

**Directive #: W2FOD-01**

**To: work2future Service Providers**

**From: San Jose Silicon Valley Workforce Development Board**

**Effective Date: July 1, 2018**

**SUBJECT: Career Services**

**Cc: Monique Melchor - Director**



## **OPERATIONAL DIRECTIVE**

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### **Career Services**

The purpose of title I of the Workforce Innovative Opportunity Act (WIOA) is to provide workforce investment activities that increase the employment, retention, earnings of participants, and increase occupational skill attainment by participants, which will improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation's economy. These goals are achieved through the workforce investment system.

Under WIOA the core and intensive services are merged into a new category entitled "career services." The career services category includes basic career services and individualized career services. Basic career services are not subject to the priority of service requirement. However, individualized career services and training services for the Adult program are subject to this requirement.

Basic Career Services are open to any individual and do not require enrollment into the WIOA system. The extent to which specified basic career services are provided at the centers and how services are to be provided are matters to be addressed at a local level and are not specified by WIOA.

**Basic Career Services:** work2future will provide the Basic Career Services below that will not require enrollment into the WIOA system:

1. Determinations of whether the individuals are eligible to receive assistance;
2. Outreach, intake (which may include worker profiling), and orientation to the information and other services available through the one- stop delivery system;
3. Initial assessment of skill levels (including literacy, numeracy, and English language proficiency), aptitudes, abilities (including skills gaps), and supportive service needs;
4. Labor exchange services, including:
  - a) Job search and placement assistance and, in appropriate cases, career counseling, including—
    - i. Provision of information on in-demand industry sectors and occupations; and

- ii. Provision of information on nontraditional employment; and
- b) Appropriate recruitment and other business services on behalf of employers,- including small employers, in the local area, which may include services described in this subsection, such as providing information and referral to specialized business services not traditionally offered through the one-stop delivery system;
- 5. Provision of referrals to and coordination of activities with other programs and services, including programs and services within the one- stop delivery system and, in appropriate cases, other workforce development programs;
- 6. Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including:
  - a) Job vacancy listings in such labor market areas;
  - b) Information on job skills necessary to obtain the jobs described in (a); and
  - c) Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for such occupations; and
- 7. Provision of performance information and program cost information on eligible providers of training services as described in Section 122, provided by program, and eligible providers of youth workforce investment activities described in Section 123, providers of adult education described in Title II, providers of career and technical education activities at the postsecondary level, and career and technical education activities available to school dropouts, under the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et. Seq.), and providers of vocational rehabilitation services described in Title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.);
- 8. Provision of information, in formats that are usable by and understandable to one-stop customers, regarding how the local area is performing on the local performance accountability measures and any additional performance information with respect to the one-stop delivery system in the local area;
- 9. Provision of information, in formats that are usable by and understandable to one-stop center customers, relating to the availability of supportive services or assistance, including:
- 10. Referral to the services or assistance described in item 9 as appropriate;
- 11. Provision of information and assistance regarding filing claims for unemployment compensation
- 12. Assistance in establishing eligibility for programs of financial aid assistance for training and education programs that are not funded under WIOA.

### **Individualized Career Services**

Individualized career services must be made available to all eligible participants if determined to be appropriate for an individual to obtain or retain employment. These services must be made available in all Job Centers. Individualized career services are subject to priority of service and may be provided if determined to be appropriate

in order for an eligible individual to obtain or retain employment. Individualized Services include the following:

1. Comprehensive and Specialized Assessments:

- This involves a closer look at the skill levels and service needs of adult and dislocated worker individuals, which may include:
- Diagnostic testing and use of other assessment tools; and
- In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
- For participants interested in pursuing occupational skills training staff will:
  - i. Administer the WorkKeys assessments (Locating Information, Reading for Information and Applied Mathematics).
  - ii. If participant scores less than a level 3 on any of the WorkKeys tests, staff give the participant access to the ACT Career Ready 101 online remediation training tool to upgrade their skills to qualify for a NCRC and referral to training.
  - iii. Those who master these assessments by scoring a level 3 or higher on all three tests will be eligible to receive a National Career Readiness Certificate (NCRC)

2. Individual Employment Plan (IEP): Using the information gathered during the comprehensive assessment phase, staff will develop a mutually agreed upon IEP. Staff will ensure that participants are screened for basic skills, complete a pre-application and/or equivalent, and ensure that adequate information about the need for training, as specified on the IEP, is on record. The process of developing an IEP includes the following:

- Identify participant's employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information regarding eligible training providers;
- Provide a comprehensive assessment for all participants interested in pursuing education, employment, and training.
- Ensure that participants are appropriate for services such as supportive services.
- Use standard web based tools available through CalJOBS and US Department of Labor (DOL) web sites or other validated employment testing and interest survey instruments such as the WorkKeys assessment.
- The IEP and assessment documents on record may include the following information:
  - i. Personal information (with participants signed release);
  - ii. Interests, skills and work readiness information;
  - iii. Educational and employment history;
  - iv. Financial situation as it relates to employment goals;
  - v. Short and long term employment goals;

- vi. Barriers to employment / advancement and plan to mitigate barriers; and
  - vii. Physical accommodations related to employment needs.
3. Documentation of Service Delivery and Case Management:
- Ensure timely entry in the State CalJOBS system to provide case management services while participants remain active in a WIOA funded program and during the post placement follow-up period.
  - Ensure that 100% of all participant's enrollments are entered in the State CalJOBS system within three (3) days of enrollment, showing, at a minimum, the results of all assessments, and all goals and activities planned and agreed upon at the time of intake.
  - Case notes will include details of services delivered during interaction with participant.
  - WDB Management Information Systems (MIS) staff will provide user ID's with log-in access and training, as needed, to staff that require access to the State CalJOBS system to conduct case management.
4. Group Counseling and/or Individual Counseling, Mentoring: group or individual coaching and support provided in the context of case management and career planning.
5. Career Planning (e.g. Case Management): a supportive and coordinated approach to support a seamless progression from one educational step to the next and across work-based training and education so an individual's efforts result in progress.
6. Short-term Prevocational Services: This includes the development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training, in some instances pre-apprenticeship programs may be considered as short-term pre-vocational services.
7. Internships and Work Experience (linked to careers): Internships and work experience are planned, structured learning experiences that take place in a workplace for a limited period of time. Work experience may be paid as appropriate. An internship or work experience may be arranged within the private for-profit sector, the nonprofit sector, or the public sector. Labor standards apply in any work experience setting where an employee/employer relationship, as defined by the Fair Labor Standards Act (FLSA), exists.
8. Workforce Preparation: These are activities that help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, or training, or employment;
9. Financial Literacy Services: These are activities intended to increase the ability of participants to create household budgets, initiate savings plans, and make informed financial decisions about education, retirement, home ownership, wealth building or other savings goals.
10. Out-of-Area Job Search and Relocation Assistance: These are activities, including job search and labor market research in areas outside of the local workforce area that the job seeker may consider.

11. English Language Acquisition and Integrated Education and Training Programs. These are activities that link educational programs to increase a job seeker's English language proficiency and basic skills programs (such as reading and math) to other industry or occupation-specific education or training programs.

### **Training Services**

Training services may be made available to eligible adult and dislocated workers --

1. Who, after an interview, evaluation or assessment and career planning have been determined to:
  - a. Be unlikely or unable to obtain/retain employment and is in need of training services obtain/retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment; **AND**
  - b. Be in need of training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment; **AND**
  - c. Possessing the skills and qualifications to successfully participant in the selected program of training services;
2. Select a program of training service(s) that are directly linked to the employment opportunities in the local area or the planning region or in another area to which the adults or dislocated workers are willing to commute or relocate; **AND**
3. Be unable to obtain other grant assistance and/or requires assistance beyond the assistance made available under other grant assistance programs; **AND**
4. Be eligible based on the established priority system.

There is no sequence of service requirement for career services and training. This means that WIOA service providers may determine training is appropriate regardless of whether the individual has received basic or individualized career services first. Under WIOA, training services may be provided if WIOA service providers determine, after an interview, evaluation or assessment, and career planning, that the individual:

1. Is unlikely or unable to obtain or retain employment, that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services alone;
2. Is in need of training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment, through career services alone; and
3. Has the skills and qualifications to successfully participate in the selected program of training services.
4. Training services, when determined appropriate, must be provided either through an Individual Training Account (ITA)
5. Training services must be linked to in-demand employment opportunities in the local area or planning region or in a geographic area in which the adult or dislocated worker is willing to commute or relocate.

6. The selection of training services should be conducted in a manner that maximizes participant choice, is linked to in-demand occupations, informed by the performance of relevant training providers listed on the Eligible Training Provider List (ETPL) in CalJOBS, and coordinated to the extent possible with other sources of financial assistance.

**Training Services include the following:**

1. Occupational skills training, including training for nontraditional employment: An organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels;
2. On-the-job training (OJT), including registered apprenticeship: Training by an employer that is provided to a paid participant while engaged in productive work that is limited in duration, provides knowledge or skills essential to the full and adequate performance of the job, and reimburses the employer for the costs associated with training the OJT trainee often calculated based on a percentage of the trainee's wages;
3. Incumbent worker training, includes training for under-skilled, underemployed workers or those facing layoff (if to avert layoff);
4. Workplace training and cooperative education programs: Programs that combine workplace training with related instruction which may include cooperative education programs;
5. Private sector training programs: programs operated by the private sector that are designed to impart relevant knowledge, skills, and abilities to participants;
6. Skills upgrading and retraining: Courses that prepare persons for entrance into a new occupation through instruction in new and different skills demanded by technological changes. These courses train incumbent workers in specific skills needed by that business or industry and that lead to potential career growth and increased wages. This includes courses that develop professional competencies that are particularly relevant to a vocational/occupational goal. It must be demonstrated that the training will result in the workers' acquisition of transferable skills or an industry-recognized certification or credential;
7. Entrepreneurial training Courses that expose students to the skills and knowledge necessary to support self-employment, small business ownership, and entrepreneurship;
8. Transitional jobs, includes time limited work experiences that are subsidized and are in the public, private, or nonprofit sectors for individuals with barriers to employment who are chronically unemployed or have an inconsistent work history;
9. Job readiness training provided in combination with other training described above: Training in job-seeking skills, resume or job application preparation, interviewing skills or other activities that may assist an individual to secure competitive employment;
10. Adult education and literacy activities: Services or instruction below the postsecondary level for individuals who are not enrolled or required to be enrolled in secondary school under state law and lack

basic educational skills to enable the individuals to function effectively in society and on a job. Services include, but are not limited to, one-on-one instruction, coursework, or workshops that provide direction for the development and ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function in society or on the job; and

11. Customized training: Training that is conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.
12. Measurable Skills Gain Attainment (see below)

### **Measurable Skill Gains**

Percentage of program participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skills gains, defined as documented academic, technical, occupational, or other forms of progress, towards such a credential or employment.

- Only count in numerator and denominator 1 time in a reporting period (i.e., program year) regardless of how many skill gains are attained unless the individual has more than 1 period of participation in the program year
- The measurable skill gains indicator measures progress; is not exit-based

### **Five Types of Measurable Skill Gains**

- Achievement of at least one educational functioning level, if receiving instruction below postsecondary education level
  - Attainment of secondary school diploma or equivalent
  - Secondary or postsecondary transcript for sufficient number of credit hours
- Secondary: transcript or report card for 1 semester
- Postsecondary: at least 12 hours per semester or, for part-time students, a total of at least 12 hours over 2 completed consecutive semesters
- Satisfactory progress report toward an established milestone from an employer or training provider
- Passage of an exam required for an occupation or progress attaining technical/occupational skills as evidenced by trade-related benchmarks