

South Florida Workforce

Region 23

2009 – 2011

TWO - YEAR WORKFORCE SERVICES PLAN



LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

TABLE OF CONTENTS

	PAGE
Introduction	5
Executive Summary (Optional)	6
I. Local Plan Development Process	6
A. Description of Workforce Plan Development Process: Collaboration with Partners for Workforce Investment Act, Wagner-Peyser, and Welfare Transition/Temporary Assistance to Needy Families (TANF) Programs	7
B. Description of Process for Providing Public Comments	8
II. Local Vision and Goals	9
A. Description of the Local Board's Unique Vision and Strategic Goals	9
B. Provide a Brief Overview of the Process for Attaining the Local Board's Workforce Goals	15
III. Assessment of Labor Market Needs (Emphasis on a "Demand-Driven" System)	17
A. Identification of Workforce Needs of Area	17
B. Identification of Current and Projected Employment Opportunities	24
C. Description of Necessary Job Skills	30
IV. Local System Infrastructure	36
A. Description of Functions and Completion of Required Tables	36
B. Process for Selecting Service partner(s)	38
V. One-Stop Delivery System/Services	42

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

A. Description of the Local One-Stop System	43
B. Process for Maintaining Eligible Provider Training List	45
C. Processes for Ensuring Continuous Education/Training of Eligible Service partners, Assessments of Strengths and Opportunities, Use of Performance Incentives, Awarding Bonuses to Participants, Use of Individual Training Accounts (ITAs) and Achievement of Performance Goals	47
D. The Memorandum of Understanding Process	50
E. Selection Process of One-Stop Operator(s)	54
F. Mandatory One-Stop Partners' Employment and Training Program Activities and Services, including Faith-Based and Community-Based Organization Initiatives	54
1. Wagner-Peyser	55
2. Veterans Program	63
3. Migrant and Seasonal Farm Workers	65
4. Rapid Response	69
5. Trade Adjustment Act	74
6. Job Corps	75
7. Youth Programs	76
8. Welfare Transition Program/TANF	87
9. Food Stamp Employment and Training Program	119
10. Senior Community Services Employment Program	145
11. Workforce Activities and Services	146
12. Work Experience	158
13. On-the-Job Training	160
14. Customized Training	162
15. Employed Worker Training Program	166
16. Business Services	169
17. Services to Targeted Populations	177
18. Workforce Program-Specific Definitions	180
19. Supportive Services	186

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

VI. Description of Negotiated Local Performance Goals and Levels	192
VII. Administrative Plan	192
VIII. Signature Pages	193
IX. Required Attachments	193
A. Inter-local Agreement(s)	
B. Fiscal Agent Design/Administrative Entity/One-Stop Operator	
C. List of One-Stop Memorandum(s) of Understanding (Board and One-Stop Partners)	
D. Local Operating Procedures Referenced in the Local Workforce Services Plan	
E. Welfare Transition/TANF Standard Operating Procedures	
F. Public Comments on Local Workforce Investment Plan	
G. Local Administrative Plan	

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

INTRODUCTION

The purpose of these instructions is to assist the Regional Workforce Boards (RWBs) with the development of the two-year local Workforce Services Plan. The Workforce Services Plan is required under Title I of the Workforce Investment Act (WIA), including Job Corps, Wagner-Peyser Act, Veteran, Migrant and Seasonal Farm Worker (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 development of the local Workforce Services Plan is critical to having a comprehensive plan consistent with the State Workforce Investment Plan 2007-2009 that will be submitted to the United States Department of Labor (USDOL) by June 30, 2007. The State's Workforce Investment Plan is available on the Internet at: http://www.workforceflorida.com/wages/wfi/news/WIA_2007.htm

The local Workforce Services Plan is to be submitted in paper format (two copies) and an electronic format via e-mail to the Workforce Florida, Incorporated (WFI) by close of business on September 28, 2007. The plan should be e-mailed to Helen Jones at hjones@workforceflorida.com.

The two paper copies with original signatures should be mailed to:

Helen Jones
Workforce Florida Inc.
1580 Waldo Palmer Lane, Suite 1
Tallahassee, Florida 32308

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

- Organize the information in the document according to the plan instructions;
- Descriptions of program activities should include sufficient details to portray the workforce program designs and local program operations. The "RWB Response" sections will expand to allow as much space as needed to reply to each plan element of the instruction;
- 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 12 or greater;
- Use the attached form provided to submit board membership (duplicate as needed); and
- Include a list of the plan attachments and submit them in a separate electronic file.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Executive Summary (Optional)

I. Local Plan Development Process

- A. WIA Section 118 requires that each local board, in partnership with the appropriate chief elected officials, develop and submit a comprehensive five-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 draft State Workforce Investment Plan. This is an update for the two-year period ending June 30, 2009. 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 the WFI (**Note: The comment period can extend beyond the due date of the plan.**);
 - Be consistent with the requirement in WIA Section 118(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 including those that express disagreement with the local Workforce Services Plan to the WFI, along with the local plan.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

B. Describe the role of the Local RWB in developing, reviewing and approving the plan.

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

SECTION	INSTRUCTION
A.1.	Describe the process used to ensure public comment on and input into the development of the local Workforce Services Plan (include as an attachment all comments including those that express disagreement with the plan). Include a description of specific steps taken to include input from members of the local board and members of businesses and labor organizations. The 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.

RWB RESPONSE
<p>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, Economics 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 45 member SFWIB Board.</p> <p>SFWIB staff has planned and marketed seven (7) information sessions strategically located at Career Centers in all sections of 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.</p> <p>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 SFW's long-term objectives. SFW managers and service partners participated in a second planning session to</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

brainstorm strategic themes, objectives, specific measures, and baseline assessments. The accumulated effort has resulted in the completion of the draft Two Year Workforce Services Plan; upon completion of the draft document, service partners were given a copy, along with an invitation to a second planning session. At this meeting, the partners discussed changes and additions for the final draft, prior to public comment. SFW then released the final draft to the community-at-large for comment. Public meetings were held at six (6) Career Centers in 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, SFW managers, service, training and mandated partners reached a consensus on the final draft.

SECTION	INSTRUCTION
A.2.	Describe how comments were considered in the local Workforce Services Plan development process.

RWB RESPONSE
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.

B. Description of Process for Providing Public Comments

SECTION	INSTRUCTION
B.	Summarize and include as an attachment all comments, including 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 the WFI at the address previously indicated in the introduction section above.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE
<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 (see Section I, State's Vision, paragraph A through E). Florida's broad strategic economic and workforce development goals are also set forth in the Workforce Florida Act (WFA) and Enterprise Florida's Five-Year Strategic Plan. The vision and goals will continue to be refined by the Florida State Legislature and State Workforce Board.

A. Description of Local Board's Unique Vision and Strategic Goals

SECTION	INSTRUCTION
A.1.	<p>Describe the region's economic development goals, how the workforce system is aligned with those goals, local education and training opportunities that were created/enhanced to support those goals, enhancement gains through technology (i.e., Employ Florida Marketplace, etc.), and how the region is enhancing employment opportunities for youth. If applicable, elaborate on any special regional initiatives that correspond with the State's key workforce priorities located in Section II of the State Plan. The description should also include the goals and visions for WT/TANF and FSET programs. The vision, goals and objectives of these programs should support and complement the vision, goals and objectives identified in the Workforce Florida Strategic Plan 2005-2010. The Workforce Florida Strategic Plan is available on the Internet at: http://www.workforceflorida.com/wages/wfi/news/docs/WFI_2005-2010_Strategic_Plan.pdf.</p>

RWB RESPONSE
<p>According to the Agency for Workforce Innovation (AWI), the unemployment rate in the South Florida Workforce region (Miami-Dade and Monroe counties) was 11.2 percent in September 2009, up 4.9 percentage points from the year ago rate of 6.3 percent and equal to the state rate. Out of a labor force of 1,279,864, there were 143,048 unemployed residents in the region. By county, the Miami-Dade unemployment rate is 11.3 percent and Monroe's</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

rate is 7.0 percent. Miami-Dade's rate has dropped 0.5 percent from last month's 11.8 percent rate while Monroe County witnessed a nominal increase of 0.4 percent during the same time period.

Considering these statistics, SFW's goal is to deliver the skilled workforce that meets the labor demand for new, expanding or relocating businesses. With this in mind and with a shared vision of a world-class labor force, SFW is strongly committed to excellence in education and workforce development. It has prioritized training in regional high growth industries and focused on those job seekers who are most in need of developing the skills required by these employers. SFW will contribute to the region's economic growth by preparing the workforce to meet these demands.

South Florida youth will be provided the opportunity to develop and achieve career goals through education and workforce training. This includes youth most in need of assistance, such as out-of-school youth, homeless youth, youth in foster care, youth aging out of foster care, youth offenders, children of incarcerated parents, migrant and seasonal farm worker youth, and other youth at risk. This will be accomplished by implementing the Department of Labor's (DOL) new strategic vision for the delivery of youth services under the Workforce Investment Act.

SFW's vision for youth emphasizes:

- Services that result in academic and employment success for the youth.
- Providing comprehensive, integrated, and effective services, including a variety of options for improving educational and skill competencies, and providing effective connections to employers.
- Ensuring ongoing mentoring opportunities for eligible youth with adults committed to providing such opportunities.
- Providing training opportunities.
- Providing supportive services to eligible youth.
- Providing incentives based on recognition and achievement.
- Providing opportunities in activities related to leadership, development, decision making, citizenship, and community service.

To enhance economic growth for the region SFW has organized the strategic priorities around four general categories: customer, financial, internal processes, and learning and growth. These categories closely align with the strategic imperatives outlined in Workforce Florida's Re-iMagine 2005-2010 Strategic Plan. The following is a list of the strategic priorities, organized by category.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

CUSTOMER PRIORITIES AND STRATEGIC GOALS

- **Customer Satisfaction** - Primary customer is the *employer*. Exceed the expectations of businesses. Improve employer satisfaction. Increase employer penetration and workforce system usage.
- **Employer-Focused Skills Development** - Embed the South Florida Workforce system with the demand-driven model securing the alignment of internal partners and universal staff.
- **Community Partnerships Supporting Economic Growth** - Strengthen the existing partnerships with economic development and the educational community. Expand community partnerships and business stakeholders.
- **Stable and Sustainable Employment** - Develop industry and occupational pipelines that train and develop our job seekers in high demand infrastructure industries, emerging industries, and high growth occupations.
- **Positive Image** - Strengthen and expand awareness and education of the SFW system. Improve our image with businesses.

FINANCIAL PRIORITIES AND STRATEGIC GOALS

- **Fiscal Control & Accountability** - Increase fiscal control.
- **Enhanced Revenue Base** - Identify and pursue opportunities to deliver alternate income streams.
- **Enhanced Simplicity, Efficiency, and Effectiveness** - "Make it easy to do business with SFW" for all our internal stakeholders and partners minimizing errors and delays, and increasing satisfaction.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

INTERNAL BUSINESS PROCESS PRIORITIES AND STRATEGIC GOALS

- **Seamless Delivery and Integration of Service** - Create an environment where it is “easy to do business” with SFW; facilitate transactions and linkages for external partners, businesses and job seekers in order to increase workforce system usage and satisfaction levels.
- **Regulatory Processes and Performance Management** - Align performance metrics with business focus.
- **Quality Assurance** - Build organizational capacity and improve performance. Leverage technology to enhance workforce development system.

LEARNING & GROWTH PRIORITIES AND STRATEGIC GOALS

- **Human Capital Investments** - Support training and development of workforce system internal resources. Improve performance.
- **Strategic Alignments** - Ensure system-wide communication alignment.
- **Growth-Enabling Environment** - Initiate cultural transformation. Increase internal stakeholder satisfaction and improve performance.

Florida Statutes, Section 288.905(2), mandate that the Enterprise Florida Board develop a statewide strategic plan for economic development, establish a Roadmap to Florida’s Future, and forward it to the Governor and Legislative leaders. In late 2006, Enterprise Florida updated its first Roadmap, producing the 2007-2012 Strategic Plan for Economic Development (Roadmap to Florida’s Future website: <http://www.eFlorida.com/strategicplan/default.asp?sectionid=34>)

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
A.2.	Please describe the economic development goals for the RWB and how they will be aligned with the workforce system.

RWB RESPONSE
<p>The region's economic development goals are encompassed by the following two areas of focus:</p> <ul style="list-style-type: none"> • Jobs and Employment Growth • Personal Income Growth <p>It is the region's position that these two factors will contribute most significantly to South Florida's overall economic health and sustainability. The South Florida region has experienced economic decline and low levels of employment over the past couple of years. The downturn is attributable to the housing bust which has impacted both the Construction and Business Services industries. Focusing intra- and interagency efforts and objectives on the overarching goals will create a system honed on sustaining the region's economy.</p> <p>These two goals feed directly into the region's approach when it comes to attracting, retaining, and growing business and industry throughout the region. South Florida's industry backbone to date has been construction, business services, international trade, travel and entertainment. Customers have counted on the strong work ethic and abilities of South Floridians to provide excellent quality and service.</p> <p>Linkages to Roadmap and State of Florida Two-Year Workforce Investment Plan</p> <ul style="list-style-type: none"> • Florida Roadmap Priority: Ensure Florida's leadership for global commerce. <ul style="list-style-type: none"> ○ South Florida Workforce Alignment: Develop industry and occupational pipelines that train and develop a skilled labor force in high demand industries, emerging industries and high growth occupations that support the region's leadership position in global commerce. • Florida Roadmap Priority: Establish Florida as a leader for emerging industries with innovation, entrepreneurship and venture capital. <ul style="list-style-type: none"> ○ South Florida Workforce Alignment: Partner with businesses, economic development and the educational community to meet the skilled workforce demand of our emerging industries; partner with community partners to train and develop individuals with entrepreneurial skills and innovative ideas.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

- **Florida Roadmap Priority:** Raise the bar for excellence in workforce education.
 - **South Florida Workforce Alignment:** Partner with the community colleges, school districts, private training partners, and businesses to ensure excellence and innovation in adult basic education, workforce education, the academies, English for speakers of other languages and emerging requirements for other languages in the work place.

- **Florida Roadmap Priority:** Ensure the competitiveness of Florida's business climate.
 - **South Florida Workforce Alignment:** Building a demand-driven workforce development organization that delivers a Workforce Demand Value Chain through the creation of occupational, industry and community pipelines reflecting present and future labor market needs.

- **Florida Roadmap Priority:** Develop an economic stimulus strategy for Florida's rural areas of critical economic concern.
 - **South Florida Workforce Alignment:** Although not a rural area, Region 23 shows alignment with this priority by providing equal access, quality of services and demand-driven skills development to the migrant workers and shrinking rural population of the southernmost areas of Miami-Dade County.

- **Florida Roadmap Priority:** Retain and strengthen Florida's key industry sectors.
 - **South Florida Workforce Alignment:** Strengthen the relationships with South Florida key infrastructure industries and partnering with the industry's related organizations to develop the workforce development programs and pipelines required to supply their labor needs and in order to keep these businesses economically strong and providing a career ladder for the individual's growth.

- **Florida Roadmap Priority:** Establish a smart growth policy for sustainable economic development, diversification and a quality of life.
 - **South Florida Workforce Alignment:** Deliver stable and sustainable employment leading to economic self-sufficiency hence enhancing the quality of life of Miami-Dade and Monroe counties' residents.

- **Florida Roadmap Priority:** Invest in economic development.
 - **South Florida Workforce Alignment:** Coordinate and collaborate with our economic development partners to leverage resources and create programs that support local targeted, industries, and create new jobs.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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

SECTION	INSTRUCTION
B.1	Describe the process used to implement the local board’s Workforce Service Plan. Include 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, as well as enable the region to ascertain performance objectives toward local goals and State negotiated performance metrics.

RWB RESPONSE
<p>The process used in implementing the Board’s local Workforce Service Plan includes the Board Committees, SFWIB staff, contracted service partners and other stakeholders. The Board’s Committee play an important role in developing policies. The Workforce System Improvement (WSI) Committee develops policy recommendations to the SFWIB in the following areas: a. Workforce policy and 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:</p> <ul style="list-style-type: none"> a) Improvements to the responsiveness of training in Region 23 with respect to business and economic development opportunities. b) Integration of federal and state workforce funding to improve training and job placements within the business community. c) Identification of occupations in Region 23 which are critical to business retention, expansion and recruitment activities. <p>Prior to the Committee’s developing policy recommendation, strategies to improve and deliver services for the various workforce programs are discussed and evaluated by each of the programs Performance Improvement Teams (PIT). These recommendations are forwarded to the appropriate Committee.</p> <p>Upon approval of the Board of a specific policy or modification of policy, SFWIB staff and contracted Service Partners implement the policies, including the development of strategies to deliver the appropriate services. During the monthly Partners meeting issues related to the delivery of services are discussed and recommendations are developed to improve the delivery of the services being offered.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SFW has taken a very proactive approach to ascertain if performance goals/ measures are being met. SFW created and implemented a balanced scorecard to measure performance, including measuring the number of SFW customers attaining self-sufficiency

In addition, SFW developed a Performance Management Tool (PMT) that is designed to provide capabilities to monitor and analyze performance measures and methodologies. The system allows SFW service partners to monitor their balanced scorecard to improve the region's performance. The PMT application integrates the major types of workforce performance measures. The PMT provides a unique approach of measuring regional performance measures. Also, it standardizes performance practices around the region and provides visualization of key performance indicators. The system is continuously being evaluated for improvements.

Further, SFW holds Performance Improvement Meetings with contracted service partners once a month to review the current performance measures and provide improvement strategies. These meetings allow staff and partners to identify challenges, trends and improve methodologies.

SECTION	INSTRUCTION
B.2	Describe the process if the region is utilizing any of the waivers identified in the State Plan from the USDOL to enable full implementation of a business-driven model. Provide information on whether any laws, regulations, or policies impede the region from full attainment of local workforce system goals.

RWB RESPONSE
Currently for the Employed Worker Training Program (EWTP) SFW follows State guidelines on how to implement waivers to enable full implementation of a business-driven model. Currently the State processes the Incumbent Worker Training program. This impedes the local Board from utilizing Incumbent Worker funds in meeting workforce system goals.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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 focus groups 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. Using the information in Section IV, Economic and Labor Market Analysis of the State Workforce plan, provide the following information:

A. Identification of Workforce Needs of Area

SECTION	INSTRUCTION
A	Describe the process used to identify the workforce needs of the businesses, job seekers, and workers in the local area.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE

ASSESSMENT OF NEEDS

III.A Identification of Workforce Investment Needs of Area

The current South Florida Workforce Strategic Plan has identified industry priorities and targeted populations to be served by Region 23's workforce delivery system. Regarding the demand side of the economy, SFW's role in the employer community is to assist businesses in securing skilled workers. In an attempt to align our industry priorities with those of local and state planners, SFW staff and partners reviewed the industry priorities of Workforce Florida, Inc., Enterprise Florida, The Beacon Council, and Greater Miami Chamber of Commerce's Workforce Development Committee. The South Florida Workforce Strategic Plan recommended aligning our priorities with those of our partners. This effort resulted in the following list of targeted industries for South Florida Workforce:

- **Life Sciences/Bio-Tech**
- **Health Services**
- **IT/Telecommunications**
- **Aviation**
- **Waste Management**
- **Green Jobs**

With an understanding of the community demand for skills, the SFW turned its attention to the supply side of the equation. South Florida Workforce has prioritized the job seeker and worker populations as follows:

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

- 1. Veterans and hardest to serve: disadvantaged, illiterate, ex-offenders, individuals with disabilities, etc.**
- 2. At-Risk Youth**
- 3. Professionals and Dislocated Workers**
- 4. Universal Job Seeker**

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 changes¹. 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.

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

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Our Community and Its Labor Force

The civilian labor force, a subset of total population, is one of the most important components of labor-market data utilized for business planning. The term "labor force" refers to persons over 16 years of age who are either employed or unemployed. Labor force trends are related to many other major economic indicators, making this data a key element of a county's statistical system. To be considered unemployed, a person must be *actively* looking for employment. In addition, persons laid-off and those who are to begin a new job within the next 30 days are classified as unemployed. The civilian labor force excludes persons serving in the armed forces. It is an estimate of individuals in the labor force residing in a designated geographic area, but not necessarily employed or working in that area. It includes agricultural and non-agricultural employees. Persons are counted only once, even if they hold more than one job. The labor force is the total of those who are employed and those who are unemployed, but have recently looked for a job.

Persons not in the labor force include those who are institutionalized, homemakers, retirees, students and disabled persons not seeking work and discouraged workers (people who want jobs, but are not currently searching for employment because they feel no jobs are available).

In September 2009, the total civilian labor force in Workforce Region 23 was 1,279,864, of which 1,136,816 were employed and 143,048 were unemployed. The Region's unemployment rate is 11.2 percent. Miami-Dade County is Florida's most populous county, with 13.2 percent of Florida's population. The total civilian labor force in Miami-Dade County for September 2009 was 1,232,503, of which 1,092,758 were employed and 139,745 were unemployed. This constitutes the largest labor force in the state. The unemployment rate was 11.3 percent, a 0.5 decrease from the August 2009 rate of 11.8 percent. Out of Florida's 67 counties, Miami-Dade ranks 31 in terms of unemployment while Monroe is ranked 65, having the third lowest rate. The average weekly wage for Miami-Dade County in 1st Quarter 2009 was \$855. This would be equivalent to \$21.38 per hour or \$44,460 per year, assuming a 40-hour week worked the year around.

The total number of employees located in Miami-Dade County in 1st Quarter 2009 was 967,829. The largest major industry sector was Health Care and Social Assistance (with 14 percent of the employment), followed by Retail Trade (with 12 percent), and Accommodation and Food Services (with 9 percent). The largest major occupational group was Office and Administrative Support Occupations (with 19 percent of the estimated employment), followed by Sales and Related Occupations (with 14 percent), and Food Preparation and Serving Related Occupations (with 7 percent).

In September 09, total nonagricultural employment in the Miami-Miami Beach-Kendall metropolitan division was 1,005,500, a decline 20 of 3.2 percent over the year compared to the statewide decrease of 4.7 percent over the same time period. Florida's seasonally adjusted unemployment rate for September 2009 is 11.0 percent. This represents

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

1,012,000 jobless out of a labor force of 9,193,000. Florida's current unemployment rate is 1.2 percentage points higher than the national unemployment rate of 9.8 percent.

The 2009 population of Monroe County was estimated at 77,925. This represents a -2.5 percent decrease from 1999. The total civilian labor force in Monroe County for September 2009 was 47,361, of which 44,058 were employed and 3,303 were unemployed. The unemployment rate was 7.0 percent. The average weekly wage for Monroe County in 1st Quarter 2009 was \$684. This would be equivalent to \$17.10 per hour or \$35,568 per year, assuming a 40-hour week worked the year around. The total number of employees located in Monroe County in 1st Quarter 2009 was 35,233. The largest major industry sector was Accommodation and Food Services (with 29 percent of the employment), followed by Retail Trade (with 15 percent), and Public Administration (with 9 percent). The largest major occupational group was Office and Administrative Support Occupations (with 18 percent of the estimated employment), followed by Sales and Related Occupations (with 13 percent), and Food Preparation and Serving Related Occupations (with 9 percent).

With unemployment in Miami-Dade County higher than that of the state and most Florida counties, a great challenge of the SFW is improving existing pipelines to current employment opportunities, while working collaboratively with economic development and education engines to increase career opportunities for area residents. A very different dynamic is experienced in Monroe County, where unemployment rates have been consistently lower than the national average, the state and its neighbors to the north.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Population and Labor Force Estimates Miami-Dade County

YEAR	POPULATION	CIVILIAN LABOR FORCE	EMPLOYMENT	UNEMPLOYMENT	
				LEVEL	RATE (%)
1988	1,879,124	947,171	880,205	66,966	7.1
1989	1,908,945	962,133	886,919	75,214	7.8
1990	1,937,194	987,269	909,877	77,392	7.8
1991	1,978,374	993,360	903,785	89,575	9.0
1992	2,004,374	1,003,487	908,454	95,033	9.5
1993	1,995,568	1,006,525	923,149	83,376	8.3
1994	2,048,718	1,036,193	946,669	89,524	8.6
1995	2,076,171	1,048,926	964,401	84,525	8.1
1996	2,112,848	1,074,600	988,119	86,481	8.0
1997	2,146,081	1,093,568	1,010,126	83,442	7.6
1998	2,172,357	1,102,294	1,025,506	76,788	7.0
1999	2,208,140	1,100,623	1,036,022	64,601	5.9
2000	2,253,779	1,103,485	1,046,900	56,585	5.1
2001	2,285,869	1,098,225	1,031,747	66,478	6.1
2002	2,312,478	1,092,613	1,021,244	71,369	6.5
2003	2,345,932	1,097,562	1,032,842	64,720	5.9
2004	2,379,818	1,107,431	1,046,790	60,641	5.5
2005	2,422,075	1,133,274	1,081,204	52,070	4.6
2006	2,437,022	1,166,005	1,118,707	47,298	4.1
2007	2,462,292	1,196,086	1,143,548	52,538	4.4
2008	2,477,289	1,212,446	1,142,665	69,781	5.8

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Population and Labor Force Estimates Monroe County

YEAR	POPULATION	CIVILIAN LABOR FORCE	EMPLOYMENT	UNEMPLOYMENT	
				LEVEL	RATE (%)
1990	78,024	40,978	39,867	1,111	2.7
1991	79,275	41,395	39,747	1,648	4.0
1992	79,786	41,729	39,727	2,002	4.8
1993	80,063	43,375	41,797	1,578	3.6
1994	79,895	43,641	42,307	1,334	3.1
1995	79,824	44,599	43,359	1,240	2.8
1996	79,941	45,766	44,506	1,260	2.8
1997	79,941	47,288	46,145	1,143	2.4
1998	79,669	48,060	46,753	1,307	2.7
1999	79,963	47,954	46,834	1,120	2.3
2000	79,589	45,192	43,901	1,291	2.9
2001	80,588	46,424	44,840	1,584	3.4
2002	81,140	46,770	44,954	1,816	3.9
2003	80,537	46,707	45,157	1,550	3.3
2004	81,236	45,680	44,302	1,378	3.0
2005	82,413	44,748	43,541	1,207	2.7
2006	80,510	43,851	42,763	1,088	2.5
2007	78,987	44,465	43,279	1,186	2.7
2008	76,081	47,433	45,550	1,883	4.0

Note: Labor force estimates are annual averages. Population estimates are for April 1 each year.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

B. Identification of Current and Projected Employment Opportunities

SECTION	INSTRUCTION
B.1.	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 at http://www.labormarketinfo.com/ and the Florida Education and Training Placement Information Program (FETPIP) web site at http://www.firn.edu/doe/fetpip .

RWB RESPONSE
<p style="text-align: center;">Identification of Current and Projected Employment Opportunities</p> <p>In order to manage by fact and align with our demand-driven approach to workforce development, SFW conducted a comprehensive study of current and projected employment demands in Miami-Dade and Monroe counties. All strategic policy decisions and operational plans regarding training, employer services, Career Center assessments, and referral will be driven by these results. We anticipate that this approach will guide our community toward the world-class labor force we envision.</p>

SECTION	INSTRUCTION
B.2.	Describe if the information in B.1. above has been supplemented using other special analyses, surveys or studies. Given the State's low unemployment rate and specific unemployment rates in the region, describe how the region is dealing with the workforce shortages in key targeted areas identified in the region's workforce goals.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

III.B.1 Current Industrial Structure and Local Dynamics

The total civilian labor force in Workforce Region 23 for September 2009 was 1,279,864, of which 1,136,816 were employed and 143,048 were unemployed. Total nonagricultural employment in the Miami-Miami Beach-Kendall metropolitan division was 1,005,500, a decline of 3.2 percent over the year compared to the statewide decrease of 4.7 percent over the same time period.

Total nonagricultural employment declined by 32,800 jobs over the year in the Miami-Miami Beach-Kendall metropolitan division, with all major industries losing jobs over the year. Trade, transportation, and utilities (-8,200 jobs) lost the most jobs, followed by mining, logging, and construction (-6,700 jobs); professional and business services (-4,900 jobs); government (-3,700 jobs); manufacturing (-3,000 jobs); financial activities (-1,800 jobs); leisure and hospitality (-1,600 jobs); other services (-1,400 jobs); information (-1,000 jobs); and education and health services (-500 jobs). The Miami-Miami-Beach-Kendall metropolitan division's over-the-year loss in government was the highest of all metro areas in Florida last month.

However not all the statistics are bleak. From August 2009 to September 2009, several industry sectors in Miami-Dade County experienced job growth. They include State Government at 1.9 percent, Hospitals at 0.8 percent, Finance and Insurance at 0.4 percent and Manufacturing at 0.2 percent.

From September 2008 to September 2009, industry sectors seeing positive growth include Ambulatory Health Care Services at 0.8 percent, Wholesale Trade at 0.3 percent, Air Transportation at 0.7 percent and Federal Government at 0.5 percent. These statistics indicate small, slow, and positive growth in South Florida, evidence that the recovery is underway.

Staffing Patterns by Key Industry

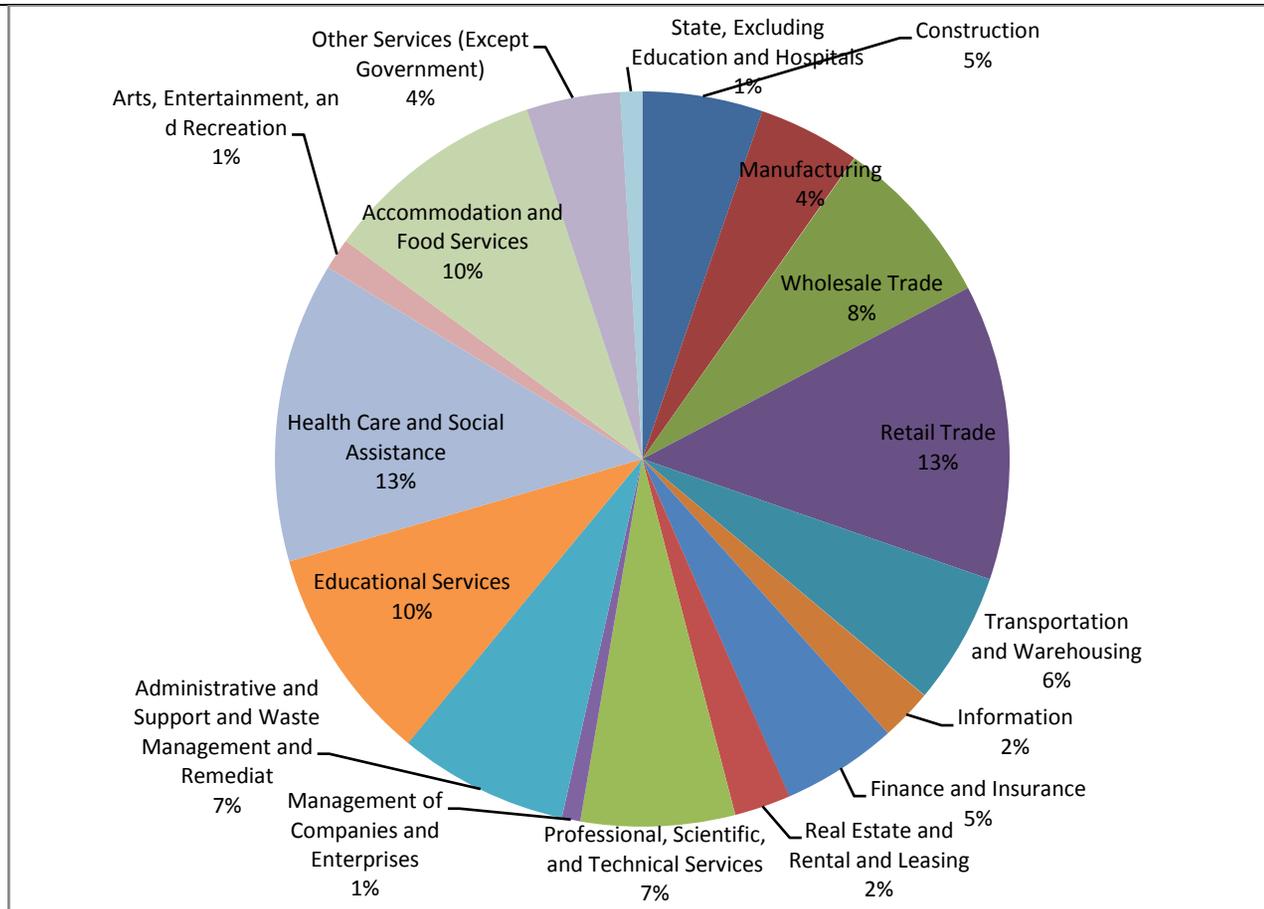
Staffing patterns offer a different perspective of industry composition and greatly assists in determining potential needs of businesses that are expanding in or re-locating to the Miami MSA. We have conducted these studies for our critical industries. As an example: Specialty Trade Contractors – construction workforce is composed of carpenters (4 percent), electricians (12 percent), air-conditioning technicians (6 percent), plumbers and pipe-fitters (6 percent), general office clerks (5 percent), roofers (3 percent), cost estimators (3 percent), etc. This information provides the data necessary to design training programs that will meet future labor force demand within this sector. This data has also provided insights into the future needs of middle and large businesses, which employ most of our regional labor force.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

III.B.2 Employment and Occupational Projections

Several regional industry sectors are expected to see continued growth for years to come. They include Health Care and Social Assistance as well as professional, scientific and technical services. According to the Florida Research and Economic Database (FRED) the following is a list of industry employment and projections data in Miami-Dade County from base year 2008 to projected year 2016. Professional, scientific, and technical services, 68,412 (2008), 83,503 (2016), a 22.1 total percent change; Administrative and Support and Waste Management and Remediation, 74,953 (2008), 86,486 (2016), a 15.4 total percent change; Health Care and Social Assistance, 132,867 (2008), 152,717 (2016), a 14.9 total percent change; Educational Services, 95,316 (2008), 107,734 (2016), a 13.0 total percent change; Finance and Insurance, 50,867 (2008), 56,776 (2016), a 11.6 total percent change; Wholesale Trade, 76,563 (2008), 83,032 (2016), a 8.4 total percent change; Accommodation and Food Services, 91,519 (2008), 98,901 (2016), a 8.1 total percent change; Management of Companies and Enterprises, 8,133 (2008), 8,650 (2016), a 6.4 total percent change; Other Services (Except Government), 40,304 (2008), 42,662 (2016), a 5.9 total percent change; and Real Estate and Rental and Leasing, 24,223 (2008), 25,410 (2016), a 4.9 total percent change. Clearly, service-providing sectors will account for the majority of the new jobs created between now and 2016. Thus, SFW is tailoring its programs and initiatives to focus on equipping its customers with the tools necessary to succeed in careers that parallel FRED's occupational projections.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011



LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Identifying Local Employers

In an environment of budget reductions and increasing pressure to serve more clients with limited resources, the prioritization of services to industries having the most growth and offering the most jobs based on a given criteria would be ideal. The natural next step after prioritizing industries would be to identify all local employers within those industries. We have provided a sample list of employers based on the quantity of workers they employ; however, future lists could be calibrated along other dimensions such as all local firms within the most rapidly growing industries in Workforce Region 23. The following tables illustrate the ten largest private and public sector employers serving Region 23.

Table 14

2009 - Top Largest Private Sector Employers

<i>Top 10 Largest Private Sector Employers</i>	<i># of Employees</i>
Publix Super Markets	11,000
Baptist Health South Florida	10,826
University of Miami	9,874
American Airlines	9,000
Precision Response Corporation	6,000
Bellsouth Corporation – Florida	5,500
Winn-Dixie Stores	4,833
Florida Power & Light Company	3,900
Carnival Cruise Lines	3,500
Macy's Florida	3,368

Source: Beacon Council

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Table 15

2009 - Top Largest Public Sector Employers

<i>Top 10 Largest Public Employers</i>	<i># of Employees</i>
Miami-Dade County Public Schools	50,000
Miami-Dade County	32,000
Federal Government	20,400
Florida State Government	17,000
Jackson Health System	10,500
Miami-Dade College	6,500
City of Miami	4,034
Florida International University	3,132
V A Medical Center	2,300
City of Miami Beach	1,979

Source: Beacon Council

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

C. Description of Necessary Job Skills

SECTION	INSTRUCTION
C.	Describe the job skills necessary for participants to obtain or upgrade employment based on current and projected job opportunities in the region and what skill gaps exist in the region, including how the region will address these skill gaps.

RWB RESPONSE

Description of Necessary Job Skills

According to a recent *Education Week* study, South Florida school districts have some of the lowest graduation rates in the country, ranking in the bottom half of large urban school districts across the nation. The data pertaining to graduation from high school, at the minimum, tremendously influences the labor market and job attainment of the region.

As mentioned before, local businesses have expressed increasing concerns, through various venues, about the low literacy levels, lack of soft skills and limited multilingualism in Region 23. Miami-Dade County's education demographics are in the table below.

Table 16 Miami-Dade County

EDUCATIONAL ATTAINMENT		
Population 25 Years and Over	1,623,937	
Less than 9th grade	206,693	12.7%
9 th to 12th grade, no diploma	161,145	9.9%
High school graduate (including equivalency)	430,136	26.5%
Some college, no degree	245,169	15.1%
Associate degree	129,563	8 %
Bachelor's degree	286,615	17.6%
Graduate or professional degree	164,616	10.1%
Source: American Community Survey 2008		

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Interestingly, AWI data reveal that 61% of Miami-Dade County's average annual openings require an educational attainment level of a PSAC Certificate or higher. In Education: The Economic Development Imperative, a South Florida Workforce Investment Board (SFWIB) report, the correlation between higher education, better employment opportunities, and higher potential income is laid out. Echoing the AWI data, the report states that "by 2015, post secondary/advanced vocational education will be the area of fastest growth in labor requirements by a significant margin."

Area Lacks Confidence in English Proficiency

Language is a complex issue in Region 23. Table 17 ranks the principal languages spoken in Miami-Dade County.

Table 17 Miami-Dade County

RANK	LANGUAGE	AMOUNT
1	Spanish	1,311,377
2	English Only	634,385
3	French Creole	109,064
4	Portuguese Creole	16,597
5	French	13,023
6	Chinese	6,152
7	Russian	4,739
8	Tagalog	4,690
9	Italian	4,025
10	Hebrew	3,273

Source: US Bureau of the Census. Census 2000

Given Miami-Dade's composition, it is not surprising that Spanish ranks first among the foreign languages spoken here. Approximately 78 percent speak Spanish at home, according to the last Census. This doubles Monroe County's rate and more than doubles the rates of Broward and Palm Beach counties. Unfortunately, more than one-third of the Spanish-speaking population does not feel confident in speaking English.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

In fact, in Zip-Codes 33135-Little Havana, 33010-Hialeah Downtown; and 33016-Hialeah Gardens, more than 20 percent of the population does not speak English at all. North Miami Beach (33162) residents had the highest percentage of people who reported feeling very confident in speaking English. Interestingly, while Northside ranked second highest for the number of English-only speakers, only 11 percent reported great confidence in speaking it (see tables 18 and 19). The following table shows the level of English confidence among Miami-Dade County residents.

Table 18
English-Confidence levels/proficiency among English Speakers

Rank	OSCC	Zip Code	Residents that only Speak English (Sorted by OSCC zip codes in Miami-Dade county and all zip codes in Monroe county)
1	Monroe County	ALL	78.6%
2	Perrine	33157	63%
3	Northside	33147	60%
4	Homestead	33030	43%
5	Carol City	33055	43%
6	Miami Beach	33139	38%
7	North Miami Beach	33162	14%
8	West Dade	33165	14.5%
9	Hialeah Downtown	33010	8%
10	Little Havana	33135	7%
11	Hialeah Gardens	33016	6%

Source: US Bureau of the Census

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Table 19

Spanish Speakers by Miami-Dade and Monroe Counties OSCCs

Rank	OSCC	Zip Code	Residents That Speak Spanish, (Sorted by OSCC zip codes in Miami-Dade county and all zip codes Monroe county)
1	Hialeah Downtown	33010	92%
2	Hialeah Gardens	33016	92%
3	Little Havana	33135	92%
4	West Dade	33165	84%
5	North Miami Beach	33162	84%
6	Carol City	33055	54%
7	Homestead	33030	50%
8	Miami Beach	33139	49%
9	Miami Downtown	33137	41%
10	Northside	33147	34%
11	Perrine	33157	31%
12	Monroe County	ALL	16%

Source: US Bureau of the Census

The US Census Bureau indicates that about 80% of the population in Monroe County speaks only English; while another 16% speak Spanish.

Local Area Occupational Analysis

The current and projected employment opportunities section compiles and analyzes figures that directly describe the dynamics of industrial employment in Miami-Dade and Monroe counties. In order to complete this picture the analyses have to include occupational analysis. Occupational employment is a direct reflection of industrial employment flows. As indicated in the previous section, the trade and services industries will generate nearly 70 percent of new jobs in Miami-Dade and Monroe County. Industrial employment is measured to determine past, present and future demand and then, with the assistance of an industry/occupational matrix, staffing patterns determine the occupational need by industry for the entire local economy.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

The analysis disclosed in this section shows that much of the job growth will be experienced by the professional, paraprofessional and technical occupations and also, the same groups will experience the fastest rate of growth. Similar to the overall State of Florida projections, most of new employment in the region will occur due to replacement than as a result of economic growth, with the exception of the managerial and professional/technical occupations. These groups will see more of their annual openings generated from increased economic activity rather than from a need to replace existing workers.

Occupations Adding Most Jobs

The table below (taken from FRED) shows the top growing occupations that add the most new jobs. The aging of baby-boomers will have a great impact on the demand for health occupations. It is important to use this analysis on “Occupations Adding the Most New Jobs” as a tool to determine potential training opportunities.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Fastest Growing Occupations

<u>Industry Title</u>	2008	2016	<u>Total Employment Change</u>	<u>Annual Avg. Percent Change</u>	<u>Total Percent Change</u>
	<u>Estimated Employment</u>	<u>Projected Employment</u>			
Agriculture, Forestry, Fishing and Hunting	9,551	9,794	243	0.32	2.5
Mining	***	***	***	***	***
Utilities	***	***	***	***	***
Construction	54,226	51,196	-3,030	-0.7	-5.6
Manufacturing	46,009	42,050	-3,959	-1.08	-8.6
Wholesale Trade	77,125	83,641	6,516	1.06	8.4
Retail Trade	132,966	138,556	5,590	0.53	4.2
Transportation and Warehousing	59,410	61,360	1,950	0.41	3.3
Information	23,269	24,102	833	0.45	3.6
Finance and Insurance	52,108	58,104	5,996	1.44	11.5
Real Estate and Rental and Leasing	25,264	26,554	1,290	0.64	5.1
Professional, Scientific, and Technical Services	69,499	84,841	15,342	2.76	22.1
Management of Companies and Enterprises	8,319	8,848	529	0.79	6.4
Administrative and Support and Waste Management and Remediat	76,498	87,997	11,499	1.88	15
Educational Services	97,481	110,156	12,675	1.63	13
Health Care and Social Assistance	135,185	155,412	20,227	1.87	15
Arts, Entertainment, and Recreation	14,173	14,819	646	0.57	4.6
Accommodation and Food Services	100,798	108,870	8,072	1	8
Other Services (Except Government)	42,009	44,515	2,506	0.75	6
State, Excluding Education and Hospitals	9,991	10,350	359	0.45	3.6

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Declining Industries

Among the occupations that are projected to show considerable decline over the next eight years are Funeral Service Workers and File Clerks. The following list details occupational groups expected to experience decline between 2008 and 2016 according to AWI data. Travel Agents, 1,973 (2008), 1,191 (2016), a -4.95 annual percent change; File Clerks, 3,294 (2008), 2,062 (2016), a -4.68 annual percent change; Funeral Service Workers, 422 (2008), 306 (2016), a -3.44 annual percent change; Commercial and Industrial Designers, 47 (2008), 41 (2016), a -1.60 annual percent change; Electrical and Electronics Drafters, 167 (2008), 95 (2016), a -1.40 annual percent change; Communication Equipment Operators, 2,001 (2008), 1,801 (2016), a -1.25 annual percent change; Textile, Apparel and Furnishings Workers, 6,302 (2008), 5,823 (2016), -0.95 annual percent change; Construction Trades Workers, 38,086 (2008), 37,230 (2016), a -0.28 annual percent change; and Printing Workers, 3,157 (2008), 3,095 (2016), a -0.25 annual percent change.

It is noteworthy to follow the occupations listed above in order to develop labor market re-absorption strategies and minimal social costs for persons who become unemployed due to a declining industry. The individual's transferable skills must be identified to assist them in securing employment and economic-sufficiency in other industries and perhaps other occupations.

IV. Local System Infrastructure

A. Description of Functions and Completion of Required Tables

Describe the roles, responsibilities and functions associated with the administrative structure and for items two - four, identify why the entity was chosen to provide function as described in Section VII of the State Plan.

SECTION	INSTRUCTION
A.	<p>Please complete the following tables for your local plan (see Attachment I):</p> <ol style="list-style-type: none"> 1. Regional Workforce Development Board Structure Describe the role of the local board and provide documentation from the organization nominating the member 2. Administrative Entity 3. Grant Recipient 4. Fiscal Agent 5. Chief Elected Official (s)

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE

IV.A.1 South Florida Workforce Investment Board (SFWIB)

The South Florida Workforce Investment Board (SFWIB) is chartered by the State of Florida and was created by an Interlocal Agreement between the Chief Local Officials of Miami-Dade and Monroe Counties. The SFWIB created pursuant to state and federal law is the policy board that plans and oversees the delivery of employment and training services for residents of Miami-Dade and Monroe Counties. This includes allocating funding for educational, training and placement services to various community-based organizations, for profit and governmental organizations. Currently there are forty-five seats on the Board of which 51% must be private sector business seats. SFWIB conducts business as the South Florida Workforce.

The SFWIB through its By-laws of August 2006, Attachment A, established the Finance Committee as a standing committee. Moreover, the SFWIB at its December 14, 2006 meeting the SFWIB also approved and established the following Committees: Executive, Economic Development and Industry Sector, Workforce System Improvement, and the Finance, Intergovernmental Affairs Committee. The Youth Council is established and required by the Workforce Investment Act of 1998.

IV.A.2 Administrative Entity

Section 1.O. of the Interlocal Agreement between the Chief Local Officials of Miami-Dade and Monroe Counties that created the SFWIB designates the administrative entity as follows:

“The administrative entity for all Workforce Investment Act, TANF, and other workforce programs implemented by SFWIB within Region 23 of the State of Florida shall be the administrative service of Miami-Dade County. The administrative service, acting as the administrative entity for SFWIB, shall serve the SFWIB under the supervision and control of the Executive Director of the SFWIB and shall implement the policies, decisions, actions and directives of the SFWIB under the supervision and control of the Executive Director of the SFWIB.”

IV.A.3. Grant Recipient

Section 1.n. of the Interlocal Agreement between the Chief Local Officials of Miami-Dade and Monroe Counties that created the South Florida Workforce Investment Board designates the grant recipient as follows:

“The Chief Elected Official of Miami-Dade County for and on behalf of Miami-Dade County and the Chief Elected Official of Monroe County for and on behalf of Monroe County shall be the local grant recipients for Region 23 of the State of Florida and shall be liable for any misuse of the grant funds allocated to Region 23 of the State of Florida under Sections 128 and 133 of the Workforce Investment Act of 1998, as amended from time to time.”

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

IV.A.4 Fiscal Agent

Section 1.m. of the Interlocal Agreement between the Chief Local Officials of Miami-Dade and Monroe Counties that created the South Florida Workforce Investment Board designates the fiscal agent as follows:

“The County Manager of Miami-Dade County and the administrative service of Miami-Dade County is hereby designated as the local fiscal agent for Region 23 of the State of Florida.”

IV.A.5 Chief Elected Official

Through the Interlocal Agreement the Chief Local Elected Official of Miami-Dade and the Chief Local Elected Official of Monroe County are represented.

B. Process for Selecting Service partner(s)

SECTION	INSTRUCTION
IV.B.	Describe the process for selecting service partners for all workforce programs, including but not limited to WIA, TAA, Wagner-Peyser, Job Corps, Veteran, MSFW, WT/TANF, and FSET.

RWB RESPONSE

IV.B Process for Selecting Service partners

The SFW competitive process is a set of rules that safeguard fair and objective decision-making when choosing One-Stop Career Center service partners or awarding other grant funds to partners. These rules must comply with appropriate Federal, State, and Local requirements. Central to this process are the core values of *integrity*, *accountability*, and a *systems perspective*.

SFW complies with F.S. 287, OMB 122, 187 and A-110.

Records Management

In accordance with federal and state requirements records are maintained for a minimum of three years for each procurement process. These records include documentation for the purpose and rationale for the method of procurement, contractor selection or rejection, and a cost/price analysis.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Rationale for Procurement Method

For each competitive procurement, the method used for the procurement, (e.g. Request for Proposals, Request for Qualifications, etc.) is maintained on file. The rationale for all non-competitive procurements is documented according to applicable regulations, cost thresholds, type of service being procured and/or emergency procurement situations.

Contractor Rejection or Selection

The evaluation criteria are kept on file for each procurement effort, including the individual evaluation forms completed for each proposal submitted. In addition, copies of correspondence sent to service partners in regards to the procurement are kept as is documentation of SFWIB and SFETC actions concerning the selection or non-selection of providers.

Basis for Contract Price

The cost/price analysis and proposed cost of service serve as the basis for negotiation and final price for the proposed service of the contract price. Any miscellaneous correspondence regarding the proposed costs will be maintained in the appropriate file.

Code of Conduct/Standard of Conduct/Conflict of Interest – Award/Administration of contracts

Under the roles and responsibilities of the SFWIB, SFWIB staff engaged in the contract award and administration process follows Miami-Dade County's guidelines for conflict of interest. Further, the SFW adheres to the standard of conflict/conflict of interest governing the performance of employees, officers, and contractors engaged in the award and administration of contracts as prescribed by the Florida Commission on Ethics, Guide to the Sunshine Amendment and Code of Ethics for Public Officers.

No staff, permanent or temporary, authorized agent, or SFWIB member shall participate in or cast a vote in the selection of or in the award of a contract if a conflict of interest, real or perceived, is involved. Such a conflict would arise when the individual (employees, agent, SFWB member or officer), or any member of the individual's immediate family, individual's partner, or an organization which employs or is about to employ any of the above, has a financial or other interest in the agency or organization selected for the award.

Furthermore, for SFWIB staff, Miami-Dade County Code requires that any employee seeking to have outside employment or other outside income producing business involvement must first obtain written approval from the SFW Executive Director. In this way it is possible for the SFW to control conflicts of interests.

In addition, further control of conflict of interest is exercised through the SFW procurement process. Responses to solicitations are evaluated by a team, which includes staff and may contain individuals outside SFW with expertise in the particular area, and SFWIB members. A point system based on evaluation criteria published in each

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

solicitation is utilized. The evaluation criteria scoring sheet requires evaluation team members to declare a conflict of interest, and if a conflict is declared by a member in regards to an agency, then the scores of that member are not considered in the development of a total point score for that procurement. Recommendations developed by the evaluation/rating team in the sunshine are subject to the SFWIB Committee structure with the SFWIB making the final funding decisions.

Method of Procurement and Procurement Process

To the extent possible, service partners for Region 23 are selected through a competitive procurement process in accordance with F.S. 287, OMB 122, 187, etc. Non-competitive procurement process with sole source and emergency procurements, may be authorized in accordance with F.S. 287, OMB 122, 187 and A-110.

Legal Notices

Notices of a solicitation are published in “The Miami Herald”, “The Miami Times”, “Diario Las Americas”, and the “Key West Citizen”. SFW maintains a bidders list that is updated on an on-going basis. Specialized or targeted solicitations may also be used. These solicitations are generally based on time requirements and/or specific expertise requirements. These specialized or targeted solicitations may be sent to more limited mailings, for example, current or specialized providers.

Cone of Silence

All parties to competitive procurements are limited by the “Cone of Silence” surrounding solicitations and prohibitions against ex parte communication. These policies prohibit communications regarding this solicitation between a current or potential contractor and any SFWIB member, SFWIB staff, or any other person serving as a selection committee member during this procurement process. Respondents directly contacting board members, staff, or selection committee members risk elimination of their response from consideration.

Offerors Conference

All competitive procurements issued by SFW contain the requirement to hold an Offerors Conference and encourages potential respondents to a solicitation to attend since this is the only venue where questions of a substantive nature can be answered. No substantive questions can be answered by staff outside of this public session(s).

Contract Terms

Specific contract terms and conditions and method of payment are a component of the contract negotiation process and a respondent to the specific solicitation shall negotiate the final contract in good faith. Language may be written into the solicitation which would allow for an option to renew contracts on a year-to-year basis, up to the period identified in the original procurement. Contract renewal language states the contract requirement for renewal, which may include, but is not limited to: meeting contract performance requirements; a review of the effectiveness of the services delivered and any other criteria that may be pertinent to the specific solicitation and/or procurement.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Evaluation Process and Selection of Service partners

The primary consideration in the selection of service partners is the effectiveness of the agency or organization in delivering comparable or related services. This consideration is based on the following criteria: merits and quality of the technical proposal; demonstrated effectiveness and performance; ability to meet performance standards within reasonable cost parameters and fiscal accountability and management capabilities. Contract awards are made to the most responsive respondents, those with proposals that are most advantageous to the SFWIB after considering price, technical factors and other applicable criteria.

SFW conducts a comprehensive review of all the responses to each solicitation. Responses are evaluated first to ensure that all information required is complete and that the responses satisfactorily address each and all requirements. Responses that are incomplete or do not satisfactorily address each and every requirement may be disqualified.

The evaluation process is designed to assess the respondent's ability to meet the SFW requirements and to identify those respondents most likely to satisfy them. The evaluation process is conducted in a thorough and impartial manner at a publicly noticed selection committee meeting held in the Sunshine. All respondents to a particular solicitation are encouraged to attend this meeting.

While price is an important factor in selecting a respondent for an award, other factors in the competitive process may be considered and may take precedence over price. Those factors include but are not limited to: quality of service offered, operating characteristics, technical innovations, administrative capability, previous experience in providing the same or similar services and the ability to achieve the deliverables as specified in the solicitation.

Reasonableness of Cost

A cost or price analysis is performed for each procurement effort, in order for SFW to evaluate the reasonableness of the cost/price for the program. This analysis is done using a cost and/or price analysis worksheet that analyzes cost based on factors, i.e. units, amount, rates, etc.

Procurement Files

All documentation detailing the historical process of a specific procurement action is maintained in a procurement file for a minimum of three years after the end of the contract.

Appeal Procedures

The SFWIB Appeal Procedures, details the procedures in the event a respondent organization is not recommended for a funding award. A respondent organization that is not recommended for funding is formally notified of the non-funding recommendation and the reasons for this recommendation. There are two levels within the appeal process: (1) an Informal Resolution Conference, held before the Executive Director of the SFWIB, or a staff member of the

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SFWIB designated by the Executive Director, and not less than two Non-Service partner voting members of the SFWIB. This informal process allows for clarification of issues and an initial decision as to whether any errors may have been made requiring revisions of the funding recommendations; and (2) the Appeal Panel Hearing held before three Non-Service partner voting members of the SFWIB. Respondent organizations have the right to appeal to the Florida Agency for Workforce Innovation if the appeal is not successful at the local level.

Contract Signature Authority

The SFW Executive Director is the only official authorized to sign and execute contractual agreements and modifications.

Contract Management

All organizations under contract with SFW receive ongoing support, technical assistance and quality assurance from the SFW staff. Each contractual agreement requires the contractor to submit monthly invoices. The SFW staff oversees contract performance, identifies continuous improvement opportunities and provides guidance to execute change.

Contract Files

A permanent contract file is maintained for each contract and will contain documentation of all actions relating to the administration of the contract. Each contract file contains at a minimum the following documentation: (1) original signed and executed copy of the contractual agreement to include statement of work or scope of services and all attachments, and (2) original signed and executed copy of all approved contract modifications, if applicable. Contract files are maintained for a minimum of five (5) years.

Contract Close-out Report

Each contractual agreement requires the contracted organization to submit to SFW a contract close-out report and program income report within thirty (30) days of contract termination. The close-out report summarizes all contract expenditures incurred during the contract period. It also provides an inventory of all property valued over \$500.00 that has been acquired with SFW funds during the term of the contract period.

V. One-Stop Delivery System/Services

Section 118(b)(2) of the WIA requires a description of the one-stop delivery system to be established or designated in the local area including: 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 a copy of each Memorandum of Understanding (MOU) described in Section 121(c) between the local

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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 WFA that mandates additional partners other than those mandated by the USDOL (see Sections VII through IX of the State Plan). Please provide the following information in the RWB's local Workforce Services Plan:

A. Description of the Local One-Stop System

SECTION	INSTRUCTION
A.1.	A brief description of the local one-stop system established for the region;
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;
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
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.

RWB RESPONSE
<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>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Services to job seekers:

- Referrals to employment (direct placement or on-the-job training)
- Career counseling, and assistance with job search and placement
- Access to: computers, Internet, E-mail, printers, resume preparation software, fax machines, copiers and more
- Unemployment compensation claim filing information
- Access to training programs
- Interest, aptitude and basic skills testing
- Employment-related information (labor market, demand occupations, skill requirements and earnings, etc.)
- Help in establishing eligibility for financial assistance and other special programs
- Out-of-area job search and relocation assistance
- Special programs tailored to meet the needs of the dislocated workers, economically disadvantaged and others with barriers to employment.

Services to employers:

- Employee recruitment assistance (screening and applicant referrals)
- Financial incentives for businesses
- Labor market information
- Assistance during transitions, such as layoffs or massive hiring
- Pre-employment testing and employee skills assessment
- Employee bonding
- Information on labor laws and related legislation
- Assistance with law compliance, such as I-9 completion and green card verification

Services to staffing agencies:

- 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 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

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Regional performance.

V.A.3 All One-Stop Career Center are selected through a competitive procurement process as described in section IV.B of this document. **Attachment B** provides a listing of the current South Florida Workforce OSCC Operators.

V.A.4 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 Provider Training 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.

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

RWB RESPONSE
<p>V.B.1 Process for Maintaining/Updating Eligible Provider Training List</p> <p>SFWIB currently maintains an open and ongoing process for training providers to apply for inclusion on the Region's Approved Training Vendor List and the State's Eligible Provider List. The current process allows quarterly approval</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

of institutions and new training programs.

New Training Providers

Training vendors that request to be included on the Region's Approved Training Vendor List and Eligible Providers List must meet specific requirements. These are: (1) the institution must be in business or operation for a minimum of two (2) years; (2) the agency must be a licensed school; (3) the training 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, (4) the training program must be able to be cross-walked to an occupation on the Region's TOL. In addition, SFWIB staff conducts an extensive on-site as well as desk review of each applicant. The applicant must meet all SFW on-site programmatic review requirements as well as meeting the SFW fiscal requirements (see Attachment O). Results of all reviews are forwarded to the SFWIB Economic Development and Industry Sector Committee for the Committee's recommended approval/disapproval. The Committee then forwards its recommendation(s) to the SFWIB for action.

Request for New Training Program Additions

Requests for additions to an approved institution's offerings must meet the following, (1) the training 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; (2) the training program must be able to be cross-walked to an occupation on the Region's TOL and (3) must meet all SFW on-site programmatic review requirements. 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 State's Eligible Providers List by SFWIB staff.

Review of New Targeted Occupations List

SFWIB staff reviews the Region's Targeted Occupations List each year to ensure that occupations and/or training program are on the Targeted Occupations List. Approved Training Vendors are notified when an occupation and/or related training program is removed from the Region's TOL. If these occupations and/or programs are removed from the Region's offerings, the SFW Training Matrix is updated to reflect that change and SFWIB staff updates the State's Eligible Provider List accordingly.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SFW Training Master Plan

The current strategic plan for South Florida Workforce emphasizes the use of a demand-driven approach to workforce development. To further detail how this approach impacts the delivery of training services to employers and job seekers, SFW developed a Training Master Plan (TMP) that seeks to:

- Increase training-related placements (*Employer-focused skills development*)
- Increase training's return on investment (*Fiscal control and accountability*)
- Improve employer relationships (*Public image*)

In alignment with both the SFW strategic plan and the SFW 2-Year Plan, the TMP espouses a demand-driven approach to serving SFW customers. It also encourages training in the eight SFW priority industries detailed earlier in this document. Central to the TMP is an effort to integrate different training vehicles (ITA, OJT, Customized Training, Employed Worker Training, etc.) within career ladders, to provide employers and job seekers with optimal training solutions for meeting their workforce needs. This approach is based on the belief that training options geared toward meeting the needs of business will provide optimal results.

As part of SFW's overall effort regarding training, SFW will review occupations and related training programs for alignment to our priority industries and encourage the inclusion of programs that might fill any unmet needs.

SFW will monitor training vendor performance on an annual basis. Institutions seeking to enter a new program will be allowed to apply on an open basis. The process will continue to include a rigorous on-site review process of the training capabilities and performance outcomes of training providers. All organizations approved for inclusion on the list will be listed on the Region's website. The listings are downloaded at the one-stops by center users and by career advisors assisting users in making choices among training options. The Region's staff updates the State's Eligible Provider List as additional training providers are added.

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

Based on recommendations developed by the WFI One-Stop Committee and approved by the WFI Board, Florida has a set of minimum criteria for all one-stops including training/competency-tested qualifications for one-stop staff for initial hire/certification and to maintain continued professional recognition. The minimum one-stop criteria are found in Guidance Paper 032, entitled One-Stop Credentialing at

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

<http://www.floridajobs.org/pdq/guidancepapers/032credentialing091906.pdf>. The criteria include standards for mandated services offered, hours of operation, resource room equipment/access, required notices/signage, including Employ Florida membership status, ADA standards, and other optional, but recommended added services, such as assistive technology, etc. Staff training, testing and continuing education requirements are in the same Guidance Paper and include passing the test for Workforce Professional, Tier 1, as offered by Dynamic Works based on mastery of the contents of 14 interactive web-based courses covering history/background of federal and state workforce programs, essentials of all programs and services offered at One-Stops, customer service skills, and similar basic knowledge and skills. Alternative methods of initial certification are also described primarily based on certifications offered by other national workforce organizations. More recently, WFI has added a requirement of 15 hours of continuing workforce education every year after initial qualification, with credit allowed for participation in further Dynamic Works courses, training offered by AWI/WFI/USDOL or other workforce-related agencies and participation at conferences/workgroups or other similar activities offering substantive workforce training content. Compliance with minimum one-stop standards including staff training is a key part of annual program monitoring, with results reported back to AWI and WFI.

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

SECTION	INSTRUCTION
C.1.	Continuous education and training of eligible service partner staff, including State staff, to ensure completion of Tier I requirements and provision of 15 hours of continuous education annually;
C.2.	Assessment of the strengths and opportunities of service partners available in the local one-stop service system;
C.3.	Service partners meet the employment needs of local employers and participants:
C.4.	Performance incentives to service partners; and
C.5.	Bonuses to participants.

RWB RESPONSE
<p>C.1. Tier I Certification: AWI State requires that all front line staff must be Tier I Certified by June 30, 2003. Front line staff is identified as any staff that deals directly with customers. Tier I Certification courses are offered on-line through the Dynamic Works Institute.</p> <p>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</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

by the career center trainers in their required Monthly Training Report.

C.2 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.

C.3 Service partners meet the employment needs of local employers and participants by offering a mix of services to both customers. For employers, service partners act as the human resources arm of their business. Jobseekers are offered job coaching, training, soft skills enhancement, resume preparation and overall employment grooming services in order to provide the most qualified candidates for employment. For participants, all workforce service delivery strategies offered are designed to prepare the individual for employment in high wage jobs geared toward self sufficiency.

C.4 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.

C.5 Job 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

D. The Memorandum of Understanding Process

1. Provide a list of the MOUs as described in Section 121(c) of WIA between the RWB and each of the mandatory and/or optional one-stop partners. A sample copy of the regions' MOU should be attached. 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 partners;
 - What is the duration of the MOU; and
 - What are the procedures for amending the MOU.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SFW MOU LIST					
Partner/Agency	Program	Mandated	SFW staff	Contact Person	
1 American Association of Retired Persons (AARP)	Senior Community Service Employment Program (SCSEP)	Y	Don Walker	Ivonne Socorro, Area Manager AARP Foundation /SCSEP 8360 W. Flagler Street, # 202 Miami, FL 33144	
2 Experience Works, Inc.	Senior Community Service Employment Program (SCSEP)	Y	Don Walker	Madelin Simpson, Regional Director Experience Works, Inc. 1079-2 Atlantic Blvd. Atlantic Beach, FL 32233	
3 Jewish Community Services	Senior Community Service Employment Program (SCSEP)	Y	Don Walker	Donna Cutler, Program Director 4200 BISCAYNE Boulevard, Suite E Miami, FL 33137 dcutler@jcsfi.org	
4 UNIDAD of Miami Beach, Inc.	Senior Community Service Employment Program (SCSEP)	Y	Don Walker	Raymond Adrian, Director of Operations UNIDAD of Miami Beach 1701 Normandy Drive Miami, FL 33141	
5 Ser Jobs for Progress, Inc.	Senior Community Service Employment Program (SCSEP)	Y	Don Walker	Jose L. Cela, Executive Director SER Jobs for Progress, Inc. P.O. Box 661597 Miami, FL 33266	
6 Florida Department of Children and Family - Substance Abuse and Mental Health	Substance Abuse	Y	Don Walker	Silvia Quintana, LMH, CAP District Program Supervisor Substance Abuse and Mental Health Florida Department of Children and Families 401 NW 2nd Avenue, Room N-812	
7 Centro Campesino	Employment and Training Program	N	Linda Pierre/Jorge Zumaeta	Kristin Pongé (305) 245-7738 ext. 234 kponge@centrocampsino.org	
8 Miami-Dade County: Community Action Agency	Training And Employment Services	Y	Linda Pierre/Jorge Zumaeta	Regina Giles (305) 347-4640 Community Action Agency, Administrative Offices 395 NW 1St., Suite 105.	
9 Florida Keys Community College	Adult basic education & post-secondary vocational education services for Monroe County	Y	Ken Kistner	Maureen Crowley	
10 Miami Dade Community College	Adult basic education & post-secondary vocational education services for Miami-Dade County	Y	Ken Kistner	Nora Hendrix / Eduardo Rivas	
11 Miami Dade County Public Schools	Adult basic education & post-secondary vocational education services for Miami-Dade County	Y	Ken Kistner	Carlos Manrique	
12 Monroe County Schools	Adult basic education & post-secondary vocational education services for Monroe County	Y	Ken Kistner	Mark Hooper	
13 Abilities of Florida, Inc.	Training and employment services for individuals with disabilities.	N	Martha Scott	Kevin Humes (305) 644-6426 ext. 26	
14 Florida Department of Education - Division of Voc Rehab - Monroe	Training and employment services for individuals with disabilities.	Y	Martha Scott	Cynthia Gaber 1111 Park Center Drive, Suite 103 (305) 628-7033	
15 Florida Department of Education - Division of Voc Rehab - Miami-Dade	Training and employment services for individuals with disabilities.	Y	Martha Scott	Cynthia Gaber 1111 Park Center Drive, Suite 103 (305) 628-7033	
16 Florida Department of Juvenile Justice	Youth Ex-Offenders	N	Myria Morgan	Isabel Afanador, ACSW Chief Probation Officer (305) 637-2911 Isabel.Afanador@dj.state.fl.us	
17 Miami-Dade County: Community Action Agency	CAA Head Start Program	Y	Gisela Gonzalez	Carol Clarke (305) 638-5730	
18 City of Hialeah Housing Authority	HUD Employment & Training Programs		Gisela Gonzalez	Carmen Lopez- Spanner Director of Social Services 70 East 7th Street Hialeah Florida 33010 (305) 888-9744	
19 City of Miami Department of Community Development Housing Division	HUD Employment & Training Programs	Y	Gisela Gonzalez	City of Miami, Community Development Housing Division 1313 N.W. 36th Street, 2nd Floor Miami, FL 33142 Main Number:(305) 693-3120 Client Service Line:(305) 693-3125 Fax Number:(305) 693-3130	
22 Department of Veterans Affairs Vocational Rehabilitation Employment Service (VR&E) and U.S. Department of Labor Veterans' Employment Training Service (VETS)	Vocational Rehabilitation Employment Service and Veterans' Employment Training Service			Margarita Cocker, VR & E Officer U.S. Department of Veterans' Affairs Regional Office St. Petersburg, FL	
23 Miami-Dade County State Attorney's Office	Expunge and Seal		Theresa Chester	Faunah Brookes Edmead, Paralegal Joseph Caleb Community Center 5400 NW 22nd Avenue, Suite 100-B, Miami, Florida 33142	
24 Habitat for Humanities			Gisela Gonzalez	Miami, Habitat For Humanities of Greater Miami Mr. Dalvin Williams Josette Sookie (site manager)	
25 Forward March			Gisela Gonzalez	Forward March Local Miami Chapter Tel: 305 895-8424	
27 Our Kids /DCF/MDCPS	Youth Aging Out of Foster Care	N	Myria Morgan	Fran Allegra/ Gilda Ferradaz/ Mark Zaher Nicole Attong, Executive Director	
28 City of Miami	Sherwin Williams providing paint training through Florida Rebuilds		Leevon Connor	William Porro, Special Projects Administrators	
29 Our Kids /DCF/MDCPS	Youth Aging Out of Foster Care			Trixie Phelan Department of Children and Families 1111 12th Street, #304 Key West, Florida 33040	

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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 WFA:

2. Mandatory Partner Programs

- a. Adult and Dislocated Worker Programs (including Veterans Workforce Investment Programs, MSFW Programs and Indian and Native American Programs)
- b. Youth Services, including Job Corps, and Youth Opportunity Grants
- c. Wagner-Peyser programs
- d. Adult Education
- e. Post-Secondary Vocational Education
- f. Vocational Rehabilitation
- g. Title V of the Older Americans Act
- h. TAA
- i. Veterans Employment and Training Programs
- j. Community Service Block Grant activities
- k. Employment and Training activities carried out by the Department of Housing and Urban Development
- l. Unemployment Insurance Programs (including claims taking)
- m. WT/TANF
- n. FSET

3. 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

4. Partnership Involvement

SECTION	INSTRUCTION
D.4.1.	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.

RWB RESPONSE
<p>It has been repeatedly reported to the RWB that certain sectors of the local population are far less hesitant to receive services from a faith or community based organizations than from what they perceive to be “government” offices. For that reason many of the Contractors (partners) in Region 23 are faith and community based. Career Center partners that are community based organizations bring to the table more than traditional workforce services in that there are numerous partnerships present that help remove barriers that are out of the workforce realm. The faith-based partnerships in this region primarily focus on youth and refugee services.</p>

SECTION	INSTRUCTION
D.4.2.	Describe the partnership/involvement that the RWB will have or has with other optional partner programs noted in D.3. Optional Partners Programs above.

RWB RESPONSE
<p>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.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

E. Selection Process of One-Stop Operator(s)

SECTION	INSTRUCTION
E.	Describe the process for selecting One-Stop Operator(s). Attach a copy of the selection process.

RWB RESPONSE
<p>Selection Process for One-Stop Career Center Operators</p> <p>All One-Stop Career Centers are selected through a competitive procurement process as described in section IV.B of this document. Attachment E provides a listing of the current South Florida Workforce OSCC Operators.</p>

F. 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 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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.

SECTION	INSTRUCTION
F.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.

RWB RESPONSE
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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Career Center associates must provide services to the business community as well as to job seekers. There are multiple employer services that include assistance with all human resources demands, i.e., screening qualified applicants, assessing/testing applicants, and assistance with application processing. These activities can be conducted at the employer's location or at the Career Center. Specialized services to businesses include on-site visits, on-the-job training, customized training, employed worker training, tax incentives, mass recruitments, and job fairs.

Matching job seekers and employers and visa versa is conducted by occupations or skills attainment through resumes in Employ Florida (EF). Employers have the capability to utilizing EF to conduct a resume system search for qualified job seekers, or the Career Center staff can perform an EF system search by occupation or resume skills search.

SECTION	INSTRUCTION
F.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.

RWB RESPONSE
<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> <ol style="list-style-type: none"> 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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.

SECTION	INSTRUCTION
F.1.c.	Describe the procedures to ensure that applicants who are referred to private employment agencies will not be charged a fee.

RWB RESPONSE
<p>Section 13 (b) of the Wagner-Peyser Act states: <i>“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.”</i></p> <p>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:</p> <ol style="list-style-type: none"> 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.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).

RWB RESPONSE
<p>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 bounded on the north by Broward County with almost 2 million residents with 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.</p>

SECTION	INSTRUCTION
F.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.

RWB RESPONSE
<p>Career Centers do not place youth on summer jobs. Youth Program Partners located in established Career Centers are responsible for this type of placement.</p> <p>SFW currently operates year round in-school and out-of-school youth program. As part of the year round activities,</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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 stress 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 in our community

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 at least the minimum wage (currently \$7.25). 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

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

recruitment of employers, providing orientation to the worksite supervisors, the placement of youth at the worksites, monitoring the worksites, process payrolls and payment to the youth, collecting time sheets and making sure that the worksite supervisors complete the youth's work maturity evaluations.

SECTION	INSTRUCTION
F.1.f.	Describe the reemployment services that will be provided to unemployment insurance claimants and the Priority Reemployment Planning services that are provided in the One-Stop Career Centers.

RWB RESPONSE
<p>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.</p> <p>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.</p>

SECTION	INSTRUCTION
F.1.g.	Describe how the RWB will administer the unemployment insurance work test and how feedback requirements (under Section 7(a)(3)(F) of the Wagner-Peyser Act) for all Unemployment Compensation claimants are met.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE
<p>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. Regional goals 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.</p>

SECTION	INSTRUCTION
F.1.h.	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;

RWB RESPONSE
<p>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:</p> <ul style="list-style-type: none"> 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 Job Corps Youths Migrant Seasonal Farm Workers (MSFW)

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.1.i.	The screening process for referrals to job openings on suppressed job orders; and

RWB RESPONSE
<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>

SECTION	INSTRUCTION
F.1.j.	The process the One-Stop Career Center uses in conducting recruiting agreements and job fairs.

RWB RESPONSE
<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 & 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.</p> <p>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>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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. 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:

SECTION	INSTRUCTION
F.2. a.	How the State Veterans Program Plan of Service will be implemented in the One-Stop Career Center(s);

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE
<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>

SECTION	INSTRUCTION
F.2. b.	How outreach and organizational visits for veterans are conducted;

RWB RESPONSE
<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>

SECTION	INSTRUCTION
F.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: http://www.floridajobs.org/pdg/vets/Fy07StVetsSrvPlan080706.pdf ;

RWB RESPONSE
<p>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.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.2.d	How technical assistance and best practices can be provided to improve services to veterans.

RWB RESPONSE
<p>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.</p>

3. Migrant and Seasonal Farm Workers

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(b) 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
 - Fort Pierce One-Stop Career Center—RWB 20
 - Homestead One-Stop Career Center—RWB 23
 - Immokalee One-Stop Career Center—RWB 24
 - Quincy One-Stop Career Center—RWB 5
 - Wauchula/Sebring One-Stop Career Centers—RWB 19
 - Winter Haven One-Stop Career Center—RWB 17

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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. (Please See Attachment III D.2)

SECTION	INSTRUCTION
F.3. b.1.	Assessment of Need;

RWB RESPONSE
<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>

SECTION	INSTRUCTION
F.3. b.2.	Assessment of Available Resources;

RWB RESPONSE
<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. We provide assistance to crew leaders and other employers in the area by recruiting and referring migrant workers according to the labor needs.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.3. b.3.	<p>Proposed Outreach Activities</p> <p>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 five MSFW contacts per staff day requirement apply only to the MSFW outreach specialists and not to other staff resources utilized.</p>

RWB RESPONSE
<p>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.</p>

SECTION	INSTRUCTION
F.3. b.4.	Worksheet ETA 5173;

RWB RESPONSE
<p>The ETA 5173 form is a plan of all MSFW Specialist's outreach activities for a program year; it is also, a plan of monthly anticipated outreach activities that include: visits to labor camps, worksites, presentations to migrant seasonal farm workers (MSFW), visits to organizations that serve MSFWs, attending MSFW interagency "councils", distribution of poster/flyers to MSFWs, visits to Agricultural businesses, visits to Spanish-speaking/English-speaking non-Agricultural businesses, and other outreach activities.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.3. b.5.	Affirmative Action Plan; and

RWB RESPONSE
<p>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.</p>

SECTION	INSTRUCTION
F.3.b.6.	Bilingual Office Plan.

RWB RESPONSE
<p>Outreach Worker provides services in both English and Spanish. Programs and flyers advertising specific recruitment and announcements, like H2A contracts, are also distributed throughout the community in English/Spanish, English and Haitian Creole.</p>

SECTION	INSTRUCTION
F.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.

RWB RESPONSE
<p>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.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.3. d.	Describe the process for meeting the minimum service level and Equity Ratio Indicators (see the Employ Florida Market Place System at https://www.employflorida.com/).

RWB RESPONSE
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 laws. 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 WFI, 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 both WIA and WIA 2000.

- A.** Describe the procedures for the following rapid response activities and attach a copy of the local operating procedures for the rapid response activities below. **Please see Attachment III.D.3**

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

B.

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

RWB RESPONSE
<p>The processes for meeting minimum services levels and Equity Ratio Indicators for Region 23's REACT program are encompassed in all of the efforts the local REACT Team puts forth on behalf of dislocated workers. The REACT Team refers workers to jobs, provides many services (including supportive services), counsels workers and refers workers to the local One-Stop Career Centers for Job Development. Local operating procedures for rapid response activities:</p> <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> a. Explain what the Rapid Response does (how it works, what it offers, etc.) and promote the benefits (how valuable the service is to both employer and employee). b. Some employers do not want to take the time to meet; however, the contact must be eloquent and strong enough to transmit the value of this service without upsetting the employer. c. Obtain an appointment date of an in-person visit. d. Visit the work site 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. e. Review with employer all resources available, such as short-time compensation (which may help reduce the size of the lay off), offer information about our employment services in an effort to avoid future lay offs by introducing programs like Employed Worker Training (EWT), Customized Training (CT), etc.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

- 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. Establish orientation sessions, according to the needs of the affected workers with the cooperation of the employer.
- i. Offer resume workshop done by our PPN Manager
- j. Offer Mobile Unit Assistance to allow affected workers to jump-start their search.

2. Prepare the Rapid Response On-Site Visit Report and forward to the state's REACT staff.
3. Distribute and collect the completed survey from the workers at the orientation session(s) and forward a monthly report to the state's REACT staff.
4. Event response plans include on-site orientation sessions, which are information sessions 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;
 - Community services;
 - Financial services
 - Childcare assistance
 - How to handle change
 - TAA/TGAA Information (if applicable)

In addition, every effort is made to further provide services to laid off workers through:

- Developing relationships with partners and community organizations, since they are not funded to participate on the REACT Team.
- Develop/locate appropriate handouts and presentations.
- Contact workers where the notification of lay off 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.
- 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Information is provided on (1) Career Center services, including training and reemployment services), (2) unemployment insurance services, (3) community services, (4) financial counseling, (5) childcare assistance, (6) how to handle change, and (7) TAA/TGAAA information (if applicable).

- Develop relationship with partners and community organizations, since they are not funded to participate on the REACT team.
 - Develop appropriate handouts and presentations.
 - In situations where the notification of lay off 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. Local workforce boards are no longer responsible for reporting the employment situation of State employees. These reports are currently generated through Tallahassee.
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 lay offs;
- Work with businesses to implement lay off aversion activities;
- Mitigate the impact of unavoidable lay offs;
- Provide employees who are facing lay offs with occupational and skills training information; and

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

<ul style="list-style-type: none"> • Facilitate immediate assistance for dislocated workers, such as unemployment compensation claim filing and, job search assistance, etc. <p>8. Region 23 has one full-time REACT Coordinator. Since the increase in lay offs, 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 lay off periods.</p> <p>9. Public awareness of the REACT Program is accomplished through:</p> <ul style="list-style-type: none"> • 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.

SECTION	INSTRUCTION
F.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.

RWB RESPONSE
The TAA Coordinator participates as a team member when it is deemed appropriate.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

5. Trade Adjustment Act

The Trade Adjustment Assistance Act (TAA) program was created in 1974 to assist workers who lost their jobs because of increased competition from imports. The Act has been amended several times over the past thirty-five years. Under the Obama administration, TAA was expanded and reauthorized through December 31, 2010 by the American Recovery and Reinvestment Act (P.L. 111-5), which went into effect May 18, 2009 as the Trade Globalization Adjustment Assistance Act (TGAAA). The following are key changes to previous TAA provisions:

- Extends eligibility to trade-affected workers in the service and public sectors, including secondary workers providing services to trade-impacted firms.
- Removes current “shifts in production” restriction which limit assistance to workers impacted by shifts in production to nations with free trade or other preferential trade relationships.
- Expands the list of allowable training options to include prerequisite training, pre- lay off training and part-time training.
- Permits TAA participants to participate in training programs or coursework at accredited institutions of higher education; removes current statutory preference for training on the job
- Permits participants to enroll in training up to 26 weeks after lay off or certification, whichever is later in order to be eligible for Trade Readjustment Act (TRA) benefits.
- Modifies the existing Alternative Trade Assistance Act (for workers for 50 years of age) by allowing participants to receive training and employment case management services while still receiving up to \$12,000 in reemployment wage insurance over a two-year period.
- Job search allowances may be payable to cover expenses incurred in seeking employment outside a participant’s normal commuting area, if a suitable job is not available in the area. Job search Allowances
- Reimburse 100% of the total costs of the allowable travel and subsistence, up to a total of \$1,500.
- Relocation allowances are reimbursable expenses when participants must move to a new area of employment outside their normal commuting area.

Relocation allowances may include:

- 100% of the reasonable and necessary expenses of moving participants who have secured employment outside of their normal commuting area, their families and household goods.
- The amount will be reduced if the worker is entitled to reimbursement from other sources.
- In addition, a participant can receive a lump sum payment equal to three times the participant’s average weekly wage (but no more than \$1,500) to help them get settled.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

- All participants are eligible to receive Health Coverage Tax Credit (HCTC) for 80% of the monthly insurance premium they pay. Qualifying insurance coverage includes COBRA, state COBRA, continuing individual coverage or other state-qualified plans.

SECTION	INSTRUCTION
F.5.	Describe the process for ensuring that the TAA program staff, at the regional level, is not merit employees.

RWB RESPONSE
<p>All TAA program funds are sent to the local workforce board. SFW interviews and hires the TAA Coordinator for Region 23. The TAA Coordinator is paid by SFW and works under temporary agency contracted by Miami-Dade County, who is the administrative entity for SFW. The TAA Coordinator is housed in the Hialeah Downtown Career Center; since most TAA petitions filed by manufacturing companies adversely affected by foreign imports are in the Hialeah and Medley areas.</p>

6. Job Corps

SFW is not providing services to the Job Corps, since November 2008.

SECTION	INSTRUCTION
F.6.	<p>a. How the Job Corps territory will be divided when there is more than one Admission Counselor;</p> <p>b. How referral sources such as the local school system and community-based or faith-based organizations will be contacted and communicated;</p> <p>c. The process for outreach and marketing services, ensuring and tracking referrals from other youth programs to Job Corps and from Job Corps to other youth programs;</p> <p>d. The process for tracking Admission Counselors' success in recruiting and retaining participants for the program;</p> <p>e. The process for providing services to applicants when the Admission Counselors are out;</p> <p>Cross training of Job Corps and other staff on Job Corps policies and procedures, workforce service programs, and resources available within the one-stop system.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE
SFW is not providing services to the Job Corps, since November 2008.

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.
- Increase the number of high school graduates as well as completers;
- Increase the number of youth who obtain a job that provides a living wage; and
- Encourage statewide employer/employee associations and chambers of commerce to work together with RWBs, school districts, and post-secondary institutions to help first-time workers enter and advance in the workplace.

SECTION	INSTRUCTION
F.7.a.	Describe how the above strategic goals for youth will be implemented in the region.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE

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.

To accomplish the strategic goals for youth that have been identified above, The local Youth Development Council will play a very important role in providing service delivery to the region's youth population. The Youth Development 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.

The Youth Development 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:

- Developing and recommending youth employment and training policies and practices;
- Recommending eligible youth service partners;
- Broadening the youth employment and training focus in the region to incorporate a youth development perspective; and,
- Establishing linkages with other organizations serving youth within the South Florida Workforce region.

Youth Development 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); 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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.

SECTION	INSTRUCTION
F.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.

RWB RESPONSE

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:

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

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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.

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

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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 seven of the Career Center locations: six in Miami-Dade County and one in Monroe County. There are six other out stationed out-of-school locations that are not located in the career centers providing the same array of services. 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. 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 been dropped by their home schools. These students will be contacted by our youth partners and offered

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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.

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**

SECTION	INSTRUCTION
F.7.c.1	Provide the local definition for those youth requiring additional assistance to complete an educational program or to secure and hold employment; and

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE

The 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 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, 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, 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 approval from the Board, that the following 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, non-custodial parent

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.7.c.2	Provide the 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. (Note: The additional barrier is only applicable to youth served under the “window.” The list of allowable barriers for low-income youth does not provide for a locally established additional barrier).

RWB RESPONSE
<p>The local definition for locally identified “additional” barriers to employment for youth served under the <u>“five percent window”</u> (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:</p> <ul style="list-style-type: none"> • 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. <p>Either:</p> <ul style="list-style-type: none"> • 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. <p>The barriers which apply to <u>low-income</u> in-school or out-of-school youth who meet one or more of the following categories:</p> <p><u>Required Barriers</u></p> <ol style="list-style-type: none"> 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Five Percent (5%) Window

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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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.

8. Welfare Transition Program/TANF

For the WT/TANF section, please provide narratives responding to the following informational requests as required by 45 CFR 261, Interim Final Rule, State of Florida TANF Plan, Florida Statutes, Sections 414, 445, Personal Responsibility Work Opportunity Act, State Guidance. 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. **Please see Attachment F.**

a. Applicant Services

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

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

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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 a 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
 - Prove It !- 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

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

- 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

- c. 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 six weeks within a one year period.

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

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.8.a.2	Describe how the Up-Front Diversion process is incorporated in the work registration process. If RWB provides Up-Front Diversion services to applicants through TANF formula funds, please describe the type of supportive services.

RWB RESPONSE
<p>Up-Front Diversion: 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:</p> <ul style="list-style-type: none"> 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 the region have a promising practice for the WT Work Registration process?

SECTION	INSTRUCTION
F.8.a.3.	<ul style="list-style-type: none"> 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.

RWB RESPONSE
<p>Yes, the region has a promising practice for the WT Work Registration process. The promising practice is:</p> <ul style="list-style-type: none"> • The applicant is work registered, if they complete the Work Registration Process by; <ul style="list-style-type: none"> 1. Attend a Work Registration Orientation at the OSCC; 2. Completing the Initial Assessment Application (IAA) and the Resume Workshop (resume completed) at the OSCC and

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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
- Prove It !- 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:

SECTION	INSTRUCTION
F.8.b.1.	<p>a. The right to receive domestic violence services, mental health counseling and/or substance abuse counseling if eligible;</p> <p>b. The right and the process to have their case reviewed by a supervisor;</p> <p>c. The right to be treated equitably under the anti-discrimination laws;</p> <p>d. The right and the process to file a grievance;</p> <p>e. The right and the process to report good cause for failing to participate in a required activity;</p> <p>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.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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 and Alternative Responsibility Plan (ARP)*
- Past Effects of Domestic Violence – *Requires and 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.)

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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

SECTION	INSTRUCTION
F.8.b.2.	<ul style="list-style-type: none"> a. The responsibility to work with career center staff; b. The responsibility to participate in assigned activities; c. The responsibility to document and submit participation hours; d. The responsibility to report employment; e. The responsibility to accept suitable employment; and f. The responsibility to retain employment.

RWB RESPONSE
<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. & 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 Interim Federal Regulations 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:

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.8.b.3	<p>a. Unsubsidized employment Describe the documentation accepted to support self-employment expenditures and earnings, which must be used to determine the hours completed.</p> <p>b. Subsidized employment:</p> <p style="padding-left: 20px;">i. Describe how the RWB will ensure that participants engaged in subsidized employment activities will be supervised on a daily basis.</p> <p style="padding-left: 20px;">ii. Describe how the RWB will document hours actually completed and the party responsible for signing documentation to support hours of participation.</p>

RWB RESPONSE
<p>a. Unsubsidized Employment (Core)</p> <p>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:</p> <ul style="list-style-type: none"> Record of business expenses; Invoices for services rendered; Receipt for payment of service. <p><u>Calculating Hours Worked (Self employed)</u></p> <p>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.</p> <p>Gross income minus business expenses is divided by the applicable minimum wage. Example:</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Gross income = \$300.00 – business expenses = \$75.00 / minimum wage = \$7.25 total = 31.03 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

- | |
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| <ul style="list-style-type: none"> ▪ Signed Time Sheets – with daily signatures and the career advisors will maintain regular communication with work site supervisor |
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SECTION	INSTRUCTION
F.8.b.3.	<ul style="list-style-type: none"> c. Job Search and Job Readiness <ul style="list-style-type: none"> i. Describe how job searches at the employer’s place of business (on-site job search) are supervised on a daily basis. ii. Describe how the daily supervision is documented for “on-site” job searches and how each hour is accounted for. iii. Describe how participants completing job readiness activities and job searches in the One-Stop Career Center are supervised on a daily basis.

RWB RESPONSE
<p>c. Job Search/Job Readiness (Core)</p> <p>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.</p> <ul style="list-style-type: none"> 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

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

with the designated staff person in order to receive credit for their participation.

SECTION	INSTRUCTION
F.8.b.3.	<p>d. Community Service</p> <ul style="list-style-type: none"> i. Describe the local processes that are followed to ensure 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 partner against displacement.

RWB RESPONSE
<p>d. Community Service Program (must be for the benefit of the community) (Core)</p> <ul style="list-style-type: none"> i. Detailed Case Notes. ii. The Career Center shall be responsible for establishing community service agreements and must enter into a work-site agreement prior to negotiating individual participant referrals iii. Work-site agreement must include job title, clear job description, party responsible for supervising the participant and signing timesheets/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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

- v. Must document daily supervision (must include dates, required hours and actual hours);
- vii. 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.
- viii. Community Service Work-Site Agreement; as part of the agreement the agency provides their business type and signs a displacement checklist. (Included on work-site documentation)

SECTION	INSTRUCTION
F.8.b.3.	<ul style="list-style-type: none"> e. Job Skills Training <ul style="list-style-type: none"> 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
<p>Job Skills Training directly Related to Employment (Core Plus) Training or education for <u>job skills required by an employer</u> to provide an individual with the ability to obtain employment or to advance or adapt to the changing demands of the workplace. May include literacy training or language instruction when it is explicitly focused on skills needed for employment or combined in a unified whole with job training.</p> <ul style="list-style-type: none"> i. Supervision <ul style="list-style-type: none"> Initial Assessment School enrollment / Class schedule

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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.

Attendance information must include participant's name, the course and instructor's name, name of person certifying attendance and dates.

Documentation of supervised homework, study sessions (if applicable)

Attendance time sheet shall be used to document the hours entered in the OSST JPR screen and must be collected at least bi-weekly.

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.

iii. Documentation and Signing for SupportTracking Participation

If adult head of household, must be in addition to the 20/30/50 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.8.b.3.	<p>f. Education directly related to employment</p> <ul style="list-style-type: none"> 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. iii. Describe how the RWB/provider will verify the participant's satisfactory progress.

RWB RESPONSE
<p>Participants engaged in education directly related to employment (Core Plus) will be supervised on a daily basis through the following methods:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. <p>The participant's satisfactory participation will be documented through the following: If adult head of household, must be in addition to the 20/30/50 core hours</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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 6 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 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.

SECTION	INSTRUCTION
F.8.b.3.	<ul style="list-style-type: none"> g Satisfactory attendance at a secondary school or in a course of study leading to a General Equivalency Diploma) <ul style="list-style-type: none"> 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. iii. Describe how the RWB/provider will verify the participant’s satisfactory progress.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE

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 20/30/50 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.8.b.3.	<p>h. Providing childcare services</p> <p style="padding-left: 40px;">i. Describe how the RWB will ensure that participants engaged in this activity will be supervised on a daily basis.</p> <p style="padding-left: 40px;">ii. Describe how the RWB will document hours actually completed and the party responsible for signing documentation to support hours of participation.</p>

RWB RESPONSE
<p>h. Providing Childcare (Core) <i>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.</i></p> <p>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.</p> <p>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.</p> <p>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 timesheet. The name of the staff person who verified the employment/hours must be authorized on the worksite agreement.</p> <p><i>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.</i></p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

4. Describe local processes regarding work activity engagement to ensure the elements listed below are followed:

SECTION	INSTRUCTION
F.8.b.4.	<ul style="list-style-type: none"> a. Individuals will not be assigned more than 40 hours per week; 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; c. The RWB will record hours on the Job Participation Rate (JPR) screen for the activity completed. Hours will not be attributed to an activity unless the services or engagement meet the activity's definition; d. The RWB will ensure that unpaid work activities are supervised no less than daily by a responsible party outlined in local operating procedures.

RWB RESPONSE
<p>Work Activities require daily supervision and cannot be assigned more than a maximum of 35 hours per week. Exception: If employed assign initial hours according to the employment verification. Hours may be adjusted to reflect the average of two (2) pay stubs when the assigned hours are not being met according to employment verification information. A SFW Verification of Work Hours Receipt may be used to document hours worked by a participant when s (he) has not received their first pay stub. The JPR screen must be updated to reflect actual hours completed.</p> <p>Community service and work experience hours are assigned according to the calculation. Daily supervision will be ensured through Signed Time Sheets – with daily signatures and the career advisors will maintain regular communication with work site supervisor.</p>

SECTION	INSTRUCTION
F.8.b.5.	Describe local processes for documentation of work participation. Describe local QA/QC processes for ensuring the documentation of work participation is being followed.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE

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

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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.

SECTION	INSTRUCTION
F.8.b.6.	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, On-the-Job Training (OJT) and self-employment.

RWB RESPONSE
SFWIB will conduct ongoing system reviews, desk reviews and on-site quality assurance reviews, and provides continuous written feedback to the Provider's management with recommendations for improvement.

SECTION	INSTRUCTION
F.8.b.7.	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 JPR data in the workforce system.

RWB RESPONSE
SFWIB will conduct ongoing system reviews, desk reviews and on-site quality assurance reviews, and provides continuous written feedback to the Provider's management with recommendations for improvement.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.8.b.8.	Describe how the RWB will ensure that front-line staff do not enter hours of participation for unpaid work activities, OJTs, TANF funded subsidized employment and self-employment until documentation is received.

RWB RESPONSE
<p>SFWIB will conduct ongoing system reviews, desk reviews and on-site quality assurance reviews, and provides continuous written feedback to the Provider’s management with recommendations for improvement.</p>

SECTION	INSTRUCTION
F.8.b.9.	<p>Deferrals:</p> <ul style="list-style-type: none"> 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 Individual Responsibility Plan (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
<p>Deferrals</p> <ul style="list-style-type: none"> 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

- 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**

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.8.c.1.	Provide the relocation maximum allowable payment

RWB RESPONSE
The relocation assistance payment amount is determined by the career advisor and is based on the estimated relocation budget not to exceed \$2,500.

SECTION	INSTRUCTION
F.8.c.2.	Describe how the RWB ensures the confidentiality of program participants. <ol style="list-style-type: none"> a. Describe how and where domestic violence files are kept. b. Describe local process for communicating how to process and store domestic violence files.

RWB RESPONSE
<p>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)</p> <ol style="list-style-type: none"> a. It is the policy of SFW to meet the requirements of Florida law by: <ul style="list-style-type: none"> • 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 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: <ul style="list-style-type: none"> • 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

- 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.

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

RWB RESPONSE
A. <ul style="list-style-type: none"> • 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

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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.

SECTION	INSTRUCTION
F.8.c.4.	<p>Describe the local Fair Hearing preparation and attendance process.</p> <ol style="list-style-type: none"> a. Who attends the Department of Children and Families (DCF) administrative fair hearing related to the WT/TANF program? b. Describe the process of a supervisory review. c. Describe the process for preparing documentation for the Fair Hearing. d. Include the type of documentation the RWB traditionally presents.

RWB RESPONSE

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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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:

1. Copies of the customer’s case file are to be reproduced. The copies become exhibits during the presentation of the case.
2. 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.
3. Region 23 Directives and other written procedures are reproduced as they represent the basis for taking the action.
4. The career advisor is prepared to present the SFW case from Orientation through and including the request for the action.

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 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

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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:

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.8.c.5.	<p>Does the RWB use TANF funds for a locally developed special project?</p> <p>a. If yes, what population does the project serve?</p> <p>b. What TANF purpose does the project serve?</p> <p>c. Describe the eligibility requirements and documentation retained in the case file to support eligibility. Briefly describe the program.</p>

RWB RESPONSE
<p>Local Special Projects</p> <p>a. Through a joint partnership with Miami-Dade County College (MDC), Miami-Dade County Public Schools (MDCPS), Take Stock in Children (TSIC) and SFW, a scholarship and mentoring program for Temporary Assistance for Needy Families (TANF) has been developed to serve senior high school students. This program presents an incentive for parents and/or guardians to stay in the workforce while providing their children with the motivation and support necessary to complete senior high school and become productive members of society.</p> <p>The TSIC organization plays a key role in the TANF scholarship and mentoring initiative. They provide extensive technical support and a comprehensive approach to overcoming child poverty, academic failure and youth crime by providing deserving low-income children with caring volunteer adult mentors; student advocacy; an extensive network of early intervention; strong parental involvement; career counseling; access to needed community services; long-term support; and, scholarships to college or accredited vocational technical schools.</p> <p>The two purposes of TANF served by this program are:</p> <p>TANF Purpose 2: End the dependence of needy parents on government by promoting job preparation, work, marriage, and by establishing paternity and child support orders, obtaining health insurance coverage and enforcing and modifying support obligations; and</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

TANF Purpose 3: Prevent and reduce the incidence of out-of-wedlock pregnancies and establish annual goals for preventing and reducing the incidence of these pregnancies;

The organizations are committed to providing low-income families solutions for achieving academic success and to motivate parents to strive for a higher economic standing. The elements of success for this program are strong parental involvement and state and local community investments.

The role of the student advocate is to provide support to the student in the application and selection process; to support the student by monitoring the behavior and performance of the student; review academic progress; develop, implement and track an academic intervention plan if student is in jeopardy of a low grade average; provide academic counseling; direct the student to tutoring resources; inform parent of student's progress; work with the student and the family in creating an expanded support system; and, establish an on-going partnership with the student. The student advocates meet with mentors weekly and make recommendation to the selection committee if the student shows no progress in performance.

Along with the pledge of scholarship funds, TSIC provides an adult mentor or college buddy/mentor to the student. The mentor will meet with the student for a minimum of one hour per week at the student's assigned school/college. The selection, recruitment and training of a mentor are the responsibility of the Mentor Coordinator at MDCPS. All mentors that are matched with students are carefully and thoroughly screened and background checks are completed by the Florida department of Law Enforcement (FDLE). Mentors are matched with students based on similar interests, school and geographical areas, preferred student age range and are predominantly matched with a student of their same sex. Mentors receive a formal thanks and recognition of services through a variety of forms (i.e., letter of appreciation, public recognition, family appreciation, etc.).

As a condition of the TSIC contract, parents must agree to be involved in the academic development of their child. Parental involvement will empower the parent/guardian to gain an understanding of the school system, understand their child's academic and testing requirements, provide parent's an opportunity to seek post-secondary education, and empower the parent to provide them with a support system that will help the student reach his/her academic goals.

b. Eligibility

Identification of Students:

1. Identify the student from the Children and Family Services list whose families utilize TANF services and meet TSIC eligibility guidelines,

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

2. MDCPS Student Service Department is responsible for identifying and making the initial student contact,
3. The student is pre-selected to apply, the student's name is sent to TSIC School Coordinator, who selects the students applying for the program along with another school administrator when making the final decision,
4. When the student selection is made, the student must complete an application, which is reviewed and submitted to the Student Advocate.

Applicant Review and Selection:

1. The Student Advocate reviews and documents status of applicants' academic achievement, school behavior and attendance,
2. A recommendation is made based on a rating scale set by the TSIC's local office,
3. Personal information, essays written by the student and parent, letters of recommendation are all considered during the selection process,
4. Once the student is selected, a letter from MDCC is sent inviting the student to an orientation session.

Student Orientation and Contract Signing:

1. At the orientation meeting, the TSIC responsibilities of the student and parent are discussed,
2. If the responsibilities are accepted, a contract is signed agreeing to the program standards and guidelines which include: student's staying in school, student must abide by the Code of Student Conduct, remain drug and crime free, meet with a mentor on a weekly basis and participate in all TSIC activities,
3. A student file is created, and student's information is entered into the student database maintained at MDCC,

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

4. The student and parents/guardians are required to comply with all forms and conditions imposed by the Florida Prepaid College Program and TSIC program,
5. Parents/guardians are required to submit in a timely manner all financial aid applications for post secondary education during the student's junior/senior year.

Scholar Selection – Time Line

1. The student is selected to join the program annually in January and February,
2. Applications are reviewed in March and April,
3. Orientations and contract signing are held in May and June,
4. New TSIC scholars are invited to attend the end of the celebration in June.

SECTION	INSTRUCTION
F.8.b.6.	<p>Does the RWB have an Individual Development Account (IDA) program?</p> <p>a. If yes, what population does the IDA project serve?</p> <p>b. Briefly describe the program.</p>

RWB RESPONSE
<p>SFW plans to have an IDA program to serve WT Participants.</p> <p>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>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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 [FSET 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

SECTION	INSTRUCTION
F.9.a.1	Describe the local staffing (case management) model used to serve participants.

RWB RESPONSE
(1) FSET associates are employees of the current designated Service partners. FSET services are rendered out of the Career Centers and serve participants as an enhancement to current workforce delivery system.

SECTION	INSTRUCTION
F.9.a.2	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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE
<p>(2) Referrals are received daily from DCF for food stamp recipients age 16 – 59. Recipients, who are age 16 – 39, will 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 will 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 will be contacted who will then retrieve the letter from the automated system and e-mail it to SFW.</p> <p>If funding is available, recipients who are age 40 – 59 will 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.</p> <p>Effective July 1, 2009, the FSET program became a volunteer program and time frames to complete activities are no longer required.</p>

SECTION	INSTRUCTION
F.9.a.3	Describe procedures for notifying the participants of their opportunities and obligations while participating in the FSET Program.

RWB RESPONSE
<p>(3) Participants are informed of their Opportunities and Obligations at least twice during their participation in the program, as follows: (1) a copy of the Opportunities and Obligation Form is mailed with the Outreach Letter and the Orientation appointment letter; and (2) the Opportunities and Obligations Form is reviewed with the participants at Orientation. At the time of Orientation, the participants sign two copies of this form; one is for their case file and one for them to keep.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

b. "Work First" Approach

SECTION	INSTRUCTION
F.9.b	Provide a description of the local procedures for ensuring the "work first approach" is utilized in serving participants in the FSET Program.

RWB RESPONSE
<p>An Assessment of each participant's skills, abilities, work history, employment strengths and goals is completed at Orientation to assist the case manager in determining which activities are most appropriate. Job search and other activities may be assigned. Upon completion of Orientation, participants are escorted to the Career Center Resource Room and introduced to the Resource Room attendant. The attendant will show the participants how to use the computers to begin their job search activities. Information regarding job fairs and recruitments are also provided. This method enables the Career Center to determine who can obtain employment with little assistance or who will need further assistance. By scheduling job search at the beginning of the program, it sends a clear message that food stamps are not an entitlement and employment is expected.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

c. Program Activities and Components

1. Orientation, Assessment, and Upfront Job Search/WE-SIWE

SECTION	INSTRUCTION
F.9.c.1.a.	Describe the local approach for providing orientation and assessment in the FSET Program. Describe the assessment of the tools that are utilized and when the assessment is conducted.

RWB RESPONSE
<p>When a referral has been received on a recipient age 16-39, an Outreach letter is mailed inviting the person to attend an Orientation.</p> <p>The Assessment is completed at Orientation and the Assessment form 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>

SECTION	INSTRUCTION
F.9.c.1.b.	Describe the local procedures used to refer participants to Upfront Job Search/Work Experience (WE) or Self-Initiated Work Experience (SIWE) when it is anticipated that the participant will be referred to Work Experience or Self-Initiated Work Experience.

RWB RESPONSE
<p>Not applicable – Effective July 1, 2009, Up Front Job Search/Work Experience or Self Initiated Work Experience (UJS/WE-SIWE) was removed as an activity.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.9.c.1.c.	Describe the local procedures for ensuring that participants are assigned to WE, SIWE or Education and Training by the 31st day after the initial referral from the (DCF).

RWB RESPONSE
Not applicable – Effective July 1, 2009, assignment to an activity by the 31 st day after the initial referral from the DCF no longer applies.

2. Work Experience Component

SECTION	INSTRUCTION
F.9.c.2.a.	Describe the local approach for providing the Work Experience component, including the three activities that comprise the component. Refer to Section C(1)(b) if a description of Upfront Job Search/WE-SIWE was addressed. Include in the description the process and criteria for developing worksites.

RWB RESPONSE
<p>WE sites are developed by two Community Service Specialists at SFW. They contact nonprofit organizations and explain the FSET Program including: Worker's Compensation coverage, details concerning who will supervise the participants, how and when follow up will be conducted, job description forms are completed for each position and contact information is exchanged. Three original WE Agreements are signed: 1) Provider; 2) Career Center; and 3) SFW. A copy of the job description form indicating the work to be done at the WE site will be placed in the participant's case file.</p> <p>When participants select WE as their activity upon completion of Orientation, a list of WE providers is given to them so they can select the provider that best meets their skills and location. Participants are given seven calendar days to contact the WE site and return the signed job description form to the FSET case manager</p> <p>The FSET case manager will contact the WE site to determine if the participant began the WE activity. If the participant began the WE, an actual start date is entered in OSST and monthly follow up appointments are scheduled for the participant to return the WE time sheets. If the participant did not begin the WE, a Follow-up appointment letter is mailed in an attempt to engage the person in an activity.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.9.c.2.b.	Describe the procedures for supervising the worksites and communicating with worksite supervisors.

RWB RESPONSE
<p>The WE site providers are responsible for the supervision of the participants. At a minimum, a monthly contact is made between the WE site supervisor and the FSET case manager. Contact can be by telephone or an on-site visit. The WE site supervisor is advised to immediately contact FSET if any problems arise.</p>

SECTION	INSTRUCTION
F.9.c.2.c.	Describe the local approach for ensuring that participants are engaged in WE for the required number of hours each month (documentation, etc.).

RWB RESPONSE
<p>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 participant's case record and the Job Participation Rate (JPR) screen in OSST is updated.</p> <p>If the participant does not keep the follow-up appointment to turn in the time sheet, a Notice of Failure to Comply letter will be mailed within two working days of the missed appointment. Conciliation will also be entered in OSST on the Alternative Plan page.</p> <p>If the participant was assigned to WE combined with Job Search/Job Search Training, the job search form will also be turned in with the WE time sheet and reviewed with the FSET case manager. The number of job searches required will be less than half of the WE hours.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

3. Self-Initiated Work Experience Component

SECTION	INSTRUCTION
F.9.c.3.a.	<p>Describe the local approach for providing the SIWE component, including the three activities that comprise the component. Refer to the Section C(1)(b) if a description of Upfront Job Search/WE-SIWE was addressed.</p> <p>a. Include in the description the process and criteria given to the participants for developing their own worksites.</p> <p>b. Describe procedures for obtaining signed contracts with the worksites.</p>
RWB RESPONSE	
<p>(a) SIWE is used when a participant finds his/her own work experience site with a non-profit agency or a community based organization. Participants are given a Work Experience Agreement, Job Description form and Time Sheet to take to the non-profit organization to have completed and returned to the FSET unit.</p> <p>(b) Once the signed Work Experience Agreement and job description form is returned, the FSET case manager will contact the organization, either by telephone or on-site visit, to verify this is a valid work experience site and explain the FSET Program.</p>	

SECTION	INSTRUCTION
F.9.c.3.b.	Describe the procedures for supervising the worksites and communicating with worksite supervisors.

RWB RESPONSE	
<p>The WE site providers are responsible for the supervision of the participants. At a minimum, monthly contact will be made between the WE site supervisor and FSET staff. Contact can be by telephone or an on-site visit. The WE site supervisor is advised to immediately contact FSET if any problems arise.</p>	

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.9.c.3.c.	Describe the local approach for ensuring that participants are engaged in SIWE for the required number of hours each month (documentation, etc.).

RWB RESPONSE
<p>Not applicable – Effective July 1, 2009, a minimum number of required hours to be completed every month no longer applies. However, the number of recommended hours will still be determined by dividing Florida's minimum wage into the participant's food stamp allotment.</p> <p>If the participant does not keep the follow up appointment to turn in the time sheet, another Follow-up Appointment letter will be mailed or the person called in an effort to re-engage him/her in an activity. Participants will be encouraged to complete all of their hours. However, the case manager will work with participants based on their ability to participate.</p> <p>If the participant was assigned to SIWE combined with Job Search/Job Search Training, the job search form will also be turned in with the SIWE time sheet and reviewed with the FSET case manager. The number of job searches required will be less than half of the WE hours.</p>

4. Education and Training Component

SECTION	INSTRUCTION
F.9.c.4.a.	Describe the local approach for providing the Education and Training component, including all activities that comprise the component.

RWB RESPONSE
<p>When an Orientation and Assessment is completed and it is determined that the participant needs education and training before any other activity can begin, the following actions occur: (a) the participant 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.</p> <p>Participants referred to an education provider, have seven calendar days to contact the provider and report the information to the FSET case manager. The appropriate education activity is then entered in OSST.</p> <p>In cases where a participant referred to FSET is already enrolled in vocational training or college, the participant must complete the Orientation at which time the participation expectations are explained. In addition, the participant must provide proof of enrollment at the educational institution to the FSET case</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

manager within seven calendar days of the Orientation. Once this is accomplished, the appropriate education activity is entered in OSST.

Education and training activities include, but are not limited to, the following: adult basic education, remedial education, high school completion or general education development, English for Speakers of Other Languages (ESL), post secondary education, vocational training, , Workforce Investment Act (WIA) and the Trade Adjustment Assistance (TAA) Program.

SECTION	INSTRUCTION
F.9.c.4.b.	Describe the local approach for ensuring that participants are participating in Education and Training for the required number of hours each month (documentation, etc).

RWB RESPONSE
<p>Not applicable – Effective July 1, 2009, a minimum number of required hours to be completed every month no longer applies. However, the minimum number of recommended hours for Education and Training will be 8 hours a month.</p> <p>Monthly attendance reports are requested for participants enrolled in education and training 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 are updated and an FSR requested, if needed. When an educational institution does not keep attendance records and will not complete the FSET attendance report, a monthly telephone call or other collateral contact will be made to the educational institution to ensure the individual is still enrolled and to the participant to confirm he/she is still attending classes. The JPR screen will be updated based on this information and a case note made regarding these contacts. At the end of each semester, a copy of the participant's grades will be requested and filed in the case record when received. This will confirm satisfactory participation. If needed, FSR's may be requested when the semester documentation is received. Participants will be encouraged to complete all of their hours. However, FSET staff will work with participants based on their ability to participate.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

5. Serving Employed Participants

SECTION	INSTRUCTION
F.9.c.5.	Describe the local approach for referring employed participants to activities.

RWB RESPONSE
Not applicable. Whenever participants are employed, they are not required to do another activity.

6. Program Coordination

SECTION	INSTRUCTION
F.9.d.	Describe the local approach for coordinating with DCF regarding the FSET Program (i.e., interagency meetings, problem resolution procedures, etc.). Include a description of the process used to request exemptions/exceptions from DCF for certain participants.

RWB RESPONSE
Each DCF Service Center assigned a liaison to work with the FSET units so information could be faxed or phone calls made. Some FSET units established monthly meetings with the DCF liaison to resolve problems. The Miami DCF central office also assigned a liaison to work with the SFW administration to resolve issues that could not be solved locally. Meetings are scheduled as needed.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

7. Conciliation, Good Cause and Sanctioning Procedures

SECTION	INSTRUCTION
F.9.e.1.	Describe the local approach for the conciliation process in the FSET Program. Include the time frame involved and how this process is documented.

RWB RESPONSE
Not applicable. Effective July 1, 2009, FSET became a volunteer program and Conciliation will not be requested on volunteers.

SECTION	INSTRUCTION
F.9.e.2.	Describe the local approach for temporarily deferring participation due to good cause using the good cause reasons listed on page 15 of the State Plan. Include the time frame involved and how this process is documented. NOTE: Please ensure that when describing the local approach, the term “good cause” is used instead of “deferrals” since only DCF can grant deferrals.

RWB RESPONSE
Not applicable. Effective July 1, 2009, when FSET became a volunteer program, food stamp recipients could choose not to participate without having to establish good cause.

SECTION	INSTRUCTION
F.9.e.3.	Describe the local approach for the sanctioning process for the FSET Program. Include the time frame involved and how this process is documented.

RWB RESPONSE
Not applicable. Effective July 1, 2009, when FSET became a volunteer program, sanctions will no longer be requested.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.9.e.4	Describe the process for notifying DCF when the Able Bodied Adults Without Dependents have met the requirements to end a sanction.

RWB RESPONSE
Not applicable. Effective July 1, 2009, DCF will automatically lift sanctions when the penalty time has been served or good cause or an exemption has been established.

f. Program Monitoring

SECTION	INSTRUCTION
F.9.f.	Describe the local approach for monitoring the FSET Program. Include information about reports or tools that are used to monitor the program.

RWB RESPONSE
SFW will review cases on a monthly basis. A local review form was created based on the AWI FSET review tool so the same major points are covered. Copies of completed review forms are e-mailed to the FSET case manager, the supervisor, and the Career Center Director. The comment section at the bottom of the form provides detailed findings, suggestions for improvement, and corrective action to be taken, if any. Follow up telephone calls are made to the FSET staff and/or Career Center Director, when needed. Refresher FSET policy and OSST training is also scheduled as needed.

g. Participant Reimbursement

SECTION	INSTRUCTION
F.9.g.1.	Describe the local procedures for requesting Food Stamp Reimbursements (FSRs) for eligible participants. Describe under what circumstances and for which activities FSRs are requested. NOTE: Since employment is not an FSET Program component, participants cannot be given the FSR for employment.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE	
<p>Food Stamp Reimbursements (FSR) are requested each month for participants who have completed their assigned monthly activity, provided documentation and have expressed the need for transportation or other activity related assistance. This documentation is filed in the case record as proof of participation. FSR's 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>	

SECTION	INSTRUCTION
F.9.g.2.	Describe the local procedures for documenting the need for each FSR that is requested.

RWB RESPONSE	
<p>A case note is made in OSST each time an FSR is requested regarding the need for the assistance and for which month the FSR was requested</p>	

h. Other

SECTION	INSTRUCTION
F.9.h.1.	Describe local procedures for linking participants to other services and funding streams as appropriate.

RWB RESPONSE	
<p>FSET participants will be assessed at Orientation to determine community supports that can be utilized to assist them in gaining self-sufficiency and participating in the program. Appropriate referrals will be given to partners and community-based support agencies when needed.</p>	

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.9.h.2.	Describe local procedures for ensuring that FSET Program staff is represented and proper documentation is provided at the DCF Administrative Fair Hearings.

RWB RESPONSE
When a participant requests a fair hearing through DCF because of an unresolved dispute with the FSET program , the FSET case manager will be notified of the hearing date and time by DCF and will attend the hearing. Copies of all appointment letters and other important papers are always made and kept in the FSET case record, with the exception of medical information which is kept in a separate, secured area. The FSET case manager will bring these copies to the Administrative hearing as proof of communication and efforts to contact the participant.

SECTION	INSTRUCTION
F.9.h.3.	Describe local efforts relative to developing jobs for FSET Program participants, assisting them with securing unsubsidized employment, and helping them become self-sufficient.

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 [FSET 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

a. Program Operation

SECTION	INSTRUCTION
F.9.a.1	Describe the local staffing (case management) model used to serve participants.

RWB RESPONSE
(1) FSET associates are employees of the current designated Service partners. FSET services are rendered out of the Career Centers and serve participants as an enhancement to current workforce delivery system.

SECTION	INSTRUCTION
F.9.a.2	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.

RWB RESPONSE
<p>(2) Referrals are received daily from DCF for food stamp recipients age 16 – 59. Recipients, who are age 16 – 39, will 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 will 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 will be contacted who will then retrieve the letter from the automated system and e-mail it to SFW.</p> <p>If funding is available, recipients who are age 40 – 59 will 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.</p> <p>Effective July 1, 2009, the FSET program became a volunteer program and time frames to complete activities are no longer required.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.9.a.3	Describe procedures for notifying the participants of their opportunities and obligations while participating in the FSET Program.

RWB RESPONSE
(3) Participants are informed of their Opportunities and Obligations at least twice during their participation in the program, as follows: (1) a copy of the Opportunities and Obligation Form is mailed with the Outreach Letter and the Orientation appointment letter; and (2) the Opportunities and Obligations Form is reviewed with the participants at Orientation. At the time of Orientation, the participants sign two copies of this form; one is for their case file and one for them to keep.

b. “Work First” Approach

SECTION	INSTRUCTION
F.9.b	Provide a description of the local procedures for ensuring the “work first approach” is utilized in serving participants in the FSET Program.

RWB RESPONSE
An Assessment of each participant's skills, abilities, work history, employment strengths and goals is completed at Orientation to assist the case manager in determining which activities are most appropriate. Job search and other activities may be assigned. Upon completion of Orientation, participants are escorted to the Career Center Resource Room and introduced to the Resource Room Attendant. The Attendant will show the participants how to use the computers to begin their job search activities. Information regarding job fairs and recruitments are also provided. This method enables the Career Center to determine who can obtain employment with little assistance or who will need further assistance. By scheduling job search at the beginning of the program, it sends a clear message that food stamps are not an entitlement and employment is expected.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

c. Program Activities and Components

1. Orientation, Assessment, and Upfront Job Search/WE-SIWE

SECTION	INSTRUCTION
F.9.c.1.a.	Describe the local approach for providing orientation and assessment in the FSET Program. Describe the assessment of the tools that are utilized and when the assessment is conducted.

RWB RESPONSE
<p>When a referral has been received on a recipient age 16-39, an Outreach letter is mailed inviting the person to attend an Orientation.</p> <p>The Assessment is completed at Orientation and the Assessment form 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>

SECTION	INSTRUCTION
F.9.c.1.b.	Describe the local procedures used to refer participants to Upfront Job Search/Work Experience (WE) or Self-Initiated Work Experience (SIWE) when it is anticipated that the participant will be referred to Work Experience or Self-Initiated Work Experience.

RWB RESPONSE
Not applicable – Effective July 1, 2009, Up Front Job Search/Work Experience or Self Initiated Work Experience (UJS/WE-SIWE) was removed as an activity.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.9.c.1.c.	Describe the local procedures for ensuring that participants are assigned to WE, SIWE or Education and Training by the 31st day after the initial referral from the (DCF).

RWB RESPONSE
Not applicable – Effective July 1, 2009, assignment to an activity by the 31 st day after the initial referral from the DCF no longer applies.

2. Work Experience Component

SECTION	INSTRUCTION
F.9.c.2.a.	Describe the local approach for providing the Work Experience component, including the three activities that comprise the component. Refer to Section C(1)(b) if a description of Upfront Job Search/WE-SIWE was addressed. Include in the description the process and criteria for developing worksites.

RWB RESPONSE
<p>WE sites are developed by two Community Service Specialists at SFW. They contact nonprofit organizations and explain the FSET Program including: Worker's Compensation coverage, details concerning who will supervise the participants, how and when follow-up will be conducted, job description forms are completed for each position and contact information is exchanged. Three original WE Agreements are signed: 1) Provider; 2) Career Center; and 3) SFW. A copy of the job description form indicating the work to be done at the WE site will be placed in the participant's case file.</p> <p>When participants select WE as their activity (upon completion of orientation), a list of WE providers is given to them in order to select the provider which best meets their skills and location, Participants are given seven Calendar days to contact the WE site and return the signed job description form to the FSET case manager.</p> <p>The FSET case manager will contact the WE site to determine if the participant began the WE activity. If the Participant began the WE, an actual start date is entered in OSST and monthly follow-up appointments are Scheduled for the participant to return the WE time sheets. If the participant did not begin the WE, a follow-up appointment letter is mailed in an attempt to engage the person an activity.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.9.c.2.b.	Describe the procedures for supervising the worksites and communicating with worksite supervisors.

RWB RESPONSE
<p>The WE site providers are responsible for the supervision of the participants. At a minimum, a monthly contact is made between the WE site supervisor and FSET staff. Contact can be by telephone or an on-site visit. The WE site supervisor is advised to immediately contact FSET if any problems arise.</p>

SECTION	INSTRUCTION
F.9.c.2.c.	Describe the local approach for ensuring that participants are engaged in WE for the required number of hours each month (documentation, etc.).

RWB RESPONSE
<p>Not applicable – Effective July 1, 2009, a minimum number of required hours to be completed every month no longer applies. However, the number of recommended hours will still be determined by dividing Florida's minimum wage into the participant's food stamp allotment.</p> <p>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 participant's case record and the Job Participation Record (JPR) screen in OSST is updated.</p> <p>If the participant does not keep the follow-up appointment to turn in the time sheet, another Follow-up Appointment letter will be mailed or the person called in an effort to re-engage him/her in an activity. Participants will be encouraged to complete all of their hours. However, the case manager will work with participants based on their ability to participate.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

3. Self-Initiated Work Experience Component

SECTION	INSTRUCTION
F.9.c.3.a.	<p>Describe the local approach for providing the SIWE component, including the three activities that comprise the component. Refer to the Section C(1)(b) if a description of Upfront Job Search/WE-SIWE was addressed.</p> <p>c. Include in the description the process and criteria given to the participants for developing their own worksites.</p> <p>d. Describe procedures for obtaining signed contracts with the worksites.</p>
RWB RESPONSE	
<p>(a) SIWE is used when a participant finds his/her own work experience site with a non-profit agency or a community based organization. Participants are given a Work Experience Agreement, Job Description form and Time Sheet to take to the non-profit organization to have completed and returned to the FSET unit.</p> <p>(b) Once the signed Work Experience Agreement and job description form is returned, the FSET case manager will contact the organization, either by telephone or on-site visit, to verify this is a valid work experience site and explain the FSET Program .</p>	

SECTION	INSTRUCTION
F.9.c.3.b.	Describe the procedures for supervising the worksites and communicating with worksite supervisors.
RWB RESPONSE	
<p>The WE site providers are responsible for the supervision of the participants. At a minimum, monthly contact will be made between the WE site supervisor and FSET staff. Contact can be by telephone or an on-site visit. The WE site supervisor is advised to immediately contact FSET if any problems arise.</p>	

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.9.c.3.c.	Describe the local approach for ensuring that participants are engaged in SIWE for the required number of hours each month (documentation, etc.).

RWB RESPONSE
<p>Not applicable – Effective July 1, 2009, a minimum number of required hours to be completed every month no longer applies. However, the number of recommended hours will still be determined by dividing Florida’s minimum wage into the participant’s food stamp allotment.</p> <p>Once the SIWE activity has begun, an actual start date is entered in OSST and monthly time sheets are turned in to the FSET case manager to document participation. The time sheets are filed in the participant’s case record and the JPR screen in OSST will be updated.</p> <p>If the participant does not keep the appointment to turn in the time sheet, a Follow-up Appointment letter will be mailed or the person called in an effort to re-engage him/her in an activity. Participants will be encouraged to complete all of their hours. However, the case manager will work with the participants based on their ability to participate.</p>

4. Education and Training Component

SECTION	INSTRUCTION
F.9.c.4.a.	Describe the local approach for providing the Education and Training component, including all activities that comprise the component.

RWB RESPONSE
<p>When an Orientation and Assessment is completed and it is determined that the participant needs education and training before any other activity can begin, the following actions occur: (a) the participant 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.</p> <p>Participants referred to an education provider, have seven calendar days to contact the provider and report the information to the FSET case manager. The appropriate education activity is then entered in OSST.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

In cases where a participant referred to FSET is already enrolled in vocational training or college, the participant must complete the Orientation at which time the participation expectations are explained. In addition, the participant 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 appropriate education activity is entered in OSST.

Education and training activities include, but are not limited to, the following: adult basic education, remedial education, high school completion or general education development, English for Speakers of Other Languages (ESL), post secondary education, vocational training, Workforce Investment Act (WIA) and the Trade Adjustment Assistance (TAA) Program.

SECTION	INSTRUCTION
F.9.c.4.b.	Describe the local approach for ensuring that participants are participating in Education and Training for the required number of hours each month (documentation, etc).

RWB RESPONSE

Not applicable – Effective July 1, 2009, a minimum number of required hours to be completed every month no longer applies. However, the minimum number of recommended hours for Education and Training will be 8 hours a month.

Monthly attendance reports are requested for participants enrolled in education and training 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 are updated and an FSR requested, if needed. When an educational institution does not keep attendance records and will not complete the FSET attendance report, a monthly telephone call or other collateral contact will be made to the educational institution to ensure the individual is still enrolled and to the participant to confirm he/she is still attending classes. The JPR screen will be updated based on this information and a case note made regarding these contacts. At the end of each semester, a copy of the participant's grades will be requested and filed in the case record when received. This will confirm satisfactory participation. If needed, FSR's may be requested when the semester documentation is received.

Participants will be encouraged to complete all of their hours. However, FSET staff will work with participants based on their ability to participate.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

5. Serving Employed Participants

SECTION	INSTRUCTION
F.9.c.5.	Describe the local approach for referring employed participants to activities.

RWB RESPONSE
Not applicable. Whenever participants are employed, they are not required to do another activity.

6. Program Coordination

SECTION	INSTRUCTION
F.9.d.	Describe the local approach for coordinating with DCF regarding the FSET Program (i.e., interagency meetings, problem resolution procedures, etc.). Include a description of the process used to request exemptions/exceptions from DCF for certain participants.

RWB RESPONSE
Each DCF Service Center assigned a liaison to work with the FSET units so information could be faxed or phone calls made. Some FSET units established monthly meetings with the DCF liaison to resolve problems. The Miami DCF central office also assigned a liaison to work with the SFW administration to resolve issues that could not be solved locally. Meetings are scheduled as needed.

7. Conciliation, Good Cause and Sanctioning Procedures

SECTION	INSTRUCTION
F.9.e.1.	Describe the local approach for the conciliation process in the FSET Program. Include the time frame involved and how this process is documented.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE	
Not applicable. Effective July 1, 2009, FSET became a volunteer program and conciliation will not be requested on Volunteers.	

SECTION	INSTRUCTION
F.9.e.2.	Describe the local approach for temporarily deferring participation due to good cause using the good cause reasons listed on page 15 of the State Plan. Include the time frame involved and how this process is documented. NOTE: Please ensure that when describing the local approach, the term “good cause” is used instead of “deferrals” since only DCF can grant deferrals.

RWB RESPONSE	
Not applicable. Effective July 1, 2009, when FSET became a volunteer program, good stamp recipients could choose not to participate without having to establish good cause.	

SECTION	INSTRUCTION
F.9.e.3.	Describe the local approach for the sanctioning process for the FSET Program. Include the time frame involved and how this process is documented.

RWB RESPONSE	
Not applicable. Effective July 1, 2009, when FSET became a volunteer program, sanctions will no longer be requested.	

SECTION	INSTRUCTION
F.9.e.4	Describe the process for notifying DCF when the Able Bodied Adults Without Dependents have met the requirements to end a sanction.

RWB RESPONSE	
Not applicable. Effective July 1, 2009, DCF will automatically lift sanctions when the penalty time has been served or good cause/exemption has been established.	

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

f. Program Monitoring

SECTION	INSTRUCTION
F.9.f.	Describe the local approach for monitoring the FSET Program. Include information about reports or tools that are used to monitor the program.

RWB RESPONSE
<p>SFW will review cases on a monthly basis. A local review form was created based on the AWI FSET review tool so the same major points are covered. Copies of completed review forms are e-mailed to the FSET case manager, the supervisor, and the Career Center Director. The comment section at the bottom of the form provides detailed findings, suggestions for improvement, and corrective action to be taken, if any. Follow-up telephone calls are made to the FSET staff and/or Career Center Director, when needed. Refresher FSET policy and OSST training is also scheduled as needed.</p>

g. Participant Reimbursement

SECTION	INSTRUCTION
F.9.g.1.	Describe the local procedures for requesting Food Stamp Reimbursements (FSRs) for eligible participants. Describe under what circumstances and for which activities FSRs are requested. NOTE: Since employment is not an FSET Program component, participants cannot be given the FSR for employment.

RWB RESPONSE
<p>Food Stamp Reimbursements (FSR) are requested each month for participants who have completed their assigned monthly activity, provided documentation and have expressed the need for transportation or other activity related assistance. This documentation is filed in the case record as proof of participation. FSR's 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>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.9.g.2.	Describe the local procedures for documenting the need for each FSR that is requested.

RWB RESPONSE
A case note is made in OSST each time an FSR is requested regarding the need for the assistance and for which month the FSR was requested.

h. Other

SECTION	INSTRUCTION
F.9.h.1.	Describe local procedures for linking participants to other services and funding streams as appropriate.

RWB RESPONSE
FSET participants will be assessed at Orientation to determine community supports that can be utilized to assist them in gaining self-sufficiency and participating in the program. Appropriate referrals will be given to partners and community-based support agencies when needed.

SECTION	INSTRUCTION
F.9.h.2.	Describe local procedures for ensuring that FSET Program staff is represented and proper documentation is provided at the DCF Administrative Fair Hearings.

RWB RESPONSE
When a participant requests a fair hearing through DCF because of an unresolved dispute with the FSET program, the FSET case manager will be notified of the hearing date and time by DCF and will attend the hearing. Copies of all appointment letters and other important papers are always made and kept in the FSET case record with the exception of medical information which is kept in a separate, secured area. The FSET case manager will bring these copies to the Administrative hearing as proof of communication and efforts to contact the participant.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.9.h.3.	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
<p>During the initial Assessment at Orientation, a preliminary work history and the participant's skills and abilities will be reviewed. A tour of the Resource Room by the Resource Room Attendant can be conducted upon request to inform the participant of the services available (job search assistance, resume building and job placement assistance) and how to use the computers to look for jobs. The participant will be matched with job openings for which they qualify. If no open jobs fit the participant's skills, the Career Center Employment Specialist may contact local employers within the community to determine if there are any positions that meet the FSET participant's qualifications</p>

10. Senior Community Services Employment Program

SECTION	INSTRUCTION
F.10.	Describe the process for administering the Senior Community Services Employment Program (SCSEP), provided SCSEP funds are received.

RWB RESPONSE
<p>No Senior Community Services Employment Program (SCSEP) funds are received by the Region 23 workforce board. However, the Career Centers are training hosts for several Senior Community Employment workers. In Region 23 there are five (5) SCSEP funded agencies that work with the Career Centers as training hosts as well as providing services to SCSEP workers that will transition them into unsubsidized employment</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

11. Workforce Activities and Services

The items in this section could apply to any or all of the workforce programs available in the region's One-Stop Career Centers. When responding to each of the items below, identify those programs involved. This could be a single program or any combination of programs.

a. Core and Intensive Services

SECTION	INSTRUCTION
F.11.a.	Describe the process for providing core and intensive services to job seekers in the One-Stop Career Centers.

RWB RESPONSE
<p>Services specified in the WIA legislation are available to Adults and Dislocated Workers either directly in the Region's One-Stop 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.</p> <p>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 comparative training offerings per occupational training area for each approved training provider to receive educational scholarships (also known as ITA).</p> <p>Unassisted Core Services include but are not limited to:</p> <ul style="list-style-type: none"> • 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

- 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 commensurate with an individual's experience, ambitions, skill and abilities.
- Access to Public Assistance Application Process: the One-Stop Career Center provides customers with access to Temporary Cash Assistance by having paper applications at the center(s), allowing customers access to the Department of Children and Families' (DCF) on-line application for public benefits, access to telephone(s) to call the DCF customer call center and automated ACCESS information line, and allowing customers to fax public benefit applications and other documents to DCF.

Assisted Core Services include but are not limited to:

- Employability skills workshops that focus on developing or enhancing job search and job maintenance skills.
- Staff assisted job search and placement assistance.
- Staff assisted job referrals that may include testing and background checks done before referral or when operating as the employer's agent in order to fill job orders.
- Staff assisted job development.
- Occupational skills assessment to identify areas of interest, abilities as well as additional service needs.
 - Follow-up services including counseling regarding appropriate workplace behavior(s) for clients who are placed into unsubsidized employment or terminated from the system and require follow-up services. Follow-up services shall be conducted for a period of twelve (12) months after the first date

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

of employment or termination at 30, 90, 180, 270 and 365 day intervals. Follow-up services including counseling regarding appropriate workplace behavior(s) for clients who are placed into unsubsidized employment or terminated from the system and require follow-up services. Follow-up services shall be conducted for a period of twelve months after the first date of employment or termination at first quarter after exit, second quarter after exit, third quarter after exit and fourth quarter after exit.

Intensive Services include but are not limited to:

- Group counseling or individual counseling.
- Development of a Career Plan (CP) for each registered WIA client that advances to Intensive services.
- Short-term prevocational services, including, but not limited to, development of learning skills, communication skills, interviewing skills, and professional conduct to prepare individuals for a job.
- Stand alone adult education and literacy and basic skills remediation services.

1. Assessment

SECTION	INSTRUCTION
F.11.a.1.a.	Describe the testing and assessment process(es) for the WIA, TAA, MSFW, Veterans, Wagner-Peyser, FSET and WT/TANF participants.

RWB RESPONSE
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

SECTION	INSTRUCTION
F.11.a.1.b.	Describe the assessment tools used to assess youth for the federal WIA literacy and gains measure.

RWB RESPONSE
Effective July 1, 2006 all Out-of-School youth (determined at registration) who are Basic Skills Deficient will be included in the new Literacy and Numeracy Measure. Note: Out-of-School youth (determined at registration) who are Basic Skills Deficient whose registration date is prior to 7/1/2006 will not be included in the new measure.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Although Region 23 is not required to report the “Literacy and Numeracy” data prior to 7/1/2006, it is suggested that youth service partners begin recording “Literacy and Numeracy” data in OSMIS prior to the 7/1/2006 implementation date. The Test for Adult Basic Education (TABE) test is utilized to determine whether a youth is basic skills deficient. The following guidance is the step-by-step instruction that is intended to assist SFW partners with properly recording TABE assessment scores in state’s reporting system as they relate to the “Literacy and Numeracy” common measure. All out-of-school youth must be assessed in basic reading/writing and math. Individuals who are not basic skills deficient based on pre-test results are excluded from this measure (i.e., programs will not be held accountable for this measure). Measures gains are in educational functioning levels, not attainment of skills. The post-test can be at anytime within the first year, but must be given prior to or on the anniversary date. The same standardized assessment tool (currently TABE) must be used at both the pre-test and post-test. Multiple post assessments can be given throughout the year however, the latest test date, i.e., the test date entered on the anniversary or the closest date prior to the anniversary, will be the score reported regardless of whether or not it was a higher or lower score than any of the previous post assessments that were conducted during the year. An academic functioning level gain could come from either a reading score or a math score, but need not be a gain from both in order to count positively in this measure. Post-test must be within one year of participation/registration, not one year from pre- test.

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

SECTION	INSTRUCTION
F.11.a.1.c.	<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>

RWB RESPONSE (see next page)

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

 South Florida Workforce Initial Assessment																					
<p>Date: _____</p> <p>* Name: _____</p> <p>Address: _____</p> <p>Phone: _____</p> <p>* Citizenship:</p> <p><input type="checkbox"/> Citizen of the U.S.</p> <p>Alien Status</p> <p><input type="checkbox"/> A Lawful Permanent Resident</p> <p><input type="checkbox"/> Employment Authorization Document</p> <p>Expiration Date: _____</p> <p><input type="checkbox"/> Asylum Applicant</p> <p><input type="checkbox"/> Asylum Granted</p> <p>Date Asylum Granted: _____</p> <p><input type="checkbox"/> Paroled</p> <p><input type="checkbox"/> Refugee</p> <p>Alien#: _____</p> <p>Date of Entry: _____</p>	<p>* SSN: _____</p> <p>* Race:</p> <p><input type="checkbox"/> American Indian/Alaskan Native</p> <p><input type="checkbox"/> Asian</p> <p><input type="checkbox"/> Black/African American</p> <p><input type="checkbox"/> Haitian</p> <p><input type="checkbox"/> Native Hawaiian/Other Pacific Islander</p> <p><input type="checkbox"/> White</p> <p>* Ethnicity:</p> <p>Hispanic / Latino <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>* Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male</p> <p>Marital Status: <input type="checkbox"/> Single <input type="checkbox"/> Married</p> <p><input type="checkbox"/> Separated <input type="checkbox"/> Divorced</p> <p><input type="checkbox"/> Widowed</p> <p>* Birth Date: _____</p> <p>Country of Origin: _____</p> <p>* Individual with Disability: <input type="checkbox"/> Yes <input type="checkbox"/> No</p>																				
<p>Languages</p> <p>English <input type="checkbox"/> Speak <input type="checkbox"/> Read <input type="checkbox"/> Write</p> <p>Spanish <input type="checkbox"/> Speak <input type="checkbox"/> Read <input type="checkbox"/> Write</p> <p>Other <input type="checkbox"/> Speak <input type="checkbox"/> Read <input type="checkbox"/> Write</p>	<p>Education</p> <p><input type="checkbox"/> Grades 1 - 7 <input type="checkbox"/> Some College</p> <p><input type="checkbox"/> Grades 8 - 12 <input type="checkbox"/> College</p> <p><input type="checkbox"/> GED <input type="checkbox"/> No School</p>																				
<p>Work History</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #0056b3; color: white;"> <th>Employer's Name</th> <th>Position Title</th> <th>Start Date</th> <th>End Date</th> <th>Salary</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p style="text-align: center; background-color: #e0e0e0; padding: 5px;">Skills/Duties</p>		Employer's Name	Position Title	Start Date	End Date	Salary															
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LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.11.a.1.c.	<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>

RWB RESPONSE
<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. The assessments are used to develop the IRP.</p>

SECTION	INSTRUCTION
F.11.a.1.c.	<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>

RWB RESPONSE
<p>SFW requires participants to complete the Initial Assessment, Budget Planner, Resume, and Choices to develop the IRP.</p>

SECTION	INSTRUCTION
F.11.a.1.c.	<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>

RWB RESPONSE
<p>Referrals to other assessment such as Aviator, TABE, and Provelt may be required for a specified training and/or employment</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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

SECTION	INSTRUCTION
F.11.a.2.	Describe the procedure for developing IRPs/EDPs/ISSs for participants of the workforce service programs.
RWB RESPONSE	
<p>SFW requires adult participants to complete the Initial Assessment, Budget Planner, Resume, and Choices to develop the IRP.</p> <p>SFW requires all youth service partners to conduct an assessment process for each enrolled youth. An initial assessment must be completed on all youth participants after eligibility is determined. The assessment process underlies the development of an Individual Service Strategy (ISS), which serves as each participant's road map to youth service delivery. See Attachment III – F.4. for detailed information on the process of conducting assessment and the development of the Individual Service Strategy (ISS).</p> <p>SFW requires participants to complete the Initial Assessment, Budget Planner, Resume, and Choices to develop the IRP.</p>	

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

SECTION	INSTRUCTION
F.11.a.2	<p>When is the IRP initiated?</p> <p>Describe the process of developing the IRP in conjunction with the program participant;</p> <p>Describe how often the steps to self-sufficiency are updated and signed by the program participant and program staff; and</p> <p>Describe the IRP tool that the RWB uses. If the RWB uses a locally developed tool, please attach it to the Workforce Services Plan.</p>
RWB RESPONSE	
<p>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.</p>	

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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 Individual Training Account (ITA) unless the local board obtains a waiver from WFI. Attach a copy of the local operating procedures for the following processes. **Please see Attachment III.D.5.**

SECTION	INSTRUCTION
F.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 and AWI Guidance Paper AWI FG - 00-002a.

RWB RESPONSE
<p>The Region refers to ITAs as "Educational Scholarships". An Educational Scholarship is the vehicle used to pay for or defray the cost of training at a SFW approved training vendor. Educational Scholarships 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 in the Region's Targeted Occupations List (TOL). The Educational Scholarship 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.</p> <p>SFW has established a maximum educational scholarship cost that will be paid for each occupational/program training area. This cost structure takes into account the institutional costs (including tuition, lab fees, registration fees, etc), books, materials, other costs, such as uniforms, physicals, certification fees, licensing fees, etc. There is a cap on the Educational Scholarship per occupation, which 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 \$10,500. Anything above that cap is the responsibility of the client.</p> <p>Bachelor degree programs are handled on a case-by-case basis and require prior approval by the Manager of the One-Stop Career Centers or Youth Service Providers. Individuals in Bachelor degree programs may stay in training no more than five years. The maximum allowed cost per year for each individual enrolled in a Bachelor program is \$2,500.</p> <p>An ITA is the vehicle used to pay for or defray the cost of training. The document that is used to issue an ITA is a voucher. The case manager must establish an ITA for each participant for whom occupational training has been determined to be appropriate. ITAs shall approve each participant for a full program of study, including any prerequisites that may be required; however, expenditure authorizations shall not be entitlements and shall be renewed</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

on a term-by-term basis, with two sets of conditions tied to ITA renewals after each term. ITAs shall be renewed only for students who:

- Remain in good academic standing (not on academic probation), and
- Show progress in completing their pre-approved or amended Career and Training Plans.

Under this policy, 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 as set forth by the SFW. 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. SFETC will pay the ITA agent only those costs that are in excess of the Pell award.

Additionally the following guidelines for participants enrolling in ITAs must be followed:

- Only one training occupation per participant can be paid through an ITA. An exception can be made by the case manager only in cases where changing from one approved occupation to another occupation will not require an additional expense because all credits and/or classes are fully transferable between the programs.
- The participant must enroll in school full time as defined by the training institution.
- South Florida Workforce will only pay once for each required class in an approved training.
- The One Stop Career Center manager has limited authority to approve specified waivers as described later in this directive.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.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.

RWB RESPONSE
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. (See Attachment III D7)

SECTION	INSTRUCTION
F.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.

RWB RESPONSE
<p>The SFW competitive process is a set of rules that safeguard fair and objective decision-making when choosing One-Stop Career Center service providers or awarding other grant funds to partners. These rules must comply with appropriate Federal, State, and Local requirements. Central to this process are the core values of <i>integrity</i>, <i>accountability</i>, and a <i>systems perspective</i>. SFW complies with F.S. 287, OMB 122, 187 and A-110. Refer to Section IV.B for a complete description of the competitive procurement process.</p> <p>In summary the process is as follows: To the extent possible, service providers for Region 23 are selected through a competitive procurement process in accordance with F.S. 287, OMB 122, 187, etc. Non-competitive with sole source and emergency procurements, may be authorized in accordance with F.S. 287, OMB 122, 187 and A-110.</p> <p>For each competitive procurement, the method used for the procurement, (e.g. Request for Proposals, Request for Qualifications, etc.) is maintained on file. The rationale for all non-competitive procurements is documented according to applicable regulations, cost thresholds, type of service being procured and/or emergency procurement situations.</p> <p>The evaluation criteria are kept on file for each procurement effort, including the individual evaluation forms completed for each proposal submitted. In addition, copies of correspondence sent to service providers in regards to</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

the procurement are kept as is documentation of SFWB and SFETC actions concerning the selection or non-selection of providers.

The cost/price analysis and proposed cost of service serve as the basis for negotiation and final price for the proposed service of the contract price. Any miscellaneous correspondence regarding the proposed costs will be maintained in the appropriate file.

The primary consideration in the selection of service providers is the effectiveness of the agency or organization in delivering comparable or related services. This consideration is based on the following criteria: merits and quality of the technical proposal; demonstrated effectiveness and performance; ability to meet performance standards within reasonable cost parameters; and, fiscal accountability and management capabilities. Contract awards are made to the most responsive respondents; those with proposals that are most advantageous to the SFWIB after considering price, technical factors and other applicable criteria.

SFW conducts a comprehensive review of all the responses to each solicitation. Responses are evaluated first to ensure that all information required is complete and that the responses satisfactorily address each and all requirements. Responses that are incomplete or do not satisfactorily address each and every requirement may be disqualified.

The evaluation process is designed to assess the respondent's ability to meet the SFW requirements and to identify those respondents most likely to satisfy them. The evaluation process is conducted in a thorough and impartial manner at a publicly noticed selection committee meeting held in the sunshine. All respondents to a particular solicitation are encouraged to attend this meeting.

While price is an important factor in selecting a respondent for an award, other factors in the competitive process may be considered and may take precedence over price. Those factors include but are not limited to: quality of service offered, operating characteristics, technical innovations, administrative capability, previous experience in providing the same or similar services and the ability to achieve the deliverables as specified in the solicitation.

A cost or price analysis is performed for each procurement effort, in order for SFW to evaluate the reasonableness of the cost/price for the program. This analysis is done using a cost and/or price analysis worksheet that analyzes cost based on factors, i.e. units, amount, rates, etc.

All documentation detailing the historical process of a specific procurement action is maintained in a procurement file for a minimum of three years after the end of the contract.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.11.b.4.	Indicate if the region is using the State's wavier to allow the provision of ITAs for Older Youth. If so, describe the local policies and procedures.

RWB RESPONSE
Region 23 does not utilize waivers for older youth. Youth vouchers are the method of payment for training services targeting older youth.

SECTION	INSTRUCTION
F.11.b.5.	Describe the process for using WIA funds to provide training services to trade-affected workers.

RWB RESPONSE
<p>The TAA Reform Act of 2002 was reauthorized through Fiscal Year 2007. Locally, workers may be eligible to apply for TAA services if they were laid off as a result of increased imports or if their companies shifted production out of the United States to certain foreign countries. Workers laid off as a result of a shift in production to a country that is party to a free trade agreement with the United States, or a country that is named as a beneficiary under the Andean Trade Preference Act, the African Growth and Opportunity Act or the Caribbean Basin Economic Recovery Act, may satisfy TAA certification criteria.</p> <p>TAA clients are then referred to the One-Stop Career Centers for core, intensive, and training services. All TAA clients are currently dual enrolled in OSMIS as WIA/TAA clients. TAA clients dual enrolled in WIA/TAA 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 in Region 23 have language barriers that must be addressed for the desired outcome of training completion and employment. Yet, the Trade Act of 2002 is very specific in that TAA clients must be enrolled in training within a designated number of weeks after separation of certification of the company.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.11.b.6.	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.

RWB RESPONSE
<p>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. Because of the TAA Coordinator's involvement 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.</p> <p>TAA clients are referred to the One-Stop Career Centers for core, intensive, and training services. All TAA clients are currently dual enrolled in WIA. TAA clients dual enrolled in WIA are subjected 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. .</p>

12. Work Experience

SECTION	INSTRUCTION
F.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. . Please see Attachment III.D.6.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE
<p>Worksites are developed with local business partners. Service partners are contracted to develop worksites and provide worksite agreements with local business and non profit organizations Please see Attachment III.F.</p>

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

SECTION	INSTRUCTION
F.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>

RWB RESPONSE
<p>Work experience Program (must be for the benefit of the community) (Core)</p> <p>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.</p> <ul style="list-style-type: none"> • Required Documentation <p>Work experience Work-Site Agreement; as part of the agreement the agency provides their business type and signs a displacement checklist. (Included on work-site documentation)</p> <p>Signed Time Sheet (participant, employer representative, career advisor);</p> <p>Work-site agreement must include job title, clear job description, party responsible for supervising the participant and signing timesheets/documentation, performance benchmarks, goals and outcomes and time limits.</p> <p>Must document daily supervision (must include dates, required hours and actual hours);</p> <p>Must be signed by the participant, authorized employer representative (on the work-site agreement), and the career advisor;</p> <p>Detailed Case Notes.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

- Tracking Participation

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

Based on the Fair Labor Standards Act, a participant cannot be required to do more hours in Work experience than is determined by the calculation $\text{Cash} + \text{Food Stamp amount} \div \text{minimum wage} \div 4.3$. An example of the work hour calculation is $\$100.00 + \$225.00 = \$325.00$, divided by $\$7.25 = \44.82 , divided by $4.3 = 10.42$.

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.

13. 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. 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.

SECTION	INSTRUCTION
F.13.	Provide a description of the process for developing OJT sites and agreements for all participants enrolled in workforce programs.

RWB RESPONSE

It is the responsibility of the Employer services division of each Career Center Partner 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 employer 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 consultants work with the employer and Career Advisors to determine qualifications needed for training.

The documents listed below are roughly arranged in order of presentation to a new employer.

[Financial Viability Checklist](#)

[Referral](#)

[Contract Body](#)

[Training Outline](#)

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

Competency Certification Payment Method Employer Handbook Assurances & Certifications Monitoring Worksheet Optional-Time Sheet Format Optional-Invoice Sample Optional-Trainee Evaluation Format

For WT/TANF, please describe the following:

SECTION	INSTRUCTION
F.13.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.

RWB RESPONSE
<p>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.</p> <p>The following is required documentation that supports hours of participation.</p> <p>Community Service Work-Site Agreement; as part of the agreement the agency provides their business type and signs a displacement checklist. (Included on work-site documentation)</p> <p>Signed Time Sheet (participant, employer representative, career advisor);</p> <p>Work-site agreement must include job title, clear job description, party responsible for supervising the participant and signing timesheets/documentation, performance benchmarks, goals and outcomes and time limits.</p> <p>Must document daily supervision (must include dates, required hours and actual hours);</p> <p>Must be signed by the participant, authorized employer representative (on the work-site agreement), and the career advisor;</p> <p>Detailed Case Notes.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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. Additionally, Florida's Quick Response Training (QRT) program, established in 1993, provides grants to expanding or new-to-Florida businesses to meet their customized training needs. Attach a copy of the local operating procedures for the following process(s). **Please see Attachment III.D.(7).**

SECTION	INSTRUCTION
F.14.a.	Provide a description of the process for developing customized training sites and agreements for all workforce participants enrolled in WIA, Welfare Transition, FSET, etc.

RWB RESPONSE
<p>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 employers to require additional human resource needs to avoid lay offs. . Once a need has been identified, Employer consultants work with the employer 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.</p> <p>CUSTOMIZED TRAINING ... STEP BY STEP</p> <p>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. This is particularly true in steps 1-7, but less likely in steps 8-25. The steps that follow assume that the SFW service partner has already identified both the employer and the likely trainee.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

CUSTOMIZED TRAINING COORDINATOR

Before beginning the process of executing a Customized Training agreement, we strongly recommend 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 partner must obtain all of the occupation's information (eg. 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 SFW 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 employer 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 SFW.
- Career Center will complete Team Rating Sheet and Submit with application to the Manager of Adult Programs

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

- 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 SFW file and a copy forwarded to the SFW Executive Director.
- One copy will be forwarded to the Manager of Adult Programs. The Manager of Adult Programs will review the documentation submitted by the employer and verify that the employer has met all the conditions as specified in the EWTP 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 SFW Executive Director will review and approve or deny the request.
- If the SFW Executive Director approves the application, a written approval will be forwarded to the Employer and the Career Center provider staff. The authorized case management provider will contact the employer 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 SFW 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.

SECTION	INSTRUCTION
F.14.b.	Describe if businesses in your region have accessed training grants from the QRT program. If so, are these businesses posting job orders through the local one-stop system, consistent with the QRT application process?

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE

The Beacon Council, an economic development partner, uses the QRT as an incentive for businesses to expand or move to this Region.

EXAMPLE 1:

COMPANY: BOSTON SCIENTIFIC	
Number of new jobs	120
Average Wage	\$31,775
Capital Investment	\$14,000,000
<i>QRT Grant Breakdown</i>	
Incentive award per job	\$836
Total Incentive	\$100,320

EXAMPLE 2:

COMPANY: IVAX CORPORATION	
Number of new jobs	57
Average Wage	\$55,000
Capital Investment	\$4,500,000
<i>QRT Grant Breakdown</i>	
Incentive award per job	\$2,268
Total Incentive	\$129,276

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

15. 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).

SECTION	INSTRUCTION
F.15.a.	Identify when the region's EWT program was established and what changes have been made to the program since implementation and why;

RWB RESPONSE
<p>Region 23 has had an Employed Worker Training Program since January of 2007. However, it was determined that employers were hesitant to participant due to the required amount of paperwork and perceived confidentiality issues with employee vital information (SS numbers) Since then the RWB has streamlined the employer responsibility in the following ways.</p> <p style="padding-left: 40px;">Eligibility may be determined either at the worksite or the Career Center(s) dependent upon the employer's preference and coordinated by the assigned Employer Consultant.</p> <p style="padding-left: 40px;"><u>When serving employers, all efforts should be made by the Career Center staff to decreases the burden of data collection to the employer and its employees receiving services. The focus of serving employed workers should be the employer.</u></p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

The case management contractor will:

Complete the application and obtain required eligibility documentation as applicable for the funding stream utilized, following established program procedures, the documentation must include:

Valid Florida identification and social security card, or other acceptable [I-9 documentation](#) in order to establish that the applicant is eligible to work in the United States, Proof of selective service registration (for males only).
When using WIA funds the trainee eligibility information can be collected from the employer utilizing the [WIA EWT Application](#)

Please see Attachment III.D.8.

SECTION	INSTRUCTION
F.15.b.	Identify those industries in the region whose workers will be targeted specifically for skills upgrade training and how those industries were identified;

RWB RESPONSE
<p>The following industries are targeted specifically for skills upgrade training. These industries were identified due to a need to advance into newer technology in order to remain competitive in their specific arenas. Many industries are moving from manual to computer aided technology and others are growing so rapidly that skills upgrade becomes mandatory for survival in a large metropolitan market like Miami Dade County.</p> <ul style="list-style-type: none"> • Biotechnology • Aviation / Aerospace • Business Services • Health Services • IT/Telecommunications

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.15.c.	<p>Provide a description of the process for the EWT program aimed at upgrading the occupational skills of existing workers in the region. The description should include the following:</p> <p>Identify those industries in the region whose workers will be targeted specifically for occupational skills upgrade training and how those industries were identified;</p> <p>Provide a description of the process for the EWT program aimed at upgrading the occupational skills of existing workers in the region. The description should include the following:</p> <p>Address both those working part-time and full-time, the working poor, and across all earning levels; and</p> <p>Identify what funds (e.g., WIA and TANF) are used for this purpose in the region as well as how additional funds will be leveraged to accomplish skills upgrade training within the region.</p>

RWB RESPONSE
<p>SFW clients may be provided training opportunities through the use of the Educational Scholarship at licensed educational institutions, which have been approved by SFW, offering training in occupations that are on the Region's TOL. As indicated previously, the Region has a Strategic Plan and a Training Master Plan that includes Industry/Employer Priorities. To reiterate, these priorities are:</p> <ul style="list-style-type: none"> • Automotive • Aviation / Aerospace • Business Services • Construction

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

- Education
- Health Services
- IT/Telecommunications
- Tourism/Hospitality
- Film & Entertainment

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). **Please see Attachment III.D.(9).**

SECTION	INSTRUCTION
F.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);

RWB RESPONSE
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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.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;

RWB RESPONSE
Employer services will be delivered through strategically planned forums, website, marketing materials and employment focused seminars such as the Professional Placement Network.

SECTION	INSTRUCTION
F.16.c.	How does the region evaluate its Business Services (i.e., outreach tactics, core processes, and performance metrics):

RWB RESPONSE
SFW uses the following Performance Measures as tools to evaluate its Business Services: 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.

SECTION	INSTRUCTION
F.16.d.	How the region will expand outreach and availability of the following value added, business focused training programs: <div style="text-align: center;"> Incumbent Worker Training; Quick Response Training; and Employed Worker Training. </div>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE

Outreach and availability of above mentioned training programs will be expanded through the inclusion of an employer services model designed to identify the needs of the business community. The SFWIB Employer Services expansion is scheduled to occur in program year **2007-08**. Each partner will have one Employer Services Representative work from the SFWIB Administrative Office. This team of Employer Services Representatives will work for the Region and follow the guidance of SFWIB designated staff.

The region's Employer Services team will work in partnership with the service providers' Employer Consultants regarding interaction/collaboration with economic development agencies, chambers of commerce, industry focus groups, major job fairs, promotion of the Employed Worker Training Program, and herald the Economic Development and Industry Sector Committee's agenda.

The Career Center personnel that provides core, intensive and training services at the Career Center(s) shall collaborate with the SFWIB Employer Services staff to develop job placement opportunities for job seekers; identify employers, industries, and job opportunities; and convert these opportunities into Incumbent Worker Training; Quick Response Training; Employed Worker Training, and creation of new job orders. Additional services to be provided include, but are not limited to:

1. Coordination of Employer Training services, community service and work experience worksites.
2. Coordination of special recruitments for employers.
3. Coordination of opportunities for program participants through established relationships with employers in Miami-Dade and Monroe Counties.
4. Assisting in the coordination of employer recruitments through the posting of job orders, conducting job fairs, providing space for on-site interviews and skill matching, etc.
5. Providing skill testing and screening potential employees for employers through Ready to Work Program (WorkKeys), Prove It, etc., to evaluate skill sets, abilities and qualifications that meet the employer's needs.
6. Promoting initiatives enacted by the SWFIB Economic Development and Industry Sector Committee.
7. Job matching and referring only qualified job seekers and program participants who meet the employer's minimum requirements.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

8. Providing follow-up services to employers to assess satisfaction with services received.
9. Providing information on tax credits and financial incentives for available training services such as the Employed Worker Program and On-the-Job Training.
10. Coordinating with staffing agencies and other organizations that provide placement services to ensure adequate employment opportunities exist for job seekers and program participants.
11. Upon request by an employer, conducting rapid response activities for employers who are faced with mass lay-offs, downsizing or closing.
12. Providing follow-up services on job orders using Employ Florida and documenting the services on the system.
13. Promoting high-skill, high-wage employment opportunities which meet the self-sufficiency standard for the region.
14. Actively engage in all regional industry/business initiatives as determined by SFWIB

SECTION	INSTRUCTION
F.16.e.	In partnership with economic development organizations, how will the region build on existing or establish local, industry-specific workforce business consortiums;

RWB RESPONSE
<p>SFWIB will focus on “branding”, public relations/media, and outreach to community leaders, major businesses, and organizations in the promotion of SFWIB. Public awareness, business endorsement, and community leadership support will elevate SFWIB’s status as a catalyst for economic development and support in this region. Employer Services will interact with the employer community and economic development organizations to address their current and anticipated labor needs, prepare for future labor needs, educate the employer community about the services available through the Career Centers and continually assess employers’ needs in order to deliver timely services.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.16.f	How the region will prioritize target industry clusters and why;

RWB RESPONSE
<p>The Training Master Plan (TMP) is designed to assist SFW stakeholders align the expenditure of training funds with SFW's strategic objectives, and, in doing so, achieve the following outcomes:</p> <ul style="list-style-type: none"> • Improve placement of the Hardest to Serve (<i>Stable and sustainable employment</i>) • Increase training-related placements (<i>Employer-focused skills development</i>) • Build stronger employer relationships (<i>Positive image</i>) • Ensure efficient & effective expenditure of training funds (<i>Fiscal control & accountability</i>) <p>The TMP is a <u>living document</u>. The TMP will be updated to adapt to the dynamic needs of our community's employers, job seekers, and workers. A full update to the TMP, including consideration of new labor market information, employer 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.</p> <p>IFW recently updated its audit of local employer demand for labor, and based on its findings, and comparisons to the targeted industries of local partners, SFW chose to prioritize eight industries in its strategic plan.</p> <ul style="list-style-type: none"> • Business Services • Health Services • Construction • IT/Telecommunications • Tourism/Hospitality • Education • Automotive • Film & Entertainment <p>SFW will use these industries to guide its activities throughout the program year. Specific effort will be taken to form partnerships with employers 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 SFW Priority Industries. See Attachment III.D.(10).</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.16.g.	How the region will provide platform for creation or technical input of industry specific training programs—leverage expertise of strategic partners (Education, Training Providers, Employ Florida Banner Centers);

RWB RESPONSE
Region 23 is exploring the utilization of these methods. Partnerships are being developed with education and training providers to leverage their expertise.

SECTION	INSTRUCTION
F.16.h.	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);

RWB RESPONSE
<p>“Voice of the customer” 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 SFWB would align with both state and local efforts to build a world-class labor force, driving economic growth, a collaborate on local initiatives that further meet industry needs...</p>

SECTION	INSTRUCTION
F.16.i	How the region will increase workforce awareness via visibility at target industry specific events; and

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE
<p>The region will increase awareness and visibility, not only at industry specific events, but all over the two county area with Mobile Service vehicles (MSV). Workforce services will become portable in the very near future in order 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 SFW in order to promote the wide array of services available through its programs.</p> <p>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, a plasma “smart” board that can be used for training, and a handicapped-accessible entrance via a wheelchair lift in the back.</p>

SECTION	INSTRUCTION
F.16.j.	Showcase successful workforce/business partnerships at local economic development business events.

RWB RESPONSE
<p>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.</p>

SECTION	INSTRUCTION
F.16.k.	Describe any other innovative service delivery strategies implemented in the region, as well as the region’s success, to date, in competing for state-level funds through WFI’s Policy Councils.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE

In order to better serve communities and customers currently being underserved, Region 23 has instituted a portable unit to provide services. The Mobile Service Vehicles (MSV) would enable SFW to accomplish the following five primary goals:

1. To reach out to employers who as SFW's primary customers could utilize this vehicle for a variety or different purposes.
2. To reach out to job seekers in communities that do not have adequate transportation or are over 25 miles from a Region 23 Career Center.
3. To serve as a "rolling advertisement" for SFW in order to promote the wide array of services available through its programs.
4. To foster and enhance relationships with Community-Based Organizations, Faith-Based Organizations and governmental service organizations throughout the region.
5. To provide disaster assistance within Region 23, throughout Florida, and in other states, if needed.

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, a plasma "smart" board that can be used for training, and a handicapped-accessible entrance via a wheelchair lift in the back.

The Region has submitted grant applications to the State; however, to date the Region has not been successful in competing for state-level funds through WFI's Policy Councils.

USDOL's recent TEGL No. 16-04 encourages the public workforce system to engage in more entrepreneurial training initiatives. Each of Florida's 24 RWBs are engaged with local partners including Small Business Development Centers, SCORE chapters, and university incubators, but need flexibility to better support sound business innovation practices that result in new business creation and new jobs for citizens of Florida.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.16.I.	Describe the region's strategies for implementing the entrepreneurial training initiatives for small business development in the one-stop service system.

RWB RESPONSE
SFW, in collaboration with the City of Miami and ACCION, is offering entrepreneurial training for customers interested in small business development.

17. Services to Targeted Populations

SECTION	INSTRUCTION
F.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.

RWB RESPONSE
<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> <p>Services for Individuals with Disabilities</p> <p>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</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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.

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LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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 Disability Resource Fairs and initiates referrals to relevant agencies.

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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

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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.

18. Workforce Program-Specific Definitions

Attach a copy of the local operating procedures for the following process(s).

a. Self-Sufficiency

SECTION	INSTRUCTION
F.18.	<p>Provide the local definition of economic self-sufficiency; if different, then individual the definitions for the employed worker and the dislocated worker. The self-sufficiency definitions must be developed in accordance with WIA 20 CFR 663.230.</p> <p>Does this self-sufficiency definition apply to the WT/TANF program? If not, please provide the self-sufficiency definition.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE

Self-Sufficiency

The self-sufficiency standard defines the minimum amount of cash resources needed in order for a family to meet its basic needs and be self-sufficient. Region 23 has separate definitions for self-sufficiency based on whether the individual at time of application is: unemployed or employed, and provides for a separate definition for dislocated workers and measuring outcomes.

WIA Adults Unemployed at time of application

Under priority Two for Adults that are unemployed at time of application, the region utilizes the family self-sufficiency standard as defined by the Human Services Coalition-Wider Opportunities for Women Study.

“The standard defines the amount of income necessary to meet the basic needs (including paying taxes) in the regular ‘marketplace’ without public subsidies-such as public housing, food stamps, Medicaid or child care-or private/informal subsidies-such as free babysitting by a relative or friend, food provided by churches or local food banks, or shared housing. The standard, therefore, estimates the level of income necessary for a given family type – whether working now or making the transition to work- to be independent of welfare and/or other public and private subsidies.” (<http://www.sixstrategies.org/>)

This standard also takes into consideration the cost factors in the precise community where the individual lives, and the size and age structure of his/her family- notably the differences in costs incurred for teenagers vs. infants vs. preschoolers etc. For example, a family of one adult and one pre-schooler in Miami Dade County requires an annual income of \$32,592 compared to \$30,130 for a similar family in Orlando. A different family with two members, but in this case composed of one adult and one teenager, living in Miami-Dade County, would require an annual income of \$27,516 to achieve economic independence.

This standard is derived from the standard promoted by the Human Services Coalition of Dade County (HSCDC) and Wider Opportunities for Women (WOW). The HSCDC is part of a national movement led by WOW that has supported the development of a new Self-Sufficiency Standard that measures poverty based on local costs in a given community. The HSCDC has defined family Self-Sufficiency as follows:

The staff determining eligibility must be mindful to use the correct table for the area where the individual resides. The three attached tables contain information relevant to Region 23:

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

- 1) Table 48 shall be used for Hialeah and Homestead,
- 2) Table 49 shall be used for areas in Miami-Dade County excluding Hialeah and Homestead, and
- 3) Table 50 shall be used in Monroe County.

WIA Adults Employed at time of application

Employed individuals who are over the self-sufficiency guidelines but who need training in order to obtain or retain self-sufficient employment, as documented by the employer may be served.

For all other employed individuals, eligibility determination for employed adults is based on the self-sufficiency definition.

Region 23 defines self-sufficiency for employed individuals as:

Regardless of family size, an individual residing in the areas listed below, must earn the listed wage to be self-sufficient:

Miami-Dade County	\$32 per hour
Hialeah and Homestead	\$31 per hour
Monroe County	\$33 per hour

The above standard is based on a calculation derived from information in the W.O.W. study, adjusted utilizing the consumer price index. The wage utilized is the highest wage in the study for a family composition of two adults and three pre-school age children. 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.

Note: For eligibility purposes, the income to be considered is only the income of the individual employee served.

WIA Dislocated Workers

The Region's self-sufficiency standard for WIA Dislocated Workers includes the highest of either the Adult standard as defined above or 80% of the pre-layoff wage. The self-sufficiency definition for Dislocated Workers affects only eligibility determination at the training level for employed individuals.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

For example, a Dislocated Worker was earning \$30,000 annually and is laid-off and accepts employment with another employer earning \$18,000 annually. Because the individual's income is less than \$24,000 (80% of \$30,000) the individual is eligible to receive WIA Dislocated Worker Training services.

Measuring Self-Sufficiency Outcomes

Measuring outcomes for achievement of self-sufficiency is challenging. Regional outcomes for self-sufficiency will be measured through a combination of employment, wage, retention and educational outcomes data. Increases in attainment on any of these indicators point out that individuals served are taking the required steps to achieve self-sufficiency.

b. Substantial Layoff

SECTION	INSTRUCTION
F.18	Provide the local definition of a substantial layoff for determining dislocated worker status, as referenced in WIA section 101(9)(B)(i).

RWB RESPONSE
<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"> 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 2. At least 500 employees (excluding employees regularly working less than 20 hours per week). <p>Note: 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>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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.

- A. Under honorable conditions;
- 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
- C. 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.

c. Priority Services

SECTION	INSTRUCTION
F.18	<p>Describe the criteria to be used for providing priority of services in employment and training to veterans in all workforce programs.</p> <p>Please explain the process for determining whether funds allocated to the region for adult participant employment and training activities under WIA Section 134 (d)(4)(E) are limited, and describe the process by which any priority for services will be applied.</p>

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

RWB RESPONSE

The term “Veterans Priority of Service” means that a covered person, who meets program eligibility requirements, shall be given priority over non-veterans for the receipt of all services provided under WIA. A “covered person” is one of the following:

- A veteran who is an individual who served in the active military, naval, or air service, and who was discharged or released from such service under conditions other than dishonorable;
- A recently separated veteran is any veteran who applies for participation under WIA Adult within 48 months after the discharge or release from active military, naval, or air service; or
- The spouse of:
 - A veteran who died of a service connected disability;
 - A member on active duty who (at time of spouse’s application) is listed as missing in action, capture in the line of duty, or forcibly detained; or
 - A veteran with a total disability from a service connected disability or one who died while being evaluated for it.

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.

Note: This program is subject to the provisions of the “Jobs for Veterans Act,” Public Law 107-288, which provides priority of service to veterans and spouses of certain veterans for the receipt of employment, training and placement services in any job training program directly funded, in whole or in part by the Department of Labor. Please be aware that, to obtain priority service, a veteran must meet the program’s eligibility requirements.

(See Attachment III F.5)

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

19. 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). **Please see Attachment III.D.(11).**

SECTION	INSTRUCTION
F.19.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, farmers, hard-to-serve, individuals with disabilities and other target groups.

RWB RESPONSE
<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</p> <p>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 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.</p> <p>SFW adheres to certain principles that should guide decisions regarding support services.</p> <ul style="list-style-type: none"> ▪ 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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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:

SECTION	INSTRUCTION
F.19.b.	Describe when participants are notified of the opportunity to receive support services, including but not limited to, transportation services, counseling, childcare, etc.

RWB RESPONSE
Participants are notified of the opportunity to receive support services during the initial orientation conducted at the Career Centers.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.19.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"> ○ Transportation; ○ Childcare; ○ Clothing; ○ Training; and <p>Other: If the RWB provides other support services not listed above; please describe the services and prioritization for such services.</p>

RWB RESPONSE
The attached "Support Services" matrix includes detailed information on each of the services itemized above. See Attachment III.H.(7) .

SECTION	INSTRUCTION
F.19.d	When and how are customers, including applicants for cash assistance, provided information about One-Stop Career Center services?

RWB RESPONSE
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.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.19.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>

RWB RESPONSE
<p>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)</p> <p>It is the policy of SFW to meet the requirements of Florida law by:</p> <ul style="list-style-type: none"> • 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 <p>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"> • 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

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

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.

SECTION	INSTRUCTION
F.19.f	Describe the type of support services the RWB provides to applicants of cash assistance.

RWB RESPONSE
The type of support services the RWB provides to applicants of cash assistance includes transportation and child care.

SECTION	INSTRUCTION
F.19.g.	Transitional support services: <ul style="list-style-type: none"> ○ Describe the type of services offered to participants whose cash assistance closes with earned income. ○ Describe when and how program participants are informed about transitional benefits and services when they first leave cash assistance. ○ How long does the RWB authorize a childcare referral for transitional customers?

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

	<ul style="list-style-type: none">○ How often does the RWB require a participant receiving transitional childcare to document employment?○ How often are transitional participants receiving support services reviewed for eligibility (family size, income, household composition, etc.)?○ If the RWB has a program to encourage employment retention and advancement using support services and/or incentives, please describe it.○ Describe the RWB's local operating procedure designed to offer education or training to transitional participants.
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RWB RESPONSE

SFW offers the following services to transitional customers:

- Informs the participants of Transitional Benefits during the exit interview process.
- Authorizes TCC referrals/re-determination every 4 months up to 2 years.
- Requires participants to provide employment during re-determination every 4 months
- Requires to review participants for eligibility once a month when receiving support services
- Job Retention Incentive: See attached Job Retention Incentive Procedure Transmittal (**Attachment III.F.(1)**).
- Individual Training Account process for Transitional Education.

See attached Transitional Support Services Matrix (**Attachment III.H.(7)**)

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

SECTION	INSTRUCTION
F.19.h	Describe how career center staff link participants of the WT Program to other services and funding streams.

RWB RESPONSE
SFW uses the Universal Referral Form to link participants to WT services and funding streams. See Attachment III,H.(8)

VI. Description of Negotiated Local Performance Goals and Levels

Florida is currently negotiating with the USDOL on the performance goals for the next two program years related to the federally mandated performance measures. Once these negotiations are completed, negotiations with the RWB's will be finalized to affirm or update goals as agreed to in preliminary negotiations with the state (due to be completed July 2007). The final RWB negotiated goals are to be included as part of the local plan.

Describe briefly how the RWB will use these negotiated goals and any other locally developed goals and measures in measuring the performance of the local fiscal agent, eligible service partners, and the local one-stop delivery system. When other locally developed goals and measures are involved, identify these goals and measures.

VII. Administrative Plan

Every RWB is required to follow federal administrative rules and cost principles applicable to its type of organization. These rules cover policies and procedures that govern local financial management and accounting (type of accounting system used, internal controls, cost allocation, program income, cash management, payroll procedures, travel, etc.), procurement procedures, property management, records management, monitoring and oversight, audit and audit resolution, contract management, and other administrative policies and procedures. Over the years, these policies and procedures have been either incorporated into a local administrative plan or established as a local standard operating procedure. Please forward an electronic copy of your current Administrative Plan and/or Standard Operating Procedures (SOP) for our records when you submit your new local plan. Attach a copy of the Administrative Plan as Attachment G.

LOCAL WORKFORCE SERVICES PLAN INSTRUCTIONS 2009-2011

VIII. Signature Pages

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

IX. Required Attachments

The following forms or documents must be completed and signed for the period covered by this plan update included in the Workforce Services Plan as required by law (see Attachment III):

- A. Inter-local Agreement(s)
- B. Fiscal Agent Design/Administrative Entity/One-Stop Operator
- C. List of One-Stop MOUs (Board and One-Stop Partners)
- D. Local Operating Procedures Referenced in the Local Workforce Services Plan
- E. Public Comments on Local Workforce Services Plan
- F. WT/TANF Standard Operating Procedures
- G. Local Administrative Plan