Workforce Investment Board of Southeast Missouri
WIA Policy Guidelines

The following policy statements are intended to be used as guidance for all WIA Title I activities in the Southeast Region. Any exceptions must be approved by the President/COO of the Workforce Investment Board. **Also included with these policies are some best practices that have been identified by the WIB.

Registration

1. An Application for WIA Title I Services form must be completed and authorized by the program coordinator/manager prior to registration.
2. All applicable forms provided by the WIB must be completed prior to registration and all eligibility documentation obtained.
3. Prior to enrolling a customer into the WIA program, the customer must have a MissouriCareerSource.com registration.
4. All customers enrolled into the WIA program must have an initial interview conducted and an assessment completed. These services must have the appropriate service/activity entered on the customers Toolbox Employment Plan.
5. The participant must be made aware of all other partner programs/agencies and checked off on the appropriate form.
6. Individuals are limited to two (2) WIA enrollments for Youth and Adults (Dislocated Workers are excluded). In the event that you should have a need to enroll someone for the third (3rd) time in WIA, you will need prior approval from the WIB.
7. At time of participation all eligibility mandatory paperwork must be dated no more than ten (10) business days prior to the client receiving their first WIA Title I funded service.

** Please work with the participant for an adequate time period prior to registration to ensure their commitment to the program. The length of time is at the provider's discretion.

Supportive Services

1. Supportive Services may be provided at any time after participation and up to 12 months after program exit. Only WIA authorized Supportive Services may be paid, any costs not addressed by WIA will be disallowed.
2. After the participant has <u>demonstrated</u> a need for the supportive service, the request must be documented on the appropriate WIB supplied form and it must be noted in Toolbox case notes along with the proper Toolbox service/activity. Youth that receive Incentives or Stipends must have a case note and the appropriate service/activity listed in Toolbox.
3. If the expenses are not correctly documented in Toolbox the cost may be disallowed.
4. Needs-related Payments (eligible adults who are unemployed, cease to qualify for UI, and enrolled in a training component) will be approved through the WIB/Manager of WIA Compliance on a case by case basis.
5. The WIB has established a monetary limitation for Supportive Services.

- **Supportive services include items such as transportation, child care, tools, uniforms, dependent care, housing and needs-related payments that are necessary to enable an individual to participate in activities authorized under WIA Title I.**
- **The limit for Supportive Services is $1,000.00 per program year per participant.**
- **The above amounts are the maximums; <u>participants are not automatically entitled to the maximum.</u>**

** The WIB strongly encourages service providers to maintain a very strict interpretation of the above supportive services. Expenses such as car repairs, taxes, medical expenses, and rent, must have prior WIB approval.

<u>Training/ Tuition Expenses</u>

1. Once in Training the participant's record must reflect all training related expenses. These expenses must be recorded on the appropriate WIB supplied form, the service/activity must be entered in Toolbox, and Toolbox case notes must reflect training.
2. If the expenses are not correctly documented in Toolbox the cost may be disallowed.
3. The WIB has established a monetary limitation and time limitation for Individual Training Accounts.
    - **The limit for a participant in non-medical training is $5,000.00 per program year for two years.**
    - **The limit for a participant in medical related training is $7,500.00 per program year for two years.**
    - **The above amounts are the maximums, participants are not automatically entitled to the maximum, and the <u>WIB requires participants to apply for Pell Grants, scholarships and other funding sources prior to utilizing WIA funds.</u>**
    - **Training must be in a demand occupation for this region. Demand occupations can be found in MERIC publication <u>*Career Outlook 2012 Southeast Region or the Career Outlook 2014.*</u> Demand occupations are classified with a Career Outlook grade of B or above.**
    - **In the event that you have a participant who needs pre-requisites prior to training; the <u>training provider</u> must be DESE approved, client must be entered into the appropriate training activity (Occupational Skills Training AD/DW), and must have a detailed case note in Toolbox. Pre-requisite classes will be included in the two year time limit and the maximum funds for training. Any exceptions must have prior WIB approval.**
    - **Online classes will be approved on a case by case basis.**

** The two year time period is designed to enable a participant to acquire an Associates degree or to finish a Bachelor's degree.

WIA Service Level Definitions

Adult/Dislocated Worker

The Workforce Investment Act provides for three levels of services: core, intensive, and training, with service at one level being a prerequisite to moving to the next level. You must have documentation to show successful and unsuccessful attempts with core and intensive services and identify the need for intensive and training services. These attempts must be documented in Toolbox under case notes.

Core Services

Core services at the one-stop system are available to everyone, and are to be provided by one-stop partners.

Core services include:

- ❖ Determinations of whether the individuals are eligible to receive assistance;
- ❖ Outreach, intake, and orientation to the information;
- ❖ Initial assessment of skill levels, aptitudes, abilities, and supportive service needs;
- ❖ Job search and placement assistance, and, where appropriate, career counseling;
- ❖ Provision of employment statistics information, including the provision of accurate information leading to local, regional, and national labor market areas;
- ❖ Provision of performance information and program cost information on eligible providers of youth activities, providers of adult education activities, and providers of vocational rehabilitation program activities;
- ❖ Provision of information regarding how the local areas are performing on local performance measures;
- ❖ Provision of accurate information relating to the availability of supportive services, including child care and transportation;
- ❖ Provision of information regarding filing claims for unemployment compensation;
- ❖ Follow up services for participants who are placed in unsubsidized employment for not less than 12 months.

Intensive Services

Intensive services to adults and dislocated workers are designed for the unemployed who are unable to obtain employment through core services, and have been determined by the one-stop operator to be in need of more intensive services in order to obtain employment, or in need of intensive services to obtain and retain employment that allows for self-sufficiency.

Intensive services include:

- ❖ Comprehensive and specialized assessments of skill levels;
- ❖ Individual employment plans;
- ❖ Individual and group counseling;
- ❖ Case management; and
- ❖ Short-term prevocational services.

The intensive services should be provided through the one-stop delivery system either directly through the one-stop operators, or through contracts with service providers, which may include contracts with public, private for-profit, and private non-profit service providers approved by the local Board.

Intensive services may include comprehensive and specialized assessment of the skill levels and service needs of adults and dislocated workers. These assessments may include diagnostic testing and use of other assessment tools and in depth evaluation to identify employment barriers. Intensive services may also include the development of individualized employment plans, group counseling, individual counseling, case management, and short-term prevocational services.

Local Boards cannot directly provide intensive services unless the chief local elected official and Governor agree.

<u>Training Services</u>

In general, funds awarded to a local area for adult and dislocated workers must be used to provide training services to adults and dislocated workers who:

- Have met the eligibility requirements for intensive services and are unable to obtain or retain employment;
- After and interview, evaluation, assessment and case management, have been determined by the one-stop operator or one-stop partner to be in need of training services and are determined to have the skills and qualifications to successfully participate;
- Select programs that are directly linked to employment opportunities.

Training services include:

- Individual Training Accounts;
- Customized training;
- On-the-job training; and
- Training for special populations.

Case Management Reminders

1. **Monthly case notes are mandatory on all WIA active participants.**
2. **Toolbox should accurately convey the participant’s progress.**
3. **Services/Activities should always reflect the participant’s situation.**
4. **Service providers will be responsible for notifying the WIB on every new WIA enrollment. Notification must be sent to Denny Drum within five (5) business days of the enrollment.**
5. **Participant file review will be done two times during the program year, the review will consist of 100% of files enrolled after July 1, 2009.**
6. **Case managers are to review their Toolbox Daily Schedule to insure proper services to their participants.**
7. **Case managers are to notify Denny Drum, WIA Compliance Technician when a WIA participant has completed all WIA services. This includes hard exits and soft exits.**
8. **File Transfers; In the event that you have a client that has relocated, you will notify Gretchen Morse at the WIB for the transfer process to begin.**

Youth Barriers & Documentation

All youth ages 14 through 21 must have a barrier and you must have documentation of that barrier in the participants file.

Here are the six types of barriers and the definition of each one and how you should document that barrier:

- Deficient in Basic Literacy Skills: The youth computes or solves problems, reads, writes, or speaks English at or below a grade level of 8.9 on a generally accepted standardized test or a comparable score on a criterion referenced test. A school test given within one year can be used, a TABE Level D, or SRA test are acceptable.

- School Dropout: An individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent. An attendance record, dropout letter or an applicant statement may be used for documentation.

- Homeless, Runaway, or a Foster Child: "Homeless" a public or privately operated, supervised shelter designed to provide temporary living accommodations for human beings. "Runaway" a person voluntarily leaving parental guardianship. These can be documented with an FSD printout, statement from shelter, or an applicant statement. "Foster Child" is defined as a child on behalf of whom State or local government payments are made. An FSD printout, court document, or verification of payments made on behalf of homeless child can be used to document a foster child.

- Pregnant or Parenting: In order to document a pregnant youth or parenting youth you can use a FSD printout, medical records, birth certificate, medical card, school records, school program for pregnant teens, outer agency referrals, an applicant statement or a newspaper clipping telling about the birth.

- Offender: Any adult or juvenile who is or has been subject to any stage of the criminal justice process, for whom services under the Workforce Investment Act may benefit from or whom requires assistance to overcome barriers to employment due to a record of arrests or convictions. A police report, probation/parole letter, court documents, halfway house resident, an applicant statement or a newspaper clipping can be used to document an offender.

- Needs Additional Assistance: An individual (including a youth with a disability) who requires additional assistance to complete an educational program, or to secure and hold employment. You will need documentation of previous efforts to: complete an educational program, secure employment, test results, job losses, case notes or signed statements from other independent service providers. An applicant statement may also be used to document the "Needs Additional Assistance" barrier.

Workforce Investment Board of Southeast Missouri
www.job4you.org

MISSOURI CareerCenter
Where jobs and opportunities meet.
Southeast Region

Marquette Tower
338 Broadway, Suite 500
Cape Girardeau, MO 63701

1-800-451-0990 or 573-334-0990
FAX 1-800-928-0335 or 573-334-0335

WORKFORCE INVESTMENT BOARD
OF SOUTHEAST MISSOURI

Issued April 29, 2009
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The following is the annual update that was released by the Department of Health and Human Services along with the Department of Labor's Lower Living Standard Income Levels (LLSIL). These guidelines are to be used when determining eligibility status for the Workforce Investment Act (WIA) programs.

Table - 70% LLSIL and HHS Poverty Guidelines									
WIA	**Missouri - Southeast Region**								
Family Size									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	Each Addl. Add
70% LLSIL									
Annual	$8,024	$13,144	$18,044	$22,272	$26,288	$30,742	$35,196	$39,650	$4,454
6 Months	$ 4,012	$ 6,572	$ 9,022	$11,136	$13,144	$15,371	$17,598	$19,825	$2,227
HHS Poverty Guidelines									
Annual	$10,830	$14,570	$18,310	$22,050	$25,790	$29,530	$33,270	$37,010	$3,740
6 Months	$ 5,415	$ 7,285	$ 9,155	$11,025	$12,895	$14,765	$16,635	$18,505	$1,870

WIA defines the term "Low Income Individual" as one who qualifies under various criteria, including an individual who received income for a six-month period that does not exceed the **higher** of the poverty line (HHS guidelines) or 70% of the lower living standard income level. The LLSIL figures are based on the HHS poverty guidelines and they are adjusted for <u>regional differences in economies.</u>

This policy is effective immediately, and should be distributed to all WIA staff. If you have any questions regarding this policy, please contact Gretchen Morse, Manager of WIA Compliance, at 573-334-0990.

Workforce Investment Board of Southeast Missouri

Best Practices for Customer Exit

Prior to a customer's soft exit, it is important to revisit the file to ensure it contains necessary and correct information. The following activities will simplify follow-up:

- Re-verify SSN
  - In case file
  - In Toolbox
    - Note: if it is not correct in Toolbox all your hard work doesn't count
    - Ensuring the correct SSN is the key to your performance!

- Verify Customer's Phone Numbers
  - Primary
  - 2 Backups (need stable numbers, even if it's a relative that lives out of state - we need someone who will be able to locate this customer a year from now.)
  - Call back–up numbers & verify they know your customer & are willing to be a back–up for them.
- Inquire about any out-of-state employment plans the customer may be considering.
- Ensure supplemental wages (out-of-state, self-employed, small employers-those that do not report to the State's UI databases). Complete supplemental wage forms and retain in the file until the WIB request this information. For instance, there is a need to determine what state Truck Drivers will be paid from.

- It is important that these projections include factors such as:
  - Did customer complete all required aspects of training (if in training)?
  - What is the likelihood that the customer will retain employment?
    - Based on pre-program employment history.
    - Based on Labor market information for the particular field.
    - Based on dependability during program participation.

In order to ensure successful post-program measures, a comprehensive system of follow-up should be used. When designing a follow-up system, the following should be considered:

- Make sure follow-up is completed the month prior to the end of the third quarter.
  - Gives an opportunity to work with clients who may need additional case management based on information obtained.
- Make sure you have a system to immediately work with a customer who has become unemployed after exit.
- Make sure if your customer's wages are not reported to the UI system that you obtain wage information and submit the information on the supplemental wage form.
- Check to verify that the customer continues employment through the third quarter.
  - Customers who become unemployed should be immediately referred back to the case worker or job developer for assistance in locating employment.

<u>WIA Adult, Dislocated Worker, and Youth</u>
Individual Employment Plan (IEP)
Youth Individual Service Strategy (ISS for Youth)

WIA identifies Adult and Dislocated Workers plan as an Individual Employment Plan (IEP) and Youth as an Individual Service Strategy (ISS). Toolbox identifies all plans as an IEP.

<u>Purpose</u>

- To establish a plan between the customer and the Career Consultant in leading the customer to self-sufficiency and employment.
- To record activities as agreed upon between the customer and Career Consultant.
- To give the customer a clear understanding of their work activity and a time frame for completion.
- To identify supportive services to be provided by WIA.
- To identify the steps to be completed by the customer that will lead them towards employment.

<u>Number of Copies</u>

- The original copy of the plan will be entered into Toolbox or you may use the paper IEP (revised 8-00).
- The customer must sign the original IEP/ISS and the original document must be placed in the file.
- A copy of the IEP/ISS will be given to the customer.

<u>Instructions for Completion</u>

- The customer and the Career Consultant jointly complete the form each time new activities are developed.
- It is in the best interest of the customer and the Career Consultant to have the customer sign and initial changes in the IEP each time changes or updates are made to the IEP. Especially when the change affects barriers and goals. All original Employment Plan to be maintained in customers file.
- The plan must include the method and time period the Career Consultant and the customer will use to maintain contact.

The following standards should be used as a guide in listing the activities to be achieved:

- The activity should be measurable and observable.
- Be concise.
- The activity should be realistic and achievable.
- The activity should be achievable by the accomplishment date.
- The IEP/ISS is a living document and should be open to change to reflect the customer's plan as it changes.

Depending upon the customer, some activities may need to be set in very simple and short-term goals. As they move forward you can begin to set longer term goals. Some customers who have dependable work histories will be able to have longer-term goals.

Toolbox IEP/ISS

A large portion of basic information is carried forward from the Missouri Career Source to the shell of the IEP/ISS. Review information in the IEP to ensure it is accurate and correct.

Anything that affects the customer's ability to seek employment or training should be identified in the IEP/ISS. If you have identified a barrier for the purpose of WIA eligibility; you need to make sure the barrier is also identified in the IEP/ISS and develop a plan to address or overcome the barrier to employment.

IEP Barriers

This section will briefly identify the barrier and develop a plan to address or overcome the identified barriers to employment.

Age: Address only when age is determined to be a barrier.

If the customer is at an age that is hindering their ability to obtain employment, this should be identified as a barrier and a plan to address the situation should be identified.

Appearance: Address category for good or poor appearance.

If a customer's appearance is hindering their ability to obtain their career goals, it should be identified as a barrier and a plan developed to address or overcome the identified barrier. Common problems: visible tattoos, customer seeking office job and does not have proper clothing for specific job they are seeking. Hair or jewelry is extreme and found unsightly by employers, hygiene (this is a delicate topic and should be handled with care as not to lower the self esteem of the customer). Positive statements may also be stated in this section. For example: Tim appeared very clean and proper while in the center.

Attitude: Address category for positive or poor attitude.

The Career Consultant should identify the customer's attitude toward obtaining employment.

- Did they attend work daily?
- Did they get along with co-workers/supervisors?
- Have they worked for a long period with past employers or does their work history indicate short-term sporadic employment?
- If customer has held several short-term jobs, did they have a problem with job retention if so, what?
- Did they enjoy working or did they work for financial reasons only?

Drugs/Alcohol: Address only when drugs or alcohol is determined to be a barrier.

If customer has had or has an issue with drugs or alcohol that has/is creating barriers to employment it should be identified and addressed. If customer is attending or plans to attend AA meetings or another type of counseling this should also be identified and continued participation in the counseling programs placed in the plan. For example: Tim is a recovering alcoholic. He has been sober for 6 months. He will continue to attend AA meetings in Hannibal each Monday at 6:30 pm.

Educational Background: Address adequate or inadequate educational background.

The educational background should be summarized in this section whether it has been determined to be a barrier to employment or not. The plan for educational goals is identified in the short-term and/or long-term educational goal section.

Identify barriers and develop a plan to address. If you are placing someone in an educational training activity or supporting his or her decision to attend an educational training program then "educational background" must be a barrier or there is no need for educational training.

List the educational history of the customer.

- Do they have a HS diploma? If so, what year did they graduate and from where?
- Do they have a GED? If so, what year did they receive it and from where?
- Have they completed any college courses? If so, what year did they attend, what type of courses was taken and where did they attend?
- Include GPA, years attended, school attended?

Family/Childcare: Always address whether children are involved or not. Identify the family situation. Identify the situation with the children and/or family. If there are no children living in the home, indicate the children are grown and do not live at/in the home. If the customer has no children, state that they do not have children. If children are school age, state the children are school age and identify the childcare needs if any. If children require day care, identify the needs and develop a plan. A referral to Family Support Division (FSD) for childcare assistance should be made. Your plan should identify who will be providing day care assistance and cost of day care. Plan should state: Day care will only be reimbursed for actual days in attendance.

Health: Identify only if determined to be barrier.

List any physical or mental condition that may hinder the customer's ability to obtain or retain employment or attend training. Develop a plan to address or overcome the barrier. This is important information to identify, as this may affect decisions on the type of employment the customer is best suited for. If the customer is still under the care of a physician and condition is under control you will also want to state that. Disabilities should be identified in this section.

Homeless: Address only if this has been identified as a barrier.

If the customer is homeless or does not have proper housing this should be identified as a barrier. Identify the situation and develop a plan to address the situation.

Job seeking skills: Identify specific deficiencies, if no deficiencies state skills.

Identify deficiencies in job seeking skills: resume preparation, identifying transferable work skills, cover letters, completing job application, interviewing skills, organizing a job search or any skills necessary for job searching. Identify deficiencies as a barrier and develop a plan to provide services so the customer can obtain those skills that will allow them to conduct s successful and active job search.

Job specific skills: Identify only if a barrier to employment.

Inadequate or insufficient job skills should be addressed any time the customer does not possess the knowledge and/or skills that will allow them to reach their career goal. In this instance this would be identified as a barrier to employment and a plan developed to assist the customer in obtaining the skills necessary for them to be marketable in that field.

Language: Address only if identified as a barrier.

If the customer lacks adequate language skills that will hinder their ability to obtain employment or participate in training, identify as a barrier and develop a plan to overcome. This may be common with individuals who have limited English-speaking skills.

Legal offender: Address only if identified as a barrier.

An offender is identified as an individual (adult or juvenile) who is or has been subject to any stage of the criminal justice process, for whom services under WIA may be beneficial or who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or convictions. Any person who has been subject to any stage of the criminal justice process that feels this may hinder their ability to obtain their career goals should be identified as a barrier and a plan developed to address the issue. Any person convicted of a felony offense should be addressed as a barrier, as this may, (depending upon the conviction) by law, limit their opportunities for some jobs. Example: Depending upon the conviction the customer may not be able to work in a bank, school, nursing home, etc. This information will allow the Career Consultant to provide the guidance as to what may be an appropriate type of employment and the customer is not encouraged to apply for jobs that they cannot possibly obtain due to their conviction.

Transportation: Always address transportation.

Transportation should always be addressed as this affects the customer’s ability to participate in activities. If the customer possesses good dependable transportation and this is not a barrier, identify as such in the IEP/ISS. If the Career Consultant and/or the customer should identify any issues relating to difficulty meeting their transportation needs, this should be identified as a barrier and a plan developed to address their needs. If the person is in need of transportation assistance because they cannot afford gas, identify the specific barrier and create a plan to address the barrier.

Information to be considered for identifying dependable transportation:

- Does the customer possess a vehicle? If so, is it dependable to get them to and from training? If not, how do they plan to get to and from work, school, etc.
- Do they possess a valid driver’s license?
- Is there car dependable or do they have needs for automotive repair?
- Do they have liability insurance?
- Do they have sufficient fund to buy gas?
- How many miles will the customer be traveling to and from work or school?
- Where will they be traveling?
- Do they have a need for transportation assistance while in training and/or distance from work or training site?
- Who will be assisting with travel expenses and how much will be provided?

Setting Goals

The IEP/ISS should state the short-term and long-term occupational and educational goals. The goal should be specific to an occupation and not generic. The statement "To obtain full time employment" should not be the primary goal. If this were true, this would indicate this person is suitable for any type of employment and willing to work at any job.

Many customers do not know what they want to do therefore when we are discussing employment opportunities the customer will state they are looking for a job, any full time job. This is not usually the case. Our goal is to assist them with obtaining employment in a field that they are interested in and where they posses the ability, knowledge and skills to be successful. Any job does not fall into that category. If this were true we would be able to place many people in jobs at nursing homes, convenience stores, and fast food restaurants. The customer may not know what type of job they want but most of the time they know what they don't want. If at first you are unsuccessful in obtaining information about the type of job the customer would be interested in you may begin asking questions about the type of jobs they do not want.

The short-term educational goal may be the first step before being able to pursue the long-term educational goal. For example: The customer would like to become an LPN. She does not have her GED. The short-term educational goal is to obtain the GED and the long-term goal may be to obtain LPN.

Short Term Occupational Goals: Always address, as this is the goal of the program.

Enter the customers stated entry level or short-range occupational goal. This should be a goal, which can be attained, either with the customer's current skills or upon completion of program participation. If the customer is undecided about their immediate occupational goal, "To be determined" should be entered on this line. When this is the case, the lack of an occupation ional goal constitutes a barrier to employment and a plan for determining the goal must be devised. Once a goal is established, update the IEP/ISS. A plan may include, but is not limited to: career counseling, CHOICES, research occupations, administer interest inventories, short-term job shadowing or other activities. Once a short-term occupational goal has been determined, list the plan to obtain the goal and identify how the goal will be obtained such as through a job search, OJT, training, etc. Will the goal allow the customer to be self-sufficient once they have obtained the goal? If yes, this is the goal of the program and the plan is good. If no, this will not lead them to self sufficiency, you will need to continue to work towards a plan that will lead them to self sufficiency and indicate how that will happen. If other agencies are assisting with funding identify the services the agency has agreed to provide.

Long Term Occupational Goals

The long-term occupational goal allows the customer and the Career Consultant to think long-term. This may be for example an LPN who eventually wants to return to school to become a RN. If the customer does not have a long-term goal, the Career Consultant should assist them in determining one. It may be that the immediate occupational goal is to obtain an entry-level employment while attending school and the long-term goal may be the desired occupation once they complete the training. List the plan to obtain the goal and identify how the goal will be obtained, such as through a job search, OJT, training, etc. Will the goal allow the customer to be self-sufficient once they have obtained the goal? If other agencies are assisting with funding identify the services the agency has agreed to provide.

Short Term Educational Goals

Enter the customers' short-range educational goal. This goal should be attainable through or in conjunction with program participation. It should be a specific area of training relating to the customers immediate
occupational goal. If they do not have an educational goal enter "None at this time", or other verbiage that will identify the situation.
Information included in this section should include some or all of the below:

- What is the educational goal?
- What educational institution does the customer plan to attend?
- Upon completion type of degree or certification attained?
- Who will be assisting the customer with educational expenses?
- Have they applied for a Pell grant?
- Do they qualify for a Pell grant or other scholarships, if so, how much?
- Does customer possess the ability to successfully complete the training program?
- Are other agencies assisting with funding, if so, who?
- If other agencies are assisting with funding identify the items the agencies agreed to contribute to educational program (one year, one semester, books, supplies etc).
- List conditions of funding such as: "Funding is dependent upon Joe's average to above average grades and participation in training. Funding will be reviewed each semester. Joe must maintain good attendance, 2.5 GPA or funding may be withheld.
- List dollar amount that the other agencies have committed to if known, etc.

For example: WIA will assist Joe with two years of RN training at MACC. Pell grant will be applied first and WIA will provide financial assistance for the remainder of her educational expenses. Joe's academic record will be reviewed each semester to ensure she has met minimum requirements before funding will be committed to the next semester.

Long Term Educational Goal

As with the short-term occupational goal this allows the Career Consultant and the customer to work toward long-range objectives. The goal should be attainable through or in conjunction with the program participation. The goal should list a specific occupation or target occupation such as: RN training, RN degree, Micro soft certification, GED, Heating & Air Certification, etc.

If the customer does not have an educational goal state: "None at this time".

Information included in this section should include some or all of the below:

- What is the educational goal?
- What educational institution does the customer plan to attend?
- Upon completion type of degree of certification?
- Who will be assisting the customer with education expenses?
- Have they applied for a Pell grant?
- Do they qualify for a Pell grant or other scholarships, if so, how much?
- Does customer posses the ability to successfully complete the training program?
- Are other agencies assisting with funding, if so, who?

- If other agencies are assisting with funding identify the items the agencies agreed to contribute to educational program (one year, one semester, books, supplies etc).

- List conditions of funding such as: "Funding is dependent upon Joe's average to above average grades and participation in training. Funding will be reviewed each semester. Joe must maintain good attendance, 2.5 GPA or funding may be withheld

- List dollar amount that the other agencies have committed to if known, etc.

- Customer contacts:
  - Who will be contacting the customer?
  - How often will contact be made?

- What are the plans to help them find employment when they have completed the training or activities?
  - Who (what agencies) will be assisting with job search?
  - When will job search assistance be provided, during the training or after training is completed or both?
  - Resume will be updated by what agency?
  - Career Center will assist with job search efforts once training has been completed.
  - Will the school be assisting with placement assistance?

- Labor Market information
  - Estimated starting salary expected upon successful completion of training and entry into unsubsidized training related employment.
  - Will the training allow the customer to become self-sufficient?

- Was the customer provided with an assessment and if so what were the results?

- Will the customer incur personal indebtedness for educational expenses? Was counseling provided to the customer as to the financial needs of the customer while in training? If so explain customer's needs
  and identify the means in which they will be able to financially provide for their expenses during training. If customer must incur personal indebtedness to attend training have they been counseled on loan repayments? This service does not necessarily pertain to WIA staff providing the counseling but the customer must be counseled on loan repayments if they incur personal indebtedness.

When you have completed the initial IEP have the customer sign at that time. When you are updating the IEP you will always need to keep the original IEP with the original signature, but you may include a copy of the changes and place on top of original. Whenever possible obtain a signature from the customer when changes are made. If the customer is not available to sign the IEP when changes are made you may indicate on the revised copy of the IEP/ISS the signature is on file. The original IEP <u>MUST</u> have the customers' signature. The customer should be provided a copy of the revised IEP any time that barriers or the goals of the plan are revised.

THE WORKFORCE INVESTMENT ACT OF 1998

At-A-Glance

Introduction

Congress passed the Workforce Investment Act (WIA) in July of 1998 and President Clinton signed the measure into law on August 7, 1998. WIA represents the first major reform and restructuring of the nation's federal job training programs in 15 years.

The Act was built around five key principles:
1. Streamline services
2. Empower job seekers
3. Universal access to the workforce system
4. Strengthen accountability
5. Ensure a strong leadership role for businesses

Purpose

The purpose of the legislation is to enable each state and locality to develop a unified training system that will:
- Increase employment, retention of employment, and earnings of participants
- Improve the quality of the workforce
- Reduce welfare dependency
- Enhance the productivity and competitiveness of the nation

The cornerstone of the Act is its one-stop customer service delivery system. The one-stop system assures coordination between the activities authorized in and linked to the Act. The one-stop delivery system will allow for a central point of entry to job training programs.

WIA provides the overall framework and authorizes the basic funding for the system of services to be developed under the Act. It sets forth the parameters of the local workforce system and provides the funding streams for services to youth, adults, and dislocated workers.

Federal Guidelines and Eligibility

WIA funded services are not guaranteed and by Federal law is not an entitlement program. All participants served under the Act must be determined eligible with supporting documentation prior to services being provided. The eligibility criterion for WIA is as follows:

Adults age 18 and older
- United States Citizen
- Economically Disadvantaged (Based on local Workforce Investment Board two year plan)

Dislocated Workers
- United States Citizen
- Layoff/Plant Closure

Youth ages 14-21
- United States Citizen
- Economically Disadvantaged
- An individual who has one or more of the following barriers:
  - Deficient in basic literacy skills
  - School dropout
  - Homeless, runaway, or foster child
  - Pregnant or a parenting youth
  - Offender
  - Needs additional assistance

Services Available

The Act provides three levels of services for adults and dislocated workers: core, intensive, and training with service at one level being a prerequisite to moving to the next level.
- Core Services-assessments, job search, placement assistance, job referrals, job development, workshops, job clubs, employment statistics, labor market information (local, regional, state, and national)
- Intensive Services-development of employment plan, counseling, case management, short-term pre-vocational services, internships, short-term work experience
- Training Services-occupational skills training, on-the-job training, workplace training, skills upgrading and retraining, entrepreneurial training, job readiness training, adult education and literacy, customized training

The Act provides local Workforce Investment Boards the ability to use funds for eligible youth participants to support activities such as:
- Linkage between academic and occupational learning
- Assessments of academic and skill levels
- Postsecondary education preparation
- Connecting activities to the job market
- Tutoring, study skills training, and instruction
- Work experience, occupational skill training, adult mentoring, counseling
- Supportive services

The thrust of the WIA youth program is to increase the focus on longer term academic and occupational learning opportunities. There are 6 outlined purposes for youth activities:
1. assistance in achieving academic and employment success
2. mentoring opportunities
3. training opportunities
4. supportive services
5. incentives of recognition and achievement
6. leadership, personal development, decision-making, citizenship, and community service

WIA Performance Accountability

Performance measures were developed by the Department of Labor for the Workforce Investment Act in order to evaluate the effectiveness of the program.

The performance system is known as **Common Measures**. Common Measures are meant to streamline the reporting process and to clearly identify performance goals.

Common Measure Reporting

- For WIA Adults, WIA Dislocated Workers, Veterans, Labor Exchange (Wagner Peyser) and Trade Act:
  1. Entered Employment
  2. Employment Retention
  3. Average Earnings

- For WIA Youth:
  1. Placement in Employment or Education
  2. Attainment of a Degree or Certificate
  3. Literacy and Numeracy Gains

COMMON MEASURES AT-A-GLANCE

WIA Adult/Dislocated Worker

Entered Employment

- Of those who are not employed at the date of participation:

  The number of AD/DW participants who are employed in the first quarter after the exit quarter divided by the number of AD/DW participants who exit during the quarter

Employment Retention

- Of those who are employed in the first quarter after the exit quarter:

  The number of AD/DW participants who are employed in both the second and third quarters after the exit quarter divided by the number AD/DW participants who exit during the quarter

Average Earnings

- Of those AD/DW participants who are employed in the first, second, and third quarters after the exit quarter:

  Total earnings in the second quarter plus total earnings in the third quarter after the exit quarter divided by the number of AD/DW participants who exit during the quarter

WIA Youth

Placement in Employment or Education

- Of those who are not in post-secondary education or employment (including military) at the date of participation:

  The number of Youth participants who are in employment (including military) or enrolled in post-secondary education and/or advanced training/occupational skills training in the first quarter after the exit quarter divided by the number of Youth participants who exit during the quarter

Attainment of a Degree or Certificate

- Of those enrolled in education (at the date of participation or at any point during the program):

  The number of Youth participants who attain a diploma, GED or certificate by the end of the third quarter after the exit quarter divided by the number of Youth participants who exit during the quarter

Literacy and Numeracy Gains

- Of those out-of-school Youth participants who are basic skills deficient:

  The number of Youth participants who increase one or more educational functioning levels divided by the number of Youth participants who have completed a year in the program (i.e., one year from the date of first youth program service) plus the number of Youth participants who exit before completing a year in the youth program (this is measured while the Youth is active in the program)