

# **Regional Workforce Board Plan Modification Instructions**

## INTRODUCTION

The purpose of these instructions is to assist the Regional Workforce Boards (RWBs) with the modification of their local Workforce Services Plan. The Workforce Services Plan is required under Title I of the Workforce Investment Act (WIA), to include Job Corps, Wagner-Peyser Act, Veterans Services, Migrant and Seasonal Farmworker (MSFW) and Trade Adjustment Assistance (TAA). The Workforce Services Plan also includes the Welfare Transition (WT)/Temporary Assistance to Needy Families (TANF) and the Food Stamp Employment and Training (FSET) programs. The modification of the local Workforce Services Plan is critical to having a comprehensive plan consistent with the [State Workforce Investment Plan 2011-2012](#) that was submitted to the United States Department of Labor (USDOL) during April 2011 and recently approved. All current PY 2007 – PY 2008 local Workforce Service Plans, and subsequent modifications, expire June 30, 2011. However, the United States Department of Labor (USDOL) has given the State authority to extend the current plans. Consequently, instead of a total rewrite of local workforce plans, the State is requiring the following:

- A. Modification of the current plan with those changes the Regional Workforce Board (RWB) finds necessary to describe any organizational changes and new or modified strategies to respond to changes in the local economy. Make sure that the current plan incorporates all previous modifications as well as changes made for this submission.
- B. Update of identified sections, as applicable. These sections are highlighted and identified as “Review/Update Required”.

During the modification of the plan, please adhere to the following procedures:

- For each section, highlight changes or indicate “no change”.
- Organize the information in the document according to the plan instructions (**Please ensure the sections in the local Workforce Services Plan follow the numbering of the plan instructions**).
- Descriptions should be informative and concise.
- Include a table of contents with page numbers and ensure that each page of the plan is numbered.
- Text should be typed with a font size of 11 or greater.
- Include a list of the plan attachments and submit them in a separate electronic file.

**Note: The narrative box will expand to accommodate the RWB responses.**

The local Workforce Services Plan is to be submitted in an electronic and searchable format via e-mail to Workforce Florida, Incorporated (WFI) by 5:00 p.m. on September 30, 2011. The plan should be e-mailed to Helen Jones at [hjones@workforceflorida.com](mailto:hjones@workforceflorida.com).

An original, signed ***signature page(s)*** must be submitted to:

Workforce Florida Inc.  
1580 Waldo Palmer Lane  
Tallahassee, Florida 32308

Attention: Helen Jones

In finalizing your local plan, please allow sufficient time for your local board to review and approve the plan including the appropriate signatures of your local Chief Elected Officials.

**Executive Summary (Optional)**

**I. Local Plan Process**

WIA Section 118 requires that each local board, in partnership with the appropriate chief elected officials, develop and submit a comprehensive one year local plan to the Governor, which identifies and describes certain policies, procedures and activities that are carried out in the local area consistent with the State Workforce Investment Plan. The plan must be developed in collaboration with local partners.

The public, including partners, must have an opportunity for public comment and input into the development of the local Workforce Services Plan prior to its submission to the WFI. The opportunity for public comment must include the following:

- Make copies of the proposed local Workforce Services Plan available to the public (through such means as public hearings and local news media);
- Include an opportunity for comment by members of the local board and members of the public, including representatives of business and labor organizations;
- Provide at least a 30-day period for comment, beginning on the date the proposed plan is made available, prior to its submission to WFI (**Note: The comment period can extend beyond the due date of the plan.**);
- Be consistent with the requirement in WIA Section 117(c), which requires that the local board make information about the plan available to the public on a regular basis through open meetings (public hearings) and local news media; and
- Submit all comments received that express disagreement with the local Workforce Services Plan to the WFI, along with the local plan.

**A. Description of Workforce Plan Development Process: Collaboration with Partners for WIA, Wagner-Peyser, WT/TANF, and FSET Programs**

I.A1.	Describe the process used to ensure public comment on and input into the development of the local Workforce Services Plan. Include a description of specific steps taken to include input from members of the local board and members of businesses and labor organizations. RWBs that are designated as significant MSFW areas must ensure individuals/organizations serving the MSFWs are informed of the plan and are provided the opportunity to comment on the local Workforce Services Plan.
<b>RWB RESPONSE</b>	
In March 2006, the Board of County Commissioners in Miami-Dade and Monroe Counties approved the South Florida Workforce Investment Board (SFWIB)'s Interlocal Agreement (IA) executed by the Chief Local elected officials of the respective counties. The SFWIB established a new Committee structure which includes the SFWIB Finance, Intergovernmental Affairs, Economic Development, Executive, Workforce Systems Improvement and Youth Council, thus creating the foundation to begin the Workforce Plan development process. The first step to plan development included the orientation of all board members to establish roles and responsibilities. The plan development process also	

included a review of similar plans from Workforce Florida, Miami-Dade County, Monroe County, the Beacon Council, Greater Miami Chamber of Commerce, community organizations and the collaboration of the 40-member SFWIB Board. The collaborative research, discussions, and analyses used in the creation of the Local Workforce Services -Two Year Plan formed the foundation for the South Florida Workforce strategic plan. The initial planning sessions set the groundwork for the organization to focus on those short-term goals that would lead to the achievement of SFWIB’s long-term objectives. SFWIB managers participated in a second planning session to brainstorm strategic themes, objectives, specific measures, and baseline assessments. The service partners were given an invitation to an information session to discuss changes and additions for the final draft. SFWIB then released the final draft to the community-at-large for comment. SFWIB staff has planned and marketed information sessions located in the community. These sessions provided a platform for all comments to be expressed and documented. Feedback from the community was incorporated into the final plan. The accumulated effort has resulted in the completion of the draft Two Year Workforce Services Plan; upon completion of the draft document, public meetings were held at locations throughout Miami-Dade and Monroe Counties. Staff and partners made note of public comments and suggestions which were considered during the final partner meeting. At this meeting, SFWIB managers and service partners reached a consensus on the final draft.

I.A.2.	Describe how comments were considered in the local Workforce Services Plan development process.
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>Public information sessions have been successfully held in the community to solicit public opinion about workforce service delivery in Miami-Dade and Monroe Counties. These comments were collected and incorporated into the planning strategies for the workforce programming.</p>	

**B. Description of Process for Providing Public Comments**

I.B.	Summarize and include as an attachment any comments that express disagreement with the plan. Comments received after submission of the local Workforce Services Plan that express disagreement with the plan should also be forwarded to WFI at the address previously indicated in the introduction section above.
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>Feedback has been solicited from board members, community resource partners and the public at large. All comments received after submission will be forwarded to the WFI at the address previously indicated in the introduction section above.</p>	

**II. Local Vision and Goals**

Florida's vision and strategic goals have been established in the [State Workforce Investment Plan](#) that was recently modified under the direction of

Governor Scott. Florida's broad strategic economic and workforce development goals are also set forth in the Workforce Florida Act and Enterprise Florida's [2010-2015 Strategic Plan for Workforce Development](#) and its [January 1, 2011 Update](#). The vision and goals will continue to be refined by the Florida State Legislature and State Workforce Board.

<p>II.A.1. Review/Update Required</p>	<p>Describe the local workforce vision and goals reflecting all workforce programs including WT/TANF and FSET that were developed in response to the vision and goals expressed in Sections I and II of the <a href="#">State Workforce Investment Plan</a>. The vision, goals and objectives of these programs should support and complement the vision, goals and objectives identified in the 2010-2015 Strategic Plan for Workforce Development.</p>
<p><b>RWB RESPONSE</b></p>	
<p>The local board's vision, goals and objectives for the operation of workforce programs is responsive to the State Workforce Investment Plan and aligns with Enterprise Florida's 2010-2015 Strategic Plan for Workforce Development. The SFWIB approved seven strategic goals at its August 19, 2010 meeting. The goals are: (1) Premier Florida Provider of Employment and Career Training; (2) Strong, Timely Reporting Standards for End User Customers and Providers of Services; (3) Improved Digital Literacy; (4) Celebrated, Benchmark Leader in Best Practices; (5) Dedicated Commitment to Youth Participation in the 21<sup>st</sup> Century Economy; (6) Effective Demand Driven Management Control Tools; and (7) State Leader in Collaborative Partnerships. Staff developed a plan to operationalize each goal, ensuring that the goals have tangible programmatic benchmarks. Moreover, each goal has been assigned to a committee of the board for policy setting.</p> <p>Each of the seven SFWIB strategic goals aligns with at least one of the six 2010-2015 Enterprise Florida strategic goals. Goal (1), Premier Florida Provider of Employment and Career Training, aligns with Enterprise Florida's World-Class Service to Florida's Target Industry Clusters goal as both goals are focused on providing a talent pipeline for in-demand industries. Goal (1) also aligns with Enterprise Florida's World-Class Service to Florida's Infrastructure Innovators goal as both goals focus on preparing for the emergence of new industry clusters. SFWIB goal (2), Strong, Timely Reporting Standards for End User Customers and Providers of Services, aligns with the Enterprise Florida Dedicated Commitment to Change Management and Transformation goal as both goals focus on the creation of a management system that enhances workforce services delivery. Goal (3), Improved Digital Literacy, aligns with the Enterprise Florida World-Class Service to Florida's Target Industry Clusters goal since both goals focus on the maintenance of a digitally literate workforce. SFWIB goal (4), Celebrated, Benchmark Leader in Best Practices, aligns with the Enterprise Florida goal of Top National and State Leadership for the Demand-Driven Solution as both goals focus on fostering demand-driven workforce policies and programs. SFWIB goal (5), Dedicated Commitment to Youth Participation in the 21<sup>st</sup> Century Economy, aligns with the Enterprise Florida goal of Aligned, Responsive, Jointly Engaged Talent Supply Chain Team, since both goals focus on promoting a pipeline of talent development for youth to ensure a competitive workforce. SFWIB goal (6), Effective Demand Driven Management Control Tools, aligns with both the Business Communications and Intelligence for Performance Accountability and Dedicated Commitment to Change Management and Transformation Enterprise Florida goals as the goals focus on the creation of management tools that enhance demand-side communications. Lastly, SFWIB goal (7), State Leader in Collaborative Partnerships, aligns with the Enterprise Florida goal of Aligned, Responsive, Jointly Engaged Talent Supply Chain Team, as both goals focus on building collaborative partnerships to better leverage resources to strengthen the workforce services delivery system.</p>	

II.A.2. Review/Update Required	Please describe the economic development goals for the RWB and how they will be aligned with the workforce system.
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**RWB RESPONSE**

The region’s economic development goals are threefold: job creation, job retention and business expansion. The goals align with the eight key recommendations for diversifying Florida’s economy and developing workforce talent seen in the Roadmap to Florida’s Future. How the goals align to the recommendations is set forth below.

1. Recommendation #1: Expand and Transform Foundational Clusters; SFWIB partners with businesses, economic development agencies and Training Providers to develop strategies to expand and transform foundational industry clusters (e.g. construction and tourism).
2. Recommendation #2: Expand Industry Clusters; SFWIB partners with businesses, economic development agencies, Training Providers and Career Center Contractors to develop strategies responsive to expanding industry clusters (e.g. Clean Energy and Aviation and Aerospace).
3. Recommendation #3: Develop New Clusters; SFWIB partners with business and economic development agencies to address strategies to develop new industry clusters (e.g. Nanotechnology and Multi-disciplinary Research).
4. Recommendation #4: K-12 Excellence; SFWIB partners with Youth Providers and Training Providers to develop initiatives promoting a youth talent pipeline for demand occupations.
5. Recommendation #5: “Middle Skill” Demand; SFWIB partners with Training Providers to discuss developing programs to expand career academies and leverage the Florida college system.
6. Recommendation #6: Higher Education; SFWIB partners with Training Providers to form an education plan responsive to job market demand.
7. Recommendation #7: Workforce; SFWIB partners with Career Center Contractors, economic development agencies and businesses to develop workforce initiatives (e.g. training incentives and supply/demand analysis).
8. Recommendation #8: Science, Technology, Engineering and Math (STEM); SFWIB hosts roundtables with Training Providers, businesses and economic development agencies to discuss strategies to ensure the production of a STEM talent pipeline.

With the region’s economic development goals in mind, the local board at its August 2011 meeting approved a Campaign for Opportunity to assist those who have exhausted unemployment insurance benefits; the campaign will focus on the following:

- Forming a blue-ribbon committee of community leaders to provide counsel on and solutions to economic issues;
- Applying the Paid Work Experience Policy and implementing the Platform to Employment (P2E) Initiative, and;
- Supporting the creation of a statewide Florida Business and Workforce Competitiveness Fund that will incentivize Florida Businesses to create new jobs and hire unemployed Florida workers.

**B. Provide a Brief Overview of the Process for Attaining the Local Board’s Workforce Goals**

II.B Review/Update Required	Describe the process used to attain the local board’s Workforce Service Plan, including a brief overview of the process used in developing strategies that describe current and future plans to improve and deliver services for the WIA, TAA, Wagner-Peyser, Job Corps, MSFW, Veteran, WT/TANF and FSET programs.
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**RWB RESPONSE**

The process used in implementing the Board’s Local Workforce Services Plan includes the Board Committees, SFWIB staff, contracted service partners and other stakeholders.

The Board’s Committees play an important role in developing policies. The Workforce System Improvement (WSI) Committee develops policy recommendations to the SFWIB in the following areas: workforce service delivery strategies for SFWIB programs, including, but not limited to, Welfare Transition, WIA, Food Stamp Employment and Training (FSET), and Wagner-Peyser programs such as Veterans and Job Corps. The Economic Development and Industry Sector (EDIS) Committee develops policy recommendations to the SFWIB in the following areas: the return on investment for training services participants; integration of federal and state workforce funding to improve on-the-job and employed worker training programs; and identification of occupations in Region 23 that are critical to business sustainability and expansion. And Youth Council contributes to policy development regarding youth programs such as the Summer Youth Employment Program.

Prior to the Committees’ proffering of policy recommendations to the SFWIB, strategies to improve and deliver services for the various workforce programs are discussed and evaluated by each program’s Performance Improvement Team (PIT). The PIT is comprised of service partners (Service and Training Providers). Additionally, a monthly Partners (One-Stop Contractors) meeting is held wherein issues related to the delivery of workforce services are addressed and recommendations to improve service delivery are brought forth. Recommendations from the PIT and Partners meetings are forwarded to the appropriate Committee. Upon the Board’s approval of a specific policy recommendation, SFWIB staff and contracted Service Partners implement the policy.

SFWIB has taken a proactive approach to ascertain if performance goals/measures are being met. SFWIB created and implemented a balanced scorecard to measure Service Providers’ (One-Stop Contractor’s) performance, including measuring the number of SFWIB customers attaining self-sufficiency. Training Providers are also held to certain performance standards (i.e. completion, placement, training-related placement and economic benefit per placement) which are monitored through the Consumer Report Card, a tool showing the success of individual training programs.

Lastly, the Board approves strategic goals for the agency that guide policy setting and operations.

Board Committees policy recommendations, feedback from PIT and Service Partners meetings, performance measures and agency strategic goals all factor into the process to attain the Local Workforce Services Plan.

**III. Assessment of Labor Market Needs (Emphasis on a “Demand-Driven” System)**

The State of Florida is committed to focusing on those skill gaps identified by the needs of its employers, and this will continue to be a high priority. Under existing legislation, the RWBs have the policy and service design authority for all local services, including services to employers; and as such, they take the lead in working with the local employer community including determination of the needs of the community. It is anticipated that surveys and other forms of feedback will be conducted with employers who use the one-stop delivery system services to continually improve services, and with employers who do not use the one-stop delivery system services in order to identify needed services. Local input from chambers of commerce, economic development councils and other organizations will continue to shape the level and quality of services provided to employers.

**A. Identification of Workforce Needs of Area**

III.A Review/Update Required	Describe the process used to identify the workforce needs of the businesses, job seekers and workers in the local area.
<b>RWB RESPONSE</b>	
<p>SFWIB regularly hosts Business Roundtables, providing a forum for businesses and economic development agencies to discuss employment trends and employer needs. Workers may capitalize on on-the-job training and employed worker training services to improve skills while gainfully employed. Job seeker needs are assessed through routine evaluation of labor market statistics, particularly projected occupational area growth. Job seekers, per the SFWIB Occupational Supply/Demand Policy, are only afforded training in occupational areas that are in demand. Finally, staff presents critical labor market information to the local board so the board can provide feedback and policy direction concerning the region’s workforce needs.</p>	

**B. Identification of Current and Projected Employment Opportunities**

III.B. Review/Update Required	Identify the current and projected employment opportunities in the local area. For assistance in obtaining this information, please refer to the Labor Market Statistics website and the Florida Education and Training Placement Information Program (FETPIP) website.
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**RWB RESPONSE**

The July 2011 non-seasonally adjusted rate for the South Florida Region shifted slightly downward to 12.3. There was an increase of 15,900 jobs from a year ago, making it the highest of all the metro areas in Florida. Out of a labor force of 1,352,847, there are 166,589 unemployed residents in the region.

For Miami-Dade County, the July 2011 unemployment rate was 12.5 percent. This was 1.4 percentage points lower than June’s rate. The Monroe County rate remains steady at 6.6 percent.

The total non-agricultural employment in the metropolitan areas was 978,000 in July. Trade, transportation and utilities gained the most jobs with (+6,000); followed by education and health services (+5,100); professional and business services (+5,000); leisure and hospitality (+3,500) and government (+700).

The industries losing jobs over the year included other services (-300); followed by mining, logging and construction (-800); information (-900 jobs); financial activities (-1,100) and manufacturing (-1,300).

SFWIB’s strategic direction is responsive to market demand. Accordingly, training services for in-demand occupational areas (e.g. trade, transportation and utilities) are prioritized.

**C. Description of Necessary Job Skills**

III.C.	Describe the job skills necessary for participants to obtain employment based on current and projected job opportunities in the region.
<b>RWB RESPONSE</b>	
Based on current and projected job opportunities, participants must acquire skills in the trade, transportation and utilities area in order to be competitive in the region’s job market. Rendering training services (via ITA, OJT or EWT) in this industry will be the region’s priority as that will ensure a ready workforce responsive to market demand.	

**D. Targeted Occupations**

III.D. Review/Update Required	Describe the process used to identify local targeted occupations for providing occupational skills training. To ensure that your local process is consistent with State Targeted Occupation List Process, please refer to the Labor Market Statistics website at <a href="http://www.labormarketinfo.com/wec/0910/wec_tolprocess.pdf">http://www.labormarketinfo.com/wec/0910/wec_tolprocess.pdf</a>
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<b>RWB RESPONSE</b>
Training services are provided in occupational areas that appear on the region’s TOL and are approved by the FL DOE. Furthermore, all occupational training programs are Board-approved.

**IV. Local System Infrastructure**

IV.A. Review/Update Required	Please provide the following information for your local plan: <ol style="list-style-type: none"> <li>1. Current Membership – Regional Workforce Board – Attachment 1</li> <li>2. Fiscal Agent Design/Administrative Entity/One-Stop Operator – Attachment 2</li> </ol>
<b>RWB RESPONSE</b>	

IV.B.	Describe the process for selecting service providers for all workforce programs including but not limited to WIA, TAA, Wagner-Peyser, Job Corps, Veteran, MSFW, WT/TANF, and FSET.
<b>RWB RESPONSE</b>	
Service Providers (Career Center Operators) are selected via a competitive procurement process. That process includes the following: release of Request for Proposal (RFP), issue legal notice of RFP, host bidders/request for clarification conference, develop rating tools, select rating panel (each member must sign a Conflict of Interest Form), host rating tool training session, review of proposals submitted, host Public Review Forum where scores are announced, present results of forum to Board, Board recommends providers to contract with, and administer appeals.	

**V. One-Stop Delivery System/Services**

Section 118(b)(2) of the WIA requires the following: a description of the one-stop delivery system to be established or designated in the local area including: (A) a description of how the local board will ensure the continuous improvement of eligible providers of services through the system and that such providers meet the employment needs of local employers and participants; and (B) a list of each Memorandum of Understanding (MOU) described in Section 121(c) between the local board and each of the one-stop partners concerning the operation of the one-stop delivery system in the local area.

The description of the local one-stop system must include at least one comprehensive physical center that must provide the core services specified in WIA Section 134(d)(2) and must provide access to other programs and activities carried out by the one-stop partners. The local system may include additional comprehensive centers, a network of affiliated one-stop sites, and specialized centers that address specific needs. Please refer to the Workforce Florida Act that mandates additional partners other than those mandated by the USDOL. Please provide the following information in the RWB’s local Workforce Services Plan:

## A. Description of the Local One-Stop System

V.A.1.	A brief description of the local one-stop system established for the region
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>SFW begins all activities with the needs of businesses in mind, focusing on the future, on results, and adding value. The following section details the various aspects of the SFW Career Center system and how they align with our demand-driven approach to workforce development.</p> <p>South Florida Workforce Career Centers provide the following services and resources to all residents and businesses in Miami-Dade and Monroe counties. These valuable workforce resources are available to customers (job seekers and employers) at no cost through a network of Career Centers located throughout the region. Career Centers are able to offer these services at no charge because they are actually “pre-paid” services by federal and state tax dollars.</p> <p><b>Services to job seekers:</b></p> <ul style="list-style-type: none"><li>▪ Referrals to employment (direct placement or on-the-job training)</li><li>▪ Career counseling, and assistance with job search and placement</li><li>▪ Access to: computers, Internet, E-mail, printers, resume preparation software, fax machines, copiers and more</li><li>▪ Unemployment compensation claim filing information</li><li>▪ Access to training programs</li><li>▪ Interest, aptitude and basic skills testing</li><li>▪ Employment-related information (labor market, demand occupations, skill requirements and earnings, etc.)</li><li>▪ Help in establishing eligibility for financial assistance and other special programs</li><li>▪ Out-of-area job search and relocation assistance</li><li>▪ Special programs tailored to meet the needs of the dislocated workers, economically disadvantaged and others with barriers to employment.</li></ul> <p><b>Services to employers:</b></p> <ul style="list-style-type: none"><li>▪ Employee recruitment assistance (screening and applicant referrals)</li><li>▪ Financial incentives for businesses</li><li>▪ Labor market information</li><li>▪ Assistance during transitions, such as layoffs or massive hiring</li><li>▪ Pre-employment testing and employee skills assessment</li><li>▪ Employee bonding</li><li>▪ Information on labor laws and related legislation</li><li>▪ Assistance with law compliance, such as I-9 completion and green card verification</li></ul> <p><b>Services to staffing agencies:</b></p>	

- Expanded pool of available job seekers
- Pre-screening based on specific job qualifications
- On-site recruiting at Career Centers
- Geographic proximity of job seekers to client locations
- Exposure to all services available through the Career Center network

Referral to the Career Centers of job seekers needing additional services

V.A.2.	A description of how available resources (WIA, TAA, Wagner-Peyser, and others) will be pooled within the one-stop system to provide core and intensive services;
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>All available resources are pooled to provide the core and intensive services through the completion of the Initial Assessment as an individual comes in to the Career Centers requesting services. Furthermore, the Balanced Scorecard encourages the Career Center to maximize the available resources pool in order to maximize the Regional Performance.</p>	

V.A.3.	Identify whether the designated comprehensive one-stop center(s) was a result of a competitive selection or an agreement between the local board and a consortium of at least three or more of the mandatory one-stop partners. Identify whether this designation is the result of a prior decision made by the local board and the chief elected official. Any designation must meet the requirements of WIA Section 121(e); and
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>All One-Stop Career Centers are selected through a competitive procurement process as described in section IV.B of this document.</p>	

V.A.4.	The process for integrating the Job Corps, MSFW, TAA, WT/TANF, FSET (if applicable), Veterans, and Wagner-Peyser programs, in the one-stop system.
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**RWB RESPONSE**

**No Change**

Career Centers have integrated on some level the Job Corps, MSFW (Homestead), TAA, WT/TANF, FSET Veterans, and Wagner-Peyser programs, in the one-stop system. Each customer entering a Career Center is assessed using the Initial Assessment Application. If it is determined from assessment that the jobseeker would benefit from Job Corps, MSFW, TAA, WT/TANF, FSET Veterans, and Wagner-Peyser programs, appropriate referrals are made and followed up.

**B. Process of Maintaining Eligible Training Provider List**

The State has compiled a list of all eligible providers based on the lists submitted by the RWBs. This list and the performance and cost information that accompanies the eligible provider identification will be disseminated to the one-stop systems throughout the State. At a minimum, the data and information specified in Section 122(d)(1) and (2)(A)(i)(iii) for each program on the eligible list must be made available to customers in a customer friendly format at every One-Stop Career Center throughout the one-stop delivery system. The statewide list and performance information will be maintained on the Internet, on local computer networks, and on computer terminals that will be accessible throughout the one-stop system. Hard copies will be printed and given broad distribution throughout the one-stop system and its partner agencies, as well as being available on request to the State agency.

V.B.1.	Please describe the process for maintaining/updating an eligible training provider list and attach a copy of the local operation procedures.
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**RWB RESPONSE**

SFWIB currently maintains an open and ongoing process for Training Providers/Vendors to apply for inclusion on the Region's Approved Training Vendor List. **Training Vendors must pass a staff review process and gain Board approval before being added to the list.**

**All approved Vendors and programs are posted on the SFWIB website. Furthermore, a matrix showing the cost of individual programs as well as a Consumer Report Card showing programs' performance (completion and placement rates) are readily accessible to One-Stop staff and participants.**

**New Training Providers**

Training Vendors that request to be included on the Region's Approved Training Vendor List must meet specific **programmatic and fiscal requirements. The requirements include the following:** (1) the institution must be in business or operation for a minimum of two years; (2) **the institution must pass SFWIB's due diligence process (review of institution's fiscal health);** (3) the institution must be a **FL DOE-licensed** school; (4) the training **program** that is to be offered must appear on the Regional Targeted Occupations List (TOL) unless the occupation identified has been removed from consideration for ITA expenditure by the Board; and (5) the training program must be able to be cross-walked to an

occupation on the Region's TOL.

Results of all reviews are forwarded to the SFWIB Economic Development and Industry Sector Committee for the Committee's recommendation to approve/disapprove. The Committee then forwards its recommendation to the SFWIB for action.

**Request for New Training Program Additions**

Requests for additions to an approved institution's offerings must meet the following requirements: (1) the training that is to be offered must appear on the Regional TOL unless the occupation identified has been removed from consideration for ITA expenditure by the Board; (2) the training program must be able to be cross-walked to an occupation on the Region's TOL; (3) the program must meet certain performance requirements (completion and placement rates); and (4) the program must be approved by the FL DOE.

Results of all reviews are forwarded to the SFWIB Economic Development and Industry Sector Committee for approval/disapproval. The Committee forwards its recommendation(s) to the SFWIB for action. Approvals to add an institution and/or new program are updated on the Training Vendor List by SFWIB staff.

**Review of New Targeted Occupations List**

SFWIB staff reviews the Region's TOL each year to ensure that approved training programs are on the applicable program year's TOL. Approved Training Vendors are notified when an occupation and/or related training program is removed from the Region's TOL. If an occupation and/or program is removed from the Region's TOL, the approved offerings list is updated to reflect the removal and the removal is also reflected on the SFWIB website.

**C. Process for ensuring Continuous Education/Training of Eligible Service Providers, Assessment of Strength and Opportunities, Use of Performance Incentives, Awarding Bonuses to Participants, Use of Individual Training Accounts (ITAs), and Achievement of Performance Goals**

Describe how the following processes will be performed in the local one-stop service system:

V.C.1.	Continuous education and training of eligible service providers through the system and to ensure that the providers meet the employment needs of local employers and participants
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**RWB RESPONSE**

**Tier I Certification:** AWI State started requiring that all front line staff must be Tier I Certified in 2003. Front line staff is identified as any staff

that deals directly with customers. Tier I Certification courses are offered online through the Dynamic Works Institute. **South Florida Workforce requires Tier 1 Certification within 90 days of hire. The state requires certification within six months of hire.**

SFW Training Unit provides registration to the online trainings. Presently 90% of all staff and Career Center staff is Tier I Certified, the other 10% are newly hired staff hired within the last 90 days. Trainings are reported and tracked by the Career Center trainers in their required Monthly Training Report.

V.C.2.	Assessment of the strengths and opportunities of service providers available in the local one-stop service system;
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>Assessment of strengths and opportunities are made available thorough quarterly monitoring and trainings. SFW Training Programs Unit provides competency based and non-competency based training, in accordance with federal, state and locally approved standards for practice in workforce development. The Training Unit encourages workforce service partners staff to attain both professional and workforce development education, and to utilize current research to improve service delivery and customer service skills techniques. The Training Unit offers policy, systems and performance training to workforce employees and Service partners to ensure that those who deal with program participants possess the necessary critical information, knowledge and skills to serve them with the highest level of professionalism possible. SFW Training/Programs Unit provides Quarterly Technical Assistance Workshops for all its staff and service partners throughout the year. Workshops are coordinated and conducted by SFW staff. AWI State Trainers also provide spring and fall trainings to staff and service partners to ensure accuracy of policy and procedures.</p>	

V.C.3.	Performance incentives to service providers;
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>Performance pay points are incentives built into Career Center contracts in order to ensure that maximum effort is given toward reaching state and local performance goals.</p>	

V.C.4.	Bonuses to participants; and
<b>RWB RESPONSE</b>	

**No Change**

Retention Incentives and Youth Goal Attainment Incentives are incorporated into the mix of services in order to motivate youth and jobseekers toward employment goals established in their IRP and ISS.

V.C.5.	Use of ITAs.
<b>RWB RESPONSE</b>	
One-Stop staff administers ITAs to training services eligible participants in accord with the SFWIB ITA Policy. ITAs are applied to approved programs; each ITA has a maximum amount allotted based on the program’s economic quadrant (e.g. high growth/high wage); and participants are limited to one lifetime ITA (may not capitalize on an ITA for another approved training program).	

**D. The Memorandum of Understanding Process**

Review/Update Required. Provide a list of updated MOUs as described in Section 121(c) of WIA between the RWB and each of the mandatory and/or optional one-stop partners. Each MOU must address the following points:

- How services will be provided through the one-stop system;
- How the costs of the services and the costs of operating the system will be funded;
- Performance incentives to service providers;
- What is the duration of the MOU; and
- What are the procedures for amending the MOU.

**E.** The following is a list of mandatory and optional one-stop programs and activities as described in Section 121(b) of WIA and additional partners required by the Workforce Innovation Act of 2000:

**1. Mandatory Partner Programs**

- 1) Programs authorized under Title I of WIA, serving:
  - i. Adults;
  - ii. Dislocated Workers;
  - iii. Youth;
  - iv. Job Corps;
  - v. Native American Programs;
  - vi. Migrant and Seasonal Farmworkers Programs; and
  - vii. Veterans Workforce Programs;
- 2) Programs authorized under the Wagner Peyser Act;
- 3) Adult education and literacy activities authorized under title II of WIA;

- 4) Programs authorized under parts A and B of title I of the Rehabilitation Act;
- 5) Welfare to Work programs;
- 6) Senior Community Service employment activities;
- 7) Postsecondary vocational education activities under the Carl D. Perkins Vocational and Applied Technology Education Act;
- 8) Trade Adjustment Assistance and NAFTA Transitional Adjustment Assistance activities authorized under chapter 2 of title II of the Trade Act of 1974;
- 9) Activities authorized under chapter 41 of title 38, U.S.C. (local veterans' employment representatives and disabled veterans outreach programs);
- 10) Employment and Training activities carried out under the Community Services Block Grant;
- 11) Employment and training activities carried out by the Department of Housing and Urban Development;
- 12) Programs authorized under State unemployment compensation law in accordance with Federal law.

**2. Optional Partner Programs**

Other appropriate federal, State, or local programs providing services such as transportation, child care, services offered by community colleges and economic development boards.

**3. Partnership Involvement**

V.E.3.	Describe the partnership/involvement that the RWB will have or has with faith-based and community-based initiatives and how these entities will be integrated into the one-stop system.
<b>RWB RESPONSE</b>	
SFWIB involves optional partners in the workforce delivery of services in Miami-Dade and Monroe Counties. There are formal partnerships with agencies that provide childcare, work experience opportunities, community service projects, services to targeted groups, leadership development, image consulting, financial literacy, mentoring and tutoring	

**F. Selection Process of One-Stop Operator(s)**

V.F. Review/Update Required if RWB operates 1-Stop	Describe the process for selecting One-Stop Operator(s). Attach a copy of the selection process. If you are a direct service provider, describe your process for determining to become a direct service provider.
<b>RWB RESPONSE</b>	
Please refer to answer seen in IV.B.	

**G. Mandatory One-Stop Partners’ Employment and Training Program Activities and Services including Faith-Based and Community-Based Organization Initiatives.**

**Workforce Programs**

Pursuant to Florida law and policy, the funding of one-stop core services and intensive services is to be determined by a local MOU between the one-stop partners, and no one partner is presumed to be the sole source of funding for any of the core services. Additionally, using youth formula funds at the local level is to fulfill the mandate of providing universal services through the network of One-Stop Career Centers. Providing services to youth ages 14–21 goes beyond the doors of the One-Stop Career Centers through partnerships with schools, adult education centers, post-secondary education providers, juvenile justice providers, community youth centers, health departments, and referrals from a host of other organizations that provide workforce development related services.

Provide a description of the one-stop partners’ processes for operating the following employment and training programs and for providing workforce activities and services. Attach a copy of local operating procedures when requested.

**1. Wagner-Peyser**

Wagner-Peyser is a labor exchange program that brings together individuals who are seeking employment and employers who are seeking employees. The State shall administer a labor exchange that has the capacity to assist job seekers to find employment; to assist employers in filling jobs; to facilitate the match between job seekers and employers; to participate in a system for clearing labor between the States, including the use of standardized classification systems issued by the Secretary of Labor under Section 15 of the Act; and to meet the work test requirement of the State Unemployment Compensation system.

Self-services are available to all job seekers and employers. Services may be accessed from computer workstations at One-Stop Career Centers and personal desktop computers through the Internet. In addition to accessing information electronically, customers can choose to receive information in more traditional forms such as printed material which will be available at One-Stop Career Centers. Attach a copy of the local operating procedure for the following processes.

V.G.1.a.	Describe how Section 7(a) of the WIA will be implemented in the local One-Stop Career Centers. The description must include job search and placement services to job seekers, including counseling, testing, occupational and labor market information, and referral to employers; recruitment services and special technical services for employers, including on-site employer visits; and One-Stop Career Center plans for meeting the requirement of the basic labor exchange system, including a narrative of how the local center will match job seekers and employers.
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>Career Center associates are trained to provide an array of services to job seekers with the desired outcome of employment. The pathway to employment for each job seeker may vary depending upon an individual’s unique circumstances/barriers, thus choices exist for each job seeker. In many cases the job seeker may be confused or uncertain as to how to search for employment, complete an employment application, nor understand the employment/training opportunities available, etc. Career Center associates are available to assist all job seekers regarding career counseling, assessments (skills/interest), labor market information, referrals to appropriate employers with job openings, and training opportunities.</p>	

V.G.1. b.	Describe the One-Stop Career Centers’ procedures to ensure that applicants will not be referred to a job at a company that is on strike or lockout status for a particular position. Notice of the strike or lockout is required for applicants who are referred to positions that are not affected by the strike.
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>In compliance with Wagner-Peyser Act, Section 11(b), “In carrying out the provisions of this Act the Director is authorized and directed to provide for the giving of notice of strikes and lockouts to applicants before they are referred to employment”. Career Center associates should follow the steps in the Federal Regulations at 20 CFR 652.9:</p>	

1. Career Center associates shall make no job referral on job orders which will aid directly or indirectly in the filling of a job opening which is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage.
2. Written notification provided by the Adult Program Manager in the regional office shall be provided to all applicants referred through the Career Centers to jobs not at issue in the labor dispute if a labor dispute exists in the employing business and that the job to which the applicant is being referred is not at issue in the dispute.
3. When a job order is received from an employer reportedly involved in a labor dispute involving a work stoppage, Career Center associates shall:
  - a. Verify the existence of the labor dispute and determine its significance with respect to each vacancy involved in the job order; and
  - b. Notify the Adult Programs Manager in the regional office and who will notify all potentially affected associates concerning the labor dispute.
4. Career Center associates shall resume full referral services when they have been notified by the Adult Program Manager at the regional office of, and verified with the employer and worker representative(s), that the labor dispute has been terminated.
5. Career Center associates shall notify the regional office and Adult Program Managers, who will in turn notify Tallahassee of the existence of labor disputes which:
  - a. Result in work stoppages at a business involving a significant number of workers or involve multi-business employers with other businesses outside the reporting state.

V.G.1. c.	Describe the procedures to ensure that applicants referred to private employment agencies will not be charged a fee. The One-Stop Career Centers will not be prohibited from referring an applicant to the private employment agency as long as the applicant is not charged a fee by the private agency in accordance with the Wagner-Peyser Act, Section 13(b)(1).
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**RWB RESPONSE**

**No Change**  
 Section 13 (b) of the Wagner-Peyser Act states: *“Nothing in this Act shall be construed to prohibit the referral of any applicant to private agencies as long as the applicant is not charged a fee.”* Career Center associates shall accept job orders from and make referrals to private and

temporary agencies provided there is a clear understanding that no fee or charge is to be made to the applicant for accepting employment. Career Center associates accepting/reviewing/entering job orders from private or temporary agencies must clearly determine that the private or temporary agency will not charge any applicant referred through the Career Centers as a result of the job order listed with this agency. It is however, acceptable for the employer to be charged a fee. All applicants referred to private and temporary agencies will be informed at the time of referral that:

- 1) The job to which the applicant is being referred is a private or temporary agency, and
- 2) No fee for placement, testing or any other services provided by the private or temporary agency is charged to the applicant for accepting employment.

V.G.1. d.	Describe the procedures to ensure that the One-Stop Career Center will seek prior approval from the AWI to advertise hard-to-fill job openings which pay over \$50,000 per year. The One-Stop Career Centers may, from time-to-time, advertise in the newspaper for hard-to-fill job openings which pay up to \$50,000 per year as part of the overall economic development effort of the State of Florida. For jobs above this level, the One-Stop Career Center will seek prior approval in accordance with the Wagner-Peyser Act, Section 13(b)(2).
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**RWB RESPONSE**

**No Change**

Region 23 has not found it necessary to seek approval from AWI in order to advertise in the newspaper hard-to-fill job openings which pay over \$50,000 per year. Miami-Dade County is home to over two million individuals, and bordered on the north by Broward County with an additional almost 2 million residents who have easy access to the Miami-Dade County job market. Considering the diversity, multi-generational, and educational certification of the workforce in Region 23, it is possible to meet the demands of highly-skilled, high-paying jobs. The Employ Florida system allows full access to all job openings listed on the Internet, including the jobs listed in major newspapers in the region. If the employer wants to advertise in other major markets outside Florida, i.e., New York, Chicago, etc., once again, all job orders on Employ Florida are fully accessible to anyone in the world with Internet access.

V.G.1. e.	Describe the placement services planned through the One-Stop Career Center summer youth program. Include private sector involvement planned and identify the types of services to be provided.
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**RWB RESPONSE**

The summer of 2011 was the first time that the Career Centers concentrated on providing summer employment activities to the young adult

population, ages 18-24. The 2011 summer program operated as described below.

South Florida Workforce's (SFW) currently operates a multi-year round in-school and out-of-school youth program.

As part of the year round activities, SFW's Summer Youth Employment Program provides eligible youth with exposure to the world of work and potential careers. Summer employment has proven effective in providing youth with a number of positive benefits:

- Establish connections with employers
- Many jobs performed by the youth are essential to the economic prosperity of both their family and community
- Allows youth to use their time during the summer constructively by developing technical skills and provides a safe and productive outlet
- An effective method of assisting youth in experiencing the rewards of doing a good job by receiving a paycheck
- Provides a resource to the community at a time when youth violence is at an all time high
- Developing communication and interpersonal skills and allow for interaction with caring adults
- Improves employability skills by providing youth with jobs that can make the connection between what has been learned in school and the workplace and serves as a foundation for future success in the workplace
- Enhance competencies (job readiness skills, work maturity skills and career awareness) and prepare the youth to obtain meaningful and productive employment
- Provide opportunities for youth in activities related to leadership development, decision making, citizenship, and community services.

The goals of SFW's Summer Youth Employment Program are to:

- Provide community youth with challenging and meaningful early work experiences that stresses the development and practices of real world employment expectations
- Learn basic work skills by exposure to real workplace settings
- Develop employability and life skills to encourage work readiness, post-secondary and self-sufficiency among youth
- Enhance the citizenship of the youth

Summer employment opportunities are provided at public, private, for-profit or non-profit worksites for a limited period of time, for a minimum of twenty-five hours per week and a maximum of eight weeks. Youth between the ages of 14-21 are paid between \$8.00 and \$10.00 dollars an hour. All work experience opportunities must be consistent with State and Federal Child Labor Laws. Summer employment opportunities must be related to the youth's identified career goal and may include workshops, job shadowing, life skills, basic skills, mentoring, leadership skills and work readiness training. The summer employment program usually begins when the regular school year ends and concludes the day before the school year begins. Youth partners are responsible for the recruitment of employers, providing orientation to the worksite supervisors, the placement of the youth at the worksites, monitoring the worksites, pay roll process and payment to the youth, collecting time sheets and making sure that the worksite supervisors complete the youth work maturity evaluations.

V.G.1. f.	Describe the reemployment services that will be provided to unemployment insurance claimants, the Priority Reemployment Planning and Reemployment and Eligibility Assessment (if applicable) services that are provided in the One-Stop Career Centers.
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**RWB RESPONSE**

**No Change**

In Region 23 all unemployment insurance (UI) claimants that appear on the Priority Reemployment Planning (PREP) calendar are scheduled to report to the Career Centers for reemployment services. Claimants are scheduled for either the PREP program or Reemployment Eligibility Assessment (REA) services for PREP services. REA services have been provided in Region 23 since 2005. The Reemployment and Eligibility Assessments (REA) Program requires one-on-one assessment interviews with REA customers. Included in the assessment interview are the sharing of labor market information, developing and employability plan, job search assistance and job and training referrals. All of these services are included as part of an overall effort to shorten the duration of REA customers' Unemployment Insurance (UI) claims, and consequently the length of their unemployment. UI claimants not scheduled for REA services are scheduled for PREP services. These individuals are also scheduled to report to the Career Centers for a group or individual orientation. PREP orientation consists of an overview of all services provided by the Career Center and participants are afforded an array of services, such as job referrals, an employment development plan, referral to work readiness workshops, etc.

V.G.1. g. Review/Update Required	Describe how the RWB will use the scores obtained from the initial skills review to provide employment and training services to unemployment compensation claimants.
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**RWB RESPONSE**

South Florida Workforce Investment Board (SFWIB) will utilize the Initial Skills Review (ISR) as a partial assessment and guide in determining the UI Claimants workplace readiness; The ISR will be used to identify the claimants reading, and math level to assist in identifying occupations and possible remedial and training opportunities. Claimants will also be encouraged to go on line and take advantage of the free courses to enhance the skills. Claimants will be referred to workshops, jobs, and training based on their assessment score (i.e., remedial education, Work Certified Program) to assist in increasing their skills. Claimants will be required to use other State approved assessment tools such as "My Next Move", and "My Skills, My Future", which will guide them when looking at related apprenticeships and training, and search actual job openings. Claimants will be given additional assessments periodically to continue measuring skills.

V.G.1.h. Review/Update Required	Describe how the RWB will administer the unemployment insurance work test and how feedback requirements (under Sec. 7(a) (3) (F) of the Wagner-Peyser Act) for all Unemployment Compensation claimants are met. Include how the RWB plans to serve claimants seeking to fulfill the weekly work search requirement by meeting with One-Stop Career Center staff.
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**RWB RESPONSE**

**No Change**

All UI Claimants are required to report to a Career Center when they appear on the Priority Reemployment Program (PREP). UI Claimants report for the Reemployment and Eligibility Assessment (REA) Program or the PREP. The REA and PREP programs and UI claimants selected to participate and fail to meet the UI work test of: (1) able to work; (2) available to work and (3) actively looking for work. The goals established in Region 23 focus on the provision of all job seekers, especially UI claimants, with a suitable job referral when they visit the Career Center. Career Center staff actively communicates with UI to provide notifications of UI claimants are out of compliance.

V.G.1. i.	Describe how counseling services (under Section 7(a)(1) and Section 8(b) in the WIA of 1998) will be delivered to Wagner-Peyser program job seekers;
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**RWB RESPONSE**

**No Change**

Employment counseling within the Career Centers is the process whereby a counselor and job seeker work together. The job seeker(s) gains a better self-understanding and knowledge of the world and can realistically choose, change or adapt to a vocation. The employment counselor reaches beyond the Career Center into partnership, community organizations (public and private) for resources and services not available within the Career Center. Employment counselors assume the role of primary change agents while working with many different job seekers. Career Centers provide the following employment counseling (which may be applicable to Wagner-Peyser participants) to:

- One-on-One Counseling in Career Centers
- Veterans
- Priority Reemployment Services (PREP)
- Reemployment & Eligibility Assessment (REA)
- Job Seekers with Disabilities
- Resume Preparation
- Refugees
- TANF Participants
- WIA Participants
- TAA Participants

- Military Spouse Advocacy Program
- Youth
- Migrant Seasonal Farm Workers (MSFW)

V.G.1. j.	Identify the screening process for referrals to job openings on suppressed job orders; and
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>Some job orders under certain circumstances will not provide direct information pertaining to the employer, i.e., address, contact person, telephone number, etc. At the request of the employer the Career Center associates will provide screening and referral services to the employer. When a job seeker is interested or in job orders where specific employer information is not available, the job seeker can obtain such information at the Career Center, or the job seeker can select self-referral to the job order on-line in Employ Florida. If the job seeker selected a suppressed job order through self-referral, the job seeker will receive a message that they “will be contacted within 48 hours” regarding the suppressed job order. The job seeker will be contacted by a Career Center associate and specific employer information will be provided if the job seeker meets the qualifications the employer has identified.</p>	

V.G.1. k.	The process the One-Stop Career Center uses in conducting recruiting agreements and job fairs.
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>A designated cadre of individuals in the Career Centers identified as Employer Consultants work with the business community to promote Job Fairs and recruitments. SFW has determined that Career Centers are the ideal setting whereby businesses can actively conduct and meet their human resource demands for qualified workers. Recruitments are posted on the SFW Job Calendar. This information is also shared with the forty service partners for Children &amp; Services, the City of Miami Neighborhood Enhancement Team (NET) office, and all housing agencies. Through interoffice communiqués all Employer Consultants are notified of the open job orders in Employ Florida (EF) that correspond with the recruitments. Job orders identified with recruitments are detailed as to the employer’s criteria for the job seekers and applicants are screened for stated qualifications when responding to these events. Mass Recruitments are one-time arrangements with employers for the Career Centers to assist in the staffing of new or expanding businesses. The recruitment services that Career Center associates may provide will vary. The arrangement usually calls for the associates to take applications for a variety of company positions.</p> <p>Recruiting Agreements are on-going arrangements with employers either verbally or written where the Career Center takes all applications for the employer whether or not there is a job order. The Career Centers provide prescreening services for the employer and subsequent referrals.</p>	

Recruiting agreements may cover all of a company's jobs or only selected occupations. With recruiting agreements, Career Centers, in effect, maintain the employer's applications for employment. Whereas, there is no formal written agreement with businesses to conduct recruitments, there is a designated employer liaison and Employer Consultant in the Career Centers to work with employers. Due to the multiple Service Partners/Career Centers, employers will often work with more than one provider/Career Center to meet their human resource demands. The Employer Consultant will often visit the employer's place of business; however, the employer is often encouraged to visit and utilize the range of services available at the Career Centers. Career Centers are experienced at crowd control, meeting the employer's application process which may be on-line or on paper, and effectively capturing job seeker information for entry into EF. Master lists are maintained in all Career Centers when there are mass recruitments in order to track participant outcomes. The Employer Consultant maintains a close relationship with the employer(s) in order to process the positive outcomes as a result of the recruitment. Written or electronic communication as to hiring outcomes is exchanged between the employer(s) and Employer Consultant.

## 2. Veterans Program

Provide a description of the process for the following Veteran program services and attach a copy of the local operating procedures:

V.G.2. a.	How the State Veterans Program Plan of Service will be implemented in the One-Stop Career Center(s);
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>Veterans' grant provision includes assurances that full-time Local Veterans' Employment Representatives (LVER) and Disabled Veterans' Outreach Program (DVOP) staff will exclusively serve veterans and other eligible persons. However, all Career Center associates are also required to provide services to veterans. When Career Center associates refers qualified job seekers to job openings and training opportunities, the following order of priority shall be: (1) special disabled veterans, (2) disabled veterans, (3) all other veterans and eligible persons.</p>	

V.G.2. b.	How outreach and organizational visits for veterans are conducted;
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>Outreach and organizational visits are included in the role and duties of LVERs and DVOPs, and as such, they are required to actively perform such activities and record/report actions in Employ Florida. Such outreach and organizational visits to promote services and employment of veterans may include, but are not limited to employers, unions, apprenticeship programs, veterans' organizations, federal contractors, etc.</p>	

V.G.2. c.	How the Disabled Veterans Outreach Program specialists and Local Veterans Employment Representatives staff are fulfilling their required roles and responsibilities as indicated in the State Veterans plan at: <a href="http://www.floridajobs.org/pdg/vets/Fy07StVetsSrvPlan080706.pdf">http://www.floridajobs.org/pdg/vets/Fy07StVetsSrvPlan080706.pdf</a> ;
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**RWB RESPONSE**

**No Change**

LVER and DVOP staff is assigned to Career Centers to provide enhanced services to veterans. LVER and DVOP staff facilitate priority workforce services to veterans and other targeted veterans such as the homeless, and incarcerated. Both LVERs and DVOPs conduct services on behalf of all Veteran job seekers in the Career Centers, such as, marketing to employers, job search workshops, job development and job referrals, career and vocational guidance, labor market information, provide veterans’ program training to Career Center associates, and participate in Transition Assistance Program (TAP) workshops. Whereas, all the veterans’ staff activities promote services to veterans, in essence they are also promoting the entire workforce system throughout the community.

V.G.2.d	How technical assistance and best practices can be provided to improve services to veterans.
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**RWB RESPONSE**

**No Change**

In Florida, services to veterans are considered the responsibility of all Career Center associates and not just the domain of LVER and DVOP staff. Career Center associates will continue to be trained and tasked to identify veterans and ensure that the necessary workforce services are provided. In turn, LVER and DVOP staff will be cross trained in all Career Center workforce programs to better serve veterans. LVERs and DVOPs are considered key players and team participants in the Career Center business development activities and employer marketing campaigns. LVER and DVOP will continue to provide career opportunities to veterans especially in the demand occupations. All veteran related staff activities translate into positive benefits and productivity for the Career Centers and subsequently result in the development of more opportunities for veterans.

**3. Migrant and Seasonal Farm Workers**

Review required for significant MSFW One-Stop Career Centers. Specific planning requirements for services to MSFWs are contained in 20 Code of Federal Regulations (CFR), Part IV 651, 653 and 658 Services for MSFWs. These regulations require each significant MSFW One-Stop Career Center to develop an Outreach Plan designed to contact MSFWs not reached by usual One-Stop Career Center intake. The Outreach Plan should reflect the policies contained in 20 CFR, Part 653, Subpart 3, Section 653.107 and its specific guidelines for completing the Outreach Plan.

- a. List of significant bilingual One-Stop Career Centers
  - Belle Glade One-Stop Career Center—RWB 21

- Bradenton One-Stop Career Center—RWB 18
- Port Saint Lucie One-Stop Career Center—RWB 20
- Homestead One-Stop Career Center—RWB 23
- Immokalee One-Stop Career Center—RWB 24
- Plant City One-Stop Career Center—RWB 15
- Quincy One-Stop Career Center—RWB 5
- Sebring/Wauchula One-Stop Career Centers—RWB 19
- Winter Haven One-Stop Career Center—RWB 17

b. MSFW Outreach Plan format

Using the format below, please develop the MSFW Outreach Plan. Attach copies of the local operating processes and or procedures for the MSFW program.

V.G.3. b. 1.	Assessment of Need;
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>The primary responsibility of outreach is to visit MSFW’s and their families at their worksites, living and gathering areas, to distribute forms (511-N Forms), to inform them of the services and resources available at no cost through the local Career Center, which services include but are not limited to, job referrals to Agricultural and non-Agricultural employment, job development, referrals to training and supportive services, employability skills workshop. In addition, maintaining a complaint system. After this presentation, if MSFW’s cannot or do not want to visit a local office, outreach worker offers assistance on completing applications, referrals to specific jobs, provide supportive services for which the individual or a family member may be eligible; assist in making an appointment to an appropriate agency, documenting a complaint etc. Outreach workers offers assistance in completing application with various applications. Informs MSFW’s about farm workers rights. Assist the MSFW’s securing appointments when needed to appropriate agencies.</p>	

V.G.3. b. 2.	Assessment of Available Resources;
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>The MSFW Specialist, in conjunction with the local Career Center, have developed and extensive network of organizations, i.e. faith-based groups, social agencies and migrant advocate groups that can assist the Migrant workers community with housing, groceries, medical services, etc. SFW provides assistance to crew leaders and other employers in the area by recruiting and referring migrant workers according to the</p>	

labor needs.

V.G.3. b. 3.	Proposed Outreach Activities  Note: Each MSFW outreach specialist is required to have a minimum of five "quality" contacts of MSFWs per staff day. A quality contact is defined as a contact with an MSFW where a reportable supportive service is provided and documented with the MSFW's name and social security number. The requirement of five MSFW contacts per staff day applies only to the MSFW outreach specialists and not to other staff resources utilized.
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**RWB RESPONSE**

**No Change**  
A log of daily outreach activities is completed as instructed, summarized and compiled to the Log Review Form to be mailed along with 1301 & 1659 Forms to the State Monitor Advocate at the end of each month.

V.G.3. b. 4. Review/Update Required	Complete the MSFW Outreach Plan (following).  The targeted number of MSFW outreach contacts per significant office will be forthcoming within the next week to allow you to complete your outreach plan.
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**RWB RESPONSE**

MSFW Outreach Plan

ACTIVITY	July	Aug	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	March	April	May	June
	<b>Estimated Hours</b> (include preparation, follow-up and travel)											
<b>FOCUS ON FARMWORKERS</b>												
Visits to MSFWs at labor camps, work sites, gathering areas, etc.	20	20	30	80	90	90	90	90	60	27	20	20
Presentations to groups of likely MSFWs (migrant ed/head start parents' meeting, ESL class, church, etc.)	1	1	1	2	2	2	2	2	2	2	2	2
Visits to staff/staff meetings at organizations which serve MSFWs	3	3	3	5	5	5	5	5	5	5	5	5
Attending MSFW interagency "councils"	1	1	1	1	1	1	1	1	1	1	1	1
Regular outstation visiting/intake	100	100	60	1	1	1	1	1	30	80	97	97
"Job Show" or other work with Sp/Eng radio/TV	0	0	0	0	0	0	0	0	0	0	0	0
Distributing posters/flyers on ED service	0	0	2	3	3	3	3	3	3	0	0	0
Other MSFW outreach activities*	1	1	1	1	1	1	1	1	1	1	1	1
<b>FOCUS ON EMPLOYERS TO PROMOTE HIRING MSFWs</b>												
Visits to ag businesses	10	10	40	47	37	37	37	37	38	20	10	10
Visits to Spanish-speaking non-ag businesses	2	2	0	0	0	0	0	0	0	2	2	2
Visits to English-speaking non-ag businesses	2	2	0	0	0	0	0	0	0	2	2	2
Presentations to meetings/groups of employers	0	0	0	0	0	0	0	0	0	0	0	0
Other employer focused activities to promote hiring MSFWs**	0	0	0	0	0	0	0	0	0	0	0	0
Estimated outreach <b>hours</b> in month	140	140	140	140	140	140	140	140	140	140	140	140
	<b>Estimated Number of Outreach Contacts with MSFWs^</b>											
Estimated number of MSFW outreach <b>contacts</b> ^ by month	116	116	116	116	118	118	118	118	118	116	116	116

\* Please identify: job fairs, festivals and other unscheduled special events

\*\* Please identify: Dept. of Ag. Employer meetings or training, job fairs, and other unscheduled special events.

^Outreach Contact estimates are the number of potential MSFWs spoken to through/during outreach (e.g., workers talked to at a camp; people who heard our presentation at migrant head start parent meeting; etc.); not estimated number of registered MSFWs.

**Estimated total outreach time for the 12 months:**

**Estimated total outreach contacts for the 12 months:**

**Number of individual staff estimated to participate in outreach for the 12 months:**

**Estimated July 1, 2011-June 30, 2012 : Ag Listings: 19    Ag Openings: 2400    Ag**

**Openings Filled: 2400**

V.G.3. b.5.	Affirmative Action Plan; <del>and</del>
<b>RWB RESPONSE</b>	
<b>No Change</b>	
The Homestead Career Center, designated a significant office, does not need an “affirmative action plan”. There is already a staff in place which is representative of the population served. The staff is diverse, with sufficient bilingual skills (English/Spanish and English/Haitian Creole), to assist the migrant seasonal farm worker population.	

V.G.3.b.6.	<del>Bilingual Office Plan.</del>
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V.G.3.c.	Describe the process for providing the required services and activities, such as employer job orders, outreach to the Agricultural Employers, and the MSFWs.
<b>RWB RESPONSE</b>	

**No Change**

An outreach Worker performs follow-up to maintain communication with Agricultural employer’s office or labor contractors to learn about the type of crops is going to be planted, when harvest activities will begin the amount of workers needed and documentation which will need to be completed during a particular season/month. After compiling all necessary information pertaining to the terms, conditions and pay rate have been compiled then a job order can be entered in the Employ Florida System and the recruitment of workers can begin.

V.G.3. d.  
Review/Update  
Required

Describe the process for meeting the Equity Ratio Indicators and Minimum Service Level Indicators (see the Employ Florida Marketplace System at <https://www.employflorida.com/>).

Equity Ratio Indicators:

- Referred to employment
- Referred to supportive services
- Received staff assisted services
- Job development contacts
- Career Guidance

Minimum Service Level Indicators:

- Placed in a job
- Placed \$0.50 above minimum wage
- Place in long term non-agricultural jobs

**RWB RESPONSE**

**No Change**

The process for meeting the minimum service level and equity ratio indicators is determined by having sufficient bilingual (English/Spanish) speakers available in the Homestead Career Center so that all services are sufficiently provided to Agricultural and non-Agricultural job seekers. It is a mandatory requirement that MSFW Outreach Specialists be bilingual.

**4. Rapid Response**

The rapid response unit is the State’s central point for identifying layoffs and plant closings. This includes receiving the Worker Adjustment Retraining Notification notices from employers as required by federal law. Key strategies in Florida’s system are to provide occupational information and skills training to include incumbent workers who are at risk of losing their jobs and to provide immediate reemployment assistance for dislocated workers. These efforts are intended to enable workers to make the transition to new employment as quickly as

possible and to lessen the period of unemployment, thereby decreasing the need for unemployment compensation and other supportive service benefits for workers.

**Rapid Response Dislocated Worker Unit Organizational Structure**

The WIA requires each State to establish a rapid response dislocated worker unit to carry out statewide rapid response activities. WIA 2000 authorizes Workforce Florida, Inc., to expend Title I WIA funds for rapid response and designates the AWI as the administrative entity for rapid response activities. The rapid response unit is the state’s focal point in dealing with the dislocation of Florida’s workers. The unit has the capacity and capability to carry out the specific rapid response duties and responsibilities mandated by the WIA.

- i. Describe the procedures for the following rapid response activities and attach a copy of the local operating procedures for the rapid response activities below.

V.G.4.a.	<p>Describe the process for meeting the minimum service level and Equity Ratio Indicators (see the Employ Florida Market Place System at <a href="https://www.employflorida.com/">https://www.employflorida.com/</a>).</p> <ol style="list-style-type: none"> <li>1. Arranging on-site employer/employee visits and informational sessions;</li> <li>2. Developing rapid response visit reports;</li> <li>3. Administering employee surveys;</li> <li>4. Developing event response plans;</li> <li>5. Coordinating reemployment services with One-Stop Career Centers;</li> <li>6. Reporting the employment situation of State employees;</li> <li>7. Rapid response-related performance measures and goals;</li> <li>8. Rapid response dislocated worker unit staffing; and</li> <li>9. Public awareness.</li> </ol>
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**RWB RESPONSE**

**No Change**

V. G. 4.a. The processes for meeting minimum services levels and Equity Ratio Indicators for Region 23’s REACT program are encompassed in all efforts the local REACT Team puts forth on behalf of dislocated workers. The local REACT Team refers workers to jobs, provides many services (including supportive services), counsels workers and refers workers to the local Career Centers for job development. Local operating procedures for rapid response activities are as follows:

1. Make initial contact (within 48 hours) with the employer by telephone to conduct preliminary fact-finding (If there is a union; Why the lay-off? etc.) Several phone calls may be required.

a. Explain what the REACT program goals are: (how the program works, what services are offered, etc.) and promote the benefits (how valuable the services are to both employer and employee).

- b. Some employers do not want to take the time to meet; however, the contact must be eloquently done, yet forcefully enough to transmit the value of this service without "turning off" the employer.
- c. Obtain an appointment date of an in person visit.
- d. Visit the worksite to assess the situation and to plan provision of services with the employer and union members (if applicable). Frequently more than one visit is needed. The on-site visit report is sent to the state REACT unit after the visit.
- e. Review with employer all resources available, such as short-term compensation (which may help reduce the size of the layoff), offer information about our employment services in an effort to avoid future layoffs by introducing programs like Employed Worker Training (EWT), Customized Training (CT), etc.
- f. Inform employer of WARN Act (if applicable and not filed)
- g. Assist the employer and union/workers in completing Trade Act Petition (if applicable).
- h. Coordinate and Conduct Rapid Response orientations, according to the needs of the affected workers.
- i. Offer "Resume" and "Interviewing Technique" workshops done by the Professional Placement Network (PPN) Manager.
- j. Offer "Mobile Unit" assistance to allow affected workers to jump-start their job search.
- k. Develop relationships with partners and community organizations, since they are not funded to participate on the REACT team.
- l. Develop appropriate handouts and presentations.
- m. In situations where the notification of layoff occurred after the plant closure or workers have been terminated, an attempt must be made to contact affected workers and explain services available by meeting them in the Career Center or through mail outs.
- n. Work with business to offer services in the way that is more suitable to them, i.e.: after hours, webinars, etc.
2. Prepare the Rapid Response On-Site Visit Report and forward to the state's REACT staff with information on the event; number of affected workers, business contacts, reasons for the layoff, secondary businesses affected (if any), "Transition Plan", and schedule of services .
3. Distribute and collect the completed survey from the workers. The information collected is analyzed and used to put together the REACT Team and the topics presented in the Rapid Response orientations. The REACT Survey is also used for follow-up with the affected workers. The number of surveys collected is part of the monthly and quarterly report which is forwarded to the state's REACT unit. If unable to obtain completed surveys prior to the Rapid Response Orientation, then the surveys are collected during the orientation for follow-up.
4. Event response plans (Transition Plan) can include:
- Implementation of layoff aversion activities, if possible.
  - Assisting employer to develop a Labor Management Adjustment Committee (LMAC) to act as the Transition Team.
  - Developing Service Implementation Plan
  - Distributing, collecting, and analyzing REACT Surveys
  - Putting together the appropriate Rapid Response Team
  - Conducting Rapid Response Orientation sessions: On-site orientation session(s) are informational session(s) required for dislocated workers by federal regulation and should be planned in collaboration with other agencies and community based partners. A "team" of federal, state and local agencies present information on different programs available. Information is provided on: Career Center services, including training and reemployment services, unemployment insurance services and benefits, community services, how to deal with debt and creditors, KidCare and information on affordable health care programs, how to handle change, TAA/TGAA Information (if applicable), etc.

- Developing, producing, and distributing relevant handouts and materials.
- Conducting “Resume” and “Interviewing Techniques” workshops.
- Organizing job fair and/or recruitment for rapid re-employment, targeting the affected workers skills set(s).
- Set up and train for an on-site resource room.
- Conducting TAA information sessions (when applicable).
- Contact workers where the notification of layoff occurred after the plant closure or workers have been terminated. A meeting is either arranged at a Career Center or the workers are contact by mail to invite them to participate in services.
- In situations where the notification of layoff occurred after the plant closure or workers have been terminated, an attempt must be made to contact affected workers and explain services available by meeting them in the Career Center or through mail outs.

5. A representative from the Career Center located within the employer’s zip code accompanies the local REACT Coordinator to the worker orientation session in order to introduce and assist in explanation of services which can be provided at the Career Centers.

6. The state REACT Units contacts the local REACT Coordinator, if necessary.

7. While there are no program-specific performance related measures or goals for Rapid Response, since Rapid Response is a Workforce Investment Act (WIA) program, the program is subject to the requirements of WIA. In addition to those federal requirements, the local REACT team focuses on performance in the following areas:

- contact employers within 24 hours,
- collect surveys of at least 20% of people in attendance

The team’s goals include:

- Provide service for all employers including those that do not file for massive layoff.
- Make the business community aware of REACT services
- Minimize effective layoffs in the community
- Assist affected workers with rapid employment

The key goals of this program are to:

- Provide industry analysis and early warning indicators to prevent layoffs;
- Work with businesses to implement layoff aversion activities;
- Mitigate the impact of unavoidable layoffs;
- Provide employees who are facing layoffs with occupational and skills training information; and

- Facilitate immediate assistance for dislocated workers, such as unemployment compensation claim filing and, job search assistance, etc.

8. Region 23 has one full-time REACT Coordinator. Since the increase in layoffs, however, the demands on the REACT Coordinator’s time have been increased significantly. Ideally, additional staff should be added to assist this team during high layoff periods.

9. Public awareness of the REACT Program is accomplished through:

- Information available on the Agency for Workforce Innovation (AWI) and South Florida Workforce Investment Board (SFWIB) websites.
- Business/Employer Services representatives throughout the region inform employers orally and through handouts that REACT services are available.
- Employers are put in touch with the local REACT Coordinator when contacting the region by telephone for specific information.

V.G.4. b.	Describe the process used to ensure that rapid response assistance and appropriate core and intensive services as described in Section 134 of the WIA are made available to the workers for whom a petition for TAA has been filed.
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>The TAA Coordinator participates as a team member when it is deemed appropriate.</p>	

**5. Trade Adjustment Assistance (TAA)**

The Trade Act program for workers was created in 1974. The Trade Act has been amended several times since its initial enactment. Recent changes expanded the program’s coverage and provided an opportunity to ensure that effective strategies are utilized to help trade-affected workers obtain new employment. It is essential that the RWBs move trade-affected workers into new jobs as quickly and effectively as possible so that they continue to be productive members of the workforce. To this end, the intervention strategies used for program benefits and services will be aimed toward rapid, suitable and long-term reemployment for adversely affected workers. Under the Trade Act, the RWBs must:

- Increase the focus on early intervention, upfront assessment and reemployment services for adversely affected workers;
- Use One-Stop Career Centers as the main point of participant intake and delivery of benefits and services; and
- Maintain fiscal integrity and promote performance accountability.

V.G.5.a Review/Update Required	Describe the process for ensuring that the TAA program staff at the regional level are merit employees.
<b>RWB RESPONSE</b>	
The Region administers the TAA program staff as well as hires the staff ensuring that the TAA program staff are merit employees.	

V.G.5.b Review/Update Required	Describe local procedures to ensure timely response to trade-affected dislocations, including coordination with Rapid Response, provision of technical assistance for the filing of Petitions, and provision of information sessions to affected employees.
<b>RWB RESPONSE</b>	
Early intervention and a timely certification of Trade Act petitions provide an additional resource for the region to design individual service strategies for trade-affected workers. The local procedures to ensure timely response to trade-affected dislocations are: Combine efforts with REACT team in identifying trade-affected companies. Make initial contact with trade-affected employer to determine if job loss meets the requirements of the Trade Act. Visit work site to provide information on Trade Adjustment Assistance program services and benefits to employer. Provide information on petition filing process and provide technical assistance as needed. File petition on behalf of eligible workers if necessary. Conduct onsite TAA informational meetings upon petition certification.	

V.G.5.c Review/Update Required	Describe local procedures to ensure timely service to trade-affected workers to ensure eligible workers receive all TAA services and benefits for which they qualify.
<b>RWB RESPONSE</b>	
Upon receiving notification from the State Coordinator that a petition has been certified the following procedures are in place to ensure eligible workers receive all TAA benefits and services for which they qualify. It is the TAA Coordinator in Region 23 responsibility to: Identify the trade-affected workers and affected incumbent workers covered by a certification. Conduct TAA informational meetings to advise trade-affected workers as soon as possible of the TAA program benefits and services. This orientation also provides information on local assessment procedures, information on training providers and approved occupational skills/vocational training programs. Provide information on the procedures and deadlines for applying for the TAA benefits and services. Inform trade-affected workers of suitable training opportunities and review such opportunities with the workers. Advise trade-affected workers of the availability of pre-layoff training (Under the Trade Act of 2009). Survey the workers to determine which benefits and services are best suitable for each worker. Determine TAA eligibility and conduct assessment. Schedule appointment with Career Center for co-enrollment in WIA.	

V.G.5.d Review/Update Required	Describe coordination with the Agency for Workforce Innovation’s (AWI) Special Payment Unit, Wagner Peyser and WIA for the provision of job services and case management to trade-affected workers. Note how TAA funds will be used first for clients who qualify both as trade-affected workers and dislocated workers.
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**RWB RESPONSE**

The local TAA Coordinator in Region 23 is responsible for obtaining a list of affected workers and providing it to the Agency for Workforce Innovation’s Special Payment Unit. The Special Payment Unit uses this list to send a TAA/Trade Readjustment Allowance (TRA) Notification packet to affected workers which outlines the program services and benefits. In addition, the TAA Coordinator sends information regarding a TAA informational meeting, as well as local contact information, to be included in the notification packet. In Region 23 trade-affected workers are co-enrolled in the WIA Dislocated workers program and the TAA program. Under Section 235 of the Act, trade-affected workers are required to receive employment and case management services. The TAA program will be the primary source of assistance to trade-affected workers covered under a petition; however, if TAA funds are unavailable to support case management or employment services, such services will be provided under the WIA or Wagner Peyser programs. These services can include: Comprehensive Assessment Individual Employment Plan Information on available training and how to apply for training Individual career counseling Labor Market Information In the instance that a customer qualifies both as trade-affected worker and dislocated worker, TAA funds will always be used first. Dislocated workers funds will only be used when TAA funds are not available or when the trade-affected worker requires assistance or services not authorized under the TAA program.

V.G.5.e. Review/Update Required	Describe the process for using partner program funds to provide training services to trade-affected workers.
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**RWB RESPONSE**

In Region 23 TAA eligible workers are co-enrolled in WIA and TAA. The TAA Coordinator and One-Stop Career Center coordinate the training services as well as the program funds to be utilized. Partner program funds are used to provide training services to trade-affected workers only when TAA funds are not available.

V.G.5.f Review/Update Required	Describe the process for ensuring that the WIA-funded training activities provided for trade-affected workers are those that are stipulated in Section 236 of the Trade Act and related federal policies and procedures.
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**RWB RESPONSE**

**No Change**

Region 23 has a large number of Trade Adjustment Assistance (TAA) individuals identified and many are currently enrolled in training. TAA covers workers who are totally or partially unemployed because of imports. The TAA Coordinator in Region 23 attends all Rapid Response activities for companies that are potentially eligible for TAA. The TAA Coordinator is involved in the up-front services, even before the separation from the company. Clients requiring services are informed of TAA benefits and opportunities, i.e., medical insurance, retraining opportunities, etc. Prior to the layoff, the TAA Coordinator conducts an initial assessment and verifies documentation for Trade Readjustment Allowances (TRA), which is support income for clients in training. TAA clients are referred to the Career Centers for core, intensive, and training services. All TAA clients are currently dual enrolled in WIA. TAA clients dual enrolled in WIA are subject to the Dislocated Worker wage rate, which is much higher than the TAA federal required wage rate for TAA clients. Traditionally, TAA clients have language barriers that must be addressed for the desired outcome of training completion and employment to be achieved.

**6. Job Corps**

Job Corps is the nation’s largest residential education and training program for low-income youth between the ages of 16 and 24 years of age. The Job Corps’ mission is to help low-income youth become responsible, employable and productive citizens by providing training that will assist students in accessing technology and developing skills needed for successful participation in the workplace.

V.G.6.  
Review/Update  
Required

Describe the relationship of the One-Stop Career Center with Job Corps and the manner in which referrals are made.

**RWB RESPONSE**

The Admission Counselors from Job Corps contact and visit the local Career Centers and Youth Programs within the centers to distribute Job Corps literature or makes presentations, when needed. Youth Programs located within the Career Centers have designated staff to carry out the provisions of services to applicants visiting the Career Centers and who are interested in Job Corps. Intake of applications, distribution of Job Corps materials and information is provided to applicants by designated Youth Program Staff. Appointment maybe scheduled for applicants for and with the Admission Counselors. Tracking of referrals is done through logs kept by the Admission Counselors. The Youth Program staff track the youth applicant referrals as well. Job Corps Admission Counselors are invited by the Youth Program Staff to attend meetings to learn about other workforce programs and resources available within the Career Center. Youth Program staff maybe invited to participate in Job Corps meetings. The Youth Programs will serve walk-ins and Job Corps students to provide direct employment and training services. All Career Center and Youth Program Staff are trained on the Job Corps Program and will refer youth.

**7. Youth Programs**

The Strengthening Youth Partnerships will continue to be the vehicle by which the federal Shared Youth Vision will be implemented in all participating state agencies and organizations. The following goals have been identified as being appropriate:

- To build consensus for a policy on the preparation of youth for employment in targeted demand occupations.
- To develop regional alliances among workforce, education, state agencies serving the most at-risk youth, economic development, housing, faith and community-based organizations, and transportation stakeholders to better meet the needs of businesses within a region by creating a pipeline of youth who have the hard and soft skills to enter targeted demand occupations.
- To create a blueprint for state level stakeholders to facilitate the creation and growth of state/regional/local alliances.
- To provide a forum for local, regional and state level stakeholders to exchange information and ideas on new initiatives, cross-agency planning, promising practices and data-based decision making.

V.G.7. a.	Describe how the above strategic goals for youth will be implemented in the region.
<b>RWB RESPONSE</b>	
<p>South Florida Workforce currently operates a comprehensive youth program which has proven to be successful by incorporating core youth development principles with value added services by providing all the required WIA program elements including the continued implementation of DOL’s strategic vision for youth.</p> <p>To accomplish the strategic goals for youth that have been identified above, The local Youth <b>Development</b> Council will play a very important role in providing service delivery to the region’s youth population. The Youth <b>Development</b> Council brings together individuals from a range of local organizations who have an interest and expertise in youth policy and whose main interest will be to ensure that our youth receive the best possible services available in order to become productive citizens.</p> <p>The Youth <b>Development</b> Council is responsible for making policy recommendations to the South Florida Workforce Investment Board (SFWIB) on the matters assigned to it by the Chair or, in the event of a vacancy in the office of the Chair, by the Vice-Chair. This Committee develops policy recommendations to the SFWIB that include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Developing and recommending youth employment and training policies and practices;</li> <li>• Recommending eligible youth service partners;</li> <li>• Broadening the youth employment and training focus in the region to incorporate a youth development perspective; and,</li> <li>• Establishing linkages with other organizations serving youth within the South Florida Workforce region.</li> </ul> <p>Youth <b>Development</b> Council Members include: educators, employers, and representatives of human services agencies such as juvenile justice, youth with disabilities and local law enforcement agencies, department of children and families; members who represent local public housing authorities; parents of eligible youth seeking assistance under subtitle B of title I of WIA; individuals, including former participants, and members who represent organizations that have experience relating to youth activities; and members who represent the Job Corps. Also, SFWIB brings to the table representatives of targeted industries and the area’s key chambers of commerce, trade associations; and economic development entities, public and private educational institutions (including Miami-Dade County Public Schools and Miami-Dade College);</p>	

community-based organizations; organized labor; the area's local elected officials; and state agencies, including Department of Children and Families and the Department of Juvenile Justice.

Under the direction and oversight of the Youth **Development** Council, SFWIB will ensure youth service delivery include:

- Development of demand-driven strategies with business and industry working collaboratively with the workforce system and education partners to develop guiding principles for successful entry of the youth into the workforce arena with the right skill sets;
- Identification of target industries/occupations vital to the needs of youth in the community;
- Coordination with private sector employers in high-demand industries to provide internships and job opportunities and related activities to produce a skilled workforce for targeted high demand industries;
- Youth service partners provide the ten program elements outlined in WIA Regulations Section 664.410;
- A process to Identify and apply for potential resources (local, state and federal grants) to be leveraged to strengthen and expand services and create a seamless network of services that are relevant to the youth population and first time job seekers;
- Expansion and collaboration and increase involvement of the community based organizations, faith based organizations, parents, educational institutions, local employers and other agencies who have a vested interest in improving and enhancing SFW's youth program services in an effort to strategically leverage resources to better serve community youth;
- Development of programs and strategies designed to meet the specific needs of youth;
- Expansion and tailoring of academic and employment service delivery to special populations (youth aging out of the foster care system, youth with disabilities and youth offenders, etc.);
- Development and delivery services that are career oriented as part of the youth program activities;
- Continual provision and enhancement of supports needed to keep youth in school in order to decrease the high school dropout rate and increase high school graduation rate;
- Identification and closure of the service delivery gaps by sponsoring community forums to discuss youth issues;
- Enhancement and promotion of access to technology which provides career information/updates;
- Improvement in youth performance standards;
- Development of systems that provide accurate performance and fiscal information;
- An increase in accountability expectation for partners serving youth and
- Development of defined procedures that are easily understandable, measurable and accountable.

SFWIB collaborates with the business community, the educational institutions, and the economic development infrastructure to build pipelines to targeted industries for which there is a significant and expanding need for a skilled workforce. As a key element in building these industry workforce pipelines, youth internships and work experience activities operate on a significant scale in South Florida.

SFW serves thousands of in-school and out-of-school youth residing in the Miami Dade/Monroe Counties in multi-year round programs designed to enhance a myriad of competencies, educational and training opportunities and employability skills. SFW youth programs will continue to promote the preparation of youth for future education and career related opportunities through an organized network of activities

geared specifically toward youth development.

SFW contracts with local youth partners to coordinate implement and facilitate the delivery of comprehensive services of program activities to assist youth to overcome barriers to employment. The region’s youth partners provide integrated service delivery to two levels of youth programs: in-school youth and out-of-school youth. The in-school program is designed to encourage the youth to “stay-in-school”, graduate, enter post-secondary institutions and/or obtain employment. The purpose of the in-school youth program is to ensure that eligible in-school youth are provided with quality and effective youth services to better prepare them for successful transition to the workforce and continued education and training. The out-of-school program involves a network of Career Centers geared toward youth development. Youth who have access to the Career Centers are able to use the services provided by the centers: search for jobs that are available, obtain information from the resource room, and access other career-related information. It is the responsibility of local youth partners to identify other local resources and coordinate with other agencies to provide additional services to eligible youth.

SFW ensures that every youth enrolled in the in-school and out-of-school youth programs is provided with the highest level of quality services that will guarantee positive results for the youth and SFW. SFW will pursue and achieve this initiative through joint and committed partnerships with local employers, local chambers of commerce’s, community-based organizations, faith-based organizations, the juvenile justice system, Career Center partners, local public school system, other educational institutions, the foster care system and other community agencies that offer and specialize in serving youth. These partnerships ensure that certain skill levels are attained by the youth as a result of their participation in employment and educational training programs and are consistent with the requirements of employers for workforce success in Region 23. SFW partners with the local school system to provide after school career activities to those students enrolled in the in school program. SFW and the local school system have built a stronger link between high school preparation, post-secondary education, occupational skills training and employment for all students. As a result of the career awareness activities, written career plans are developed and serve as a tool for increasing career awareness, improving career planning and establish a link between high school preparation and future career success.

South Florida Workforce ensures that eligible youth within Region 23 achieve at high levels academically, while exploring and preparing for the high-skill jobs within the Region. Local guidelines extend out-of-school services to youth, who are ex-offenders/offenders, foster care recipients and youth with disabilities. SFW will expand services to special populations, while ensuring that basic service delivery is available to all eligible youth. The overall goal of the youth program is to assist youth to complete high school, obtain a diploma or equivalent GED and to transition into skilled employment and/or post-secondary education in order to gain self-sufficiency and become a productive member of the workforce arena.

V.G.7. b.	Describe the procedures that will be implemented to target and provide workforce services to youth with the following barriers: aged out of foster care; youthful offenders; out-of-school youth; basic skills deficient, etc.
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<b>RWB RESPONSE</b>	
The procedures that will be implemented to target and provide workforce services to youth with the following barriers: aged out of foster care; youthful offenders; out of school youth; basic skills deficient, etc. are described below:	

The procedures implemented to target and provide workforce services to youth with the following barriers: aged out of foster care; youthful offenders; out-of-school youth; basic skills deficient, etc. are described below:

~~Linkage Programs: Region 23 funds what we refer to as "Linkage" programs as a way of ensuring that exceptional segments of the youth population have special channels to facilitate their access to services available in the youth programs. Currently, five youth partners receive additional funding to coordinate and provide service delivery to special populations and have been successful in reaching out to juvenile offenders, youth with disabilities, crime prevention and youth in the foster care system. Similarly, there may be other special segments of the youth population that should be considered for special linkage initiatives. Keeping in mind, that~~

All youth contractors serve all at-risk youth populations within the in-school and out-of-school youth programs.

**Youth Offenders:** The primary goals of youth offender services are to: (1) provide assistance to youth offenders to attain long term employment at wage levels that will prevent future dependency and to break the cycle of crime and juvenile delinquency that contributes to recidivism and non-productive activities; (2) develop and implement a service delivery system that links with youth offenders, facilitates the delivery of the required youth ten elements, and promotes collaboration with organizations in the community that link to this targeted population; (3) to force the collaboration of local agencies to encourage the delivery of comprehensive and non-duplicative services to youthful offenders and to develop better community strategies to reduce delinquent behavior among youth; (4) encourage strong partnerships to fill the gaps in the community's existing interventions dealing with youth offenders and (5) to reconnect these young people with caring adults and positive activities in the community. Youthful offenders will be afforded quality youth services through customized training. **SFW currently funds a youth program that only concentrates on the youth offender population.**

**Youth with Disabilities:** SFWIB recognizes the importance of collaboration, cooperation and linkages between partnerships formed with other community agencies and the school system serving youth with disabilities, as well as the youth's parent or guardian. Young people with disabilities experience significant challenges in making a successful transition to adult life. Youth with disabilities are eligible to receive services through the in-school and out-of-school youth programs. In-school youth with disabilities who are enrolled in Miami-Dade County Public Schools must have a MDCPS Individual Educational Plan (IEP). SFW with the help of community organizations will assist in the development of programs for a comprehensive and coordinated system of services and other activities that enhance the lives of youth with disabilities to their maximum potential.

**Foster Care Youth/Aging Out of Foster Care:** SFW encourages the expansion and enhancement (not replacement of existing services) supports and opportunities to the foster care youth population to include, but is not limited to: (1) customized tutoring and academic supports; (2) counseling and assistance with social service referrals; (3) child care assistance as needed; (4) transportation assistance as needed; (5) employability skills training/life skills training to prepare youth for job referrals; (6) access to leadership skills training and mentoring activities as appropriate; (7) liaison with those youth who are involved in the justice system as appropriate; (8) substance abuse treatment referral as appropriate and (9) referrals to resources in the community (e.g., mentoring mental health services, parenting classes).

In order to serve this population adequately, SFW provides procedures for referring youth in the foster care and juvenile justice systems to the in-school and out-of-school youth service partners in order to ensure that these youth are offered services through the above WIA sponsored programs. Strengthening the communication between SFW, youth partners, the foster care and juvenile justice systems and to ensure that

foster care and juvenile justice systems youth obtain the appropriate services that they require to become self sufficient is the key component for successful entry into the workforce.

**Alternative Education Programs:** Alternative education is designed to meet the needs of at-risk students who are disengaged and inclined to not succeed in the traditional school setting. Alternative education programs are experiencing tremendous growth. Some forms of alternative education types may include but are not limited to: alternative classrooms, school within a school, separate alternative schools, second and last chance schools for disruptive students, detention centers and boot camps. To improve the learning opportunities for youth who are attending local alternative educational institutions, SFW has partnered with specific local youth partners, the school system, the Miami-Dade County Corrections Department and the Department of Juvenile Justice to provide educational services that provides assist youth with educational, employability (where applicable), GED preparation and other academic supports youth may need to gain access to the paths they select to gain access to gainful employment. This partnership is intended to assist participants in identifying strengths, transferable skills, interests, abilities and their work values.

**Basic Skills Deficient:** SFW defines an individual who has English reading, writing and computing skills at or below the ninth grade level on a generally accepted standardized test or a comparable score on a criterion referenced test as basic skills deficient. Standardized tests are utilized when determining basic skill levels. The test of Adult Basic Education (TABE) must be the same for the pre-testing and post-testing. Pre and post-testing of the participant will determine the youth's level of improvement in basic skills. SFW requires that all youth participants are administered the TABE Test in order to better tailor the service delivery to each specific youth enrolled in the program. For youth who are basic skills deficient, a youth development activity that includes individual or group academic support services, specialized instructions or schooling are provided as part of the service delivery for the youth to improve in advancing to the next grade level and moving toward an educational program and/or employment.

**Out-of-School Youth:** Youth who are eligible for the out-of-school youth program's full array of services have either dropped out-of-school, or have graduated from high school and are in need of further guidance with job assistance, higher educational goals or other similar opportunities. The Region provides out-of-school services in six of the Career Center locations: four in Miami-Dade County and two in Monroe County. There are three other out stationed out-of-school youth locations that are not located in the Career Centers, however, the same array of services are provided. Out-of-school youth receive objective and comprehensive assessment services, counseling about options to enter post-secondary educational institutions, GED preparation and testing, vocational training, military information, job referrals and employment, tutoring, mentoring, leadership development, internships/work experience, support services, work readiness skills training, Job Corps information/referrals and are linked to Region 23 network of Career Centers and Youth Programs. There are four Career Centers that house Job Corps personnel to provide direct services to out of school youth. The out-of-school youth program also provide directions in the decision making process of options that are available to the youth, offering guidance to other options that may benefit the youth, such as referrals to community organizations specializing in youth programs/services, presentations by youth development specialists/job developers whose priority is to ensure a good employment match for each participating youth, tutoring and other academic support that may be needed to assist the youth participant in making appropriate choices.

SFW will continue to develop and strengthen relationships with social service agencies that currently provide multiple referrals to our youth partners. Some of those agencies include: local truancy officers, children and families services, the school systems, local community based and faith based organizations who serve both in-school and out-of-school youth. SFW will work closely with our youth partners to obtain lists of

~~students who have dropped out or have been dropped by their home schools. These students will be contacted by our youth partners and offered services through the program.~~ SFW will market youth-focused outreach materials, develop a youth-based informational website; youth partner staff will sponsor workshops and present information to the youth and their families in traditional and non-traditional places, such as corner stores, churches, community centers. Other innovative strategies developed by SFW will focus on out-of-school youth include: youth speaking to other youth in the community, working with the local juvenile justice system to sponsor alternative sentencing programs for first-time offenders; enrolling youth returning from correctional facilities in the program; and obtaining lists of dropouts from high school, foster care private agencies and out-of-school youth will be located after leaving school through graduation of the youth who participated in the in-school youth program.

*NOTE:* For other at-risk youth populations: pregnant or parenting, homeless, runaways, Refugee Youth, Migrant and Seasonal Farm workers, youth who require additional assistance to complete an educational program or secure/hold employment, receive the same services that are outlined above, as well as specialized services, where applicable.

~~To serve youth most at risk, SFW's youth linkage programs provide youth with comprehensive assessment and guidance through the decision-making processes of weighing all the available options; unbiased presentation of information on alternative options; the guidance of youth development career advisors and counselors whose only priority is ensuring an appropriate career strategy for each participating youth; and the tutoring and other academic supports they may need to gain access to gainful employment.~~

The Region may fund particular youth activities during the program year as a way of ensuring that exceptional segments of the youth population have special channels to facilitate their accessing the services available in the youth programs. Keeping in mind, that all youth contractors serve all at-risk youth populations within the in-school and out-of-school youth programs.

South Florida Workforce will continue to provide guidance to youth service partners regarding a systematic referral process for foster care youth, juvenile youth, youth with disabilities and other at-risk youth populations in order to bridge the gaps of service for reintegration within the Miami-Dade County and Monroe County communities.

South Florida Workforce has established committed partnerships with the Department of Children and Families (DCF), Our Kids and Miami-Dade County Public Schools to identify and recruit youth into the in-school and out-of-school youth programs, while the youth are participating in the foster care system, as well as, those youth who have exited the system and youth who are participating in the independent living programs. SFW has also formed a partnership with the Department of Juvenile Justice for the recruitment of youth who are involved in the juvenile justice system. **See Attachment III – F.3**

- c. Provide the local definitions for the following youth programmatic elements:

V.G.7. c.i Review/Update Required	<p>Provide the local definition for youth requiring additional assistance to complete an educational program or to secure and hold employment.</p> <p>Definitions should be descriptive and verifiable. Terms such as “working poor,” “at-risk,” “dysfunctional,” etc. should be defined by the board. Operating procedures should further identify criteria that apply to each definition as well as appropriate verification sources.</p>
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**RWB RESPONSE**

The **current** local definition for those youth requiring additional assistance to complete an educational program or to secure and hold employment is as follows: “An eligible youth, **14 through 21 years of age**, who requires additional assistance to complete and educational program or to secure and hold employment” that leads to self sufficiency is a youth who is: Enrolled in an eligible education program, but also requires additional assistance **beyond that offered by the service partner** in order to complete an activity or program; or an eligible youth, who is near the point of being ready for employment, but requires additional assistance in order to obtain or retain employment. Examples include, but may not be limited to: is one or more grade levels below their age-appropriate grade level/low school test scores, gang involved or affiliated, ESE student status, personal/family issues (violence), substance abuse, **family**/child abuse, school attendance problems (truancy, skipped classes, peer pressure), multiple school suspensions, school documented at risk student, youth involved in the juvenile justice system, **in an alternative residential facility**, **generational public assistance**, have one or more disabilities, including learning disabilities.

This barrier must be different from the required five barriers, which include: deficient in basic literacy skills, school dropout at registration or at risk of dropping out of school, homeless, runaway or a foster child, pregnant or a parent and youth offender.

*NOTE:* CFR 664.210 states that criterion for this definition and the documentation to prove need shall be established at the local level by the Youth Council and it must be approved by the Board, based on local area needs and must be included in local policy.

To broaden this definition for youth service delivery, SFW will request the Youth Council to recommend to the Board approval **from the Board**, that the below **additional** descriptions be included in the above definition: an individual (including a youth with a disability) (aged 14 to 21 years), attending an alternative school, education level is below expected level, lacks family support, has unstable living conditions; has never held a job, has been fired from a job within the twelve months prior to application, have worked less than three consecutive months in the same job during the last twelve months, currently have a job below an adequate level for self-sufficiency (underemployed), underemployment, persons who require supportive services and/or longer term education and skill training due to multiple barriers to employment, including: enrollment in special education, students maintaining less than a "C" average, persons with Limited English Proficiency and non-custodial parent(s).

**Also, other additional assistance to be added as stated by the State of Florida: individual has completed educational program, but lacks the appropriate license for that occupation, individual with poor work history, evidence of alcohol or substance abuse, dysfunctional family as documented by youth services personnel, low grades – failing two or more basic skill areas, low standardized test scores, retained one or more times in school, school discipline problem, frequent moves between schools, truancy or excessive absences, limited or no English proficiency, parents or siblings dropped out of school, enrolled in a drop-out prevention program, enrolled in a GED program, GPA below 3.0, residing in subsidized housing or an empowerment zone, transportation barrier or a daily trip route requiring 2 or more transfers or a total commute time**

in excess of 1 hour and inability to secure adequate child care.

SFW staff will develop operational procedures, documentation requirements for verification sources and definitions to be presented to the Youth Council and Board for approval. Once approved, local youth partners will receive training on the revised procedures.

V.G.7. c.ii  
Review/Update  
Required

Provide the definition for locally identified “additional barriers to employment” for youth who are not low income as referenced in 20 CFR 664.220.

Definitions should be descriptive and verifiable. Operating procedures should further identify criteria that apply to each definition as well as appropriate verification sources.

#### RWB RESPONSE

The current local definition for locally identified “additional” barriers to employment for youth served under the “five percent window” (for youth who are not low income), as referenced in 20 CFR 664.220 is as follows: Youth must meet certain required WIA youth eligibility criteria in order to receive WIA funded services. Individuals who apply to participate in the WIA youth programs shall meet the following criteria as described in Section 101 (13) in the Act:

- Is age 14 through 21 at time of registration.
- A citizen or national of the United States, lawfully admitted permanent resident alien, refugee, asylee, parolee or other immigrant authorized by the Immigration and Naturalization Service/Attorney General to work in the United State.
- Is in compliance with the Selective Service Act.
- A resident of Miami-Dade and/or Monroe Counties.

Either:

- A low income individual; or
- A non-low income individual, with one or more of the characteristics listed below. The number of non-low income youth cannot exceed 5% of all registered youth in Region 23.

The barriers which apply to low-income in-school or out-of-school youth who meet one or more of the following categories:

#### Required Barriers

1. Deficient in basic literacy skills;
2. School dropout at registration or at risk of dropping out of school;
3. Homeless, a runaway, or a foster child;
4. Pregnant or a parent;

5. An offender;
6. An individual (including a youth with disabilities) who requires additional assistance to complete an educational program, or to secure and hold employment.

Up to five percent of youth participants served by WIA youth programs may be individuals who do not meet the required low-income criteria to be considered eligible youth, whether they are in-school or out-of-school, provided that the youth meet one of more of the following categories/criteria:

1. Individuals who are basic skills deficient
2. Individuals who are school dropouts
3. Individuals with educational attainment that is one or more grade levels below the grade level appropriate to the age of the individual
4. Individuals who are homeless
5. Individuals who are runaways
6. Individuals who are pregnant or parenting
7. Individuals (including youth with disabilities) who require additional assistance to complete an educational program or secure and hold employment
8. Individuals with disabilities, including learning disabilities
9. Individuals who are offenders
10. Other eligible youth who face serious barriers to employment

The local definition for “youth facing serious barriers to employment: *NOTE: CFR 664.210 states that criterion for this definition and the documentation to prove need shall be established at the local level by the Youth Council and it must be approved by the Board, based on local area needs and must be included in local policy.* To broaden this definition for youth service delivery in Region 23, SFW staff will request approval from the Youth Council and SFW Board. The additional barriers to employment for “youth facing serious barriers to employment” in Region 23 will be defined as: an individual (including a youth with a disability) (aged 14 to 21 years), attending an alternative school, education level is below expected level, lacks family support, has unstable living conditions; has never held a job, poor work history, has been fired from a job within the six months prior to application, have worked less than three consecutive months in the same job during the last six months, limited employment opportunities, currently have a job below an adequate level for self-sufficiency (underemployed), underemployment, requires additional assistance to complete and educational program, persons who require supportive services and/or longer term education and skill training due to multiple barriers to employment, including: enrollment in special education, students maintaining less than a "C" average, persons with Limited English Proficiency and are non-custodial parents. Once the definition has been approved by the appropriate levels of the Board, SFW staff will submit the additional barriers to the State for approval.

*Note:* SFWIB Youth Staff must approve all 5% window exemptions for those youth served under WIA who do not meet the low-income criteria requirement.

SFW staff will develop operational procedures, documentation requirements for verification sources and definitions to be presented to the Youth Council and Board for approval. Once approved, local youth partners will receive training on the revised procedures.

**8. Welfare Transition Program/TANF**

For the WT/TANF section, please provide short narratives responding to the following informational requests. Where requested, please provide assurances and/or short explanations of local processes. If the RWB has a local operating procedure that meets all required elements of the section, the RWB may attach the document and simply refer to the local operating procedure.

**a. Applicant Services**

1. Please describe the regional WT/TANF work registration process. Please ensure that the process includes the following in your description:

V.G.8.a.1. Review/Update Required	<ol style="list-style-type: none"> <li>a. When and how applicants are advised of WT/TANF program rights and responsibilities;               <ol style="list-style-type: none"> <li>i. Including grievance processes</li> <li>ii. Including application of anti-discrimination laws</li> </ol> </li> <li>b. When and how applicants are engaged in a work activity;</li> <li>c. When and how applicants with limited abilities are provided exceptions to the work activity requirements;</li> <li>d. How applicants are assessed for diversions to cash assistance during work registration;</li> <li>e. When participation in the work registration process and program engagement is entered in the data entry system.</li> </ol>
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**RWB RESPONSE**

All applicants that seek public assistance from DCF are directed to a One-Stop Career Center (OSCC) to register for work, unless an exemption is met. Eligibility for public assistance (Food Stamps or TANF) cannot be made by DCF unless the applicant has first registered for work at an OSCC.

a. Appointments to register for work at the OSCC are given by DCF staff when possible; otherwise the OSCC staff schedules the customer’s appointment. All appointments are conveniently scheduled for the applicants throughout the week. The appointments are either for a group orientation or an individual appointment with a qualified/knowledgeable OSCC staff. The purpose of the initial orientation or meeting is to provide alternatives, such as employment or diversion, to the job seeker prior to their being determined eligible for public assistance. An assessment to determine an applicant’s work readiness and willingness to seek employment is made during the work registration appointment. The applicant is work registered, if they complete the Work Registration Process:

1. Attend a Work Registration Orientation at the OSCC.
2. Complete the Initial Assessment Application (IAA) and the Resume Workshop (resume completed) at the OSCC and
3. Complete a total of three of the five activities listed below:
  - Interview workshop
  - Basic PC workshop (if available)

- Assisted Job Search with an Employer Services Representative - 4 job contacts
- “CHOICES” Career Exploration Session
- Provelt!- Employment Skills Assessment

b. After a determination of eligibility for welfare transition services has been made and the applicant is a job seeker, an OSCC career advisor is electronically notified. The career advisor schedules an appointment within 24 hours, or one day after receiving the system alert. All Welfare Transition job seekers receive a program orientation within seven days of entering the One-Stop System Tracking (OSST). The program orientation includes the following:

- Grievance Process
- Application of anti-discrimination laws
- Explanation of the “Work First” Philosophy
- Job seeker’s Opportunities and Obligations
- Work Activity Requirements
- Work Requirement and Responsibilities
- Penalties for Non-Compliance
- Medicaid
- Transitional Benefits
- Diversionary and Select Programs
- Support Services
- Temporary Assistance for Needy Families (TANF)
- Time Limits
- Report of “good cause”
- Excused and reschedule process

Required Documentation for excused leave (as applicable)

- Self Attestation
- Official notification(s) - letters - doctor’s appointment, conferences, recertifications, court, etc.
- SFW Approved Holiday Schedule.

- Documentation verifying holidays (notes, pay stubs, etc.)
- Documentation to support the provision will be required for the hours attributed to “actual hours of participation” recorded on the Job Participation Record JPR screen.
- Good Cause – must notify the career advisor within 24 hours and must provide the supporting documentation:

All job seekers that complete the program orientation sign documentation specifying that they have been informed of all the subjects listed above. This documentation is retained in the job seeker’s file and entered as a case note in OSST. After program orientation, the career advisor performs an intake and assessment for each and every job seeker in order to identify all the formal and informal service needs of the job seeker. Intake and assessment occurs within ten days of receipt of the new job seeker case alert or reassessment occurs with ten days of the transfer/reopen alert.

The minimum assessment areas include, but are not limited to:

- Employment needs
- Medical needs
- Child care needs
- Transportation needs
- Training/Educational needs

d. Local procedures for ongoing assessments include but are not limited to:

- Substance abuse/mental health needs
- Domestic violence
- Environmental needs (money management, hygiene, and appearance)
- Secondary needs (credit counseling, housing referrals, food bank)
- Literacy skills
- Eligibility (hardship exemption, medical deferrals, diversion programs, and seal and expunge services)

e. It is important to note that all services are subject to the following exceptions:

- All job seekers who have not received a medical deferral or hardship extension are placed in a countable work activity within three days of orientation (This is required within ten days of receipt of the alert).
- There cannot be more than a lapse of five working days between program work activities.
- A job seeker will not be placed in job search and job preparation for longer than four consecutive weeks and no more than 360 hours in a rolling twelve month period.

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2. Please describe the RWB’s Up-Front Diversion review process:

V.G.8.a.2. Review/Update Required	a. Describe how the Up-Front Diversion process is incorporated in the work registration process; and b. If the RWB provides Up-Front Diversion services to applicants through TANF formula funds, please describe the type of support services.
<b>RWB RESPONSE</b>	
<b>No Change</b> <b>Up-Front Diversion:</b> DCF will provide a copy of the SFW Work Registration Process listing Up-Front Diversion as an option. The applicant may have a job or the confirmation of a job that she or he can begin if the emergency is resolved. Support Services will include, but not limited to: a. Pending eviction, foreclosure, or loss of utility; b. Car repairs necessary to continue employment; c. Medical emergency, which results in the loss of pay; d. Clothing, shoes or tools, equipment to comply with employment requirement; e. Domestic Violence; f. Need for emergency childcare while seeking permanent childcare.	

3. Does your region have a promising practice for the WT Work Registration process?

V.G.8.a.3.	a. If yes, please describe the promising practice for serving applicants. b. Please describe how the Up-Front Diversion process is incorporated in the WT Work Registration process.
<b>RWB RESPONSE</b>	
<b>No Change</b> Yes, the region has a promising practice for the WT Work Registration process. The promising practice is: ▪ The applicant is work registered, if they complete the work registration process by; 1. Attending a Work Registration Orientation at the Career Center;	

2. Completing the Initial Assessment Application (IAA) and the Resume Workshop (resume completed) at the Career Center and

3. Complete a total of three of the five activities listed below:

- Interview workshop
- Basic PC workshop (if available)
- Assisted job search with an “Employer Services Representative” (four job contacts)
- “CHOICES” career exploration session

Provelt !- Employment Skills Assessment

**b. Mandatory Services**

1. Describe the RWB’s process for informing mandatory WT/TANF participants of their rights; how and when they are informed of the following:

V.G.8.b.1. Review/Update Required	<ul style="list-style-type: none"><li>a. The right to receive domestic violence services, mental health counseling and/or substance abuse counseling if eligible;</li><li>b. The right and the process to have their case reviewed by a supervisor;</li><li>c. The right to be treated equitably under the anti-discrimination laws;</li><li>d. The right and the process to file a grievance;</li><li>e. The right and the process to report good cause for failing to participate in a required activity;</li><li>f. The ability to be excused from or rescheduled for an activity and the process to do so. If the RWB requires documentation to support missing activities or good cause, please describe what type of documentation is required, what failures require documentation to support good cause and when documentation is required to be submitted to the RWB/provider.</li></ul>
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**RWB RESPONSE**

During the WT Program Orientation the participant is provided with a copy of the WT Opportunities and Obligations form, a “Domestic Violence Package”, a “Grievance Procedure Package” (includes both informal and formal) procedures, Equal Opportunity Is The Law Notice, and a copy of the Orientation PowerPoint Presentation, which outlines good cause exceptions and procedures. The participant is required to sign an acknowledgement of receipt of all documentation and copy is retained in the case file. Good Cause – the participant must notify the career advisor within 24 hours and must provide supporting documentation. Good Cause Exceptions include the following:

- Childcare

- Domestic Violence - *Requires Alternative Responsibility Plan (ARP)*
- Past Effects of Domestic Violence – *Requires Alternative Responsibility Plan (ARP)*
- Medical Incapacity by Applicants for Social Security Income (SSI) or Social Security Disability Income (SSDI)
- Medical Incapacity/Outpatient Mental Health Counseling or Substance Abuse Treatment - *Requires and Alternative Responsibility Plan (ARP)*
- Other Good Cause Reasons - South Florida Workforce – Adult Programs Department will review on a case by case basis all request as submitted by the career advisor for customers who cannot comply with work requirements because of circumstances beyond the customer’s control, which may include, but are not limited to:
  - Temporarily caring for a disabled family member when the need for the care has been verified and alternate care is not available
  - The unavailability of childcare for children ages 6-12. This reason should be limited to instances when the children are not in school due to illness, holidays, and other “extenuating” circumstances;
  - Voluntarily quitting a job due to the following situations: sexual harassment, discrimination by an employer, work demands that render continued employment unreasonable, e.g. failure of employer to pay employee on regular schedule or changes in work schedule; child care or transportation is not available.

Excused Absence – the participant must be scheduled for the activity prior to the absence and may receive credit for actual hours of participation. Required Documentation for excused leave (as applicable)

- Self Attestation
- Official notification(s) - letters - doctor’s appointment, conferences, recertifications, court, etc.
- Approved Holiday Schedule.
- Documentation verifying holidays (notes, pay stubs, etc.)

**Recording the Holiday and Excused Absence for PAID Activities:**

1. If the employer pays the participant for holidays or excused absences (sick leave/annual leave), staff must record all of those hours under the “Actual Completed Hours” on the JPR screen.
2. If the employer does not pay the participant for a holiday or other absences, staff cannot give credit for holiday hours or excused absences on the JPR screen.

**Recording the Holiday and Excused Absence for UNPAID Activities:**

1. Holiday participation hours may be granted if the participant is scheduled on the following holidays observed by a work activity provider:
  - a. New Year’s Day;

- b. Martin Luther King's Birthday (observed);
- c. Memorial Day;
- d. Independence Day (observed);
- e. Labor Day;
- f. Veteran's Day (observed);
- g. Thanksgiving;
- h. Friday after Thanksgiving;
- i. Christmas Eve; and
- j. Christmas Day

Excused absence hours may be attributed towards participation to excuse up to 80 hours per participant during the preceding 12-month period. However no more than 16 hours per month may be granted.

2. Describe the RWB's process for informing mandatory WT/TANF participants of their rights; how and when they are informed of the following:

V.G.8.b.2. Review/Update Required	<ul style="list-style-type: none"> <li>a. The responsibility to work with Career Center staff;</li> <li>b. The responsibility to participate in assigned activities;</li> <li>c. The responsibility to document and submit participation hours;</li> <li>d. The responsibility to report employment;</li> <li>e. The responsibility to accept suitable employment; and</li> <li>f. The responsibility to retain employment.</li> </ul>
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>After program orientation, the career advisor performs an intake and assessment in order to identify all the formal and informal service needs of the participant. During the assessment the participant is provided with a review of the WT Opportunities and Obligations form and a review and implementation of the Individual Responsibility Plan (IRP) requirements and procedures. Implementation of the IRP outlines (a) the responsibilities of the Career Center staff, (b) the responsibilities of the participant, assigned activities, (c) documentation requirements, requirements for submitting participation hours, and a copy of forms relating to the assigned activity, and the and (c., d. &amp; e.) the participant's responsibility to accept, retain and report employment. The completed IRP is signed by both the career advisor and the participant. A copy of the agreement (IRP) is provided to the participant and a copy is placed in the case file.</p>	

3. According to the Final Rule 45 CFR 261. et. al., Florida was required to list all activities and services offered under each of the 12 work categories. Based on federal law, the State is required to ensure that services and activities that the RWB receive credit for the participation hours must meet federal and State definitions. Please describe services and activities offered by the RWB and each provider to meet participation requirements under the following work categories:

V.G.8.b.3 Review/Update Required	<p>a. Unsubsidized employment;</p> <p>b. Subsidized employment:</p> <ul style="list-style-type: none"> <li>i. Describe how the RWB will ensure that participants engaged in subsidized employment activities will be supervised on a daily basis.</li> <li>ii. Describe how the RWB will document hours actually completed and the party responsible for signing documentation to support hours of participation.</li> </ul>
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**RWB RESPONSE**

**a. Unsubsidized Employment (Core)** Self-Employment may include, but is not limited to, domestic work and childcare, and may also include individuals that receive benefits for services rendered (i.e. rent). In order to earn participation credit for hours of self-employment, a participant must provide documentation that includes, but is not limited to, gross income obtained minus business expenditures, as substantiated by copies of the following: Record of business expenses; Invoices for services rendered; Receipt for payment of service. Calculating Hours Worked (Self employed) Fair Labor Standard Act (FLSA) applies the higher of the two minimum wages (State / Federal). Using the documentations, the Career Advisor will calculate the number of hours worked per week.

Gross income minus business expenses is divided by the applicable minimum wage. **Example:**

*Gross income = \$300.00 – business expenses = \$75.00 / minimum wage = \$7.31 total = 31 hours.*

**Required Documentation** Employment must be verified by appropriate documentation such as the following:

- Employment Verification
- SFW Verification of Earned Income
- Pay stub (must indicate hours and wages)
- Signed Time Sheets
- Record of business expenses (self-employed)
- Invoice
- Receipt of payment
- Copy of check (must indicate hours and wages)
- Letter from consumer (must indicate hours and wages)

**b. Subsidized Employment (Core)**

i. Employment for which the employer receives a subsidy from TANF or other public funds to offset some or all of the wages and costs of employing a participant.

ii. Supervision –

**Required Documentation**

- Employment Verification
- Pay stub (must indicate hours and wages)
- Signed Time Sheets

iii. Documentation of hours and Signing for support -

**Tracking Participation**

Employment verifications must include the contact information such as the employer’s name; date contacted, phone number, employee work days/hours, wage rate, employment start date, and the name of the staff person who verified the employment/hours must be authorized on the worksite agreement.

V.G.8.b.3. Review/update required	<p>c. Job Search and Job Readiness</p> <ul style="list-style-type: none"><li>i. Job searches at the employer’s place of business (on-site job search) are supervised on a daily basis.</li><li>ii. Describe how the daily supervision is documented for “on-site” job searches and how each hour is accounted for.</li><li>iii. Describe how participants completing job readiness activities and job searches in the One-Stop Career Center are supervised on a daily basis.</li></ul>
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**RWB RESPONSE**

**No Change**

**c. Job Search/Job Readiness (Core)**

The participant is actively seeking or obtaining employment, preparation to seek or obtain employment, including life skills training and substance abuse treatment, mental health treatment or rehabilitation activities for those who are otherwise employable. i. On site – Job Search is not an allowable activity. ii. In-House - Job Readiness (Employment Preparation) is designed to improve an individual’s job seeking and retention skills, and provides support for job-seeking activities. Participants will receive credit for hours spent (hour for hour) participating in the activity. The following activities are acceptable as in-house job readiness: workshops, resource room, in-house job fairs, class hours, or

other Career Center activities. iii. Tracking Participation

Each participant engaged in In-house job search activities must register into the “Initial Assessment Data Base” prior to engaging in any activities and will also be required to sign out with the designated staff person in order to receive credit for their participation.

V.G.8.b.3.  
Review/update  
required

- d. Community Service
  - i. Assure the State that the community service worksites are conducted at not-for-profit agencies and for the benefit of the community.
  - ii. Describe the worksite agreement process implemented by the RWB/provider.
  - iii. Describe the information included in the worksite agreement.
  - iv. Describe how the participants of the WT/TANF program are referred to the worksite provider to begin engagement.
  - v. Describe how the RWB ensures that participants are supervised on a daily basis during worksite engagement.
  - vi. Describe how the RWB will document hours actually completed and the party responsible for signing documentation to support hours of participation.
  - vii. Describe the steps the RWB has taken to protect employees of the community service provider against displacement.

**RWB RESPONSE**

**d. Community Service (Attachment)**

**i. Verifying CS/WE/JST Agencies**

SFW designated staff verifies that each agency is a valid business through sunbiz.org. using the following process:

- a. Go to [www.sunbiz.org](http://www.sunbiz.org)
- b. Click on “Document Searches”
- c. Scroll down to the Corporations, Trademarks, Limited Partnerships, and & Limited Liability Companies section and click on Inquire by Name
- d. Type in the name of the organization and click “Search”
- e. Scroll down and click on the hyperlink that matches the organization’s name
- f. When the page refreshes, Florida Non-Profit or Florida for Profit will appear just above the name of the organization. There may be more than one address listed for the organization. Make sure the address matches the one on the “Job Description” form
- g. Make a copy of the Detail by Entity Name page for the case file
- h. The business must be “active” in Sunbiz.org before the site can be approved.

- i. If the Agency is not listed or is “inactive” in Sunbiz.org (i.e. government), the Career Center is responsible for submitting additional information to support this work site.
- j. Sunbiz documentation is not required for schools, federal and state agencies.

ii. Worksite Approval Process

- a. The Career Center shall be responsible for establishing community service agreements and must enter into a worksite agreement prior to negotiating individual participant referrals
- b. The Career Center designated staff is required to fax a typed copy of the three page program agreement, job description(s) and a copy of the Sunbiz.org Detail by Entity Name page to SFW designated staff
- c. SFW designated staff reviews the program agreement, job descriptions and Sunbiz documents to ensure that the agency is a not for profit business, review the job descriptions to ensure that a job description is developed for each positions that is available
- d. SFW designated staff notifies the Career Center within two working days of the approval or denial to authorize referrals to the worksite

iii. Worksite agreement must include job title, clear job description, party responsible for supervising the participant and signing time sheets/documentation, performance benchmarks, goals and outcomes and time.

iv. Community service programs may be selected as an activity for participants who need to increase employability skills by improving their interpersonal skills, job-retention skills, stress management, and job problem solving and by learning to attain a balance between job and personal responsibilities.

Participant Activity Approval/Referral Process (Print or type the participant’s name and RFA number on the bottom of the job description and fax or e-mail a copy of the job description to designated SFW staff.

- a. SFW designated staff reviews job descriptions to ensure that the position that the participant is being referred to matches their employment goals prior to referral
- b. Once the referral is approved by SFW, Career Center staff contacts the worksite provider to schedule an appointment or time frame for the participant to bring the Job Description form and Time sheet
- c. After the worksite provider and the participant agree to work together, both will sign the Job Description form and enter a start date on #9 of the job description
- d. The participant will return the signed form to the career advisor or designated staff, who will then file the original in the participant’s case file and fax a copy to SFW
- e. Career Center staff will conduct a follow-up with the worksite within two working days from the initial start/approval date which will be stated by the provider on the job description

v. SFW time sheets are signed daily by the participant and the worksite supervisor.

vi. Documenting Hours of participation

- a. An entry must be made in the case notes to identify the location of the work site, the number of hours at the work site, as well as the number of hours assigned.
- b. The worksite supervisor faxes a time sheet each week to Career Center designated staff in order to update JPR's on a weekly basis.
- c. The original time sheet is picked up at the end of the month from the worksite by career a center staff who certifies that the time sheet is acceptable documentation (i.e. hours match, no white/alterations) and places the time sheet in participant's case file.

vii. Displacement

As part of the worksite agreement the agency signs a displacement checklist. (Included on worksite agreement)

V.G.8.b.3.  
Review/update  
required

- e. Job Skills Training
  - i. Describe how the RWB will ensure that participants engaged in this activity will be supervised on a daily basis.
  - ii. Describe how the RWB will document hours actually completed and the party responsible for signing documentation to support hours of participation.

**RWB RESPONSE**

e. Job Skills Training (**Attachment**)

i. SFW time sheets are signed daily by the participant and the worksite supervisor.

ii. Documenting Actual Hours of participation

- a. An entry must be made in the case notes to identify the location of the work site, the number of hours at the work site, as well as the number of hours assigned.
- b. The worksite supervisor faxes a time sheet each week to Career Center designated staff in order to update JPR's on a weekly basis.

The original time sheet is picked up at the end of the month from the worksite by Career Center staff who certifies that the time sheet is acceptable documentation (i.e. hours match, no correction fluid/alterations) and places the time sheet in participant's case file.

V.G.8.b.3. Review/update required	<p>f. Education directly related to employment</p> <ul style="list-style-type: none"> <li>i. Describe how the RWB will ensure that participants engaged in this activity will be supervised on a daily basis.</li> <li>ii. Describe how the RWB will document hours actually completed and the party responsible for signing documentation to support hours of participation.</li> <li>iii. Describe how the RWB/provider will verify the participant’s satisfactory progress.</li> </ul>
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**RWB RESPONSE**

**No Change**

Participants engaged in education directly related to employment (Core Plus) will be supervised on a daily basis through the following methods:

- i. If a participant has not received a high school diploma or GED, he/she may receive credit for hours by participating in education related to specific occupation, job or job offer. This includes courses designed to provide the knowledge and skills for specific occupations or work settings, but may also include adult basic education and ESOL. Where required as pre-requisite for employment by employers or occupation, this activity may also include education leading to a General Education Development (GED) or high school equivalency diploma.
- ii. The following will be required documentation to support the hours of participation: Initial Assessment scores (TABE) School enrollment / Class schedule A daily attendance time sheet shall be completed and signed by the instructor of the educational institution, and maintained in the participant’s case file and shall be used to document the hours entered in the OSST JPR screen. Training Package which includes: TABE scores, and Analysis of Student Progress Report. Verification of progress (from training institution) Periodic reassessment scores (at least every six months) Certificate or Diploma (as applicable) Detailed case notes. The participant’s satisfactory participation will be documented through the following: If adult head of household, must be in addition to core hours
- iii. Must receive written verification of progress on a quarterly or semester basis or as established by the training institution.

Participant must be making satisfactory progress in order for hours to count. Participant must receive Test for Adult Basic Education (TABE) prior to entry into a basic education or GED program. Participant must receive a periodic (at least every six months), reassessment and scores compared and recorded as part of the “good or satisfactory progress” determination. The career advisor must go to SAMS to obtain the participant’s attendance on a monthly basis. If the information is not located on SAMS the Career Advisor must attain the information from the participant. Attendance must be supervised no less than daily, and documentation must be collected at least biweekly and maintained in the case file. Attendance documentation must include the participant’s name, course, instructors name, name of person certifying the hours/attendance and dates of attendance. Unsupervised homework time cannot be counted. However monitored study sessions hours are allowable, if the hours of participation can be documented through supervision.

V.G.8.b.3. Review/update required	<p>g Satisfactory attendance at a secondary school or in a course of study leading to a General Equivalency Diploma (GED)</p> <ul style="list-style-type: none"> <li>i. Describe how the RWB will ensure that participants engaged in this activity will be supervised on a daily basis.</li> <li>ii. Describe how the RWB will document hours actually completed and the party responsible for signing documentation to support hours of participation.</li> <li>iii. Describe how the RWB/provider will verify the participant’s satisfactory progress.</li> </ul>
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**RWB RESPONSE**

**No Change**

i.Satisfactory Attendance at a Secondary School (Adult Basic Education) and General Education Diploma (GED) (Core Plus)

**Required Documentation** Initial Assessment scores (TABE) School enrollment / Class schedule A daily attendance time sheet shall be completed and signed by the instructor of the educational institution, and maintained in the participant’s case file. SAMS attendance records (if applicable) Training Package which includes: TABE scores, and Analysis of Student Progress Report. Verification of progress (from training institution) Periodic reassessment scores (at least every six months) Certificate or Diploma (as applicable) Detailed case notes.

**Tracking Participation** If adult head of household, must be in addition to the core hours Must receive written verification of progress on a quarterly or semester basis or as established by the training institution. Participant must be making satisfactory progress in order for hours to count. Participant must receive Test for Adult Basic Education (TABE) prior to entry into a basic education or GED program. Participant must receive a periodic (at least every 6 months), reassessment and scores compared and recorded as part of the “good or satisfactory progress” determination. Attendance must be supervised no less than daily, and documentation must be collected at least bi-weekly and maintained in the case file. Attendance documentation must include the participant’s name, course, instructors name, name of person certifying the hours/attendance and dates of attendance. Unsupervised homework time cannot be counted however monitored study sessions hours are allowable if the hours of participation can be documented through supervision.

V.G.8.b.3. Review/update required	<p>h. Providing childcare services</p> <ul style="list-style-type: none"> <li>i. Describe how the RWB will ensure that participants engaged in this activity will be supervised on a daily basis.</li> <li>ii. Describe how the RWB will document hours actually completed and the party responsible for signing documentation to support hours of participation.</li> </ul>
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**RWB RESPONSE**

**No Change**

h. Providing Childcare (Core) *Providing Childcare has not been implemented as a countable activity due to liability factors in which the region is currently reviewing. The region anticipates establishing the following procedures to document and track participation.*

In order to document daily supervision for this activity, the participant performing the community service hours will sign/verify the participation hours of the participant who is providing the childcare services.

i. Required Documentation The Community Service/Worksite agreement. Signed daily - Community Service Time Sheet. Signed daily – Providing Childcare Time Sheet. Weekly case notes indicating that the participant actually provided the community service.

ii. Tracking Participation The number of hours that is credited to the participant providing the childcare services is based on the number of hours that the Community Service participant is scheduled for the Community Service activity. Must be supervised daily through documentation of hours using the community service time sheet. The name of the staff person who verified the employment/hours must be authorized on the worksite agreement. *Note: Only actual hours where the participant engaged in community service actually attends those community service hours may yield countable hours for the participant caring for the children.*

**4. Provide the following assurances regarding work activity engagement:**

V.G.8.b.4. Review/update required	<ul style="list-style-type: none"> <li>a. Individuals will not be assigned more than 40 hours per week;</li> <li>b. Individuals will not be assigned for the month to a community service or work experience work site greater than the hours calculated based on cash assistance combined with food stamps divided by the state minimum wage;</li> <li>c. The RWB will record hours on the JPR screen for the activity completed. Hours will not be attributed to an activity unless the services or engagement meet the activity’s definition;</li> <li>d. The RWB will ensure that unpaid work activities are supervised no less than daily by a responsible party outlined in local operating procedures.</li> </ul>
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**RWB RESPONSE**

a. Work Activities require daily supervision and cannot be assigned more than a maximum of 38 hours per week in accordance with “Activity Assignment Reference Table” **TIMELY**

- PA cases – 140 hours monthly (35 hours/week)
- UP no CC cases – 152 hours monthly; 1st parent for 38 hours per week; 2nd parent under Activity Benchmark I [as APPROVED / SPECIAL cases ONLY]
- UP w/CC cases – 252 hours monthly; 1st parent for 152 hours monthly (38 hours per week); 2nd parent for 100 hours monthly (25 hours per week)
- UP cases w/one parent referred (ADCI) – 152 hours monthly (38 hours per week)

- TP cases assigned to complete 100 hours monthly (25 hours per week)
- All UP cases must have a parent completing at least 38 hours/week or 152 hours per month

b. Community service and work experience hours are assigned according to the calculation. Daily supervision will be ensured through Signed Time Sheets – with daily signatures from the participant and the worksite supervisor. Additionally, the career advisors will maintain regular communication with work site supervisor.

c. The JPR screen must be updated to reflect actual hours completed.

V.G.8.b.5.  
Review/update  
required

Provide the assurances of documentation of work participation.

**RWB RESPONSE**

**No Change**

RWB local process for documentation of work participation include the following: The Provider must conduct a monthly monitoring review of a minimum of 10% or 25 cases (whichever is less) of the caseload for each of the programs (WT, WIA, and WP) and provide the report to SFW Quality Assurance by the 10th of every month. **Please see Exhibit E.**

The Provider’s Quality Assurance Manager and Center Director(s) must randomly review the Career Advisors’ case files that score a 10% error rate or higher to ensure that deficiencies have been corrected. These case files reviewed will be in addition to the minimum monthly requirement. The Provider must provide SFW Quality Assurance with an electronic copy of all completed review tools by the 10th of every month.

At the conclusion of the case file review, the reviewer must thoroughly discuss the findings with the Career Advisor and provide him/her with a copy of the completed review tool instrument. The discussion must include the strengths and deficiencies found in the review. The Center Director must provide an electronic copy of all the completed review tools to SFW Quality Assurance.

The Career Advisor must correct all deficient areas within two (2) weeks of completion of the review, regardless of performance rating. SFWIB will also conduct ongoing desk reviews and on-site quality assurance reviews, and provide continuous written feedback to the Provider’s management with recommendations for improvement. SFWIB will also identify best practices.

SFWIB programmatic oversight will include, but is not limited to the following: Eligibility and file review Delivery of services Quality of services Quantity of services Customer satisfaction Quality of Data entered in system(s) (to ensure compliance with all work activity requirement and activity definitions) Caseload per Career Advisor ratio EEO requirements System review (to ensure compliance with all work activity requirement and activity definitions)

If at any time SFWIB identifies a programmatic oversight (deficiency) as described above, a Provider and/or Career Center may be subject to a Performance Improvement Plan (PIP). The PIP includes, but is not limited to: setting up a schedule of ongoing desk reviews, on-site quality

assurance reviews, providing written and/or on-site technical assistance for improvement until the errors identified have been corrected and an acceptable level of improvement has been demonstrated in the quality assurance process and/or the SFWIB PIP identified error rate is met. It is the Provider's responsibility to implement best practices, develop corrective actions plans, and correct and prevent deficiencies.

V.G.8.b.6. Review/update required	Describe how the RWB will ensure that documentation to support hours in unpaid work activities is collected at minimum every two weeks.  This includes participation in the TANF funded subsidized employment, OJTs and self-employment.
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**RWB RESPONSE**

- a. SFW has developed an automated desk review tool which captures weekly JPR updates from the OSST System.
  - b. The worksite supervisor for all unpaid work activities faxes a time sheet each week to Career Center designated staff in order to update JPR's on a weekly basis.
- The original time sheet is picked up at the end of the month from the worksite by Career Center staff who certifies that the time sheet is acceptable documentation (i.e. hours match, no white/alterations) and places the time sheet in participant's case file.

V.G.8.b.7. Review/update required	Describe how the RWB will inform front-line staff that documentation to support hours in unpaid work activities, OJTs, TANF funded subsidized employment and self-employment must be collected before entering Job Participation Rate (JPR) data in the workforce system.
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**RWB RESPONSE**

SFWIB issues procedure transmittals to inform front-line staff that documentation to support hours in unpaid work activities, OJT's TANF funded subsidized employment and self-employment must be collected before entering Job Participation Rate (JPR) data in the workforce system.

V.G.8.b.8. Review/update required	Describe how the RWB will ensure that front-line staff does not enter hours of participation for unpaid work activities, OJTs, TANF funded subsidized employment and self-employment until documentation is received.
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**RWB RESPONSE**

SFWIB issues procedure transmittals to inform front-line staff that documentation to support hours in unpaid work activities, OJT's TANF funded subsidized employment and self-employment must be collected before entering Job Participation Rate (JPR) data in the workforce system.

system.

V.G.8.b.9.  
Review/update  
required

Deferrals:

- a. If a participant reports limited abilities, what is the process of putting the participant in deferral status?
- b. What alternative requirements are included in the IRP?
- c. Is the individual required to complete vocational or other assessments?
- d. How are learning disabilities identified?
- e. If a participant has a learning disability, what other services are they offered?

#### RWB RESPONSE

#### No Change

a. All job seekers who have a deferral from work requirements but do participate in activities that meet the federal participation requirements are provided with all services that are available to all non-deferred job seekers. These services include, but are not limited to, case management services, job training and placement assistance and the provision of support services to overcome barriers to employment. A quarterly assessment is required of all deferred job seekers to ascertain the appropriateness of the job seeker remaining deferred. In addition linkages are made with local agencies to assist deferred job seekers to progress toward self-sufficiency.

b. The SFW career advisors are responsible for notifying job seekers of their rights under the Florida Statutes; to assure the job seekers that in compliance with HIPAA laws, any information disclosed regarding their health shall remain confidential; to identify possible domestic violence victims during the intake and screening process beginning with program orientation; to develop an Individual Responsibility Plan (IRP) or Alternative Requirement Plan (ARP). The ARP is completed based on medical information from a licensed medical provider.

Those customers that are deferred due to permanent disabilities are referred to either the Social Security Administration (SSA) to apply for Supplemental Security Income (SSI) or to the Department of Vocational Rehabilitation for assessment, training and employment services. Those customers who need legal assistance in pursuing an SSI application determination may be referred to local legal service partners.

c. Cases deferred due to temporary illnesses are reviewed monthly. Those deferred due to long term illnesses are reviewed every 90 days. Documentation from a licensed medical provider is required whenever the case is reviewed.

d. All WT services are available based on compliance to the scheduled ARP.

**Disabled Participants** Regardless of disabilities, all Welfare Transition job seekers are provided the opportunities to gain first jobs and first wages.

a. All Welfare Transition job seekers go through an assessment process in which barriers to employment are identified. All individuals with physical disabilities can avail themselves of the assistive technologies available at all our OSCCs. Mental Health Counseling is available on site by specialized partners. The SFW has a vast array of partners who service individuals with disabilities. These partners provide assistance as required to job seekers. For information regarding these partners see the Two-Year WIA Plan.

All Welfare Transition job seekers go through an assessment process in which learning disabilities are identified. Our mandated partners, Miami Dade County Public Schools, Monroe County School District, Miami-Dade College and Florida Keys Community College, provide Adult Basic Education including specialized instruction for those with learning disabilities. The SFW refers individuals with these particular barriers to employment to the schools when necessary.

**c. Other**

V.G.8.c.1. Review/update required	Provide the relocation maximum allowable payment.
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>The relocation assistance payment amount is determined by the career advisor and is based on the estimated relocation budget not to exceed \$2,500.</p>	

V.G.8.c.2. Review/update required	Describe how the RWB ensures the confidentiality of program participants. a. Include assurances that domestic violence files are kept in a locked and separate location.
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p><b>Domestic Violence</b> (Sources: 45 CFR 260.51, TANF State Plan, 414.095, 414.157, 414.105, F.S., Domestic Violence Program Final Guidance-WPDG 026, Workforce Florida Strategic Plan, Section 4.B., Better Jobs/Better Wages)</p> <p>a. It is the policy of SFW to meet the requirements of Florida law by:</p> <ul style="list-style-type: none"> <li>▪ Providing an array of comprehensive services to Welfare Transition customers who are victims of domestic violence. The goal is to support their efforts towards self-sufficiency in a confidential and safe atmosphere; and</li> </ul> <p>b. The following functions are performed at the OSCC to ensure that all job seekers are aware of domestic violence programs and services and, that all files containing information on domestic violence are maintained in extreme confidentiality:</p> <ul style="list-style-type: none"> <li>▪ Display in the waiting areas of the OSCCs, pamphlets, brochures, posters, and hotline cards that increase awareness and/or educates on issues pertaining to domestic violence.</li> </ul>	

- Inform all Welfare Transition job seekers of available resources, referrals, and options available to them at any point in the program continuum.
- The SFW career advisors are responsible for notifying job seekers of their rights under the Florida Statutes; to assure the job seekers that any information disclosed regarding domestic violence shall remain confidential; to identify possible domestic violence victims during the intake and screening process beginning with program orientation; to develop an Individual Responsibility Plan (IRP) or Alternative Requirement Plan (ARP) that includes a safety plan; to provide information about diversion services available, e.g., relocation services, victims assistance payments, and to provide assessment and referrals to support services as needed.
- The local files of victims of domestic violence are held in the highest confidentiality. All files are kept under lock and key.

Note: The Region does not have any Domestic Violence Providers. Referrals are made through use of community resources.

V.G.8.c.3. Review/update required	<p>Other than Work Registration, describe when participants are notified of the opportunity to receive support services, counseling, etc. related to domestic violence.</p> <ul style="list-style-type: none"> <li>a. Briefly describe how applicants and participants who disclose a domestic violence issue are provided services specific to their needs.</li> <li>b. Describe how the RWB ensures that all domestic violence providers are trained and competent to provide such services.</li> </ul>
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**RWB RESPONSE**

**No Change**

- a. Display in the waiting areas of the OSCCs, pamphlets, brochures, posters, and hotline cards that increase awareness and/or educates on issues pertaining to domestic violence.
  - Inform all Welfare Transition job seekers of available resources, referrals, and options available to them at any point in the program continuum.
  - The SFW career advisors are responsible for notifying job seekers of their rights under the Florida Statutes; to assure the job seekers that any information disclosed regarding domestic violence shall remain confidential; to identify possible domestic violence victims during the intake and screening process beginning with program orientation; to develop an Individual Responsibility Plan (IRP) or Alternative Requirement Plan (ARP) that includes a safety plan; to provide information about diversion services available, e.g., relocation services, victims assistance payments, and to provide assessment and referrals to support services as needed.

- The local files of victims of domestic violence are held in the highest confidentiality. All files are kept under lock and key.

b. The region does not have any Domestic Violence Providers. Referrals are made through use of community resources.

<p>V.G.8.c.4. Review/update required</p>	<p>Describe the local Fair Hearing preparation and attendance process.</p> <ol style="list-style-type: none"> <li>Who attends DCF administrative fair hearings related to the WT/TANF program?</li> <li>Describe the process of a supervisory review.</li> <li>Describe the process for preparing documentation for the Fair Hearing.</li> <li>Include the type of documentation the RWB traditionally presents.</li> </ol>
<p><b>RWB RESPONSE</b></p>	
<p><b>No Changes</b></p> <p>As part of the Welfare Transition Orientation the job seeker is informed of his/her rights and the process to be followed in order to appeal any adverse decisions made by the Welfare Transition career advisor.</p> <p>The Welfare Transition job seeker makes the request for a Fair Hearing through the DCF office or may correspond directly with the Office of Fair Hearings. When the request for a hearing is made in the DCF office, the customer completes the request in writing with his/her statement of reasons for the request. If DCF cannot resolve the issue(s), the request is entered on the FLORIDA System. DCF will notify the OSCC manager of the date, time, and place of the hearing when notification is received. The Hearings Office notifies the Welfare Transition job seeker. The Welfare Transition career advisor represents SFW at the Fair Hearing as the “custodian” of the case record. The Welfare Transition career advisor understands Welfare Transition policy and Region 23’s Program Directives. The Welfare Transition career advisor must present the SFW case, as the means of proving that the actions requested were correct. The following procedures assist the Welfare Transition career advisor in preparation for the hearing:</p> <ol style="list-style-type: none"> <li>Copies of the customer’s case file are to be reproduced. The copies become exhibits during the presentation of the case.</li> <li>WT career advisor collect all correspondence related to the adverse action (i.e., request for penalty, etc.) this includes all correspondence to and from the customer.</li> <li>Region 23 Directives and other written procedures are reproduced as they represent the basis for taking the action.</li> <li>The career advisor is prepared to present the SFW case from Orientation through and including the request for the action.</li> </ol> <p>A decision by the Hearing Officer is in the form of a Final Order. The Final Order is a binding decision that summarizes the facts of the case with specified reasons for the decision, and identifies the supporting evidence and pertinent regulations and policies. DCF receives this Final Order and informs the OSCC of the decision of the Hearing Officer. The OSCC Manager must notify SFW of the Hearing Officer’s decision. The OSCC</p>	

then takes appropriate action to comply with the Final Order.

SFW has an informal complaint process through a customer service unit. The purpose of this unit is to provide standardized procedures in the filing and processing of complaints against an employee, policy, or program administered by the South Florida Workforce (SFW). This unit provides a prompt and equitable resolution of

such complaints. Supervisory review process: A. At the completion of WT Orientation the OSCC career advisor must:

1. Present the Complaint and Grievance Policy to each individual;
2. Require that the individual sign the Acknowledgement of Receipt of Grievance Procedures, place the original in the case file, and if the individual requests a copy provide one to him/her
3. Inform the individual of their right to complaint to AWI.

B. If the individual has a complaint or grievance, and requests an informal resolution; the career advisor will meet with the individual and try to resolve the complaint. If not resolved with the career advisor, the individual may meet with the lead career advisor within 24 hours, and then with the OSCC Manager within three (3) working days, if he/she chooses.

C. If the grievance is not resolved at the informal level and the individual wants to proceed further, he/she may request an informal meeting with the SFW Customer Service Unit, by completing the Written Grievance Form.

D. If the individual has a complaint related to discrimination, employment or a Civil Rights violation, the career advisor will direct him/her to either the Office of Civil Rights or Miami-Dade Equal Opportunity Board:

V.G.8.c.5. Review/update required	Does the RWB use TANF funds for a locally developed special project? a. If yes, what population does the project serve? b. What TANF purpose does the project serve? c. Describe the eligibility requirements and documentation retained in the case file to support eligibility. Briefly describe the program.
<b>RWB RESPONSE</b>	
Yes, Region 23 uses TANF funds for a locally developed special project.  a. The youth population using TANF funds are TANF family recipients, migrant youth and at-risk minority males.  b. The project serves TANF purposes:	

Purpose 3 prevent and reduce the incidence of out-of-school-wedlock pregnancies (many types of youth programs could be supported under #3. The prevention and reduction of out of wedlock pregnancies. Dept of Health & Human Services (HHS) states that programs that help young people stay in school, those that keep them supervised after school and those that increase their motivation and self esteem can all be funded under #3)

Purpose 4 encourage the formation and maintenance of two-parent families (is also a potentially useful rationale for TANF funding to include: parenting skills training, premarital and marriage counseling, mediation services, job placement and training services to non-custodial parents, promote responsible fatherhood, crisis intervention services).

c. The eligibility requirements and documentation retained in the case file to support eligibility:

Current or former TANF recipient, proof of attending school, grade reports, residency, age, address, social security number, citizenship, school records, application, parent guardian approval, identification.

The project assist youth who are participating in the Take Stock in Children’s Program, Seasonal Migrant Worker youth and 5,000 Role Models of Excellence are programs that work with youth that are economically disadvantaged at-risk youth. The 5,000 Role Models of Excellence program in particular works with at-risk minority males. The programs work to keep youth in-school and offer scholarships to youth who successfully complete high school. Take Stock in Children is a statewide not-for-profit organization serving low-income, at risk students through a scholarship program for children of parents receiving Temporary Assistance for Needy Families (TANF). The Seasonal Migrant Worker Program work with migrant youth to assist in completing high school and to enter college.

NOTE: TANF funds spent on purposes 3 and 4 do not have to be for needy families (do not have to determine financial eligibility)

<p>V.G.8.c.6. Review/update required</p>	<p>Does the RWB have an Individual Development Account (IDA) program? a. If yes, what population does the IDA project serve? b. Briefly describe the program.</p>
<p><b>RWB RESPONSE</b></p>	
<p><b>No Change</b> SFW plans to have an IDA program to serve WT Participants. The plan is to combine these IDA accounts along with the Miami-Dade Housing department’s resources for a long term job retention incentive program.</p>	

**9. Food Stamp Employment and Training Program**

For the FSET section, please provide **short** narratives responding to the following informational requests. If the RWB has a local operating procedure that meets all required elements of the section, the RWB may attach the document and simply refer to the local operating procedure. **If the RWB does not implement an FSET program, indicate “does not operate an FSET program.”**

**Local Operating Procedures**

Please refer to the recently approved [SNAP Program State Plan](#) as a reference to assist in the preparation of the local plan (see the reference to the appropriate page number(s) in the State Plan). If a local policy exists which addresses any of the items below, refer to that local policy and include it as an attachment.

**a. Program Operation**

V.G.9.a.1 Review/update required	Describe the local staffing (case management) model used to serve participants.
<b>RWB RESPONSE</b>	
<p>FSET career advisors are employees of the current designated Service partners. FSET services are rendered out of the Career Centers and serve volunteers as an enhancement to current workforce delivery system. FSET career advisors follow a locally developed flow chart model to better serve volunteers engaged in the program. Prior to the volunteers follow-up appointment the FSET career advisor shall review the volunteer’s case-to-dos screen in OSST (One Stop Tracking System) and read the prior month’s case notes for a summary of the last visit. Following the OSST review, the career advisor locates the hard file to ensure that the record contains up to date required forms with all necessary signatures. Career advisors shall guide the volunteer to his/her desk and obtain the required activity documentation. After reviewing the documentation that is turned in, the advisor shall determine if the activity is completed with the correct amount of participation hours. If everything is completed, the advisor updates the Job Participation Record (JPR) and enters a case note in OSST. After the advisor reviews the Department of Children and Families (DCF), FLORIDA system eligibility screens, he/she shall determine if the volunteer qualifies for a Food Stamp Reimbursement (FSR). If the assigned activity was not completed, the advisor shall determine if the level of effort has been met and update JPR’s accordingly. The advisor shall evaluate the progress of the volunteers in their assigned activities to determine if they are appropriately assigned based on the needs and barriers expressed in the assessment of the volunteer. Advisor shall also discuss upcoming job fairs and open positions, if any, with the volunteer and provide necessary referrals. A follow-up appointment date and time is agreed upon between the advisor and volunteer to return with assigned activity documentation in one month. A letter is given to the volunteer along with the documentation to complete the activity.</p>	

V.G.9.a.2 Review/update required	Describe the local procedures for contacting participants after the referral has been received from DCF (through the overnight interface). Include the time frame involved and how this process is documented.
<b>RWB RESPONSE</b>	

Referrals are received daily from DCF for food stamp recipients age 16 – 59. Recipients, who are age 16 – 39, shall be mailed an automated AWI Outreach Letter the next working day after the referral date inviting them to attend an Orientation to learn about the opportunities associated with the volunteer FSET program. The automation process shall enter a case note and an “Authorization for Online Activity – FSET (593)” activity in OSST. The actual start date of the activity indicates the date the Outreach Letter was mailed. If a copy of this letter is needed, AWI shall be contacted who shall then retrieve the letter from the automated system and e-mail it to SFW. If funding is available, recipients who are age 40 – 59 shall be mailed an Orientation appointment letter and/or called by the local FSET unit inviting them to attend an Orientation to learn about the services offered by the FSET program.

Effective July 1, 2009, the FSET program became a volunteer program and time frames to complete activities are no longer required.

V.G.9.a.3 Review/update required	Describe procedures for notifying the participants of their rights and opportunities while participating in the FSET Program.
<b>RWB RESPONSE</b>	
<p><u>Opportunities and Obligation Form</u> is mailed with the <u>Outreach Letter</u> and the <u>Orientation Appointment Letter</u>; and (2) the <u>Opportunities and Obligations Form</u> is reviewed with the volunteers at Orientation. <b>At the time of Orientation, the volunteers sign two copies of this form; one is for their case file and one for them to keep.</b></p>	

**b. Program Activities and Components**

**1. Orientation and Assessment**

V.G.9.b.1 Review/update required	<ul style="list-style-type: none"> <li>i. Describe the local approach for providing <b>orientation and assessment</b> in the FSET Program. Describe assessment tools that are used and when assessment is conducted.</li> <li>ii. Describe the local approach to integrate services for FSET clients with WIA, Wagner-Peyser, and other workforce programs available through the One-Stop Career Center.</li> </ul>
<b>RWB RESPONSE</b>	
<p><b>i.</b> When a referral has been received on a recipient age 16-39, an <u>Outreach Letter</u> is mailed inviting the person to attend an Orientation. The Assessment is completed at Orientation and the <u>Assessment Form</u> used provides the following information: demographic information, education level, training attained, past work history information for the last three jobs held, transportation access, special interests and skills. This information assists the FSET case manager in making an appropriate component assignment.</p> <p>WIA and/or TAA participants who receive FSET benefits can be dually enrolled in the FSET program as a volunteer. The required hours of participation for those in WIA or TAA will be accepted as participation hours in the FSET program with WIA and/or TAA documentation. The WIA and/or TAA career advisor is the primary career advisor and shall enter the volunteers’ information in Wagner-Peyser’s EFM system and</p>	

use it for tracking. The FSET advisor shall enter in the OSST information and maintain a separate case record for the FSET volunteer.

## 2. Job Search and Job Search Training Component

V.G.9.b.2 Review/update required	Describe the local approach for determining when to assign a program volunteer to <b>Job Search</b> and when to assign a volunteer to <b>Job Search Training</b> .
<b>RWB RESPONSE</b>	
The FSET career advisor reviews the volunteers completed assessment at orientation. The purpose of the assessment is to identify possible goals and barriers of the volunteer to better assign the proper activity with the goal of gaining skills and experience to obtain employment and become self sufficient. Job Search is assigned to the volunteers who express they are knowledgeable in finding a job and can be identified as an individual who has extensive work history and an up to date resume coming in to the FSET program. Those assigned to Job Search Training (JST) are participants who lack resume writing skills, and have little to no work history.	

## 3. Work Experience Component

V.G.9.b.3 Review/update required	Describe the local approach for developing <b>Work Experience</b> sites, including the procedure for securing signed worksite agreements.
<b>RWB RESPONSE</b>	
Work Experience sites are developed by designated Community Service Specialist and/or Outreach Specialist.	
SFW designated staff verifies that each agency is a valid business through sunbiz.org. using the following process:	
<ol style="list-style-type: none"><li>a. Go to <a href="http://www.sunbiz.org">www.sunbiz.org</a></li><li>b. Click on "Document Search"</li><li>c. Scroll down to the Corporations, Trademarks, Limited Partnerships, and &amp; Limited Liability Companies section and click on Inquire by Name</li><li>d. Type in the name of the organization and click "Search"</li><li>e. Scroll down and click on the hyperlink that matches the organization's name</li><li>f. When the page refreshes, Florida Non-Profit or Florida for Profit will appear just above the name of the organization. There may be more than one address listed for the organization. Make sure the address matches the one on the "Job Description" form</li><li>g. Make a copy of the <u>Detail by Entity Name</u> page for the case file</li></ol>	

- h. The business must be “active” in Sunbiz.org before the site can be approved.
- i. If the Agency is not listed or is “inactive” in Sunbiz.org (i.e. government), the Career Center is responsible for submitting additional information to support this worksite.
- j. Sunbiz documentation is not required for schools, federal and state agencies.

ii. Worksite Approval Process

- a. The Career Center shall be responsible for establishing community service agreements and must enter into a worksite agreement prior to negotiating individual participant referrals
- b. The Career Center designated staff is required to fax a typed copy of the three page program agreement, job description(s) and a copy of the Sunbiz.org Detail by Entity Name page to SFW designated staff
- c. SFW designated staff reviews the program agreement, job descriptions and Sunbiz documents to ensure that the agency is a not-for-profit business, review the job descriptions to ensure that a job description is developed for each positions that is available
- d. SFW designated staff notifies the Career Center within two working days of the approval or denial to authorize referrals to the worksite

iii. Worksite agreement must include job title, clear job description, party responsible for supervising the participant and signing time sheets/documentation, performance benchmarks, goals and outcomes and time.

iv. Community service programs may be selected as an activity for participants who need to increase employability skills by improving their interpersonal skills, job-retention skills, stress management, and job problem solving and by learning to attain a balance between job and personal responsibilities.

Participant Activity Approval/Referral Process

- a. Print or type the participant’s name and Request for Assistance (RFA) number on the bottom of the job description and fax or e-mail a copy of the job description to designated SFW staff.
- b. SFW designated staff reviews job descriptions to ensure that the position that the participant is being referred to matches their employment goals prior to referral.
- c. Once the referral is approved by SFW, Career Center staff contacts the worksite provider to schedule an appointment or time frame for the participant to bring the job description form and time sheet.
- d. After the worksite provider and the participant agree to work together, both will sign the job description form and enter a start date on #9 of the job description.
- e. The participant will return the signed form to the career advisor or designated staff, who will then file the original in the participant’s case file and fax a copy to SFW.
- f. Career Center staff will conduct a follow-up with the worksite within two working days from the initial start/approval date which will be stated by the provider on the job description.

v. SFW time sheets are signed daily by the participant and the worksite supervisor.

vii. Documenting hours of participation

- a. An entry must be made in the case notes to identify the location of the worksite, the number of hours at the worksite, as well as the number of hours assigned.
- b. The worksite supervisor faxes a time sheet each week to Career Center designated staff in order to update JPR's on a weekly basis.
- c. The original time sheet is picked up at the end of each month from the worksite by Career Center staff who certifies that the time sheet is acceptable documentation (i.e. hours match, no correction fluid/alterations) and places the time sheet in participant's case file.

viii. Displacement protection

- a. As part of the worksite agreement the agency signs a displacement checklist. (Included on worksite agreement)

V.G.9.b.3.a Review/update required	Describe the local approach for ensuring that participants are assigned to Work Experience for the appropriated and allowable number of hours in this component each month.
<b>RWB RESPONSE</b>	
The number of monthly hours volunteers are engaged in a work experience component is based on their benefit allotment divided by the higher of the State or Federal minimum wage. A FSET volunteer cannot be requested to do more hours at a worksite during the month than this calculation allows, up to a maximum of 120 hours a month. Federal law does not permit more than 120 hours of participation be assigned each month. If a volunteer opts to volunteer with the nonprofit organization for more hours than the benefit calculation allows, the volunteer will be considered a community volunteer. A case note must be made by the FSET career advisor stating that the volunteer completed more hours than requested at his/her own will. These hours will not be associated with participation under the FSET program. When entering the participation hours on the JPR screen, the FSET advisor must enter the total number of hours the volunteer was assigned to complete.	

V.G.9.b.3.b Review/update required	Describe the procedures for verifying and documenting participant engagement in <b>Work Experience</b> , including how the region will ensure that hours recorded for engagement in this component do not exceed the permissible hours based on the worksite calculation.
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**RWB RESPONSE**

Once the WE activity has begun, monthly follow-up appointments are scheduled for the time sheets to be turned in to the FSET case manager to document participation. The time sheets are filed in the volunteer's case record and the Job Participation Rate (JPR) screen in OSST is updated.

Volunteers shall be encouraged to complete all of their recommended hours determined by dividing Florida's minimum wage into the volunteer's food stamp allotment. However, the case manager shall work with volunteers based on their ability to participate.

In the event that a volunteer does not keep the follow-up appointment to turn in the WE time sheet, a Follow-up appointment letter is mailed and/or a phone call is made to the volunteer in an attempt to engage the person in an activity.

If a volunteer opts to volunteer with the nonprofit organization for more hours than the benefit calculation allows, the volunteer will be considered a community volunteer. A case note must be made by the FSET career advisor stating that the volunteer completed more hours than requested at his/her own will. These hours will not be associated with participation under the FSET program. When entering the participation hours on the JPR screen, the FSET advisor must enter the total number of hours the volunteer was assigned to complete.

If the volunteer was assigned to WE combined with Job Search/Job Search Training, the job search form shall also be turned in with the WE time sheet and reviewed with the FSET case manager. The number of job searches required shall be less than half of the WE hours.

**4. Self-Initiated Work Experience Component**

V.G.9.b.4 Review/update required	Describe the local approach for providing the <b>Self-Initiated Work Experience (SIWE)</b> component. a. Include in the description the process and criteria given to the participants for developing their own worksites. b. Describe procedures for obtaining signed contracts with the worksites.
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**RWB RESPONSE**

(a) SIWE is used when a volunteer finds his/her own work experience site with a non-profit agency or a community-based organization. Volunteers are given a Work Experience Agreement, Job Description form and time Sheet to take to the nonprofit organization to have completed and returned to the FSET unit.

(b) Once the signed Work Experience Agreement and Job Description form is returned, the FSET case manager shall contact the organization, either by telephone or on-site visit, to verify this is a valid work experience site and explain the FSET program.

V.G.9.b.4.a Review/update required	Describe the procedures for verifying and documenting participant engagement in <b>SIWE</b> , including how the region will ensure that hours recorded for engagement in this component do not exceed the permissible hours based on the worksite calculation.
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<b>RWB RESPONSE</b>	
<p>Once the SIWE activity has begun, monthly follow-up appointments are scheduled for the time sheets to be turned in to the FSET case manager to document participation. The time sheets are filed in the volunteer's case record and the Job Participation Rate (JPR) screen in OSST is updated.</p>	
<p>Volunteers shall be encouraged to complete all of their recommended hours determined by dividing Florida's minimum wage into the volunteer's food stamp allotment. However, the case manager shall work with volunteers based on their ability to participate.</p>	
<p>If the volunteer does not keep the follow-up appointment to turn in the time sheet, a Follow-up appointment letter is mailed or a phone call is made to the volunteer in an attempt to engage the person in an activity.</p>	
<p>If the volunteer was assigned to WE combined with Job Search/Job Search Training, the job search form shall also be turned in with the WE time sheet and reviewed with the FSET case manager. The number of job searches required shall be less than half of the WE hours.</p>	

<p>V.G.9.c.4.b Review/update required</p>	<p>Describe the local approach for ensuring that participants are engaged in <b>SIWE</b> for the required number of hours each month (worksite calculation, documentation, etc.).</p>
<b>RWB RESPONSE</b>	
<p>Self-Initiated Work Experience is assigned if a volunteer indicates he/she is already volunteering in the community with a nonprofit entity. The volunteer will be informed that such volunteering may be considered a part of his/her assigned activity provided a Work Experience Agreement is obtained. Volunteer will be able to participate, but will not be asked to complete more hours during the month than the benefit calculation allows (food stamp benefits for the month of participation divided by the higher of the State or Federal minimum wage) up to a maximum of 120 hours. Federal law does not permit more than 120 hours of participation be assigned each month.</p>	
<p>If a volunteer opts to volunteer with the nonprofit organization for more hours than the benefit calculation allows, the participant will be considered a community volunteer. A case note must be made stating the participant voluntarily completed more hours than requested. These hours will not be associated with participation under the FSET program.</p>	
<p>The career advisor will enter in the participation hours on the JPR screen as the total number of hours the individual was assigned for the given month of participation.</p>	

## 5. Vocational Training and Education

V.G.9.b.5 Review/update required	Describe the local approach for providing the <b>Vocational Training</b> component (when it is assigned, documentation, etc).
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**RWB RESPONSE**

When an Orientation and Assessment is completed and it is determined that the volunteer needs Vocational Training before any other activity can begin, the following actions occur: (a) the volunteer is informed of the training programs available through the Career Center and the community, and (b) a referral is made to the WIA case manager and/or the local school board for services.

In cases where a volunteer referred to FSET is already enrolled in Vocational Training, the volunteer must complete the Orientation at which time the participation expectations are explained. In addition, the volunteer must provide proof of enrollment at the training institution to the FSET case manager within seven calendar days of the Orientation. Once this is accomplished, the activity is entered in OSST.

Monthly attendance reports are requested for volunteers enrolled in Vocational Training activities. The training institution's representative can fax or hand-deliver the attendance reports to the FSET case manager. These are then filed in the case record, a case note is made regarding the receipt of the information, the JPR screens in the OSST system are updated and an FSR requested, if needed. At the end of each semester, a copy of the volunteer's grades shall be requested and filed in the case record when received. This shall confirm satisfactory participation.

The minimum number of recommended hours for Vocational Training shall be eight hours per week. Volunteers shall be encouraged to complete all of their hours. However, FSET staff shall work with volunteers based on their ability to participate.

If the volunteer does not keep the follow-up appointment to turn in the time sheet, a Follow-up Appointment Letter is mailed or a phone call is made to the volunteer in an attempt to engage the person in an activity.

V.G.9.b.5.a Review/update required	Describe the local approach for providing the <b>Education</b> component (when it is assigned, documentation, etc).
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**RWB RESPONSE**

When an Orientation and Assessment is completed and it is determined that the volunteer needs an educational activity before any other activity can begin, the following actions occur: (a) the volunteer is informed of the educational programs available through the Career Center and the community, and (b) a referral is made to the WIA case manager and/or the local school board for services.

In cases where a volunteer referred to FSET is already enrolled in an educational activity, the volunteer must complete the Orientation at which time the participation expectations are explained. In addition, the volunteer must provide proof of enrollment at the educational institution to the FSET case manager within seven calendar days of the Orientation. Once this is accomplished, the activity is entered in OSST.

Monthly attendance reports are requested for volunteers enrolled in educational activities. The educational institution's representative can fax

or hand-deliver the attendance reports to the FSET case manager. These are then filed in the case record, a case note is made regarding the receipt of the information, the JPR screens in the OSST system are updated and an FSR requested, if needed. At the end of each semester, a copy of the volunteer's grades shall be requested and filed in the case record when received. This shall confirm satisfactory participation.

The minimum number of recommended hours for an educational activity shall be eight hours per week. Volunteers shall be encouraged to complete all of their hours. However, FSET staff shall work with volunteers based on their ability to participate.

If the volunteer does not keep the follow-up appointment to turn in the time sheet, a Follow-up appointment letter is mailed or a phone call is made to the volunteer in an attempt to engage the person in an activity.

## 6. Workforce Investment Act (WIA) and Trade Adjustment Act (TAA) Component

V.G.9.b.6 Review/update required	Describe the local approach for assigning program volunteers to the WIA and/or TAA component, including documenting enrollment into WIA/TAA program(s) and when to assign to this component.
<b>RWB RESPONSE</b>	
When an Orientation and Assessment is completed and it is determined that the volunteer needs a WIA and/or TAA activity before any other activity can begin, the following actions occur: (a) the volunteer is informed of the educational programs available through the Career Center and the community, and (b) a referral is made to the WIA case manager and/or the local school board for services.	
FSET volunteers may be dually enrolled in WIA and/or TAA funded program activities while receiving food stamps. WIA and TAA activities include, but are not limited to: training, on-the-job-training (OJT), subsidized employment, paid work experience, and unpaid work experience. Participants who are engaged in WIA or TAA activities will be monitored by the WIA or TAA staff that will also enter participation in the EFM system. The FSET career advisors are responsible for information entered in OSST such as activities and JPR's entered on the <u>Skill Development</u> screen, case notes and FSR's.	
Monthly follow-up appointments will be scheduled for the volunteer to turn in his/her time sheet documentation.	

## 7. Serving Employed Participants

V.G.9.b.7 Review/update required	Describe the local approach for referring employed participants to activities.
<b>RWB RESPONSE</b>	
A number of FSET volunteers will secure a job after they have volunteered and participated in the program. When this occurs, the volunteer	

may be engaged in job retention services, including engagement in employment as an activity for 90 days.

Some participants may already be employed and continue to receive FSET benefits at the time of their referral to the FSET program. These volunteer may participate and can be engaged in additional components and be served based on engagement in those other components, such as job Search or vocational training. This employment will be entered in OSST and tracked for data purposes.

**c. Program Outreach**

V.G.9.c. Review/update required	Describe the local approach for informing food stamp recipients who are not referred by the Department of Children and Families (DCF) via the FLORIDA/OSST system interface of the FSET program and their ability to volunteer in the program.
<b>RWB RESPONSE</b>	
Referrals are received daily from DCF for food stamp recipients age 16 – 59. Recipients, who are age 16 – 39, shall be mailed an automated <u>AWI Outreach Letter</u> the next working day (after the referral date inviting them to attend an Orientation to learn about the opportunities associated with the volunteer FSET program). The automation process shall enter a case note and an “ <u>Authorization for Online Activity – FSET (593)</u> ” activity in OSST. The actual start date of the activity indicates the date the <u>Outreach Letter</u> was mailed. If a copy of this letter is needed, AWI shall be contacted who shall then retrieve the letter from the automated system and e-mail it to SFW. If funding is available, recipients who are age 40 – 59 shall be mailed an Orientation appointment letter and/or called by the local FSET unit inviting them to attend an Orientation to learn about the services offered by the FSET program.	
Effective July 1, 2009, the FSET program became a volunteer program and time frames to complete activities are no longer required.	

**d. Program Monitoring**

V.G.9.d. Review/update required	Describe the local approach for monitoring the FSET Program. Include information about reports or tools that are used to monitor the program.
<b>RWB RESPONSE</b>	
The FSET Operations Specialist shall review cases on a monthly basis. A local review tool was created based on the AWI FSET review tool so the same major points are covered. Copies of completed review tool along with a narrative of the findings are e-mailed to the FSET case manager, the supervisor, and the Career Center director. The narrative provides detailed findings, suggestions for improvement, and corrective action to be taken, if any. Once the case file review has been completed and the findings are received by the service provider a follow-up meeting is set up to discuss the findings, suggestions for improvement, corrective action to be taken, and any concerns service provider might have. Follow-up telephone calls and e-mails are made to the FSET staff, supervisor, and/or Career Center director, as needed. Refresher FSET policy and OSST training is scheduled on a quarterly basis.	

**e. Participant Reimbursement**

V.G.9.e.1. Review/update required	Describe the local procedures for requesting Food Stamp Reimbursements (FSRs) for eligible participants. Describe under what circumstances and for which activities FSRs are requested.
<b>RWB RESPONSE</b>	
<p>FSRs are requested each month for volunteers who have completed their assigned monthly activity, provided documentation and have expressed the need for transportation related assistance. These documents are filed in the case record as proof of participation and a case notes are entered in the OSST system.</p> <p>FSRs are given, when needed, for completing the requested hours for the following activities: Orientation, Assessment, Job Search, Job Search Training, Work Experience, Self-Initiated Work Experience, Education and Training.</p>	

V.G.9.e.2. Review/update required	Describe the local procedures for ensuring that FSRs are requested for program volunteers engaged in components and expressed a need for transportation reimbursement.
<b>RWB RESPONSE</b>	
<p>FSRs are provided to volunteers for transportation expenses related to participation and have demonstrated a need for the reimbursement.</p> <p>Only one FSR can be requested in a month, even if more than one qualifying activity is open and completed in that month for volunteers who have completed their assigned monthly activity, provided documentation, and have expressed the need for transportation assistance. This documentation is filed in the case record as proof of participation.</p>	

**f. Other**

V.G.9.f.1. Review/update required	Describe local procedures for linking participants to other services and funding streams as appropriate.
<b>RWB RESPONSE</b>	
<p>FSET career advisors are responsible for referring and informing clients of services offered by the Career Center or in the community, as well as working with other staff in the Career Center to ensure that clients are qualified under the appropriate funding streams. At the orientation session, the FSET advisor follows an orientation guide and explains what services are offered by the Career Center such as:</p> <ul style="list-style-type: none"> <li>▪ Job Search assistance</li> </ul>	

- Appropriate referrals
- Resumes
- Resource room
- Employability skills classes
- Orientation days and time for WIA
- Labor market information
- Job openings
- Job Fairs; and
- Employer recruitments

After completing the Initial Assessment Application (IAA) form, the FSET advisor shall determine what other programs the volunteer qualifies for and shall be referred to.

CAP participants whose TANF benefits recently ended can be referred to the FSET program if they continue to receive food stamp benefits.

WIA and/or TAA participants who receive food stamp benefits shall be dually enrolled in the FSET program as a volunteer. Participation in WIA and/or TAA program will be counted as participation for the FSET program.

V.G.9.f.2. Review/update required	Describe local procedures for ensuring that FSET Program staff are represented and proper documentation is provided at the DCF Administrative Fair Hearings.
<b>RWB RESPONSE</b>	
<p>A volunteer has a right to a fair hearing to resolve any complaint or disagreement about volunteering in the FSET program. The FSET career advisor and supervisor must attend hearings when requested by DCF. The career advisor shall be responsible for attending the hearing with all supporting documentation which is in the volunteer's case record. Case records include the copies of all information given and received by the volunteer such as the following:</p> <ul style="list-style-type: none"> <li>▪ Authorization to Release and Obtain information</li> <li>▪ Signed Acknowledgement of Receipt of Grievance Procedures</li> <li>▪ Signed Opportunities and Obligations</li> <li>▪ Orientation and Assessment documentation</li> <li>▪ Signed Equal Employment Opportunity is the Law Notice</li> <li>▪ Activity time sheets</li> </ul>	

- School enrollment forms
- Work experience agreements
- Signed self attestation forms
- Employment verification forms
- Pay stubs

In a separate secured area, the volunteer may have a record which contains confidential medical information. In the event that a hearing is requested by DCF, this file can be removed from the location for this purpose only.

V.G.9.f.3.  
Review/update  
required

Describe local efforts relative to developing jobs for FSET Program participants, assisting them with securing unsubsidized employment, and helping them become self-sufficient.

**RWB RESPONSE**

FSET advisors meet regularly with the volunteers monthly. When the volunteer attends their follow-up appointment, the FSET advisor shall inform the volunteer of any events that will take place at the Career Center or in the community which he/she can benefit from.

Locally, a generic referral form is used by the FSET career advisor when an FSET volunteer requests a referral to an outside agency.

**10. Senior Community Services Employment Program**

V.G.10.	Describe the process for administering the Senior Community Services Employment Program (SCSEP), provided SCSEP funds are received.
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**11. Workforce Activities and Services**

**a. Core and Intensive Services**

V.G.11.a.	Describe the process for providing core and intensive services to job seekers in the One-Stop Career Centers.
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**RWB RESPONSE**

**No Change**

Services specified in the WIA legislation are available to Adults and Dislocated Workers either directly in the region’s Career Centers or through the vast network of public and private training institutions, including the school districts, the vocational technical centers, the community colleges, the private proprietary schools, and four-year public and private educational institutions. The Region’s website provides jobseekers with information about all of these activities, the locations of our One-Stop Career Centers and what services and activities are provided there, as well as complete information about the comparable training offerings per occupational training area for each approved training provider to receive educational scholarships (also known as ITA). **Unassisted Core Services** include, but are not limited to:

- Conducting outreach, recruitment and general and program specific orientations to inform potential program clients, community partners and individual job seekers about the services available through the One-Stop.
- An initial assessment of the skill levels, aptitudes and abilities of job seekers.
- Making available current labor market information in an easy to understand readily accessible format.
- The provision of performance and program cost information on training vendors, including providers of youth programs, adult education, postsecondary vocational education institutions, vocational rehabilitation programs, and vocational education activities for dropouts under the Carl Perkins Act.
- Making available information on supportive services available in the community at no cost to the One-Stop operator and referral to such as appropriate.
- Assistance in the filing of unemployment compensation (UC) claims using the Internet, telephone, or via mail.
- The determination of eligibility for financial aid assistance, substance abuse treatment and other partner programs.
- Assistance in utilizing a variety of job search resources in order to identify potential job opportunities that are commensurate with an individual's experience, ambitions, skill and abilities.

**1. Assessment**

V.G.11.a.1.a.	Describe the testing and assessment process(es) for the WIA, TAA, MSFW, Veterans, Wagner-Peyser, FSET and WT/TANF participants.
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**.RWB RESPONSE**

**Youth Program**

An assessment of skill levels and service needs must be completed for each youth. SFW requires all youth service providers to conduct an assessment that identifies the academic levels, skill levels and service needs of each youth. This assessment also includes an examination of basic skills, occupational skills, educational background, prior work experience, employability skills, goals interests, abilities, aptitudes, attitudes towards work, motivation, behavioral patterns affecting employment potential, support service needs, barriers and strengths and the individual's specific family situation. The assessment also includes an evaluation of the youth barriers to employment including financial resources and supportive service needs. The result of an objective assessment is an Individual Service Strategy (ISS).

Objective assessment results must be prescribed in writing in the Individual Service Strategy (ISS). All youth must be assessed for basic skills levels (reading, math, language) on a standardized test. Each youth is assessed for deficiency in basic skills using the Test of the Adult Basic Education Survey (TABE). A copy of the scoring sheet indicating grade level must be maintained in each youth file. The scoring sheet must include the youth name and the date the test was administered. If a youth scores below the ninth grade level in reading, math or language, they must attend tutoring classes to enhance their grade and basic skills levels in the area(s) in which they tested below the ninth grade level. The TABE is administered and utilized as the same pre and post-testing instrument. The assessment data and results of the TABE Survey test will be used to document the pre and post-test scores and the basic skills and the results of both tests must be recorded on the youth ISS. The numeric scores for reading, math, language and the overall score in each category; represent the achieved functioning level of the youth school grade level.

SFW youth service partners have the flexibility to determine additional methods to be used to meet the objective assessment requirements. Some assessments methods to be used include, but are not limited to, structured interviews, paper and pencil tests, performance tests, behavioral observations, interest and attitude inventories, career guidance instruments, standardized assessment tools such as certain written tests which have standardized scoring methods, personality profiles and aptitude tests.

**Adult Programs**

For assessment, jobseekers are addressed at the point of entering a Career Center. An Initial Assessment (IAA) is performed through a series of structured questions used to generate responses that will allow the center staff to correctly provide the services necessary to remove barriers to employment. Assessment tools used include TABE, Aviator, PROVE IT!, CHOICES, and PLATO. See attached

V.G.11.a.1.b.	Describe the process and type of tools used to assess youth for assignment to the WIA mandated youth activities and services
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**RWB RESPONSE**

See response to V.G.11.a.1.a

The design framework of SFW youth program elements include:

- Objective assessments of each customer;
- Development of an Individualized Service Strategy (ISS) for each youth;
- Preparation for postsecondary educational opportunities, linkages between academic and occupational learning and preparation for employment.

**For the Welfare/TANF program, please respond to the following items regarding assessments:**

V.G.11.a.1.c.i	<p>What tool does the RWB use to conduct the initial assessment of the participant’s employability, skills, and prior work history?</p> <p>Describe the elements that meet the “employability” component of the initial assessment (i.e., what information does the RWB collect to secure employability information).</p>
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**RWB RESPONSE**

A volunteer has a right to a fair hearing to resolve any complaint or disagreement about volunteering in the FSET program. The FSET career advisor and supervisor must attend hearings when requested by DCF. The career advisor shall be responsible for attending the hearing with all supporting documentation which is in the volunteer’s’ case record. Case records include the copies of all information given and received by the volunteer such as the following:

- Authorization to Release and Obtain information
- Signed Acknowledgement of Receipt of Grievance Procedures
- Signed Opportunities and Obligations
- Orientation and Assessment documentation
- Signed Equal Employment Opportunity is the Law Notice
- Activity time sheets
- School enrollment forms
- Work experience agreements
- Signed self attestation forms
- Employment verification forms

- Pay stubs

In a separate secured area, the volunteer may have a record which contains confidential medical information. In the event that a hearing is requested by DCF, this file can be removed from the location for this purpose only.



## South Florida Workforce Initial Assessment

Date: \_\_\_\_\_

\* Name: \_\_\_\_\_

Address: \_\_\_\_\_  
\_\_\_\_\_

Phone: \_\_\_\_\_

**\* Citizenship:**

- Citizen of the U.S.
- Alien Status
  - A Lawful Permanent Resident
  - Employment Authorization Document  
Expiration Date: \_\_\_\_\_
  - Asylum Applicant
  - Asylum Granted  
Date Asylum Granted: \_\_\_\_\_
  - Paroled
  - Refugee
- Alien#: \_\_\_\_\_
- Date of Entry: \_\_\_\_\_

\* SSN: \_\_\_\_\_

**\* Race:**

- American Indian/Alaskan Native
- Asian
- Black/African American
- Haitian
- Native Hawaiian/Other Pacific Islander
- White

**\* Ethnicity:**

Hispanic / Latino  Yes  No

\* Gender:  Female  Male

**Marital Status:**  Single  Married  
 Separated  Divorced  
 Widowed

\* Birth Date: \_\_\_\_\_

Country of Origin: \_\_\_\_\_

\* Individual with Disability:  Yes  No

**Languages**

- English  Speak  Read  Write
- Spanish  Speak  Read  Write
- Other  Speak  Read  Write

**Education**

- Grades 1 - 7  Some College
- Grades 8 - 12  College
- GED  No School

**Work History**

Employer's Name	Position Title	Start Date	End Date	Salary

**Skills/Duties**

**Application Questions**

Questions	Answers
I am currently employed	<input type="checkbox"/> Yes <input type="checkbox"/> No
I have been laid off from my job	<input type="checkbox"/> Yes <input type="checkbox"/> No
I have registered with Selective Service	<input type="checkbox"/> Yes <input type="checkbox"/> No
I am currently or have been in the U.S. Military	<input type="checkbox"/> Yes <input type="checkbox"/> No
I am married to an active/inactive member of the U.S. Military	<input type="checkbox"/> Yes <input type="checkbox"/> No

V.G.11.a.1.c.ii	<p>When is the initial assessment conducted?</p> <p>If the initial assessment is conducted during the work registration process, describe how the information is reviewed, updated and used once the participant becomes mandatory?</p>
<b>RWB RESPONSE</b>	
<p>The Initial Assessment Application (IAA) is conducted as part of the Work Registration process. The career advisor reviews the IAA to determine if other assessments are needed. The assessments are used to develop the IRP in conjunction with the participant to identify employment goals which are outlined using the OSST Plan Development.</p>	

V.G.11.a.1.c.iii	<p>At what point does the RWB require the participant to complete other assessments? Attach an example of an initial assessment tool that is used by the RWB.</p>
<b>RWB RESPONSE</b>	
<p>SFW requires participants to complete the Initial Assessment, Resume, and Choices to develop the IRP.</p>	

V.G.11.a.1.c.iv	<p>At what point does the RWB require the participant to complete other assessments (e.g., prior to entry into a work experience or vocational training)?</p>
<b>RWB RESPONSE</b>	
<p>A review of the participant's work history, skills and employability may deem it necessary to conduct further assessments prior to the start of work activities. Other assessment may include but are not limited to: TABE – prior to start of vocational training, review of Labor Market Information – to assess if the occupation is in demand, and PROVE IT – if the participant has identified extensive work skills in a demand occupation.</p>	

**2. Individual Responsibility Plan (IRP)/Employability Development Plan (EDP)/ Individual Service Strategies (ISS)**

V.G.11.a.2.a	<p>Describe the procedure for developing IRPs/EDPs/ISSs for participants of the workforce service programs.</p>
<b>RWB RESPONSE</b>	

**Youth Programs - Individual Service Strategy (ISS)**

SFW youth service partners along with the youth must develop an Individual Service Strategy (ISS) together, which should identify employment goals, appropriate achievement objectives, and the required combination of services that will allow the youth to reach his/her goals as stated in the ISS. The ISS should be based on the objective assessment and should reflect the expressed interests and needs of the youth. Comprehensive strategies should be developed that include both short-term and long-term goals. ISS goals and strategies should be updated as short-term goals are achieved or the youth's needs change. Skill attainment goals should be established for all in-school and out-of-school youth needing basic skills, work readiness skills and/or occupational skills training.

The ISS is the basis for the entire case management strategy. The ISS must reflect the needs indicated by the assessment process and the interests and desires of the youth. The ISS is the foundation for justifying decisions concerning the appropriate mix and sequence of youth services provided to the youth.

The ISS should reflect the youth training and related financial assistance needs. It should include a various mix of WIA and other funds including PELL Grants, student loans and forms of financial aid that will meet the youth's financial needs so that the youth can successfully complete the program.

The ISS should be reviewed and updated at the end of each youth activity. Modifications should be made when needed or when the youth goal changes to reflect the progress in meeting the objectives of the ISS, including progress in acquiring basic and occupational skills and the adequacy of the supportive services provided. The youth ISS is the key mechanism used to track skill attainment and ensure the youth has successfully completed his/her short and long-term goals. This all leads to successful program performance.

SFW requires adult participants to complete the Initial Assessment, Budget Planner, Resume, and Choices to develop the IRP.

**In addition, for the WT/TANF program, please respond to the following and attach a copy of all applicable local operating procedures.**

V.G.11.a.2.b	When is the IRP initiated?  Describe the process of developing the IRP in conjunction with the program participant;  Describe how often the steps to self-sufficiency are updated and signed by the program participant and program staff; and  Describe the IRP tool that the RWB uses. If the RWB uses a locally developed tool, please attach it to the Workforce Services Plan.
<b>RWB RESPONSE</b>	
<b>No Change</b>  The IRP is initiated within ten days after the customer becomes mandatory. Steps for self-sufficiency are updated as steps are completed. SFW	

uses the OSST IRP tool.

**b. Occupational Skills Training**

The Governor’s vision in Florida for increasing training access and opportunities for individuals consists of a state policy requiring that 50 percent of the funds for adults and dislocated workers be allocated to ITA unless the local board obtains a waiver from WFI. Attach a copy of the local operating procedures for the following processes.

V.G.11.b.1.	Provide a description of the locally developed ITA system including any limitation (e.g., the dollar amount and/or duration of the ITA) to be placed on the ITA in accordance with 20 CFR 663.440, 663.420, 663.430.
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**RWB RESPONSE**

One-stop staff administers ITAs in accord with the SFWIB ITA Policy.

An ITA is the vehicle used to pay for or defray the cost of training at a SFWIB approved training vendor. An ITA may be part of a Value Chain or it can also be utilized if an occupation is clearly linked to a priority industry that is in local demand and appears on the Region’s Targeted Occupations List (TOL). The ITA authorizes expenditures for tuition and required fees. It also authorizes, once supplemented with bookstore vouchers and other required procurement documentation, expenditures for supplies, equipment, or uniforms required for the training. SFWIB has established a maximum **ITA amount** that will be paid for each occupational/program training area. That cap per approved program is set at 100% of the public institution costs for public education institutions and 110% (of the public institution cost) for private institutions. The maximum program cost cap is **\$10,000**. Anything above that cap is the responsibility of the client.

The case manager must establish an ITA for each participant for whom occupational training has been determined to be appropriate.

All participants shall be required to complete coursework in accordance with the timeframes established in the student's Training Plan. Where there is some variance from the Training Plan that is approved by the One Stop Career Center Operator, this must be noted in the student's case notes. Amendments to Training Plans require One Stop Career Center Operator approval. The completed Training Plan must be kept in the participant case file. All participants who are being referred to training shall be required to apply for a Pell Grant. The Pell Grant proceeds will be applied towards the tuition cost, with ITAs paying only for costs in excess of the Pell award. The ITA voucher shall be issued term-by-term regardless of Pell eligibility. This will ensure that the participant’s tuition and related expenses are paid and training is not disrupted in cases where Pell or other financial aid is not disbursed in a timely fashion. Additionally the following guidelines for participants enrolling in ITAs must be followed:

- Only one training occupation per participant can be paid through an ITA.

- South Florida Workforce will only pay once for each required class in an approved training.
- BA programs are ineligible for ITA issuance.

V.G.11.b.2.	Provide a description of local policy and /or procedures established to ensure that any exceptions to the use of ITAs are consistent with the exceptions contained in WIA.
<b>RWB RESPONSE</b>	
<b>No Change</b>	
The Region has utilized ITAs as the primary vehicle to deliver training services to the Region’s customers. However, to enable training to be available for non-ITA training, the Region is utilizing Customized Training, Employed Worker Training, and On-the-Job Training.	

V.G.11.b.3.	Provide a description of the local policy and procedures to competitively award grants and contracts for activities and services not funded with ITAs.
<b>RWB RESPONSE</b>	

<del>V.G.11.b.4.</del> Moved to TAA section	<del>Describe the process for using WIA funds to provide training services to trade-affected workers.</del>
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<del>V.G.11.b.5.</del> Moved to TAA section	<del>Describe the process for ensuring that the WIA funded training activities provided for trade-affected workers are those that are stipulated in Section 236 of the Trade Act and related federal policies and procedures.</del>
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**12. Work Experience**

V.G.12.	Provide a description of the process for developing work experience sites and worksite agreements for all participants enrolled in workforce programs. Attach a copy of local operating procedures.
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## RWB RESPONSE

Previous worksite evaluations maybe used in the selection or rejection of worksites by SFW staff and the service partners. All potential worksites should be reviewed prior to the signing of a Worksite Agreement. Alternate worksites should be available in the event that some worksites are closed for lack of participation and/or lack of compliance to SFW's policies and procedures. Contingency plans for outdoor worksites, such as what to do during inclement weather must be completed and reviewed by the service provider and worksite supervisor. This plan must be maintained at the worksite and a copy must be submitted to SFW staff. Also, the selection of a worksite may be determined by the needs of the participant/employer. The employer agrees to provide work-related activities for the participant(s) to develop basic work habits, learn occupational skills, and gain usable work experience to promote future employment.

The employer and service partner must maintain records and prepare reports on the participant. The employer and service partner must observe and comply with applicable safety and health standards; observe Workers Compensation and Labor Laws of Florida and the Federal Government; maintain sufficient general liability insurance; and allow the program service partner and/or duly authorized representatives to visit the premises to observe work place conditions, observe work place activities, and follow up with the customer. Safety is a crucial part of all work experience activities.

The worksite Agreement is developed to establish the parameters wherein a customer will gain the job-readiness skills necessary to obtain future employment. The Agreement is a written document that details terms and conditions of the paid work experience and the expectations of the parties to the Agreement. The written agreement is between the customer, the site employer and the service partner. The Worksite Agreement will ensure that the work experience arrangements do not unfavorably impact current employees and do not impair existing contracts for services or collective bargaining agreements. The Worksite Agreement will include, at a minimum: the duration, tasks, duties, supervision, health and safety standards and other conditions of work experience such as consequences of not adhering to the Agreement and termination clause.

### Work Experience (Attachments)

#### i. Verifying WE Agencies

SFW designated staff verifies that each agency is a valid business through sunbiz.org. using the following process:

- k. Go to [www.sunbiz.org](http://www.sunbiz.org)
- l. Click on Document Searches
- m. Scroll down to the Corporations, Trademarks, Limited Partnerships, and & Limited Liability Companies section and click on Inquire by Name
- n. Type in the name of the organization and click Search
- o. Scroll down and click on the hyperlink that matches the organization's name
- p. When the page refreshes, Florida Non-Profit or Florida for Profit will appear just above the name of the organization. There may be more than one address listed for the organization. Make sure the address matches the one on the "Job Description" form

- q. Make a copy of the Detail by Entity Name page for the case file
- r. The business must be “active” in Sunbiz.org before the site can be approved.
- s. If the Agency is not listed or is “inactive” in Sunbiz.org (i.e. government), the Career Center is responsible for submitting additional information to support this work site.
- t. Sunbiz documentation is not required for schools, federal and state agencies.

ii. Worksite Approval Process

- e. The Career Center shall be responsible for establishing work experience agreements and must enter into a work-site agreement prior to negotiating individual participant referrals
- f. The Career Center designated staff is required to fax a typed copy of the 3 page program agreement, job description(s) and a copy of the Sunbiz.org Detail by Entity Name page to SFW designated staff
- g. SFW designated staff reviews the program agreement, job descriptions and Sunbiz documents to ensure that a job description is developed for each positions that is available and determines if the agency is for profit or not for profit.
- h. SFW designated staff notifies the Career Center within 2 working days of the approval or denial to authorize referrals to the worksite

iii. Work-site agreement must include job title, clear job description, party responsible for supervising the participant and signing time sheets/documentation, performance benchmarks, goals and outcomes and time.

iv. Work experience programs may be selected as an activity for participants who need to increase employability skills by improving their interpersonal skills, job-retention skills, stress management, and job problem solving and by learning to attain a balance between job and personal responsibilities.

**In addition, describe the following for the WT/TANF program:**

V.G.12.a.	<p>How the participants of the WT program are referred to the worksite provider to begin engagement;</p> <p>How the RWB ensures that participants are supervised on a daily basis during worksite engagement;</p> <p>How the RWB will document hours actually completed and the party responsible for signing documentation to support hours of participation; and</p> <p>The steps the RWB has taken to protect employees of the worksite employer against displacement.</p>
<b>RWB RESPONSE</b>	
<p>Participant Activity Approval/Referral Process (Print or type the participant’s name and RFA number on the bottom of the job description and fax or e-mail a copy of the job description to designated SFW staff.</p> <ul style="list-style-type: none"> <li>a. SFW designated staff reviews job descriptions to ensure that the position that the participant is being referred to matches their</li> </ul>	

- employment goals prior to referral
- b. Once the referral is approved by SFW, Career Center staff contacts the worksite provider to schedule an appointment or time frame for the participant to bring the Job Description form and Time sheet
- c. After the worksite provider and the participant agree to work together, both will sign the Job Description form and enter a start date on #9 of the job description
- d. The participant will return the signed form to the career advisor or designated staff, who will then file the original in the participant's case file and fax a copy to SFW
- e. Career Center staff will conduct a follow-up with the worksite within 2 working days from the initial start/approval date which will be stated by the provider on the job description

SFW time sheets are signed daily by the participant and the worksite supervisor.

**Documenting Hours of participation**

- a. An entry must be made in the case notes to identify the location of the work site, the number of hours at the work site, as well as the number of hours assigned.
- b. The worksite supervisor faxes a time sheet each week to Career Center designated staff in order to update JPR's on a weekly basis.
- c. The original time sheet is picked up from the worksite by Career Center staff who certifies that the time sheet is acceptable documentation (i.e. hours match, no white/alterations) and places the time sheet in participant's case file.

**Displacement**

As part of the worksite agreement the agency signs a displacement checklist. (Included on work-site agreement)

**13. On-the-Job Training**

On-the-Job Training (OJT) is defined as training by an employer that is provided to a paid participant while engaged in productive work in a job that provides knowledge or skills essential to the full and adequate performance on the job. Reimbursement is provided to the employer of up to 50 percent of the wage rate of the participant for the extraordinary costs of providing the training and additional supervision related to the training, unless a waiver allows an increase of the reimbursement. The training is limited in duration as appropriate to the occupation for which the participant is being trained. Attach a copy of the local operating procedures for the following processes. **(Please see Attachments: SFWIB OJT Policy and Procedures; OJT Agreement; USDOL\_State Approved Waivers 2011-12)**

V.G.13.	Provide a description of the process for developing OJT sites and OJT agreements for all participants enrolled in workforce programs.
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**RWB RESPONSE**

It is the responsibility of the Employer Services division of each **Service Provider** Career Center **staff** to offer employers an On-the-Job Training (OJT) agreement with the hope that this subsidized training will help meet the needs of both the **business** and the jobseeker. OJT sites are developed based on industry needs and growth trends outlined in local labor market information. Once a need has been identified, Employer **Specialists** work with **the business** and Career Advisors to determine the qualifications needed for training.

The documents listed below are a part of the presentation to a new **business**.

**Business** Viability Checklist

**OJT Agreement** (Training Outline & Competency Certification)

Competency **Certifications** and Payment Method (Attachment A)

**OJT: Business Qualification Requirements** (Attachment B)

**Employee Qualification Document**

**Optional Time Sheet**

**Invoice for OJT Training Wage Reimbursement**

**On-the-Job Training (OJT) Service Provider Monitoring Checklist**

**Trainee Evaluation**

**Sample Referral Form**

Assurances & Certifications

**OJT Business** Handbook

**OJT FAQs**

Referral

For WT/TANF, please describe the following:

V.G13.a	How the RWB will ensure that participants engaged in the OJT activity will be supervised on a daily basis; How the RWB will document hours actually completed and the party responsible for signing documentation to support hours of participation; and How often (at minimum) documentation to support hours of participation will be collected.
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**RWB RESPONSE**

**No Change**

Monitoring worksheets and time sheets are required for participation. It is contractually agreed upon that daily monitoring is the responsibility of the activity supervisor and is turned in on a weekly basis to the administering Career Advisor.

The following is required documentation that supports hours of participation:

Community Service Work-Site Agreement as part of the agreement the agency provides the business type and signs a displacement checklist. (Included on work-site documentation)

Signed Time Sheet – is signed by the participant, **business** representative, career advisor. The work-site agreement must include job title, clear job description, party responsible for supervising the participant and signing time sheets/documentation, performance benchmarks, goals and outcomes, and time limits.

Must document daily supervision (must include dates, required hours and actual hours;

Must be signed by the participant, authorized **business** representative (on the work-site agreement), and the career advisor; and

Detailed Case Notes.

**14. Customized Training**

Customized training is defined as training that is designed to meet the special requirements of an employer that is conducted with a commitment by the employer to employ an individual on successful completion of the training and for which the employer pays for not less than 50 percent of the training, **unless a waiver allows a lesser employer contribution**. Attach a copy of the local operating procedures for the following process(s). **(Please see Attachments: USDOL\_State Approved Waivers 2011-12; Customized Training Policy and Procedures).**

V.G.14.	Provide a description of the process for developing customized training sites and agreements for all workforce participants enrolled in WIA, Welfare Transition, FSET, etc.
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**RWB RESPONSE**

SFW administers programs to provide activities that increase the employment, retention and earnings of job seekers, and as a result, move job seekers successfully toward independence and self-sufficiency. In order to accomplish this, customized training sites are developed for all workforce programs. Sites are developed based on industry needs, growth trends outlined in local labor market information, and current events that may cause businesses to require additional human resource needs to avoid layoffs. Once a need has been identified, Employer Specialist work with the business and Career Advisors to determine qualifications needed for training. The RWB has developed a Training Master Plan document that ensures all local guidelines are met before entering into worksite agreements.

## **CUSTOMIZED TRAINING ... STEP BY STEP**

Every Customized Training opportunity is unique. For this reason, it is possible for the sequence of some steps to change slightly, from one opportunity to the next. The steps that follow assume that the SFWIB service provider has already identified both the business and the likely trainee.

## **CUSTOMIZED TRAINING COORDINATOR**

Before beginning the process of executing a Customized Training agreement, it is strongly recommended that the service provider assign a single individual to coordinate the entire process, regardless of who implements a particular step in the process. This improves accountability and communication during the process.

## **OCCUPATION**

The service provider must obtain all of the occupation's information (e.g. wage rate, title, SVP, training time, reimbursement percentage, etc.).

For a complete list of the required information, see the Customized Training Agreement.

## **PERFORMANCE/EMPLOYMENT PLAN**

The service partner must determine if the occupation meets SFWIB performance needs and the individual's employment plan. This includes any and all assessments required of the funding stream to be utilized.

## **FUNDING**

Based on the Occupation information, the service partner must determine if sufficient money ("Available to spend") is available to fund the training. Customized Training is funded from the same allocation of training dollars in SAMS that service partners use to fund occupational training through Educational Scholarships (ITA); or if funding permits the SFWIB could have set aside funding for customize training.

## **SFW Application Process & Review**

- The business must submit an original signed application plus one copy to the Career Center Contractor or SFW, as applicable. Applications received will be reviewed utilizing the following process:
- Career Centers will make one copy for the file, and forward the original application plus one copy to SFWIB.
- Career Center will complete Team Rating Sheet and Submit with application to the SFWIB Business Services Manager.
- The original application and one copy will be date stamped and signed by the staff receiving the application.

- The original application will be kept in a SFWIB file and a copy forwarded to the SFWIB Executive Director.
- One copy will be forwarded to the Business Services Manager. The Business Services Manager will review the documentation submitted by the business and verify that the business has met all the conditions as specified in the EWT policy.
- The review team will score each application using the EWTP rating worksheet, which takes into consideration the “priority of service” as outlined in the EWTP policy.
- If the application is for less than \$50,000, the SFWIB Executive Director will review and approve or deny the request.
- If the SFWIB Executive Director approves the application, a written approval will be forwarded to the Business and the Career Center service provider staff. The authorized case manager will contact the business and will make arrangements for a contract negotiation meeting and provision of case management services.

If the application is for \$50,001 or more, the above procedure will be followed. The SFWIB Executive Director will make a recommendation to the SFWIB to approve or deny funding based on the review, scoring of the application, and other factors including funding availability.

### 15.A Employed Worker Training Program

Workforce Florida’s policy established in 2003 required all RWBs in the State to specify how the region would provide for skills upgrade training using local funds, including the establishment of a local Employed Worker Training Program (EWT) program. Since the majority of workforce funds are allocated to the RWBs and all businesses and jobs are local, this strategy would allow for more skills upgrade training to take place statewide. In doing so, many regions have developed strong business and industry champions for the workforce system, leading to additional usage of other tools available through their respective one-stop network.

Provide a description of the process for the EWT program aimed at upgrading the skills of existing workers in the region. The description should include the following and attach a copy of the local operating procedures for the following process(s).

V.G.15.A.1. Review/Update Required	Describe how skills upgrade training will be provided to workers who need training to obtain or retain self-sufficient wages.
<b>RWB RESPONSE</b>	
<p>Employed Worker Training (EWT) is one of several training designs offered through the South Florida Workforce system. The training is designed to meet the special requirements of a business or a group of businesses in need of upgrading the skills of their current workforce. The training is conducted with the commitment by the business to continue to employ the individual upon successfully completion of the training for which the business pays no less than fifty (50) percent of the cost of the training unless a waiver allows a decrease in the amount contributed by the business.</p> <p>EWT is a vehicle through which the SFWIB can expend funds to provide training for employment retention, occupational skills attainment, and increased earnings that lead to self-sufficiency of the employed worker. Self-sufficiency as defined by the SFWIB is</p>	

- \$31 per hour in Hialeah/Homestead;
- \$32 per hour throughout the rest of Miami-Dade County; and
- \$33 per hour in Monroe County.

The employed worker is an employed individual who is served at the local level. These individuals may be served by documenting that they are in need of services in order to obtain or retain employment that allows for self-sufficiency, in accordance with the region's established definition of self-sufficiency. Employed workers who currently meet the local definition of self-sufficiency, but are in need of services in order to retain their self-sufficiency employment may also be served if the business documents the need. The business may document the need either verbally or written that the employee(s) will not be retained unless additional training or services are received.

An application must be submitted by the business on behalf of the employee(s) to the SFWIB for approval. Once approved and after the employees have completed the eligibility process, training may begin. Training Providers delivering the training are selected by the business and can be provided through public or private educational institutions, private training institutions, trainers employed by the business, or a combination of training providers. Private postsecondary institutions and private training providers may be utilized only upon a review that includes, but is not limited to, accreditation and licensure by the SFWIB. Training can be delivered at the business' facility, at the training provider's facility or at a combination of sites.

Trainees listed on the Customized Training Application may be currently employed or an agreement to employ at the time the application is submitted to SFWIB for review. Training activities, reimbursement, and follow-up will be conducted by the service providers to ensure compliance and program success.

WIA law and regulations operationalizes the term self-sufficiency in different contexts:

- Section 134(d)(3)(A)(ii) limits the provision of intensive (and consequently training) services to individuals who are employed but are determined by a one-stop operator to be in need of such intensive (and training) services *to obtain or retain employment that allows for self-sufficiency*.
- 20 CFR 663.220(b) further discusses the needs of dislocated workers who are employed to receive intensive (and training) services *to obtain or retain employment that leads to self-sufficiency*. Please note: A worker who has received a notice of termination or layoff from his/her current employer is not considered employed.
- The preamble to the Final Regulations, Federal Register, Vol. 65, No. 156, Friday, August 11, 2000, p. 49294, et seq. recognizes that for individuals who receive public assistance, programs should work to transition these low-income working families from welfare to self-sufficiency. (page 49319)
- 20 CFR 663.705 mandates that employed workers may not receive on-the-job training or customized training if they are *earning a self-sufficient wage*.

<p>V.G.15.A.2. Review/Update Required</p>	<p>Provide the local definition(s) of “self-sufficiency” for:</p> <ul style="list-style-type: none"> <li>• Adult employed workers</li> <li>• Dislocated workers who are working in an income maintenance job.</li> <li>• Recipients of public assistance, and people with disabilities and other barriers to employment</li> </ul> <p>Self-sufficiency may be based on the Lower Living Standard Income Level (LLSIL) or wages.</p> <p>If the self-sufficiency level for employed workers is over 250% of the LLSIL and above the average wage in the region, the board must provide acceptable justification that the level is required for an individual to provide for him/herself and family.</p> <p>Does this self-sufficiency definition apply to the WT/TANF program? If not, please provide the self-sufficiency definition for these programs.</p>
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**RWB RESPONSE**

**WIA Adults Employed at the time of application**

WIA Adult employed at the time of application is defined as employed individuals who are over the self-sufficiency guidelines but who need training in order to obtain or retain self-sufficient employment. The need must be documented by the employer. *Note: This only applies to Non Individual Training Accounts (ITA)*

**Self-Sufficiency**

Region 23 defines self-sufficiency for employed individuals, regardless of family size, as an employed individual earning the listed wage below:

Miami-Dade County (\$32 per hour)

Monroe County (\$33 per hour)

The above standard is based on a calculation derived from the information found in the W.O.W. study, adjusted utilizing the consumer price index according to the U.S. Department of Labor. The highest wage was utilized to ensure that the greatest number of employed individuals can be served while minimizing the burden to the employer for provision of information other than wage records to determine employee eligibility. The Self-Sufficiency standards are updated annually.

**Dislocated Workers**

The local definition for “income maintenance” is, one whose current wage is 80% or less of the pre-layoff wage. This component is for dislocated workers only and it affects eligibility determination at the intensive/training level for employed workers.

**Recipients of public assistance, and people with disabilities and other barriers to employment**

Region 23 Self-Sufficiency for Recipients of public assistance, and people with disabilities and other barriers to employment is 200 percent below the LLSIL standards.

**Dislocated Workers**

The local definition for “income maintenance” is, one whose current wage is 80% or less of the pre-layoff wage. This component is for dislocated workers only and it affects eligibility determination at the intensive/training level for employed workers.

**Recipients of public assistance, and people with disabilities and other barriers to employment**

Region 23 Self-Sufficiency for Recipients of public assistance, and people with disabilities and other barriers to employment is 200 percent below the LLSIL standards.

V.G.15.A.3.	Provide a description of the process for the EWT program aimed at upgrading the skills of existing workers in the region. The description should include the following: <ul style="list-style-type: none"><li>• Identify those industries in the region whose workers will be targeted specifically for skills upgrade training and how those industries were identified</li><li>• Address both those working part-time and full-time, the working poor, and across all earning levels</li><li>• Identify how additional funds will be leveraged to accomplish skills upgrade training within the region</li></ul>
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**RWB RESPONSE**

The employed worker is an employed individual who is served at the local level. These individuals may be served by documenting that they are in need of services in order to obtain or retain employment that allows for self-sufficiency, in accordance with the region’s established definition of self-sufficiency. Employed workers who currently meet the local definition of self-sufficiency, but are in need of services in order to retain their self-sufficiency employment may also be served if the business documents the need. The business may document the need either verbally or written that the employee(s) will not be retained unless additional training or services are received.

Business utilizing EWT to upgrade the skills of their current workforce may utilize funding to provide training opportunities. The industries/business priorities that have been prioritized through the Economic Development and Industry Sector Committee (EDIS) and approved by the full Board are identified in the Strategic Plan and a Training Master Plan. These industries were identified due to a need to advance into newer technology in order to remain competitive in their specific arenas. The priority industries are:

- Biotechnology
- Aviation / Aerospace
- Business Services
- Health Services
- IT/Telecommunications

**15.B Layoff-Aversion Incumbent Worker Training Program (LAIWT)**

Workforce Florida has received a [Waiver Modification](#) from the USDOL that would allow RWBs to use up to 20% of their dislocated worker formula funds to provide incumbent worker training. The USDOL has provided definitions and guidance on the appropriate use of this waiver in [TEGLs 26-09](#) and [30-09](#).

Describe the process to be used by the RWB to provide LAIWT through the use of the waiver. If the RWB does not intend to use the LAIWT program, please indicate: “Does not operate a LAIWT program.”

V.G.15.B.1 Review/Update Required	<p>Describe the RWBs layoff aversion strategy, including a description of how the potential for layoff aversion will be determined, such as:</p> <ul style="list-style-type: none"> <li>• The likelihood of future layoffs without training</li> <li>• The business circumstances surrounding the probable layoff and how the training will prevent or reduce the magnitude of the layoff</li> <li>• The specific skills to be provided to the workers that will help avert the layoff</li> <li>• How employers will be identified, and how local partners will contribute to this process</li> <li>• Targeted industries and economic sectors</li> <li>• Other local criteria</li> </ul> <p>(See TEGL 26-09, 7.A.i.)</p>
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**RWB RESPONSE**

**No Change**  
The RWB does not operate a LAIWT program. Businesses interested in receiving funds through the LAIWT program are referred to the SFWIB education and economic development partners for assistance.

V.G.15.B.2 Review/Update Required	Describe how the RWB will operationalize “Layoff Aversion” as defined in TEGL 30-09.
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**RWB RESPONSE**

**No Change**  
The RWB does not operate a LAIWT program. Businesses interested in receiving funds through the LAIWT program are referred to the SFWIB education and economic development partners for assistance.

V.G.15.B.3 Review/Update Required	Describe how the RWB will determine the eligibility of workers to participate in LAIWT. (See TEGL 26-09, 7.A.ii.)
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>The RWB does not operate a LAIWT program. Businesses interested in receiving funds through the LAIWT program are referred to the SFWIB education and economic development partners for assistance.</p>	

V.G.15.B.4 Review/Update Required	Describe how the skills training will contribute either to the maintenance of employment or increased employment security. (See TEGL 26-09, 7.A.iii.)
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>The RWB does not operate a LAIWT program. Businesses interested in receiving funds through the LAIWT program are referred to the SFWIB education and economic development partners for assistance.</p>	

**16. Business Services**

Business partnerships are essential to training Florida’s workforce to meet the current and future needs of diverse business sectors. The workforce system has successfully partnered with business and industry. Current employer penetration data indicate a tremendous opportunity exists to develop additional business partnerships. Both business and workforce have a vested interest in partnering. Ease of access to Florida’s workforce services via the Employ Florida Marketplace is just a start. Provide a description of the processes for implementing the following business services strategies in the region. Attach a copy of the local operating procedures for the following process(s).

V.G.16a.	How the region will aggressively market/communicate, internally and externally, the workforce business value proposition to significantly increase awareness and stimulate workforce system usage (including the Employ Florida Marketplace);
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>Region 23 will utilize PSAs, print media, radio, television, job fairs, community forums, economic development platforms, website, information sessions, Career Center verbal communication, training, staff and board retreats.</p>	

V.G.16.b.	How employer services will be delivered/conducted to employers, including employer visits to obtain job orders for veterans, MSFWs, Agricultural Employers, and other job seekers;
<b>RWB RESPONSE</b>	
Business services will be delivered through strategically planned forums, website, marketing materials, employment focused seminars such as the Professional Placement Network (PPN), and various strategic partnerships.	

V.G.16.c.	How the region will identify and evaluate the most effective local Business Services team;
<b>RWB RESPONSE</b>	
<p>The SFWIB Business Services Team (BST) is comprised of a group of professionals committed to providing businesses with personalized, cost effective solutions. A combination of years of business experience and education equip the BST to successfully address a multitude of issues which businesses face today. Value-added solutions are created at all levels of the SFWIB delivery system providing labor market information, training, consulting and support services.</p>	
<p>The BST is a vital element in building a prosperous local economy. They are tasked with promoting a unified and collective image to the region's business community and to enhance the trade name and representation of the SFWIB. The SFWIB will focus on "branding" (i.e., public relations/media) and outreach to community leaders, major corporations and small to mid-size businesses, and organizations in the promotion campaign for SFWIB. Public awareness, business endorsement, and community leadership support will help to elevate SFWIB's status as a catalyst for economic development and support in this region.</p>	
<p>The BST interacts with the business community, educational institutions, and economic development organizations to address current and anticipated labor needs; prepare for future labor needs; and educate the business community regarding the various services available. Continuous assessments will be conducted to assist in the delivery of customized and timely services.</p>	
<p>The BST focuses on ways to add value and improve service delivery mechanisms to existing or potential business. The team also serves to create new opportunities for both local businesses and the region's service providers. It is through these collaborative efforts that the BST achieves its common goal: an environment where business and the community can prosper and thrive.</p>	
<p>The BST is committed to bringing the best possible service to the business community in Miami-Dade and Monroe County with the highest level of integrity, promoting mutual respect and trust in business relations. The BST's goal is to make a difference everyday in the region by positively impacting the quality and performance of businesses through effective workforce development solutions.</p>	
<p>The Region evaluates its business services by tracking the use of its Employed Worker Training (EWT), other incentives and initiatives and their outcomes through tracking tools. Satisfaction surveys and follow-up are also utilized.</p>	

V.G.16.d.	How the region will institutionalize and replicate proven outreach tactics, core processes and performance matrices;
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**RWB RESPONSE**

**No Change**

**SFWIB** uses the following Performance Measures as tools to evaluate its Employer Services provided in the Career Centers: Employment, Professional Placements, Self-Sufficiency Placements, Job Development Index, Job Order Filled Rate, Entered Employment Rates for (WIA, WT, WP, FSET, Veterans) and a Job Bank - Customer Satisfaction Survey. The Region also evaluates its business services by tracking the use of its Employed Worker Training Program and its outcomes.

V.G.16.e.	How the region will expand outreach and availability of the following value added, business focused training programs: Incumbent Worker Training; Quick Response Training; and Employed Worker Training.
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**RWB RESPONSE**

Outreach and availability of above mentioned training programs will be expanded through the inclusion of a business services model designed to identify the needs of the business community. The SFWIB Business Services expansion is scheduled to occur in program year **2007-08**. In partnership with economic development and education institutions the SFWIB Business Services offers an array of incentives to assist businesses with their expansion and retention needs.

The Beacon Council, an economic development partner, uses the QRT as an incentive for businesses to expand or move to this Region. Both the Beacon council and Miami Dade College also offer businesses the Incumbent Worker Training (IWT) as an incentive to upgrade the skills of their current workforce.

The region's Business Services team works in collaboration with the service providers' Employer Specialist regarding interaction/collaboration with economic development agencies, chambers of commerce, industry focus groups, major job fairs, promotion of business incentives including Customized Training Programs (CT), Employed Worker Training (EWT), On-the-Job Training (OJT), and Entrepreneurial and Self-Employment Training (ESET); and implement the Economic Development and Industry Sector Committee's (EDIS) agenda.

V.G.16.f.	In partnership with economic development organizations, how will the region build on existing or establish local, industry-specific workforce business consortiums;
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### RWB RESPONSE

The region will expand existing partnerships and establish relationships with the businesses, educational institutions, chambers of commerce, industry-based associations, and economic development organizations to develop better initiatives and incentives to address the current and anticipated needs of the business community. Such initiatives and incentives could include industry-based consortiums, collaborative training efforts (i.e., LEED certification, Nursing Scholars, the formation of entrepreneurship institutes, etc.). Continuous outreach efforts such as the Business Incentives Roundtables; develop and implement ideas gleaned from the Business Advisory Council.

Provide resources and tools to the business community by combining leading-edge business strategies and facilitating and strengthening partnerships to assist in removing barriers that may impede the growth and viability of companies. These efforts should begin to prepare the region's businesses for growth and the workforce for a path to self sufficiency.

V.G.16.g

How the region will prioritize target industry clusters by One-Stop Career Center;

### RWB RESPONSE

#### No Change

The Training Master Plan (TMP) is designed to assist SFWIB stakeholders align the expenditure of training funds with SFWIB's strategic objectives and in doing so, achieve the following outcomes:

- Improve placement of the Hardest to Serve (*Stable and sustainable employment*)
- Increase training-related placements (*Employer-focused skills development*)
- Build stronger employer relationships (*Positive image*)
- Ensure efficient & effective expenditure of training funds (*Fiscal control & accountability*)

The TMP is a living document. The TMP will be updated to adapt to the dynamic needs of our community's **businesses**, job seekers, and **workforce**. A full update to the TMP, including consideration of new labor market information, business partnerships, and strategic objectives, will occur as necessary to ensure that the Region is meeting the needs. The goal is to focus the document on system-wide issues and strategic concerns. IFW recently updated its audit of local **business** demand for labor; and based on its findings and comparisons to the targeted industries of local partners, SFWIB chose to prioritize eight industries in its strategic plan.

- Business Services
- Health Services
- Construction

- IT/Telecommunications
- Tourism/Hospitality
- Education
- Automotive
- Film & Entertainment

SFWIB will use these industries to guide its activities throughout the program year. Specific effort will be taken to form partnerships with businesses in these industries. However, understanding the changing nature of the local economy, staff will continually review labor market information to recommend additions and deletions to the list of SFWIB Priority Industries.

V.G.16.h.	How the region will provide platform for creation or technical input of industry specific training programs—leverage expertise of strategic partners (Education, Training Providers);
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>Region 23 is exploring the utilization of these methods. Partnerships are being developed with education and training providers to leverage their expertise.</p>	

V.G.16.i.	How the region will institutionalize local, regional and statewide “voice of the customer” business forums to keep abreast of current and emerging workforce needs (e.g., through all Employ Florida Banner Centers and other similar business-led initiatives);
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>“<b>Voice of the customer</b>” public forums, satisfaction surveys, and public discussion, coordinated through the Workforce Service Task Force of the South Florida Workforce Board (SFWB) will be the vehicle through which public opinion will be heard and incorporated into service delivery where appropriate. The process includes business-led review of local workforce services, plans developed by Enterprise Florida, Miami-Dade County, Monroe County, The Beacon Council, Greater Miami Chamber of Commerce, and other community organizations. The intent is to ensure that strategic decisions by the SFWIB would align with both state and local efforts to build a world-class labor force, driving economic</p>	

growth, a collaborate on local initiatives that further meet industry needs.

V.G.16.j.	How the region will increase workforce awareness via visibility at target industry specific events; and
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**RWB RESPONSE**

The region will increase awareness and visibility, not only at industry specific events, but throughout Miami-Dade and Monroe Counties with Mobile Service Vehicles (MSV). Workforce services have become portable ~~in the very near future and in order~~ has afforded the region the opportunity to expand our options for addressing community needs. One of the many goals is to use the MSV to serve as a “rolling advertisement” for the SFWIB ~~in order~~ to promote the ~~wide array~~ of services available through the region’s programs. The Mobile Service Vehicle is a 37-foot long mobile computer lab with 12 stationary and 10 auxiliary workstations that connect to the Internet via satellite. The unit is also equipped with 3 telephones, 2 DVD and VHS players, a private area that can be used as an interview room, plasma “smart” board that can be used for training, and a handicapped-accessible entrance via a wheelchair lift in the back. The SFWIB will continue to use this and others resources to increase visibility through the region.

V.G.16.k.	Showcase successful workforce/business partnerships at local economic development business events.
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**RWB RESPONSE**

**No Change**

Region 23 has forged relationships with many local economic development organizations. Collaborative partnerships have been developed and displayed at events with the Beacon Council, Miami Dade Chamber of Commerce, Miami Dade Convention and Visitors Bureau, the Business Industry Council, Greater Miami Chamber of Commerce, manufacturing and business associations.

**17. Services to Targeted Populations**

V.G.17.	Describe the process for providing workforce services to target populations such as the homeless, ex-offender, farmers, hard-to-serve, individuals with disabilities and other target groups.
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**RWB RESPONSE**

**18. Workforce Program-Specific Definitions-** Attach a copy of the local operating procedures for the following process(s).

- a. ~~Self-Sufficiency~~ moved to section related to Employed Worker Training

**b. Dislocated Worker Eligibility Standards**

V.G.18.b.1.	Provide the local definition of a substantial layoff for determining dislocated worker status, as referenced in WIA section 101(9)(B)(i).
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<b>RWB RESPONSE</b>	
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<b>No Change</b>	
<p>Substantial Layoff: Any reduction in force, including those who have received a notice of layoff, that is not the result of a plant closing and that results in an employment loss at a single site of employment during any 30 day period for:</p> <ol style="list-style-type: none"> <li>1. At least 33 percent of the employees (excluding employees regularly working less than 20 hours per week); and At least 50 employees (excluding employees regularly working less than 20 hours per week); or</li> <li>2. At least 500 employees (excluding employees regularly working less than 20 hours per week).</li> </ol> <p><b>Note:</b> An individual separated member of the armed forces, including those who accept an inducement to leave the military, may be eligible to participate in dislocated worker services providing they meet all eligibility requirements.</p> <p>All individuals who are separated from the armed forces are not necessarily “involuntary” separated. For example, “involuntarily separated” does not apply to individuals who have been involuntarily discharged under adverse conditions. Also, individuals who voluntarily leave the armed forces, including those who retire with or without an inducement, do not fall within the meaning of the term “involuntarily separated.” Whether a discharge is under adverse conditions is determined by referring to the reasons for separation as well as the character of the member’s service. In order to qualify for transition benefits the member must be separated involuntarily.</p> <ol style="list-style-type: none"> <li>a. Under honorable conditions;</li> <li>b. For enlisted members, not for reasons of misconduct, separation in lieu of court marital, or for other reasons established by the military department concerned for which service normally is characterized as under other than honorable conditions; and</li> </ol> <p>For officers, not for resignation in lieu of trial by court material, or misconduct or moral or a professional dereliction if the discharge could be characterized as under other than conditions.</p>	

V.G.18.b.2. Review/Update Required	Provide the local definition for “underemployed” for determining displaced homemaker status, as referenced in WIA section 101(10).
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<b>RWB RESPONSE</b>	
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<b>No Change</b>	
The local definition for “underemployed” for determining displaced homemaker status is, one who has worked in the home at a low-paying	

wage that requires less skill or training than one possesses, that has lost the primary source of that support through death or disability of their spouse or through divorce.

V.G.18.b.3. Review/Update Required	Provide the local definition for “income maintenance” for dislocated workers who take an income maintenance job (wages may not exceed self-sufficiency standard for dislocated workers).
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**RWB RESPONSE**

**No Change**

The local definition for “income maintenance” is, one whose current wage is 80% or less of the pre-layoff wage. This component is for dislocated workers only and it affects eligibility determination at the intensive/training level for employed workers.

**c. Priority Services**

V.G.18.c.1 Review/Update Required	Describe the criteria to be used for providing priority of services in employment and training to veterans in all workforce programs.
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**RWB RESPONSE**

**No Change**

Veterans meeting program eligibility requirements are to be served within the context listed below:

- The first population to receive Intensive and training services will be veterans that are receiving public assistance and low-income;
- The second priority is for public assistance and low-income non-veterans;
- The third priority is for veterans who are not low-income or receiving public assistance; and
- The last priority is for adults who are non-veterans who are not low-income or receiving public assistance.

In the event there are more customers qualified and awaiting services, priority for service must be given to those eligible veterans.

To ensure that Veterans or spouses of Veterans are receiving priority for services through the Workforce Investment Act (WIA) program, the Career Center career advisor must:

- Present the “Priority for Service Form” to all customers that have been identified as a Veteran or eligible spouse of a Veteran;
- Ensure that the customer signs and dates the form; and

- Staff will sign, date and provide a copy to the customer and maintain the original in the case file.

See Attached

V.G.18.c.2  
Review/Update  
Required

Describe the strategies used to provide priority of service under the WIA Adult program.

- i. How will priority of service be provided to low-income individuals and public assistance recipients?
- ii. How is the availability of other funds taken into account in establishing these strategies?
- iii. How are the needs of special client groups addressed?
- iv. How do employed workers fit in the priority of service strategies?
- v. What other factors does the RWB consider?

**RWB RESPONSE**

Factors to consider when prioritizing services are the needs of specific groups and the availability of other funds for training such as Temporary Assistance for Needy Families (TANF). The first priority is for adults who are recipients of public assistance or are considered low-income under the federal definition.

TANF funds must be accessed first prior to accessing WIA Adult funds to serve recipients of public assistance. When there is a shortage of funds in TANF then the WIA funds will be utilized.

SFW identifies a priority population with the greatest barriers to employment, as the hardest-to-serve. These individuals are traditionally overlooked and often have multiple barriers to employment. Welfare Transition/TANF, which makes up 75-80% of SFW's total funding, clearly represents our number one client. We will continue to support the ex-offender population through special programs. We have transitioned the support of the employment needs of people with disabilities by providing equal access to all services through our Career Centers. We will continue to partner with community- and faith-based organizations and local governments to address the challenges associated with the needs of this hard-to-serve population.

SFW also prioritizes at-risk youth. Clearly, to break the cycle of low educational attainment and poverty, we will further partner with Miami-Dade County Public Schools and the Monroe County School District to help them prepare our high school students to enter the world of work. Which approach, out-of-school versus in-school, best serves our customers? Addressing these questions and others will allow us to develop applications and solutions.

Professional job seekers and dislocated workers make up our third tier. Professionals often possess higher credentials and expect an entirely different level of service. The dislocated worker, professional or non-professional, has lost employment due to down-sizing, off-shoring or technological changes<sup>1</sup>. Both groups of individuals have a vast array of job skills that will serve the demand of our employer customers. By matching these experienced workers with the needs of employers, South Florida Workforce provides a unique service to the region's

businesses and job seekers, thereby fueling the local economy.

The SFW strategic plan identifies the universal job seeker population as the next priority. This individual does not require any higher level service or training in order to obtain new employment or higher level employment. SFW will strive to provide an environment that facilitates job searches, preparation for interviews, and securing employment. The goal is to provide an easy, seamless, and positive experience for the universal job seeker.

<sup>1</sup>SFW has the largest number of Trade Adjustment Act (TAA) clients in the State of Florida

The employed workers currently fall under a third priority for Region 23. No economic eligibility applies under this priority because it is utilized only for the Employed Workers Training Program due to limited funding.

V.G.18.c.3 Review/Update Required	<ul style="list-style-type: none"> <li>i. Explain the process used by the board for determining whether adult formula funds are <b>not</b> limited, and therefore, priority of services is not required to apply. <u>Note Any change to this process as well as deactivation and reactivation of priority of services require a modification of the local plan with submission to WFI.</u></li> <li>ii. Are adult formula funds currently limited so that priority of services does not apply in the region?</li> </ul>
<b>RWB RESPONSE</b>	

**19. Services to Targeted Populations**

V.G.19	Describe the process for providing workforce services to target populations such as the homeless, ex-offender, migrant farmworkers, individuals with disabilities, older workers, limited English speakers, and other target groups.
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>Region 23 provides workforce services to target populations in our youth, refugee, and Adult service structures. Those populations include jobseekers with disabilities, ex-offenders, Senior Jobseekers, youth aging out of foster care, Migrant Farm Workers, homeless jobseekers, and other hard to serve populations.</p> <p>At the point of entry into the Career Centers, jobseekers are assessed using the IAA. Results are analyzed and services are determined for each individual. Services designed for individual with disabilities is a major focus in this region due to the large number of jobseekers that fall into this category.</p>	

## Services for Individuals with Disabilities

Services to job seekers with disabilities have grown since the inception of the Disability Program Navigator (DPN) position in 2003. In order to comply with Section 188 of the Workforce Investment Act of 1998, services to individuals with disabilities are required and must be fully integrated into the Career Center system. Each Career Center has designated an Equal Opportunity (EO) Officer and a Disability Services Coordinator. In some cases, the designee was given both responsibilities. The EO Officer is responsible for: conducting investigations on disability grievances and complaints of discrimination; handles less complex reasonable accommodation requests to determine appropriate action to take such as requests for American Sign Language Interpreters; provides or arranges for Americans with Disabilities Act (ADA)/Diversity training for all Career Center staff; conducts routine audits to ensure the Center is equipped with the required communication devices such as the TTY machine, and that the ADA work station equipment is working and proper signage is visible to the public; and ensures the Service Accessibility Checklist is completed at least once a year. The Disability Services Coordinator is responsible for: providing ADA technical assistance to the greeters, case managers and employer consultants regarding services to individuals with disabilities and on the use of the adaptive equipment available in the Career Center; organizing equal opportunity job fairs and participating in events such as the Jobing.com Career Expos and Disability Resource Fairs sponsored by Miami-Dade County; and initiates referrals to relevant agencies.

To assist in the efforts of training the Career Center staff about ADA compliance, diversity and develop more sensitivity toward assisting job seekers with disabilities, the DPN developed a series of ADA/Diversity training modules which will be used to accomplish this goal. The ADA/Diversity training modules will also be shared with other agencies and organizations upon request.

By receiving support at the Career Center level, individuals with disabilities will have access to the full array of services that are available in the system. All SFW Career Centers are compliant with the ADA legislation in that they are fully accessible, both programmatically and architecturally, to meet the needs of this population. SFW will also continue to partner with the U.S. Department of Labor, Civil Right Center, to monitor the Career Centers and the training providers for Disability, Non-Discrimination and Equal Opportunity compliance annually.

Region 23 provides workforce services to target populations in our youth, refugee, and Adult service structures. Those populations include jobseekers with disabilities, ex-offenders, Senior Jobseekers, youth aging out of foster care, Migrant Farm Workers, homeless jobseekers, and other hard to serve populations.

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The Disability Services Coordinator is responsible for: providing ADA technical assistance to the greeters, case managers and employer consultants regarding services to individuals with disabilities and on the use of the adaptive equipment available in the Career Center; organizing equal opportunity job fairs and participating in events such as Disability Resource Fairs and initiates referrals to relevant agencies.

To assist in the efforts of training the Career Center staff about ADA compliance, diversity and develop more sensitivity toward assisting job seekers with disabilities, the DPN developed a series of ADA/Diversity training modules which will be used to accomplish this goal. The ADA/Diversity training modules will also be shared with other agencies and organizations upon request.

By receiving support at the Career Center level, individuals with disabilities will have access to the full array of services that are available in the system. All SFW Career Centers are compliant with the ADA legislation in that they are fully accessible, both programmatically and architecturally, to meet the needs of this population. SFW will also continue to partner with the U.S. Department of Labor, Civil Rights Center, to monitor the Career Centers and the training providers for Disability, Non-Discrimination and Equal Opportunity compliance annually.

South Florida Workforce (SFW), through the DPN, has become very active in the Miami-Dade Business Leadership Network (MD BLN) which is a non-profit organization comprised of employers who are committed to hiring qualified people with disabilities. SFW is on the Founders Board and has been working diligently to establish the business/employer relationships that will lead to expanded placement of job seekers with disabilities. The MD BLN promotes hiring by using billboards, bus posters, ads in both English and Spanish in local newspapers, and offers paid internships of up to 240 hours to employers who hire people with disabilities. As an active member of the Founders Board, the SFW logo appears on all MD BLN promotions.

SFW, through the DPN, has also partnered with three other task force groups to establish relationships with other providers of services to people with disabilities. 1) Association of Agencies Serving Persons with Disabilities (AASPD) is a collaboration of over 40 agencies and organizations that serve people with disabilities. AASPD is sponsored by the Miami Dade College ACCESS Program at the Wolfson Campus and focuses on: a) Networking – participating agencies work to know each other’s services that are available and discuss how this information can be shared appropriately with those served by each agency; b) Education and Training – current work, activities or events can be presented and training programs offered to educate other members of their purpose and goals; c) Open Forum – agencies have an opportunity to discuss issues that are common to the group such as housing, transportation, education and training, employment, disaster preparedness, health and medical services; d) Solutions – agencies can collaborate to problem solve disability issues that are affecting the community of people with disabilities. 2) Project Connect Transition Task Force is a multi-agency workgroup sponsored by the Miami-Dade County Public Schools. The focus is on students with disabilities and ensuring they are connected with the organizations that provide services for their disability, training programs after high school graduation and employment. 3) The Human Services Coalition has established a large multi-agency workgroup that brings together non-profit organizations, state, local and federal agencies, churches, banks and businesses to provide “prosperity” services such as financial literacy and health care events to the entire community.

SFW has a long, well-established relationship with providers of services to special populations. We will continue to all work together to remove barriers to employment, develop career ladders to increase skills and achieve economic stability and sustainable employment for job seekers with disabilities and will continue to develop the employment opportunities and linkages required in the employment community.

**20. Supportive Services**

Supportive services should include transportation (gas cards, bus passes and vehicle repairs), childcare, clothing, etc. The description of the supportive services may include a general description of the supportive services to be provided for all programs or a description of the services to be provided to participants of each of the programs. Attach a copy of the local operating procedures for the following process(s).

V.G.20.a.	Describe the process for providing support services including the type, dollar amount, conditions, and duration under which these services will be made available to participants enrolled in workforce service programs. Describe the process for providing workforce services to target populations such as the homeless, ex-offender, migrant farmworkers, individuals with disabilities, older workers, limited English speakers, and other target groups.
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>South Florida Workforce (SFW) permits the provision of support services to several populations to assist with the elimination or reduction of barriers that may hinder compliance with training, work activity requirements and employment opportunities Support services are defined as those services or activities provided either directly to, or on behalf of customers that are necessary to reduce or eliminate barriers to obtaining</p>	

or retaining employment. It is the policy of SFW to provide support services that are consistent with all appropriate federal, state and local laws and regulations. SFW adheres to certain principles that should guide decisions regarding support services.

- Support services should be viewed individually and creatively to enable customers to participate in education, training, and work activities identified in the Individual Responsibility Plan (IRP).
- Decisions regarding appropriate support should, to the fullest extent possible, be made by the Career Advisor assigned to the customer. The rationale for those decisions should be well documented in the customer’s IRP.
- Support service expenditures should be based on consideration of SFW funding availability and the availability of other community resources, so as to leverage limited program resources to the greatest extent possible.

The following support services may be provided to enable WT customers to comply with WT Program activities, contingent upon the availability of funds:

1. Transportation Assistance
2. Ancillary expenses – (i.e., books, tools, uniforms)
3. Education and/or training related fees
4. Emergency housing assistance 5. Child care (administered by the Miami-Dade and Monroe School Readiness Coalitions) For guidelines and limitations related to the provision of support services, please see the attached Matrix of Allowable Support Services.

**For the WT/TANF, please add additional information:**

V.G.20.b.	Describe when participants are notified of the opportunity to receive support services, including but not limited to, transportation services, counseling, childcare, etc.
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>Participants are notified of the opportunity to receive support services during the initial orientation conducted at the Career Centers.</p>	

V.G.20.c.	<p>WT/TANF funds for support services may be prioritized due to limited funding. Please describe how services are limited by type and by amount. Please include a description for all of the following (at minimum);</p> <ul style="list-style-type: none"> <li>• Transportation;</li> <li>• Childcare;</li> <li>• Clothing;</li> <li>• Training; and</li> </ul> <p>Other-if the RWB provides other support services not listed above, please describe the services and prioritization for such services.</p>
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**RWB RESPONSE**

**No Change**  
 The attached “Support Services” matrix includes detailed information on each of the services itemized above. See **Attachment**

V.G.20.d	<p>When and how are customers, including applicants for cash assistance, provided information about One-Stop Career Center services?</p>
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**RWB RESPONSE**

**No Change**  
 Information on Career Centers is disseminated through local social service providers such as the Department of Children and Families (DCF). For recipients of cash assistance, information on the Work Registration Process is clearly detailed in SFW marketing materials. Other information is provided through media advertisement.

V.G.20.e.	<p>When and how are applicants and recipients of cash assistance advised of domestic violence services;</p> <p>Briefly describe how applicants and participants of the WT program who disclose a domestic violence issue are provided services specific to their needs; and</p> <p>Describe how the RWB ensures that all domestic violence providers are trained and competent to provide such services.</p>
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**RWB RESPONSE**

**No Change**

**Domestic Violence** (Sources: 45 CFR 260.51, TANF State Plan, 414.095, 414.157, 414.105, F.S., Domestic Violence Program Final Guidance-WPDG 026, Workforce Florida Strategic Plan, Section 4.B., Better Jobs/Better Wages) It is the policy of SFW to meet the requirements of Florida law by:

- Providing an array of comprehensive services to Welfare Transition customers who are victims of domestic violence. The goal is to support their efforts towards self-sufficiency in a confidential and safe atmosphere; and
- The following functions are performed at the OSCC to ensure that all job seekers are aware of domestic violence programs and services and, that all files containing information on domestic violence are maintained in extreme confidentiality:
- Display in the waiting areas of the OSCCs, pamphlets, brochures, posters, and hotline cards that increase awareness and/or educates on issues pertaining to domestic violence.
- Inform all Welfare Transition job seekers of available resources, referrals, and options available to them at any point in the program continuum.
- The SFW career advisors are responsible for notifying job seekers of their rights under the Florida Statutes; to assure the job seekers that any information disclosed regarding domestic violence shall remain confidential; to identify possible domestic violence victims during the intake and screening process beginning with program orientation; to develop an Individual Responsibility Plan (**IRP**) or services available, e.g., relocation services, victims assistance payments, and to provide assessment and referrals to support services as needed.
- The local files of victims of domestic violence are held in the highest confidentiality. All files are kept under lock and key.

O Note: The Region does not have any Domestic Violence Providers. Referrals are made through use of community resources.

V.G.20.f	Describe the type of support services the RWB provides to applicants of cash assistance.
<b>RWB RESPONSE</b>	
<p><b>No Change</b></p> <p>The type of support services the RWB provides to applicants of cash assistance includes transportation and child care.</p>	

V.G.20.g	<p>Transitional support services:</p> <ul style="list-style-type: none"> <li>• Describe the type of services offered to participants whose cash assistance closes with earned income.</li> <li>• Describe when and how program participants are informed about transitional benefits and services when they first leave cash assistance.</li> <li>• How long does the RWB authorize a childcare referral for transitional customers?</li> <li>• How often does the RWB require a participant receiving transitional childcare to document employment?</li> <li>• How often are transitional participants receiving support services reviewed for eligibility (family size, income, household composition, etc.)?</li> <li>• If the RWB has a program to encourage employment retention and advancement using support services and/or incentives, please describe it.</li> <li>• Describe the RWB's local operating procedure designed to offer education or training to transitional participants.</li> </ul>
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**RWB RESPONSE**

<p>SFW offers the following services to transitional customers:</p> <ul style="list-style-type: none"> <li>• Informs the participants of Transitional Benefits during the exit interview process.</li> <li>• Authorizes TCC referrals/re-determination every 6 months up to 2 years.</li> <li>• Requires participants to provide employment during re-determination every month</li> <li>• Requires to review participants for eligibility once a month when receiving support services</li> <li>• Job Retention Incentive: See attached Job Retention Incentive Procedure Transmittal <b>Attachment</b></li> <li>• Individual Training Account process for Transitional Education.</li> </ul> <p>See attached Transitional Support Services Matrix <b>Attachment</b></p>	
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V.G.20.h	Describe how Career Center staff link participants of the WT Program to other services and funding streams.
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**RWB RESPONSE**

<p><b>No Change</b></p> <p>SFW uses the Universal Referral Form to link participants to WT services and funding streams. <b>See Attachment</b></p>	
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## **VI. Signature Page**

Please complete the signature page and ensure that it is signed by both the Chairperson of the local board and the Chief Elected Official. (29 USC 2841 Section 121). The original signed signature page must be mailed to WFI as instructed on page one of these instructions.

## **VII. Required Attachments**

The following documents must be completed and included in the Workforce Services Plan as required by law:

1. Current Membership – Regional Workforce Board – Attachment 1
2. Fiscal Agent Design/Administrative Entity/One-Stop Operator – Attachment 2
3. Inter-local Agreement(s)
4. List of One-Stop MOUs (Board and One-Stop Partners)
5. Local Operating Procedures Referenced in the Local Workforce Services Plan
6. Public Comments on Local Workforce Services Plan
7. WT/TANF Standard Operating Procedures

## SIGNATURE PAGE

This plan represents the \_\_\_\_\_ Workforce Board's efforts to maximize resources available under Title I of the Workforce Investment Act (WIA) of 1998, the Wagner-Peyser Act, the Welfare Transition Act, and the Food Stamp Employment and Training programs and to coordinate these resources with other State and local programs in the following geographical workforce investment area: \_\_\_\_\_ counties.

This comprehensive plan is submitted for the period July 1, 2011 through June 30, 2012 in accordance with the provisions of the Workforce Investment Act, the Wagner-Peyser Act and the Welfare Transition Act and the Food Stamp Employment and Training Act. We further certify that we will operate our Workforce Investment Act, Wagner-Peyser Act, Welfare Transition and the Food Stamp Employment and Training Act programs in accordance with this plan and applicable federal and state laws and regulations.

### Workforce Development Board Chair

### Chief Elected Official

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name (printed or typed)

\_\_\_\_\_  
Name (printed or typed)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date



## AREA(S) OF REPRESENTATION CODES

BU – Business

CBOD –Community-based Organizations representing individuals with disabilities

CBOV – Community-based Organizations representing veterans

EA – Education

ED – Economic Development

MIL – Military Installation Representative (Effects regions 1, 2, 4, 8, 13, 15, 23)

NV – Non-voting member

OL – Organized Labor

OSPM – One-Stop Partner, Mandatory (to include VR, DCF, Elder Services)

OSPO – One-Stop Partner, Optional

WT/WS – Current or former recipient of welfare transition assistance or workforce services

## DEMOGRAPHICS CODES

### **GENDER CODES**

M – Male

F – Female

### **ETHNIC CODES**

W – White (not Hispanic)

B – black/African American (not Hispanic)

H – Hispanic

O – Other

### **OTHER CODES**

D – Disabled individual

OI – older individual

V – Veteran

**FISCAL AGENT DESIGN/ADMINISTRATIVE ENTITY/ONE-STOP OPERATOR**

<b>NAME OF REGIONAL WORKFORCE BOARD (RWB)</b>	
<b>Name and Title of RWB Chairperson</b>	<b>Name and Title of RWB Staff Director or Main Contact Person</b>
<b>Address of the RWB Chairperson</b>	<b>Address of RWB Staff Director or Main Contact Person</b>
<b>Telephone Number:</b>	<b>Telephone Number:</b>
<b>Facsimile Number:</b>	<b>Facsimile Number:</b>
<b>E-mail Address:</b>	<b>E-mail Address:</b>

<b>Name of RWB One-Stop Operator</b>	<b>Name of RWB Fiscal Agent</b>
<b>Address of RWB One-Stop Operator</b>	<b>Address of RWB Fiscal Agent</b>
<b>Telephone Number:</b>	<b>Telephone Number:</b>
<b>Facsimile Number:</b>	<b>Facsimile Number:</b>

<b>E-mail Address:</b>	<b>E-mail Address:</b>
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<b>Name of the RWB Administrative Entity</b>	<b>Name of the Chief Elected Official(s)</b> <small>(Please add additional sheets if required)</small>
<b>Address of RWB Administrative Entity</b>	<b>Address of the Chief Elected Official(s)</b>
<b>Telephone Number:</b>	<b>Telephone Number:</b>
<b>Facsimile Number:</b>	<b>Facsimile Number:</b>
<b>E-mail Address:</b>	<b>E-mail Address:</b>