



VIRGINIA **CAREER WORKS**

Virginia WIOA Title I Case Manager Learning and Resource Manual

PY 2019 Edition

Purpose

This document is designed to help case managers develop the fundamental knowledge they need to serve job seekers — including adults, youths, and dislocated workers — under Title I of the Workforce Innovation and Opportunity Act. It describes the requirements and expectations of the program and provides helpful background information on Virginia’s Workforce System and Virginia Career Works.

We wish you success as you begin your career serving job seekers in the Commonwealth and your local community.

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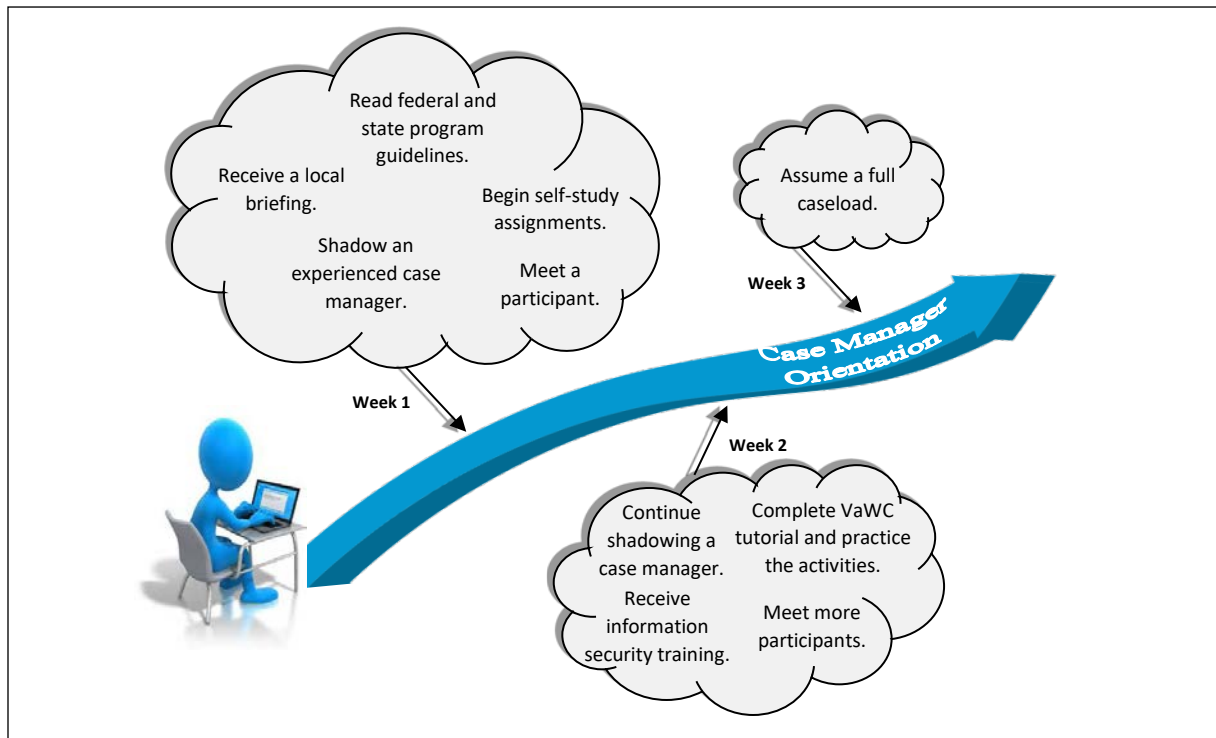
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Case Manager Learning Path

Your first few weeks on the job will provide you with an orientation to the roles and responsibilities of a case manager and prepare you to take on a full caseload. You will become acquainted with local policies and contracts and the Workforce Innovation and Opportunity Act (WIOA), which is the basis for the services you will provide. In addition, you will learn about and begin to use the Virginia Workforce Connection (VaWC) software for participant management and reporting, and you will be trained in important information security practices. The illustration below provides an overview of a typical learning path.



There are many resources at your disposal as you work through your orientation and continue on to assume a full case load. The most commonly used online resources are listed with hyperlinks on the following page.

Ongoing training may be provided through in-person engagements, webinars, and conferences. The Virginia Community College System (VCCS) office will provide some of this training, and your employer or the staff of your local workforce development board may provide additional training opportunities.

Resources

Listed below are important resources for your work.

- **Virginia Career Works**
 - Provides WIOA eligibility guidelines, WIOA performance and common measure references, and Virginia Workforce Letters that offer administrative guidance deemed necessary to implement WIOA in Virginia.
 - VirginiaCareerWorks.com/practitioners-corner
- **Virginia Workforce Connection (VaWC)**
 - Provides information on jobs, wages, skill requirements, industry and occupational trends, and potential training opportunities.
 - Can be used to match job seekers with employers.
 - Includes the Virtual OneStop User Guide for Staff in the resource section.
 - VaWC.Virginia.gov
- **U.S. Department of Labor's Employment and Training Administration (ETA)**
 - Provides resources, tools, and information on jobs, careers, and business and industry employment trends, including a very good search function.
 - DOLETA.gov
 - Has excellent toolkits for case managers and many other reference materials under WIOA.
 - DOLETA.gov/USworkforce/uswf_nav.cfm#toolkits
- **WorkforceGPS**
 - Offers resources, peer-to-peer connections, and learning opportunities to implement new and innovative workforce and economic development partnerships and strategies.
 - WorkforceGPS.org

Chapter 1: Workforce Innovation and Opportunity Act Basics

1.1 WIOA's Purpose

Your work as a case manager for adults and dislocated workers is carried out under the auspices of the Workforce Innovation and Opportunity Act (WIOA). WIOA reaffirms the role of the public workforce system and brings together and enhances several key employment, education, and training programs. This law provides resources, services, and leadership tools for the public workforce system to help individuals find good jobs and stay employed, and it improves employer prospects for success in the global marketplace. WIOA ensures that the public workforce system operates as a comprehensive, integrated, and streamlined system to provide pathways to prosperity for those it serves, and it calls for continual improvement of the quality and performance of its services.

WIOA's stated purposes are to:

1. Increase, for individuals in the United States, and 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 investment, 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 investment, 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 and delivery of services through the U.S. 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 investment activities, through statewide and local workforce development systems, that increase the employment, retention, and earnings of participants and increase the attainment of recognized postsecondary credentials by participants. These activities, 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.

(Source: Pub. L. 113–128, § 2, July 22, 2014, 128 Stat. 1428)

1.2 Workforce Legislative History

The 113th Congress and President Barack Obama signed into law the Workforce Innovation and Opportunity Act of 2014. The Act includes five titles:

- Title I: Workforce Development Activities, including these programs:
 - Job Corps
 - YouthBuild
 - Native American programs
 - National Farmworker Jobs Program
- Title II: Adult Education and Literacy
- Title III: Amendments to the Wagner-Peyser Act, which covers the Employment Service
- Title IV: Amendments to the Rehabilitation Act of 1973
- Title V: General Provisions

WIOA builds on the momentum started under the Workforce Investment Act (WIA) of 1998 to further integrate the employment and training services available through federal and state programs at the One Stop job centers. It integrates promising practices observed by the U.S. Department of Labor (DOL) and Congress into the law and federal regulations.

These are the major changes from WIA to WIOA:

- Requirement that each state have a single or unified state plan covering all the programs found in WIOA.
- Removal of a mandatory tiered-services model.
- Greater emphasis on work-based learning through on-the-job training and Registered Apprenticeships.
- Establishment of a common nomenclature for One Stop job centers as American Job Centers.
- Establishment of common performance metrics across WIOA-authorized programs.

Additionally, WIOA:

- Increases the focus on serving individuals with barriers to success, including:
 - Low-income adults and youths
 - Individuals with limited skills
 - Individuals who lack work experience
 - Individuals who face other barriers to achieving economic success
- Expands the options for education and training available to participants.
- Helps participants earn and learn, using supportive services and work-based learning strategies.
- Aligns planning and accountability policies across the core programs to better leverage the resources of these acts to serve individuals.

1.3 Administration of WIOA

The administration of WIOA in a state requires the following organizational structure:

- The governor
- A state workforce development board that serves as the governor's advisory body.
 - Board members include the governor, two members of each chamber of the state legislature appointed by the presiding official of each chamber, and representatives appointed by the governor. A majority of the board members are to be representatives of businesses. The remainder are to be chief local elected officials, representatives of labor organizations and organizations that have experience in the delivery of workforce development activities and youth activities, and relevant state agency heads. The governor may appoint other appropriate representatives.
 - The primary board roles are to (1) develop a five-year strategic plan to submit to the secretary of labor, (2) advise the governor on developing the statewide workforce development system and the statewide employment statistics system, and (3) assist the governor in reporting to the secretary of labor and in monitoring the statewide system.
- Local workforce development boards (LWDBs) that plan and oversee the local program in designated local workforce development areas (LWDAs).
 - Board members are appointed by local elected officials. The majority must be business representatives. Membership must also include representatives of education providers, labor organizations, community-based organizations — including those that serve veterans and individuals with disabilities, economic development agencies, and each of the programs participating in the One Stop system.
 - Primary board responsibilities are to (1) develop the local plan to be submitted to the governor for approval, (2) procure local One Stop job center operators, (3) designate or procure career services providers, (4) designate eligible providers of training services, (5) negotiate local performance measures, (6) ensure that services are provided through the local American Job Center system, and (7) assist in developing a statewide employment statistics system.
 - The LWDB is prohibited from directly providing training services unless the governor waives the prohibition, based on a determination that another entity is not available to meet local demand for such training. In addition, the board may not directly provide nontraining services unless the local elected officials and the governor agree to allow the board to do so.

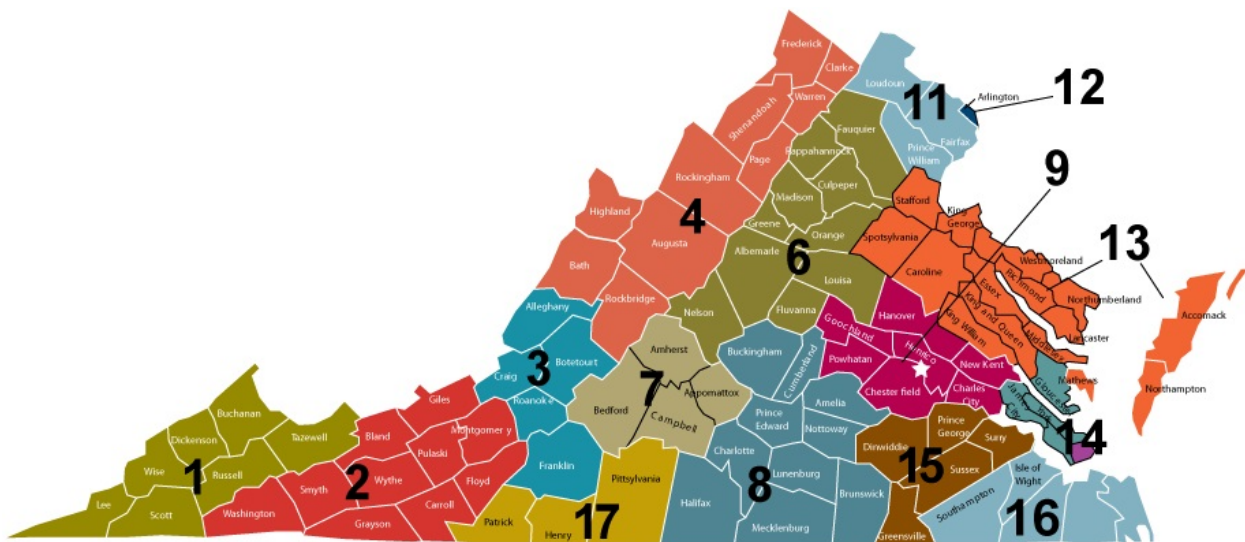
WIOA has the following levels of guidance and policy:

1. Workforce Innovation and Opportunity Act
[Congress.gov/113/plaws/publ128/PLAW-113publ128.pdf](https://www.congress.gov/113/plaws/publ128/PLAW-113publ128.pdf)
2. Code of Federal Regulations
[DOLETA.gov/WIOA/about/final-rules](https://www.doleta.gov/WIOA/about/final-rules)
3. Office of Management and Budget Uniform Guidance
[Grants.gov/web/grants/learn-grants/grant-policies/OMB-Uniform-Guidance-2014.html](https://www.grants.gov/web/grants/learn-grants/grant-policies/OMB-Uniform-Guidance-2014.html)
4. DOL guidance and policy
[wdr.DOLETA.gov/directives/](https://www.wdr.doleta.gov/directives/)
5. State-developed policies and guidance
 - o Virginia Board of Workforce Development
 - o WIOA Title I Administration – Virginia Community College System
 - o [VirginiaCareerWorks.com/Practitioners-Corner](https://www.virginiacareerworks.com/Practitioners-Corner)

1.4 Virginia's WIOA Structure

Virginia's state workforce development board is called the Virginia Board of Workforce Development. Virginia has 15 LWDBs that serve the LWDA. Contact information for each LWDB may be found on the Virginia Career Works website:

[VirginiaCareerWorks.com/local-workforce-boards](https://www.virginiacareerworks.com/local-workforce-boards)



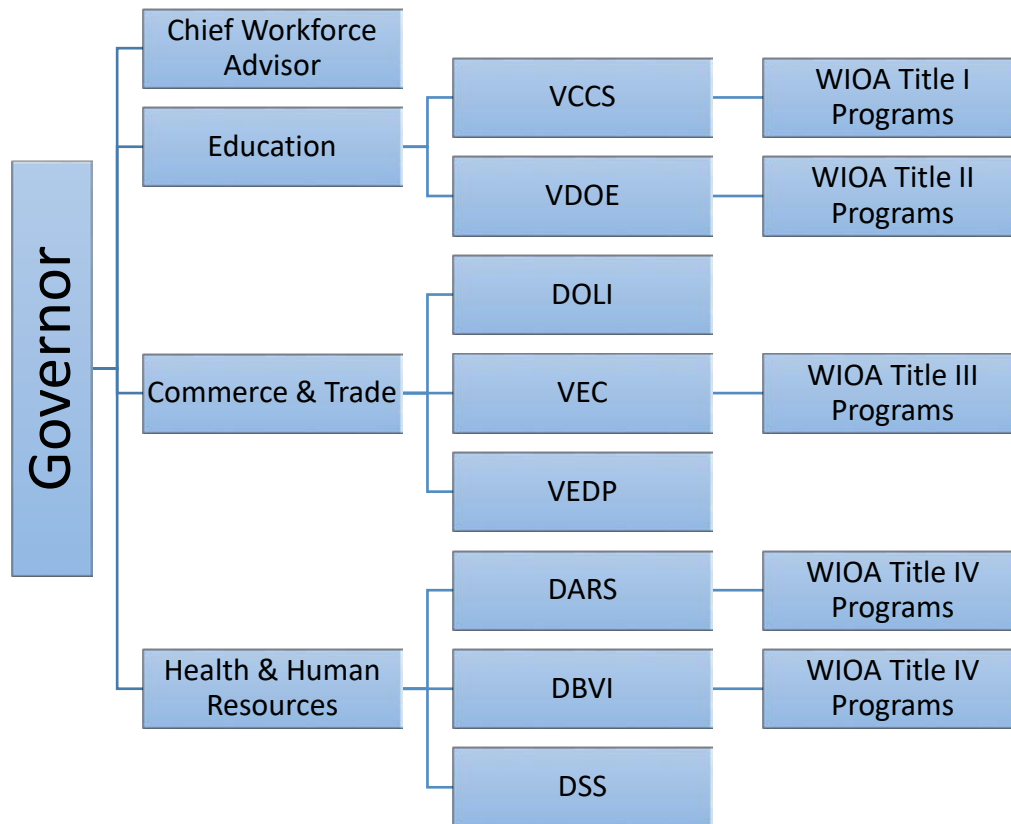
The Virginia Community College System (VCCS) is the administrative agency for WIOA Title I in Virginia. Funds for WIOA Title I activities come from the DOL's Education and Training Administration to VCCS, which then subgrants the funds to the LWDBs to carry out their responsibilities. Each LWDB is responsible for either designating or contracting with a provider to execute the needed case management activities. VCCS

provides oversight and monitoring to ensure that the funds are used by the LBWDs and their service providers in accordance with state and federal policy.

As of July 1, 2017, each job center in the One Stop delivery system must include the identifier “American Job Center” or “a proud partner of the American Job Center network.” One Stop partners, states, and local areas may use additional identifiers on their products, programs, activities, services, facilities, and related property and materials. In January 2018, Governor Terry McAuliffe unveiled a new comprehensive brand to be used as the additional identifier by Virginia’s workforce services: Virginia Career Works (VCW). You may be asked to participate in training that goes over the purpose of the VCW brand and what it is meant to signify in our provision of services to job seekers and businesses.

1.5 American Job Center Partners

WIOA Title I and the LWDBs are the local coordinators of the American Job Center (AJC) system. WIOA requires that the WIOA-authorized programs are made available in the job centers, and the act heavily encourages that accessibility to other employment and training programs, support programs, or employers are integrated into the One Stop system as well. The overall structure of the workforce system in Virginia is summarized in the chart below:



In Virginia, other partners in the One Stop system mandated by the Virginia Board of Workforce Development include:

- WIOA Title I programs, such as these:
 - Adult, Dislocated Worker, and Youth programs
 - Job Corps
 - YouthBuild
 - Native American programs
 - National Farmworker Jobs Program
- WIOA Title II: Adult Education and Literacy programs
- WIOA Title III: Wagner-Peyser Employment Service
- WIOA Title IV: Vocational Rehabilitation programs
- Senior Community Service Employment Program
- Carl D. Perkins career and technical education programs at the postsecondary level
- Trade Adjustment Assistance Act programs
- Jobs for Veterans State Grants program
- Community Services Block Grant employment and training activities
- U.S. Department of Housing and Urban Development (HUD) employment and training activities
- Programs authorized under state unemployment compensation laws
- Second Chance Act grant programs
- Temporary Assistance for Needy Families
- Virginia Department of Labor and Industry Registered Apprenticeship program

Familiarity with these programs will help you provide better services to your clients and help them reach their goal of self-sufficient employment with family-sustaining wages. These programs offer complementary services, which can provide a host of wraparound services that most programs are not capable of providing on their own.

While these programs are mandated partners, not every program is mandated to be co-located at a comprehensive or affiliate AJC. As a result, some of these programs may be available in your local AJC and others may be available through referral.

WIOA Title I Programs

Adult Program

The WIOA Title I Adult program is focused on assisting people who face barriers to employment. There are several ways that individuals can qualify for services under the Adult program. (Specific eligibility criteria for this program are covered in Chapter 3 of this edition.)

Dislocated Worker Program

The WIOA Title I Dislocated Worker program is focused on helping people who have lost their jobs return to work. This may include individuals who are laid off, military service members transitioning to civilian life, self-employed individuals who can no

longer support themselves through that employment, or displaced homemakers. (Specific eligibility criteria for this program are covered in Chapter 3 of this edition.)

Youth Program

The WIOA Title I Youth program is focused on assisting youths, both in and out of school, who face barriers to employment. These barriers may include factors such as having a low income, having dropped out of school, or being pregnant or a nursing mother. (Specific eligibility criteria for this program are covered in Chapter 4 of this edition.)

More on WIOA Title I Core Programs may be found here: [DOLETA.gov/WIOA](https://doleta.gov/WIOA)

Job Corps

Job Corps is a federally administered, residential educational and vocational program focused on assisting youths ages 16–24. Potential applicants for Job Corps are identified and screened for eligibility by organizations that are contracted directly by DOL. Eligible youths enrolled in this program receive educational and vocational training at one of more than 120 residential centers across the United States to prepare them for in-demand jobs with sustainable wages.

One of the key differences between the Job Corps program and the WIOA Title I Youth program is that Job Corps is a residential job training program, while the WIOA Title I Youth program is carried out primarily in the participant’s home community. Job Corps Outreach and Admissions Centers are located throughout the state.

As of 2018, Virginia had three Job Corps Training Centers:

- Blue Ridge Job Corps Center, Marion
- Flatwoods Job Corps Civilian Conservation Center, Coeburn
- Old Dominion Job Corps Center, Monroe

More information on Job Corps may be found here: JobCorps.gov

YouthBuild

YouthBuild is a community-based alternative education program that provides job training and education opportunities for at-risk youths ages 16–24. Participants learn construction skills while building or rehabilitating affordable housing for low-income or homeless families in their communities. Youths divide their time between the construction site and the classroom, where they earn a high school diploma or equivalency degree, learn to be community leaders, and prepare for college and other postsecondary training opportunities.

YouthBuild includes significant support systems, such as a mentoring, follow-up education, employment, and personal counseling services, as well as participation in community service and civic engagement. There are approximately 210 actively funded DOL YouthBuild programs at any given time in more than 40 states, annually serving over 6,000 youths nationwide.

Various organizations are capable of running a YouthBuild program. They include LWDBs, Community Action Agencies, community colleges, and other nonprofit entities. Eligible organizations competitively bid on YouthBuild grants and are required to match the federal funds with nonfederal funds. As a result, YouthBuild programs may start up, continue, or become dormant in your LWDA, depending on the award of a grant in your region.

More information on YouthBuild may be found here:

DOLETA.gov/youth_services/YouthBuild.cfm

Native American Programs

WIOA authorizes grants for eligible entities that meet the qualifications to administer Indian and Native American (INA) programs to provide employment and training services to INA populations. These programs are designed specifically to assist individuals who are of members of federally recognized tribes or natives of Alaska or Hawaii and who also face other barriers to employment, such as being unemployed, underemployed or laid off or having low income. Locally available INA programs are mandated to partner with the One Stop system.

More information on Native American programs may be found here:

DOLETA.gov/DINAP

National Farmworker Jobs Program

The National Farmworker Jobs Program (NFJP) is a nationally directed program created by Congress in response to the chronic seasonal unemployment and underemployment experienced by migrant and seasonal farmworkers (MSFWs). The program provides funding to community-based organizations and state agencies that help MSFWs and their dependents attain greater economic stability and self-sufficiency.

The NFJP funding offers supportive services to MSFWs while they work in agriculture or helps them acquire new skills for jobs offering better pay. Farmworkers also receive training and employment services through the nationwide network of AJCs.

Organizations at the local level receive grant funds from DOL's Employment and Training Administration to provide these services.

More information on the NFJP may be found here: DOLETA.gov/farmworker

Recipients of NFJP funding include the Monitor Advocate System, which helps ensure that employment and training services provided to MSFWs are qualitatively equivalent and quantitatively proportionate to the employment and training services provided to other job seekers.

More information on the Monitor Advocate System may be found here:

DOLETA.gov/MAS

WIOA Title II: Adult Education and Family Literacy Act Programs

The Virginia Department of Education oversees grants to local education providers that are responsible for implementing the activities WIOA Title II: the Adult Education and Family Literacy Act (AEFLA). Various agencies and groups,

including local educational agencies, community-based organizations, and institutions of higher education, may be eligible to provide AEFLA services.

The purpose of the AEFLA is to create a partnership among the federal government, states, and localities to provide voluntary adult education and literacy activities to:

- Help adults become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency.
- Assist adults who are partners or family members to obtain the education and skills that:
 - Are necessary to become full partners in the educational development of their children.
 - Lead to sustainable improvements in economic opportunities for their families.
- Assist adults in attaining a secondary diploma or its recognized equivalent and in the transition to postsecondary education and training, through career pathways.
- Assist immigrants and other individuals who are English language learners in:
 - Improving their English language reading, writing, speaking, and comprehension and their mathematics skills.
 - Acquiring an understanding of the U.S. system of government, individual freedom, and the responsibilities of citizenship.

Adult education and literacy activities and services include:

- Adult education
- Literacy programs
- Workplace adult education and literacy activities
- Family literacy activities
- English language acquisition activities
- Integrated English literacy and civics education
- Workforce preparation activities
- Integrated education and training

More information on WIOA Title II may be found here:

www2.Ed.gov/about/offices/list/OVAE/PI/AdultEd/WIOA-reauthorization.html

WIOA Title III: Wagner-Peyser Employment Service

The basic purpose of the Wagner-Peyser Employment Service is to improve the functioning of the nation's labor markets by bringing together individuals who are seeking employment and employers who are seeking workers. The Virginia Employment Commission (VEC) is responsible for overseeing and administering the state's Wagner-Peyser programs.

Services provided to workers by Wagner-Peyser programs include:

- Job referral and placement
- Referral to training
- Job search skill-building activities
- Assistance with questions about unemployment insurance claims

Services provided to employers by Wagner-Peyser programs include:

- Screening and referring applicants for job vacancies
- Labor market information
- Coordinating employer advisory committee activities

Wagner-Peyser program staff members are critical to the operation of AJCs. As front-line staff members, they provide many customer service functions and initial assistance to job seekers who seek AJC services. In many cases, a Wagner-Peyser staff member is the referral source to other services such as WIOA Title I services and vocational rehabilitation services. Additionally, Wagner-Peyser staff members perform the vital functions of assisting employers who need to post jobs or organize hiring events.

More information on WIOA Title III may be found here:

[DOLETA.gov/performance/results/Wagner-Peyser_Act.cfm](https://doleta.gov/performance/results/Wagner-Peyser_Act.cfm)

WIOA Title IV: Vocational Rehabilitation Program

The WIOA Vocational Rehabilitation program is designed to assess, plan, develop, and provide vocational rehabilitation services for individuals with disabilities, consistent with their unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so that they may prepare for and engage in competitive integrated employment and achieve economic self-sufficiency. In Virginia, three main agencies are involved in vocational rehabilitation:

- Department for Aging and Rehabilitative Services (DARS) – Virginia’s general disability agency, which serves individuals with physical, cognitive, intellectual, mental health, or hearing-related disabilities.
- Department for the Blind and Visually Impaired (DBVI) – Virginia’s vocational rehabilitation agency, which specializes in assisting individuals who are blind, have vision impairment, or have a combination of hearing and vision loss.
- Department for the Deaf and Hard of Hearing (VDDHH) – Virginia’s agency that assists individuals who are deaf or hard of hearing in reducing communication barriers with those with hearing.

In general, the Vocational Rehabilitation programs assist individuals with disabilities to get ready for, find, and keep a job. Other services that the Vocational Rehabilitation agencies provide include:

- Assistance with providing training for individuals with disabilities

- Assistive technology device selection, acquisition, and use
- Supported employment opportunities

In addition to these services that are provided in the home communities of individuals with disabilities, two specialized centers in Virginia help individuals with disabilities prepare for and train for work. Individuals must be referred to these centers for training through their vocational rehabilitation counselors.

- Wilson Workforce and Rehabilitation Center in Fishersville provides a variety of vocational training programs, vocational evaluation, and pre-employment and readiness and education programs in a residential training environment.
- Virginia Rehabilitation Center for the Blind and Vision Impaired in Richmond provides residential orientation and adjustment training, including work readiness and preparation, to adults who are blind or have vision impairment.

The Vocational Rehabilitation agencies provide a variety of services to businesses as well, such as assisting in finding qualified workers with disabilities and delivering disability awareness training, on-the-job training, workplace functional and technology assessments for workers, and more.

More information on WIOA Title IV may be found here:

www2.Ed.gov/about/offices/list/OSERS/RSA/WIOA-reauthorization.html

Other Required Partner Programs

Senior Community Service Employment Program

The Senior Community Service Employment Program (SCSEP) is a community service and work-based job training program for older Americans. Authorized by the Older Americans Act, the program provides training for low-income, unemployed seniors. Participants also have access to employment assistance through AJCs.

SCSEP participants gain work experience in a variety of community service activities at nonprofit and public facilities, including schools, hospitals, daycare centers, and senior centers. The program provides over 40 million community service hours to public and nonprofit agencies, allowing them to enhance and provide needed services. Participants work an average of 20 hours a week and are paid the highest of the federal, state, or local minimum wage. This training serves as a bridge to unsubsidized employment opportunities for participants.

Participants must be at least age 55 and unemployed and must have a family income of no more than 125% of the federal poverty level. Enrollment priority is given to veterans and qualified spouses, and then to individuals who are age 65 or older, have a disability, have low literacy skills or limited English proficiency, reside in a rural area, are homeless or at risk of homelessness, have low employment prospects, or have failed to find employment after using services through the AJC system.

More information on SCSEP may be found here:

DOL.gov/general/topic/training/seniors

Carl D. Perkins Career and Postsecondary Technical Education Programs

The Carl D. Perkins Act is a federal funding program for career and technical education (CTE). The use of these federal program funds is very flexible at the state level, and the funds are divided between secondary and postsecondary education programs.

VCCS is the designated administrative entity for providing the postsecondary educational programming funded by the Carl D. Perkins Act. In Virginia, VCCS receives 15% of the total state allocation to deliver these CTE programs, which include fields such as nursing, culinary arts, trades, and business. Each college receives an annual allocation of funds to support such programming, which may be delivered to either adults or traditional age college students. Performance measures for the program include enrollments and completions in CTE programs, transitions to further higher education or work, and enrollments in CTE programs by nontraditional gender students, such as men in nursing or women in welding.

Colleges are required to have business-based advisory boards for each of their CTE programs. They also must work with their partner high schools to develop detailed programs of study for each CTE program so that students know each program's required educational pathway from high school to college.

More information on the Carl D. Perkins Act may be found here:

www2.Ed.gov/policy/sectech/leg/Perkins/index.html

Trade Adjustment Assistance Program

The Trade Adjustment Assistance (TAA) program, administered by the Virginia Employment Commission, is closely related to the WIOA Dislocated Worker program. They are meant to complement, not compete with, one another. The TAA program provides rapid response to workers who lose their jobs due to potential trade impact.

A TAA impact occurs when American jobs are affected by foreign trade. These impacts must be due to:

1. A significant number or proportion of the workers in the workers' firm becoming totally or partially separated, or are threatened to become totally or partially separated.
2. A shift by the workers' firm to a foreign country in the production of articles or supply of services that are similar to or directly competitive with those produced/supplied by the workers' firm, or
 - a. An acquisition from a foreign country by the workers' firm of articles/services that are like or directly competitive with those produced/supplied by the workers' firm AND
 - b. The shift/acquisition contributed importantly to the workers' separation or threat of separation.

To initiate a claim for TAA program eligibility, a “Trade Petition” is filed directly to DOL’s Office of Trade Act Assistance. This petition may be filed by any of the following: three impacted workers, a union official, a company official, a state workforce official, or an AJC official. DOL then investigates whether the jobs were impacted by foreign trade and provides a certification or denial of TAA benefits.

Workers who lose their jobs due to potential trade impact are deemed dislocated workers and must be served by the Rapid Response program. If the workers meet the other eligibility requirements of the WIOA Title I Dislocated Worker program, they should be served as dislocated workers. Virginia Career Works policy is that all workers who are potentially eligible for TAA should be enrolled in the WIOA Dislocated Worker program if they meet the program’s other eligibility criteria.

If the workers are TAA-certified, the WIOA Dislocated Worker program will be responsible for providing the initial assessments and Individual Employment Plan (IEP) development, including a recommendation that training is needed to assist the workers in returning to work. The TAA case managers assist the workers with training and primary case management while they are engaged in TAA-funded training. Once TAA training is complete, AJC and TAA staff members work together to assist the individual with job placement, and each partner program receives credit for the successful placement and retention of the individual in employment. (More about the coordination of the WIOA Title I Dislocated Worker and TAA programs is covered in Chapter 3 of this edition.)

More information on the TAA program may be found here:
DOLETA.gov/TradeAct

Jobs for Veterans State Grants Program

The Jobs for Veterans State Grants (JVSG) program provides federal funding, through a formula grant, to the Virginia Employment Commission for dedicated staff to provide individualized career and training-related services to veterans and eligible persons with significant barriers to employment and to assist employers in filling their workforce needs with job-seeking veterans.

The JVSG program supports the Disabled Veterans Outreach Program (DVOP) specialist position, the Local Veterans Employment Representative (LVER) position, and Consolidated Position staff members, who serve in a dual role as DVOP specialists and LVERs. DVOP specialists provide individualized career services to veterans with significant barriers to employment, with maximum emphasis on serving veterans who are economically or educationally disadvantaged. Veterans with barriers include homeless veterans and vocational rehabilitation clients. LVERs conduct outreach to employers and business associations and engage in advocacy efforts with hiring executives to increase employment opportunities for veterans and encourage the hiring of disabled veterans.

More information on the JVSG program may be found here:
DOL.gov/vets/grants/state/JVSG.htm

Community Services Block Grant Employment and Training Activities

The Virginia Department of Social Services' Office of Community Services provides oversight for the [Virginia Community Action Partnership](#) network, a group of public or private nonprofit organizations. These agencies, called Community Action Agencies, receive their core funding from the Community Services Block Grant (CSBG) and General Assembly-appropriated CSBG funds.

Community action began 50 years ago in the United States as part of the War on Poverty. Community Action Agencies are private or public nonprofit organizations, originally created by the federal government in 1964 to combat poverty and build self-sufficiency in geographically designated areas. There are now more than 1,100 local Community Action Agencies across the country, including 27 agencies supporting strong families and communities throughout the Commonwealth of Virginia.

Status as a Community Action Agency is the result of an explicit designation by local or state government. A Community Action Agency has a tripartite board structure that is designated to promote the participation of the entire community in the reduction or elimination of poverty. Community Action Agencies seek to involve the community — including elected public officials, private sector representatives, and especially low-income residents — in assessing local needs and attacking the causes and conditions of poverty.

Community Action Agencies offer a broad range of anti-poverty programs. They work collaboratively with businesses and other agencies to build a network of support for Virginia's most vulnerable populations. Some of the CSBG programs address:

- Education
- Employment
- Childcare
- Community and economic development
- Employment
- Head Start
- Health and nutrition
- Housing and related services
- Special populations (including the elderly, ex-offenders, and people who are homeless)
- Transportation

In addition, Virginia has three statewide community action programs that address specific problems by working through the local Community Action Agencies, local governments, or other community organizations. Those statewide programs are:

- Project Discovery, Inc., focused on dropout prevention and first-time college options.
 - ProjectDiscovery.org
- Southeast Rural Community Assistance Program, addressing water and wastewater issues.
 - SERCAP.org/Virginia
- Virginia Community Action Re-entry System (VaCARES), providing ex-offender transition and support.
 - VaCARES.org

More information on the CSBG program may be found here:

ACF.HHS.gov/OCS/programs/CSBG

Department of Housing and Urban Development Employment and Training Activities

The Community Development Block Grant (CDBG) program is a flexible program that provides communities with resources to address a wide range of unique community development needs. Established in 1974, the CDBG program is one of the longest continuously run programs at HUD. The CDBG program provides annual grants on a formula basis to 1,209 general units of local government and states.

More information on HUD's CDBG program may be found here:

HUD.gov/program_offices/comm_planning/communitydevelopment/programs

Programs Authorized Under State Unemployment Compensation Laws

The Virginia Employment Commission administers the Reemployment Services and Eligibility Assessment (RESEA) program in conjunction with the Unemployment Insurance (UI) program. RESEA is focused on determining which individuals who are currently utilizing UI benefits are likely to exhaust those benefits and need additional services to become reemployed. UI claimants are targeted for services based on a statistical models that evaluate factors such level of education, industry of employment, occupation, and the local unemployment rate.

Once the RESEA program determines that an individual is likely to exhaust UI benefits, the individual is contacted and required to engage in services at the local AJC. The continuation of UI benefits for individuals who are selected for RESEA activities may be impacted if they do not participate. After a one-on-one assessment with a RESEA representative, participants must be provided services that align with the career services under WIOA, including all of the following:

- Orientation to available AJC services
- Development of an individual reemployment plan
- Provision of customized career and labor market information
- Registration with Virginia Workforce Connection
- Enrollment in the Wagner-Peyser Employment Service program
- At least one additional career service, such as:

- Referrals and coordination with other workforce activities
- Job search assistance
- Information about supportive services
- Information and assistance with obtaining financial aid
- Financial literacy services
- Career readiness activities, including assistance with resume writing and/or interviewing techniques

Individuals served by the RESEA program will likely qualify for services from WIOA Title I, including the Dislocated Worker program.

More information on RESEA may be found here:

DOLETA.gov/Programs/WPRS.cfm

Second Chance Act Programs

Second Chance Act programs are funded by grants awarded by the Department of Justice's Office of Justice Programs. These grants are focused on reducing recidivism among individuals who have been incarcerated in prisons, jails, and juvenile detention facilities. In Virginia, each of these programs may have a different emphasis and may not have a program operating in a particular LWDA. However, many of these programs include an employment component, so to ensure that returning citizens are successful, it is necessary to partner with and co-enroll participants in other AJC programs that assist these individuals.

More information on Second Chance Act programs may be found here:

CSGJusticeCenter.org/NRRC/projects/Second-Chance-Act

Temporary Assistance for Needy Families

Temporary Assistance for Needy Families (TANF) is a cash assistance program for very low-income families. TANF is administered through the local Department of Social Security Office, which oversees eligibility for the program, cash payouts, and compliance of benefit recipients.

The Virginia Initiative for Employment not Welfare (VIEW) is the TANF work program to assist in beneficiaries' transition to self-sufficient employment. VIEW requires the participation of all able-bodied adults who receive TANF benefits.

Work activities include:

- Employment
- Job readiness classes (resume development, interview skills, etc.)
- Training programs for a specific job
- On-the-job training
- Adult education or GED participation

TANF eligibility is an indicator that an individual meets the low-income priority of service guideline set out by WIOA Title I, but you should always go through your required state and local eligibility process to be sure.

More information on TANF in Virginia may be found here:
DSS.Virginia.gov/benefit/TANF

Supplemental Nutritional Assistance Program Employment and Training

The Supplemental Nutritional Assistance Program (SNAP), formerly called Food Stamps, is administered through the Department of Social Services (DSS). SNAP assists program participants with purchasing eligible food items from authorized food retailers. The SNAP Employment and Training (SNAPET) program is currently voluntary for SNAP recipients, but participation in the program may increase the number of months for which the participants are eligible to receive benefits.

The SNAPET program assists able-bodied adults in gaining skills, training, and work experience so that they may obtain employment and become economically self-sufficient. In Virginia, the SNAPET program assists eligible participants with:

- Job search
- Job readiness
- Vocational training
- Education
- Work experience
- Transportation and other related costs
- Referrals to other community services

Many of these program services are very similar to those offered in the Virginia Career Works Centers and the WIOA Title I Adult program. There are opportunities to partner with local DSS offices on assisting individuals who are eligible for or participating in the SNAPET program to gain work readiness skills, training, and employment.

More information on SNAPET in Virginia may be found here:
DSS.Virginia.gov/benefit/SNAP.cgi

Registered Apprenticeship Program

The Virginia Department of Labor and Industry (DOLI) oversees the Registered Apprenticeship program in Virginia. Registered Apprenticeship is a training system that produces highly skilled workers to meet the demands of employers competing in a global economy, through a combination of on-the-job training and classroom instruction. The registration process for apprenticeship programs with federal and state government agencies is designed to ensure that working apprentices, program sponsors, and the general public can gain a clear understanding of the training content and the measures that ensure quality.

DOLI Registered Apprenticeship consultants are responsible for assisting businesses with creating or expanding their Registered Apprenticeship programs. In the AJC environment, business services representatives actively partner with DOLI to identify

potential Registered Apprenticeship opportunities with businesses. This allows DOLI to help forge new apprenticeship pipelines that may provide employment for job seekers from the AJC. Additionally, individual training accounts, on-the-job training, and supportive services may be used to assist WIOA Title I job seekers in Registered Apprenticeships. Registered Apprenticeship sponsors and their programs must be on the Eligible Training Provider List to receive WIOA Title I funds.

More information on Registered Apprenticeships in Virginia may be found here: [Virginia.gov/services/Registered-Apprenticeship](https://www.virginia.gov/services/Registered-Apprenticeship)

Chapter 2: American Job Centers

2.1 One Stop Approach

In this chapter, you will see the terms American Job Center (AJC) and Virginia Career Works Center. AJC is used to denote the entire system of career centers that originate from federal WIOA funding. Formerly, AJCs were commonly referred to as “one stops,” and some employees in the AJC may still use that outdated terminology. The term one stop was used to denote that AJCs offer a “one-stop shop” for workforce services that reduce the need for job seekers to go to multiple locations to find employment and training assistance. The term Virginia Career Works Center is used when referring specifically to AJCs in Virginia.

AJCs provide a wide range of employment, training, and career education program services to businesses, workers, and job seekers. A key component of WIOA is enabling customers to easily access the employment, training, and education information and services they need through WIOA’s One Stop service delivery system.

Clients of Virginia Career Works Centers have easy access to the following services:

- Assessments of skill levels, aptitudes, abilities, and support service needs.
- Information on a full array of employment-related services, including those of local education and training service providers.
- Assistance in filing claims for unemployment insurance and evaluating eligibility for job training and education programs or student financial aid.
- Career counseling.
- Assistance with job search and placement.
- Access to up-to-date labor market information that identifies job vacancies, describes skills necessary for in-demand jobs, and provides information about local, regional, and national employment trends.

Through the Virginia Career Works Centers, businesses have a single point of contact to provide information about the current and future skills that their workers need and to list job openings. They benefit from a single system for finding job-ready skilled workers who meet their needs.

Virginia Career Works Centers must welcome and serve a diverse range of customers, including individuals with a variety of educational and work backgrounds; people from diverse racial, linguistic, and ethnic cultures; and individuals with a wide range of disabilities and support needs. One way to address the needs of this diverse customer base is to develop services and systems that respond to the specific needs of each of these groups. However, this can be expensive and labor-intensive. A more effective way is to provide One Stop services according to the principles of what is known as “universal design,” using common strategies that benefit many groups.

Using universal design strategies is more likely to benefit job seekers with a wide range of learning styles, languages, and educational levels, allowing Virginia Career Works

Centers to efficiently meet customer needs. The universal design approach is also consistent with the WIOA mandate that AJCs be proactive in anticipating the various needs of customers.

This section defines the concept of universal design as it applies to the Virginia Career Works Centers and how implementing a universally designed, customer-driven flow improves access to services and enhance overall customer service.

2.2 Universal Design

Universal design was originally developed as an architectural concept that emphasized creating and designing environments and services to meet the widest possible range of preferences and needs. Rather than thinking about a design solely from the perspective of the average user or a particular population, such as people with disabilities, the design considers approaches that have the broadest application that benefit customers from various backgrounds, learning styles, abilities, and disabilities.

When the Americans with Disabilities Act, or ADA, was passed in 1990, there was concern about the expense of making adaptations to meet the needs of a small percentage of the population. As the ADA was implemented, however, it became clear that changes originally intended to benefit individuals with disabilities also benefit many members of the general public.

For example, the following changes were once considered special accommodations for individuals with disabilities, but now they have much broader usage.

- **Curb cuts:** While curb cuts were originally designed to facilitate travel for individuals using wheelchairs, it is now estimated that only one in 100 people using curb cuts does so because of a disability. Individuals pushing strollers, riding bicycles, rolling luggage, or rollerblading all take advantage of this now standard way to access the sidewalk.
- **Closed captioned television:** Studies of the use of closed captioning for television and video indicate that individuals who are deaf or have a hearing impairment are not in the top five groups using this technology. Larger numbers of users include people at gyms and sports bars who “hear” the television by reading text, or viewers who want to watch television while someone else in the home wants to sleep.
- **Electronic door openers:** In addition to people using wheelchairs, people making deliveries, pushing strollers, and carrying multiple bags all benefit from being able to push a button instead of turning a doorknob to open a door.

Principles and Guidelines

There are seven main principles of universal design. Specific guidelines for each is provided along with examples of One Stop implementation strategies. Note that the common strategies benefit many members of the general public and not just individuals with disabilities.

Note: The principles and guidelines were conceived and developed by the Center for Universal Design at North Carolina State University. The examples provided for AJCs

are based on the principles and were developed by the Institute for Community Inclusion. These examples are separate and distinct from the principles and guidelines, and the listing of the examples in no way constitutes or implies their acceptance or endorsement by the Center for Universal Design.

1. Equitable Use: The design is useful and marketable to people with diverse abilities.

Guidelines:

- Provide the same means of use for all users: identical whenever possible; equivalent when not.
- Avoid segregating or stigmatizing any users.
- Make provisions for privacy, security, and safety equally available to all users.
- Make the design appealing to all users.

Examples:

- During orientation, ask all customers if they need assistance completing registration rather than asking only individuals who appear to have a disability.
- Have space available for private staff-customer conversations, and ask all customers if they would prefer to have discussions in a private area where they cannot be overheard.
- Make information on all services available to all customers, and avoid assuming that certain customer groups or customers may or may not be interested in certain services.

2. Flexibility in Use: The design accommodates a wide range of individual preferences and abilities.

Guidelines:

- Provide choice in methods of use.
- Accommodate right- or left-handed access and use.
- Facilitate the user's accuracy and precision.
- Provide adaptability to the user's pace.

Examples:

- Provide options for a career interest inventory that can be completed online, on paper, or by answering questions in an oral interview.
- Provide a range of options for inputting information in a computer, including a keyboard, a trackball, or a mouse.
- Provide materials in paper and electronic formats.
- Provide information both through online self-directed methods and in group workshop settings.
- Set up one computer so that an individual can move the cursor through the use of keystrokes rather than needing to manipulate the mouse. Most PCs have a sticky key option that allows the user to manipulate the cursor through the keyboard.

3. Simple and Intuitive: The design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.

Guidelines:

- Eliminate unnecessary complexity.
- Be consistent with user expectations and intuition.
- Accommodate a wide range of literacy and language skills.
- Arrange information in an order consistent with its importance.
- Provide effective prompting and feedback during and after task completion.

Examples:

- Provide concrete, step-by-step instructions, allowing individuals to perform an activity and receive feedback on skills they are learning. For example, when talking about potential interview questions in an interviewing workshop, have individuals role-play ways to answer the questions, and then promptly suggest how they might improve their answers.
- Provide information and materials in multiple languages.
- Use touch screens with graphics for inputting information in a kiosk or computer.

- 4. Perceptible Information:** The design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.

Guidelines:

- Use various pictorial, verbal, and tactile modes for the redundant presentation of essential information.
- Provide adequate contrast between essential information and its surroundings.
- Maximize the legibility of essential information.
- Differentiate elements in ways that can be described; that is, make it easy to give instructions or directions.
- Provide compatibility with a variety of techniques or devices used by people with sensory limitations.

Examples:

- During trainings and workshops, present information orally and in writing, and incorporate graphics to illustrate information so that individuals can receive information in the manner that best suits them.
- For all signage in the resource room, combine graphics and pictures with text, and use color to correspond to different types of information. For example, job listings and workshop notices can be printed on different colors of paper, and job listings for different job categories can be contained in color-coded binders.
- Use bold print and larger fonts in print materials to call attention to essential information, and always use clear and simple fonts.
- Have clear instruction guides with text and graphics easily available for all equipment. This can include having electronic Post-it notes on computers with instructions.

- 5. Tolerance for Error:** The design minimizes hazards and the adverse consequences of accidental or unintended actions.

Guidelines:

- Arrange elements to minimize hazards and errors. Make the most frequently used elements the most accessible, and eliminate, isolate, or shield hazardous elements.
- Provide warnings of hazards and errors.
- Provide fail-safe features.
- Discourage unconscious action in tasks that require vigilance.

Examples:

- Configure most computers in the resource room or library so that customers cannot inadvertently change settings.
- Provide a couple of computers with a more flexible configuration so that users can more easily access the built-in accommodation features and change them as necessary for their specific needs.
- Set up computer procedures that ensure automatic back-up of job seeker resumes, cover letters, and job listing research to avoid accidental deletion.

- 6. Low Physical Effort:** The design can be used efficiently and comfortably, with a minimum of fatigue.

Guidelines:

- Allow the user to maintain a neutral body position.
- Use reasonable operating forces.
- Minimize repetitive actions.
- Minimize sustained physical effort.

Examples:

- Provide desks and tables with adjustable heights.
- Have an electric stapler available for customer use.
- Avoid storing paper resource materials in file drawers that can be heavy and difficult to open.
- Use notebooks or other alternatives that are more accessible.
- Provide job listings in a way that is easily accessible or downloadable rather than requiring users to copy information by hand or using a keyboard.
- Set up macros on computer keyboards for standard cover letter and resume text.
- Replace doorknobs with door levers.

- 7. Size and Space for Approach and Use:** Appropriate size and space are provided for approach, reach, manipulation, and use, regardless of the user's body size, posture, or mobility.

Guidelines:

- Provide a clear line of sight to important elements for any seated or standing user.
- Make the reach to all components comfortable for any seated or standing user.
- Accommodate variations in hand and grip size.
- Provide adequate space for the use of assistive devices or personal assistance.

Examples:

- Plan group meetings and workshops in a room large enough for a sign language interpreter to stand in a visible position and for individuals who use wheelchairs to have ample space to turn around. Chairs should not be too close to the front of the room, both for accessibility and to allow all participants to see the instructor.
- Design the front desk area with sections where the counter height is appropriate for customers who are standing, as well as a section that is lower so that individuals in wheelchairs can interact with the staff face-to-face and easily reach documents and materials.
- Have resource materials available in places and at heights that are highly accessible.

2.3 Universal Access

The AJCs are required to be universally accessible: Any member of the general public, including those with disabilities, can access the system and use the basic AJC career services. AJCs are required to make efforts to provide access to members of various racial and ethnic groups, individuals with disabilities, and individuals in different age groups. The use of universal design strategies can be a major component in such efforts. Beyond helping the AJCs to meet these mandates, the use of universal design can simply provide easier access, a welcoming atmosphere, and better customer service to all segments of the population, particularly those who are most in need of AJC services.

The universal design approach will not meet all needs of every customer requiring support. However, developing services that are accessible to the largest number of people reduces the need for specialized assistance and individualized accommodation, and it allows customers to use services immediately rather than waiting to have an accommodation in place. This approach also reduces the demand on staff time for customer assistance by enabling customers to work more independently. The end result is both more efficient use of staff resources and higher levels of customer satisfaction.

Customer-Centered Customer Flow

Customer choice as the foundation of an effective customer flow is a key principle of universal access. A universally designed customer flow at the AJC provides the customer with clear options and convenient, timely access to services that lead to positive results and high levels of customer satisfaction. Incorporating universal design strategies into the customer flow not only augments access to services but also enhances customer service. With multiple providers' funding streams, customer flow doesn't just happen. It must be deliberately designed, managed, and continually improved.

This section describes the customer flow within the context of the AJC, guiding principles for designing a customer-driven customer flow, what an effective customer flow means in practice, and the challenges that AJCs face.

For the purposes of Virginia's Workforce System and AJCs in particular, customer flow refers to the many ways customers gain access to services: the many pathways by which they can flow through the system, starting with an initial request for services and continuing until the customers' goals are reached. Designing customer flow requires a methodical cycle comprising the following elements.

Customer-Centered Design Principles

When designed from the customer's perspective, a quality customer flow at the AJC means offering ALL customers choices among all of the system's services. For the AJC system to be customer-friendly, the flow to and from all of its services must be customer-friendly. All centers are unique; however, there are guiding principles that should drive the development of a quality, customer-friendly customer flow. The following principles are the foundation for the design of an effective customer flow model:

1. There is a shared vision of customer-focused services.
2. The customers are defined as job seekers and businesses.
3. The bottom line is convenience and quality service for the customer.
4. The designers adopt the perspective of the customer at all times.
5. Partners work together in designing and continuously improving customer flow.
6. The flow affords access to all services of the AJC and system (within the AJC as well as off site).
7. Continuous improvement is integral to the customer flow design process.

Effective Customer Flow

Beyond meeting statutory requirements, effective customer flow is good business. It begins with a common service stream that meets as many customer needs as possible. It also allows for appropriate referrals for those customers requiring specialized types of services. When customer flow is universally designed, customers can access all of the employment and training services they need. Employers' hiring needs are met and all these services are explained in language that is clear to all customers.

How can you tell if your Virginia Career Works Center measures up? Read the following statements, and ask yourself how many apply to your Virginia Career Works Center:

- Customers are fully aware of the services available to them and are able to access services based on their individual needs and preferences.
- Customer needs are properly and efficiently identified and are responded to in an effective and efficient fashion.
- Customers are routed to services based on their unique needs, not on stereotypes. For example, the Virginia Career Works Center doesn't simply refer all people with disabilities to vocational rehabilitation services.
- Services are provided in an integrated fashion, not separated into silos or groupings that operate separately.
- Services are not duplicated, and resources are used efficiently.
- The Virginia Career Works Center addresses needs that must be met before employment will be successful, such as childcare, transportation, and stable housing.
- The Virginia Career Works Center achieves timely job placement for its job seekers in positions that reflect their skills, interests, abilities, preferences, and needs.

Challenges

There are three major challenges in developing a universally designed customer flow.

- 1. Diversity of the Customer Base:** AJCs serve such a diverse customer base that it is impossible to define the typical customer experience. On any given day, a Virginia Career Works Center manager might have a job seeker with a Ph.D. sitting in the resource room next to someone working toward completing a GED. Customers may have experience in manual labor, manufacturing, office work, and technology. This mix of backgrounds represents a wide range of knowledge and sophistication; for example, some customers may be computer programmers, while others have never used a computer.

The customer flow needs to serve all of those individuals' needs in a way that is respectful of their differences and similarities. Customer flow processes must provide support for individuals who have limited experience without slowing down or hindering individuals who can use resources more independently.

- 2. Navigating the AJC:** You might feel that your Virginia Career Works Center is pretty easy to navigate. But how easy is it for customers who have cognitive disabilities or can't read posters or signs? Even if staff members are available to answer questions, those customers might feel uncomfortable asking for help or even be unsure whether such help exists. In addition, Virginia Career Works Centers are frequently crowded, rushed, and noisy, which can be over-stimulating for some customers. Even if they are not physically crowded, some AJC have tried to make so much information available to job seekers that all the flyers and announcements on walls and cubes can become overwhelming. All too often, customers may give up on using the center.

While it's true that workplaces can be over-stimulating and chaotic as well, a job seeker who requires a quieter work environment must still be able to navigate the One Stop system. We can't allow people to become lost in a system that is supposed to help them.

- 3. Funding and Programmatic Silos:** Your various partners and funding sources all have different requirements and reporting mandates. So it's natural for Virginia Career Works Center staffs to focus on services in silos. This means looking only at specific service-delivery rules and options, without considering various partners; basically, the program is choosing the customer as opposed to the customer choosing the service. This approach does not consider the wide range of job seekers' needs.

So how do you design a pathway that helps customers access the services they need and want as quickly and easily as possible? If your focus becomes fitting people into the right slot, rather than creating services that respond to their needs, you'll be wasting energy trying to put a round peg in a square hole. Instead, make it your mission to adapt the customer service process to fit the widest variety of job seekers.

Problems Avoided Through Customer-Driven Design

Here are the problems with the typical customer experience that you can avoid through customer-driven design:

- Multiple, duplicative registration processes.
- Customers not receiving all of the services for which they are eligible because system partners don't know or don't offer all One Stop services to all eligible customers.
- Duplicative paperwork, processes, and services because partners are not working together to provide seamless services.
- Perceived delays in the system's response to customers' immediate needs.
- Delivering services in physical locations that don't offer customers seamless access at the center or at partner sites.
- Referrals to services through a variety of inconsistent processes that are program-driven, not customer-driven.
- Offering inaccurate or incomplete advice about service options because staff members don't have all the necessary information (especially at the initial point of contact).
- Lack of customer access to services when and where they want and need them.

2.4 Business Services

WIOA recognizes that the workforce system has two customers: job seekers and employers. Providing job seekers with all of the services and trainings that the system is able to deliver is useless if those services and trainings do not lead to employment. A business engagement strategy is a proactive way to ensure that participants in the One Stop system are able to become employed and that local businesses are able to find the workers that they need.

Under the Virginia state code, the LWDB is considered the convener business services. As the convener, the LWDB is responsible for overseeing the business engagement strategy implemented in the local area. One of the ways that LWDBs manage this strategy is through cross-functional business services teams representing a variety of partners in the AJC that are responsible for delivering business services.

A variety of partners in the AJC all have statutory responsibilities in serving businesses. Examples of these positions include:

- LWDB business services representatives
- Department for Aging and Rehabilitative Services business development managers
- Rapid Response program coordinators
- Wagner-Peyser program staff members
- Registered Apprenticeship consultants

The business services team members are frequently out in the community forging relationships with businesses, learning about their needs, and connecting them with resources. This can include activities such as:

- Mass hiring events
- On-the-job and customized training, or incumbent worker training contracts
- Rapid Response or layoff aversion activities
- Registered Apprenticeship programs

- Connecting businesses to other public or private programs that may assist them in meeting their needs

One of the biggest complaints from the business community concerning workforce development entities is the number of organizations that reach out to them about placing individuals in jobs. Most outreach to businesses should be coordinated by the appropriate contact on the business services team, and you should follow your AJC's business contact protocol.

An important factor to consider when working with business services staff on job placements is ensuring that you are referring candidates who meet the requirements of a particular position. Referring participants to jobs and positions for which they aren't qualified is frustrating for both employer and the participant. Referring too many unqualified participants to businesses seeking to fill openings can undermine the AJC's reputation and could lead businesses to stop working with the AJC on job placement.

One of the cardinal rules for customer-centered design in serving businesses through the One Stop system is to never over-promise and under-deliver. Business services must focus on the needs of the AJC's business customers. One component in this customer-centered design is the recent shift in Virginia from multiple separate brands for each local workforce area to a single brand identity of Virginia Career Works.

Chapter 3: Adult and Dislocated Worker Programs

3.1 WIOA Adult and Dislocated Worker Program Basics

The Workforce Investment Act established a tiered service model in which individuals progressed through different tiers, from Core Services, to Intensive Services, to Training Services. WIOA did away with this tiered approach to reduce the bureaucratic barriers that could keep individuals from receiving the services they needed when they needed them. As a result, job seekers can go directly to the service they need to help them reach their employment goals.

Under WIOA, there are three categories of services that individuals may receive, depending on their needs and program specific eligibility:

- **Basic Career Services**, which are available to all individuals without regard to program-specific eligibility.
- **Individualized Career Services**, which are available to individuals who meet the program-specific eligibility requirements and who need additional support beyond the basic career services level.
- **Follow-Up Services**, which are provided to individuals who were enrolled as participants in a specific program and obtained employment as a participant in the program.

Basic Career Services

Basic Career Services include the following:

- Client intake and orientation to Virginia's Workforce System services.
- Initial needs assessment and evaluation of work history and educational attainment.
- Registration on the Virginia Workforce Connection website.
- Labor exchange services, such as job search and job placement assistance.
- Basic job search assistance, including resume writing and interview skills.
- Labor market information.
- Information on available supportive services.
- Assistance through trained and available staff members, either on site at an AJC or by telephone or other technology, after filing unemployment compensation claims.
- Staff-supported assistance in resource rooms.
- Referrals to other programs and services available through the One Stop system.

Individualized Career Services

Individualized Career Services include the following:

- Comprehensive and specialized assessments of skill levels and service needs.
- Development of an Individual Employment Plan (IEP) and information on available training and training providers.
- Assistance in establishing eligibility on non-WIOA financial aid for employment and training programs.
- Group and individual counseling.
- Career planning.
- Short-term prevocational services, including the development of learning skills, communication skills, interviewing skills, punctuality, and personal maintenance skills, as well as professional conduct services to prepare individuals for unsubsidized employment or training.
- Internships and work experiences linked to careers.
- Financial literacy services.
- Out-of-area job search assistance and relocation assistance.
- English language acquisition and integrated education and training programs.

Individualized Career Services for the enrolled participant may include training activities or supportive services, as necessary and appropriate under state and local policy. The selection of training services should maximize customer choice, be linked to in-demand occupations, and be informed by performance of training providers. On request, individuals must be given performance reports for training providers on the state's Eligible Training Provider List who deliver a relevant program.

There is no sequence of services requirement, and staff members may determine that training is appropriate regardless of whether an individual has received Basic or Individualized Career Services. Individuals may receive training services after an interview, evaluation, assessment, or career planning, if the One Stop partner determines that the individual is unlikely or unable to obtain or retain employment by receiving only career services. Case files must document the participant's eligibility for training services and explain how the determination was made in order to justify the need for training services.

Local workforce development boards (LWDBs) are responsible for having policies and procedures for the following:

- Aligning training services with in-demand occupations.
- Making available and issuing individual training accounts (ITAs), on-the-job training, work experience, incumbent worker training, and customized training, including the integration of informed customer-choice principles.
- Providing consumers and the public with information on eligible training providers.

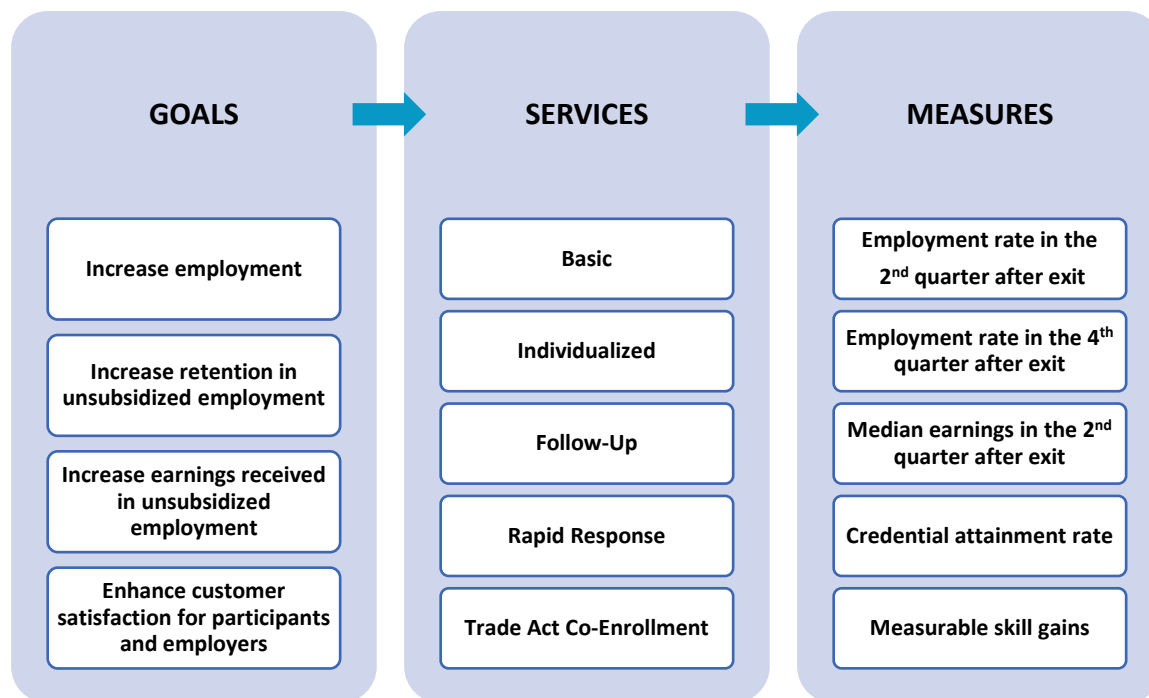
If an ITA is used, then the training provider's program must be on the Virginia Eligible Training Provider List, showing that the specific provider's program is approved for the use of Title I WIOA funds. Any limitations to the use of ITAs, including limitations on their duration or the funding available per customer, shall be stated in official policy by an LWDB and available to consumers and the public in an easily accessible format, such as the internet.

Virginia’s Workforce System recognizes that supportive services may be necessary for individuals to successfully enter into and complete a training program and/or begin employment. Under WIOA and state policy, LWDBs have the discretion to provide the supportive services they deem appropriate, based on the local workforce system and the needs of the local community. Supportive services may include transportation assistance, work uniforms, or childcare, for example. Supportive services may be provided to individuals who are enrolled in individualized career services, including training, and have been unable to obtain these services through other programs.

Follow-Up Services

Follow-up Services shall be provided for participants who are placed in unsubsidized employment for up to 12 months after the first day of employment. Follow-Up Services are defined as counseling regarding the workplace, provided to participants in Adult or Dislocated Worker program activities.

The following diagram shows how program design elements are derived from the WIOA Adult and Dislocated Worker program goals. They serve as the basis for tracking a set of measures that determine progress and success at an individual and program level.



3.2 Program Framework and Design

Adults and dislocated workers who are determined to be eligible for WIOA and are enrolled in WIOA services complete a comprehensive, objective assessment of their skill levels, aptitudes, interests, abilities, and supportive service needs, leading to the development of an individual career plan called an Individual Employment Plan (IEP) that identifies a career goal and a continuum of services needed for the person to achieve economic security (meaningful employment). The WIOA Adult and Dislocated Worker programs has four main elements, as described below.



1. Intake Activities involve services such as registration, eligibility determination, and the collection of information to support verification of eligibility for services. They may also include prescreening potential participants and general orientation to self-help services. Other activities include referrals to other services.

2. Objective Assessment is a process that includes a review of the participant’s academic and occupational skill levels, as well as service needs and strengths, for the purpose of identifying appropriate services and career pathways for the participant and informing the individual service strategy. A new Objective Assessment is not required if the program provider determines that it is appropriate to use a recent objective assessment that was developed under another education or training program.

The Objective Assessment generally includes content from the initial assessment and the comprehensive assessment and may also include the identification of interests, abilities, aptitudes, and supportive service needs, as well as measures of barriers and strengths. It includes a review of basic and occupational skills, work experience, employability potential, and developmental needs. The result of an assessment is an IEP with a service strategy.

3. The IEP identifies the participant’s employment goals and educational objectives and prescribes appropriate services for the participant. The IEP is a living and breathing document developed with the participant to establish their career pathway choice and defining their current state and any activities/services necessary to achieve the stated employment goals and objectives.

The IEP should contain the following:

- Assessment results and their interpretation
- Goals and objectives leading to employment
- Training and credential-related activities
- Other activities necessary to achieve goals and objectives
- Supportive service needs and activities
- Referrals for additional services from partners and/or co-case management activities, as appropriate
- Regular status updates on progress toward achievement of the stated employment goals and objectives

The intent is for the IEP to provide for:

- Preparation for postsecondary educational opportunities
- Strong links between academic and occupational learning
- Preparation for unsubsidized employment opportunities in appropriate cases

- Effective connections to intermediaries with strong links to the job market and local and regional employers

Individual service strategies should also include information on local adult and dislocated worker activities and referrals to the providers of those services. Any adult and dislocated worker may receive information and referrals, regardless of their eligibility for the Adult and Dislocated Worker programs. These activities may be funded by sources other than WIOA.

4. Case management is a participant-centered approach used to ensure that goals, activities, and services in the IEP are being met. This approach keeps adult and dislocated workers actively engaged and on a path to success in their employment and life. Case management includes the provision of services to the participant by a case manager in support of the achievement of the goals outlined in the participant's IEP.

3.3 Adult Eligibility

All applicants for the WIOA Adult program must meet the following general eligibility requirements:

- Age 18 or older
- A U.S. citizen or noncitizen authorized to work in the United States
- Registered for the Selective Service (if male and born after Jan. 1, 1960)

Since the WIOA Adult program focuses on assisting individuals who face barriers to employment, one of the main misunderstandings about Adult program eligibility is that income is a driving factor of eligibility, which is not the case.

Once an individual is enrolled as a participant, then the administration of the Adult program is governed by the priority of service guideline set out by WIOA Title I.

Defining Priority of Service

Under the priority of service guideline, an eligible individual receives access to a service more quickly than an individual who is not in a priority group or, if the resource is limited, the person in the priority group receives access to the service instead of a person outside any priority group.

The WIOA Title I Adult program has a statutory priority of service criteria for individuals who are:

- Receiving public assistance
- Low income
- Basic skills deficient

Veterans and eligible spouses are also a statutory priority group for all WIOA-funded programs.

To understand how priority of service works, case managers must be familiar with a number of relevant terms:

Adult – a person who is age 18 or older

Basic Skills Deficient – according to WIOA Section 3(5)(B):

- A youth who has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test OR
- A youth or adult who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

Covered Person – a veteran or eligible spouse who meets the required priority of service criteria.

Eligible Spouse – the spouse of any of the following:

- Any veteran who died of a service-connected disability.
- Any veteran who has a total disability resulting from a service-connected disability.
- Any veteran who died while having a service-connected disability.
- Any active duty member of the armed forces who, at the time of application for assistance, is listed, pursuant to Section 556 of title 37 and regulations issued by the Secretary concerned, in one or more of the following categories, and has been so listed for a total of more than 90 days:
 - Missing in action
 - Captured in the line of duty by a hostile force OR
 - Forcibly detained or interned in the line of duty by a foreign government or power

Low-Income Individual – an individual who:

- Is in a family with a total family income that does not exceed the higher of either the poverty line or 70% of the lower living standard income level.
- Is a homeless individual as defined in Section 41403(6) of the Violence Against Women Act of 1994, 42 U.S.C. 14043e–2(6), or a homeless child or youth as defined under Section 725(2) of the McKinney-Vento Homeless Assistance Act, 42 U.S.C. 11434a (2).
- Receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act, 42 U.S.C. 1751 et seq.
- Is a foster child on behalf of whom state or local government payments are made. OR
- Is an individual with a disability whose own income does not exceed the higher of either the poverty line or 70% of the lower living standard income level, but who is a member of a family whose income does not meet this requirement.
- Is a youth who lives in a “high poverty area” defined in WIOA Section 3(36).

Income levels change annually and are adjusted based on geographic location. Every year an updated Virginia Workforce Letter is issued to provide the low-income levels for the program year.

Individual With Barriers to Employment –

- Displaced homemaker.
- Low-income individual.
- Indian or native of Alaska or Hawaii.
- Individual with disabilities, including youths.
- Individual age 55 or older.
- Ex-offender.
- Homeless individual (as defined in the Violence Against Women Act), or homeless child or youth (as defined in the McKinney-Vento Homeless Assistance Act).
- Youth who is in, or has aged out of, the foster care system.
- Individual who is an English language learner, has a low level of literacy, or faces substantial cultural barriers.
- Eligible migrant and seasonal farmworker.
- Individual within two years of exhausting lifetime eligibility under part A of Title IV of the Social Security Act (Temporary Assistance for Needy Families).
- Single parent (including single pregnant women).
- Long-term unemployed individual.
- Such other individuals as the governor involved determines to have barriers to employment under WIOA Section 3(24).

Non-Covered Person – an individual who isn't a veteran or eligible spouse, and who may or may not be in the WIOA priority groups

Recipient of Public Assistance – an individual who receives or, in the past six months has received, or is a member of a family that is receiving, or in the past six months has received, assistance through one or more of the following:

- Supplemental Nutrition Assistance Program
- Temporary Assistance for Needy Families
- Supplemental Security Income
- State or local income-based public assistance

Veteran – a person who served in the active military, naval, or air service, and who was discharged or released under conditions *other than* dishonorable.

Applying Priority of Service

In accordance with federal and state policy, veterans and eligible spouses are given priority of service for the receipt of employment, training, and job placement services under all U.S. Department of Labor (DOL)-funded job training programs and services, including WIOA Title I programs. Virginia Career Works Centers must prominently display, in all public areas, signage that informs individuals of the priority of service for veterans and eligible spouses.

In addition to veterans and eligible spouses, the WIOA Title I Adult program has three mandatory priority populations, the WIOA Priority Groups. For programs that do not have mandatory priority populations (such as the WIOA Dislocated Worker program),

veterans always receive first priority, followed by all other participants. All individuals meeting the priority of service criteria, including veterans, must also meet the individual program's eligibility criteria to receive services under the respective employment and training program.

Priority of service guidelines determine the order of precedence for the delivery of individualized career and training services to those who have **already been deemed eligible** under the Adult Title I program.

Priority of service applies to the selection procedure for services, to include individualized career and training services, in the following manner:

- If there is a waiting list for the service, priority of service is intended to require that a person in a priority group goes to the top of that list.
- Priority of service applies up to the point at which an individual is both approved for funding and is accepted or enrolled in a training class.
- Once a person outside any priority group has been approved for funding and accepted/enrolled in a training class, priority of service does not allow a person in a priority group who is identified subsequently to "bump" the enrolled person from that training class.
- Staff members complete the WIOA priority of service status form to document the priority of service category and maintain the form in the customer's file.

When programs are statutorily required to provide priority to a particular group of individuals, as described above, priority must be provided in the following order:

1. First, to veterans and eligible spouses who are also included in the WIOA priority groups given statutory priority for WIOA Adult formula funds. This means that veterans and eligible spouses who are public assistance recipients, other low-income individuals, or individuals who are basic skills deficient receive first priority for services provided with WIOA Adult formula funds for Individualized Career Services and training services.
2. Second, to noncovered persons (that is, individuals who are not veterans or eligible spouses) who are included in the WIOA priority groups given statutory priority for WIOA Adult formula funds.
3. Third, to veterans and eligible spouses who are not included in WIOA's priority groups.
4. Fourth, to priority populations established by the governor and/or LWDB.
5. Last, to noncovered persons outside the WIOA priority groups given priority under WIOA.

The established priority of service criteria outlined above do not mean that Individualized Career Services and/or training services may only be provided to recipients of public assistance, low-income individuals, and individuals who are basic skills deficient. LWDBs may serve eligible individuals who do not fall into a priority group and should focus on serving eligible individuals facing barriers to employment.

When income is selected as a determinant for a priority of service group under the WIOA Adult employment and training programs, any amounts received as military pay or allowances by any person who served on active duty, and certain other specified

benefits, must be disregarded for the veteran and for other individuals for whom those amounts would normally be applied when making a determination. Military earnings are not to be included when calculating income for veterans or transitioning service members for this priority, in accordance with 38 U.S.C.4213.

Examples of the application of priority of service:

<p>Example 1:</p> <p>Customer A is a veteran and meets the WIOA priority of service criteria.</p> <p>Customer B is not a veteran and meets the WIOA priority of service criteria.</p> <p>Solution: Customer A has priority for services.</p>	<p>Example 2:</p> <p>Customer A is a not veteran but meets the WIOA priority of service criteria.</p> <p>Customer B is a veteran but does not meet the WIOA priority of service criteria.</p> <p>Solution: Customer A has priority for services.</p>
<p>Example 3:</p> <p>Customer A is a veteran but does not meet the WIOA priority of service criteria.</p> <p>Customer B is not a veteran and does not meet the WIOA priority of service criteria.</p> <p>Solution: Customer A has priority for services.</p>	<p>Example 4:</p> <p>Customer A is a veteran but does not meet the priority of service criteria.</p> <p>Customer B is a veteran and meets the WIOA priority of service criteria.</p> <p>Solution: Customer B has priority for services.</p>
<p>Example 5:</p> <p>Customer A is a not veteran and does not meet the WIOA priority of service criteria.</p> <p>Customer B is a not veteran but meets the WIOA priority of service criteria.</p> <p>Solution: Customer B has priority for services.</p>	<p>Example 6:</p> <p>Customer A is a veteran and meets the WIOA priority of service criteria.</p> <p>Customer B is not a veteran and does not meet the WIOA priority of service criteria.</p> <p>Solution: Customer A has priority for services.</p>

3.4 Dislocated Worker Eligibility

All applicants for the WIOA Dislocated Worker program must meet the following general eligibility requirements:

- Age 18 or older
- A U.S. citizen or noncitizen authorized to work in the United States
- Registered for the Selective Service (if male and born after Jan. 1, 1960)

Additionally, dislocated workers, generally, have lost their employment through no fault of their own. Under WIOA, a potential participant may qualify for the Dislocated Worker program if they meet one of the following eligibility categories:

1. A worker who has been terminated or laid off, or has received a notice of termination or layoff from employment AND
 - a. Is eligible for Unemployment Insurance compensation. OR
 - b. Has been employed for a duration long enough to demonstrate attachment to the workforce but is not eligible for unemployment compensation due to either insufficient earnings or having performed services for an employer that was not covered under a state unemployment compensation law. AND
 - c. Is unlikely to return to previous industry or occupation

Individuals in the first category may have been laid off either as an individual or a small group. In these cases, there will likely not be a large or public announcement that a layoff or closure has occurred. For example, an employee of a small finance firm may have been laid off due to the loss of a large contract, or a mechanic may have been laid off when a small auto mechanic shop closed.

2. A worker who has been terminated or laid off, or has received a notification of layoff, as the result of any permanent closure of or any substantial layoff at a plant, facility, or enterprise.
3. A worker who is employed at a facility at which the employer has made a general announcement that such a facility will close within 180 days.

Individuals covered in categories 2 and 3 will likely come from the Rapid Response process, which is explained later in this chapter. Whenever a mass layoff or closure is announced, workers may be covered by a Worker Adjustment and Retraining Notification Act (WARN) notice, which provides at least 60 days' notice that an individual will be laid off. During the 60-day period under WARN, these individuals may be enrolled in the Dislocated Worker program and receive all of the program services available to them.

Not every business is required to file a WARN notice, as they may not meet the federal requirements. In these cases, Rapid Response teams will still provide services to these workers, and workers should qualify for the Dislocated Worker program as long as they meet their basic eligibility criteria. For instance, a small layoff of 15 employees would not trigger a WARN notice, but these workers could still qualify for the Dislocated Worker program.

Occasionally a business will announce that a mass layoff or closure is occurring in the near future but may not issue a WARN notice right away, as the notice is only required to occur 60 days before the date of the layoff. When the business announces that a layoff will be occurring within 180 days, employees may enroll in the Dislocated Worker program and receive all of the potential services available to them, including training and supportive services.

When a business announces that a layoff will occur but does not give a final date or the date is over 180 days away, the workers at the impacted job site may still receive

some Basic Career Services from the AJC. Workers are not eligible for Individualized Career Services or training services until the date of closure or layoff is within 180 days.

An example of a worker who may qualify under category 3 is a manufacturing worker who was employed at the mill in town, which has released a WARN notice stating that the mill will be closing in 60 days, and was served by the Rapid Response team at the employment site.

Workers in this category will generally be the largest pool of dislocated workers seeking AJC services.

4. A worker who is self-employed (including employment as a farmer, rancher, or fisherman) but is unemployed as a result of general economic conditions in the community where they reside or because of a natural disaster.

For example, a worker who may qualify under this category may have been running a sole proprietorship or company providing lawn care services. Due to a downturn in the economy, business may drop off as more of this individual's clients elect to maintain their lawns themselves instead of paying for the service. As a result, the individual's business is no longer providing self-sustaining wages, and the worker needs to find new employment.

5. A displaced homemaker, for example, an individual who has gone through a divorce from or the death of a spouse who was the head of household and primary wage earner and, as a result, will need to find employment to support themselves, regardless of whether or not spousal support, child support, or death benefits provide a source of income.
6. A spouse of an active duty member of the armed forces who has lost their employment as a direct result of their spouse's relocation to accommodate a permanent change in duty station.

For example, an individual who qualifies under this category has relocated with a spouse employed by the military and their job is no longer available to them after the move.

A major difference between the Adult program and the Dislocated Worker program is that the Adult priority of service requirements to do not apply to the Dislocated Worker program. However, veterans and eligible spouses who are enrolled in the Dislocated Worker program do receive priority over all other participants for Dislocated Worker services, in accordance with federal law and state policies.

In addition, a dislocated worker may be someone took what is called a "maintenance job" to earn wages to subsist on and is now underemployed — for example, a former manufacturing worker who is working in a fast food restaurant. Such workers are still considered dislocated and may be enrolled in services through the Dislocated Worker program instead of the Adult program.

3.5 Rapid Response

Rapid Response is a WIOA Title I program that is mandated and supported by statewide Dislocated Worker funds. The purpose of Rapid Response is to provide services to businesses and employees who are impacted by layoffs and closures. Layoffs can be a very stressful experience for both the business owners and the employees. Rapid Response services can alleviate some of this fear and discomfort by providing expert advice and planning support to help transition employees into new jobs, training, or other programs that can assist them.

Rapid Response programs can serve any business that is going through a layoff. The federal regulations require the delivery of Rapid Response services to employers that have:

- Provided a notice of permanent closure of a facility, regardless of the number of employees affected.
- Issued a notice of a mass layoff: an event where 50 or more employees are at risk of job loss.
- Experienced a mass job dislocation due to a natural disaster or other unforeseen event.
- Filed a Trade Adjustment Assistance (TAA) petition.

As a case manager, you may hear the term WARN (Worker Adjustment and Retraining Notification Act) notice: a notice that a business is required to supply to workers, the local government, and the state Dislocated Worker unit. WARN notices are immediate triggers for activating Rapid Response services. However, some employers, such as state agencies and other public entities, are not required to file WARN notices. To be required to file a WARN notice, an employer must have 100 or more full-time workers and deems it necessary to:

- Close a facility or discontinue an operating unit with 50 or more full-time workers.
- Lay off 50–499 full-time workers comprising at least 33% of the total workforce at a single site of employment.
- Lay off 500 or more full-time workers at a single site of employment.

On average, in Virginia, only half of the businesses that are served by the Rapid Response program have those services triggered by a WARN notice. To serve businesses that are not covered by the WARN Act, Rapid Response coordinators in Virginia actively work with local business services teams and economic development agencies and track news stories to learn about potential dislocations in the community.

Rapid Response Process

Rapid Response starts with some sort of notification that a layoff is occurring. The Rapid Response coordinator is responsible for establishing contact with the employer and acting as the single point of contact for arranging and scheduling all of the response activities. After initial contact is made, a management meeting occurs and involves at a minimum the Rapid Response coordinator and representatives of the company's

management, such as human resources executives. Additional participants usually include a representative from the LWDB, a trade navigator, or a union representative.

During the management meeting, topics such as the following are discussed:

- The employer's schedule for the layoff.
- The types of services the employer would be interested in hosting on site.
- General information on the skills and abilities of the impacted workers.
- The spaces where employee meetings or other services may take place.
- The duration of Rapid Response assistance to workers and ability of workers to receive services during regular work hours.

After the management meeting, usually the next major step is the Rapid Response briefing or orientation. The length of the session depends on the employer's needs, but generally it takes 30–90 minutes. Topics covered include but are not limited to:

- Unemployment insurance
- Services available at the local Virginia Career Works Center
- Employment and training opportunities in the community, including those provided through the TAA program, Pell Grants, the GI Bill, and other programs that may be available through the Community College or other resources
- Health insurance assistance

Before or during the Rapid Response orientation, information is collected from workers, including information for initial Virginia Workforce Connection (VaWC) registration, a demographics survey, and a survey of interests in other services, such as workshops.

Following the Rapid Response orientation, the results of the survey are compiled and a list of the services of greatest interest to employees is determined. The Rapid Response coordinator presents this information to the business's management to determine whether these services are available. These services include workshops on resume writing and interviewing, or enrollment in programs such training offered through WIOA Title I and insurance under the Affordable Care Act. Rapid Response coordinators commonly work with the employer to determine whether targeted hiring events for the impacted employees may be held on site. Rapid Response teams work with their agency support staff to input the VaWC registration data into the VaWC system and attach services that workers were provided in their profiles.

Generally, after all of these services have been delivered on site, the laid-off workers are officially separated from employment. It is common for workers to delay seeking services at the Virginia Career Works Center until weeks or months after they are laid off. This may be due to a variety of factors, such as high confidence that they will find employment without assistance or the provision of a severance package as part of the layoff that enables the worker to not work while receiving an income.

Case Manager's Rapid Response Role

As a case manager, you may be asked to give a presentation to a group of employees at a Rapid Response information session, covering assistance available to them through the WIOA Title I Dislocated Worker program and the documents they need to submit to

enroll. In addition, you may be asked to be flexible in providing services to workers at the employment site, off the employment site, or outside of regular work hours. This may include providing workshops on topics such as resume writing and interviewing or assisting workers with enrolling in the WIOA Title I programs or going through assessments.

Any of the additional services provided should be coordinated by the Rapid Response coordinator, but you will likely be directed to perform these tasks by your supervisor.

3.6 Trade Adjustment Assistance Act

Partnership between the Trade Adjustment Act (TAA) and WIOA Title I Dislocated Worker programs is crucial to ensure that workers have access to all of the services they qualify for to assist them in reconnecting with work. To qualify for the TAA program, workers at a company must have lost their employment because their jobs were shipped to other countries or because international trade made the products or services that U.S. workers produced uncompetitive, leading to jobs being lost. Once jobs are under threat of being lost or are lost, a TAA Trade Petition can be submitted to DOL to investigate if a company's jobs are being lost due to foreign trade. When the TAA investigators make a determination that a TAA impact has occurred, they provide a TAA certification. When they determine that a TAA impact has not occurred, they provide a TAA denial, which may be appealed.

The TAA program offers a variety of additional benefits to dislocated workers who are assessed as eligible for the program to assist them in finding suitable employment. Workers may be eligible for training, job search and relocation allowances, income support (generally associated with unemployment insurance), training, and other reemployment services. These services complement the WIOA Title I Dislocated Worker program services, and co-enrollment in both programs has a greater chance of producing high quality outcomes for the impacted workers.

TAA Co-Enrollment Process

There are two ways for trade-affected workers (TAW), who may or may not be enrolled in the Dislocated Worker program, to come into the Virginia Career Works Center. When a TAA impact is assessed, workers are invited to attend a TAA benefits rights interview (BRI) at a Virginia Career Works Center, where they learn about their rights and responsibilities if they wish to apply for TAA benefits. During the BRI, they may have a Rapid Response information session as well, including a presentation by a representative of the local Dislocated Worker program, similar to the Rapid Response employee briefing. After the session is completed, the TAW has the ability to move forward with enrollment in the TAA program.

To move forward with TAA-funded training, the TAW must first receive all of the services they qualify for from the Dislocated Worker program to facilitate their enrollment. These services include the completion of academic assessments and interest and aptitude assessments, of an Individual Employment Plans (IEP), and letters of recommendation for training. Once these documents are complete, the Dislocated Worker program case manager emails them to the TAA email address for the

appropriate LWDA. Once this process is completed, the TAA case manager takes over primary case management responsibilities while the individual is in training.

For workers who have enrolled in the Dislocated Worker program and started training before becoming eligible for the TAA program, the TAA program funds the participant's training once the TAA benefits begin. WIOA Title I-funded training has to be provided through a training provider and training program covered under the Eligible Training Provider List, while TAA-funded training does not. Additionally, funding for TAA-funded training can potentially be significantly more than what is available through WIOA Title I. TAA training funding is capped in Virginia at \$24,000 per participant, but it may increase in \$5,000 increments at the discretion of the TAA state coordinator.

Although the TAA program can provide many helpful and well-funded services to TAWs, the Dislocated Worker program still plays a role in the success of these workers. The services generally available from all AJCs, such as workshops, supportive services, and job referrals, through the business services team are vital in helping participants succeed. Supportive services are particularly important for TAWs because the TAA program cannot pay for services such as childcare or gas mileage required to attend training, unless the school they are attending is more than 40 miles from home. And once the TAA training is completed, the participant receives assistance with job placement, with the WIOA Title I case manager once again taking the lead on the case.

Co-Case Management

Co-case management is focused on keeping the needs of the participant in mind and working closely with case managers from co-enrolled programs to ensure the smooth delivery of services. For instance, co-case management eliminates the need for participants to provide the same or similar documents numerous times and update to two case managers about the same developments, which can frustrate participants.

The TAA program is unique within Virginia in that all TAA case managers provide their case management services digitally. TAA impacts may be disproportionately located around the state, with some areas experiencing much more activity than others. The digital case management process allows TAA case managers to be flexible and serve TAA-eligible workers across the state to accommodate fluctuating needs in a given place and year.

However, this flexibility can be difficult for the WIOA Title I case managers, who may not personally know the TAA case manager they are working with. Once you provide the required documents (assessments, IEP, and training recommendation letter) from the WIOA Title I Dislocated Worker program, a TAA case manager is assigned to the case. You will be able to identify the TAA case manager when the service shows up in the participant's VaWC profile. That is a good time to reach out to that case manager you will be partnering with to assist the participant. All TAA program documents are uploaded to VaWC, which facilitates co-case management with WIOA Title I.

Chapter 4: Youth Program

4.1 Youth Program Basics

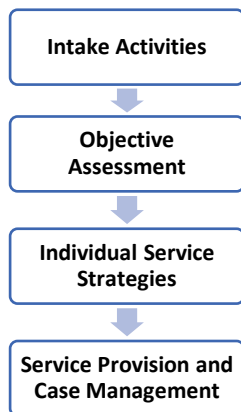
The WIOA Youth program provides a comprehensive array of youth services that focus on assisting Out-of-School youth (OSY) and In-school Youth (ISY) with one or more barriers to employment prepare for postsecondary education and employment opportunities, attain educational and/or skills training credentials, and secure employment with career/promotional opportunities. WIOA requires that 75% of youth funds be spent on OSY. Additionally, 20% of youth funds must be spent on work experience. To be eligible:

- OSY must be between the ages of 16 to 24, not attending school, and have one or more barriers to employment.
- ISY must be between the ages of 14 to 21, attending school, low income, and have one or more barriers to have employment.

The WIOA Youth program has a particular emphasis on serving out-of-school youth as well as providing work experiences.

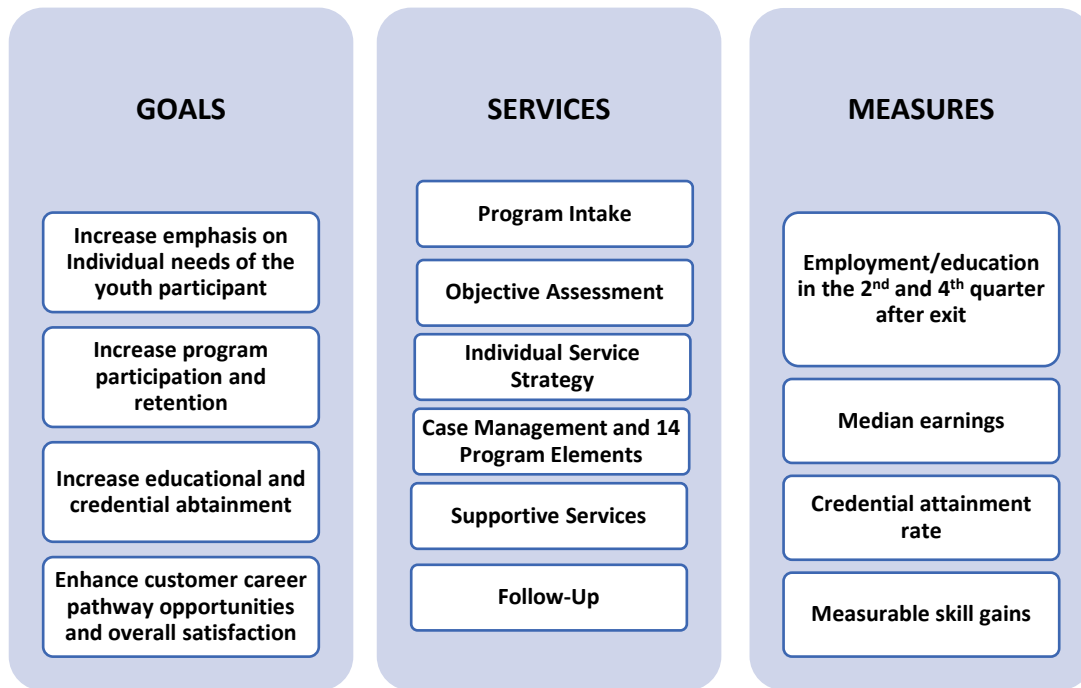
Program Design

The WIOA Youth program design enhanced the Workforce Investment Act program framework by emphasizing individual participant needs, adding new components and incorporating career pathways to the Objective Assessment and Individual Service Strategy (ISS). Additionally, WIOA requires directly linking the ISS to one or more of the performance indicators. A program design framework is an essential step to help local workforce development boards (LWDBs) develop comprehensive service strategies based upon individual needs.



A program design framework consists of an Objective Assessment, an ISS, Service Provision and Case Management, and Follow-Up Services that lead to successful outcomes for youth participants (WIOA Section 129[c][1]).

The diagram on the following page shows how program design elements are derived from the WIOA Youth program goals and serve as the basis for tracking a set of measures that determine progress and success at an individual and program level.



4.2 Youth Program 14 Elements

The WIOA Youth program requires that services for each youth include at least one of the required Youth program 14 elements. These program elements provide a guide to the service strategies that may help both ISY and OSY overcome their barriers to employment and training.

1. Tutoring, study skills training, 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 certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.
2. Alternative secondary school services or dropout recovery services, as appropriate.
3. 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
4. Occupational skills training, which includes priority consideration for training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area involved, if the local

workforce development boards (LWDB) determines that the programs meet the quality criteria described in WIOA.

5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
6. Leadership development opportunities, including community service and peer-centered activities, encouraging responsibility and other positive social and civic behaviors.
7. Availability and type of supportive services.
8. Adult mentoring, for a duration of at least 12 months, that may occur both during and after program participation.
9. Follow-up services for not less than 12 months after the completion of participation.
10. 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.
11. Financial literacy education.
12. Entrepreneurial skills training.
13. 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.
14. Activities that help youths prepare for and transition to postsecondary education and training.

In addition, the program includes the ISS: a living and breathing document developed with the participant to establish their career choice and pathways to expressing and stating their goals and objective. The ISS may contain the following:

- Academic Level: TABE Testing
- Basic Skill Level: TABE Testing
- Occupational Skill Level: Job Readiness Assessment Tool or WorkKeys Testing
- Prior work experience: Work History on application
- Employability: Work Importance Profiler
- Interests: Interest Profiler
- Aptitudes: Abilities
- Supportive service needs and who will be providing them: ISS
- Developmental needs: ISS and other documentation

4.3 Youth Eligibility

All applicants for WIOA ISY Youth program must meet the following eligibility requirements:

- A U.S. citizen or noncitizen authorized to work in the United States

- Registered for the Selective Service (if male and born after Jan. 1, 1960)

In School-Youth (ISY)

An ISY is defined as an eligible youth who is attending and/or enrolled in either secondary or postsecondary school. ISY must meet all of the criteria below:

- General eligibility established.
- Between age 14 and age 21.
- Attending secondary or postsecondary school.
- From a low-income family (receiving free and reduce priced lunch).
- At least one of the following conditions:
 - Basic skills deficient.
 - English language learner.
 - Subject to the juvenile or adult justice system.
 - Homeless.
 - Runaway.
 - In foster care or aged out of the foster care system.
 - Eligible for assistance under Section 477 of the Social Security Act (DCF – Foster Care Education Program).
 - In an out-of-home placement.
 - Pregnant or parenting.
 - With a disability.
 - Requiring additional assistance to enter or complete an educational program or to secure and hold employment.

Out of School Youth (OSY)

An OSY is defined as an eligible youth who is a school dropout (and does not attend an alternative school or has not received a secondary school diploma or its recognized equivalent), or an eligible youth who has either graduated from high school or holds a GED but is basic skills deficient, unemployed, or underemployed. OSY must meet all of the criteria below:

- General eligibility established.
- Between age 16 and age 24.
- Not attending any school (with the exception of adult education programs or Job Corps attendance).
- At least one of the following conditions:
 - School dropout.
 - Within the age of compulsory school attendance but has not attended school for at least the most recent calendar quarter of the last complete school year.
 - Subject to the juvenile or adult justice system.
 - Homeless.
 - Runaway.
 - In foster care or aged out of the foster care system.
 - Eligible for assistance under Section 477 of the Social Security Act (DCF – Foster Care Education Program).

- In out-of-home placement.
- Pregnant or parenting.
- With a disability.
- 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.
- Low income and requiring additional assistance to enter or complete an educational program or to secure and hold employment.

Additionally:

- For OSY, only those youths who have received a secondary school diploma or its recognized equivalent and are either basic skills deficient or an English language learner, and youths who require additional assistance to enter or complete an educational program or to secure or hold employment, must be low income. Low-income levels for your region are updated yearly and should be available as a local policy.
- For OSY who are subject to the justice system, homeless, pregnant, or parenting, or have a disability, income eligibility documentation is not required by statute.

Low income determination: There are significant additions to the definition of low-income individual for the Title I WIOA Youth program. Under WIOA, a youth who receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act is considered low income. In addition, a youth living in a high poverty area is automatically considered to be a low-income individual. For additional information on low income, see TEGl No. 8-15 and TEGl No. 21-16.

Objective Assessment: Youth program providers are required to provide for an Objective Assessment of each youth participant who meets the requirements of WIOA Section 129(c)(1)(A). The assessment must include a review of each youth's academic and occupational skill levels, service needs, and strengths for the purpose of identifying appropriate services and career pathways for participants and informing the ISS. The Objective Assessment is not required if the program provider determines that it is appropriate to use a recent Objective Assessment or ISS that was developed under another education or training program.

Definition of school status: As discussed in 20 CFR § 681.240, school status is determined at the time of program enrollment. Because the process of program enrollment can occur over a period of time, school status must be based on status at the time the eligibility determination portion of program enrollment is made. Per WIOA, eligible OSY include participants in programs NOT considered in-school:

- YouthBuild Programs/Job Corps Programs
- Adult education WIOA Title II programs during enrollment at or above 9th grade
- High school equivalency programs (unless funded by a public K-12 system)
- Dropout reengagement programs

Code of Virginia definition of compulsory school attendance: The Code of Virginia goes into significant detail about who is required to attend school under the

law, but it does not define the term dropout. Instead, it considers a dropout to be anyone who is no longer bound by compulsory attendance, whether because of release or age, and who is no longer attending school and has not completed a high school credential. However, in some cases, a youth who leaves school but returns before reaching the legal age of eligibility may not be considered a dropout upon returning.

Once the school status of a youth is determined, that status remains the same throughout the youth's participation in the WIOA Youth program. This distinction is drawn for purposes of reporting against the OSY expenditure requirement. For additional information on school status, see TEGL No. 8-15 and TEGL No. 21-16.

Additional assistance barrier: Under WIOA, there is a new limitation on the percentage of ISY participants who may be eligible due to a need for additional assistance to complete an educational program or to secure and hold employment. Not more than 5% of ISY enrolled in a given program year may be determined eligible for this reason. For additional information on the additional assistance barrier, see TEGL No. 8-15 and TEGL No. 21-16.

Low income exception: WIOA, like WIA, maintains a 5% low-income eligibility exception: 5% of local area participants who ordinarily would need to be low income do not need to meet the low-income provision. The 5% low-income exception under WIOA is calculated based on the 5% of youth enrolled in a given program year who would ordinarily be required to meet the low-income criteria. For additional information, see TEGL No. 8-15 and TEGL No. 21-16.

Youth co-enrollment in the WIOA Title I Adult or Dislocated Worker programs: WIOA Title I eligible youths may also qualify for the WIOA Title I Adult or Dislocated Worker programs. Youths enrolled in Adult programs may receive training services in areas such as occupational skills, nontraditional employment, on-the-job training, and apprenticeships that combine workplace training with related instruction. Other offerings may include adult education and literacy activities and customized training. Eligible youths may receive basic career services such as outreach, job search, and placement assistance. For those needing individualized career services, the program provides for more comprehensive skills assessments, development of an Individual Employment Plan (IEP), counseling, and career planning. Additional assistance and services to find or retain employment is available for participants to access trainings linked to job opportunities, occupational training, and training in basic skills.

Youth referral services: WIOA emphasizes the need for local workforce development system partners to align their services, to reduce duplication, and make the best use of resources. Understanding how customers flow through the different partner services will allow the local workforce development system to leverage various participants' strengths, identify opportunities to improve the integration of services, make partner referrals, and maximize their respective performance metrics. As we enroll youths into our perspective programs, we should be asking these questions:

- Is the participant a good fit for the youth program?
- Is the youth eligible, interested, engaged, and ready to participate in workforce development activities now?

- Does the participant require wraparound support services and coordination of services from different systems (such as the Department of Social Services or the juvenile/adult justice system) to increase the likelihood of participant success in attaining educational and/or employment goals?

Chapter 5: WIOA Case Management Process and Roles

5.1 WIOA Case Management Definition

WIOA defines case management as a participant-centered approach used to ensure that goals, activities, and services are being met in accordance with an Individual Service Strategy (ISS) developed for a participant. This approach ensures that participants are actively engaged on a path to success related to employment and life.

Case management is the process of assessing, monitoring, coordinating, delivering, and/or brokering activities and services necessary for participants to enter employment or employment-related activities as quickly as possible.

5.2 The Case for Case Management

The needs of hard-to-serve participants are often complex and intertwined. There are four factors that are critical to an effective transitional process from unemployment to employment:

1. The participant's ability and job-readiness.
2. The development of relationships with institutions, agencies, and/or organizations in the community to obtain resources and assistance needed for the participant's transition from unemployment to employment.
3. The development of relationships with businesses that will provide jobs for participants.
4. Marketing that is extremely strategic and sensitive in constructively portraying this program and its participants for the community, employers, institutions, agencies, and organizations, and the participants themselves.

Clients require help in developing, implementing, and completing a plan for self-sufficiency and need assistance in accessing an environment that is probably foreign to him or her. Case management matches the needs of the participant with the appropriate services and/or employment in the community that will result in the participant becoming self-sufficient. Additionally, the case manager negotiates, collaborates, and builds bridges with the community to support the participant's success.

Transitioning participants to employment can be a Herculean task; however, it can be accomplished if managed proficiently. It requires an active approach to establish and develop an effective and comprehensive "transitional path," or bridge, between the participant and the community. This approach is not a silver bullet; in reality, it is rigorous and time-consuming to implement, but the benefits are worth the efforts.

5.3 Case Management Principles

The central underlying philosophy to successful case management consists of four major principles.

- **Case management requires partnership.** Case management is, first and foremost, a system of partnerships between the case manager and the participant, and between organizations. In an effective case management system, the case manager works in partnership **with** the participant, sharing responsibility, rather than working **on** the participant. There is a division, rather than a substitution, of labor. Case management also involves partnerships among institutions, agencies, and organizations. At some level, each must be willing to be flexible and to share access to services or resources. In that context, the case manager works for all the partners, helping institutions, agencies, and organizations access the participant, and linking the participant with them in order to receive services that will lead to employment.
- **Case management must provide predictability.** Many participants experience life as a series of random events over which they have little control. Successful case management systems work to rebuild a sense of control and predictability by helping participants to plan, to set goals, and to undertake a systematic process for meeting those goals. Participants learn that they can make choices and that their actions lead directly to successful or unsuccessful outcomes.
- **Case management demands accountability.** Participant trust and effective coordination rest on the delivery of promised services and actions. For case management to work, case managers and others must be clear about their roles and responsibilities. Tasks and associated timelines must be written down, and ambiguity must be replaced by explicit agreements. When accountability is not clear, case management systems break down.
- **Case management communicates respect for the client.** The success of any case management effort depends on the degree to which the participant is engaged in the development and joint ownership of a plan and has a major stake in ensuring its success. A strategy that is imposed with little regard for a participant's interests or concerns has little chance to bear fruit. In every aspect of case management, the participant has to be treated as a mature, responsible adult — not as a number.

These principles provide the context for case management and shape much of what takes place in each step of the case management process. The participant's initial contacts with a case management system are an important opportunity to establish a relationship and set expectations. Predictability and accountability should be hallmarks of those contacts. Participants need to be oriented to the purposes and structure of case management, what it can and cannot provide, and what their responsibilities will be. They should clearly understand from the start that case managers work in partnership **with** them, not **on** them, and that the development of an Individual Employment Plan (IEP) constitutes their commitment to the goals of that plan.

Equally important, those initial contacts, including phone calls, need to convey an attitude of respect. Case managers and others need to show a genuine feeling of enthusiasm and caring to the participant and acknowledge the participant's dignity. No contact with a participant should be conducted in an impersonal, bureaucratic manner.

That approach will almost certainly alienate participants and impact your ability to create a rapport that you need to establish with them to be an effective case manager.

5.4 The Case Manager's Role

The basic principles of case management point to a multifaceted role for the case manager. In essence, case managers are jacks-of-all-trades. They serve as role models, counselors, social entrepreneurs, and political advocates. They nag, cajole, prod, and encourage participants. They make referrals and monitor participant fit. They stimulate, coordinate, and monitor service delivery so that participants do not fall through cracks. They do whatever is necessary to remove barriers hindering a participant's advance toward self-sufficiency.

Essentially, case managers help participants develop and effectively utilize their own internal problem-solving and coping resources in their families, at work, and in school. They facilitate ongoing interactions between resource systems to enable those systems to work together more effectively, while also improving the interaction between staff members within resource systems to make them responsive to participant needs. They establish linkages between participant and resource systems, and between resource systems themselves, to make them accessible to each other, and develop new resource systems to meet the needs of participants.

5.5 Case Manager Competencies

Several competencies are necessary to be an effective case manager.

- **Disciplined empathy:** Effective case managers seem to exhibit what might be called disciplined empathy. They respect and care about their participants and develop partnerships with them. They listen to what participants say, read between the lines, and work with them to assess what they need. They can work with the participant to develop a plan and lead the participant to buy into it as if it were his or her idea in the first place. Effective case managers also demand accountability from participants. They have a compassionate but tough-minded understanding of the participants they work with — an ability to develop a genuine alliance and to challenge and confront participants to meet their end of the bargain.
- **Partnership skills:** Case managers must have the skills to develop partnerships with institutions, organizations, and businesses. Diplomatic sensitivity is a key trait. Case managers must negotiate with institutions, organizations, and businesses for services and/or employment. To do this well requires adept social skills and an ability to sell the program. They must be able to assert participants' interests while working creatively and flexibly with institutions, organizations, and businesses. Being indigenous to — or at least having a working knowledge of — their community is a must for a case manager. It also helps if case managers have a human services orientation. They need to adopt a philosophy that barriers to participant self-determination are **both** internal and external, and constantly interact within and beyond their agencies. Interventions must aim at changing both the person and the environment.

- **Entrepreneurial ingenuity:** Case managers should exhibit entrepreneurial ingenuity. Because resources are not immediately accessible, effective case managers need to be able to fashion participant support networks from resources under other organizations' control. They need to be able to mediate alliances among competing agencies, establish trust, and articulate mutual interests.

It is rare to hire an ideal, ready-to-operate case manager. In fact, it is neither feasible nor desirable that case managers have a standard resume. Rather, good case managers are created. They enter the field with solid raw material, but it is training that molds them into effective professionals.

The key to that process is ongoing staff development that acquaints potential case managers with the multiple elements of good case management and conveys the capacity to design — in partnership with participants — a strategy for achieving predictable outcomes. Case managers should:

- Learn to conceptualize the importance of family, group, community, and social policy as they effect schemes of intervention.
- Understand the components of accountability: a good case record and clear entries for intake, referral, service delivery, termination, and follow-up.
- Be able to define and give examples of advocacy techniques.
- Grasp the need for partnerships and understand the barriers that stand in the way of building such alliances, and how these barriers can be overcome.

5.6 Effective Case Management

Keys to Successful Case Management

Some experts state that people aren't **cases** and their lives aren't **managed**. Perhaps it is better to say your task is to manage the resources to help a participant reach his or her goal and to offer extra assistance when necessary.

Effective case management must have at least three characteristics:

1. Regularly scheduled contact with the participant
2. Follow-up by the case manager on recommended actions
3. Caseload management strategies (described in the section titled Helpful Hints in Identifying and Categorizing Applicants/Participants on the following page)

Beyond this, experts say case management must include the following:

- A participant-centered structure and basis in the individual career or life goals and assessment results that identify the participant's personal strengths or barriers.
- Use of the IEP as the basic case management tool, with benchmarks to measure progress and regular evaluation.
- A case manager who knows the name, face, family, and life situation of each participant. Without that, there is no hope of providing timely help.
- Caseloads of 60 to 100 participants, which may be manageable because only 25% of a typical caseload may need substantial engagement at one time.

- A case manager with detailed knowledge of other community services and a wide network of key players, establishments, and organizations including the following:
 - Human services agencies
 - Local, state, and federal government agencies
 - Employment and training programs
 - Private sector small businesses; small, medium and large corporations; and temporary employment agencies
 - Local and state chambers of commerce
 - Civic, community-based nonprofit, labor, political, religious, and volunteer organizations, associations, and foundations
 - Faith-based organizations, such as churches, synagogues, and mosques
- A case manager who works with others in serving the participant

Tips for Successful Case Management

Listed below are some tips to keep participants focused on jobs and good outcomes.

- Develop and go over your job lead list and recent success stories with a note of encouragement, or make a class pep talk.
- Continually talk to the participant or class about recent placements and success stories.
- Arrange for successful graduates to give a guest talk before the class or to speak individually with participant.
- Get participants to tour potential job sites and neighborhoods where they have the potential to work and live as benefits of the program.
- Do some heavy one-on-one counseling and have motivational conversations.
- Go over the IEP with the participant: Show them how far they have come, what good things lay ahead, and the steps and possible modifications needed to achieve their objectives.
- If a program does not have a formal recognition system, initiate one via the case manager. Give out certificates and other forms of recognition for achievement.

Helpful Hints in Identifying and Categorizing Applicants/Participants

As a case manager, your time is limited, and you may not be able to give equal attention to all of your participants. One solution is to quickly identify which participants are likely to need extra attention and support. The medical system of triage works well here. You can obtain this information from assessment results, case notes, and participant interviews.

In the following list, classification in each category should be assigned only if the participant has all of the listed characteristics. If you observe these indicators in the participants you are working with, this may help you understand what resources will be required to address their individual situations. For instance, individuals in the highest risk category may take longer to complete items outlined in their IEP.

Participants with few barriers:

1. Strong, clear career goal.
2. Realistic potential to learn required skills within the allotted time frame.
3. Personal life under control.
4. Support from family members and friends.
5. Stable housing.
6. Stable childcare.
7. Reliable transportation.
8. No ongoing illnesses in the participant or immediate family.
9. History of completing tasks or solving problems.
10. Good work history.
11. Positive attitude; inner-directed.

Participants with moderate barriers:

1. Genuine interest in the career goal.
2. Signs that learning skills may be a struggle, but still achievable.
3. Some personal problems, but is getting help in solving them or shows progress in solving them.
4. Friends and family members who are not discouraging the participant.
5. Stable housing.
6. Stable childcare.
7. Reliable transportation.
8. Any family illnesses have adequate help already being provided; situation under control.
9. History of completing most tasks and at least honestly trying to solve problems.
10. Spotty work history, but with good reasons for lapses.
11. Positive attitude; may need clear direction at times.

Participants with challenging barriers:

1. Low commitment to career goal; maybe just “giving it a try.”
2. In at least one area, extremely low skills; staff members feel achievement is doubtful.
3. Major personal problems that have caused participant to miss work, school, or some other appointment.
4. Friends or family members who are discouraging the participant from pursuing a job or training.
5. Unstable housing.
6. Unstable childcare.
7. Unreliable transportation.
8. Ongoing illness in the participant or immediate family.
9. Poor history of completing tasks or solving problems.
10. Poor work history or little work experience.
11. Negative attitude toward some aspect of training, work, or self; not self-motivated; requires others to make decisions for them.

5.7 Case Management System

WIOA requires the One Stop system to provide universal access to career services to meet the diverse needs of participants. Service delivery must be universally accessible, customer-centered, and job-driven.

Training services may also be provided to program participants if it is determined to be appropriate. There is no sequence of service requirements, and staff members may determine that training is appropriate, regardless of whether an individual has received Basic or Individualized Career Services. Individuals may receive training services after an interview, evaluation, assessment, or career planning, if the One Stop partners determine the individual is unlikely or unable to obtain or retain employment by receiving only career services.

Intake and Assessment

The intake process determines a potential participant's eligibility for individualized services and enrolls those who are eligible. The assessment process generates information to be used in developing an ISS for youth or an IEP for adults and dislocated workers. Intake and assessment must be caring, professionally handled experiences that communicate respect to the participant.

The Case Manager's Role

1. Determine eligibility, if that function is assigned to you.
2. Enter participant data in the Virginia Workforce Connection (VaWC) system, such as the participant's name, address, and birthdate.
3. Determine which assessments to use at the start of the process.
4. Administer the assessments.
5. Review the assessment results with the participant and draw conclusions that will serve as input for the development of an ISS or IEP.

The enrollment process sets a tone for an ongoing relationship. When you interview the participant, you should retrieve not only the information typically sought in the organization's regular intake process but also data related to Individualized Career Services. This information will contribute to maintaining current and later accountability. To contribute to the participants' sense of predictability and partnership, care must be taken to inform them about why data is being gathered and how the data will be used.

During the enrollment process you must address the local workforce development board's policies and processes regarding civil rights, complaints, grievances, and incident reporting with the participant. You must take the time to explain these processes to the participant to ensure that they understand their rights regarding equal opportunity, complaints, grievances, and appeals prior to signing these documents. When working with participants under 18 years of age, you must also explain these rights to the parent or legal guardian of the participant and have them sign these documents in addition to the participant.

The most effective assessment tool is a series of personal appointments in which you hear, see, and sense the participant's situation. You can learn who this person is, what

strengths you can work with, and what vulnerabilities must be compensated for. Interviews should shed light on questions such as:

- What barriers to employment does the participant face? Are there any barriers to successfully completing services, including training?
- What social skills does the participant possess? How developed are their verbal and expressive capacities? What affect and emotional tone do they convey?
- How organized is the participant? How do they describe problems, possible solutions, and future ambitions?
- What support network already exists? Who are the people within the participant environment that can be turned to for help? Are there role models?
- What is the participant's employment experience? What issues recur? What vocational interests are expressed? Are the participant's expectations realistic?
- What is the participant's WIOA Title I program service history? Is it possible to pick up where a previous service provider left off?

Assessment may also involve testing. It is important to choose tests that can generate accurate information that a program will actually use. Many testing instruments exist; however, no single test renders a complete understanding of a participant's problems and potential. In addition, unless testing is related to real program options and can help determine which options make sense for a participant, the entire process becomes a misleading exercise. Respect for the participant is reflected in the rule: "Collect all the information you can use, and use all the information you collect."

The intake and assessment process helps map out the terms of the case manager-participant partnership — subject, of course, to revision and renegotiation. It is important to note that, while there are advantages to gathering a lot of good data up front, assessment is an ongoing process. As a case manager, you will need to work hard over time to develop a relationship with the participant and to continually track his or her progress.

Intervention in the Community: Brokering, Advocating, and Linking

The purpose of community outreach is to establish and maintain a referral process with organizations in the community that have employment needs. For a case manager to make effective referrals, the institutions, organizations, and businesses at the receiving end must have potential slots available. They must be willing to grant timely entry to their programs and jobs, rather than placing the participant on a waiting list.

Agencies providing case management have taken a variety of approaches to the referral process. Some place primary responsibility for identifying and securing services with the case manager, who works to develop needed slots on a case-by-case basis. Other agencies use different methods.

The tools needed to provide timely referrals and to institutionalize case management over the long-term are most likely to result from the creation of a formal interagency partnership or providers alliance in which member institutions empower case managers to "requisition" slots across institutional boundaries. These partnerships are formed specifically to enable case managers to arrange fast entry to services and/or employment

for their participants. They can be organized with clear rules that ensure accountability, communicate respect, and build in predictability. Partnerships of this type take hard work to develop and maintain, but without the establishment of a network of explicit agreements or partnerships, case management is unlikely to offer significant improvements over the existing service delivery system.

The Case Manager's Role

WIOA Title I programs offer a diverse range of services to participants. However, funding levels per participant are often capped, and other services cannot be provided with the federal program funding. By becoming familiar with other programs and community resources, you can effectively link your participants to these resources. This may help increase your participants' stability and increase their ability to complete training programs or successfully start a new career.

Designing an ISS or IEP

In WIOA, the employment plan is referred to as an **Individual Service Strategy (ISS)** for youth or **Individual Employment Plan (IEP)** for adults and dislocated workers. The WIOA ISS or IEP is an agreement between the participant and case manager about how the participant will progress through benchmarks on the way to meeting his or her goals. The ISS and IEP are most effective when tailored to the specific needs of the participant, referenced often, and updated regularly to chart and reflect any changes. The case manager needs to understand how to work with participants to develop an ISS or IEP that sets specific, measurable, obtainable goals and provides reasonable time frames for achieving them.

It is suggested that the ISS or IEP include the following content:

- **Goals:** What the participant wants to achieve, generally related to employment, such as obtaining a particular type of job.
- **Objectives:** The specific steps the participant will take to realize a goal.
- **Services:** The services the customer will need in order to meet objectives.

The case manager should use the content from the goals, objectives, and services sections of the IEP as a road map to help the participant achieve employment. When planning a course of action for an IEP, the case manager should consider the following:

- **The customer's vision:** Based on the participant's current situation, where he or she would like to be after receiving education, training, or other services.
- **Next steps:** The actions the participant needs to take at any point in the program or service strategy, which requires updating as the participant completes steps.
- **Milestones:** The completion of a step or achievement of an objective in the plan that is specific, measurable, and attainable within a designated time frame.

The Case Manager's Role

The alliance between a case manager and participant is intended to bring about change. Your role is to work in **partnership** with the participant to develop clear expectations

and set realistic goals. The participant's views of what she or he wants must be acknowledged, respected, and then tempered with your input about reality.

To ensure predictability, the case manager needs to explain how service delivery will proceed. To reinforce the ownership, predictability and accountability represented by the IEP, you should also include dates to review the IEP with the participant and a projected date for termination of case management. Together, you formulate a **written** contract that ensures **mutual accountability**, delineating your respective responsibilities and explicitly describing the nature of the agreed-upon partnership.

In the case of individuals enrolling in training, as a case manager, you should be aware of the refund policy for the training service provider that the participant has selected. This allows the program to potentially recapture funds if a participant cannot start or complete training and allows the funding to potentially be used for another participant's training.

Prior to signing the individual training account, the case manager and the participant should have a common understanding of the credentials to be attained through the training and how these place the participant on career pathways, with a plan for future career growth. In addition, both the participant and the case manager should agree to a schedule for monitoring training progress, including a scheduled check in process to report on class attendance and completion.

Individualized Employment Plan Implementation and Monitoring

The purpose of IEP monitoring is to ensure that the strategies in the IEP are implemented so that the goals and objectives can be achieved. This process involves a division of labor in which the participant does their share of the work by showing up for appointments, completing testing, attending training classes, etc. As the case manager, you provide oversight, ensure coordination and continuity of service, and give the participant opportunities to show initiative and develop competence. The relationship is dynamic and shifting, sometimes requiring hand-holding (support), sometimes stern lectures (compassionate empathy), sometimes nagging, and sometimes a gentle push to risk going it alone — always based in respect.

The Case Manager's Role

A case manager skilled in the use of referral procedures can help a participant become an active partner in creating and implementing his or her own plan. After helping a participant to identify the barriers he or she faces, the case manager generates a set of options from which the participant may choose. Before making a choice, the participant discusses with the case manager how each option will meet the participant's needs.

Once the participant has chosen an option, he or she needs to hear about the referral procedure in simple step-by-step terms. Ideally, the participant will then, in the case manager's presence, call a known person at the referral organization and schedule an appointment. In all cases, the participant should write down the appointment date, time, contact person's name, and directions to the referral agency.

The case manager also needs to determine how much additional support the participant needs to successfully carry out the referral process, such as transportation, hand-holding, and childcare, and help the participant arrange for that support.

To ensure accountability, the case manager usually contacts both the participant and the referral agency shortly after the participant's appointment to determine what transpired as seen through the eyes of both parties. Perceptions often differ. The participant and case manager can then determine next steps, ways for the case manager to support their implementation, and whether a revision of the plan is needed. These tasks are written down and become part of the plan. Of course, if the participant did not attend the appointment as planned, it is through such monitoring that the case manager learns that corrective action is necessary.

After a participant has been successfully placed into a program and or employment, the case manager monitors the placement to ensure that it meets the needs set forth in the plan. If the participant is unable to achieve their goals through the referral, it may be time for the case manager to intervene with the referral agency and/or business, or even to review and adjust the plan.

Finally, the goal of any plan should be for a participant eventually to no longer need case management. Partnership, predictability, accountability and respect are all aimed at helping the participant to complete his/her plans, learn how to access other services on their own, and feel ready to handle life without professional intervention – in short, to be ready to break from case management dependence.

Follow-Up

Follow-up services do not necessarily need to be intensive to be effective. Many case managers' follow-up services are as simple as providing encouragement once someone is on the job, providing advice on handling employment-related situations, or determining whether an additional supportive service may be needed to help the participant maintain their employment.

Key components items in follow-up include:

- **Contact:** Personal interaction, preferably face-to-face, between the participant and the individual providing follow-up services with direct or indirect job and personal counseling, such as phone calls, text messages, social engagements & activities, meetings, etc.
- **Retention:** Sustained employment and connection to the workforce and/or continued participation in a long-term education or job training program until completion.
- **Advancement:** Achievement of higher employability skills, higher wages, benefits, better position, degree or certificate obtained.

The Case Manager's Role

The case manager responsible for providing follow-up services may vary by local workforce development area (LDWA). In some regions, case managers may follow an individual from intake through service provision, training, job placement, follow-up, and case closure. In other regions, follow-up may be carried out by one designated case

manager set on the task. It is best to follow the assigned policies and procedures given to you by your supervisor.

Follow-up as a case manager is important because:

- In workforce development programs, many performance goals are measured during the follow-up phase.
- Follow-up services and activities after placement in a job or educational program can facilitate further development and boost retention.
- These follow-up services are an essential and integral part of the comprehensive, long-term, goal-directed development continuum of program services.

By providing quality follow-up services, you may help participants who are struggling in their education and training by providing them a much needed lifeline and support to help them achieve their goals. This support will also help you, as the case manager, meet your placement and retention goals, leading to a win-win situation for the participant and you.

Business Services

For businesses, your main goal is to help provide quality prescreening services for the jobs that they come to the Virginia Career Works Center to fill. This includes making sure you understand the qualifications of the positions that businesses need to fill and your clients' required skills and interest in the job. Nothing is more discouraging for both a business and a job seeker than having job referrals made for candidates who are not a good fit for a position. This reduces the trust that both businesses and job seekers have in the Virginia Career Works Center to help meet their respective employment needs.

The Case Manager's Role

The role of the case manager in business services is to carefully consider and balance the needs of the job seekers and business community. This can include making sure that you are aware of your Virginia Career Works Center's relationships with businesses in the community, your regional labor market information, and how particular training programs available in your community relate back to the labor market and those businesses in the community. Understanding these important factors will enable you to help your clients identify industry sectors where they can find employment and understand the career pathways that can help them grow their future careers.

Ex-Offender Services

One of the key demographic groups you will likely serve as a case manager is individuals who were formerly incarcerated. Individuals with a history of criminal convictions — whether a misdemeanor or felony, for state or federal charges — may face barriers in addition to the other barriers that may qualify them for WIOA Title I services.

Criminal convictions may commonly block individuals from employment in certain businesses or sectors. For instance, someone convicted of theft may face difficulty in finding a job at a retail distribution center; a conviction for felony assault and battery

will likely bar employment in a licensed medical profession. These barriers can be challenging for both you and the participant to navigate.

However, many businesses are moving toward “ban the box” applications that do not ask about criminal convictions during the application process, asking about prior convictions or performing a background check only once they are ready to make an offer of employment. These businesses will generally handle such situations on a case-by-case basis; many of the businesses willing to hire ex-offenders only require that they be honest about past convictions. Lying or omitting criminal backgrounds may prevent the participant from receiving an offer of employment that they otherwise would have received.

The Case Manager’s Role

Ex-offenders may find themselves in an uphill battle to find employment due to a lack of education and training, a limited job history, or their criminal record. Maintaining a positive outlook can be challenging, given the barriers these participants may face.

The keys to success in working with ex-offenders are:

- Creating an upfront rapport and relationship with the participant, which is key to identifying these potential challenges upfront and encouraging honesty while applying for employment opportunities.
- Being empathetic and nonjudgmental about the nature of a participant’s past offenses or their backgrounds that may have led to their conviction.
- Providing knowledge of the different employment sectors and the participant’s eligibility for employment.
- Determining which employers are open-minded about interviewing and hiring individuals with criminal convictions, and coaching ex-offenders in answering the “conviction” question during an interview.

Evaluation of Case Management Effectiveness

The purpose of evaluation is to ensure that you are achieving your objectives as a case manager. Entered training rates, entered employment rates, interviews with participants, and customer satisfaction surveys are examples of measures that may help you evaluate your effectiveness. Internal monitoring by the local workforce development board or Virginia Community College System may also lend feedback on ways to increase your effectiveness.

The Case Manager’s Role

Your role is to set up a system to periodically review what you are doing and how you are doing it and determine what is working well and where improvements can be made. This can include talking with your supervisor, learning from other experienced case managers, and engaging in opportunities for training and professional development when they are offered.

For more information or professional development support, explore WorkforceGPS, which is sponsored by the U.S. Department of Labor’s Employment and Training Administration (ETA). WorkforceGPS is an interactive website designed to provide

information and assist in information exchange among workforce systems for developing and implementing workforce programs and projects. It includes resources from states and local areas, webinars, and peer-to-peer connections in the workforce system nationwide.

5.8 Case Notes

Case notes document the actions that both the participant and the case manager take in achieving the goals of the ISS or IEP. Good case notes provide a story that can be used by a supervisor or monitor to follow what has been achieved through the partnership between the case manager and participant. Case notes should include explanations of developments such as successes or missteps. They should be objective, concise, and completed as soon as possible once information is received by the case manager.

Case Notes Must-Haves:

- A description of the context of the conversation/interview, e.g., “Dropped by after school” or “Responded to the case manager’s request for a meeting.”
- The purpose of the conversation.
- Observations about the participant, e.g., appearance, seating, manner.
- The content of the conversation or summary of the issues raised by the participant or the case manager.
- The outcome: Was the purpose of the meeting achieved? Were other objectives achieved?
- Impressions and assessment.
- Plans for next steps or the next meeting.

A helpful acronym for structuring an effective case note is “BROCRIP,” which stands for:

- B = Background: What is the participant’s present reality?
- R = Reason: What is the purpose of the contact?
- O = Observation: What do you observe from an employer’s eye?
- C = Content: What happened?
- R = Results: What was achieved?
- I = Impression: How would you evaluate the progress made?
- P = Plan: Who will do what and when?

In addition, a case manager should document secondhand information received from other sources including teachers, employers, family members, and program partners, indicating the source, name, and date the information was received. For example: “On 9/24/17, spoke with Jim’s mother, who stated ...”

All conversations and events should be documented as soon as possible after their occurrence: at the end of a phone conversation, at the end of a day, or immediately after a client leaves the case manager’s office. However, many case managers caution against recording notes taken in the presence of the participant.

It is particularly important to document facts that directly relate to the goals and objectives of the ISS or IEP, including dates of services provided, attendance, outcomes, and evaluation techniques. The case manager should document all successes and show

how they are linked to the service plan. For example: “Received progress report 9/24 from Jim’s social worker, Ellen Garber, indicating completion of probationary period.” A copy of any credential, certificate, grade, and/or progress report obtained should be placed in the case file and annotated, along with any other records and notes forwarded from other professionals.

Similarly, the case manager should document all failures and state reasons for the failures, if known. If services are not to be provided, a statement as to why — for example, failing a drug test — should be entered in the case notes as well as any follow-up actions.

NOTE: Derogatory comments, speculation, or comments that indicate personal frustrations should never be recorded.

Example: Weak Case Notes

DATE	COMMENTS
8/19/17	Randy is a youth presently in the school district. Even the continuation high school dropped him. His mom was wondering if he could have dyslexia since his sister does. We will check into this. Randy is very immature so I hope he makes it. Keeping his attention for intake was a challenge.

The problem with this case note is the statement, “Randy is immature,” which is an opinion stated as a fact. In addition, the note does not provide a specific plan created for addressing the dyslexia issue and includes no time frames or statements of responsibility.

Example: Better Case Notes

The case notes below provide an example of more effective, action-oriented case notes.

DATE	COMMENTS
8/19/17	<p>Randy is a youth not presently enrolled in the school district. He reports that the continuation high school dropped him because of his attendance.</p> <p>Randy's mother sat in on the initial appointment. She thought Randy might be dyslexic because he has a sister who is.</p> <p>During the appointment, at times Randy appeared distracted and uninterested.</p> <p>He stared out the window and had to have questions repeated several times and hesitated before answering simple questions, often deferring to his mother.</p>
ACTION ITEMS	
<ol style="list-style-type: none">1. Case Manager (CM) will call school district to get information on learning disability testing by Thursday2. Randy will bring in remaining documentation3. Randy and CM will meet Thursday at 1:004. CM will find out if program can pay for testing--answer by Thursday @ 1:005. Above steps will be reviewed at next appointment	

The Case Manager's Role

Effective case notes are necessary to set yourself up for success as a case manager. You will likely find yourself assisting dozens and perhaps hundreds of participants over the course of a year. It can be very difficult to mentally track all of this information in your mind or on random notes around your desk. Effective case notes need to tell the story of what is occurring in your interactions to help clients meet their goals, explaining the reasoning behind certain service strategies or services provided, and providing documentation and justification for services during monitoring.

In writing your case notes, remember to follow the golden rule: Treat others as you would like to be treated. If you leave your position, get promoted, or retire, someone will need to continue the work that you have done with your participants. Quality case notes will help reviewers know the story of services that have been provided and progress toward each participant's goals. So make sure you write the case notes as if they are for a participant file that you would like to receive.

5.9 Information Security

As a case manager, you are required to treat applicant and participant information as private and confidential. An overview of security practices is provided below. Check with your manager to learn about local procedures.

Protecting Personally Identifiable Information

Personally identifiable information (PII) is any information that can be used to distinguish or trace a person's identity, either alone or when combined with other personal or identifying information that is linked or linkable to a specific person (OMB M-10-23). Examples include date of birth, ZIP code of birth, gender, Social Security number, and name.

Protect this information as if it were your own!

General Guidelines

- Do not discuss applicants or participants outside of the work area.
- Within the work area, discuss applicants and participants only with co-workers with whom you are consulting for guidance on providing services.
- Secure manual records in locked cabinets at all times, even if you are just stepping away from your desk for a few minutes.
- Do not access records in public places via Wi-Fi.

Use of Virginia Workforce Connection

- Follow guidelines for setting up a password.
- Do not share your username or password.
- Do not post your password in a place that could be accessed by anyone else.
- When prompted by the system, update your password.

Electronic Records

- Store electronic files securely in accordance with local practices.
- When you are not using your computer, secure it so that no one else can access applicant or participant files.

Chapter 6: WIOA Title I Performance

6.1 WIOA Title I Adult and Dislocated Worker Program Performance Indicators

There are five measures for adult and dislocated worker performance outcomes that you will be required to track and report in your role as an adult and dislocated worker case manager. They apply to adult and dislocated workers who are age 18 or older.

- Adult/Dislocated Worker Employment Rate in the 2nd Quarter After Exit
- Adult/Dislocated Worker Employment Rate in the 4th Quarter After Exit
- Adult/Dislocated Worker Median Earnings in the 2nd Quarter After Exit
- Adult/Dislocated Worker Credential Attainment Rate
- Adult/Dislocated Worker Measurable Skill Gains

To understand the measures, you must become familiar with the terminology used to gather and calculate the data.

- **Exit Date:** Last date of funded service, either program or partner-funded
- **Exiter:** A participant who hasn't received a program or partner-funded service for 90 consecutive days and for whom no future services are scheduled
- **Exit Cohort:** A group of people who exit during the same calendar quarter
- **Exit Quarter:** A calendar quarter containing the exit date
- **Customer/Participant:** A person who meets the definition of *reportable individual*, has received basic career or self-service activities and services, and has satisfied all programmatic requirements, including eligibility determination.
- **Reportable Individual:** An individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including:
 - Individuals who provide identifying information
 - Individuals who only use the self-service system
 - Individuals who only receive information-only services or activities

6.2 Performance Measures Rules and Concepts

Only participants are included in performance calculations, which are based on exiters. Under certain specific conditions, a customer is excluded from program outcome calculations. The following conditions, either at the customer's exit or during the subsequent four-quarter measurement period, are allowable exclusions:

1. Institutionalization
2. Health/medical conditions
3. Death
4. Being called to active duty as a Reservist, including in the National Guard

Measurement data are gathered and reported on a quarterly basis, using specific wage records and supplemental data to demonstrate outcomes.

6.3 Performance Measure – Employment Rate in the 2nd Quarter After Exit

All program participants

$$\frac{\text{Number employed in the 2nd quarter after exit}}{\text{Number who exit during the quarter}}$$

Additional Information

- This measure applies to customers exiting both Adult and Dislocated Worker programs.
- Customers who were determined to have “other reason for exit” are excluded from the calculation.
- Other reasons for exit may be determined up to four quarters after exit.

6.4 Performance Measure – Employment Rate in the 4th Quarter After Exit

All program participants

$$\frac{\text{Number employed in the 4th quarter after exit}}{\text{Number who exit during the quarter}}$$

Additional Information

- This measure applies to customers exiting both the Adult and Dislocated Worker programs.
- Customers who were determined to have “other reason for exit” are excluded from the calculation.
- Other reasons for exit may be determined up to four quarters after exit.

6.5 Performance Measure – Median Earnings in the 2nd Quarter After Exit

For those employed in the 2nd quarter after exit, the median wage for the 2nd quarter after exit.

$$\frac{\text{Earnings from the 2nd quarter after exit}}{\text{Number who exit during the quarter}}$$

Additional Information

- This measure applies to customers exiting both the Adult and Dislocated Worker programs.
- Customers include those employed in the 2nd quarter after exit.
- Data sources are wage records and supplemental data, if there is no wage match.
- Median wage is the one in the middle of a list of wages.

6.6 Performance Measure – Credential Attainment

The calculation is the same for adults and dislocated workers.

The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training and customized training) who attained a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within one year after exit from the program.

Number of individual participants who exit during the quarter

Additional Information

Training services include the following:

- Occupational Skills Training – Approved Providers (ITA)
- Entrepreneurial Training
- Private Sector Training
- Workforce Training and Cooperative Education
- Adult Education With Occupational Skills – Approved Providers (ITA)
- Employed Worker Skills Upgrading/Retraining
- Occupational Skills Training – Nonapproved Providers (no ITA)

Participants enrolled in on-the-job training and customized training are excluded from this measure.

Credentials

Credential attainment is the percentage of those participants enrolled in an education or training program (excluding those in on-the-job training and customized training) who attained a recognized **postsecondary** credential, or a **secondary** school diploma or its recognized **equivalent**, during participation in or within one year after exit from the program.

A participant who has attained a **secondary** school diploma or its recognized **equivalent** is included in the percentage of participants who have attained a secondary school diploma or its recognized equivalent **only** if the participant is also employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year after exit from the program.

Definition of a credential: This indicator measures the attainment of two types of credentials: either a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent.

A recognized postsecondary credential is defined as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state involved or federal government, or an associate or bachelor's degree. A recognized postsecondary credential is awarded in recognition of an individual's attainment of measurable technical or industry/occupational skills necessary to obtain employment or advance within an industry or occupation. These technical or industry/occupational skills generally are based on standards developed or endorsed by employers or industry associations.

The definition of a credential does not include certificates awarded by workforce development boards or work readiness certificates because neither type of certificate documents the measurable technical or industry/occupational skills necessary to gain employment or advance within an occupation. In addition, postsecondary credentials need to recognize technology or industry/occupational skills for the specific industry/occupation, rather than general skills related to safety, hygiene, etc., even if such general skills are broadly required to qualify for entry-level employment or advancement in employment.

A variety of public and private entities issue recognized postsecondary credentials. The following are the types of organizations and institutions that award recognized postsecondary credentials, but not all credentials issued by these entities meet the definition of a recognized postsecondary credential.

- A state educational agency or a state agency responsible for administering vocational and technical education within a state.
- An institution of higher education described in in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student financial aid programs.
- An institution of higher education that is formally controlled, or has been formally sanctioned or chartered, by the governing body of an Indian tribe or tribes.
- A professional, industry, or employer organization or product manufacturer or developer using a valid and reliable assessment of an individual's knowledge, skills, and abilities. Examples include:
 - National Institute for Automotive Service Excellence
 - NIMS (formerly National Institute for Metalworking Skills) – e.g., Machining Level I credential
 - Microsoft – e.g., Microsoft Certified IT Professional
 - Novell – e.g., Certified Novell Engineer
 - Sun – e.g., Sun Certified Java Programmer
- ETA's Office of Apprenticeship or a state apprenticeship agency.

- A public regulatory agency, which awards a credential upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession. For example, the Federal Aviation Administration issues an aviation mechanic license, and states license asbestos inspectors.
- A program that has been approved by the U.S. Department of Veterans Affairs to offer education benefits to veterans and other eligible people.
- Job Corps, which issues certificates for completing career training programs that are based on industry skills standards and certification requirements.

Definition of a secondary school diploma: For purposes of the credential attainment performance indicator, a secondary school diploma or its recognized equivalent, commonly referred to as a high school diploma, is one that is recognized by the state and is included for accountability purposes under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA). A secondary school equivalency certification signifies that a student has completed the requirements for a high school diploma. The types of recognized equivalents, for those not covered under ESEA, that would satisfy this performance indicator are those recognized by a state.

Examples of secondary school diplomas, alternate diploma, and recognized equivalents recognized by individual states include:

- Certification of attaining passing scores on a state-recognized high school equivalency test.
- A secondary school diploma or state-recognized equivalent earned through a credit-bearing secondary education program sanctioned by state law, code, or regulation.
- Certification of passing a state-recognized competency-based assessment.
- Completion of a specified number of college credits.

Types of acceptable credentials: The following are acceptable types of credentials that count toward the credential attainment indicator:

- Secondary school diploma or its recognized equivalent.
- Associate degree.
- Bachelor's degree.
- Occupational license.
- Occupational certificate, including Registered Apprenticeship and Career and Technical Education educational certificates.
- Occupation certification.
- Other recognized credentials, if industry/occupation skills completion is sufficient to qualify for entry-level or advancement in employment.

Who is included in the calculation of the credential attainment indicator?

Two types of participants are included in the credential attainment indicator: Participants who exit and are in a postsecondary education or training program, and

participants who are in a secondary education program (at or above the ninth-grade level) and do not have a secondary school diploma or its recognized equivalent. However, their inclusion in the credential attainment indicator is subject to a “special rule”: Participants who obtain a secondary school diploma or its recognized equivalent must **also** be employed or enrolled in an education or training program leading to a recognized credential within one year following exit. Participants enrolled in work-based on-the-job training or customized training are excluded from this indicator because such training does not typically lead to a credential.

6.7 Performance Measure – Measurable Skill Gains

The calculation is the same for adults and dislocated workers.

The count of the most recent date on which participants achieved measurable skill gains is in the reporting period, via one of the following:

Educational Functioning Level
Postsecondary Transcript/Report Card
Secondary Transcript/Report Card
Training Milestone
Skills Progression

All participants enrolled in an education or training program leading to a recognized postsecondary credential or employment

The measurable skill gains indicator is the percentage of participants who, during a program year, are in education or training programs that lead to a recognized postsecondary credential or employment and who are achieving measurable skills gains. Measurable skills gains are defined as documented academic, technical, occupational, or other forms of progress toward such a credential or employment.

Depending on the type of education or training program in which a participant is enrolled, documented progress is defined as one of the following:

- Documented achievement of at least one educational functioning level by a participant who is receiving instruction below the postsecondary education level.
- Documented attainment of a secondary school diploma or its recognized equivalent.
- A secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows the participant is meeting the state’s unit academic standards.
- A satisfactory or better progress report toward established milestones, such as completion of on-the-job training or one year of an apprenticeship program, from an employer or training provider who is providing training.
- 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.

6.8 WIOA Title I Youth Performance Indicators

There are five WIOA performance indicators for youth performance outcomes that youth case managers are required to track and report. They apply to youths ages 16–24.

- Youth Education and Employment Rate in the 2nd Quarter After Exit
- Youth Education and Employment Rate in the 4th Quarter After Exit
- Youth Median Earnings in the 2nd Quarter After Exit
- Youth Credential Attainment Rate
- Youth Measurable Skill Gains

To understand the measures, you must become familiar with the terminology used to gather and calculate the data.

- **Certificate:** Document awarded in recognition of a person's attainment of technical or occupational skills by *specified* institutions, such as the state educational agency or institution of higher education. Does *not* include work readiness certificates or certificates awarded by local workforce development boards.
- **Diploma:** Any credential accepted by the state educational agency as equivalent to a high school diploma as well as postsecondary degrees.
- **Education:** Participation in secondary or postsecondary school, adult education programs, or any other organized program of study leading to a degree or certificate.
- **Exit Date:** Last date of funded service, either program or partner-funded.
- **Exiter:** A participant who hasn't received a program or partner-funded service for 90 consecutive days and for whom no future services are scheduled.
- **Exit Cohort:** A group of people who exit during the same calendar quarter.
- **Exit Quarter:** A calendar quarter containing the exit date.
- **Customer/Participant:** A person who meets the definition of *reportable individual*; has satisfied all applicable program requirements for the provision of services, including eligibility determination, an Objective Assessment, and development of an Individual Service Strategy; and has received one of the 14 WIOA Youth program elements.
- **Youth Program 14 Elements:** Any of the following:
 - Tutoring, study skills training, dropout prevention strategies
 - Alternative secondary school services
 - Paid and unpaid work experiences
 - Occupational skills training
 - Education offered concurrently with workforce preparation
 - Leadership development opportunities
 - Supportive services
 - Adult mentoring
 - Follow-up services
 - Comprehensive guidance and counseling
 - Financial literacy education
 - Entrepreneurial skills training
 - Services that provide labor market information

- Postsecondary preparation and transitional activities
- **Reportable Individual:** An individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including:
 - Individuals who provide identifying information
 - Individuals who only use the self-service system
 - Individuals who only receive information-only services or activities
- **Recognized Postsecondary Credential:** A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state involved or the federal government, or an associate or bachelor's degree.

6.9 Performance Measures Rules and Concepts

Only participants are included in performance calculations, which are based on exiters, with the exception of the measurable skill gains measure. There are specific conditions that exclude customers from calculations. The following conditions, either at the customer's exit or during the subsequent four-quarter measurement period, are allowable exclusions:

1. Institutionalization
2. Health/medical conditions
3. Death
4. Being called to active duty as a Reservist, including in the National Guard
5. Entering foster care

Measurement data are gathered and reported on a quarterly basis and use specific data sources designed to demonstrate outcomes.

WIOA Measure	Data Source(s)
Youth Education and Employment Rate – 2 nd Quarter After Exit	Wage records and supplemental data for placement in employment or the military; administrative records for placement in education or training
Youth Education and Employment Rate – 4 th Quarter After Exit	Wage records and supplemental data for placement in employment or the military; administrative records for placement in education or training
Youth Median Earnings – 2 nd Quarter After Exit	Wage records or supplemental data
Youth Credential Attainment Rate	Administrative records
Youth Measurable Skill Gains	Administrative records

6.10 Performance Measure – Education or Employment Rate in the 2nd Quarter After Exit

The percentage of Title I Youth participants who are in education or training activities or in unsubsidized employment during the second quarter after exit from the program.

$$\frac{\text{Number of youth participants who are in education or training activities or in unsubsidized employment during the second quarter after exit}}{\text{Number of youth participants who exit the program during the reporting period}}$$

Additional Information

Employment status in the 2nd quarter after exit is based on wage records or supplemental data. Education status in the 2nd quarter after exit is based on administrative records.

6.11 Performance Measure – Education or Employment Rate in the 4th Quarter After Exit

The percentage of Title I Youth participants who are in education or training activities or in unsubsidized employment during the fourth quarter after exit from the program.

$$\frac{\text{Number of youth participants who are in education or training activities or in unsubsidized employment during the 4th quarter after exit}}{\text{Number of youth participants who exit the program during the reporting period}}$$

Additional Information

- Employment status in the 4th quarter after exit is based on wage records or supplemental data. Education status in the 4th quarter after exit is based on administrative records.

6.12 Performance Measure – Median Earnings in the 2nd Quarter After Exit

For those employed in the 2nd quarter after exit, the median wage for the 2nd quarter after exit

$$\frac{\text{Earnings from the 2nd quarter after exit}}{\text{Number who exit during the quarter}}$$

Additional Information

- This measure includes those employed in the 2nd quarter after exit.
- Data sources are wage records and supplemental data, if there is no wage match.
- Median wage is the one in the middle of the list of wages.

6.13 Performance Measure – Credential Attainment Rate

The percentage of those participants enrolled in an education or training program (excluding those in on-the-job training and customized training) who attained a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within one year after exit from the program.

Number of individual participants who exit during the quarter

Additional Information

- This measure is based on one year (365 days) after exit and is not quarter-based as the employment-related measures are.
- This measure counts youth participation in one of the following activities/services:
 - The program element Occupational Skills Training.
 - Secondary education at or above the ninth-grade level during participation in the Title I Youth program.
 - Postsecondary education during participation in the Title I Youth program.
 - Title II-funded adult education at or above the ninth-grade level during participation in the Title I Youth program.
 - YouthBuild or Job Corps involvement during participation in the Title I Youth program.

Types of acceptable credentials: The following are acceptable types of credentials that count toward the credential attainment indicator:

- Secondary school diploma or recognized equivalent.
- Associate degree.
- Bachelor's degree.
- Occupational license.
- Occupational certificate, including Registered Apprenticeship and Career and Technical Education certificates.
- Occupation certification.
- Other recognized credentials if industry/occupation skills completion is sufficient to qualify for entry-level or advancement in employment.

Special rule relating to secondary school diplomas and recognized equivalents in the calculation of the credential attainment indicator:

- Participants who obtain a secondary school diploma or its recognized equivalent must also be employed, or enrolled in an education or training program leading to a recognized credential within one year following exit.

6.14 Performance Measure – Measurable Skill Gains

The count of the most recent date on which participants achieved measurable skill gains in the reporting period, based on one of the following:

Educational Functioning Level
Postsecondary Transcript/Report Card
Secondary Transcript/Report Card
Training Milestone
Skills Progression

All participants enrolled in an education or training program leading to a recognized postsecondary credential or employment

The measurable skill gains indicator is the percentage of participants who, during a program year, are in education or training programs that lead to a recognized postsecondary credential or employment and who are achieving measurable skills gains. Measurable skill gains are defined as documented academic, technical, occupational, or other forms of progress toward such a credential or employment.

Depending on the type of education or training program in which a participant is enrolled, documented progress is defined as one of the following:

- Documented achievement of at least one educational functioning level by a participant who is receiving instruction below the postsecondary education level.
- Documented attainment of a secondary school diploma or its recognized equivalent.
- A secondary or postsecondary transcript or report card for a sufficient number of credit hours that shows the participant is meeting the state's unit academic standards.
- A satisfactory or better progress report toward established milestones, such as completion of on-the-job training or one year on an apprenticeship program, from an employer or training provider who is providing training.
- 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.

Glossary

administrative costs – Expenditures incurred by state and local workforce boards, direct recipients (including state grant recipients under subtitle B of WIOA Title I and recipients of awards under subtitles C and D of Title I), local grant recipients, local fiscal agents or local grant subrecipients, and One Stop operators in the performance of administrative functions and in carrying out activities under Title I that are not related to the direct provision of workforce investment services (including services to participants and employers). Such costs include both personnel and nonpersonnel costs and both direct and indirect costs.

adult – Except as otherwise specified in WIOA Section 132, an individual who is age 18 or older. For the purposes of the formula specified in Section 132, the term “adult” means an individual who is not less than age 22 and not more than age 72.

adult education – Academic instruction and education services below the postsecondary level that increase an individual’s ability to do all of the following:

- 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.
- Obtain employment.

adult education and literacy activities – Programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

American Indian/Alaska Native – A member of an Indian tribe, band, nation, or other organized group or community, including any Alaskan Native village or regional or village corporation, as defined in or established pursuant to the Alaskan Native Claim Settlement Act (85 Stat. 688) (48 U.S.C. 1601 et seq.), which is recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians.

area career and technical education school – As defined in Section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302), any of the following:

- A specialized public secondary school used exclusively or principally for the provision of career and technical education for individuals preparing to enter the labor market.
- The department of a public secondary school exclusively or principally used for providing career and technical education in at least three different fields, especially in high-skill, high-wage, or in-demand industry sectors or occupations.

- A public or nonprofit technical institution or career and technical education school used exclusively or principally for providing career and technical education to individuals who have completed or left secondary school and are preparing to enter the labor market.
- The department or division of an institution of higher education that operates under the policies of the eligible agency and that provides career and technical education in at least three different occupational fields leading to immediate employment, if the department or division admits both students who have completed and students who have left secondary school.

Asian American – An individual who has origins among any of the original people of the Far East, Southeast Asia, or the Indian subcontinent (e.g., Bangladesh, Bhutan, India, Nepal, Pakistan, Sikkim, and Sri Lanka). This area includes, for example, Cambodia, China, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

basic skills deficient – An individual who is either of the following:

- A youth with English reading, writing, or computing skills at or below the eighth-grade level on a generally accepted standardized test.
- A youth or adult unable to compute or solve problems, or to read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

black/African American – An individual who has origins among any of the black racial groups of Africa.

career and technical education – As defined in Section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302), organized educational activities that offer a sequence of courses that:

- Provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with challenging state academic standards.
- Provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree.

career pathway – A combination of rigorous and high-quality education, training, and other services that does all of the following:

- Aligns with the skill needs of industries in the economy of the State or regional economy involved.
- Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including Registered Apprenticeships under the Act of August 16, 1937 (commonly known as the National Apprenticeship Act; 50 Stat. 664, chapter 663; 29 U.S.C.50 et seq.).

- Includes counseling to support an individual in achieving the individual’s education and career goals.
- Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
- Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable.
- Enables an individual to attain a secondary school diploma, or its recognized equivalent, and at least one recognized postsecondary credential.
- Helps an individual enter or advance within a specific occupation or occupational cluster.

career planning – The provision of a client-centered approach in the delivery of services, designed to do both of the following:

- Prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies.
- Provide job, education, and career counseling, as appropriate, during program participation and after job placement.

category of disability – For those participants who identify as an individual with a disability by responding “yes” to the Participant Information Record Layout (PIRL) data element 203, any of the following:

- Physical/Chronic Health Condition – if the impairment is primarily physical, due to a chronic health condition.
- Physical/Mobility Impairment – if the impairment is primarily physical, including impaired mobility.
- Mental or Psychiatric Disability – if, because of a mental illness, psychiatric disability, or emotional condition, the participant has serious difficulty concentrating, remembering, or making decisions.
- Vision-Related Disability – if the participant is blind or has serious difficulty seeing.
- Hearing-Related Disability – if the participant is deaf or has serious difficulty hearing.
- Learning Disability – if the participant has a diagnosed learning disability.
- Cognitive/Intellectual Disability – if the participant has a cognitive or intellectual disability.
- Participant did not disclose the type of disability – if the participant does not wish to disclose his/her category of disability.

chief elected official – The chief elected executive officer of a unit of general local government in a local area and, in a case in which a local area includes more than one unit of general local government, the individual designated under the agreement described in WIOA Section 107(c)(1)(B).

community-based organization – A private, nonprofit organization, including faith-based organizations, that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce development.

competitive integrated employment – As defined in Section 7 of the Rehabilitation Act of 1973 (29 U.S.C. 705), for individuals with disabilities.

core program – A program authorized under a core program provision.

core program provision – Any of the following:

- Chapters 2 and 3 of subtitle B of Title I, relating to youth workforce investment activities and adult and dislocated worker employment and training activities.
- Title II, relating to adult education and literacy activities.
- Sections 1–13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.), relating to employment services.
- Title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than Section 112 or part C of that Title (29 U.S.C. 732, 741), relating to vocational rehabilitation services.

customized training – Training that meets all of the following conditions:

(A) Is designed to meet the specific requirements of an employer (including a group of employers).

(B) Is conducted with a commitment by the employer to employ an individual upon successful completion of the training.

(C) For which the employer pays both:

(i) A significant portion of the cost of training, as determined by the local board involved, taking into account the size of the employer and such other factors as the local board determines to be appropriate. These factors may include the number of employees participating in training, the wage and benefit levels of those employees (at present and anticipated upon completion of the training), the relationship of the training to the competitiveness of a participant, and other employer-provided training and advancement opportunities.

(ii) In the case of customized training, as defined in subparagraphs (A) and (B) above, involving an employer located in multiple local areas in the state, a significant portion of the cost of the training, as determined by the governor of the state, taking into account the size of the employer and such other factors as the governor determines to be appropriate.

dislocated worker – An individual who meets the conditions in **any** of the following subparagraphs A–E:

(A) An individual who meets either of the following conditions:

(i) Has been terminated or laid off, or who has received a notice of termination or layoff, from employment.

- (ii) Is one of the following:
 - Eligible for or has exhausted entitlement to unemployment compensation.
 - Formerly employed for a duration sufficient to demonstrate attachment to the workforce to the appropriate entity at a One Stop center referred to in WIOA Section 121(e), but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that was not covered under a state unemployment compensation law.
- (iii) Is unlikely to return to a previous industry or occupation.

(B) An individual who is any of the following:

- (i) 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.
- (ii) Employed at a facility at which the employer has made a general announcement that such facility will close within 180 days.
- (iii) For purposes of eligibility to receive services other than training services described in WIOA Section 134(c)(3), career services described in Section 134(c)(2)(A)(xii), or supportive services, employed at a facility at which the employer has made a general announcement that such facility will close.

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

(D) A displaced homemaker.

(E) An individual who is either of the following:

- (i) 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, below), 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.
- (ii) The spouse of a member of the armed forces on active duty who meets the criteria described in paragraph (16)(B).101(b)(16) of Title 10, United States Code.

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. Active duty does not include full-time National Guard duty.

displaced homemaker – An individual who has been providing unpaid services to family members in the home and who meets the conditions described in both subparagraphs A and B below:

(A) Either of the following:

- (i) Has been dependent on the income of another family member but is no longer supported by that income.

(ii) Is the dependent spouse of a member of the armed forces on active duty (as defined in Section 101(d)(1) of Title 10, United States Code, above) and whose family income is significantly reduced because of any of the following:

- A deployment, as defined in Section 991(b) of Title 10, United States Code, or pursuant to paragraph (4) of such section.
- A call or order to active duty pursuant to a provision of law referred to in Section 101(a)(13)(B) of Title 10, United States Code.
- A permanent change of station.
- The service-connected — as defined in Section 101(16) of Title 38, United States Code — death or disability of the member.

(B) Is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

economic development agency – A local planning or zoning commission or board, a community development agency, or another local agency or institution responsible for regulating, promoting, or assisting in local economic development.

eligible provider – A provider responsible for any of the following:

- Training services, in accordance with WIOA Section 122(e)(3).
- Intensive services, as described in WIOA Section 134(d)(3)(B).
- Youth activities, through a grant or contract in accordance with WIOA Section 123.
- Other workforce investment activities, through selection as a designated One Stop operator or certification under WIOA Section 121(d).

eligible youth – Except as provided in subtitles C and D of Title I, an in-school youth or out-of-school youth.

employment and training activity – An activity described in WIOA Section 134 that is carried out for an adult or dislocated worker.

English language acquisition program – As defined in WIOA Section 203, a program of instruction that meets the conditions described in both A and B below:

(A) Is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language.

(B) Leads to either of the following:

- (i) Attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training.
- (ii) Employment.

English language learner – As defined in WIOA Section 203, an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and meets either of the following conditions:

- Speaks a native language other than English.

- Lives in a family or community environment where a language other than English is the dominant language.

exit – For the purposes of performance calculations, the point after which a participant who has received services through any program meets the following criteria:

1. For the Adult, Dislocated Worker, and Youth programs authorized under WIOA Title I, the AEFLA program authorized under WIOA Title II, and the Employment Service program authorized under the Wagner-Peyser Act, as amended WIOA Title III: the date of last service. This date cannot be determined until at least 90 days have elapsed since the participant last received services. Services do not include self-services, informational-only services, activities, or follow-up services. This also requires that there are no plans to provide the participant with future services.
2. For the Vocational Rehabilitation program authorized under Title I of the Rehabilitation Act of 1973, as amended by WIOA Title IV (Vocational Rehabilitation program), either of the following:
 - a. The date when the participant’s record of service was closed, in accordance with 34 CFR 361.56, because the participant had achieved an employment outcome.
 - b. The date when the participant’s service record was closed because the individual had not achieved an employment outcome or the individual was determined ineligible after receiving services in accordance with 34 CFR 361.43.

Notwithstanding any other provision of this section, a participant will not be considered as meeting the definition of exit from the vocational rehabilitation program if the participant’s service record is closed because the participant has achieved a supported employment outcome in an integrated setting but not in integrated employment.

A state may implement a common exit policy for all or some of the core programs in WIOA Title I and the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA Title III, and any additional require partner program(s) listed in Section 121 (b)(1)(B) of WIOA that is under the authority of the Department of Labor.

If a state chooses to implement a common exit policy, the policy must require that a participant is only exited when all of the criteria in paragraph (c)(1) of this section are met for the WIOA Title I core programs and the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA Title III, as well as any individual required partner programs listed in Section 121 (b)(1)(B) of WIOA under the authority of the Department of Labor to which the common exit policy applies in which the participant is enrolled.

family – Two or more people 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

- A married couple

If an individual is not living in a single residence with other family members, that individual is not a member of the family for purposes of WIOA income calculations.

governor – The chief executive of a state or an outlying area.

Hispanic/Latino – A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish cultural origin, regardless of race.

homeless individual – A person or people who meet the conditions in any of the following subparagraphs A–D:

(A) An individual or family who lacks a fixed, regular, and adequate nighttime residence, meaning any of the following:

(i) An individual or family with 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, including a car, park, abandoned building, bus or train station, airport, or camping ground.

(ii) An individual or family living in a supervised publicly or privately operated shelter designated to provide temporary living arrangements (including congregate shelters, transitional housing, and hotels and motels paid for by charitable organizations or by federal, state, or local government programs for low-income individuals).

(iii) An individual who is exiting an institution where he or she resided for 90 days or less and who resided in an emergency shelter or place not meant for human habitation immediately before entering that institution.

(B) An individual or family who will imminently lose their primary nighttime residence, provided that all three of the following conditions are met:

(i) The primary nighttime residence will be lost within 14 days of the date of application for homeless assistance.

(ii) No subsequent residence has been identified.

(iii) The individual or family lacks the resources or support networks, such as family members, friends, or faith-based or other social networks, needed to obtain other permanent housing.

(C) Unaccompanied youths under age 25, or families with children and youths, who do not otherwise qualify as homeless under this definition, but who meet all of the following conditions:

(i) Are defined as homeless under Section 387 of the Runaway and Homeless Youth Act – 42 U.S.C. 5732a; Section 637 of the Head Start Act – 42 U.S.C. 9832; Section 41403 of the Violence Against Women Act of 1994 – 42 U.S.C. 14043e–2; Section 330(h) of the Public Health Service Act – 42 U.S.C. 254b(h); Section 3 of the Food and Nutrition Act of 2008 – 7 U.S.C. 2012; Section 17(b) of the Child Nutrition Act of 1966 – 42 U.S.C. 1786(b); or Section 725 of the McKinney-Vento Homeless Assistance Act – 42 U.S.C.11434a.

(ii) Have not had a lease, ownership interest, or occupancy agreement in permanent housing at any time during the 60 days immediately preceding the date of application for homeless assistance.

(iii) Have experienced persistent instability as measured by two moves or more during the 60-day period immediately preceding the date of applying for homeless assistance.

(iv) Can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse (including neglect), the presence of a child or youth with a disability, or two or more barriers to employment, which include the lack of a high school degree or General Education Development (GED), illiteracy, low English proficiency, a history of incarceration or detention for criminal activity, and a history of unstable employment.

(D) Any individual or family who meets all of the following conditions:

(i) Is fleeing, or is attempting to flee, domestic violence, dating violence, sexual assault, stalking, or other dangerous or life-threatening conditions that relate to violence against the individual or a family member, including a child, that has either taken place within the individual's or family's primary nighttime residence or has made the individual or family afraid to return to their primary nighttime residence.

(ii) Has no other residence.

(iii) Lacks the resources or support networks, such as family members, friends, or faith-based or other social networks, to obtain other permanent housing.

The McKinney-Vento Homeless Assistance Act As amended by S. 896 The Homeless Emergency Assistance and Rapid Transition to Housing (HEARTH) Act of 2009

1 SEC. 103. [42 USC 11302]. GENERAL DEFINITION OF HOMELESS INDIVIDUAL.

(a) IN GENERAL — For purposes of this Act, the term “homeless,” “homeless individual,” and “homeless person” means —

(1) an individual or family who lacks a fixed, regular, and adequate nighttime residence;

(2) an individual or family with 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, including a car, park, abandoned building, bus or train station, airport, or camping ground;

(3) an individual or family living in a supervised publicly or privately operated shelter designated to provide temporary living arrangements (including hotels and motels paid for by Federal, State, or local government programs for low-income individuals or by charitable organizations, congregate shelters, and transitional housing);

(4) an individual who resided in a shelter or place not meant for human habitation and who is exiting an institution where he or she temporarily resided;

(5) an individual or family who —

(A) will imminently lose their housing, including housing they own, rent, or live in without paying rent, are sharing with others, and rooms in hotels or motels not paid for by Federal, State, or local government programs for low-income individuals or by charitable organizations, as evidenced by —

(i) a court order resulting from an eviction action that notifies the individual or family that they must leave within 14 days;

(ii) the individual or family having a primary nighttime residence that is a room in a hotel or motel and where they lack the resources necessary to reside there for more than 14 days; or

(iii) credible evidence indicating that the owner or renter of the housing will not allow the individual or family to stay for more than 14 days, and any oral statement from an individual or family seeking homeless assistance that is found to be credible shall be considered credible evidence for purposes of this clause;

(B) has no subsequent residence identified; and

(C) lacks the resources or support networks needed to obtain other permanent housing; and

(6) unaccompanied youth and homeless families with children and youth defined as homeless under other Federal statutes who —

(A) have experienced a long term period without living independently in permanent housing,

(B) have experienced persistent instability as measured by frequent moves over such period, and

(C) can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

(b) DOMESTIC VIOLENCE AND OTHER DANGEROUS OR LIFE-THREATENING CONDITIONS —Notwithstanding any other provision of this section, the Secretary shall consider to be homeless any individual or family who is fleeing, or is attempting to flee, domestic violence, dating violence, sexual assault, stalking, or other dangerous or life threatening conditions in the individual's or family's current housing situation, including where the health and safety of children are jeopardized, and who have no other residence and lack the resources or support networks to obtain other permanent housing.

incumbent worker – An individual who meets all of the following conditions:

- Is at least 18 years old.
- Is a paid full-time employee of the applicant's business working at a facility located in Virginia.
- Is a citizen of the United States or a noncitizen whose status permits employment in the United States, who has registered with Selective Service, as appropriate.
- Meets the Fair Labor Standards Act requirements for an employer-employee relationship.
- Has an established employment history with the employer for six months or more.
- Is recommended by their current employer for incumbent worker training in order to address changes in the necessary skills to remain in their position, to remain in their company, or to avoid a layoff.

incumbent worker training – A form of work-based training that is designed to ensure that employees of a company are able to acquire the skills necessary to retain employment and advance within the company, thus creating backfill opportunities for the employer, or to provide the skills necessary to avert a layoff. This training must increase both a participant's and a company's competitiveness.

in-demand industry sector or occupation – Either of the following:

- An industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the state, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors.
- An occupation that currently has or is projected to have a number of positions, (including positions that lead to economic self-sufficiency and opportunities for advancement), in an industry sector so as to have a significant impact on the state, regional, or local economy, as appropriate.

The determination of whether an industry sector or occupation is in-demand shall be made by the state board or local board, as appropriate, using state and regional business and labor market projections, including the use of labor market information.

individual training accounts – An account arranged by a One Stop operator to pay for training services for an eligible individual through an eligible provider on the provider list.

individual with a barrier to employment – A member of one or more of the following populations:

- Displaced homemakers.
- Low-income individuals.
- American Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in this glossary.
- Individuals with disabilities, including youths with disabilities.

- Older individuals.
- Ex-offenders.
- Homeless individuals, as defined in Section 41403(6) of the Violence Against Women Act of 1994 – 42 U.S.C. 14043e–2(6); or homeless children and youths, as defined in Section 725(2) of the McKinney-Vento Homeless Assistance Act – 42 U.S.C. 11434a(2).
- Youths who are in or have aged out of the foster care system.
- Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers.
- Eligible migrant and seasonal farmworkers, as defined in Section 167(i).
- Individuals within two years of exhausting lifetime eligibility under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.).
- Single parents (including single pregnant women).
- Long-term unemployed individuals.
- Such other groups as the governor involved determines to have barriers to employment.

individual with a disability – An individual with a disability as defined in Section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).

industry or sector partnership – A workforce collaborative, convened by or acting in partnership with a state board or local board, that organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that includes, at the appropriate stage of development of the partnership, all of the following:

- Representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable.
- One or more representatives of a recognized state labor organization or central labor council, or another labor representative, as appropriate.
- One or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster.

The partnership also may include representatives of:

- State or local government
- State or local economic development agencies
- State boards or local boards, as appropriate
- A state workforce agency or other entity providing employment services
- Other state or local agencies
- Business or trade associations
- Economic development organizations
- Nonprofit organizations, community-based organizations, or intermediaries
- Philanthropic organizations
- Industry associations

- Other organizations, as determined to be necessary by the members comprising the industry or sector partnership

in-school youth – A youth who is attending school (as defined by state law); not younger than age 14 or older than age 21 (unless the individual has a disability and is attending school under state law); a low-income individual (including individuals living in a high-poverty area); and one or more of the following:

- Basic skills deficient.
- An English language learner.
- An offender.
- A homeless individual, as defined in Section 41403(6) of the Violence Against Women Act of 1994 – 42 U.S.C. 14043e–2(6); a homeless child or youth, as defined in Section 725(2) of the McKinney-Vento Homeless Assistance Act – 42 U.S.C. 11434a(2); a runaway, in foster care, or aged out of the foster care system; a child eligible for assistance under Section 477 of the Social Security Act – 42 U.S.C. 677; or in an out-of-home placement.
- Pregnant or parenting.
- With a disability.
- Requiring additional assistance to enter or complete an educational program or to secure and hold employment.

institution of higher education – As defined in Section 101 and subparagraphs (A) and (B) of Section 102(a)(1) of the Higher Education Act of 1965 – 20 U.S.C. 1001, 1002(a)(1).

integrated education and training – As defined in WIOA Section 203, a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

labor market area – An economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence. Such an area is identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a governor.

literacy – As defined in WIOA Section 203, the ability to read, write, and speak in English, and to compute and solve problems, at levels of proficiency necessary to function on the job, in one’s family, and in society.

local area – A local workforce investment area designated under WIOA Section 106, subject to Sections 106(c)(3)(A), 107(c)(4)(B)(i), and 189(i).

local board – A local workforce development board established under WIOA Section 107, subject to Section 107(c)(4)(B)(i).

local educational agency – As defined in Section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

local plan – A plan submitted under WIOA Section 108, subject to Section 106(c)(3)(B).

long-term unemployed – An individual who has been unemployed for 27 or more consecutive weeks at the time of program entry.

low-income individual – An individual who meets the conditions in **any** of the following subparagraphs A–F:

(A) Receives or in the past six months has received, or is a member of a family that is receiving or in the past six months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grants to states for temporary assistance for needy families program under part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under Title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or state or local income-based public assistance.

(B) Is in a family with total family income that does not exceed the higher of either the poverty line or 70 percent of the lower living standard income level.

(C) Is a homeless individual, as defined in Section 41403(6) of the Violence Against Women Act of 1994 – 42 U.S.C. 14043e–2(6), or a homeless child or youth, as defined under Section 725(2) of the McKinney-Vento Homeless Assistance Act – 42 U.S.C. 11434a(2).

(D) Receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.).

(E) Is a foster child on behalf of whom state or local government payments are made.

(F) Is an individual with a disability whose own income meets the income requirement of subparagraph B above, but who is a member of a family whose income does not meet this requirement.

lower living standard income level – That income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary of Labor based on the most recent lower living family budget issued by the Secretary.

Native Hawaiian/Other Pacific Islander – A person having origins among any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

nontraditional employment – Work by an individual in an occupation or field in which less than 25 percent of the workers employed in that occupation or field of work are of that individual's gender.

offender – An adult or juvenile who meets either of the following conditions:

- Is or has been subject to any stage of the criminal justice process, and for whom services under WIOA may be beneficial.

- Requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

older individual – A person who is age 55 or older.

One Stop center – A site described in WIOA Section 121(e)(2).

One Stop operator – One or more entities designated or certified under WIOA Section 121(d).

One Stop partner – An entity described in WIOA Section 121(b)(1) and described in Section 121(b)(2) that is participating, with the approval of the local board and chief elected official in the operation of a One Stop delivery system.

One Stop partner program – A program or activities of a One Stop partner described in WIOA Section 121(b).

on-the-job training – Training by an employer that is provided to a paid participant while engaged in productive work in a job that meets all of the following conditions:

- Provides knowledge or skills essential to the full and adequate performance of the job.
- Is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, except as provided in WIOA Section 134(c)(3)(H), for the extraordinary costs of providing the training and additional supervision related to the training.
- Is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

other public assistance recipient – A person who is receiving or has received cash assistance or other support services from either General Assistance (state/local government) or Refugee Case Assistance, excluding foster child payments, in the last six months prior to participation in the program.

outlying area – American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the United States Virgin Islands; and the Republic of Palau, except during any period for which the Secretary of Labor and the Secretary of Education determine that a Compact of Free Association is in effect and contains provisions for training and education assistance prohibiting the assistance provided under this Act.

out-of-school youth – As described in WIOA Section 129(a)(1)(B), a youth who is not attending any school (as defined under state law), not younger than age 16 or older than age 24, and one or more of the following:

- A school dropout.
- Within the age of compulsory school attendance but has not attended school for at least the most recent complete school year calendar quarter.

- 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.
- Subject to the juvenile or adult justice system.
- A homeless individual, as defined in Section 41403(6) of the Violence Against Women Act of 1994 – 42 U.S.C. 14043e–2(6); a homeless child or youth, as defined in Section 725(2) of the McKinney-Vento Homeless Assistance Act – 42 U.S.C. 11434a(2): a runaway, in foster care, or aged out of the foster care system; a child eligible for assistance under Section 477 of the Social Security Act – 42 U.S.C. 677; or living in an out-of-home placement.
- Pregnant or parenting.
- With a disability.
- Low income and requiring additional assistance to enter or complete an educational program or to secure and hold employment.

participant – For the WIOA Title I Adult and Dislocated Worker programs: a reportable individual who has received services other than the services described in 20 CFR § 677.150 (a)(3), after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination.

As set forth in Section 677.159, the following individuals are not participants:

- Individuals in an Adult Education and Family Literacy Act (AEFLA) program who have not completed at least 12 contact hours.
- Individuals who only use the self-service system.
- Individuals who receive information-only services or activities, which provide readily available information that does not require an assessment by a staff member of the individual’s skills, education, or career objectives.

For the WIOA Title I Youth programs: a reportable individual who has satisfied all applicable program requirements for the provision of services, including eligibility determination, an Objective Assessment, and the development of an Individual Service Strategy, and received one of the 14 WIOA Youth program elements identified in Section 129 (c)(2) of WIOA.

pay-for-performance contract strategy – A procurement strategy that uses pay-for-performance contracts in the provision of training services described in Section WIOA 134(c)(3) or activities described in Section 129(c)(2), and includes all of the following:

(A) Contracts, each of which shall specify a fixed amount that will be paid to an eligible service provider (which may include a local or national community-based organization or intermediary, community college, or other training provider, that is eligible under Section 122 or 123, as appropriate) based on the achievement of specified levels of performance on the primary indicators of performance described in Section 116(b)(2)(A) for target populations as identified by the local board (including individuals with barriers to employment), within a defined timetable, and which may provide for bonus payments to such service provider to expand capacity to provide effective training.

(B) A strategy for independently validating the achievement of the performance described in subparagraph (A).

(C) A description of how the state or local area will reallocate funds not paid to a provider because the achievement of the performance described in subparagraph (A) did not occur, for further activities related to such a procurement strategy, subject to Section 189(g)(4).

period of participation – For all indicators, except measurable skill gains, the period of time beginning when an individual becomes a participant and ending on the participant's date of exit from the program.

planning region – A region described in WIOA subparagraph (B) or (C) of Section 106(a)(2), subject to Section 107(c)(4)(B)(i).

poverty line – As defined by the Office of Management and Budget and revised annually in accordance with Section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) applicable to a family of the size involved.

program year – The period that runs from July 1 of one year through June 30 of the subsequent year.

public assistance – Federal, state, or local government cash payments for which eligibility is determined by a needs or income test.

Rapid Response activity – An activity provided by a state, or by an entity designated by a state, with funds provided by the state under WIOA Section 134(a)(1)(A), in the case of a permanent closure or mass layoff at a plant, facility, or enterprise, or a natural or other disaster, that results in mass job dislocation, in order to assist dislocated workers in obtaining reemployment as soon as possible, with services including all of the following:

(A) The establishment of on-site contact with employers and employee representatives, either immediately after the state is notified of a current or projected permanent closure or mass layoff or, in the case of a disaster, immediately after the state is made aware of mass job dislocation as a result of such disaster.

(B) The provision of information on and access to available employment and training activities.

(C) Assistance in establishing a labor-management committee, voluntarily agreed to by labor and management, with the ability to devise and implement a strategy for assessing the employment and training needs of dislocated workers and obtaining services to meet such needs.

(D) The provision of emergency assistance adapted to the particular closure, layoff, or disaster.

(E) The provision of assistance to the local community in developing a coordinated response and in obtaining access to state economic development assistance.

recognized postsecondary credential – A credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the state involved or federal government, or an associate or baccalaureate degree.

region – Used without further description, a region identified under WIOA Section 106(a), subject to Section 107(c)(4)(B)(i) and except as provided in Section 106(b)(1)(B)(ii).

reportable individual – An individual who has taken action that demonstrates an intent to use program services and who meets any of the following specific reporting criteria of the program:

- Provides identifying information.
- Uses only the self-service system.
- Receives only information-only services or activities.

For the purposes of the **Title IV Vocational Rehabilitation program**: is a student with a disability who receives only pre-employment transition services, has not applied or been determined eligible for vocational rehabilitation services, and does not have an approved and signed individualized plan for employment (IPE).

For the **Title I Youth program**: a participant who has satisfied all applicable program requirements for the provision of services, including eligibility determination, an Objective Assessment, and development of an Individual Service Strategy, and received one of the 14 WIOA Youth program elements identified in Section 129(c)(2) of WIOA. The Youth program elements are:

1. Tutoring, study skills training, 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 certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.
2. Alternative secondary school services, or dropout recovery services, as appropriate.
3. Paid and unpaid work experiences that have as a component academic and occupational education, which may include:
 - Summer employment opportunities and other employment opportunities available throughout the school year.
 - Pre-apprenticeship programs.
 - Internships and job shadowing.
 - On-the-job training opportunities.
4. Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria described in Section 123.

5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.
6. Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate.
7. Supportive services.
8. Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months.
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate.
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.
11. Financial literacy education.
12. Entrepreneurial skills training.
13. 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.
14. Activities that help youth prepare for and transition to postsecondary education and training.

For the **Title IV Vocational Rehabilitation program**: a participant who has applied for and been determined for vocational rehabilitation services, has an approved and signed individualized plan for employment (IPE), and has begun to receive services under the IPE.

school dropout – An individual who is no longer attending any school and has not received a secondary school diploma or its recognized equivalent.

secondary school – As defined in Section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

Social Security Disability Income (SSDI) recipient – A participant who is receiving or has received SSDI benefit payments under Title XIX of the Social Security Act in the last six months prior to participation in the program. SSD Insurance pays benefits to the individual and certain members of their family if they are “insured,” meaning that they worked long enough and paid Social Security taxes.

Supplemental Nutrition Assistance Program (SNAP) recipient – A participant who is receiving assistance through SNAP under the Food and Nutrition Act of 2008 (7 United States Code 2011, et seq.).

Supplemental Security Income (SSI) recipient – A participant who is receiving or has received SSI under Title XVI of the Social Security Act in the last six months prior to participation in the program. SSI is a disability payment based on financial need.

state – Each of the several states of the United States, the District of Columbia, and the Commonwealth of Puerto Rico.

state board – A state workforce development board established under WIOA Section 101. In Virginia, this entity is known as the Virginia Board of Workforce Development.

state plan – Used without further description, a unified state plan under WIOA Section 102 or a combined state plan under Section 103. In Virginia, it is the Combined State Plan.

supportive services – Services such as transportation, childcare, dependent care, housing, and needs-related payments, which are necessary to enable an individual to participate in activities authorized under WIOA.

Temporary Assistance to Needy Families (TANF) recipient – A participant who is listed on the welfare grant or has received cash assistance or other support services from the TANF agency in the past six months.

training services – Services described in WIOA Section 134(c)(3), which may include:

- Occupational skills training, including training for nontraditional employment.
- On-the-job training.
- Incumbent worker training in accordance with subsection (d)(4).
- Programs that combine workplace training with related instruction, which may include cooperative education programs.
- Training programs operated by the private sector.
- Skill upgrading and retraining.
- Entrepreneurial training.
- Transitional jobs in accordance with subsection (d)(5).
- Job readiness training provided in combination with services described in any of clauses (i) through (viii).
- Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii).
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

unemployed individual – An individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job, for purposes of this paragraph, shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.

unit of general local government – Any general purpose political subdivision of a state that has the power to levy taxes and spend funds, as well as general corporate and police powers.

veteran and related terms – As defined in Section 101 of Title 38, United States Code, a person who served in the active military, naval, or air service, and was discharged or released from service under conditions other than dishonorable.

- Recently separated veteran – Any veteran who applies for participation under WIOA within 48 months after the discharge or release from active military, naval, or air service.
- Eligible veteran – A participant who served in the active U.S. military, naval, or air service for a period of less than or equal to 180 days, and who was discharged or released from such service under conditions other than dishonorable, or a participant who served on active duty for a period of more than 180 days and was discharged or released with other than a dishonorable discharge, or was discharged or released because of a service-connected disability, or as a member of a reserve component under an order to active duty.

Virginia Workforce Connection (VaWC) – The System of Record for the WIOA Title I programs in the Commonwealth of Virginia.

vocational rehabilitation program – A program authorized under a provision covered under WIOA paragraph (13)(D).

white – An individual having origins among any of the original peoples of Europe, the Middle East, or North Africa.

workforce development activity – An activity carried out through a workforce development program.

workforce development program – A program made available through a workforce development system.

workforce development system – A system that makes available the core programs, the other One Stop partner programs, and any other programs providing employment and training services as identified by a state board or local board.

workforce investment activity – An employment and training activity, and a youth workforce investment activity.

workforce preparation activities – As defined in WIOA Section 203.

workplace learning advisor – An individual employed by an organization who has the knowledge and skills necessary to advise other employees of that organization about the education, skill development, job training, career counseling services, and credentials, including services provided through the workforce development system, required to progress toward career goals of such employees in order to meet employer requirements related to job openings and career advancements that support economic self-sufficiency.

youth workforce investment activity – An activity described in WIOA Section 129 that is carried out for eligible youth.

youth in need of additional assistance – An out-of-school youth who requires additional assistance to enter or complete an educational program, or to secure and hold employment, or an in-school youth who requires additional assistance to complete an educational program or to secure or hold employment, as defined in state or local policy.

An eligible youth who requires additional assistance to complete an educational program, or to secure and hold employment, is either of the following:

- Enrolled in an education program but in need of additional assistance beyond that offered by the service provider in order to complete the activity or program.
- Near the point of being ready for a job or employment but in need of additional assistance under Title I to acquire or retain a job.

The additional requirements are specified by the educational program operator to avoid failure in the program, a prospective employer to avoid failure in obtaining a specific job, or a present employer to prevent an employed youth from losing employment. These additional requirements must be documented in the youth's Individual Service Strategy.

Local workforce development areas (LWDA) addressing the youth in need of additional assistance barrier for youth eligibility must have a board-approved policy written and endorsed by the local workforce development board (LWDB). The LWDB's written policy for youth in need of additional assistance must reflect the following:

- Each LWDA must define "an individual in need of additional assistance to complete an educational program or to secure or hold employment" in local policy and include the definition in the local area plan.
- Local policies established must be reasonable, quantifiable, and based on evidence that the specific characteristic of the youth identified in the policy objectively requires additional assistance.
- The local area must define "youth in need of additional assistance" in a manner that is in keeping with the needs of youth in the local workforce region.
- Each LWDA must specify eligibility source documentation requirements for the youth in need of additional assistance criteria.

The "youth in need of additional assistance" barrier may contain a variety of youth characteristics. These may include some of the following:

- Being one or more grade levels below their actual grade level in reading or math.
- Having an above average number of absences during the past school year in comparison to other students in the school.
- Being placed on probation, suspended from school, or expelled from school one or more times during the past two years.
- Having an incarcerated parent.
- Being an out-of-school youth who has not held a full-time job for more than three consecutive months and lacks work readiness skills necessary to obtain and retain employment as documented by the youth objective assessment.