ALABAMA WORKFORCE INVESTMENT SYSTEM

Department of Commerce
Workforce Development Division
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October 18, 2017

GOVERNOR'S WORKFORCE INNOVATION DIRECTIVE NO. PY2017-04

SUBJECT: *Alabama Career Center System Guide to Customer Services*

1. Purpose. To announce the rescission of the previously released *Alabama Career Center System Guide to Customer Services* – February 2017 Revision – Directive Number PY2016-08 and all subsequent changes and to transmit the most recent (October 2017) revision of the *Alabama Career Center System Guide to Customer Services.*

2. Discussion. These revised statewide guidelines were developed on behalf of the State WIOA Board per Section 101(d) of the WIOA through a joint staff effort, including staff of the Alabama Department of Commerce, Workforce Development Division (WDD), Alabama Department of Labor, Employment Service Division (ES) and Alabama Career Center System staff within the State of Alabama. The policies contained herein are intended to guide Alabama Career Center System staff in developing and properly managing the Customer Service delivery process for the delivery of services by the Alabama Career Center System (statewide) in accordance with the requirements of the Workforce Innovation and Opportunity Act (WIOA), Public Law 113-128. The guidelines are intended for use by State of Alabama Career Center System staff to provide the highest quality services to customers. These guidelines replace all previously issued Customer Service Guidelines or other related instructions distributed by the Alabama Department of Commerce, Alabama Department of Economic and Community Affairs (ADECA) Governor's Office of Workforce Development (GOWD), and Skills Consortia.

The Alabama Career Center System has been developed in keeping with the WIOA requirement (Section 121(e)) that a One-Stop system of service delivery be made available to customers. This system is designed to offer a variety of services to customers through the coordinated efforts of several agencies, whether on-site or through electronic connections. Fostering partnerships among partner agencies results in a more cost-efficient and seamless environment for those customers, who desire services.

Customers, as defined in the WIOA, are both job seekers and employers. Job seekers receive services such as training, education, and other employment-related services, to include résumé development, labor market information, job search and referral. Employers use the Career Centers to list job orders, review résumés and find job-ready, skilled workers, who meet their current employment needs. Employers utilize available Career Center office space and video capabilities to conduct job interviews for qualified applicants recruited through the Career Center.

As a service provider, the Alabama Career Center System's mission is two-fold. Services are provided to both Job Seekers and Employers (Businesses who provide jobs). Full-time WIOA Title I and Title III staff of the Career Centers are well-trained professionals, who specialize in providing customer-focused services.

Job Seeker services connect unemployed customers to jobs, prepare underemployed customers for new jobs, and introduce youth to job readiness skills. Priority of service is given to Veterans and their spouses. Services to Adults and Dislocated Workers are delivered through a two-tiered approach as defined in the WIOA as Career Services and Training Services.

Services mandated in the WIOA and provided in the Alabama Career Centers include Basic Career Services and Individualized Career Services (Section II) (Attachment A), Training Services (Section III), Youth Services (Section IV), Follow-up Services (Section V), Business Services (Section VI) and Partner Services (Section VII).

Should a situation arise wherein customer service may be improved by an exception to provisions of this *Guide*, when those exceptions violate neither Federal, State, nor Local Area Policy, Alabama Career Center System staff are encouraged to make a request for the exception on behalf of their customer.

3. Action. Alabama Career Center System staff should become familiar with the requirements of the attached revised guidelines and adhere to the policies and procedures contained therein.

4. Contact. Questions or comments concerning this Directive should be referred to Tammy Wilkinson, Supervisor, State Reporting, Technical Assistance and Rapid Response Section at (334) 242-5154 or tammy.wilkinson@commerce.alabama.gov.

Steve Walkley, Division Director
Workforce Development Division
Alabama Department of Commerce

Date 10/18/2017

Attachment
Alabama Career Center System Guide to Customer Services – October 2017 Revision

Alabama Career Center System Guide to Customer Services

October 2017 Revision

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Foreword

These guidelines have been developed through a joint staff effort, including staff of the Alabama Department of Commerce, Workforce Development Division (WDD), Alabama Department of Labor, Employment Service Division (ES) and Alabama Career Center System staff within the State of Alabama. The policies contained herein are intended to guide Alabama Career Center System staff in developing and properly managing the Customer Service delivery process.

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Numerous others have provided comments and suggestions that have been incorporated into this guide. Thanks to all those Workforce Development professionals who have dedicated their careers to helping customers enrich their life situations by securing new jobs and better jobs.

These guidelines are intended for use by State of Alabama Career Center System staff to provide the highest quality services to customers. This guide replaces all previous Customer Service Guidelines or other related instructions distributed by Alabama Department of Economic and Community Affairs (ADECA), Governor's Office of Workforce Development (GOWD), and Skills Consortia.

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I. Introduction

These guidelines provide instructions to the Alabama Career Center System staff for delivery of services in accordance with the Workforce Innovation and Opportunity Act (WIOA).

The WIOA contains six key principles, which are to:

1. Increase, for individuals in the United States, particularly those individuals with barriers to employment, access to and opportunities for the employment, education, training, and support services they need to succeed in the labor market.
2. Support the alignment of workforce development, education, and economic development systems in support of a comprehensive, accessible, and high-quality workforce development system in the United States.
3. Improve the quality and labor market relevance of workforce development, education, and economic development efforts to provide America's workers with the skills and credentials necessary to secure and advance in employment with family-sustaining wages and to provide America's employers with the skilled workers the employers need to succeed in a global economy.
4. Promote improvement in the structure of and delivery of services through the United States workforce development system to better address the employment and skill needs of workers, jobseekers, and employers.
5. Increase the prosperity of workers and employers in the United States, the economic growth of communities, regions, and States, and the global competitiveness of the United States.
6. Provide workforce development activities, through statewide and local workforce development systems, that increase the employment, retention, and earnings of participants, and increase attainment of recognized postsecondary credentials by participants, and as a result, improve the quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, meet the skill requirements of employers, and enhance the productivity and competitiveness of the Nation.

The Alabama Career Center System has been developed in keeping with the WIOA requirement that a One-Stop system of service delivery be made available to customers. This system is designed to offer a variety of services to customers through the coordinated efforts of several agencies, whether on-site or through electronic connections. Fostering partnerships among partner agencies results in a more cost-efficient and seamless environment for those customers who desire services.

Partners and their services located with the Alabama Career Center System include:

- Alabama Department of Commerce (WIOA Title I),
- Alabama Department of Labor (ADOL) including Veterans' Services (WIOA Title III),
- Alabama Department of Education/Adult Education (ADE), (WIOA Title II)
- Alabama Department of Rehabilitation Services (ADRS), (WIOA Title IV),
- Alabama Department of Human Resources (DHR),
- Alabama Department of Senior Services (ADSS),
- Alabama Community College System (ACCS), and
- Housing and Urban Development (HUD) Employment and Training Activities.

Customers, as defined in the WIOA, are both job seekers and employers. Job seekers receive services such as training, education, and other employment-related services, to include résumé development, labor market information, job search and referral. Employers use the Career Centers to list job orders, review résumés and find job-ready, skilled workers, who meet their current employment needs. Employers utilize available Career Center office space and video capabilities to conduct job interviews for qualified applicants recruited through the Career Center.

As a service provider, the Alabama Career Center System's mission is two-fold. Services are provided to both Job Seekers and Employers (Businesses who provide jobs). Full-time WIOA Title I and Title III staff of the Career Centers are well-trained professionals who specialize in providing customer-focused services.

Job Seeker services connect unemployed customers to jobs, prepare underemployed customers for new jobs, and introduce youth to job readiness skills. Priority of service is given to Veterans and their spouses. Services to Adults and Dislocated Workers are delivered through a two-tiered approach as defined in the WIOA as Career Services and Training Services.

Services mandated in the WIOA and provided in the Alabama Career Centers include Basic Career Services and Individualized Career Services (Section II) (Attachment A), Training Services (Section III), Youth Services (Section IV), Follow-up Services (Section V), Business Services (Section VI) and Partner Services (Section VII). Additionally, Performance Measures and Reporting will be discussed (Section (VIII).

Basic Career Services are universal services available to all customers of the Alabama Career Center System. These services can be found in the Resource Area of the Career Center and are generally self-services or services that require little staff intervention. They may be as simple as accessing Labor Market Information, checking Job Openings in the local area, taking self-administered assessments, completing online job applications, or online filing for Unemployment Benefits. In some instances, Basic Career Services may require limited staff assistance such as an orientation to the Career Center services, résumé review and upload, eligibility determination for WIOA training services, and group workshops.

Individualized Career Services are more in-depth and tailored to the specific needs of customers and require more staff assistance. The cornerstone of Individualized Career Services is the comprehensive assessment and the development of the Individual Employment Plan (IEP). Information gathered through these processes are used to recommend a set of individualized career-planning options opening up a pathway to employment.

Through **Training Services**, both occupational and basic skills, customers can access job opportunities in their communities and other areas to which they are willing to relocate. Training provided in the Alabama Career Center System will lead to industry-recognized, post-secondary credentials. Career Center partners will use career pathways as a guide to provide a combination of education, employment and training assistance to accelerate job seekers' educational and career advancement.

Training is provided through a group of robust Eligible Training Providers and Programs comprised of private and public entities who have a demonstrated capability of training individuals to enter quality employment. WIOA also provides enhanced access and flexibility for work-based training options, such as On-the-Job training (OJT), customized training, internships, registered apprenticeships and incumbent worker training.

While some **Youth Services** may be similar in nature to those offered to adults and dislocated workers, services to youth are specifically designed to meet the special needs of at-risk Youth. The most obvious changes in the WIOA relate to the Youth

Services provided through the Alabama Career Center System. The first change is an expansion of the age limits for youth eligibility to include young adults from 16-24 years of age. Secondly, the act targets service provision to Out-of-School youth who are at risk of falling out of the labor force all together. As a result, Youth program elements now include additional activities and services such as dropout recovery services and strategies; financial literacy education; entrepreneurial skills training; postsecondary preparation and transition activities; integrated education and training for a specific occupation or cluster; and services that provide labor market information about in-demand industry sectors and occupations.

WIOA requires that a minimum of 12 months of **Follow-Up Services** will be offered to all participants. Follow-up will be seen as an extension of program services during which staff help participants find their own solutions to the challenges they continue to face as they transition to further education or employment. The intensity of follow-up contacts varies based on the needs of each individual and on the determination of appropriate services necessary to assist participants in facing challenges that come up on the job, in college, or in occupational skill training. Follow-up services should help each participant complete training and/or maintain employment and should provide a continuous link to the Alabama Career Center System as a whole, including referrals to partner programs and on-line resources.

Business Services must be made available to local employers as they seek to fill job openings with qualified individuals and/or as they make plans to expand and upgrade their business. The WIOA specifically addresses labor exchange activities and labor market information as business services, but there are many more services available to employers through the Alabama Career Center System as referenced in Section V of this document. Career Center staff are actively involved in the marketing of business services to area employers, including small and mid-sized employers.

The WIOA enhances partner collaboration by streamlining service delivery across multiple programs by requiring colocation, coordination, and integration of activities and information. Career Center partner collaboration serves to make the system understandable and

accessible for individuals, including individuals with disabilities, individuals with other barriers to employment, and businesses.

Each required partner must:

- Provide access to its programs or activities through the Alabama Career Center System, in addition to any other appropriate locations
- Use a portion of funds made available to the partner's program to provide applicable career services and jointly fund the Career Center infrastructure

This document provides instruction and guidance to Alabama Career Center System staff to clarify their responsibilities regarding the provision of services to all Career Center customers. Any questions arising should always be directed to the immediate supervisor for resolution and then up the chain of command, if necessary.

II. Alabama Career Center System Basic and Individualized Services for Adults and Dislocated Workers

Funds received by the State and allocated to the Local Workforce Development Board (LWDB) for Adult and Dislocated Worker Services will be used to:

- Provide Basic Career and Labor Exchange Services to assist job seekers in finding employment
- Provide Individualized Career Services including a more comprehensive assessment to identify the need for additional services
- Provide Follow Up Services for not less than 12 months following entry into unsubsidized employment
- Provide Training Services to job seekers who do not have the skills necessary to secure employment

The Workforce Innovation and Opportunity Act (WIOA) provides the framework for a unique national workforce preparation and employment system designed to meet the needs of the nation's businesses/employers, as well as the needs of job seekers and those who want to further their careers. Services provided through the Alabama Career Center System will assist customers in finding employment, education and/or training that will lead to employment and/or career enhancement.

For customers who need more than Basic Career Services to find employment, WIOA provides more comprehensive and specific Individualized Career Services and Training

Services to assist in employment development. The key components of WIOA are based upon local, regional and state input and extensive research and evaluation studies of successful training and employment innovations over the past decade.

In order to receive WIOA Services that are beyond universally accessible Basic Career Services the following criteria must be met:

Eligibility Criteria for all Applicants

- Citizenship / Eligible Non-Citizen (U.S. national, lawfully admitted permanent resident alien or other immigrant authorized by the Department of Homeland Security to work in the U.S.) Identity and Employment Authorization must be verified.
- Age/ Date of Birth
- Selective Service Registration – Males, age 18 through 25, must register with the Selective Service System. Register at the Selective Service website: www.sss.gov

Adults

- Must meet the general eligibility criteria for all applicants and
- is an individual who is age 18 or older
- Must be low income to receive WIOA Training services (Attachment E)

Dislocated Worker

Must meet the general eligibility criteria for all applicants and

is an individual who:

A. has been terminated or laid off, or who has received a notice of termination or lay off from employment;

is eligible for or has exhausted entitlement to unemployment compensation;

or

has been employed for a duration sufficient to demonstrate an attachment to the workforce but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer not covered by the state unemployment compensation law

and

is unlikely to return to previous industry or occupation;

B. has been terminated or laid off, or has received a notice of termination or layoff from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise;

is employed at a facility where the employer has made a general announcement that such facility will close within 180 days;

or

for purposes of eligibility to receive services other than training services in Section 134(c)(3), career services described in section 134(c)(2), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;

C. was self-employed (including employment as a farmer, a rancher, or a fisherman) but is presently unemployed as a result of general economic conditions in the community where the individual resides or because of natural disasters;

D. is a displaced homemaker which means an individual who has been providing unpaid services to family members in the home and who:

1. has been dependent on the income of another family member but is no longer supported by that income;

or

2. is the dependent spouse of a member of the Armed Forces on active duty and whose family income is significantly reduced because of deployment,
   a call **or** order to active duty,
   a permanent change of station,

or

the service-connected death or disability of the member (See Attachment B)

and

is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

E. is the spouse of a member of the Armed Forces on active duty (as defined in Section 101(d)(1) of title 10, United States Code), and who has experienced a

loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member;

or

is the spouse of a member of the Armed Forces on active duty and who is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment (Attachment B).

1. Basic Career Center Services

Basic Career Services will be provided by Alabama Career Center staff, assigned to WIOA Title III, Wagner-Peyser (WP) duties. These services are Labor Exchange services and are available to Adult and Dislocated Worker customers through the Alabama Career Center System. Basic Career Services will include, at a minimum:

- Determination of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs
- Outreach, intake, and orientation to information and other services available through the Career Center System
- Initial assessments of skill levels including academic skills, aptitudes, abilities (including skills gaps), English language proficiency, and supportive services needed
- Labor Exchange Services, including:
  - Job search and placement assistance, and, when needed by an individual, career counseling, including:
    - Provision of information on in-demand industry sectors and occupations
    - Provision of information on nontraditional employment
- Provision of referrals to and coordination of activities with other programs and services, including those within the Career Center System and when appropriate other workforce development programs
- Provision of current Labor Market Information relating to local, regional, and national labor market areas, including:
  - Job vacancy listings in such labor market areas
  - Information on job skills necessary to obtain the jobs described above
- Information relating to local occupations in demand and the earnings and skills requirements for such occupations
- Provision of performance information and program cost information on eligible training service by program and type of providers
- Provision of links to information on how the local area is performing on Performance Measures and any additional performance information with respect to the Alabama Career Center System
- Provision of information relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance,

including: child care; child support; medical or child health assistance available through State's Medicaid program and Children's Health Insurance Program; benefits under the Supplemental Nutrition Assistance Program (SNAP); assistance through the earned income tax credit; housing counseling and assistance services sponsored through the U.S. Department of Housing and Urban Development (HUD) and Hardest Hit Alabama; assistance under a State program for Temporary Assistance for Needy Families (TANF), and other supportive services and transportation provided through that program

- Provision of information regarding Equal Opportunity under the law and non-discrimination policies
- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA
- Provision of information regarding filing claims for unemployment compensation
- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs that are not funded under the WIOA and that are available in the local area
- Follow-up services, including counseling regarding the workplace for participants in workforce development activities, who are placed in unsubsidized employment for not less than 12 months after the first day of employment, as appropriate

a) Basic Career Services Procedures

Customers entering a Career Center for the first time or those that are inactive will complete an initial assessment using the Customer Information Form (CIF) (Attachment C) and will receive a one-on-one seated interview with Alabama Career Center staff. The interview will include the following:

- Check over the Customer Information Form / initial assessment
- Complete registration into Alabama JobLink (AJL)
- Orientation of Career Center Services / Partner Services
- Review of Labor Market Information
- Job search instructions and AJL overview
- Screen for needs and barriers to employment
- Make appropriate referrals
- Résumé review, revision and update in the system

Repeat customers' contact information and résumé' should be reviewed and updated as needed and they will be provided additional updated information and assistance as requested.

Information on services available through the Alabama Career Center System may be provided in a variety of ways including Career Center brochures, fact sheets, information packets, audio, video or computer presentations, a guided walk-through, and other methods. During this orientation, customers should be encouraged to ask questions and to consider resources with which they may not be familiar.

Completing the Customer Information Form (CIF) provides the initial assessment information, such as work history, skills and abilities obtained through former jobs, and education status, and are recorded in the electronic data base. Alabama Career Center staff should review the information and make recommendations regarding services that might be helpful. While the CIF is the recognized Initial Assessment tool for the Alabama Career Center System, other similar assessments may be used that can be self-administered and easily evaluated.

Alabama Career Center staff are available to assist with accessing self-directed and informational services regarding current Labor Market Information, eligible training providers, local area performance, and supportive services. Such information may be provided in either electronic or hard copy formats and is available in the Resource Area. In addition, a Community Resources Directory, complete with maps and/or directions, allows customers to choose the information they desire. Alabama Career Center System staff should make every effort to keep up-to-date information on services available through the supportive services agencies in the local area.

Resource Area computers, via access to AJL, O*Net and other websites, provide many informational services relative to the local labor market including job vacancy listings, skills and educational requirements for particular jobs, occupations in demand, and entry level wages. Job search and career exploration through Internet websites are encouraged. These computers may also be used to access Performance Measures and program cost information for eligible training providers in the Alabama Career Center System.

Reasonable accommodations will be considered and provided by the Alabama Career Center staff during initial assessment and Basic Career Services for individuals with

disabilities. Alternative formats of materials and/or systems will be developed for assessment needs, such as video and audio tapes, Braille, individualized reading assistance, and other methods.

Customers should be encouraged to keep an active résumé with current information in the automated system. Staff should help the customer understand that many employers view résumés online and those employers call qualified candidates for job interviews. Customers will be made aware of the option to receive email notifications of possible job opportunities. Customers who are unable to complete a résumé on their own will receive one-on-one assistance from Alabama Career Center staff. If the customer is unable to obtain employment through Career Services, whether Basic or Individualized, they may be a candidate for Training Services.

Labor Exchange Services including job search, referral, and placement services are on-going activities that can be provided at various times during the course of participation in Basic and Individualized Career Services. The attainment of any of the goals indicated on the Individual Employment Plan (IEP), including attainment of pre-employment and work maturity skills, may indicate the need for job search services. The job seeker may use AJL and other Internet job search websites, classified ads (electronic or hard copy), State and Federal job listings, and community contacts to search for employment. Labor Market Information may be utilized in locating high-wage/high-demand employment. Referrals to jobs may be provided by Alabama Career Center staff or partner agencies. Helping the job seeker find stable, self-sufficient employment is the ultimate goal of the WIOA and is facilitated through Labor Exchange Services.

The Alabama Career Center System will provide Job Shops (short-term pre-vocational services) for job seekers. These services are designed to improve the likelihood that job seekers will obtain and/or retain employment. Alabama Career Center staff can provide these services on a one-to-one or group basis with flexible hours as indicated by initial assessment. There are no established limitations or standardizations imposed on the provision of these services or the format in which they are provided to the customer.

Resources used to provide Job Shops (short-term pre-vocational services) are plentiful and designed to be of aid to as many users as possible. Materials vary by Career Center according to the needs of local job seekers. Resources consist of software, books, audio and video recordings, workbooks, Internet websites, television programs, computer terminals, posters, directories, pre-vocational soft skills workshops and many others.

Pre-Vocational Activities addressing essential Soft Skills offered through the Alabama Career Center System include any of the following:

- **Learning Skills Development...**This is an important skill for all job seekers who enter further training and may include study skills, such as, taking notes, time management, listening skills, test-taking techniques, accessing information, and others. Developing these skills is necessary to complete entrance exams for postsecondary and other training programs and employment tests necessary for job attainment.

- **Communication Skills...**This activity may provide job seekers with the ability to improve interviewing skills which are a crucial part of the hiring process. Written communication skills may be addressed as relative to cover letters, résumés, and thank-you letters. These skills may also provide a better means of handling conflict, aggression, shyness, and social discourse.

- **Interviewing Skills...**These skills enhance hiring opportunities for job seekers by preparing them for actual interviews. It will familiarize them with standard interview questions they can expect to be asked and provide them with appropriate answers to questions. Mock interviews are useful tools in preparing job seekers for actual interviews. Interviewing skills can also provide guidance on professional body language, such as handshakes, introductions, etc.

- **Time Management Skills...**Understanding the importance of punctuality is critical to obtaining and holding employment. It is also necessary to know how to inform employers of tardiness, how to arrange for time away from work, and how to maintain exact attendance report sheets.

- **Personal Maintenance...**Job seekers will learn appropriate dress for interviews and workplace environments and the role of personal hygiene. Health and well-being issues can be presented as needed, or in-group sessions, by outside speakers.

- **Professional Conduct...**Job seekers will learn how to avoid situations that threaten employment, to include avoiding gossip, attitude problems, interfering with another's job, laziness on the job, and not showing proper respect to employers and co-workers.

- **Job Search Skills...**These skills provide direction for job seekers in their search for employment, to include use of Alabama JobLink, other Internet websites, classified ads, and community contacts. Instructional information regarding résumés, references, employment applications, cover letters, scheduling appointments for interviews, and personal arrangements for transportation and childcare can be instrumental in obtaining and keeping a job.

- **Career Exploration...**Involves the use of specialized aptitudes and values assessments, such as "MyNextMove.org", "CareerInfonet.org", "mySkillsmyFuture.org". Vocational interest tests, interviews, discussions, work experience, and job shadowing help job seekers focus on a particular work interest.

- **Labor Market Information...LMI** provides job seekers with current local and regional job market information, including average incomes by occupation to illustrate jobs with high wages and in high demand. Staff will assist job seekers in locating Internet sites and how to access them and also provide assistance to job seekers in interpreting and understanding information gathered.

- **Computer Literacy...**Computer literacy is necessary for most occupations in America today, not just computer-related jobs. Even the ability to look for a job is enhanced by computer literacy. Many job seekers wish to learn more about current operating systems and software. Self-help tutorials, such as GCFlearnfree.org, will be available to assist job seekers in learning about Microsoft Windows® and other operating systems, word processing and spreadsheet programs, keyboarding skills, "how to develop a résumé" programs, and how to navigate the Internet. Job seekers can establish their own free e-mail accounts so they can send résumés, file applications electronically, receive job posting notifications and responses to inquiries about job openings.

2. Individualized Career Services

Individualized Career Services will be recorded services provided by the Alabama Career Center System Title I staff to Adults and Dislocated Workers who have been determined eligible for WIOA services and who are unable to obtain self-sufficient employment.

Individualized Career Services for job seekers, require significant staff time, and include the following:

- A comprehensive and specialized assessment of skills levels, aptitudes, abilities and needs which will include:
    - diagnostic testing and use of other assessment tools; and/or
    - in-depth interview and evaluation to identify employment barriers, supportive service needs, and appropriate goals
    - Development of an Individual Employment Plan (IEP) that will include employment goals, appropriate planning objectives and the appropriate mix of services (both WIOA and non-WIOA) available in the local area necessary for customers to achieve employment goals (Attachment D)
- Career Planning activities
- Labor Market Information on jobs related to individual career goals
- Individual career counseling/planning
- Group career counseling
- Referral to Training Services
- Out-of-area job search and relocation assistance
- Short-term pre-vocational services and activities provided through the Alabama Career Center System to include:
    - learning skills
    - communication skills
    - interviewing skills
    - punctuality and personal maintenance skills
    - professional conduct skills
    - other skills development designed to prepare job seekers for unsubsidized employment
- Internships and work experiences that are linked to careers
- Financial literacy information and workshops
- Referrals to English Language Acquisition and integrated education and training programs as provided by Adult Education and Basic Literacy Services
- Re-Employment Services including a one-on-one interview, résumé assistance, initial assessment, orientation to the Career Center and electronic database, Labor Market Information, Individual Employment Plan, referrals to Supportive Services, and other services as deemed appropriate
- Unemployment Compensation Eligibility Assessment regarding availability for work, ability to work and job search activities.

a) Individualized Career Services Procedures

While Basic Career Services may be quickly and easily provided, Individualized Career Services go well beyond the informational and self-directed services found in the Resource Area of the local Career Center. There is no prescribed sequence or pattern by which these services are offered to customers. These services may be offered concurrently and/or intermittently. Provision of services overlap throughout the duration

of a job seeker's participation. The amount of time job seekers spend in Career Services is based on individual needs and achievement of the job seeker's stated goals. These on-going services continue to be offered and, as appropriate, provided concurrently even when a job seeker enters Training Services, whether those Training Services are WIOA or non-WIOA funded.

3. Comprehensive and Specialized Assessments

The Comprehensive/Specialized Assessments determine academic skills levels, interests and aptitudes. Additional information on occupational skills levels, abilities and supportive service needs will also be gathered. Assessment results will be useful in helping customers to identify barriers that are hindering their ability to obtain or to retain employment. These individuals may also benefit from assistance and services provided by partner and other non-WIOA funded agencies.

Alabama Career Center staff accept assessments provided by Career Center partners and other service providers if completed within the past six months. The academic portions of the assessment must include grade level information.

a) Diagnostic Assessment

In order to help job seekers, set realistic goals, a comprehensive assessment of academic and occupational skills, abilities and aptitudes will be administered. Diagnostic tools that are more comprehensive than those used during the Initial Assessment will be used in this process. A more thorough assessment of academic and occupational skills levels plus more in-depth aptitude and interest inventories are used to gain more specific and complete diagnostic information. In addition, Alabama Career Center staff have the option to accept assessment information gathered and provided by other agencies. The Test of Adult Basic Education (TABE) will be used for determination of basic skills. My Next Move (www.MyNextMove.org) or other acceptable diagnostic tools may be used to determine occupational skills, abilities and aptitudes for all Adults and Dislocated Workers enrolled in Individualized Career Services. Alabama Career Center staff may want to assess job seekers' employability and work maturity skills at this time. This important assessment can provide

information on job seekers' knowledge of job search tools and job/career information, their ability to make career decisions, and their interviewing, interpersonal, and job maintenance skills.

b) In-Depth Interview

An in-depth interview will be used to gather more specific information on a job seeker's past work history, training and education previously received, levels of employability, and career goals. The interview may also assist in identifying employment barriers and supportive service needs not discovered earlier so that appropriate referrals can be made for the customer. Identified needs may include assistance with transportation, child care, housing or utilities, medical or health issues, clothing or work uniforms/tools, food, counseling, legal aid, or financial aid. It is imperative that the Alabama Career Center System staff is aware of the requirements of the Americans with Disabilities Act (ADA) and accommodations will be provided as appropriate during the interview process. Vocational Rehabilitation Partners will assist as necessary and provide specialized assessments if needed.

4. Development of the Individual Employment Plan (IEP)

The WIOA states that the IEP is an on-going strategy jointly developed by the participant and the Case Manager that identifies the participant's employment goals, the appropriate achievement objectives, and the appropriate combination of services for the participant to achieve their employment goals and career pathways to attain career objectives.

Comprehensive / Specialized assessment information will be used in the development of the IEP. Staff will explain the results of their assessment process to job seekers. Alabama Career Center staff and job seekers will then work together to develop employment goals that are based on customer choice with staff guidance; however, the goal must be realistic, attainable and supported by current Labor Market Information. The IEP should state the job seeker's employment goals and document the need for assistance relative to basic skills remediation/training, occupational skills training, supportive services, pre-employment and work maturity skills activities, work

experience activities, and internships. This individualized plan of action may rely on the intervention and assistance of various partner agencies within the local area.

Job seekers' supportive service needs will be determined through information obtained during Initial and Comprehensive Assessment. Referrals to supportive service providers are important in the reduction of a job seeker's barriers to employment and increase the likelihood of goal attainment. Consequently, referrals provided during Individualized Career Services can be more than a visit to the Community Resource Directory. Staff may be involved in scheduling appointments and coordinating services with local supportive service representatives. Where possible, local service providers may either be located in the Career Center or provide part-time, on-site representatives on a regularly scheduled basis. Referrals to off-site supportive services will be addressed in a variety of ways including electronic linkages, telephone, fax, email, or hard copy referral documents. Referrals should be recorded in the job seeker's data file.

The IEP should be reviewed periodically to check on the job seeker's progress, and record benchmarks attained. Changes should be made as needed to facilitate successful attainment of the job seeker's employment goals. Once the IEP is initiated, the participant will be registered in the system and the Alabama Career Center staff will work with the job seeker in coordinating the activities, which should lead to gainful employment. Job seekers will be provided a signed copy of their Individual Employment Plan.

Registered Adults and Dislocated Workers should be asked to read and sign all necessary forms, such as the Customer Agreement Form (Attachment H), WIOA Participant Information Release Form (Attachment I), and WIOA Grievance and Complaint Procedures Form (Attachment J). These forms are maintained in the hard copy file.

5. Case Management

Case Management is the method used to develop a relationship with the customer and manage the services provided. Through these activities, the Alabama Career Center staff has the opportunity to make a positive impact on job seekers during their participation and long after participation when services have ceased. Case Management is initiated during Comprehensive Assessment and continues to be provided as long as the job seeker is receiving services, including services provided by partner agencies and follow-up services.

Case Management notes are an integral part of Career Planning Services as they provide the documentation and narrative of effective career planning. Case Management must be provided at a minimum of every 30 days and will be documented in case notes. If a value-added service is given, then the service will be recorded in AJL and documented in the case notes.

Accordingly, the WIOA states that Case Management Notes are considered to be a part of the IEP. It further states that Case Management Notes should:

- Thoroughly document all case management contacts
- Support decisions, activities, and needs recorded on the IEP
- Provide evidence of a working relationship between participants and staff

Case Management Notes will be recorded electronically and hard copies will be available as needed and, upon the job seeker's exit, will be printed and maintained in the job seeker's hard copy file. The Alabama Career Center System will maintain these files for the period of time specified by the WIOA, currently six years plus the current year.

6. Career Planning

Job seekers will participate in the career planning process through several services whereby they can validate their career/employment choices and show progress on their career pathway. These services may include:

- In-depth career exploration
- Participation in short-term pre-vocational services/essential soft skills
- Internships in their chosen field and/or
- Work experience activities

- Participation in Occupational Skills Training
- Monthly contacts with Alabama Career Center staff to discuss needs, barriers, progress, etc.
- End of Term contacts to provide evidence of skill attainment progress

The WIOA defines Career Planning as the provision of a client-centered approach in the delivery of services designed:

- To prepare and coordinate comprehensive, individualized employment plans, such as, service strategies for participants and to ensure access to necessary workforce development activities and supportive services using, where feasible, computer-based technologies
- To provide job and career counseling during program participation and after job placement

a) Individual Career Counseling and Planning

Through individual career counseling and planning, job seekers may discover firsthand if they have the necessary skills and commitment to work in their chosen area of employment. If indications for employment are good at the completion of these services, job seekers can then enter job search activities and may be provided job referrals.

In other instances, the services provided may indicate the need for further career counseling, planning, exploration activities and training services. Case Management will be provided monthly throughout the term of participation in Individualized Career Services.

b) Group Career Counseling

Group career counseling sessions for those enrolled in Individualized Career Services may assist job seekers through interaction with other customers who have similar needs. Group presentations provide excellent opportunities to use audio/visual aids or encourage role-playing. Services provided in a group format could include job shops on application and interviewing tips, updates on new or expanded Career Center offerings, including introduction to new software, computer tutorials or websites, and other services necessary to meet the needs of job seekers.

If a determination is made to enroll customers in training, group sessions could also be used to provide orientation and safety procedures to Work Experience, Internship, On-the-Job Training, or Individual Training Account worksites.

7. Labor Exchange Services and Activities

As with Basic Career Services, Labor Exchange Services are an integral part of the customer focused services provided in the Career Center. Labor Exchange Services are an ongoing effort in the achievement of customer career goals. They are non-sequential and may be provided numerous times as customers travel their career pathway to self-sustaining employment.

8. Re-Employment Services and Eligibility Assessment (RESEA) for UI Recipients

The RESEA program provides an important Individualized Career Service in the comprehensive, integrated workforce system established under the Workforce Innovation and Opportunity Act (WIOA). Through RESEA, individuals who have lost employment through no fault of their own and have earned sufficient wage credits may receive UI benefits if they meet initial and continued UI eligibility requirements. The Alabama Career Center System is in full support and shares the national vision and framework for providing increased and improved Reemployment Services to UI Claimant customers. The Title III Wagner Peyser programs have been striving to identify and serve UI claimants through re-employment services designed to facilitate re-entry into the labor force in as short a time as possible.

The RESEA program provides claimants accessibility to a full array of reemployment services available at Alabama Career Centers and helps ensure that claimants comply with all UI eligibility requirements. Individuals receiving UI benefits are active job seekers who are provided Individualized Career Service including, but not limited to:

- orientation to the Career Center
- one-on-one interview
- UI Eligibility Assessment regarding availability for work, ability to work and an active job search
- résumé assistance
- initial assessment using the Customer Information Form (CIF)
- orientation to the electronic job search and registration database

- Labor Market Information
- Individual Employment Plan
- referrals to Supportive Services
- follow-up as appropriate
- other services as deemed suitable

A Career Center orientation provides one of the first impressions that the job seeker develops of the Career Center. This is the Career Center's opportunity to highlight all of their services such as workshops, one-on-one counseling, training opportunities and referral to other resources. Job seekers are scheduled to attend the mandatory RESEA orientation. At the completion of orientation, a staff person meets with individual job seekers to discuss their job search, review their résumé, and develop an Individual Employment Plan, which includes goals, action steps and target dates. This ensures that the job seeker understands all of the requirements of the RESEA Program and what they must bring to any subsequent RESEA reviews. All RESEA customers are encouraged to make the Career Center their one-stop shop for all services relating to their re-entry in the labor force.

9. Out-of-Area Job Search and Relocation Assistance

When job seekers are unable to find suitable, self-sufficient employment within a reasonable commuting distance (75-mile radius from his/her residence), they may wish to seek employment for which they would be willing to relocate. Website addresses for other states and their labor market information may be posted or listed for job seekers interested in out-of-area job search.

Under the WIOA, Relocation Assistance is listed as one of the Career Services available for Adults and Dislocated Workers. Customers who were unable to secure employment through Career Services may be eligible for Relocation Assistance. Relocation Assistance can be provided for customers in need of assistance to accept employment in another location. It is intended to serve eligible job seekers who, following the receipt of Individualized Career Services, cannot obtain self-sufficient employment within the commuting area but receive an offer of suitable employment outside the commuting area and need Relocation Assistance in order to accept the job offer. The WIOA defines the commuting area as a seventy-five-mile (75) radius or less

of the participant's place of residence. At a minimum, the relocation employment should lead to self-sufficiency as determined by the 200% Lower Living Standard Income Level (LLSIL). Adults and Dislocated Workers who complete Training Services are also eligible for Relocation Assistance.

Alabama Career Center staff will complete the Relocation Assistance Request and Reimbursement Forms. Guidelines for this assistance are available through Governor's Workforce Innovation Directive Number PY2015-01, issued January 2016 (and any subsequent changes thereto). http://www.madeinalabama.com/divisions/workforce-development/governors-workforce-innovation-directive/

10. Referral to Training Services

Referral to Training Services may be necessary once job seekers have participated in Basic and/or Individualized Career Services and appropriate employment has still not been attained. The need for Training Services, and the inability to obtain employment that leads to self-sufficiency must be electronically documented in the job seeker's file and on the IEP. Considerations to be addressed before referring job seekers to Training Services include:

- Results of the comprehensive/specialized assessment
- Inability to obtain or retain employment through Individualized Career Services
- Skills and qualifications necessary to enter selected training programs
- Ability to benefit from selected Training Services
- Selected Training Services being directly tied to employment goals

Those customers who do not demonstrate a need for Training Services should continue to receive Basic Career services and/or Individualized Career services or be referred to services provided by partner and non-partner agencies.

III. Alabama Career Center System Training Services

Training Services may be necessary for employed, unemployed or underemployed Adults, Dislocated Workers and Youth who have not been able to obtain employment leading to self-sufficiency. There is no sequence of service requirement for "career services" and training. This means that the Alabama Career Center System staff may

determine training is appropriate regardless of whether the individual has received basic or individualized career services first.

The Alabama Department of Commerce, through the Workforce Development Division, hosts a website that provides job seekers full and accurate information concerning available Individual Training Account Services on the Eligible Training Provider List (ETPL), which is accessible at https://www.etpl.alabama.gov. Cost information is provided and may include such items as tuition and required books, materials, supplies, and fees. Performance information available through the website provides general statistics including successful training completions, job acquisition rates, entry-level wages, and career and promotional opportunities. This information will be provided to job seekers and should facilitate comparison shopping to ensure an informed customer choice, which aligns with the current Labor Market Information.

An Individual Training Account (ITA) is an account established by Local Workforce Investment Boards on behalf of Workforce Innovation and Opportunity Act (WIOA) participants to assist them in the attainment of Training Services. Youth, Adult and Dislocated Worker funds available through the Workforce Innovation and Opportunity Act are used to purchase Training Services from eligible Training Providers selected by participants in consultation with Alabama Career Center staff through a comprehensive assessment including the development of the Individual Employment Plan or Individual Service Strategy (IEP/ISS). These funds are made available through the Workforce Development Division of the Alabama Department of Commerce. Priority of services is given to Veterans and other special populations including TANF/ SNAP recipients and Low Income Adults lacking a significant work history.

ITA participants receive Case Management services including monthly contact with their Case Manager to provide copies of grades, schedules, other measurable skills gains achieved and credentials attained. They also receive both Pre-Employment Follow-Up and a full 12 months of Post-Employment Follow-Up services.

The Alabama Department of Labor, facilitated by the Alabama Career Center System,

provides training services through the Trade Adjustment Assistance for Workers Act (TAA). TAA provides a variety of reemployment services including training and job-searching assistance and benefits to displaced workers who have lost their jobs or suffered a reduction of hours and wages as a result of increased imports or shifts in production outside the United States. The TAA program aims to help program participants obtain new jobs faster, ensuring they retain employment and earn wages comparable to their prior employment

In Alabama, the TAA Training Program is operated exactly like the WIOA ITA program. All TAA participants must be co-enrolled in WIOA ITA services and therefore must follow normal Career Center practices to receive TAA Training. This means that TAA eligible workers will have an opportunity to meet with staff in a local Career Center for a comprehensive assessment of his or her employment and training needs and the development of an IEP. TAA funds will be used to sponsor training if the chosen training is deemed suitable and appropriate for the worker, the proposed training plan meets TAA requirements, and funds are available. Training may occur in a classroom setting and may include college-level courses, technical or vocational training and basic skills education.

TAA participants will receive Case Management services including monthly contact with their Case Manager to provide copies of grades, schedules and other benchmarks achieved, and a full 12 months of Follow-Up services. If otherwise eligible, the worker may receive unemployment compensation, TRA or RTAA funds while participating in the approved training program.

TAA participants are also eligible for job search and/or relocation assistance.

"Employer-Assisted training" services such as On-the-Job Training, Incumbent Worker Training, Work-Based Learning and Registered Apprenticeships are addressed in Section VI: Alabama Career Center System Business Services of this document.

Job seekers may not need WIOA financial assistance to complete training necessary

for job acquisition. Non-WIOA assistance may be available through grants, scholarships, or partner services and should be accessed in the event that WIOA funds are not sufficient to meet all training needs. Non-WIOA funded training may be available through public and private, partner and non-partner agencies, such as Adult Vocational Rehabilitation Services, Adult Education, Pell Grant, academic and/or technical scholarships, employer tuition reimbursement programs, and others.

The decision to refer job seekers to Training Services will be made by the Alabama Career Center staff. The Alabama Career Center System does not provide training, but instead refers eligible individuals to WIOA-funded training provided by an Eligible Training Provider. WIOA-funded Training Services, supplied by Eligible Training Providers, both public and private, are identified by the Eligible Training Providers List (ETPL).

The underlying principle of the WIOA provision for Training Services is customer choice that is aligned with current Labor Market Information (LMI) that reflects a high-wage/high-demand job is likely to occur at the end of the training. Participants should not make snap decisions regarding Training Providers. Instead, they should be challenged to comparison shop in order to make an informed choice relative to their individual needs, training service availability, and cost effectiveness. The Resource Area computers allow customers to access the State of Alabama's ETPL and LMI. These websites provide information that will assist customers in making responsible decisions regarding their occupational training future. Information will include available Training Services, provider cost and entry requirements, length of program, and job placement performance upon program completion. Training Services may include:

- Dedicated Classroom Training
- On-the-Job Training
- Individual Training Account
- Incumbent Worker Training
- Adult Education Training
- Customized Training
- Job Corps
- Apprenticeship
- Entrepreneurial Training
- Trade Act Training
- Other programs as approved by the Local Workforce Development Board

1. Training Referral Procedures

WIOA funds are allocated to the local area so that Training Services may be made available to employed and unemployed Adults and Dislocated Workers who:

- Have met the WIOA eligibility requirements
- After an interview, assessment, and career planning have been determined by the Alabama Career Center System staff to be in need of Training Services
- Have the documented necessary skills and qualifications to successfully participate in the selected training program
- Select training programs that are directly linked to area employment opportunities or to another area in which customers are willing to relocate
- Select training programs that provide high-wage/high-demand employment opportunities with the potential for high growth
- Are unable to obtain other grant assistance or require assistance beyond that made available through other sources
- Are determined to be eligible in accordance with the Local Workforce Development Board's policy regarding priority for services

Alabama Career Center staff will initiate and maintain case management services with participants enrolled in Training Contracts. While participating in Training Services, customers will continue to receive Basic and Individualized Career Services, as appropriate, to assist them in achieving their employment goal. These services will be documented in the electronic data base.

Open lines of communication between the Alabama Career Center staff and the proper contact persons, as identified by the training provider, are very important. This may help to ensure that job seekers will have a smooth entry into Training Services and will facilitate both the Case Management and maintenance of Training Contracts during the term of participation.

Case Management will take on even more importance since customers will be receiving services away from the Career Center. Extra efforts may be required to stay in contact with them. Also, additional supportive services may need to be addressed at this time to help ensure success.

Once again, as job seekers complete or near the end of participation in Training Services, appropriate Labor Exchange activities, which may include an updated résumé, should be initiated to facilitate entry into unsubsidized employment. These

services can be accomplished through a team approach of Alabama Career Center staff and other partners.

Job seekers participating in Training Services will have an array of placement services available through the Career Center and will be encouraged to take advantage of this assistance during job search. Job seekers may use the self-directed job search activities available in the Resource Area of the local Career Center. They can also receive job search services through staff assistance available through the Career Services provided by the Alabama Career Center System staff.

IV. Alabama Career Center System Services for Youth

Under the Workforce Innovation and Opportunity Act (WIOA), the enrollment date for provision of Youth Services is always the date of eligibility determination. One-on-one assistance should be provided to youth to ensure that any and all required services are provided to the individual, and that the youth gains the maximum amount of exposure to Alabama's Career Center System to ensure success in his or her stated goal/objective attainment.

Title I of the WIOA outlines a broad youth vision that supports an integrated service delivery system and provides a framework through which local areas can leverage other resources to support In-School Youth (ISY) and Out-of-School Youth (OSY). Title I of the WIOA affirms the U.S. Department of Labor's commitment to providing high-quality services for all youth and young adults following a career pathway and culminating with a good job. Services include career exploration and guidance, continued support for educational attainment, opportunities for skills training in industries and occupations that are in-demand, such as pre-apprenticeships or internships, and enrollment in postsecondary education or a Registered Apprenticeship. All youth service programs should promote evidence-based strategies to assist in achieving high levels of performance, accountability and quality in preparing young people for the workforce.

The Alabama Career Center System uses its association with its Career Center partners and local community agencies to ensure that the needs of youth are met while presenting the maximum opportunities for their goal achievements. A strong

connection is fostered between youth program services/activities providers and the Alabama Career Center System. Youth learn early in their participation how to access career services and how to utilize those services throughout their working lives.

Information on all available services is provided to youth during a Career Center orientation. This information may include all providers of youth employment, education, and training services, as well as all Career Center partners and community agencies that provide supportive services assistance for youth. The information may take the form of verbal discussions between youth and the Alabama Career Center System staff, handouts, videos and/or audio presentations, computer website information, bulletin board presentations, and other methods as appropriate.

It is important to ensure that youth are completely familiar with community services that assist in the reduction of barriers to employment, education, or training. These supportive services are often provided by Career Center Partners and may include assistance with transportation, childcare, housing, medical costs, uniforms and work clothing, or tool costs, including such items as eyeglasses and protective eye gear. Supportive service referrals are an integral part of the assistance provided to youth. Alabama Career Center System staff will be aware both the partners and community service organizations to which supportive service referrals can consistently be made and have the information available for customers. The referrals will be entered into the electronic case file.

It is essential that youth possess the skills and qualifications necessary to successfully complete the selected Youth Services program. Every consideration is made to encourage participation in non-traditional career training opportunities. Current Labor Market Information (LMI) is provided to assist in this determination and the youth is made aware of how to access LMI for career planning purposes.

Alabama Career Center System staff ensures youth are provided full and accurate information concerning available WIOA and non-WIOA Training Services, to include Eligible Training Providers. Providers and available training services are listed on the Eligible Training Provider List (ETPL) at www.etpl.alabama.gov and found on the Alabama JobLink website that is bookmarked for easy customer access in the Career

Center's Resource Area. Youth should participate in training programs that are directly linked to employment opportunities either in the immediate area or in another area to which they are willing to relocate.

To be eligible for youth services an individual must be 16 – 24 years of age and must be either an In-School Youth (ISY) or an Out-of-School Youth (OSY) (Attachment F). Once eligibility is established, and the decision is made to enroll the youth, the enrollment date will always be the date of eligibility determination. Once registration is accomplished, eligible youth enter a system designed to assist in the development and accomplishment of goals and objectives leading to successful employment, as evidenced by the Individual Service Strategy (ISS), which is developed jointly by the youth and the Case Manager (Attachment G). Case Notes will annotate steps/activities toward the ISS goal and will be entered as they occur into the electronic case file so that all staff and supervisors have access to be able to seamlessly assist the youth. Registered youth should be asked to read and sign the necessary forms, such as the Customer Agreement Form (Attachment H), WIOA Participant Information Release Form (Attachment I), and WIOA Grievance and Complaint Procedures Form (Attachment J). These forms are maintained in the hard copy file.

1. Eligibility

Out-of-School Youth

a) Not attending any secondary or postsecondary school at the time of enrollment
b) Not younger than 16 or older than age 24 at the time of enrollment and
c) One or more of the following:

1. A school dropout
2. A youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter. School year calendar quarter is based on how a local school district defines its school year quarters
3. A recipient of a secondary school diploma or its recognized equivalent who is a low- income individual **and** is either basic skills deficient or an English language learner
4. An offender
5. A homeless individual, a homeless child or youth, or a runaway
6. An individual in foster care or has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under section 477 of the Social

Security Act (42 U.C.S. 677) or an individual who is in an out-of-home placement

7. An individual who is pregnant or parenting
8. An individual with a disability
9. A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment

- **Low Income eligibility requirements apply to youth in #3 and #9 only.**

Documentation to Verify Dropout Status:

- Age 17 - Student Exit Interview form from the public-school system (implemented 8/1/2009)
- Age 16 - Certificate of Exemption issued by his/her local school superintendent
- Age 16 or 17 – evidence of withdrawal on school/program letterhead from a private or church school or private tutor program
- School Attendance Record
- Dropout Letter
- Telephone Verification
- Applicant Statement - The Applicant Statement may be used by young adults who dropped out of school and do not have a school document to verify their status. This form requires a witness to verify the applicant's information.

The above list is not all-inclusive but lists acceptable documentation to verify dropout status.

In-School Youth

a) Attending any secondary or postsecondary school at the time of enrollment
b) Not younger than age 14 or older than age 21
c) Low income individual; and
d) Have one or more of the following barriers:
    1) Basic skills deficient
    2) An English language learner
    3) An offender
    4) A homeless youth or a runaway, in foster care or has aged out of the foster care system
    5) Pregnant or parenting
    6) A youth who is an individual with a disability
    7) An individual who requires additional assistance to complete an educational program or to secure or hold employment

State Policy for "Requires Additional Assistance" Barrier

The State policy for the youth barrier "requires additional assistance to complete an educational program or to secure or hold employment" is a Low-Income individual who has at least one of the following criteria:

- Indians, Alaska Natives, and Native Hawaiians
- Individuals who are English language learners
- Individuals with low levels of literacy
- Individuals facing substantial cultural barriers
- Eligible migrant and seasonal farmworkers (as defined in

section 167(i))

- Low academic performance (a grade point C or below or basic academic skills in the bottom quartile of the class)
- A past record of excessive absences as verified by school officials
- Has been suspended, expelled, or put on probation during high school
- Has dropped out of school previously
- Limited English proficiency
- Family environment is not conducive to education or career goals
- Has documented alcohol and/or substance abuse
- Has a record of violent behavior
- Lacks motivation or maturity to pursue education or career goals
- Emotional disorder which impairs education or career goals
- Health problems which impair education or career goals
- Eligible for free lunch under the National School Lunch Programs
- Has inadequate or no work experience
- Lacks marketable, occupational skills that are in demand in the local labor market

REMINDER: Not more than 5% of the In-School Youth (ISY) in a local area may be determined eligible based on the barrier "An individual who requires additional assistance to complete an educational program or to secure or hold employment."

NOTE: Individuals, ages 22 – 24 who are attending school at the time of enrollment, are not eligible as In-School youth due to their age and must be served through the WIOA Adult Program.

Youth with a disability, whose family income exceeds the maximum levels established under the WIOA, are automatically eligible based upon their disability status.

It is allowable for eligible youth who are 16 through 24 years of age to be considered for concurrent participation in Youth, Adult, or Dislocated Worker Services programs. It is essential, however, that youth possess the skills and qualifications necessary to complete the selected services program and that the ISS/IEP, along with electronic case notes, clearly documents the situation.

2. Purposes of Youth Services

WIOA has established several purposes for eligible youth to receive Youth Services:

- Provide assistance in achieving academic and employment success,

effective and comprehensive activities, which shall include a variety of options for improving education and skills competencies and provide effective connections to employers

- Ensure on-going mentoring opportunities for eligible youth with adults committed to providing such opportunities
- Provide opportunities for training
- Provide continued supportive services
- Provide incentives for recognition and achievement
- Provide opportunities in activities related to leadership development, decision-making, citizenship and community service

Keeping these purposes in mind, youth are provided with the following service strategies:

- Services that prepare for postsecondary educational opportunities, as appropriate
- Strong linkages between academic and occupational learning
- Preparation for unsubsidized employment
- Effective connections to intermediary organizations with strong links to:
    - The job market and
    - Local and regional employers

To increase the likelihood of youth success, the Fourteen Youth Program Elements outlined in the WIOA are offered through a variety of sources including Case Management and Follow-Up Services provided by the Alabama Career Center System staff, eligible Youth Service Providers, secondary and postsecondary schools and the business community. These elements include:

- Tutoring, study skills training, and instruction and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized Alternate Achievement Standards Pathway Diploma or similar document for individuals with disabilities) or for a recognized postsecondary credential
- Alternative secondary school services, or dropout recovery services, as appropriate
- Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, which may include the following types of work experiences:
    - summer employment opportunities and other employment opportunities available throughout the school year
    - pre-apprenticeship programs
    - internships and job shadowing
    - on-the-job training opportunities
- Occupational skills training through Individual Training Accounts
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
- Leadership development opportunities, which include community service and

peer centered activities encouraging responsibility and other positive social and civic behaviors
- Supportive services
- Adult mentoring for a duration of at least 12 months that may occur both during and after program participation
- Follow up services for not less than 12 months after the completion of participation
- Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling; as well as referrals to counseling, as appropriate to the needs of the individual youth
- Financial literacy education
- Entrepreneurial skills training
- Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services
- Activities that help youth prepare for and transition to postsecondary education and training

For eligible youth 16 through 24 years of age, who also meet the respective eligibility requirements for Adult and/or Dislocated Worker Services, all of the above opportunities may be available, as well as, all Adult and Dislocated Worker Training Services previously discussed.

3. Program Design

The Local Workforce Development Board (LWDB) has oversight of Youth Services programs, however, Local Boards are encouraged to develop a Youth Standing Committee that will have an advisory responsibility to the LWDB to ensure that adequate and appropriate services are available to youth. Using the purposes, strategies, and elements mentioned earlier, youth programs are designed to provide high quality services for youth and young adults beginning with career exploration and guidance, support for basic skills and academic attainment, opportunities for skills training in high-wage, in-demand industries and occupations that lead to a successful job in a career pathway that promotes job growth and advancement.

As required under WIOA, youth receive an orientation to the Career Center services. This orientation will include complete information on the full array of applicable and appropriate services that are available through Career Center partners, as well as other eligible service providers. Youth, who express an interest in partner or non-WIOA Services, are referred to appropriate programs. WIOA eligibility will be determined on

those youth expressing an interest in WIOA Services. After eligibility and assessment, youth are referred to appropriate WIOA-funded programs to meet their specific basic skills and/or training needs. Youth Services programs are designed to meet the goals and objectives of youth, which may not be immediate employment.

4. Youth Services Provided Through Alabama Career Center System

a) Assessment Procedures

Once eligibility determination is complete, Case Managers have 30 days to ensure the eligible youth is enrolled into WIOA, if plans are to provide further services. Date of enrollment will be the date eligibility was determined. Enrolled youth will receive services available through the Alabama Career Center System to include an objective assessment that contains an academic and skills assessment of:

- Basic skills
- Occupational skills
- Prior work history
- Employability (**pre-employment/work maturity skills**)
- Aptitudes
- Interests

The assessment process also includes an orientation to the assessment process, an interview, determination of supportive services needs, and the determination of developmental needs. Information collected during the assessment process assists in developing individual service strategies for youth and is recorded on the ISS and documented in the electronic case file. If the youth has been recently assessed by another agency for education or training purposes and the previous assessment meets WIOA requirements, additional assessment may not be required.

The eligibility determination date is the date of the first youth service and Career Center Youth Services must be entered in the electronic database on this date. Youth must be administered an academic assessment (TABE) within the first 60 days of eligibility determination. This will be the pretest for determining "measurable skills gains" (Attachment K). The TABE assessment can be provided by another approved agency, such as Adult Education, if it was administered within 6 months prior to eligibility determination. A TABE post-test to document measurable academic skills gains can

be administered at any time and should be administered multiple times during a youth's enrollment period, but MUST be administered at least once during a program year. All program years begin on July 1 and conclude on June 30. This means that measurable skills gains are reported in real time.

Participants will be able to show a measurable skill gain in 5 proposed ways:

- Achievement of a least one (1) educational functioning level by a participant in an education program that provides instruction below the postsecondary level (Attachment L)
- Attainment of a high school diploma or its equivalent
- Transcript or report card for either secondary or postsecondary education for one (1) semester (or 12 credit hours) that shows a participant is achieving the State's policies for academic standards
- Satisfactory or better progress report, towards established milestones from an employer/training provider who is providing training (e.g. completion of a set of OJT tasks or completion of the first year of an apprenticeship program, etc.)
- Successful completion of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade- related benchmarks such as knowledge-based exams

During assessment, reasonable accommodations are provided for individuals with disabilities. Alternative formats of materials or systems may be developed or incorporated for assessment situations, such as video or audiotapes, individualized reading assistance, etc.

Orientation to the assessment process begins with an overview of the process including what youth can expect from the assessment process, what the Alabama Career Center System expects from youth, and the expected results of the assessment activity.

Additionally, the orientation will explain that:

- It is the role of the Alabama Career Center System or approved Youth Service Provider staff to assist youth in the determination of their interests, abilities, and future plans through the assessment and interview process
- Assessment information will assist both youth and the Alabama Career Center System staff in developing an appropriate career plan
- Alabama Career Center System staff will assist youth who are prepared to make the commitment toward success
- Assessment is a process through which joint decisions can be made concerning goals, objectives, employment, education, or training

- If, during the assessment process, it is determined that youth need the services of another Career Center partner or community activity, referrals will be made to that agency with the youth's concurrence; and the action will be recorded in the electronic case file

Following is a brief description of each component of the assessment process:

- Academic Achievement Assessment includes the evaluation of reading and mathematics computation skills
- Vocational Aptitude and Interest Assessment identifies natural vocational abilities and assists youth in identifying jobs they may enjoy doing
- Supportive Services Needs Assessment determines to what extent supportive services needs are acting as a barrier to employment, education, or training, and how these needs can be met. The Supportive Services Needs Assessment is used to accomplish the following:
    - Identify both met and unmet needs which may affect the youth's likelihood of being successful while progressing through Youth Services
    - Initiate referrals to service agencies that can provide assistance with these needs
    - Provide information to be used in developing the youth's goals and objectives for success
- Employability and Work Maturity Assessment produces information on the youth's knowledge of jobs, career decisions, job search, employment documents, job interviews, employers' expectations, job performance, interpersonal skills, personal value to employers, and personal finance
- The Case Management Interview is the link between the collection of assessment data and the development of the youth's goals and objectives. Alabama Career Center System staff uses the Customer Information Form as a guide during the interview process to gain in-depth information for assisting youth in better decision-making. The interview process may include obtaining information on personal data, education and training, work history, developmental and supportive services needs, and employment and occupational goals. It is imperative that the Alabama Career Center System staff is aware of the requirements of the Americans with Disabilities Act (ADA) during the interview process. Information related to job demand characteristics or other specific job requirements for different occupations or training may be discussed with the customer

5. Case Management and Career Guidance Activities

Case Management coupled with Career Guidance plays a significant role in the development and implementation of youth's goals. The term Career Planning included in WIOA Sec. 3(8) means the provision of a client-centered approach to the delivery of services designed:

- To prepare and coordinate comprehensive employment plans for youth, such as the Individual Service Strategy (ISS), to ensure access to

necessary workforce investment activities and supportive services using, where feasible, computer-based technologies

- To provide job, education and career guidance/counseling during program participation and after job placement

Career Planning and Case Management will be interchangeable terms within the Alabama Career Center System. Case Management and Career Guidance utilizes a comprehensive and individualized, client-centered approach, which assists youth in becoming independent, self-sufficient, productive citizens. Alabama Career Center System staff will provide concurrent services, coordination of supportive services, and monthly reviews of the youth's progress, which will be directed toward successful attainment of basic skills, training and employment goals.

a) Alabama Career Center System Case Management/Youth Partnership

It has been demonstrated that youth have a better chance for success when they are guided on a one-to-one basis. The more quickly a case manager establishes a partnership with a youth, the better the opportunity for success and program completion. The case manager will work closely with the youth to develop appropriate goals based on the youth's needs and choices. Aligned with current Labor Market Information, guidance provided will facilitate the youth in obtaining education, training or employment in a field that reflects the long-term goal of a high-wage/high-demand job. Goals may be amended at any time during participation and any change will be clearly documented on the ISS and in case notes.

Case Management and Career Guidance is an all-encompassing activity that begins with the initial contact with the youth and culminates with any post-follow up activities that may be needed by the youth. Alabama Career Center System staff begins the Case Management process by conducting an informative orientation to the selected activity, maintaining close contact with youth throughout participation, counseling and referring to supportive services as needed, assisting in job search and placement activities, and performing needed follow-up services. Evidence of all case management and career guidance activities will be documented through notes entered into the electronic case file.

b) Development of the Individual Service Strategy (ISS)

WIOA requires that the ISS is developed for each youth and that it identifies "an employment goal including, in appropriate circumstances, non-traditional jobs, appropriate achievement objectives, and appropriate services for the participant…" Having a well-developed ISS, with related documentation, is a vital part of case management and is required by DOL regulations. The ISS will:

- Identify specific assessment outcomes for achievement, aptitude, and interests
- Clearly designate the need for program intervention for basic skills, occupational skills, supportive services, pre-employment/work maturity, and work experience activities
- Identify the youth's stated real or perceived barriers to employment, education, or training
- Designate supportive services needs and their resulting referrals
- Match employment, education, or training needs with available services
- Specify an employment goal
- Designate separate planning objectives for work readiness skills, basic academic skills, and occupational skills attainment

The ISS documents the services and activities selected that directly relate to the accomplishment of the youth's stated goals and objectives, which is why it is so important that youth are given a copy of their service strategy. Their copy of the ISS serves as a continuation of their Career Path toward their chosen career. Case notes supporting achievement of goals and objectives are kept in the electronic case file.

Special attention is invested in recognizing supportive services needs and to connecting participants with targeted supportive service providers. All referrals will be documented in case notes and entered as a service in the electronic data base. The appropriate mix of services is listed sequentially, when possible, for each individual service and activity selected. The ISS will serve as a guide to goal attainment.

Case Managers and Youth Services providers are encouraged to review resources relative to creation and enhancement of the ISS and implementation of the various components of the service strategy. The Department of Labor developed the *Toolkit for Frontline Services for Youth* available at http://www.doleta.gov/youth_services/Toolkit-improve.cfm.

c) Referral to Supportive Services and Selected Activities

The Case Manager will assist youth in developing a supportive services plan to obtain assistance needed for program participation. Supportive services may include transportation, child care, and housing. In addition, many youth may require more specialized assistance to overcome barriers to employment (both real and perceived). This assistance may include referrals to health-related services, drug and alcohol abuse counseling, offender related advocacy, family abuse intervention, parenting skills, counseling for dysfunctional families, workplace attire and tool needs. Off-site service providers are accessed through a variety of referral options, including electronic linkage, telephone, fax, or written referral documents.

Once goals have been established and barriers and supportive services needs have been addressed, youth will be referred to selected activities and services. Youth choose from a menu of varied services that may be provided alone or in combination at various times during participation. It is expected that most youth will receive more than one service during their participation.

Youth, who choose employment as a primary goal, should be given the opportunity to participate in work readiness activities, such as Work-Based Learning. Youth, who request job readiness or employment activities, may participate in work experience (paid or unpaid), job shadowing, internships, and/or occupational skills training. In the Alabama Career Center System, Work Based Learning (WBL) is a critical program element designed to help youth with limited skills and little to no work experience achieve a state of job readiness. This program is designed to help youth get a foot in the door. Exposure to proper workplace behavior and gaining valuable soft skills will provide necessary skills and experience for youth and will help them be better prepared for a lifelong career.

The WBL Program allows youth to explore occupational areas and feel comfortable with their career goals. In many instances participation will lead youth to further skills development through occupational skills training, On-the-Job Training, or Apprenticeship training, all of which complete with full time employment.

Once they are job ready, youth will be provided Labor Exchange Services including job search through Alabama JobLink and other methods. In addition, the youth will have a professionally developed résumé that includes all education and training gained, as well

as any other criteria that would make the youth more employable.

The two major groups of young adults receiving assistance through Youth Services programs are In-School and Out-of-School Youth. In-School Youth are served through Individual Training Accounts which allow them to complete up to 104 weeks of training in community college courses in a technical field. In-School Youth are those Youth who are currently attending school of any kind, including postsecondary education. Additional pre-vocational offerings which do not require eligibility determination and are offered in the Career Center setting may include leadership development activities addressing teamwork, decision-making, personal responsibility, citizenship training, positive attitude development, self-esteem building, cultural diversity training, adult mentoring, and positive social behavior development.

WIOA shifts the primary focus of Title I youth programs to support the educational and career success of Out-of-School Youth(OSY). These youth are currently not attending school of any kind and may include dropouts, those with Alternate Achievement Standards Pathway diplomas, or High School graduates. OSY may participate in basic academic skills development to obtain the developmental skills necessary to enter employment, postsecondary education and/or training leading to employment. Depending upon the degree of remediation necessary, these youth may be involved in study skills training, one-on-one tutoring, academic skills remediation, or GED preparation.

d) Value-Added Services

All currently enrolled youth should be actively engaged in appropriate services. All youth, whether enrolled in Career Center Youth Services and Individual Training Account (ITA) Referrals or with a Youth Services provider, ***must receive*** a monthly contact from their case manager. In addition, all youth enrolled with a Youth Services provider ***must receive*** a "value-added" service from the Youth provider on a monthly

basis. These services must be well documented and dictated by needs identified and incorporated in the ISS.

Value-added services are provided in person and may include, but are not limited to, workshops, job shadowing, tutoring, résumé development, labor market and career exploration, development of basic skills, occupational skills and work readiness skills, drop-out prevention strategies, interest inventories, peer group motivational meetings, applications for financial aid and many more.

Youth should also be introduced to planning tools such as My Next Move, www.MyNextMove.org, and mySkills myFuture, www.mySkillsmyFuture.org.

e) Work-Based Learning

OSY who are progressing through their Individual Service Strategy are considered for the Work-Based Learning (WBL) program operated through the Career Centers. Career Center staff establish worksites at local businesses and non-profit organizations where OSY can gain work experience and employment based skills necessary for gainful employment. Once the OSY successfully completes WBL, they can be transitioned to an On-the-Job Training Contract and from there to full-time unsubsidized employment.

f) Completion of Youth Services

Youth ***should not*** be kept in active status when value-added services are no longer being provided. Outcomes should be recorded as they occur, even if the participant is currently active. The attainment of a credential should be recorded at the time of attainment. When a participant enters employment, education or training ***after*** program completion and exits from youth services, outcomes should be recorded at that time. Outcomes can be obtained and reported during the 12 months of Follow-Up Services. Timely reporting of program completion is important for the accurate recording of accomplishments achieved during provision of Youth Services.

V. Alabama Career Center System Follow-Up Services

The WIOA recognizes the importance of Follow-Up services for individuals receiving services through Career Center programs. It specifically states that Follow-Up services, including counseling regarding the workplace, must be provided for Adults, Dislocated Workers and Youth who participated in workforce development activities funded by the WIOA.

1. Follow-Up Services for Adults and Dislocated Workers

Follow-Up services must be provided as appropriate for participants who are placed in unsubsidized employment, for up to 12 months after the first day of employment as outlined in TEGL 3-15, issued July 1, 2015; Guidance on Services Provided through the Adult and Dislocated Worker Program under WIOA.

Follow-Up for Adults and Dislocated Workers can be broken down into a three-tiered process:
Initial Follow-Up, Retention Follow-Up, and Performance Follow-Up.

- Initial Follow-Up is conducted for those Adults and Dislocated Workers where 1st day of employment needs to be verified
- Retention Follow-Up is then made available to Adults and Dislocated Workers for up to 12 months in order to increase job retention and to provide support
- Performance Follow-Up captures information pertinent to performance attainment

The purpose of Initial Follow-Up is to establish <u>1st day of unsubsidized employment*</u> and may be conducted in any of the following ways.

- Face-to-Face conversations
- Phone call / Text / E-mail / Letter
- Case Manager's 1st hand knowledge (documented)
- UI wage verification
- Supplemental Data

* If a participant is working at the time of Eligibility and remains employed during their enrollment in WIOA, the 12-month Follow-up period would begin on the exit date.
Initial Follow-Up attempts can be documented using:

- Case Notes
- Emails or Text from participants

- Facebook / Social Media
- Letter
- Employment Verification Form (Attachment H)
- Telephone Verification Form

It is very important to stay in contact with the participant throughout the WIOA enrollment period. The sooner the date of employment is verified; the sooner Follow-Up Services can be provided. Again, once the first day of employment is documented, the 12-month Follow-Up Services begins. Ways to document first day of employment include:

- New Hire Data
- Federal employment records
- Military employment records
- Other Administrative wage records
- Supplemental Data (can be Case Manager's knowledge)

Retention Follow-Up services for Adults and Dislocated Workers are to be provided to those who are placed in unsubsidized employment for not less than 12 months after the first day of employment, as appropriate. These Follow-Up services should have as much value as other components of the WIOA program. Participants should be aware "up-front" that Retention Follow-Up services will be made available to them after leaving the program. The goal of Retention Follow-Up services is the prevention of job loss, ensure job retention, wage gains and career progress for those who obtain unsubsidized employment. The case manager may assist in arranging a wide array of services designed to improve the employment status of the participant during Retention Follow-Up. All Follow-Up services will be documented in case notes. While Retention Follow-Up services must be made available, not all Adults or Dislocated Workers who are placed in unsubsidized employment will need or want such services. Adult and Dislocated Workers may decline Retention Follow-Up services if they so choose. Case notes must contain documentation substantiating that these Follow-Up services were offered to the participant and were declined.

Retention Follow-Up services vary and are determined on a case-by-case basis and may include:

- Additional Career Planning
- Counseling to assist in Job Retention, Increase Earnings and completing Education requirements, if needed

- Contact with the participant's employer, including assistance with work-related problems that may arise
- Peer Support Groups
- Information pertaining to Additional Educational Opportunities
- Referral to Supportive Services available in the community and
- Non-WIOA service(s)

Retention Follow-Up services must be made available to participants the first day unsubsidized employment is verified and continues for one year. The intensity and frequency of Follow-Up contacts should align with the needs of the individual.

Retention Follow-Up contacts must be meaningful and may not simply be a contact to obtain needed data. There is no minimum number of attempts that must be made in order to meet the requirement to offer Follow-Up services. The case manager, after no less than **six** attempts, may cease contact if one of the following is documented:

- Participant refuses Follow-Up services
- No longer employed with the initial employer and current employment status unknown
- Has moved with no forwarding address
- Phone has been disconnected
- No other alternative contact information is available

The case manager will document the appropriate scenario and no other contact attempts are needed.

Performance Follow-Up begins after the participant Exits from WIOA and any partner service(s) and runs consecutively with Initial and Retention Follow-Up. The 'clock begins ticking' at Exit as to their inclusion in performance measures. Several Adult and Dislocated Worker measures are captured after program exit, thus information gathered during Follow-Up can be used as Supplemental Data necessary to capture performance for the following:

- Employment Rate 2nd Quarter: Is based on verifiable wages captured in the 2nd quarter after the exit quarter
- Employment Rate 4th Quarter: Is based on verifiable wages captured in the 4th quarter after the exit quarter

- Credential Attainment: Number of participants who obtained a recognized post-secondary credential or diploma during the program or within one year after program exit

The employment rate 2nd quarter and employment rate 4th quarter performance measures are gathered via UI wage data (state and nationally). For those participants not found in UI wage data (self-employed, cash-only, tips, etc.), Supplemental Data can be used. Supplemental Data can be attained and verified by first-hand knowledge of employment situation, usually documented as follows:

- Supplemental wage forms
- Case notes (visual observation)
- Employment verification (pay stubs, W-2, etc.)

Documentation needed for the Credential Rate is verified during the 1-year Follow-Up period and includes copies of:

- Transcript
- Certificate
- Diploma

2. Follow-Up Services for Youth

Follow-up services are another important part of Youth Services. Follow-up services provide support and guidance after placement to facilitate sustained employment and educational achievement, advancement along the job and/or educational ladder, and personal development. All youth will receive follow-up services. The types of follow-up services provided are based on the needs of the participant.

Follow-up services should include more than just a contact attempted or made for securing documentation for the case file in order to report a performance outcome. However, regular contacts with the youth to ensure successful continuation of employment or education may be sufficient as a follow-up service, as long as the case manager has determined the youth is not in need of additional services.

Follow-up contacts will begin at the completion of Youth Services participation. WIOA states that follow-up services will be provided for "not less than 12 months" and that these services begin at the completion of participation in youth services activities.

The intensity of follow-up activities may vary with each youth based upon involvement with the program as well as their individual needs.

Follow-up services may include:

- Leadership development activities
- Regular contact with the participant's employer, including assistance with work-related problems which arise
- Assistance in securing better paying jobs, promotions and career development
- Work-related peer support group
- Case management and progress tracking during training/educational programs
- Supportive services referrals
- Tracking progress and offering assistance once training/educational programs are completed

Of the fourteen identified youth elements, the following five are more likely to be provided during follow up:

- Supportive services
- Adult mentoring
- Financial literacy education
- Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services
- Activities that help youth prepare for and transition to postsecondary education and training

3. Supplemental Data

The primary data source for capturing the performance measures of Entered Employment, Employment Retention and Median Earnings is accessing UI wage records (state and nationwide). UI wage records include private sector, non-profit sector, and government employer wage data.

Certain types of employment situations are not covered by UI wage records such as:

- Self-employed
- Federal employment
- Postal Service
- Military
- Railroad
- Some Agricultural employment
- Employment based on Commission
- Tips or Cash-only payments

Supplemental data will be used for program management as well as to gain a full understanding of program performance. For those individuals who are not found in either the state UI wage records or the nationwide WRIS database, Alabama has the option to gather and report supplemental data for the above mentioned performance measures.

It is anticipated case management especially during the Follow-Up period will be the most common method used to obtain timely supplemental data. It is likely during this period certain employment situations will be verified and documented in the electronic data base (i.e. self-employed, working for cash, etc.). For those participants not covered by state UI records, supplemental sources of data can be utilized to document entry and retention in employment. These sources must be properly documented. Allowable forms of documentation include:

- Telephone/form/mail response from participant documented w/W-2 form, pay stub, 1099 form or other written documentation when available
- Telephone/form/mail verification w/employer documented by W-2 form, pay stub, or other written documentation when available
- Telephone/form/mail verification for Self-employed
- Case Notes
- Other Automated data base systems (could be through partner service)
- Administrative Records (i.e. government employment records)
- Revenue or Tax records (i.e. accessing Dept. of Revenue for self-reported occupations)
- Participant's license and/or business-related documentation

All data and methods to secure and verify supplement employment data must be documented and are subject to audit.

Workforce Development (WDD) staff will identify program exiters who have not been found in UI or WRIS wage records and provide Career Centers a printout within 30 days for those participants who are not showing UI wages in 2nd Quarter and 4th Quarter after exit.

VI. Alabama Career Center System Business Services

Title III Labor Exchange Services for businesses may include:

- employer contacts
- job order listing
- screening job seekers to establish a qualified candidate pool
- electronic résumé search
- individualized job fairs for businesses
- assessment testing
- referral to external resources may include but not limited to:
    - AIDT
    - Alabama Technology Network (ATN)
    - Community Colleges
    - Small Business Administration (SBA)
    - Economic Development groups
    - Ready To Work (RTW)
- electronic interviews by Skype
- providing interviewing space
- access to computers, copiers, telephones, fax machines, scanners, etc.
- Equal Employment Opportunity (EEO) Information
- Labor Market Information (LMI)
- Business Recruitment Presentations
- Work Opportunity Tax Credit (WOTC)
- Federal Bonding

1. Listing Job Orders

Employers will be contacted by the Alabama Career Center System staff and advised how to list job orders at no cost and how to access résumés of qualified applicants through use of the electronic data system. Information on all options should be given the employer:

- Hands-on assistance will be provided for the employer to learn how to use the system to list their own job orders
- Staff can assist and list the order for the employer
- Employer can list job orders without assistance
- Résumés can be viewed if the employer would rather select potential candidates for hire by that method rather than by listing a job order

Every effort will be made to assist the employer in matching job openings with qualified candidates. Job orders are to be listed for legitimate job openings, meaning the opening is immediate and has a reasonable expectation of hire.

2. Establishing a Qualified Candidate Pool

Staff will assist job seekers to register in electronic data system to establish a candidate pool for employers and will screen those candidates for employers to assist the business in finding qualified workers for listed job openings. As new job seekers receive their sit down interview, it would be expected that the qualified candidate pool would be ever-growing and constantly changing. The Alabama Career Center staff is aware of recently trained participants who have the potential skills to fill current job openings and will refer those qualified individuals.

3. Electronic Résumé Search

Job seekers can work with staff who will assist them in development of a professional résumé in the database that can be accessed and viewed by any registered employer. Résumés are available in either hard copy or electronic format to be retrieved and/or updated by Career Center staff or job seekers and can be forwarded to employers who are seeking qualified applicants. Staff can fax or email the résumé for the applicant to the recruiting employer or the employer is able to view available résumés without listing a job order to find a qualified match.

In order to be successful in matching qualified job seekers with businesses, it is imperative that the résumé be updated on a continuous basis and remain active. For this reason, Career Center staff need to make job seekers aware of the importance of an active résumé in order to receive email alerts and be viewable by employers and Career Center staff. Because the résumé is representative of the work history and educational background the participant possesses, this is a service to both the job seeker and the employer.

4. Interviewing Space

Each Alabama Career Center System has free space available for employers to use for interviewing potential employees. Employers can request to schedule space that is private and confidential for both parties by contacting the Alabama Career Center staff.

Employers using the center space will be assigned a staff contact person to assist them with their needs throughout their time in the Career Center.

5. Business Recruitment Presentations

Alabama Career Center staff can invite business customers to provide workshop presentations that market their business, help them find job seekers and also helps job seekers become familiar with the company and the benefits it provides.

6. Employer-Specific Hiring Events

Alabama Career Centers regularly host hiring events for employers. Local and social media are utilized to advertise the function and hopeful applicants are invited to the local Career Center. Career Center staff act as hosts while applicants are waiting to be interviewed by handing out applications, copying résumés and introducing interviewees to the employers. Afterwards, those applicants not registered in the electronic database are encouraged to have an updated résumé uploaded so that other employers may view their skills and qualifications.

7. Work Opportunity Tax Credit (WOTC)

The Work Opportunity Tax Credit (WOTC) is a Federal tax credit available to employers for hiring individuals from certain target groups who have consistently faced significant barriers to employment. This program helps targeted workers move from economic dependency into self-sufficiency as they earn a steady income and become contributing taxpayers, while participating employers are able to reduce their income tax liability.

WOTC joins other workforce programs that incentivize workplace diversity and facilitate access to good jobs for American workers. This program is actively marketed to employers by Career Center staff. Information on WOTC can be found at www.doleta.gov/business/incentives/opptax.

The tax credit ranges from $1,200 to $9,600, depending on the employee hired.

Target groups include:

- Veterans
- TANF Recipients
- SNAP Recipients
- Clients of Rehabilitation Services
- SSI Recipients
- Qualified Long-Term Unemployment Recipients
- Residents of Rural Renewal Counties
    - Butler, Dallas, Macon, Perry, Sumter and Wilcox
- Ex-Felons
- Summer Youth Employees

8. WIOA Employer Services

Services available through WIOA Title I funds include:

- On-the-Job Training (OJT)
- Incumbent Worker Training
- Work Based Learning activity (Work Experience and Internships)
- Registered Apprenticeships (RA)

Business Services Representatives (BSRs) are dedicated to serving businesses and will spend the majority of their work time marketing and serving employers, primarily through On-the-Job Training (OJT) contracts, Work Based Learning activities, and the Incumbent Worker Training program. The BSR will be the lead person on the Career Center Business Services Team. Team members will consist of the Local Veterans Employment Representative (LVER), WIOA Title I Case Manager, Labor Exchange Employment Specialist and others as appropriate to include partner agency representatives. The team leader will keep the manager apprised of team activities and goals.

Team members should communicate regularly with Career Center staff to help place those who have been trained through WIOA funding. To complete the teamwork effort, the Career Center staff will develop and maintain a pool of OJT candidates from the WIOA-eligible participants they interview and refer those to the BSR for placement. An expected goal for the BSR would be a minimum of three (3) OJT contracts per month. The manager will oversee the combined efforts of the staff to make sure this communication and referral exists and works well for the benefit of the customers, both the job-seeker and the employer.

Each BSR is expected to provide his/her supervisor with a written weekly plan of activities that is expected to further the goals of the Business Services Program. Follow-up on the plan is required with the management of each center being responsible to ensure the business community is adequately served and that a strong linkage is established for service provision.

All services provided by the Alabama Career Center staff will be recorded in the electronic data system in real time as the work is accomplished. This will allow any staff person to be aware when other staff are working with an employer and prevent overlap/duplication of services. Recording of work is also necessary for performance to be evident. Reports in the electronic data system will allow the manager and the BSR to track performance, as needed.

Training programs that assist employers include:

a) On-The-Job Training (OJT) Development and Management

OJT is training provided by an employer to a participant while on the job and results in:

- Knowledge or skills essential to the full and adequate performance of the job
- Reimbursement to the employer of up to 75 percent (or more when special programs are implemented) of the participant's wage while in OJT
- Limited duration as appropriate to the occupation for which the participant is being trained

OJT is provided under a contract with an employer in the public, private non-profit, or private for-profit sector. The reimbursement of up to seventy-five (75%) percent of the wage rate is to compensate the employer for the extraordinary costs involved with training and supervision. Employers are not required to document the extraordinary costs.

Contracts are not to be negotiated with employers who have previously exhibited a pattern of failing to provide participants with continued long-term employment, wages, benefits, and working conditions that are equal to those provided to regular employees.

Contracts must be limited to the period of time required for a participant to become proficient in the occupation for which the training is being provided. In determining the appropriate length of the contract, consideration should be given to the skill requirements of the occupation, the academic and occupational skill level of the participant, prior work experience, and the participant's Individual Employment Plan.

b) Incumbent Worker Training (IWT)

Training for incumbent workers is essentially customized training for employers seeking to prevent job loss caused by obsolete skills or technological changes. Incumbent workers are currently-employed workers whose employers have determined that training is required in order to keep their businesses competitive and the affected workers employed. The training is intended to avert layoffs, upgrade skills, increase wages, and/or keep skills competitive. This training must support job retention and career development to improve economic self-sufficiency for employed workers. Incumbent workers are not subject to the WIOA provisions that require Career Services. Registration in the data system is accomplished by the Workforce Development Division staff, however, the Incumbent Worker Application will be provided to the Alabama Department of Commerce, Workforce Development Division, for processing. Primary performance outcomes should be related to job retention and wage gain. The IWT Program may only be established for employers who have operated in Alabama for at least two years and shall not be used to supplant current company training.

c) Work Based Learning Activity

The Alabama Career Center System operates a Work-Based Learning Program for Youth 18 - 24 years old. Eligible youth will be paid for 30 hours per week and will work the equivalent of thirteen (13) weeks or a maximum of 390 hours. Eligible youth will be paid $7.25 - $9.00 per hour. Participant placements at worksites that are either public (governmental) agencies or not-for-profit agencies (non-profit) will earn $7.25 per hour. Participants placed in Internships at private (for-profit) worksites can earn from $7.25 per hour up to $9.00 per hour. The participant's rate of pay for the internship should be comparable to the rate of pay for a new employee at the worksite who is performing the

same tasks not to exceed $9.00 per hour. Case Managers will need to document in the participant's case notes that the individual's pay rate is the company's normal beginning rate for the position.

The program will target young adults who are not attending secondary or postsecondary school and meet the requirements of the WIOA out-of-school youth program. The goal of the program is to promote the development of good work habits and basic work skills by participation in a structured, paid, work-based learning activity. Objectives are:

- To improve a participant's work maturity skills through meaningful work-based learning assignments and proper supervision; and/or
- To improve a participant's occupational skills through worksite instruction and well-supervised job tasks; and
- To enhance a participant's academic and other basic skills through relevant worksite experience.

The BSR will be responsible for contacting employers to market the activity and establish worksites. The BSR will work with Career Center and partner staff to identify, determine eligibility and refer potential candidates for the worksites, as well as, completing and maintaining participant records. The Career Center will solicit, review and select Worksite/Facilities. The Career Center staff will monitor the participants job performance, help solve work-related problems that may occur, provide very basic counseling as necessary, and link the participants with support services.

Career Center staff will be responsible for collecting timesheets for youth participants on a weekly basis and sending the timesheets to the payment facility. Staff will also enter participants eligibility information in the electronic system, track participants and associated outcomes, verify participants time and attendance with worksite supervisors, assist youth participants with on-line applications and career exploration, answer questions, assist in addressing problems and other services as necessary.

d) Registered Apprenticeships (RA)

Alabama Career Center System is committed to fully integrating RA programs as an employment and training solution for Career Centers. Career Centers are encouraged

to use RA as a career pathway for job seekers and a job-driven strategy for businesses. RA programs automatically qualify to be placed on the State and Local Board's Eligible Training Provider List (ETPL) allowing ITAs to support participants in RA programs. Given the unique nature of apprenticeships, there are several ways in which funding for training may be used with these programs:

- An ITA may be developed with an eligible training provider for a participant to receive RA training
- An OJT contract may be developed with an Apprenticeship employer program for training participants. OJT contracts are made with the employer, and RA generally involves both classroom and on-the-job instruction. The OJT contract may be made to support some or all of the OJT portion of the RA program
- A combination of an ITA to cover the classroom instruction along with an OJT contract to cover on-the-job portions of the RA is allowed
- Incumbent worker training may be used for up skilling apprentices who already have an established working/training relationship with the RA program

VII. Partner Collaboration

The core programs currently mandated in the WIOA have participated and partnered in Alabama's One–Stop Career Center system since 2001. A culture of strong communication and collaboration by these partners enhances services throughout the Alabama Career Center System. In Alabama, partner collaboration is a "top down" process. Top level partner agency administrators meet quarterly at a WIOA Partners' Roundtable to discuss and share information on new initiatives, progress made toward workforce development goals, process updates, labor market information, local area updates and other issues. This process is mirrored in all Alabama Career Centers where mandated quarterly partner meetings are held to share similar information at the local level.

The State agencies overseeing Alabama's WIOA core programs and optional partners not only share space and services throughout the Alabama Career Center System but also interact on a regular basis to share program opportunities and determine how best to deliver programs on a local and regional basis. Our agencies working off a solid background of sharing data and collaboration of program services are ready to serve the State's businesses, jobseekers, training seekers, and others with the most viable options to meet their needs.

1. Adult Education (AE) in the Career Center

The AE Division of the Alabama Community College System (ACCS) has proven to be one of the most critical and often accessed of the WIOA Core Partners. From academic assessment to remedial activities to contextualized learning, AE provides much needed services to Career Center customers. ACCS Adult Education's primary focus is expanding low-skilled individuals' access to career pathways in high-demand occupations.

Title I and Title III staff in the Career Center check for HS Diploma/GED information on the Customer Information Form. If those items are not notated, customers are automatically referred to Adult Education partners for GED preparation and testing. Likewise, customers preparing for postsecondary education are referred to Adult Education for basic skills upgrades necessary to be successful in their desired training.

In Alabama, adult education means academic instruction and education services below the postsecondary level that increase an individual's ability to read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent; transition to postsecondary education and training; and obtain employment. Adult Education services may include:

- adult education and literacy
  - GED attainment
  - Non-Traditional HS Diploma attainment
- basic skills upgrade
- workplace adult education and literacy
- family literacy
- English language acquisition
- Integrated English literacy and civics education
- workforce preparation through soft skills workshops
- integrated education and training that provides
  - adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
  - is for the purpose of educational and career advancement

The Alabama Non-Traditional High School Diploma Option (HSDO) is a fairly new program through Adult Education for Alabama public school students who:

- did not pass all sections of the Alabama High School Graduation Exam, or
- who earned 10 or more graduation credits from an Alabama High School and requires additional graduation credits to be awarded an Alabama High School Diploma.

Through this program, individuals can accumulate credits and receive their high school diploma from the last school system attended.

In Alabama, Adult Education providers have focused their efforts on Career Pathways programs also known as contextualized learning. These technical/occupational training programs allow AE students to work on obtaining a GED/Alternative Diploma while learning an occupation skill. The occupational portion of this training program may be paid for with WIOA funds for those students meeting WIOA eligibility requirements and suitability assessments including Grade Level Requirements. The Career Pathway program must also be on the Eligible Training Provider List.

Our Adult Education partners have asked us to develop a way to keep up with referrals made to their programs. A Referral Form has been developed to facilitate referrals from Career Center services to Adult Education providers. (See Attachment M). Scanning this form into AJL allows us to see the number of customers we have referred to Adult Education services.

2. Vocational Rehabilitation Services (VRS) in the Career Center

Alabama Department of Rehabilitation Services (ADRS) –VRS Division provides specialized employment and education related services and training to assist teens and adults with disabilities to become employable. Services include skill assessments, counseling, training programs, job placement, assistive technology and transportation.

The agency has counselors stationed on a permanent basis in the Alabama Career Centers in several of the larger cities in the state. These staff members receive referrals and also provide advice and information to other staff in the One–Stop Career Centers on how to serve individuals with disabilities.

Career Center customers who disclose a disability or a need for an accommodation are referred to Vocational Rehab counselors for a more in-depth evaluation of needs prior to entering training. Individual Training Accounts can be established where WIOA Title I pays for training costs and Title IV Vocational Rehab services will provide necessary accommodations. Vocational Rehab services may include:

- specialized employment
- education related services and training to assist disabled teens and adults to become employable
- skill assessments
- counseling
- training programs
- job placement
- assistive technology
- transportation

Vocational Rehab is currently working in collaboration with the Career Centers and Workforce Development Partners on assessing all of the Career Centers in the state for accessibility. Recommendations will be made by the agency and the Workforce Development Core Partners will work together to ensure that the Career Centers continue to be accessible for all individuals with disabilities. Also, as mentioned previously, the agency has established a Video Interpreting Network. Should a hearing- impaired individual come into the local Career Center, a video interpreting session can be set up for that individual to be served.

3. Department of Human Resources (DHR) in the Career Center

The Alabama Career Center System developed a priority of services for training programs that targets low-income individuals, public service recipients, and individuals who are basic skills deficient. This policy ensures that the Career Centers are serving the hardest-to-serve and those most in need of career-focused services. DHR provides referrals of individuals to the Career Center who need more than basic Career Services to enter and remain in the labor force. Likewise, the Career Center will refer individuals who are determined to be in need of food assistance, child care and other assistance offered through DHR.

a) SNAP Job Search Assistance

The Alabama Career Centers provide the Job Search Assistance portion of the Employment and Training program in the Supplemental Nutrition Assistance Program or SNAP. Both Food Assistance Able-Bodied Adults Without Dependents (ABAWDs) and Food Assistance Non-ABAWDs will be identified by SNAP Case Workers and informed of the requirement to visit their local Career Center for Job Search Assistance in order to retain their Food Assistance budget. SNAP Case Workers will then create a co-

registration in the electronic system. It is incumbent upon the ABAWDs and Non-ABAWDs to voluntarily complete the Career Center job search assistance program in order to keep their SNAP benefits.

Customers coming into the Career Center are screened for SNAP co-registrations using the electronic data base. All ABAWDs/Non-ABAWDs will not need each of the available career services but will be assessed for determination of the services to most benefit the ABAWD/Non-ABAWD in the job search process. Some services are provided in a group setting, while some are provided in individual interviews with Career Center staff. ABAWDs and Non-ABAWDs requesting training services will be referred to Adult Education partners to complete the TABE for grade-level proficiency. Once they have completed the TABE they will be referred to a Case Manager who specializes in training services for further assessments and referrals.

The services offered through SNAP Job Search include:

Career Center Orientation: Interview or meeting to orient client to Career Center services and provide information about the availability of, access to, and participation in services. May include tour of Resource Room, demonstration of Alabama Job Link (AJL), demonstration of self–assessment software and availability of Labor Market Information. Labor market information is important to recipients in the Job Search process, as it provides information about occupational demand, high wage– high demand jobs, education/skills required, wage data, etc. for the state and by geographic region.

Job Search: Interview to develop a plan for the client's job search. Includes assessment of client's work history, education, interests, supportive service needs, barriers to employment, and eligibility for services. Plan includes steps to achieve employment objective. Information on available jobs can be found on the ADOL Job Link system accessible in the Career Centers.

Résumé Preparation: Client is provided instruction on the content and format of résumés and cover letters and is given assistance in the development of both documents. Career Center staff will ensure résumés are uploaded into the electronic database.

Job Shops: Short seminars to provide clients with information to improve their job–search knowledge and skills. Subjects will include: self–assessment, employment applications, résumés, employment interviews, job search methods and others.

Referral for Training: Interviewer refers a client to educational or training services to develop competency in basic literacy skills or job skills in order to secure employment.

Individual Employment Plan: Clients who are determined not–job–ready and who are

willing to commit to training will work with staff to develop a plan to improve employability by addressing identified barriers to employment. Planning may include career exploration, education, training, and/or job search activities.

Case Management: Interview to assist clients in resolving issues related to occupational choice, change or adjustment to include barriers to employment such as lack of educational achievement and/or basic skills proficiency, lacking or erratic employment history, family problems, or other factors precluding full employment.

Referral for Supportive Services: Referral for services not available from the one–stop partners to include food, shelter, health, transportation, veteran's agencies, and financial counseling and services.

b) TANF Services

Individuals who receive Temporary Assistance for Needy Families (TANF) are one of the priority groups for WIOA services in the Alabama Career Center System. Many local DHRs fund Work Readiness programs for TANF recipients. These groups are regular visitors to our Career Centers where they receive an orientation to services, job search registration and assistance, résumé assistance and posting in the local data base, assessment for training programs and many other services. In addition, Career Center staff regularly provide workshops and presentations for the DHR jobs programs.

TANF Recipients who are likely to benefit from Job Search and Training Services are identified by their Case Workers as being in need of Career Center services. As with the SNAP program, TANF Case Workers will then create a co-registration in the electronic system. It is incumbent upon the TANF recipients to voluntarily complete the Career Center job search assistance program and training preparation activities in order to keep their TANF benefits and receive training funding.

All Career Center customers are screened for TANF co-registrations using the electronic data base. All TANF recipients will not need each of the available career services but will be assessed for determination of the services that will most benefit them in the job search process. Services may be provided in a group setting or in individual interviews with Career Center staff. TANF customers requesting training services will be referred to Adult Education partners or Career Center staff to complete the TABE for grade-level proficiency. Once they have completed the TABE they will be referred to a Case

Manager who specializes in training services for further assessments and referrals to training pre-registration.

The services offered through the Alabama Career Center System to both SNAP and TANF customers are:

Initial Assessment: Includes a review of the completed of the Customer Information form during a sit-down interview with career center staff at which time a full AJL registration is entered in the system, complete with a basic resume'.

Career Center Orientation: Interview or meeting to orient client to Career Center services and provide information about the availability of, access to, and participation in services. May include tour of Resource Room, demonstration of Alabama Job Link (AJL), demonstration of self–assessment software and availability of Labor Market Information. Labor market information is important to recipients in the Job Search process, as it provides information about occupational demand, high wage– high demand jobs, education/skills required, wage data, etc. for the state and by geographic region.

Labor Market Information: Clients will be provided with appropriate hard copy Labor Market Information and will be introduced to the online LMI website for career exploration and job market outlook.

Job Search: Interview to develop a plan for the client's job search. Includes assessment of client's work history, education, interests, supportive service needs, barriers to employment, and eligibility for services. Plan includes steps to achieve employment objective. Information on available jobs can be found on the ADOL Job Link system accessible in the Career Centers.

Résumé Preparation: Client is provided instruction on the content and format of résumés and cover letters and is given assistance in the development of both documents. Career Center staff will ensure résumés are uploaded into the electronic database.

Job Shops: Short seminars to provide clients with information to improve their job–search knowledge and skills. Subjects will include: self–assessment, employment applications, résumés, employment interviews, job search methods and others.

Referral for Training: Interviewer refers a client to educational or training services to develop competency in basic literacy skills or job skills in order to secure employment.

Comprehensive Assessment: Clients will be provided with academic assessments, interest inventory profiles and an in-depth interview.

Individual Employment Plan: Clients who are determined not–job–ready and who are willing to commit to training will work with staff to develop a plan to improve employability by addressing identified barriers to employment. Planning may include career exploration, education, training, and/or job search activities.

Case Management: Interview to assist clients in resolving issues related to occupational choice, change or adjustment to include barriers to employment such as lack of educational achievement and/or basic skills proficiency, lacking or erratic employment history, family problems, or other factors precluding full employment.

Referral for Supportive Services: Referral for services not available from the one–stop partners to include food, shelter, health, transportation, veteran's agencies, and financial counseling and services.

4. Senior Community Services Employment Program (SCSEP) in the Career Center

The purpose of SCSEP is to provide training opportunities for older individuals who want to re–enter the workforce. Gaining additional or enhanced job skills improves their employability. Job training is provided by host agencies that are either 501 (c) 3 nonprofit organizations or government agencies. SCSEP provides valuable training opportunities while increasing the capacity of these host agencies to fulfill their missions.

Goals of the SCSEP program are to:

- Identify training for seniors in soft and occupational skills including those seniors with disabilities
- Work with WIOA partners, faith–based and community organizations to identify financial assistance and financial planning supportive services for SCSEP participants
- Work with the WIOA and Career Center to identify senior friendly user technology and identify resources to secure the technology, such as WorkKeys, as a career readiness tool for participants
- Work with WIOA partners, faith–based and community organizations to identify and encourage SCSEP participant participation in work–related training and education activities
- Identify literacy resources in Alabama and work to build partnerships and improve coordination of these resources with WIOA and SCSEP; encourage participation by SCSEP participants in these programs

Once training is completed, SCSEP participants will return to the Career Center for assistance with résumé preparation, posting and unsubsidized job search assistance.

5. Alabama Community College System (ACCS)

As a whole, the ACCS is the largest provider of training services within the State of Alabama. Community Colleges and their associated Workforce Solutions division of Career Technical programs provide representatives in each designated workforce region who participate in regional meetings with businesses, Career Center staff and others to discuss

workforce training development and programs funded by WIOA resources. The ACCS works to stay informed of the latest in-demand skills wanted by businesses and works to develop training relative to these skills. Based on service sectors identified in Accelerate Alabama, ACCS focuses its effort on closing the skills gap for thousands of unemployed and underemployed Alabamians.

The ACCS has implemented streamlined Prior Learning Assessments for those individuals that have gained skills while on the job, military, or other means. This allows the students to earn college credit for their experience, and accelerates their entry into their chosen career pathway. This program is also available for those Adult Education students that may have several years of experience and are looking to improve themselves and increase their earning capacity.

The ACCS has also devised several strategies to improve access to postsecondary credentials. In addition to articulation, Alabama has become a national leader in providing high school students dual enrollment for dual credit in CTE and academic courses. Career Center staff are keenly aware of the value of the dual enrollment program and regularly counsel In- School Youth on the profitability of this program.

The ACCS is seeing extensive expansion of stackable certificates within CTE Programs. Students may earn several short certificates (minimum of 9 semester hours for each certificate) that lead to a Long Certificate or AAS Degree, depending on the program. This also includes advanced short certificates that may be beyond the Long Certificate or AAS Degree for those individuals needing advanced training and/or credentials. This structure allows for multiple entry and exit points for students, and allows them to gain a significant credential when they exit a program.

6. Alabama High School Career Technical Education (CTE)

The Alabama Career Center has a record of supporting Career Technical Training through the High School system of the Alabama Department of Education. CTE Counselors and Job Coaches regularly bring students to their local Career Centers for hands-on experience in career exploration, developing a résumé, completing online job applications and other prevocational activities. Students receive an orientation to Career Center services and are encouraged to return to the Center at the completion of their high school curriculum.

The ACCS has long been a nationally recognized leader in the number of articulated Career Technical Education (CTE) courses between secondary and postsecondary, allowing high school students an edge in accessing college credit. In addition to articulation, Alabama has become a national leader in providing high school students dual enrollment for dual credit in CTE and academic courses. Career Center staff are keenly aware of the value of the dual enrollment program and regularly counsel High School students on the educational worth of this program.

7. Youth Services Providers (YSPs)

Staff of the Alabama Career Center System maintain a close working relationship with YSPs contracted through the Alabama Department of Commerce and the Workforce Development Division. The YSPs are the purveyors of services linked to the 14 Youth Elements outlined in the WIOA. YSP case managers assist in devising the Individual Service Strategy (ISS) for Youth enrolled in their programs and their purpose is to assist those Youth as they navigate their career pathway to a meaningful career.

YSPs should have weekly contact with the Youth enrolled in their services and will provide constant updates to Career Center case managers on the progress of Youth in their care. Services may begin as providing access to basic skills acquisition but will end with significant advances made along a career path. Services expected from YSPs include, at a minimum, career exploration, basic skills remediation and GED attainment, life skills workshops, financial literacy workshops, referrals to Work-Based Learning, referrals to training in a high-wage/high-demand occupation and follow-up services for not less than 12 months after program completion.

8. Rapid Response Services

Rapid Response activities in Alabama are the responsibility of the Workforce Development Division of the Alabama Department of Commerce. According to the U.S. Department of Labor, Rapid Response must "deliver services to enable dislocated workers to transition to new employment as quickly as possible."

Rapid Response staff responds to WARN and non–WARN events immediately upon

notification of pending layoffs or business closures. Rapid Response staff will contact the designated contact person for the company or business to provide an overview of services and material available to the affected employees. If the affected employees are part of a union, a representative of the AFL/CIO Labor Institute for Training (LIFT) is also included in the meetings. Once Group Employee Meetings (GEM) dates are established, the Rapid Response Unit immediately notifies the local Career Center, UI, Community Based assistance agencies and others that can provide support and information to the affected workers. The State Rapid Response Unit assisted by local Career Center staff, together, comprise the Rapid Response team. Career Center staff are regular presenters at Rapid Response GEMs, providing an overview of services available at the local Career Center to assist adversely affected workers.

Early intervention for WIOA Title I Dislocated Workers and possible TAA–eligible workers is provided by the Rapid Response Team. Adversely Affected Workers attending Rapid Response GEMs are provided a general outline of available TAA services and instructed to report to their local Career Center upon receipt of their TAA eligibility notice. Resources available to assist in early intervention efforts are the Mobile Career Center Vehicle (MCCV) that provides internet access to areas not located near a Career Center and ten (10) Portable Career Centers each offering ten (10) PCs with internet access.

9. Veterans Services in the Career Center

Services to Veterans are a top priority in the Alabama Career Center System. Services to veterans are provided by all Career Center staff regardless of their in-house, service specialty. Veterans are automatically eligible to receive all Basic Career Services available in the Career Centers and most are eligible for Individualized Career Services and Training Services.

Local Veterans Employment Representatives (LVERs) and Disabled Veterans Outreach Program specialists (DVOPs) provide specialized services within the Career Center setting. LVERs and DVOPs work directly for Career Center managers and are tasked to assist them in the evaluation as to the degree of utilization of all services and training by veterans.

LVERs will assist in providing training on Priority of Services to partners in statewide network and are activities to increase public awareness of Priority of Service for Veterans and other eligible persons. They also will assist managers in the training of Priority of

Service requirements to all career center partners, within the Alabama Career Center System, and will monitor the effectiveness and coordination among all partners in the following endeavors:

- Individual assessments of veterans for job preparedness, referral to supportive services, job training and outreach services, and improving access statewide and local labor market information

- Cooperation among all agencies and programs providing services and assistance to veterans to promote maximum awareness and availability of benefits among veterans, particularly veterans who may need such services or assistance in gaining employment or job training

- Participation in state workforce development training conferences and workshops with topics regarding priority services to veterans and marketing veterans to employers. The Governor of Alabama established the Alabama Workforce Council and appointed state leaders in business, industry, education and government, to improve collaboration between educators and employers so that job–seekers can identify and participate in job–driven training that fit the skill sets needed for jobs available in business and industry. As a member of the council, Veterans Services will ensure that job–driven training will recognize corresponding military skill sets, thus encouraging the participation of veterans and separating service members

- Assisting Federal agencies to recruit veterans, particularly disabled veterans and veterans described by the Veterans Employment Service for special emphasis under Title 38 U.S.C Chapter 42 and the grant provisions, and 20 CFR Part 1010 (Priority Service for Covered Persons; and special recruitment initiatives of veterans by individual Federal agencies.)

- Providing assistance to military service members and eligible spouses in transition to civilian jobs and careers through the Transition Assistance Program (TAP) at several military facilities in Alabama, and will provide intensive services to veterans participating in vocational rehabilitation, in cooperation with the U.S. Department of Veterans Affairs (US DVA), as provided under Title 38 U.S.C., Chapter 31

- Assign a State Intensive Service Coordinator (ISC) to work directly with Employment Coordinators the US DVA Vocational Rehabilitation and Employment (VR&E) Service to coordinate the referral of "Job Ready" veterans enrolled in vocational rehabilitation services under Chapter 31 of Title 38 U.S.C. to the American Job Center (AJC) for assistance in gaining suitable employment consistent with their vocational rehabilitation plans

- Establish policy for the delivery of Priority of Service by the State, Local Workforce Development Boards, and the Alabama Career Centers

- Establish the first point of contact for veterans and Eligible Persons seeking services from Alabama's Career Center system in the American Job Center network is a representative from Employment Services

- Those who access self–services through the Internet will complete a universal application that includes features and questions designed to assist staff members in identifying them for Priority of Service and training at any point of entry into the workforce development system
- Additionally, Career Center locations will use signage, graphics, and displays to create awareness of the policy that requires Priority of Service for eligible veterans and certain Eligible Spouses

DVOP specialists prioritize their efforts with veterans who are facing "significant barriers to employment" (SBE) in securing a career, including veterans who appear to be having difficulty in using the Alabama Job Link (AJL) automated system. Veterans who enter the Alabama Workforce Development System through the Alabama Career Center System are served initially by career center specialists. For veterans who appear to have significant needs, career center specialists will offer additional services. Veterans having a Significant Barrier to Employment (SBE), as defined by the Veterans Program Letter will be referred to a DVOP, who will provide intensive services and case management services.

Standard DVOP case management practices will include:

- Assisting veteran–clients in development of job objectives and a résumé
- Identifying significant barriers or challenges to employment
- Referring or assisting veteran–clients to appropriate supportive services
- Determining veteran–clients' economic needs
- Identifying training or educational goals
- Documenting contacts with employers on behalf of individual clients
- Maintaining current contact information
- Documenting job referrals and job development for employment, internship, or On–the–Job–Training (OJT) opportunities for individual clients

DVOPs will use the AJL case management feature to load cases into the "My Cases" portfolio. ES managers, on a quarterly basis, will conduct a case management review of the caseload for every DVOP representative under the AJL "My Cases" feature. This is done to ensure adherence to required practices and privacy concerns, and, as a self–assessment measure, ES managers will review the "My Cases" portfolio of their DVOP representatives to identify effective performances (best practices and success stories) and shortcomings in services needing correction.

DVOPs will use reports provided from the Alabama Job Link to outreach and contact "Recently Separated Veterans", ages 18 to 24, and veterans receiving Ex–service members Unemployment Benefits (UCX) to offer job placement or job training services. Veterans responding to this outreach are provided assessment services to determine their readiness

to apply for employment opportunities in their area of choice with their current skills.

Assessment will include evaluating the additional skills needed for employment with employers having those jobs. This approach provides veterans with customer choice as to specific occupations for which to begin training. Veterans are also acquainted with the Career Center resources that are available to pursue job–driven training in emerging industries, such fast growing jobs in Green Industries.

10. Unemployment Insurance Benefits and Services (UI) in the Career Center

Dislocated Workers are regular visitors to Alabama Career Centers. Once lay-off or plant closure notices are received Dislocated Workers are able to file a claim for Unemployment Compensation through the UI Program online. Many of the former workers find their way to the Career Center from information received at a Rapid Response General Employees Meeting, or they are prompted during the claims process to visit the Alabama JobLink and register for work.

For those who do not have computer access, the Resource Area of the local Career Center provides computers used to file for UI. For those who are still unsure of their computer skills, phones (landlines) are available so that applicants can speak directly to a representative. Career Center staff are available to answer questions, give an orientation to Career Center services, review résumés and assist with posting them online, discuss possible training options necessary to re-enter the labor force, and counsel claimants on basic UI eligibility.

VIII. Performance Measures

WIOA specifies core measures of performance for workforce development activities in adult, dislocated worker, and youth programs. WIOA requires registration of adults, dislocated workers and youth receiving WIOA funded services, except self-services and information services.

1. WIOA Performance Measures

WIOA includes common performance measures, or "primary indicators of performance", for its six core programs including Title I Adult, Dislocated Worker and Youth programs, Title II Adult Education and Family Literacy program, Title III Employment Service program and Title IV Rehabilitation Services programs (Attachment N). Most measures are consistent across all six programs indicating congressional intent to promote more integrated programming and accountability at the state and local levels.

2. Adult, Dislocated Worker and Wagner Peyser Measures

The WIOA core measures applied to the Title I Adult and Dislocated Worker programs *and* Title III Wagner Peyser services are as follows:

- **Employment Rate 2nd Quarter:**
  - The percentage of program participants who are in unsubsidized employment during the 2nd quarter after exit from program
  - Captured 2nd quarter after exit
  - Verified by unemployment wage data
- **Employment Rate 4th Quarter:**
  - The percentage of program participants who are in unsubsidized employment during the 4th quarter after exit from program
  - Captured 4th quarter after exit
  - Verified by unemployment wage data
- **Median Earnings 2nd Quarter**:
  - The median earnings of program participants who are in unsubsidized employment during the 2nd quarter after exit from the program/career pathway
  - Includes all who exited their career pathway and not just those employed in the 2nd and 3rd quarters
  - Captures median earnings during the 2nd quarter after exit
  - Median Earnings defined as the numerical value that separates the higher half from the lower half of earnings

- **Credential Attainment Rate:**
  - The percentage of program participants who obtain a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit/leaving the career pathway
  - Excludes participants who do not receive training services
  - Captured on participants who are in program participation and up to one year after program exit/leaving their career pathway
  - The Credential Rate measurement is for WIOA Title I programs only

- **Measurable Skills Gain:**
  - The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skills gains toward such a credential or employment
  - Measured in real time while the participant is actively enrolled in a program/career pathway
  - Measurable Skills Gains must be documented in the participants' file and can include:
    - **Educational Achievement** of a least one (1) educational functioning level by a participant in an education program that provides instruction below the postsecondary level (Attachment L)
    - **Attainment secondary diploma/equivalent** for participants who did not have a secondary diploma or equivalent at program entry
    - **Secondary/Post-Secondary Transcript** or report card for one (1) semester (or 12 credit hours) that shows a participant is achieving the State's policies for academic standards. For Post-Secondary education participants, achievement standards will be 2.0 GPA or higher.
    - **Training Milestone** defined as satisfactory or better progress report, towards established milestones from an employer/training provider who is providing training (e.g. completion of a set of OJT tasks or completion of the first year of an apprenticeship program, or completion of WBL tasks, etc.)
    - **Skills Progression** defined as a successful completion of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams
  - The In-Program Measurable Skills Gain is for WIOA Title I programs only

3. Youth Measures

- **Placement in Employment, Education or Training:**
  - Percentage of program participants who are in education or training services ***or*** in unsubsidized employment during the 2nd quarter after exit
  - Captured 2nd quarter after exit

- **Retention in Employment, Education or Training:**
  - Percentage of program participants who are in education or training services or in unsubsidized employment during the 4th quarter after exit
  - Captured 4th quarter after exit

- **Median Earnings 2nd Quarter:**
  - The median earnings of program participants who are in unsubsidized employment during the 2nd quarter after exit from the program/career pathway
  - Includes all who exited their career pathway and not just those employed in the 2nd and 3rd quarters
  - Captures median earnings during the 2nd quarter after exit
  - Median Earnings defined as the numerical value that separates the higher half from the lower half of earnings

- **Credential Attainment Rate:**
  - The percentage of program participants who obtain a recognized postsecondary credential during participation in or within one year after exit/leaving the career pathway
  - The percentage of program participants who obtain a secondary school diploma or its recognized equivalent *and* have obtained employment or are in an education or training program leading to a recognized postsecondary credential within one year after exit from the program
  - Captured on participants who are in program participation and up to one year after program exit/leaving their career
  - The Credential Rate measurement is for WIOA Title I programs only

- **Measurable Skills Gain:**
  - The percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skills gains toward such a credential or employment
  - Measured in real time while the participant is still enrolled in a program/career pathway
  - Measurable Skills Gains must be documented in the participants' file and can include:
    - **Educational Achievement** of a least one (1) educational functioning level by a participant in an education program that provides instruction below the postsecondary level (Attachment L)
    - **Attainment secondary diploma/equivalent** for participants who did not have a secondary diploma or equivalent at program entry
    - **Secondary/Post-Secondary Transcript or report card** for one (1) semester (or 12 credit hours) that shows a participant is achieving the State's policies for academic standards. For Post-Secondary education participants, achievement standards will be 2.0 GPA or higher.
    - **Training Milestone** defined as satisfactory or better progress report, towards established milestones from an employer/training provider who is providing training (e.g. completion of a set of OJT tasks or completion of the first year of an apprenticeship program, or completion of WBL tasks, etc.)
    - **Skills Progression** defined as a successful completion of an exam that is required for a particular occupation, progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams
  - The In-Program Measurable Skills Gain is for WIOA Title I programs only

4. Employer Measures

- **Indicators of Effectiveness in Serving Employers:**
  - **Employer Retention:**
    - Participant Retention with Same Employer in the 2nd & 4th Quarters after exit

      Number of participants employed with the same Employer in 2nd & 4th quarters after employment

Divided by
Number of participants employed in 2nd quarter after exit

- **Employer Engagement:**

  Number of businesses that received a service or continues to receive a service or other assistance during the reporting period
  Divided by
  Number of businesses located within the State at the end of the reporting period

- **Repeat Business Customer:**

  Number of businesses that have received a service or continues to receive a service or other assistance during reporting period **AND** that received a service anytime within the previous three program years
  Divided by
  Number of unique business customers that received a service anytime within the previous three program years.

5. Credential or Certificate

A credential is awarded in recognition of an individual/individual's attainment of measurable educational, technical or occupational skills necessary to gain employment or advance within an occupation. Technical or occupational skills are based on standards developed or endorsed by employers. Work Readiness and WorkKeys certificates are not included in this definition.

A credential is a nationally recognized degree or certificate or an industry-recognized credential. Credentials include, but are not limited to:

- Postsecondary Degrees and Certifications
- Licensures and Industry-Recognized Certificates
- High School diplomas and GED Certificates
- Registered apprenticeship certificates
- Occupational licenses (typically awarded by government agencies)
- Personnel certifications from industry or professional associations
- Other skill certificates for specific skill sets or competencies within one or more industries or occupations (e.g. writing, leadership, etc.)

Awarding institutions include:

- A State educational agency
- Institution of higher education
- Professional, industry or employer organization
- Registered apprenticeship program

- Public regulatory agency
    - Government Licensing Agencies
- A program approved by the Department of Veterans

The measurement of certificates/credentials is limited to individuals who receive training services and enter employment. Training is the only service that leads to attainment of a credential. To promote program integration and partner collaboration, this measure does recognize joint participation in WIOA services and non-WIOA funded training programs. In order to count a credential earned during any non-WIOA funded training, including Adult Education, a participant must be registered in Individualized Career Services. It should be noted that WIOA funded programs can earn credit for non-WIOA funded training in addition to WIOA funded training.

This measure includes all individuals who received training regardless of whether they had jobs at registration. It recognizes not only individuals who enter employment but also incumbent workers who have jobs or are placed in jobs but continue receiving Training Services to attain more skills and better jobs. A time frame of three (3) quarters after exit to obtain a certificate/credential will allow time for individuals to take tests, which may occur after training is completed and may only be offered once a year.

6. Registration

For accountability purposes, WIOA states that the point of registration determines who is counted in the Performance Measures and who is excluded from the measurement. All youth who receive WIOA Title I services that are enrolled, will be registered for services and will be counted in the measures. All Adults and Dislocated Workers who receive Individualized Career Services will be registered for services and included in the Common Performance Measures. For performance measure purposes in the Alabama Career Center System, those individuals receiving Individualized Career Services will be considered Program Participants.

7. Planned Gap

Participants who have a planned gap in service of greater than 90 days should not be considered as exited if the gap in service is due to a delay before the beginning of training, health/medical condition, or military service that prevents an individual from participating in services. The Alabama Career Center staff should document any gap in service that occurs with an approved gap reason.

8. Exit

A participant who does not receive any WIOA-funded or non-WIOA funded partner service for 90 days and is not scheduled for future services except follow-up services **will be exited** by the electronic data system as of the last date of service.

Participants who exit from services because they are incarcerated, deceased or have a health/medical condition that prevents the individual from participating in services will be excluded from the performance measures.

Once a participant has not received any WIOA funded or partner services for 90 days, except follow-up services and there is no planned gap in service or the planned gap in service is for reasons other than those specified above, that participant will be **exited** WIOA for the purposes of measurement in the common measures.

ATTACHMENT

A

EXAMPLES OF BASIC AND INDIVIDUALIZED SERVICES

Basic Career Service examples:

- Eligibility determination
- Outreach, intake and orientation to info and other services available
- Initial assessment
- Labor Exchange services
- Coordination of activities with other program/services
- Labor market employment info
- Eligible training provider info and program cost
- Availability of Local Board performance accountability
- Availability of supportive services
- Assistance in filing UI claims
- Assistance in establishing financial aid assistance

Individualized Career Service examples:

- Comprehensive and specialized assessments
- Development of IEP/ISS
- Group and individual counseling
- Career planning
- Short-term prevocational services
- Internships and Work Experience linked to careers
- Workforce preparation activities
- Financial literacy services
- Out-of-area job search/relocation assistance
- English language acquisition

ATTACHMENT

B

ADULT/DISLOCATED WORKERS

ELIGIBILITY

Workforce Innovation and Opportunity Act (WIOA)
Adult and Dislocated Worker Eligibility

General Eligibility Criteria for All Applicants:

- Citizenship / Eligible Non-Citizen (U.S. national, lawfully admitted permanent resident alien or other immigrant authorized by the Department of Homeland Security to work in the U.S.) Identity and Employment Authorization must be verified.
- Age/ Date of Birth
- Selective Service Registration – Males, age 18 through 25, must register with the Selective Service System. Register at the Selective Service website: www.sss.gov.

Adults

- Must meet the general eligibility criteria for all applicants **and**
- Is an individual who is age 18 or older.
- Must be low income to receive WIOA Training services.

Dislocated Worker

Must meet the general eligibility criteria for all applicants **and**
Is an individual who:

A. has been terminated or laid off, or who has received a notice of termination or lay off, from employment;

is eligible for or has exhausted entitlement to unemployment compensation;

or

has been employed for a duration sufficient to demonstrate an attachment to the workforce but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer not covered by the state unemployment compensation law

and

is unlikely to return to previous industry or occupation;

B. has been terminated or laid off, or has received a notice of termination or layoff from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise;

is employed at a facility where the employer has made a general announcement that such facility will close within 180 days; **or**

for purposes of eligibility to receive services other than training services in Section 134(c)(3), career services described in section 134(c)(2), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close;

C. was **self-employed** (including employment as a farmer, a rancher, or a fisherman) but is presently unemployed as a result of general economic conditions in the community where the individual resides or because of natural disasters;

D. is a **displaced homemaker** which means an individual who has been providing unpaid services to family members in the home and who:

1) has been dependent on the income of another family member but is no longer supported by that income;

or

2) is the dependent spouse of a member of the Armed Forces on active duty* **and** whose family income is significantly reduced because of deployment,**

- a call or order to active duty,***
- a permanent change of station, **or**
- the service-connected **** death or disability of the member

and

is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

* as defined in section 101(d) (1) of title 10, United States Code, the term **active duty** means full-time duty in the active military service of the United States. Such term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned. Such term does not include full-time National Guard duty.)

** as defined in section 991(b) of code 10, United States Code, or pursuant to paragraph (4) of such section, a member of the armed forces shall be considered deployed or in a **deployment** on any day on which, pursuant to orders the member is performing service in a training exercise or operation at a location or under circumstances that makes it impossible or infeasible for the member to spend off-duty time in the housing in which the member resides when on garrison duty at the member's permanent duty station or homeport. In the case of a member of a reserve component who is performing active service pursuant to orders that do not establish a permanent changed of station, the housing referred to is any housing (which may include the member's residence) that the member usually occupies during off-duty time when on garrison duty at the member's permanent duty station or homeport.
Paragraph (4) – The Secretary of Defense may prescribe a definition of deployment for the purposes of this section other than the definition specified. Any such definition may not take effect until 90 days after the date the Secretary notifies the Committee on Armed Services of the Senate and House of Representatives.

*** pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10 United States Code, **a call or order to active duty** of members of the uniformed services under section title 10 section 688, 12301(a), 12302, 12304, 12304(a),12305, or 12406, chapter 15 of this title, section 712 of title 14, or any other provision of law during a war or during a national emergency declared by the President of Congress. (Note: These sections refer to retired members of the regular armed forces, reserve units and the National Guard being called to active duty.)

**** as defined in section 101(16) of title 38, United States Code, **service-connected** means with respect to disability or death, that such disability was incurred or aggravated, or that the death resulted from a disability incurred or aggravated, in line of duty in the active military, naval or air service.

E. is the **spouse of a member of the Armed Forces on active duty** (as defined in section 101(d) (1) of title 10, United States Code *), and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member;

or

is the spouse of a member of the Armed Forces on active duty and who is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Low Income Criteria

The term low-income individual means an individual who:

- Receives or is a member of a family that receives or in the past six months has received assistance through Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) or the Supplemental Security Income (SSI) program or State, or local income based public assistance.
- Is in a family whose total family income that does not exceed the higher of the poverty line or 70% of the Lower Living Standard Income Level.
- Is a homeless individual or a homeless child or youth or runaway youth.
- Is a foster child between 18 and 24 years of age, on behalf of whom State or local government payments are made.
- Is an individual with a disability whose own income is the poverty line but who is a member of a family whose income does not meet the requirements.

Additional Definitions

- WIOA Family means two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:
  - A married couple and dependent children;
  - A parent or guardian and dependent children; or
  - A married couple.

- WIOA Dependent Child – a youth under age 19 (or under age 24 and a fulltime student) living in a single residence, and who is being claimed as a dependent on a parent or guardian's tax return.
  - Related by blood or adoption
  - Shared the same principal residence as parent/guardian for more than half of the tax year
  - Met one of the following:
    - Younger than 19
    - Younger than 24 if a fulltime student for at least five months during the year. A fulltime student is enrolled for the number of hours or courses the school considers to be fulltime attendance; or
    - Totally and permanently disabled during any part of the year.
  - Did not provide more than half of his/her own support during the year
  - A U.S. citizen or national, or a permanent resident alien

- **Note:** Individuals, ages 22 – 24 who are attending school at the time of enrollment, are not eligible as In-School youth due to their age. These individuals must be served by the WIOA Adult Program.

ATTACHMENT

C

CUSTOMER INFORMATION FORM

ALABAMA WORKFORCE DEVELOPMENT
CUSTOMER INFORMATION

TO DETERMINE WHAT SERVICES MAY BE APPROPRIATE, PLEASE PROVIDE THE FOLLOWING INFORMATION

Application Date	Agency Name	Employment Representative Name

Social Security Number	Name: First, Middle Initial, Last

Address	City	State

Zip Code	County of Residence	Area Code	Telephone Number

Message Telephone Number	Cellular Telephone Number	E-mail Address

Date of Birth	Age	Gender	United States Citizen	Selective Service
		☐ Male ☐ Female	☐ Yes ☐ No ☐ Eligible Non-Citizen	☐ Yes ☐ No ☐ N/A

Ethnicity/Race

☐ Hispanic or Latino ☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American ☐ Hawaiian Native/Pacific Islander ☐ White or Caucasian ☐ Does not declare a race

(Circle) Highest Grade Completed	High School Diploma	G.E.D.	Completion Certificate w/ a disability	Certification or Degree
1 2 3 4 5 6 7 8 9 10 11 12	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Some College ☐ Tech. or Voc. Cert ☐ AA/AS ☐ BS/BA ☐ MA

Attending College	Name of College	Curriculum	GPA
☐ Yes ☐ No			

Primary Language	Limited English	Declaration of Disability	Category of Disability
	☐ Yes ☐ No	☐ Yes ☐ No	☐ Physical/Chronic Condition ☐ Physical/Mobility Impairment ☐ Vision related ☐ Hearing related ☐ Mental Disability ☐ Learning Disability ☐ Cognitive/Intellectual ☐ Participant did not disclose type

Veteran	Campaign Related	Disabled Veteran	Branch	Separation Date	Transitional Service	Vet. Spouse/Widow
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ Yes Sp. ☐ No			☐ Yes ☐ No	☐ Yes ☐ No

Marital Status:

☐ Single ☐ Married ☐ Single Parent

List all Household Members: *Use additional sheets if necessary*	Relationship	Age	Gender	Amount	Income Source (last 6 months)
	Self				

Total Dependents in Household: _____ Total Household Income: _____

Do you receive:

Public Assistance	If Yes, which:	Unemployment Compensation
☐ Yes ☐ No	☐ TANF ☐ Refugee Assistance ☐ SNAP Benefits ☐ SSI	☐ Claimant ☐ Exhaustee ☐ None

Homeless	Foster Child	High School Drop Out	Pregnant or Parenting
☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No	☐ Yes ☐ No

Justice System: Have you been subject to juvenile or adult justice system (as defined by USDOL)

☐ Yes ☐ No ☐ Felony ☐ Misdemeanor ☐ Both

Work History (List Last Three) Employer Name:	Start Date	End Date	Reason Job Ended	Job Title and Job Duties Performed	Wage per hour	Hours per Week

When are you available for work? _____ What salary do you require? _____

Work tasks do you enjoy? _____

What tools/equipment can you operate? _____

What is your Employment Goal? _____

How can we help you reach this goal? _____

YOUTH ONLY

Out of School Youth Barriers (16-24) Check all that apply

☐School Dropout ☐Within age of compulsory school attendance ☐ H.S Grad/GED/Low Income & BSD or Eng. Learner ☐Offender

☐Homeless or Runaway ☐Foster Care ☐ Pregnant/Parenting ☐ Disability ☐Low-Income who needs additional assistance

In-School Youth Barriers (14-21) Check all that apply

☐Basic skills deficient ☐ English language learner ☐Offender ☐Homeless or Runaway

☐Foster Care ☐ Pregnant/Parenting ☐ Disability ☐Low-Income who needs additional assistance

Do you need information on the following: ☐ Day Care ☐ Housing ☐ Clothing ☐ Transportation ☐ Food ☐ Other: _____

Pell Grant/Student Loan/FASFA ☐Applied for a PELL GRANT ☐Not eligible for a PELL GRANT ☐ Currently receiving a PELL GRANT

☐Need information on applying for FASFA ☐Receiving Student Loan ☐Repaying Student Loan ☐Student Loan in Default: _____

☐ I have been enrolled in a Federal or State Employment Program (i.e. WIA, WIOA, AIDT, etc) When: _____

Explain:

Eligibility (For Staff Use Only

200% of poverty line	Dislocated Worker Category: Dislocation date: _____	National Emergency Grant
☐Yes ☐No	☐ Terminated or laid off , eligible for UI &unlikely to return to industry ☐Self-employed ☐ Terminated or laid off from permanent or substantial closing ☐ Self-Displaced Homemaker ☐ Spouse of Armed Forces who lost employment due to duty station or un/under employment	☐ Dislocation due to disaster ☐ Long-term Unemployed ☐ Dislocated Worker

Reviewed by Signature: _____ **Date:** _____

For Skills Assessment/Review: www.careerinfonet.org/skills
www.myskillsmyfuture.org
www.mynextmove.org

CERTIFICATION: I attest that the information stated above is true and accurate and understand that the above information, if misrepresented or incomplete, may be grounds for penalties as specified by law. I grant permission for any information on this form to be verified for eligibility determination.

Signature: _____ **Date:** _____

Parent/Guardian Signature: _____ **Date:** _____

ATTACHMENT
D

INDIVIDUAL EMPLOYMENT PLAN

(IEP)

ALABAMA WORKFORCE DEVELOPMENT
INDIVIDUAL EMPLOYMENT PLAN (IEP)

Name: First, Middle Initial, Last	Social Security #

Employment Status at Program Entry (Check one)	School Status at Program Entry (Check one)	UC Eligible Status (Check one)	Pre-Vocational Activities Date
☐ Employed	☐ In School, Secondary or less	☐ Claimant Referred by RESEA	____/____/____
☐ Employed, but received notice of termination or Military Separation	☐ In School, Alternative School	☐ Claimant Referred by WPRS	**Received Needs Related Payment**
☐ Not in Labor Force	☐ In School, Postsecondary	☐ Claimant NOT Referred by RESEA or WPRS	☐ Yes ☐ No
☐ Unemployed	☐ Not Attending School, Secondary School Dropout	☐ Exhaustee	**Received TAA**
	☐ Not Attending School, Graduate or has equivalent	☐ Claimant Exempt from work search	☐ Yes ☐ No
	☐ Not Attending School, within age of compulsory attendance	☐ Neither Claimant nor Exhaustee	

ASSESSMENT INFORMATION

TABE SCALE SCORES / Achievement Grade Level results:	Reading:	Math:
Interest / Aptitude Assessment Tool Used:		
Interest Inventory Results		
Aptitude Inventory Results		
Career Path Identified:		
Existing Occupational Skills:		
Tools/Equipment Skills:		
Employment Goal/Training Justification:		
O-Net Code:		

ACTION PLAN

Supportive Services (List those services needed for employment goal attainment)

Supportive Service	Referred To:	Date	Comments
Day Care			
Housing			
Clothing			
Transportation			
Food			
Training/Education Needs			
Other			

BASIC SKILLS EVALUATION

TABE	Functional Area	Date	Score	Educational Functioning Level
Pre-Test	Reading			
	Math			
POST-Test	Reading			
	Math			
POST-Test	Reading			
	Math			

Revised 09/01/2017

ESSENTIAL SKILLS for WORK MATURITY and EMPLOYABILITY

Activity	Start Date		CompletionDate		Provider
	Planned	Actual	Planned	Actual	

CAREER PATHWAY EXPLORATION and PRE-TRAINING ACTIVITIES

Activity	Start Date		CompletionDate		Provider
	Planned	Actual	Planned	Actual	

TRAINING ACTIVITY MEAURABLE SKILLS GAINS

Activity	Start Date		CompletionDate		Provider
	Planned	Actual	Planned	Actual	

INDIVIDUAL SERVICE STRATEGY REASSESSMENT AND MODIFICIATION

Appointment Date	Discussion Points and Modifications Made	Start Date	Comments

PLAN GAP INFORMATION

Date Set	Reason for Gap	End Date		Comments
		Planned	Actual	

FOLLOW-UP PRE-EMPLOYMENT

Activity	Start Date		Completion Date	
	Planned	Actual	Planned	Actual

FOLLOW-UP POST-EMPLOYMENT

Activity	Start Date		Completion Date	
	Planned	Actual	Planned	Actual

CASE MANAGEMENT - SKILLS TRAINING ACTIVITY TRACKING

Activity	Start Date		CompletionDate		Provider	Project/Petition #
	Planned	Actual	Planned	Actual		

This Employment Plan was developed with my full knowledge and cooperation. I fully understand this is a planning document and do not hold the enrolling agency responsible for activities that may not occur. I understand i am responsible for maintaining contact with my case manager no less than once per month.

Signature: _____ Date: _____

Career Center Case Manager: _____ Date: _____

ATTACHMENT

E

INCOME CHART

ALABAMA WORKFORCE DEVELOPMENT

INCOME LEVEL CHARTS

WIOA Self Sufficiency Income Level Chart

Governor's Workforce Innovation Directive No. PY2016-08, Change 01

A. METROPOLITAN AREAS (Last Recorded update by ADOL 01/01/15)

Autauga, Baldwin, Bibb, Blount, Calhoun, Chilton, Colbert, Elmore, Etorwah, Geneva, Hale, Henry, Houston, Jefferson, Lauderdale, Lawrence, Lee, Limestone, Lowndes, Madison, Mobile, Montgomery, Morgan, Pickens, Russell, Shelby, St. Clair, Tuscaloosa, and Walker

Family Size	100% LLSIL	150% LLISL	200% LLISL
1	$13,166	$19,749	$26,332
2	$21,573	$32,359	$43,146
3	$29,609	$44,413	$59,218
4	$36,555	$54,832	$73,110
5	$43,144	$64,716	$86,288
6	$56,459	$75,688	$100,918
For Each Additional Family Member above 6, add	$7,315	$10,972	$14,630

B. NON-METROPOLITAN AREAS (Last Recorded update by ADOL 01/01/15)

Other 38 Counties

Family Size	100% LLSIL	150% LLISL	200% LLISL
1	$12,968	$19,452	$25,936
2	$21,245	$31,867	$42,490
3	$29,159	$43,738	$58,318
4	$35,995	$53,992	$71,990
5	$42,478	$63,717	$84,956
6	$49,676	$74,514	$99,352
For Each Additional Family Member above 6, add	$7,315	$10,972	$14,630

70% Lower Living Standard Income Level Combined with Federal Poverty Level

Governor's Workforce Innovation Directive No. PY2014-12, Change 07

METROPOLITAN AREAS

(Same as listed above)

Family Size	Income
1	$12,060*
2	$16,240*
3	$20,727
4	$25,588
5	$30,201
6	$35,321
For Each Additional Family Member above 6, add	$5,120

NON-METROPOLITAN AREAS

(Same as listed above)

Family Size	Income
1	$12,060*
2	$16,240*
3	$20,420*
4	$25,197
5	$29,734
6	$34,773
For Each Additional Family Member above 6, add	$5,039

**HHS Federal Poverty Level Guidelines used per instructions*

Revisions effective 05/23/17 per Federal Register - Vol.82, No.98 (LLSIL) and Federal Register - CVol. 82, No. 19 (HHS Poverty Guidelines 01/13/17.

ATTACHMENT
F

ELIGIBILITY FOR YOUTH
ISY & OSY

Workforce Innovation and Opportunity Act (WIOA)
Youth Eligibility

General Eligibility Criteria for All Applicants:

- Citizenship / Eligible Non-Citizen (U.S. national, lawfully admitted permanent resident alien or other immigrant authorized by the Department of Homeland Security to work in the U.S.) Identity and Employment Authorization must be verified.
- Age/ Date of Birth
- Selective Service Registration – Males, age 18 through 25, must register with the Selective Service System. Register at the Selective Service website: www.sss.gov.

Out-of-School Youth

a) Not attending any secondary or postsecondary school at the time of enrollment;
b) Not younger than 16 or older than age 24 at the time of enrollment (because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 24 once they are enrolled in the program); **and**
c) One or more of the following:

1) A school dropout
2) A youth who is within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter. School year calendar quarter is based on how a local school district defines its school year quarters;
3) A recipient of a secondary school diploma or its recognized equivalent who is a low income individual **and** is either basic skills deficient or an English language learner;
4) An offender;
5) A homeless individual, a homeless child or youth, or a runaway;
6) An individual in foster care or has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under section 477 of the Social Security Act (42 U.C.S. 677) or an individual who is in an out-of-home placement.
7) An individual who is pregnant or parenting
8) An individual with a disability
9) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

- **Low income eligibility requirements apply to youth in #3 and #9 only.**

Documentation to Verify Dropout Status:

- Age 17 - Student Exit Interview form from the public school system (implemented 8/1/2009)
- Age 16 - Certificate of Exemption issued by his/her local school superintendent
- Age 16 or 17 – evidence of withdrawal on school/program letterhead from a private or church school or private tutor program
- School Attendance Record
- Dropout Letter
- Telephone Verification
- Applicant Statement - The Applicant Statement may be used by young adults who dropped out of school and do not have a school document to verify their status. This form requires a witness to verify the applicant's information.

The above list is not all inclusive but lists acceptable documentation to verify dropout status.

In-School Youth

a) Attending **any secondary or postsecondary school** at the time of enrollment
b) Not younger than age 14 or older than age 21(because age eligibility is based on age at enrollment, participants may continue to receive services beyond the age of 21 once they are enrolled in the program);
c) Low income individual **and**
d) Have one or more of the following barriers:
   1) Basic skills deficient
   2) An English language learner
   3) An offender
   4) A homeless individual, a homeless child or youth, or a runaway;
   5) An individual in foster care or has aged out of the foster care system or who has attained 16 years of age and left foster care for kinship guardianship or adoption, a child eligible for assistance under sec. 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
   6) Pregnant or parenting
   7) A youth who is an individual with a disability
   8) An individual who requires additional assistance to complete an educational program or to secure or hold employment.

State Policy for "Requires Additional Assistance" Barrier

The State policy for the youth barrier "requires additional assistance to complete an educational program or to secure or hold employment" is a low income individual who has at least one of the following criteria:

- Indians, Alaska Natives, and Native Hawaiians
- Individuals who are English language learners
- Individuals with low levels of literacy
- individuals facing substantial cultural barriers
- Eligible migrant and seasonal farmworkers (as defined in section 167(i))
- Low academic performance (a grade point C or below or basic academic skills in the bottom quartile of the class)
- A past record of excessive absences as verified by school officials
- Has been suspended, expelled, or put on probation during high school
- Has dropped out of school previously
- Limited English proficiency
- Family environment is not conducive to education or career goals
- Has documented alcohol and/or substance abuse
- Has a record of violent behavior
- Lacks motivation or maturity to pursue education or career goals
- Emotional disorder which impairs education or career goals
- Health problems which impair education or career goals
- Eligible for free lunch Under the National School Lunch Programs
- Has inadequate or no work experience
- Lacks marketable, occupational skills that are in demand in the local labor market

REMINDER: Not more than 5% of the In-School Youth (ISY) in a local area may be determined eligible based on the barrier "An individual who requires additional assistance to complete an educational program or to secure or hold employment."
NOTE: Individuals, ages 22 – 24 who are attending school at the time of enrollment, are not eligible as In-School youth due to their age. These individuals must be served by the WIOA Adult Program.

Low Income Criteria

The term low-income individual means an individual who:

- Receives or is a member of a family that receives or in the past 6 months has received assistance through Supplemental Nutrition Assistance Program (SNAP), Temporary Assistance for Needy Families (TANF) or the Supplemental Security Income (SSI) program or State, or local income based public assistance.
- Is in a family whose total family income that does not exceed the higher of the poverty line or 70% of the Lower Living Standard Income Level.
- Is a homeless individual or a homeless child or youth or runaway youth.
- Is a youth who receives or is eligible to receive a free or reduced price lunch under the National School Lunch Act.
- Is a foster child on behalf of whom State or local government payments are made.
- Is an individual with a disability whose own income is the poverty line but who is a member of a family whose income does not meet the requirements.
- Is a youth living in a high-poverty area.

Counties in Alabama that would meet the high-poverty area criteria are:

Butler County
Dallas County
Hale County
Marengo County
Pickens County
Wilcox County
Clarke County
Escambia County
Lowndes County
Monroe County
Pike County
Conecuh County
Greene County
Macon County
Perry County
Sumter County

Additional Definitions

- Homeless individual, homeless children and youths, or Runaway youth is defined as an individual who:
  - Lacks a fixed, regular, and adequate nighttime residence; this includes an individual who (1) is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; (2) is living in a motel, hotel, trailer park, or campground due to a lack of alternative adequate accommodations; (3) is living in an emergency or transitional shelter; (4) is abandoned in a hospital; or (5) is awaiting foster care placement;
  - Has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, such as a car, park, abandoned building, bus or train station, airport, or camping ground;
  - Is a migratory child who in the preceding 36 months was required to move from one school district to another due to changes in the parent's or parent's spouse's seasonal employment in agriculture, dairy, or fishing work; or
  - Is under 18 years of age and absents himself or herself from home or place of legal residence without the permission of his or her family (runaway youth).

This homeless definition does not include an individual who may be sleeping in a temporary accommodation while away from home should not be recorded as homeless.

- English Language Learner is a person who has limited ability in speaking, reading, writing or understanding the English language and also meets at least one of the following two conditions:
  - His or her native language is a language other than English
  - He or she lives in a family or community environment where a language other than English is the dominant language.

- Low levels of literacy is defined who is unable to read, write and speak English; compute and solve problems at levels of proficiency necessary to function on the job, in the family of the participant, or in society. **This is not the same as basic skills deficient.**

- Cultural barrier is defined as if the participant perceives himself or herself as possessing attitudes, beliefs, customs or practices that influence a way of thinking, acting or working that may serve as a hindrance to employment.

- WIOA Family means two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:
  - A married couple and dependent children;
  - A parent or guardian and dependent children; or
  - A married couple.

- WIOA Dependent Child – a youth under age 19 (or under age 24 and a fulltime student) living in a single residence, and who is being claimed as a dependent on a parent or guardian's tax return.
  - Related by blood or adoption
  - Shared the same principal residence as parent/guardian for more than half of the tax year
  - Met one of the following:
    - Younger than 19
    - Younger than 24 if a fulltime student for at least five months during the year. A fulltime student is enrolled for the number of hours or courses the school considers to be fulltime attendance; or
    - Totally and permanently disabled during any part of the year.
  - Did not provide more than half of his/her own support during the year
  - A U.S. citizen or national, or a permanent resident alien

ATTACHMENT
G

INDIVIDUAL SERVICE STRATEGY

(ISS)

ALABAMA WORKFORCE DEVELOPMENT
INDIVIDUAL SERVICE STRATEGY (ISS) FOR YOUTH

Name: First, Middle Initial, Last	Last 4 digits of Social Security #

Employment Status at Program Entry (Check one)	School Status at Program Entry (Check one)	UC Eligible Status (Check one)	Pre-Vocational Activities Date
☐ Employed	☐ In School, Secondary or less	☐ Claimant Referred by RESEA	____/____/____
☐ Employed, but received notice of termination or Military Separation	☐ In School, Alternative School	☐ Claimant Referred by WPRS	**Received Needs Related Payment**
☐ Not in Labor Force	☐ In School, Postsecondary	☐ Claimant NOT Referred by RESEA or WPRS	☐ Yes ☐ No
☐ Unemployed	☐ Not Attending School, Secondary School Dropout	☐ Exhaustee	**TAA**
	☐ Not Attending School, Graduate or has equivalent	☐ Claimant Exempt from work search	☐ Yes ☐ No
	☐ Not Attending School, within age of compulsory attendance	☐ Neither Claimant nor Exhaustee	

ASSESSMENT INFORMATION

TABE SCALE SCORES / Achievement Grade Level results:	Date:	Reading:	Math:	BSD ☐ Yes ☐ No
Interest / Aptitude Assessment Tool Used:				
Interest Inventory Results				
Aptitude Inventory Results				
Job Matches				
Existing Occupational Skills:				
Tools/Equipment Skills:				
Short-term Goal:				
Justification for Youth Placement:				
Long-term Goal				
Justification for Training Placement				
Expected Employment Goal			ONET Code	
Services Available to Assist with Meeting Goals:				
Comments:				

SUPPORTIVE SERVICES

Supportive Service	Referred To:	Date	Comments
Day Care			
Housing			
Clothing			
Transportation			
Food			
Other			

Revised 09/01/2017

YOUTH BARRIERS TO GOAL ACHIEVEMENT - Education, Training and Employment *(check all that apply)*

ALL BARRIERS MUST BE ADDRESSED IN THIS ISS: ***Only available to 5% of In-School Youth Served***

- ☐ Basic skills deficient
- ☐ School Drop Out
- ☐ H.S. Grad/GED
- ☐ Low Income
- ☐ Pregnant or Parenting
- ☐ Offender/ Ex-offender
- ☐ Disability
- ☐ Age of Compulsory Attendance
- ☐ Low levels of literacy
- ☐ Receives/Eligible for Free Lunch
- ☐ Substance Abuse
- ☐ Homeless/Runaway/Foster Child
- ☐ Below Grade level for age
- ☐ Cultural Barriers
- ☐ SNAP
- ☐ Not attending school in last 6 mos.
- ☐ High Poverty Area
- ☐ English language learner
- ☐ UI Covered Employer
- ☐ Requires assistance achieving education or employment goals

Barriers as defined by LWIB	
Perceived Cultural Barriers	

PLAN TO ADDRESS BARRIERS

Activities & Referrals	Date	Results	Comments

BASIC SKILLS EVALUATION

TABE	Functional Area	Date	Score	Educational Functioning Level
Pre-Test	Reading			
	Math			
POST-Test	Reading			
	Math			
POST-Test	Reading			
	Math			
POST-Test	Reading			
	Math			

GED PREPARATION AND TESTING

Activity	Achievement Benchmark	Date Set	Achievement Date		Comments
			Planned	Actual	
Reasoning through language arts					
Mathematics					
Science					
Social Studies					
Total Score					

EMPLOYABILITY / WORK MATURITY SKILLS PLAN

Activity	Achievement Benchmark	Date Set	Achievement Date		Comments
			Planned	Actual	

CAREER EXPLORATION PLAN

Activity	Achievement Benchmark	Date Set	Achievement Date		Comments
			Planned	Actual	

OCCUPATIONAL SKILLS TRAINING & WORK EXPERIENCE PLAN

Activity	Achievement Benchmark	Date Set	Achievement Date		Comments
	For Measurable Skills Gain		Planned	Actual	

MEASURABLE SKILLS GAINS ACHIEVED

Activity	Achievement Benchmark Date		Achievement Date		Comments
	Planned	Actual	Planned	Actual	

INDIVIDUAL SERVICE STRATEGY REASSESSMENT AND MODIFICIATION

Appointment Date	Discussion Points and Modifications Made	Start Date	Comments

PLAN GAP INFORMATION

Date Set	Reason for Gap	End Date		Comments
		Planned	Actual	

FOLLOW-UP SERVICES

Contact & Appointment Date	Information or Services Provided	Comments

CASE MANAGEMENT/SKILLS TRAINING ACTIVITY - Tracking

Activity	Start Date		Completion Date		Provider	Project/Petition #
	Planned	Actual	Planned	Actual		

This Service Strategy was developed with my full knowledge and cooperation. I fully understand this is a planning document and do not hold the enrolling agency responsible for activities that may not occur. I understand I am responsible for maintaining contact with my case manager no less than once per month.

Signature: _____ Date: _____

Career Center Case Manager: _____ Date: _____

Youth Provider: _____ Date: _____

ATTACHMENT

H

CUSTOMER AGREEMENT FORM

Alabama Career Center System Drug Policy
and
WIOA Post-Employment/Post-Program Follow-Up Services

CUSTOMER AGREEMENT FORM

Alabama Career Center System Drug Policy

The following drug policy is applicable to all Alabama WIOA participants:

1. The Alabama Career Center System reserves the right to require participants to take a drug test.
2. A participant who is found to have used illegal drugs will be suspended from participation until such time as he/she can demonstrate that he/she is drug-free or has entered a drug treatment or counseling program before he/she is considered for re-enrollment.
3. A participant who has been refused employment based on failure of a drug test or refusal to take a drug test will be suspended from participation until such time as he/she can demonstrate that he/she is drug-free or has entered a drug treatment or counseling program before he/she is considered for re-enrollment.
4. Participants who exhibit the use of alcohol while participating in a WIOA program will be suspended from participation.
5. A participant may appeal an order for a drug test and/or sanctions imposed as a result of a drug test in writing to the Division Director, Workforce Development Division, Alabama Department of Commerce, P.O. Box 304103, Montgomery, Alabama 36130-4103.

I have read and understand the above statement.

_____ _____

Signature Date

WIOA Post-Employment/Post-Program Follow-Up Services

We are committed to you during your participation in WIOA services and afterwards on an as needed basis. We will be here to offer you career counseling, career guidance, and/or agency referrals for other support if needed. After completing these services someone from the Alabama Career Center System will contact you periodically or write you a letter requesting information about your employment status. If you move, your phone number changes, or your employment status changes please call or write to let us know.

I have read and understand the above statement and agree to cooperate with the Alabama Career Center System staff to provide information during this period of follow-up services.

_____ _____

Signature Date

ATTACHMENT

I

PARTICIPANT INFORMATION RELEASE FORM

WORKFORCE INNOVATION AND OPPORTUNITY ACT

PARTICIPANT INFORMATION RELEASE FORM

I, the undersigned, do hereby authorize the Alabama Career Center System staff and any training facility attended to release any and all information regarding my test scores, grades, progress, or other pertinent information for the purpose of Workforce Innovation and Opportunity Act reporting requirements.

_____ _____

Participant Signature Date

_____ _____

Witness Signature Date

ATTACHMENT

J

WIOA GRIEVANCE AND COMPLAINT PROCEDURES

ALABAMA DEPARTMENT OF COMMERCE
WORKFORCE DEVELOPMENT DIVISION

WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA) GRIEVANCE AND COMPLAINT PROCEDURES

The Workforce Innovation and Opportunity Act (WIOA) is a federal law that provides for state programs, services, and activities to increase job opportunities, the length of time people stay in jobs, and the amount of money working people earn. The Alabama Department of Commerce (ADC), Workforce Development Division (WDD), receives money from the U.S. Department of Labor to provide WIOA programs, services, and activities. The ADC/WDD is a partner in the Alabama Workforce Development System and in the Alabama Career Centers located throughout the State, except the Career Centers located in Jefferson and Mobile Counties.

Who may use these grievance and complaint procedures?
These grievance and complaint procedures apply to WIOA programs, services, and activities in the Alabama Career Center System (all Alabama counties except Jefferson and Mobile) and Statewide programs, services, and activities run or paid for directly by the ADC/WDD. The procedures may be used by any person who believes the Workforce Innovation and Opportunity Act, or any rules or agreements under the WIOA, have been violated (not obeyed) in any ADC/WDD WIOA program or activity.

How much time do I have to file a grievance or complaint?
Discrimination complaints must be filed within 180 days (within about six months) of the date you believe the discrimination happened. Other WIOA grievances and complaints about programs and activities must be filed within one (1) year of the date you believe a violation happened.

How do I file a grievance or complaint?
If your complaint is about a WIOA program or activity, but you are not claiming discrimination, first discuss the grievance or complaint with your supervisor, a counselor at a training location, a human resources or personnel manager where you work, or a person who is responsible for helping people with complaints in the Career Center where you received services to try to settle the complaint locally. If your complaint is not settled in a way that satisfies you within ten (10) days, you may send a written complaint within five (5) days (after the 10 days are over) to Ms. Lillian Patterson, Equal Opportunity/Grievance Officer; Alabama Department of Commerce; Workforce Development Division; 401 Adams Avenue; PO Box 304103; Montgomery, Alabama 36130-4103. Include your name, address, telephone number, and the name and address of the person(s) you believe did something wrong.

An investigation may be conducted, a hearing may be held, or other action may be taken by the WDD to settle the complaint within sixty (60) days. If you are complaining about a program or activity of the Alabama Career Center System and you do not get a decision about your complaint within sixty (60) days, or if you are not satisfied with the decision, you may appeal by writing to Mr. Steve Walkley, Director, at the same address as the Equal Opportunity/Grievance Officer (see above) within ten (10) days after you either get the decision or should have gotten the decision.

If you are complaining of labor standards violations (e.g., An employer disobeyed a law or rule about working conditions, wages and benefits, health and safety standards), and you and the employer you are complaining about are covered by a collective bargaining agreement (i.e., an agreement between an employer and a union about wage rates, hours of labor and working conditions), you may choose to file your grievance through what is called a *binding arbitration procedure.* Contact your supervisor, personnel manager, or union representative for information about whether this applies to you and the steps you should follow.

(Over)

Equal Opportunity is the Law

It is against the law for the Alabama Department of Commerce (ADC), Workforce Development Division (WDD), or any person, agency, organization, employer, or training provider who/that receives WIOA money from the ADC/WDD to discriminate against any person in the United States on the basis of race, color, religion, sex, national origin, age, disability, political relationship or belief; and against any person who benefits from a WIOA program because of the person's citizenship, because the person is a legal immigrant, or because the person is a WIOA participant.

The ADC/WDD and agencies, organizations, employers, and training providers that receive WIOA money must not discriminate in any of the following ways:

- Deciding who will be admitted or have access to a WIOA program or activity;
- Providing opportunities or treatment in a WIOA program or activity; or
- Making employment (job) decisions related to a WIOA program or activity.

If you think someone discriminated against you because of your race, color, religion, sex, national origin, age, disability, political relationships or beliefs; or, if you are a WIOA participant and you think someone discriminated against you because of your citizenship, because you are a legal immigrant, or because you participate in a WIOA program, you may file a complaint within 180 days of the date you think the discrimination happened with either Ms. Lillian Patterson, Equal Opportunity/Grievance Officer, at the same address given above or the Director, Civil Rights Center (CRC), U.S. Department of Labor, 200 Constitution Avenue NW, Room N-4123, Washington, D.C. 20210.

If you file your complaint with the Equal Opportunity/Grievance Officer at the ADC/WDD, you must wait either until the ADC/WDD issues a written *Notice of Final Action*, or until 90 days have passed (whichever comes first) before filing with the Civil Rights Center (see address above).

If the ADC/WDD does not give you a written *Notice of Final Action* within 90 days after you file your complaint, you do not have to wait for the ADC/WDD to issue the *Notice* before filing a complaint with the CRC. But you must file your CRC complaint within 30 days after the 90-day deadline (in other words, within 120 days after the day you filed your complaint with the ADC/WDD).

If the ADC/WDD gives you a written *Notice of Final Action* on your complaint, but you are dissatisfied with the decision or result, you may file a complaint with CRC. You must file your CRC complaint within 30 days of the date you received the *Notice of Final Action*.

Grievance and complaint procedures were explained to me

by_____
Employee's Name

_____ _____ _____
Title Agency Date

_____
Applicant's/Registrant's/ Participant's Signature

WDD-24
9/2016

ATTACHMENT

K

WIOA Performance Measurable Skill Gains

WIOA Performance Measurable Skill Gains

- **Overview**

Measurable Skill Gains is the percentage of program participants who during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skill gains toward such a credential or employment. Measurable Skills Gains should be posted quarterly.

- **What are Skill Gains?**

Participants who have achieved measurable skill gains based on attainment of one of the five types of gains:

1) Educational Achievement
2) High School Diploma or Equivalent
3) Secondary/Postsecondary Transcript and/or Report Card
4) Training Milestone
5) Skills Progression

- **What are considered Positive Measurable Skill Gains?**

Educational Achievement: Participants that have low levels of literacy or are basic skills deficient at program entry who received educational instruction below the postsecondary level who had a successful outcome (achievement of at least one educational functioning level).

Attained Secondary Diploma/Equivalent: Participants that did not have a secondary education diploma at program entry who had a successful outcome (diploma/equivalent)

Secondary/Postsecondary Transcript or Report Card: Transcript or report card for either secondary or postsecondary education for 1 academic semester (or 12 credit hours) that shows a participant is achieving the state unit's policies for academic standards*. For postsecondary education participants, achievement of academic standards will be a 2.0 Grade Point Average or higher.

Training Milestone: Satisfactory or better progress report, towards established milestones from an employer or training provider. These are participants who are enrolled in On-the-Job Training, Apprenticeship or Work Experience during program participation who have a successful outcome (completion of OJT, completion of 1 year of an apprenticeship, etc.).

Skills Progression: Participants who are enrolled in education or training during program participation who had a successful outcome. This would include successful passage of an exam that is required for a particular occupation or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.

ATTACHMENT
L

ABE/ASE FUNCTIONING LEVELS

FUCTIONING LEVEL DESCRIPTIONS AND BENCHMARKS
Revised 7/01/2013

ABE/ASE Functioning Level	1	2	3	4	5	6
	Beginning ABE Literacy	Beginning Basic Education	Low Intermediate Basic Ed.	High Intermediate Basic Ed.	Low Adult Secondary Education	High Adult Secondary Education
TABE 9/10 Scale Scores	0-1.9	2-3.9	4-5.9	6-8.9	9-10.9	11-12.9**
Total Reading	0-367	368-460	461-517	518-566	567-595	596 & above
Total Math	0-313	314-441	442-505	506-565	566-594	595 & above
Total Language	0-389	390-490	491-523	524-559	560-585	586 & above

For use with basic academic skill levels determination for WIOA Literacy and Numeracy Performance Measures

ESL FUNCTIONING LEVEL	1	2	3	4	5	6
	Beginning ESL Literacy	Low Beginning ESL	High Beginning	Low Intermediate	High Intermediate	Advanced ESL*
BEST Literacy	0-20	21-52	53-63	64-67	68-75	76-78
BEST Plus	0-400	401-417	418-438	439-472	473-506	507-540
CASAS (Life Skills)	0-180	181-190	191-200	201-210	211-220	221-235
TABE CLAS-E (Reading & Writing)	225-394	395-441	442-482	482-514	515-556	557-600
TABE CLAS–E (Listening & Speaking)	230-407	408-449	450-485	486-525	526-558	559-600

*If a student's *initial* BEST Plus score is 540 or higher, he/she should be referred to a GED class and be administered the TABE.

**Exit scores for Advanced ESL: BEST Plus = >541; CASAS =>236

ATTACHMENT
M

ADULT ED REFERRAL FORM

Career Center to Adult Basic Education Referrals:

Name:	
Address:	
Phone Number:	
Email:	
Referring Career Center:	
Referred By:	Date Referred:
Adult Education Class:	Location:

Reason for Referral:

- ☐ GED
- ☐ Ready to Work
- ☐ Testing / Remediation for WIOA
- ☐ ESL
- ☐ Basic Literacy
- ☐ Career Pathway

Prior Testing Information:

Date Tested:	Test Given by:		☐ Online	☐ Paper
Test Given:	Level Given:	Score: Math:	Applied Math:	Reading:

Program of Study Desired:	
Required Grade Level: Reading:	Math:

Comments:

Adult Basic Education referral to Career Center

Referred By:	Date Referred:
Referring Adult Ed Class:	
Career Center Referred to:	

Reason for Referral:

- ☐ Testing / Remediation Results
- ☐ Referral for Training
- ☐ Job Search Assistance
- ☐ Workshops
- ☐ Other _____

Comments:

ATTACHMENT

N

COMMON PERFORMANCE MEASURES

Common Performance Measures
WIOA Program Year 2016

Adults

Employment Rate 2nd Quarter	Number of exiters employed during the 2nd quarter after exit / Total Number of exiters
Employment Rate 4th Quarter	Number of exiters employed during the 4th quarter after exit / Total number of exiters
Median Earnings	Midpoint of wages earned during the 2nd quarter after exit for all exiters with wages in 2nd qtr.
Credential Rate	Number of exiters that were in postsecondary education or training program and obtained a postsecondary credential during or within one year after exit PLUS exiters that were in a secondary education program and obtained a diploma or equivalent during or within one year after exit AND were also employed or enrolled in education or training leading to a credential within one year of exit / Number of exiters that were in a postsecondary education or training program PLUS exiters that were in a secondary education program (at or above 9th grade level) without a high school diploma or equivalent.
Measurable Skill Gains	Number of in-program participants in an education or training program that leads to a postsecondary credential or employment and are achieving skill gains in one of the following: 1-Educational Achievement 2-HS Diploma or equivalent 3-Secondary/post-secondary transcript/report card 4-Training milestone 5-Skills progression

Dislocated Workers

Employment Rate Quarter 2	Number of exiters employed during the 2nd quarter after exit / Total Number of exiters
Employment Rate Quarter 4	Number of exiters employed during the 4th quarter after exit / Total number of exiters
Median Earnings	Midpoint of wages earned during the 2nd quarter after exit for all exiters with wages in 2nd qtr.
Credential Rate	Number of exiters that were in postsecondary education or training program and obtained a postsecondary credential during or within one year after exit PLUS exiters that were in a secondary education program and obtained a diploma or equivalent during or within one year after exit AND were also employed or enrolled in education or training leading to a credential within one year of exit. / Number of exiters that were in a postsecondary education or training program PLUS exiters that were in a secondary education program (at or above 9th grade level) without a high school diploma or equivalent

Measurable Skill Gains	Number of in-program participants in an education or training program that leads to a postsecondary credential or employment and are achieving skill gains in one of the following: 1-Educational Achievement 4-Training milestone 2-HS Diploma or equivalent 5-Skills progression 3-Secondary/post-secondary transcript/report card

Under WIOA, a new set of performance standards were developed. The performance measures resemble those under WIA but are distinctly different for youth. Employment Rate Quarter 2 is a new measure for youth and includes the youth who were employed, in education or other occupational training during the 2nd quarter after they exited. Employment Rate Quarter 4 is also a new measure and is calculated in the same manner as the 2nd quarter except it looks at those in the 4th quarter. Median earnings is new measure and it pulls the midpoint of all wages earned by youth during the 2nd quarter after exit. Credential rate is basically the same as it was under WIA except it expands the cohorts. Measurable skill gains is a new measure for youth and it allows the tracking of a wider variety of ways to measure a skills gain, such as a report card or a training milestone.

Youth

Employment Rate Quarter 2	Number of youth entered employment, education or in occupational skills training during the 2nd quarter after exit Number of youth exiters
Employment Rate Quarter 4	Number of youth entered employment, education or in occupational skills training during the 4th quarter after exit Number of youth exiters
Median Earnings	Midpoint of wages earned during the 2nd quarter after exit for all exiters with wages in 2nd qtr.
Credential Rate	Number of exiters that were in postsecondary education or training program and obtained a postsecondary credential during or within one year after exit PLUS exiters that were in a secondary education program and obtained a diploma or equivalent during or within one year after exit AND were also employed or enrolled in education or training leading to a credential within one year of exit Number of exiters that were in a postsecondary education or training program PLUS exiters that were in a secondary education program (at or above 9th grade level) without a high school diploma or equivalent
Measurable Skill Gains	Number of in-program participants in an education or training program that leads to a postsecondary credential or employment and are achieving skill gains in one of the following: 1-Educational Achievement 4-Training milestone 2-HS Diploma or equivalent 5-Skills progression 3-Secondary/post-secondary transcript/report card

****Exiters - participants who have completed all WIOA services and are not expected to return for future services.**

Effectiveness in Serving Employers

Retention with Same Employer in the 2nd & 4th Quarters after exit	Number of participants employed with the same employer in 2nd & 4th qtr. / Number of participants employed in 2nd qtr.
Employer Engagement	Number of businesses that received a service or continues to receive a service or other assistance during the reporting period / Number of businesses located within the State at the end of the reporting period
Repeat Business Customer	Number of businesses that have received a service or continues to receive a service or other assistance during reporting period AND that received a service anytime within the previous 3 program years / Number of unique business customers that received a service anytime within the previous 3 program years

ATTACHMENT

O

CUSTOMER SATISFACTION SURVEY

CUSTOMER SATISFACTION SURVEY

Alabama Career Center System

A proud partner of the americanjobcenter network

ALABAMA WORKS!

ALABAMA DEPARTMENT OF LABOR

Customer Satisfaction Survey

We are committed to providing you with the best Career Center experience possible, so we welcome your comments. Please fill out this questionnaire and place it in the box located in our lobby. Thank you.

What services do you typically receive?

☐ Job Search/Resume/Registration

☐ Employee Search

☐ Veteran Services

☐ Unemployment Assistance

☐ Tuition Assistance

☐ Job Training

☐ GED/Remediation

☐ Resource Room

Was your greeter...

Courteous?	☐ Yes | ☐ No
Informative?	☐ Yes | ☐ No
Prompt and efficient?	☐ Yes | ☐ No

How was the quality of service(s) you received today?

☐ Disappointing

☐ Okay

☐ Good

☐ Exceptional

Was our facility clean and welcoming?

☐ Yes ☐ No

Please rate your overall experience today.

☐ Disappointing

☐ Okay

☐ Good

☐ Exceptional

Do you plan to return to our facility?

☐ Yes | ☐ No

Would you recommend our facility to a friend?

☐ Yes | ☐ No

Why or why not?

If your visit was not successful, how could we have made it more beneficial to you?

What services would you like added to our facility?

Please share any additional comments or suggestions.

ALABAMA DEPARTMENT OF LABOR

If you would like to speak with us regarding this survey, please leave your contact information below.

Name:

Email:

_____@_____

Phone: (_____) _____

Thank you for participating!

ATTACHMENT

P

EMPLOYER SATISFACTION SURVEY

Alabama Career Center System	Alabama Career Center 649 Monroe Street Montgomery, Alabama 35570 205-921-5672 email@alcc.alabama.gov	ALABAMA WORKS!

Please help us improve our service to you: Check as appropriate

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	No Comment
Staff was courteous and respectful					
Staff provided accurate and helpful information					
Staff was timely with responses					
I received quality referrals that matched my job descriptions					
I was able to find a suitable candidate from your from referrals					

Name of any staff member/s providing service

Did we meet your expectations? Comment below

Do you have any suggestions that would help us to improve?

Your Company Name / Representative