaving the vocational area and/or declining to complete their Maths qualification due to changes in Ofsted regulations
- Continue to strengthen conversations around Initial Assessment with development of frequently asked questions about expectations of the course, time commitment and attendance and potential impact of declaration of additional needs and medical conditions both on the course and during the exam with English and maths.
- Offer early success for learners by allowing them to achieve parts of their qualification throughout the year to support motivation within English and maths.
- Improve learners understanding of risk to themselves within communities from radicalisation.

Personal Development

Strengths

- Learners have access to a range of extension activities around the programmes to support their wider development, with an increasing number of learners within Wider Community Learning using their skills and knowledge learned to become working artist. i.e. Encouraged to exhibit; working with partners on community art activities; careers guidance; digital skills; wellbeing discussions;
- Excellent development throughout the offer to support learners in developing their confidence, resilience, and knowledge to support their wellbeing. Leading to learners with increased confidence and independence in their learning pathways.
- Good IAG is available throughout the service to support learners in their aspirations.
- Good progression to support learners' developments in skills progressing to employment and success. Destinations are 60% into work; 31% into further FE/HE learning;
- Excellent internship opportunities for learners with SEND which supports their personal development.
- Good stretch and challenge continue to be evidenced in deep dives and with bite size/distanced learning within the essential skills areas of the offer.
- Good development of transferable skills across the service to help learners recognise how their skills can translate into different skill sets for jobs.
- Pastoral support for learners is good across the offer and excellent within HNS and 16-18 supporting those learners particular with complex SEMH needs (retention 91.8%).
- Well rounded curriculum offer evokes a sense of community and being respectful and responsible when living within our communities; The learning experiences helps to encourage sustainability and combat loneliness, stress and reduce isolation.

Areas for Development

- Consider curriculum development in order to facilitate increased readiness for 16-18 learners to feel comfortable accessing work placements.

- Further development within English and maths learning, including within Apprenticeships and Work Based learners, relating to stretch and challenge and problem solving.

Leadership & Management

Strengths

- Good quality processes in tracking and monitoring the quality of provision in a developmental model and feeds the CPD opportunities.
- Good attendance at CPD events from tutors and other personal development opportunities including innovative practice using VR/AR.
- Leaders have high expectations in the quality of teaching and tutor training and its high, positive, impact on learners' development including those with SEND/SEMH and those with high needs.
- Very good partnership work across the city in co-development of programmes, IAG offer and job fairs all of which increases opportunities for residents/learners and enables us to offer courses to target specific client's needs for development.
- Good strategies developed to support learners' and tutors' mental health/wellbeing
- Good development work ongoing to reach those most disadvantaged engage with learning. (working in key areas, multiply courses, digital menu, esol and family learning)
- Governance continues to have good scrutiny of performance, support to the service and challenge as needed.
- Very good and effective safeguarding practices/processes are in place which are robust and clearly communicated.
- Good uptake within teams for IAG level 2 qualifications (20) and for management Level 2 Understanding Mental Health First Aid and Advocacy in the Workplace (11) to support teams' ability to provide IAG and managers understanding of tutors training needs to support learners with mental health needs in the classroom which is creating relevant support for learners in the classroom.

Areas for Development

- Securing premises for the service continues to be a strategic aim so that we can widen our offer into new skills areas and widen engagement overall.
- Continue to monitor retention and achievement in the specific areas of English, maths, and EYE whilst also improving teaching within these areas to increase motivation and engagement of learning right through to success.
- To enable better targeting in specific areas we require increased capacity relating to outreach workers.

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