ADULT PROGRAM
AND
DISLOCATED WORKER PROGRAM
OPERATIONS MANUAL

WORKFORCE INNOVATION
AND OPPORTUNITY ACT
(WIOA)
# Table of Contents

**INTAKE AND REFERRAL PROCESS** ........................................................................................................ 1

- Referrals .................................................................................................................................................... 1
- Initial Assessment for Eligibility ............................................................................................................. 2

**DETERMINATION AND VERIFICATION OF PROGRAM ELIGIBILITY** ................................. 3

- Work Authorization ................................................................................................................................. 4
- Selective Service ..................................................................................................................................... 6
- Adult Program Eligibility ......................................................................................................................... 9
- Priority of Service for Adults .................................................................................................................. 9
- Dislocated Worker Program Eligibility .................................................................................................. 17
  1. Category 1 - Ordinary Layoff .................................................................................................................. 17
  2. Category 2: Plant Closure or Substantial (Mass) Layoff ..................................................................... 17
  3. Category 3 - Conditions Affecting Self-Employment ......................................................................... 18
  4. Category 4 - Displaced Homemaker .................................................................................................... 18
  5. Category 5 - Military Spouse or Military Spouse to Service Member ............................................... 18

- Serving Separating Service Members and Military Spouses with Dislocated Worker Funds ............... 19

- WIOA Dislocated Worker Priority of Service Requirements ............................................................... 22

**ENROLLMENT** ........................................................................................................................................ 23

- Opening an NEworks Application ......................................................................................................... 23
- Continuing with Enrollment ................................................................................................................... 23

**INFORMATION SYSTEMS & DATA COLLECTION** ........................................................................... 24

- Information System Procedures Relating to the Adult and Dislocated Worker Programs .................... 28
  - Eligibility and Data Documentation Requirements ......................................................................... 28
    - Federal Defined ................................................................................................................................. 31
    - State Defined ................................................................................................................................. 31
    - Locally Defined .......................................................................................................................... 31
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>CUSTOMER ASSESSMENT PROCESS</td>
<td>31</td>
</tr>
<tr>
<td>TYPES OF SERVICES</td>
<td>33</td>
</tr>
<tr>
<td>Priority for Individualized and Training Services under WIOA</td>
<td>33</td>
</tr>
<tr>
<td>BASIC CAREER SERVICES</td>
<td>33</td>
</tr>
<tr>
<td>INDIVIDUALIZED CAREER SERVICES</td>
<td>36</td>
</tr>
<tr>
<td>Individual Employment Plan (IEP)</td>
<td>37</td>
</tr>
<tr>
<td>Work Based Learning Activities- Work Experience and Internship Assignments</td>
<td>39</td>
</tr>
<tr>
<td>General WEX Coordinator &amp; Case Management Responsibilities for Work Experiences</td>
<td>39</td>
</tr>
<tr>
<td>WEX Coordinator Operational/ HR Requirements</td>
<td>40</td>
</tr>
<tr>
<td>Attendance Tracking and Completion of Time Sheets</td>
<td>40</td>
</tr>
<tr>
<td>Work Based Learning Activities- Transitional Jobs</td>
<td>41</td>
</tr>
<tr>
<td>Work Based Learning Activities- On The Job Training (OJT)</td>
<td>41</td>
</tr>
<tr>
<td>Work Based Learning Activities- Registered Apprenticeship</td>
<td>42</td>
</tr>
<tr>
<td>Work Based Learning Activities- Pre-Apprenticeship</td>
<td>43</td>
</tr>
<tr>
<td>Work Based Learning Activities- Incumbent Worker Training</td>
<td>43</td>
</tr>
<tr>
<td>Work Based Learning Activities- Customized Training</td>
<td>43</td>
</tr>
<tr>
<td>TRAINING SERVICES</td>
<td>43</td>
</tr>
<tr>
<td>Measurable Skills Gain</td>
<td>46</td>
</tr>
<tr>
<td>Readiness for Training, and Availability of Training</td>
<td>47</td>
</tr>
<tr>
<td>Targeted Industries and Sector Alignment</td>
<td>48</td>
</tr>
<tr>
<td>Classroom-based Occupational Skills Training (Traditional and Nontraditional)</td>
<td>48</td>
</tr>
<tr>
<td>Participant Training Supplies</td>
<td>49</td>
</tr>
<tr>
<td>Repeat Coursework</td>
<td>49</td>
</tr>
<tr>
<td>Customer Responsibilities</td>
<td>49</td>
</tr>
<tr>
<td>Limitations on Classroom Training (CRT)</td>
<td>51</td>
</tr>
<tr>
<td>Combination/Sequential Training</td>
<td>52</td>
</tr>
</tbody>
</table>
Adult Education and Literacy Enhancement Activities.................................52
Case Management and Training Progress..................................................52

INDIVIDUAL TRAINING ACCOUNT (ITA) SYSTEM ........................................55
Time and Cost Limitations on Individual Training Accounts (ITA’s) and Training Activities ..........................................................55
Justification for Issuing ITA Vouchers/ Purchase Orders ........................................56
Modification of Individual Training Accounts..................................................56
Termination of Individual Training Accounts..................................................56
Exceptions to Individual Training Accounts ...................................................56
Determining Financial Need and Coordinating Other Financial Aid with Individual Training Account Vouchers ........................................57
Free Application for Student Financial Aid (FAFSA) ........................................57
Training Case File Contents........................................................................58

SUPPORT SERVICES.......................................................................................58

FOLLOW-UP SERVICES ................................................................................59

REFERRALS TO OTHER ONE-STOP PARTNERS AND AGENCIES ................60

BUSINESS SERVICES ....................................................................................60

MONITORING ..................................................................................................60
Procedure for Scheduling/Documentation/Resolution of Findings and Corrective Action ..........................................................61
Resolution of Findings/Corrective Action ..........................................................61
Monitoring Guides/Checklists .........................................................................61

FISCAL SYSTEMS ............................................................................................61
Policy & Procedure for Processing Data and Reports for Federal and State ..........................................................61
Policy & Procedure for Procurement of Goods and Services ........................................62
Service Agreements and Training Contracts ......................................................62
Policy & Procedure for Obligation and De-obligation of Funds ........................................62
Policy & Procedure for Invoices and Payments ..................................................62
Attendance Tracking.................................................................................................................. 63

PROGRAM EXIT .......................................................................................................................... 63

Process for Customer Follow-up .................................................................................................. 65

PII .................................................................................................................................................. 66

Participant Data ............................................................................................................................ 66

Employee Data ............................................................................................................................ 67

COMPLAINTS AND GRIEVANCES ............................................................................................ 67

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION ................................................................. 67

ADDENDUMS .................................................................................................................................. 67

Addendum A: Educational Functioning Level Table .................................................................... 68

Addendum B: Part 1 – SSI & SSDI ................................................................................................. 73

What is the difference between SSDI and SSI? ............................................................................ 73

Addendum B: Part 2 – Includable Income and Excludable Income ............................................. 73
**Intake and Referral Process**

The below outlines the process to refer visitors and callers of the American Job Center to the WIOA programs. Referral to the WIOA Adult and Dislocated Worker programs can be from several different sources. Primarily, screening will be done by Resource Room staff and/or the Outreach Specialist with a referral made to a WIOA Career Planner to determine eligibility.

**Referrals**

- **Walk-In Inquiries:** Individuals who walk into the AJC resource room and inquire about training will first be assisted by AJC Resource Room Staff to include screening, intake and if applicable, further referral to AJC WIOA staff or other AJC partners. The resource staff will refer the customer to WIOA services via AJC@lincoln.ne.gov.

- **Referrals from NEworks:** NEworks referrals are delivered by email (AJC@lincoln.ne.gov). American Job Center (AJC) staff will call and email referral and invite them to attend a WIOA orientation and/or complete a WIOA Application through NEworks and schedule them for an orientation.

- **Use of WIOA Eligibility Explorer through NEworks:** Eligibility Explorer in NEworks that profiles potential WIOA applicants will be monitored and tracked. Interested individuals are scheduled for the next orientation by AJC staff. Any community outreach performed will include referral to WIOA Eligibility Explorer.

- **Referrals to/from TAA:** WIOA Career Planners will follow DOL’s Standard Operating Instructions- Co-enrollment Updated directive in coordinating referrals to or from TAA services.

  - **Referrals to WIOA:** Referrals will be made by TAA Case Managers for anyone interested in receiving services from the WIOA program. Referrals will be made through NEWorks as well as an email outreach to follow-up with contact information not sent through the NEWorks system to ensure the Local Area is aware of TAA eligibility. E-mails will be sent via Referral from NEworks contact information listed above.

  - **Referrals to TAA:** Referrals will be made by WIOA Case Managers for anyone interested in receiving services from the TAA program. Referrals will be made through NEWorks as well as an email outreach to follow-up with contact information not sent through the NEWorks system to ensure the TAA Program Manager is aware of an individual who is or may be eligible for Trade services (ndol.tradeact@nebraska.gov).

*Note: AJC staff must refer to DOL’s Standard Operating Instructions- Co-enrollment Updates directive for details and additional information for TAA co-enrollment.*
Depending on staff availability, calls or emails are returned by a Career Planner within one business day. Exceptions may be made in the event the Project Director has implemented a wait list due to restriction of funds, in which case all interested WIOA candidates must be referred to complete Eligibility Explorer through NEworks for AJC staff to track the wait list while screening for priority of service.

- A manual tracker will be maintained with AJC staff contacting interested individuals to inform them a waitlist is in place.
- If a customer is pulled from the wait list, then an orientation will be scheduled with AJC staff.

**Initial Assessment for Eligibility**

After receiving a referral, the Career Planner (CP) will provide an assessment to determine eligibility following the criteria listed within this policy for each applicable program.

- Once an eligibility determination is completed, a case note will be entered with a summary of the conversation, if the individual will qualify for WIOA, the criteria the customer is eligible for and next steps. If the individual will not qualify, case notes (within the NEworks system) should include the determination.
  - Screening should include potential eligibility for all WIOA programs, with the intent to co-enroll any applicants that may qualify for more than one WIOA program.
  - If an individual does not meet the eligibility criteria for the interested program, referrals should be made to other partner programs and resources. Case note must be entered regarding the ineligibility for the program, as well as referrals provided.
    - If within the 90 days following the application creation, the participant is deemed ineligible, or no longer is interested in the program, CP must mark the “Closed, Never Enrolled” box on the first page of the application to manually close the application.
  - Each participant or applicant that meets the minimum income criteria for Youth will have a case note documented that the participant or applicant has been provided with:
    - Information on the full array of applicable or appropriate services that are available through the eligible providers and One-Stop partners, including those receiving funds under WIOA Tile 1, Subtitle B Workforce Investment Activities and Providers; and
- Referral to appropriate training and educational programs that have the capacity to serve the participant or applicant either on a sequential or concurrent basis.
  - All 14 required elements must be made available to Youth.

- The initial assessment provides preliminary information about the individual’s skill levels, aptitudes, abilities (including skills gaps), and supportive service needs. As a basic career service for adults and dislocated workers, the initial assessment is intended to be a preliminary information gathering process that provides enough information about an individual’s basic literacy and occupational skill levels to enable the One-Stop operator or provider to make appropriate referrals to services available through the One-Stop operator and partner programs.
  - WIOA section 3(5) defines basic skills deficient as an individual who:
    - Is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
    - Is a youth or adult, that the individual is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual’s family or in society.
  - DWFS will utilize available resources to determine aptitudes, abilities and supportive service needs. However, in determination of literacy, numeracy, and English language proficiency for receipt of Individualized Career and Training services, DWFS will require a CASAS exam or other nationally recognized standardized test by DWFS or partners (i.e. TABE ACT or Accuplacer). For aptitudes, abilities and support service needs, the preferred assessments will be the ONET Profiler which can be found on the American Job Center website.

**Determination and Verification of Program Eligibility**

An intake interview begins the WIOA registration process for Career Services. This is the process of reviewing and gathering information from an applicant to determine the individual’s eligibility and need for WIOA staff-assisted Basic Career services, or Individualized Career services and training services. The intake process generally incorporates the following steps:

- Applicant completes a WIOA Initial Application form and attaches the necessary documentation to determine eligibility for WIOA services
- The Career Planner interviews the applicant and reviews said information
• The Career Planner completes the demographics information section of the NEworks with the applicant
• The Career Planner explains program benefits and components, policies and participant responsibilities, and the grievance procedure
• The Career Planner reviews the data with the applicant and makes a preliminary eligibility determination
• The participant signs the document which contains demographic data and denotes program eligibility determination

  o The WIOA Application Date is the date when the WIOA Application is created in NEworks. When entering it on NEworks, it cannot be a future date.
  o The WIOA Participation Date is the date following a determination of eligibility (when necessary) to participate in the program when the individual begins receiving a service funded by the program. It counts as the official point when the participant begins counting in performance measures.

*Special Note: Under this policy, if over 90 days elapse between the WIOA Application Date and the WIOA Participation Date, then the application will be closed and considered expired. If within the 90 days following the application creation, the participant is deemed ineligible, or no longer is interested in the program, CP must mark the “Closed, Never Enrolled” box on the first page of the application to manually close the application.

  o The signature and date of the Career Planner on the NEworks Application means that the Career Planner has reviewed the application information, made a determination of eligibility, and indicated that the individual is eligible or ineligible. AJC staff verifying and documenting participant eligibility shall identify acceptable eligibility documentation. All eligibility documentation must be retained in the participant’s e-file in NEworks (See Documentation section of the manual for more information).

All Enrollments into WIOA Adult, Dislocated Worker and/or Youth require Quality Performance and Training (QPT) or designee review of eligibility and approval to enroll the customer as a participant. WIOA funded services are NOT to be provided unless Registration and Participation has been established and approved. See Enrollment section of this manual for more information.

Work Authorization
Statutory requirements at Section 188(a)(5) of WIOA are a non-discrimination provision, not an eligibility provision. Thus, WIOA does not forbid the state or local areas from servicing individuals outside of the designated categories. However, a potential job seeker’s ability to legally participate in the workforce is essential.
All WIOA Adult and Dislocated Worker (DW) program participants must be:

- A citizen of the United States (U.S.) or an eligible non-citizen (or) an immigrant authorized to work in the United States (See Citizenship/ Employment Authorization section in this manual for details), and
- Registered with Selective Service if Male (*See Selective Service Section in the manual for exceptions and details), and
- 18 years of age or older for WIOA Adult and WIOA Dislocated Worker

Participation must be available to U.S. citizens and U.S. nationals, lawfully admitted permanent resident aliens, refugees, asylees, and other foreign nationals authorized by the Attorney General to work in the United States. Applicants must be informed that to be considered eligible for the WIOA program, he/she must attest that he/she is a U.S. citizen or a qualified alien. If the applicant does not agree to attest their status, the file will be closed as never enrolled. If they are a qualified alien, they must provide an alien number and a copy of their documentation that documents the Alien ID number.

Verification and documentation of citizenship status/employment authorization must be supported by the following:

- A copy of U.S. passport, certificate of U.S. citizenship, certificate of naturalization, permanent resident card, unexpired refugee travel document, or;
- A copy of U.S. Social Security Card issued by the Social Security Administration (other than a card stating not valid for employment), Certificate of Birth Aboard issued by the U.S. Department of State, birth certificate issued by a state, county, municipal authority or outlying possession of the U.S., U.S. citizen ID card, ID card for use of Resident Citizens in the U.S.
- A completion of a **U.S. Citizen or Qualified Alien Self Attestation Form** to verify, that he or she is a U.S. citizen or a qualified alien. If the applicant cannot self-attest that they are a U.S. citizen or qualified alien, the application must be closed.
  - The copies of the INS document and Citizen Self Attestation must be sent to the QPT for submittal for a SAVE (Systematic Alien Verification for Entitlements) Program operated by the U.S. Department of Homeland Security. The SAVE request must be submitted to the City of Lincoln, Finance Department in the Accounting Division by email to Seth Wilson at SWilson@lincoln.ne.gov.

The documents must be copied front and back and included in e-file. The CP is responsible for ensuring documents are saved to the e-file.

For additional information regarding acceptable documents to satisfy employment authorization requirements, refer to the [INS website for the most recent I-9 published](https://www.uscis.gov/i-9).
When determining citizenship, individuals meeting the requirements set forth in TEGL 02-14 (https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7233) are granted relief under the Deferred Action for Childhood Arrivals (DACA) initiative with respect to employment authorization documents (employment authorization).

The WIOA Section 188(5) contains a specific nondiscrimination provision that provides participation under the WIOA is available to citizens and nationals of the U.S.; lawfully admitted permanent resident aliens, refugees, asylees and parolees; and other immigrants authorized by the Attorney General to work in the U.S. Individuals with employment authorization qualify under this provision as “immigrants authorized by the Attorney General to work in the U.S.” Therefore, DACA participants with employment authorization may access any WIOA services for which they would otherwise qualify. Appropriate documentation of employment authorization must include self-attestation, at a minimum.

- TEGL 02-14 continues to apply to all programs under the WIOA, including Adult and Dislocated Worker, formula programs. State Workforce Agencies and the WIOA grant recipients must have policies and procedures in place to ensure the provision of career and/or training services to DACA participants who have employment authorization.
  - The appropriate method of verifying an applicant’s employment authorization will depend upon the requirements and needs of the particular program, including but not limited to the:
    - Nature of the benefits to be provided;
    - Need for benefits to be provided on an expedited basis;
    - Length of time during which benefits will be provided.
    - Cost of providing the benefits;
    - Length of time it will take to verify based on a particular method; and
    - Cost of a particular method of verification.

Selective Service
Males who are subject to, but have not complied with, the registration requirements of the Military Selective Service Act (MSSA), as amended, are not eligible for participation in WIOA-funded programs and services. Section 189(h), of WIOA and 20 CFR Part 667.250 of the Regulations require the Secretary of Labor to ensure that each individual participating in any WIOA program, or receiving any assistance under the Act, has not violated the requirement of the MSSA (50 App. U.S.C. § 453(a) and(b)). This requires that every male citizen, and every other male residing in the United States, who is 18 through 25 years of age must be registered with the Selective Service System (SSS).

There are exceptions, which include obvious disqualifying handicaps, individuals who have been honorably discharged from the armed services, aliens entering the United States on or after 26 years of age, etc. A determination must be made as to whether or not the requirement for selective service registration has been fully met. Local areas have the responsibility for deciding
and determining whether services should be provided. This determination must be made on a case-by-case basis. A non-registrant may not be denied any federal benefit if he can demonstrate that his failure to register was not knowing or not willful.

Men born on or after January 1, 1960, are required to register with Selective Service within 30 days of their 18th birthday. Further:

- Late registration is accepted by the SSS.
- Registration can be completed at any classified U.S. Post Office during normal business hours.
- This includes males who are:
  - U.S. citizens
  - Non-citizens, including illegal aliens, legal permanent residents, seasonal agricultural workers, and refugees who take up residency in the U.S. before their 26th birthday.
  - Dual nationals of the U.S. and another country regardless of whether they live in the U.S.
- For U.S. citizens, Selective Service registration is not required if the man falls within one of the following categories:
  - Men who are serving in the military on full-time active duty.
  - Men attending service academies.
  - Disabled men who are continually confined to a residence, hospital, or institution.
  - Men who are hospitalized, institutionalized, or incarcerated are not required to register during their confinement; however, they must register within 30 days after being released if they have not yet reached their 26th birthday.
- For Non-U.S. citizens, Selective Service registration is not required if the man falls within one of the following categories:
  - A Non-U.S. male who came into this country for the first time after his 26th birthday. Acceptable forms of documentation include:
    - Date of entry stamp in his passport.
    - I-94 with date of entry stamp on it.
    - Letter from the U.S. Citizenship and Immigration Services indicating the date the man entered the U.S. presented in conjunction with documentation establishing the individual’s age.
A Non-U.S. male who entered the U.S. illegally after his 26th birthday must provide proof that he was not living in the U.S. from ages 18 through 25.

A Non-U.S. male on a valid non-immigrant visa.

This list is not intended to be exhaustive. Please visit the Selective Service System website for more information about the Selective Service registration requirement. The SSS also has a quick reference chart showing who must register.

**How to Register:** Registration for Selective Service can be accomplished in four ways:

- Complete a form at the post office;
- Go to an armed forces recruiting station;
- Go online at the Selective Service System website; OR
- Call 847-688-6888 between the hours of 9:00 a.m. to 4:30 p.m. Eastern Standard Time. Have the registrant’s date of birth and social security number available.

**How to Verify:** Selective Service registration can be verified online (www.sss.gov). Staff will need the individual’s name, date of birth, and social security number.

TEGL 11-11 requires that grantees, sub-grantees, or contractors set a policy for potential participants who are males 26 years old or older that failed to register with the Selective Service System. The policy may either: 1) Request a Status Information Letter from a potential participant before making a determination of knowing and willful failure to register; or 2) Initiate the process to determine if the potential participant’s failure to register was knowing and willful without first requesting a Status Information Letter.

As a reminder, Status Information Letters are not required of men born before 1960.

**Determining Knowing and Willful Failure to Register**

If the individual was required, but failed, to register with the SSS as determined by the Status Information Letter or by his own acknowledgement, the individual may only receive services if he can establish by a preponderance of the evidence that the failure to register was not knowing and willful.

- The Career Planner is responsible for collecting evidence from the individual to submit for determination from the Project Director (PD) or Designee. CP will complete the WIOA Validation of Selective Service form.
- The PD or designee is responsible for evaluating the evidence presented by the individual and determining whether the failure to register was a knowing and willful failure. If the PD or designee determines that the individual’s failure to register was knowing and willful, the WIOA services must be denied. Individuals denied services must be advised of the available WIOA grievance procedures.
  - Career Planners will submit a WIOA Verification of Selective Service Waiver form, along with accompanying documents to support the lack of registration, to the PD or designee for approval or denial.
**Adult Program Eligibility**
To be eligible for the Adult Program an individual must be 18 years of age or older on the date of registration (WIOA Sec. 3(2)).

**Priority of Service for Adults**
Priority of Service applies for Individualized and Training Services, if the individual is deemed in need. Basic Career services are subject to veteran’s priority. Priority for individualized career and training services must be given to recipients of public assistance, other low-income individuals, and/or individuals who are basic skills deficient. It is not necessary to determine that an adult is eligible in accordance with the priority of service until it is determined that the individual is in need of individualized career or training services. However, this can occur during Intake. Veterans and eligible spouses continue to receive priority of service. Priority of Service is established at the time of eligibility determination and does not change during the period of participation. When priority of service is being established/utilized, priority must be provided in the following order:

- **First**, to veterans and eligible spouses who are also funded in the groups given statutory priority for the WIOA Adult formula funds. This means that veterans and eligible spouses who are also recipients of public assistance, other low-income individuals, or individuals who are basic skills deficient would receive first priority for services funded with the WIOA Adult formula funds for individualized career services and training services.

- **Second**, to non-covered persons (that is, individuals who are not veterans or eligible spouses) who are included in the WIOA’s priority groups.

- **Third**, to veterans and eligible spouses who are not included in the WIOA’s priority groups.

- **Fourth**, to non-covered persons outside the groups given priority under the WIOA.
  - WIOA Adult has a requirement that 75% of enrollments meet the priority of service criteria for Priority groups 1-3 above, therefore enrollments in the 4th priority group will be limited and tracked on an ongoing basis and reported to the Board quarterly.
  - This goal will in part be accomplished through partnership with Onestop operations to educate community stakeholders and community partners.

In order to verify priority of service, CP must:
- Determine if the individual is a veteran or eligible spouse.
- Determine if the individual is low-income or a recipient of public assistance.
- If the individual is not low-income, basic skills deficiency must be assessed. For the purpose of Priority of Service, individuals with a GED, High School Diploma, or Higher Education will not need to be tested for basic skills deficiency, unless through
observation or self-attest, it is determined an assessment may be needed. NRS level standardized assessments are not required to determine BSD for WIOA Adult customers, and another instrument may be used. However, CP must consider using a NRS level assessment or referring to a partner to administer the assessment if the customer indicates an interest in individualized and training services. An academic assessment will be required if the customer is interested in Individualized or Training Services and as such, consideration should be given up front to streamlining services for the customer.

- Assessments provided by AJC or a partner within 6 months of application will be accepted.
- The CASAS exam, if provided by DWFS, must be administered by a certified proctor in accordance to testing guidelines established for the assessment. Records will be retained of staff who have been certified to administer and proctor the assessment.

- Case note order of priority.
  - Ex. Adult Priority (Title of case note): John is assigned first priority of service based on Veteran and Low-Income Status.

Priority status automatically documents in the NEworks WIOA application, must be case noted, and supporting documentation must be scanned into NEworks (or if applicable ECM). If the Basic Skills Screening Tool was provided, it must be scanned into under Assessments.

**Definitions of each Priority Level:**

- **Veteran**- means a person who:
  - served at least one (1) day in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable.
    - Active service includes full-time Federal service in the National Guard or a Reserve component. Active service does not include:
      - full-time duty performed strictly for training purposes (i.e., "weekend" or "annual" training); or
      - full-time active duty performed by National Guard personnel who are mobilized by state rather than Federal authorities.
  - as a member of a reserve component under an order to active duty served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge; or
  - was discharged or released from active duty by reason of a sole survivorship discharge
• **Eligible Spouse of a Veteran**- means the spouse of any of the following:
  
  o any Veteran who died of a service-connected disability;
  o any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than ninety (90) days:
    ▪ missing in action;
    ▪ captured in the line of duty by a hostile force; or
    ▪ forcibly detained or interned in the line of duty by a foreign government or power;
  o any Veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs; or
  o any Veteran who died while a disability was in existence.

*Note: A spouse whose eligibility is derived from a living Veteran or service member would lose his or her eligibility if the Veteran or service member were to lose the status that is the basis for the eligibility (i.e., if a Veteran with a total service-connected disability were to receive a revised disability rating at a lower level). Similarly, for a spouse whose eligibility is derived from a living Veteran or service member, that spouse’s eligibility would be lost upon divorce from the Veteran or service member.

• **Service-Connected**- The term service-connected means, with respect to disability or death, that a disability was incurred or aggravated, or that death resulted from a disability incurred or aggravated, in line of duty in the active military, naval, or air service.

• **Active Duty**- The term active duty means full-time duty in the active military service of the United States. The term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.
  • The term does not include full-time National Guard duty.

• **Basic Skills Deficient**- An individual who is basic skills deficient is an individual that:
  o has English reading or writing skills or computing skills at or below the 8th grade level on a generally accepted standardized test; or
  o is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual’s family, or in society.

• **Low Income Individual**- A low-income individual is an individual who meets one (1) or more of the criteria described in the table below:
### Low Income Eligibility Criteria

1. **The individual currently receives or is a member of a family currently receiving assistance through:**
   - a. Supplemental Nutrition Assistance Program (SNAP);
   - b. Temporary Assistance for Needy Families Program (TANF);
   - c. Supplemental Security Income through the Social Security Administration (SSI); or
   - d. state or local income-based public assistance.

2. **In the past six (6) months, the individual has received or is a member of a family that has received assistance through:**
   - a. Supplemental Nutrition Assistance Program;
   - b. Temporary Assistance for Needy Families Program;
   - c. Supplemental Security Income through the Social Security Administration; or
   - d. state or local income-based public assistance.

3. **The individual is in a family whose total family income does not exceed the higher of:**
   - a. the current Federally-established poverty line; or
   - b. seventy (70) percent of the Federally-established lower living standard income level (LLSIL).

   *Note: NEworks contains an Income Table under the income section that lists the higher amount of the above for each family size level. Staff should reference this table during intake.*

   *Note: In calculating income from 26 weeks from the WIOA application date, family size must be established.*

4. **The individual is a homeless individual who:**
   - a. lacks a fixed, regular, and adequate nighttime residence; and is
     - i. sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
     - ii. living in a motel, hotel, trailer park, or campground due to the lack of alternative adequate accommodations;
     - iii. living in an emergency or transitional shelter; or
     - iv. awaiting foster care placement;
   - b. has a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
   - c. is a migratory youth who is living in circumstances described in Sections 4.a. and 4.b. of this Table;
d. lives in cars, parks, public spaces, abandoned buildings, substandard housing, bus or training stations, or similar settings; or
e. is a runaway.

5. The individual receives or is eligible to receive a free or reduced-price lunch under the Richard B. Russell National School Lunch Act, unless the individual is a recipient of a secondary school diploma or its recognized equivalent.

*Note: This does not apply if the participant’s children receive free or reduced-priced lunch.

6. The individual is a foster child on behalf of whom state or local government payments are made.

7. The individual is an individual with a disability whose income meets either of the criteria listed in row 3 of this Table.

- **Receives Public Assistance** - means assistance provided through a program like:
  - Temporary Assistance for Needy Families Program (TANF);
  - Supplemental Nutrition Assistance Program (SNAP);
  - Supplemental Security Income through the Social Security Administration; or
  - State or local income-based public assistance.

- **Homeless Individual** - An individual is homeless when the individual meets one (1) or more of the criteria described in the Table below:

<table>
<thead>
<tr>
<th>Criteria for determining an individual is homeless</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. an individual or family who lacks a fixed, regular, and adequate nighttime residence;</td>
</tr>
<tr>
<td>2. an individual or family with a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings, including a car, park, abandoned building, bus or train station, airport, or camping ground;</td>
</tr>
<tr>
<td>3. an individual or family living in a supervised publicly or privately operated shelter designated to provide temporary living arrangements (including hotels and motels paid for by Federal, State, or local government programs for low-income individuals or by charitable organizations, congregate shelters, and transitional housing);</td>
</tr>
<tr>
<td>4. an individual who resided in a shelter or place not meant for human habitation and who is exiting an institution where he or she temporarily resided;</td>
</tr>
</tbody>
</table>
5. an individual or family who:
   a. will imminently lose their housing, including housing they own, rent, or live in without paying rent, are sharing with others, and rooms in hotels or motels not paid for by Federal, State, or local government programs for low-income individuals or by charitable organizations, as evidenced by:
      i. a court order resulting from an eviction action that notifies the individual or family that they must leave within 14 days;
      ii. the individual or family having a primary nighttime residence that is a room in a hotel or motel and where they lack the resources necessary to reside there for more than 14 days; or
      iii. credible evidence indicating that the owner or renter of the housing will not allow the individual or family to stay for more than 14 days, and any oral statement from an individual or family seeking homeless assistance that is found to be credible shall be considered credible evidence for purposes of this clause; and
   b. has no subsequent residence identified; and
   c. lacks the resources or support networks needed to obtain other permanent housing;

6. unaccompanied youth and homeless families with children and youth defined as homeless under other Federal statutes who:
   a. have experienced a long-term period without living independently in permanent housing;
   b. have experienced persistent instability as measured by frequent moves over such period; and
   c. can be expected to continue in such status for an extended period of time because of chronic disabilities, chronic physical health or mental health conditions, substance addiction, histories of domestic violence or childhood abuse, the presence of a child or youth with a disability, or multiple barriers to employment.

- **Individual with a Disability** - The phrase individual with a disability means an individual with a disability as defined in Section 3 of the Americans with Disabilities Act of 1990.

Priority of Service shall be documented in NEworks with all applicable fields completed in the application for screening of priority.

DWFS will track priority of Service for WIOA Adult funding via a tracker.

Should program funding become limited, the Project Director may implement a wait list for funded services. This decision will be communicated with the Board in writing within 10 days. All DWFS staff and system partners will be notified, as well as customers, that a wait list is being established. In this event, applicants will be directed to complete the Eligibility
Explorer Application in NEworks which includes all contact information. This information will be used to manage the priority of service criteria for those interested in Adult-funded services. DWFS will use a manual tracker that will require staff to check off that they have contacted the individual and notified them they are being placed on a waitlist.

**Determining a Low-Income Individual based on Family Size and Income:**

- In determining the poverty line, for an equivalent period; or 70% of the lower living standard income level, for an equivalent period:
  - CP’s must utilize the NDOL defined income guidelines. These guidelines can be found by visiting [https://dol.nebraska.gov/ReemploymentServices/Training/WIOA/Notices](https://dol.nebraska.gov/ReemploymentServices/Training/WIOA/Notices) and viewing the link to the most recent Notice for Income Guidelines for income-based eligibility determinations for Title I youth and adult programs.
  - Income guidelines are also viewable in NEworks when entering income amounts and selecting “View Table”.
    - NEworks will automatically populate a determination if customer is low-income, however CP must still validate the income entered with supporting documentation and ensure the amount entered is correct. If it is not correct, CP should evaluate if the information, when corrected, will meet lower income guidelines.
    - CP must utilize the Income Calculation tool to document the method of Income calculation during the 26-week period.
  - The following is a list of excludable income, meaning that the following shall be excluded in the calculation of income during the 26-week period:
    - TANF Payments;
    - reduced price lunches under the Richard B. Russell National School Lunch Act;
    - payments made on behalf of a foster child by state or local government payments; and
    - payments made to individuals participating programs authorized under WIOA Title I.
    - For determination of low-income eligibility for Veterans and Eligible Spouses of Veterans, payments made or in-kind aid to Veterans or Eligible Spouses of Veterans from the following sources are not considered income:
      - any amounts received as military pay or allowances by any person who served on active duty;
      - any amounts received by a Veteran or eligible spouses of Veterans under the following chapters of Title 38 of the US Code:
        - Chapter 13 for service-connected deaths;
        - Chapter 30 for educational assistance;
- Chapter 30 for peacetime disability or death compensation;
- Chapter 30 for wartime disability or death compensation;
- Chapter 31 for training and rehabilitation for Veterans with service-connected disabilities;
- Chapter 32 for Post-Vietnam Era Veterans’ education assistance; and
- Chapter 35 for survivors’ and dependents’ educational assistance;

- any amounts received by a Veteran or eligible spouse of a Veteran under 10 USC Chapter 106 for educational assistance for members of the selected reserve; and
- any amounts received by transitioning service members.

- When determining low-income status of an individual with a disability, the income of the individual’s family must not be considered.

- There are no other income exclusions. For the avoidance of doubt, all other types of payments made to individuals are considered income when determining low-income eligibility for WIOA Title I programs, including:
  - unemployment insurance benefits;
  - child support payments; and
  - payments made by state-administered plans for old-age assistance.

Family Size - Eligibility for the WIOA Title I services incorporates the definition of family where low-income priority of service is a consideration. Family is defined in 20 CFR 675.300 as:

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

*Note: NEworks requires family size and income to be validated for all customers applying for WIOA, unless the applicant themselves are a recipient of public assistance, recipient of free or reduced school lunch, or a Youth living in a high poverty area.
Dislocated Worker Program Eligibility

To be eligible for the Dislocated Worker Program an individual must meet any one of the following five definitions:

1. **Category 1- Ordinary Layoff**
   a. Has been terminated or laid off, or has received a notice of termination, but not because of permanent closure or mass layoff from employment; **AND**
   b. Is eligible for or has exhausted entitlement to unemployment compensation; **OR** has been employed for a duration sufficient to demonstrate attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that was not covered under a state unemployment compensation law; **AND**
   c. Is unlikely to return to a previous industry or occupation.
   **NOTE:** Must meet all three conditions above.

**SPECIAL NOTE:** Veterans – Being discharged or released (under other than dishonorable conditions) either voluntarily or involuntarily terminates an employment relationship between an individual and the military and thus falls within the scope of the termination or notice of termination component of the WIOA definition of dislocated worker (ref. §680.660(a)). A separating veteran meets the criteria on eligibility for or exhaustion of unemployment compensation (§680.660(b)) and is unlikely to return to a previous occupation or industry (§680.600(c)). Under the priority of service provisions of the Jobs for Veterans Act, separating service members who, meet the eligibility criteria for DOL funded programs would be afforded priority over non-veterans.

2. **Category 2: Plant Closure or Substantial (Mass) Layoff**
   a. Has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at a plant, facility or enterprise; **OR**
   b. Is employed at a facility where the employer has made a general announcement that such facility will close within 180 days; **OR**
   c. For purposes of eligibility to receive services other than training services described in WIOA Section 134(c)(3), career services described in WIOA Section 134(c)(2)(xii), or supportive services; is employed at a facility at which the employer has made a general announcement that such facility will close.
   **NOTE:** this definition provides for the provision of basic services only when a date of closure is not specified or is expected to occur in more than 180 days. To receive additional services under the 3rd bullet above, a copy of the public announcement, such as a press release, Worker Adjustment and Retraining WARN, newspaper article, or other written notification issued to the general public by an employer that states that a specific facility will be closed and that the worker was employed at the facility when the announcement was made should be provided.
3. **Category 3- Conditions Affecting Self-Employment**
   a. Self-employed (including employment as a farmer, rancher or fisherman), but unemployed as a result of a natural disaster or "general economic conditions" in the community where the individual resides. The Local Workforce Development Board must establish a definition for "general economic conditions."

4. **Category 4- Displaced Homemaker**
   a. A displaced homemaker is an individual who has been providing unpaid services to family members in the home and
      i. who has been dependent on the income of another family member, but is no longer supported by that income; OR
      ii. is the dependent spouse of a member of the US Armed Forces on active duty and whose family income is significantly reduced because of a:
         1. Deployment;
         2. Call or order to active duty; OR
         3. permanent change of duty station or the service-connected death or disability of the service member;
      iii. AND is unemployed or underemployed and is experiencing difficulty obtaining or upgrading employment. (WIOA Section 3(16)).

5. **Category 5- Military Spouse or Military Spouse to Service Member**
   a. **Service member** who has separated or is separating from the US Armed Forces with a discharge that is anything other than dishonorable AND meets all three of the following:
      i. Has received a notice of separation, a Form DD-214 from the Department of Defense, or other documentation showing a separation or imminent separation from the US Armed Forces; AND
      ii. Is eligible for or has exhausted unemployment compensation; AND
      iii. is unlikely to return to a previous industry or occupation.
   b. **Military Spouse** is an individual who is the spouse of a member of the US Armed Forces on active duty is a dislocated worker if that individual has either:
      i. experienced a loss of employment as a direct result of relocation to accommodate a permanent change in the duty station of the service member; or
      ii. is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

**Covid-19 Self Employment Guidance (Category 3)**
Under Category III of Section IV of the State’s 1 Program Eligibility for Youth, Adults, and Dislocated Workers, Change 2 policy, eligibility criteria for self-employed workers for local Title I dislocated worker programs (and by extension, eligibility for TET-DWG pursuant to TEGL 2-18) requires that a self-employed worker be unemployed as a result of general economic conditions in the community in which the individual resides or a natural disaster.

Based on the Presidential declaration of a national emergency regarding the COVID-19 pandemic and certain Federal laws, rules, and regulations, self-employed workers who are unemployed, partially employed, part-employed, or underemployed as a result of the COVID-19 pandemic are considered dislocated workers and may be eligible to participate in WIOA Title I dislocated worker programs and National Dislocated Worker Grant programs.

**Serving Separating Service Members and Military Spouses with Dislocated Worker Funds**

Under TEGL 22-04, service members exiting the military, including, but not limited to, recipients of Unemployment Compensation for Ex-Military members (UCX), generally qualify as Dislocated Workers. Dislocated Worker funds under Title 1 can help separating service members to enter or reenter the civilian labor force. Generally, a separating service member needs a notice of separation, either a DD-214 from the Department of Defense, or other appropriate documentation that shows a separation or imminent separation from the Armed Forces qualifies as the notice of termination or layoff, to meet the required Dislocated Worker definition. Additionally, in most instances an individual will have to be eligible for or exhausted entitlement to unemployment compensation in order to receive Dislocated Worker services. In the case of separating service members, because they may be on a terminal leave from the military, it may make sense to begin providing career services while the service member may still be part of the Active Duty military, but has an imminent separation date. It is appropriate to provide career services to separating service members who will be imminently separating from the military, provided that their discharge will be anything other than dishonorable. Lastly, ETA policy generally dictates that a separating service member meets the Dislocated Worker requirement that an individual is unlikely to return to his or her previous industry or occupation.

Regarding military spouses, WIOA expands the definition of Dislocated Workers to include military spouses who have lost employment as a direct result of a relocation to accommodate a permanent change in duty station of the spouse. Military spouses may also qualify if they are a dependent spouse of a member of the Armed Forces on active duty whose family income is significantly reduced, as determined by the State or local area, because of a deployment, a call or order to active duty, a permanent change of station, or the service-connected death or disability of the service member. Military spouses also can qualify if they are unemployed or underemployed and are experiencing difficulty in obtaining or upgrading employment (see WIOA sections 3(15)(E) and 3(16)(A) and (B)).

**Definitions/Criteria for Each Priority Level**

**Veteran** means a person who:
• served at least one (1) day in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable.
  o Active service includes full-time Federal service in the National Guard or a Reserve component. Active service does not include:
    ▪ full-time duty performed strictly for training purposes (i.e., "weekend" or "annual" training); or
    ▪ full-time active duty performed by National Guard personnel who are mobilized by state rather than Federal authorities
• as a member of a reserve component under an order to active duty served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge; or
• was discharged or released from active duty by reason of a sole survivorship discharge.

**Eligible Spouse of a Veteran**- means the spouse of any of the following:

• any Veteran who died of a service-connected disability;

• any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than ninety (90) days:
  ▪ missing in action;
  ▪ captured in the line of duty by a hostile force; or
  ▪ forcibly detained or interned in the line of duty by a foreign government or power;

• any Veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs; or

• any Veteran who died while a disability was in existence.

**NOTE:** A spouse whose eligibility is derived from a living Veteran or service member would lose his or her eligibility if the Veteran or service member were to lose the status that is the basis for the eligibility (i.e., if a Veteran with a total service-connected disability were to receive a revised disability rating at a lower level). Similarly, for a spouse whose eligibility is derived from a living Veteran or service member, that spouse’s eligibility would be lost upon divorce from the Veteran or service member.

**Service-connected**- The term service-connected means, with respect to disability or death, that a disability was incurred or aggravated, or that death resulted from a disability incurred or aggravated, in line of duty in the active military, naval, or air service.

**Active Duty**- The term active duty means full-time duty in the active military service of the United States. The term includes full-time training duty, annual training duty, and attendance, while in the active military service, at a school designated as a service school by law or by the Secretary of the military department concerned.
• The term does not include full-time National Guard duty.

Attachment to the workforce- The phrase attachment to the workforce means having been employed at least 20 or more hours per week for at least six of the most recent 36 months in a single occupation. The six months need not be consecutive. An employee of a temporary employment agency, in order to demonstrate attachment to the workforce, must have worked on the same assignment for the same number of weekly hours and duration noted above.

Deployment- A member of the US Armed Forces is considered to be deployed on any day on which, pursuant to orders, the member is performing service in a training exercise or operation at a location or under circumstances that make it impossible or infeasible for the member to spend off-duty time in the housing in which the member resides when on duty at the member's permanent duty station or homeport. If the individual is member of a reserve component of the US Armed Forces and is performing active service pursuant to orders that do not establish a permanent change of station, the housing referred to above is any housing (including the member’s residence) that the member usually occupies for use during off-duty time when on duty at the member's permanent duty station or homeport. The Secretary of Defense may prescribe an alternative definition of deployment other than that described above.
• A member of the US Armed Forces is not deployed when the member is:
  • performing service as a student or trainee at a school (including Government school);
  • performing administrative, guard, or detail duties in garrison at the member's permanent duty station; or
  • unavailable solely because of a hospitalization of the member at the member's permanent duty station or homeport or in the immediate vicinity of the member's permanent residence; or
  • unavailable solely because of a disciplinary action taken against the member.

General Announcement- The term general announcement means an announcement to the public by the employer or employer’s representative. The general announcement does not need to be in written form, but it must be made to the public, not just the employees of the employer.

Laid off or Layoff- For determining eligibility as a dislocated worker, the term laid off or layoff means an individual’s employment relationship is or will be suspended by the employer, without cause, for more than 180 calendar days.

Notice of termination or layoff from employment- A notice of termination or layoff from employment means a written notification from the employer, naming one or more individuals and indicating that employment will cease or has ceased for the individual(s) on a specific date.
Terminated- For determining eligibility as a dislocated worker, terminated employment is a permanent situation in which the employer lays off, without cause, and does not plan to rehire an individual. Any documented non-seasonal layoff projected to last one-hundred eighty (180) or more calendar days is a termination of employment.
• The intent of this definition is to include only those terminated workers who intend to return to permanent, full-time work.
• The following circumstances are not considered a termination of employment:
  o seasonal unemployment;
  o an end to an assignment through a temporary employment agency;
  o a notice of termination that includes a certain or tentative recall date within one-hundred eighty (180) calendar days of the initial layoff date; or
  o retirement or other voluntary separation from the workforce.

**Unemployed as a result of a disaster**- The phrase unemployed as a result of a natural disaster means unemployment caused by a major adverse event(s) resulting from natural processes of the Earth or forces other than the acts of human beings, including environmental conditions, such as:
• Floods;
• Tornadoes;
• Earthquakes; and
• Other natural events beyond an individual’s control.

**NOTE:** The list provided above is not all inclusive of major adverse events that may be considered natural disasters.

**Unlikely to return to a previous occupation or industry**- For determining eligibility as a dislocated worker, an individual is unlikely to return to a previous occupation or industry if job opportunities in the occupation or industry are significantly diminished for an individual based on one (1) or more of the following criteria:
• official assessments of market demand for products or services in the occupation or industry;
• local labor market conditions for the industry or occupation;
• evolution of skill requirements in the occupation or industry and whether an individual’s skills have kept pace over time based on a current skills assessment;
• impact of technology or trade on the industry or occupation.
• A separating service member (meets the standard of unlikely to return to a previous industry or occupation.)

**WIOA Dislocated Worker Priority of Service Requirements**
Services to eligible WIOA Dislocated Worker Program participants must be provided in the following order:
• First, the individual must meet the eligibility criteria described above under “Eligibility”;
  and
• Second, if the individual meets the dislocated worker eligibility criteria and is a Veteran or eligible spouse of a Veteran, the individual must be given priority over dislocated workers who are non-Veterans.
Priority status automatically documents in the NEworks WIOA application, must be case noted, and supporting documentation must be scanned into NEworks (or if applicable ECM).

**Enrollment**

**Opening an NEworks Application**
To create the WIOA application, expand Staff Profiles > expand Case Management Profile > select Programs > Create Title 1 - Workforce Development (WIOA) Application > navigate through the application utilizing the enrollment checklist to complete the application.

**Continuing with Enrollment**
Enrollment in the Adult and Dislocated Worker program requires the collection of information to support an eligibility determination and participation in an individualized or training service.

- Enrollment will only be done for WIOA Adult, Dislocated Worker and/or Youth by WIOA Career Planners (CP’s).
- Following Intake and determination of Eligibility with the applicant, the CP will complete a NEworks application with the customer.
- CP must follow the **Documentation** section below to ensure that all Eligibility criterion, in addition to required data validation elements are both documented and verified or validated, as applicable.
- NEworks will prompt the CP to either verify or validate information provided as the NEworks application is being completed.
- Following the completion of the application in NEworks, the CP will submit the application and supporting eligibility documentation to the QPT (or designee) for enrollment approval to proceed with next steps of providing participatory service(s).

**Co-Enrollment**
Co-enrollments with partner programs are highly encourage when participants qualify for multiple programs as they provide participants access to a wider array of available resources and support a customer-centered design that allows programs to leverage resources for participants who are eligible for, and need, multiple services that cross program lines. Career planners must identify and track the funding streams covering specific services when a participant is enrolled in multiple programs concurrently and ensure that services are not duplicated.

- Career Planners must document the co-enrollment in the participant’s file.
  - Complete the Partner Program tab of the WIOA application: Expand the WIOA application > Expand the Partner Programs tab > Select Add/Edit Partner Programs > Complete the tab and save. Include any programs the participant is co-enrolled in. Case note the co-enrollment and what program plan to cover what costs.
- When the participant is receiving services paid for by another program, career planners must still open the activity as normal. When selecting the provider, the career planner
will select the program providing the service and case note if another program is paying for that service.

- Whichever program has the fundable training activity open (OJT or OST), that career planner is responsible for the following:
  - Cost of Attendance
  - Vouchers
  - Customer Assistance Requests
  - Budget (on a semester basis)
  - Measurable Skills Gains (on a semester basis)

### Information Systems & Data Collection

Documentation of program activities and eligibility criteria is extremely important in the delivery of WIOA services. NEworks is used to document the client’s eligibility, service strategy, funding, individual employment plan (IEP), etc. Cases enrolled prior to 7/1/21 will have documentation stored in On Base (ECM), as well as any files managed up to the transition of staff access into NEworks. The documentation requirements of program activities is one of the more important issues that Career Planners (CP’s) must adhere to.

Without adequate documentation, audit findings may result in disallowed grant costs, which may require repayment to the federal grant office or will result in monitor findings which require a corrective action plan and subsequent corrective action. Efforts to resolve audit or monitor review findings require an exorbitant amount of staff time and other costs to correct the identified problems.

NEworks is Greater Lincoln Workforce Development Board’s management information system. NEworks is the system of record for the board with regard to Federal reporting. Career Planners are required to create the WIOA application and provide ongoing case management services utilizing the NEworks system.

The following records and data are captured and stored exclusively in NEworks:

- WIOA application
- Eligibility determination
- Participant enrollments
- Exits and follow ups
- Case notes

### Required Forms for Enrollment

The following forms will be required at the time of enrollment and before any customer receives WIOA funded activities:
• WIOA Self- Attestation Form (as applicable);
• Client Release of Unemployment Information- AJC NE top;
• DWFS Release of Information;
• EO is the Law;
• Family Size Attestation Form as applicable);
• Income Calculation Worksheet (If eligibility is determined by low-income)
  o Exception: N/A for recipients of Public Assistance or Youth living in a High Poverty Area)
• Memorandum for the Record- AJC NE top;
• Policy on Equal Opportunity and Non-discrimination;
• Region 9 Greater Lincoln Area WIOA Customer Information Disclosure Form
• Release of Publication;
• Release of Information (FERPA)- AJC NE top;
• US Citizen- AJC NE top;
• WIOA Follow-Up Agreement;
• WIOA Verification of Selective Service Waiver (if applicable)

**Note on some of the above forms:**

**Applicant Self- Attestation Form**- As a best-practices, this form should be used as a last resort, if the individual cannot provide another allowable document that verifies the information provided.

- Self- Attestations should be specific to the criteria being addressed, with the statement completed only by the customer. Assistance and accommodations with completing the form for those with barriers is permitted and should be supported with a case note entry.

**EO is the Law**- Career Planners must provide initial and continuing notice that WIOA does not discriminate on any prohibited grounds. The notice must be provided to all registrants, applicants, employers, etc. The Career Planner is responsible for reviewing this form with each applicant. All WiOA staff are responsible for referring to the Board Policy Manual and adhering to non-discrimination, local area complaints and grievances of a Non-discriminatory nature, appeals procedures for Program Participants, and Equal Opportunity regulations/requirements/processes therein.

This notice must be provided in appropriate formats to individuals with visual impairments. Where notice has been given in an alternate format, a record that such notice has been given must be made a part of the participant’s file.

It is against the law for any recipient of Federal financial assistance to discriminate on the following bases:
against any individual in the United States, on the basis of race, color, religion, sex (including pregnancy, childbirth, and related medical conditions), national origin (including limited English proficiency), age, disability, political affiliation or belief, or, against any beneficiary of, applicant to, or participant in programs financially assisted under Title I of the Workforce Innovation and Opportunity Act, on the basis of the individual's citizenship status or participation in any WIOA Title I-financially assisted program or activity.

AJC staff must not discriminate in any of the following areas:
- deciding who will be admitted, or have access, to any WIOA Title I-financially assisted program or activity;
- providing opportunities in, or treating any person with regard to, such a program or activity; or
- making employment decisions in the administration of, or in connection with, such a program or activity.

Complaints/ Grievances- Detailed instructions on how to file a complaint are listed on the EO is the Law form, to include the contact information for the EO Officer for the City of Lincoln.
- The Project Director (PD) will be the local contact for any local area complaints or grievances of a non-discriminatory nature. Any complaint received for WIOA Title 1 funds must be directed to the Project Director for attempts to resolve the complaint through informal discussion. AJC staff must adhere to full procedures outlined in the Board Policy Manual.

DWFS Release of Information- Customers have the right to not have any or some of their information released or obtained, therefore there is no requirement for a participant to authorize release or receipt of information. All applicants must complete the form and indicate their authorization or their lack of. This form may be updated at any time at the request of the individual.

Opening/ Closing Activities in NEworks
Activities must be entered and closed both timely and accurately. Career Planners are expected to monitor their case files throughout each month and ensure that IEP/ISS’ are up-to-date, along with the corresponding activities with either extension or closure.
- Every activity opened must be closed within 30 days of the Projected End Date.

IEP/ISS
IEP’s for WIOA Adult and Dislocated Worker, as well as ISS’ for WIOA Youth participants will be maintained through NEworks.
It is expected that Career Planners will review the participant’s IEP at least monthly or at each contact with the participant to ensure that service activities tied to the plan are also reviewed and do not expire or soft close.

Goals must be occupation specific or if Youth, tied to a specific performance indicator. Action steps to achieve the goal(s) must be included in the plan to both reach the goal and remove any barriers identified. IEP’s and ISS’ should be jointly developed with the participant, meaning that both the Career Planner and Individual develop their plan together.


Opening the IEP/ISS

➢ Expand Staff Profiles > expand Case Management Profile > select Plan > select Create Individual Employment Plan/ Service Strategy. There are three tabs that must be completed to open a new IEP/ISS.

Editing the IEP/ISS
Career planners will edit the IEP/ISS each time they have progress/ information to add to a goal or objective.

➢ Expand Staff Profiles > expand Case Management Profile > select Plan > select Edit > select the tab you need to edit > select Edit beside the specific goal or objective to edit> enter the information > select Save > Exit Wizard.

NEworks Overall Budget

NEworks overall budget will be completed for every participant. The overall budget is located in NEworks under My Individual Plans > Financial Plan Profile > Overall Budget.

The budget is an excellent tool to provide the participant an overall view of what their current household income and expense are. It also provides an overview of the wage the participant needs to earn to meet their monthly expenses.

The budget is used to complete the cost of training for participants attending an Occupational Skills Training (OST) program and must be updated each semester for these participants. It can also be a helpful tool to gauge if the participant may benefit from financial literacy services.

• Any public assistance income entered in the income column needs to be shown as an expense in the expense column.
  ○ Exceptions
▪ Reverse referral OJT participants do not require the overall budget be completed.
▪ Participants co-enrolled with Trade for wage subsidy or Trade relocation assistance do not require the overall budget be completed.

**Information System Procedures Relating to the Adult and Dislocated Worker Programs**

All Adults and Dislocated Workers entering activities funded under Title I of the Workforce Innovation and Opportunity Act (WIOA) through the One-Stop system will be registered for service delivery and tracking through the NEworks. A full registration will be entered to include a complete work history and an initial eligibility determination. Workforce Center Representatives will ensure all activities and referrals to One-Stop partners and supportive services are scheduled and tracked in NEworks.

The initial assessment process is used to determine if the Adult or Dislocated Worker applicant appears to be appropriate to receive WIOA services. The following are elements used in the initial assessment process, which are made a part of every eligible applicant file:

- Name of eligible applicant
- Date of initial registration
- A determination of whether WIOA services can meet an individual’s needs is made after information is collected from the individual applicant by the Career Planner during the initial assessment.
- Has the applicant participated in WIOA services before? If so, when and where?
- What services will be required for the applicant to be ready to achieve vocational and employment goals?
- What level of services will be required to provide desired skills for employment?
- Does the individual have the ability to utilize the services available through WIOA or other service providers in accomplishing the desired employment goal?

Individual applicants will be referred to other service providers to obtain prerequisite levels of skills or work readiness before entering WIOA participation if these skills or this information is necessary for the successful participation in WIOA supported skills. Readiness will also be determined based on planned needs for hard-to-serve categories, the availability of WIOA services and prior WIOA participation and success.

**Eligibility and Data Documentation Requirements**

NDOL referenced data validation documents in the Records Management, Change 1 policy under Appendix II. The policy and grid can be found at: [https://dol.nebraska.gov/ReemploymentServices/Training/WIOA/Policies](https://dol.nebraska.gov/ReemploymentServices/Training/WIOA/Policies)
Eligibility documentation is not addressed in WIOA regulations; however, data validation guidance does establish minimum acceptable documents to match or support specific data elements.

The federal Data Report and Validation System requires that DWFS will be able to verify a participant’s information. DWFS staff must be able to substantiate, with documentation, the participant’s information. All documents must be uploaded into NEworks (or, if applicable) for each participant. In the event of Priority of Service, documentation of a participant’s given priority should be kept in the individual’s efile.

In addition to the State validation policy above, staff should also reference TEGL 23-19, attachment II for Federal Data Validation Elements by clicking the following link: https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=9155

- For most data elements, multiple forms are acceptable source documentation. All source documentation collected should consistently match, support or document the data element in question. Unless otherwise specified, the following means are often acceptable forms for capturing source documentation for many data elements in lieu of hard-copy source documentation:

  1. Cross Match: A cross-match requires staff to find detailed supporting evidence for a data element.

     In a cross match for public assistance using a non-WIOA database such as Unemployment Insurance (UI), locating the social security number (SSN) along with dates of participation and services received is detailed supporting evidence. The occurrence of a SSN match alone is not detailed supporting evidence.

  2. State Management Information System (MIS): Unless otherwise noted, state MIS refers to specific detailed information stored in the state’s information system to support an element. For this project, NEworks is the MIS system.

     The date of first training in addition to the type of training and training provider is sufficient detailed information. This level of detail makes for valid source documentation and makes it unnecessary to further validate the data element in the local office. A checkmark on a computer screen is not detailed information to support an element. The date of first training in and of itself is not detailed information.

  3. Self-Attestation: Self-attestations occurs when a participant states his or her status for a particular data element and then signs and dates a form acknowledging this status. The key elements for self-attestation are:

     a. The participant identifying his or her status for a permitted element, and

     b. Signing and dating a form attesting to this self-identification.

     The form and signature can be on paper or in the state management information system with an electronic signature.

An applicant statement is allowable for determining eligibility as a dislocated worker when
documenting that an individual has been terminated or laid off and that the individual is unlikely to return to a previous industry or occupation. However, documentary evidence is currently required to substantiate attachment to the workforce.

DWFS will not overly restrict or limit the use of self-attestations, when allowable, however attempts must be made to collect other forms of allowable documentation that will best be able to validate information provided.

4. **Case Notes:** Case notes refer to either paper or electronic statements by the case manager that identify, at a minimum, the following:
   a. The participant’s status on a particular element
   b. The date on which the information was obtained
   c. The case manager who obtained the information
   d. Case notes will be detailed with relevant information without including unnecessary opinionated statements.

**Telephone Verification**

Some eligibility criteria may be verified by telephone contacts with appropriate governmental agencies or verified by document inspection. The information obtained must be documented by recording the information on a standardized form. For an example, refer to the WIOA Adult and Dislocated Worker Telephone Verification Form. The information recorded must be adequate to enable a monitor or auditor to trace back to the cognizant agency or document used. Telephone verification must include the name and title of the agency representative providing the verification information, along with the date and contact information.

**Verification vs. Documentation**

Verification means to confirm an eligibility requirement through examination of official documents. Documentation means to maintain on file physical evidence which is obtained through the verification process, including written confirmation by an authorized agency or organization of one or more WIOA eligibility criteria, and which reflects the individual’s status as of the date of registration for such eligibility criteria.
Acceptable Documentation

**Federal Defined**
Staff should reference TEGL 23-19, attachment II for Federal Data Validation Elements and federally defined acceptable documentation requirements by clicking the following link: https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=9155

**State Defined**
All State definitions can be referenced by referring to the State’s Eligibility Policies at: https://dol.nebraska.gov/ReemploymentServices/Training/WIOA/Policies

Staff will reference, “Program Eligibility for Youth, Adults, and Dislocated Workers, Change 2” and “Program eligibility for self-employed workers effective by COVID-19”.

**Locally Defined**
Each Local Workforce Development Board is required to determine acceptable documentation for additional barriers specified in their operational plan or other written policy. The Local Workforce Development Board shall define its acceptable documentation in their operational plan or through other written policy and/or procedure.

Any participants found ineligible at any time after Initial Assessment must be referred to other community resources and not be enrolled in WIOA. Dynamic Workforce Solutions offers Equal Opportunity access to all programs and employment, and offers reasonable accommodations for those with a disability.

**Customer Assessment Process**
Information collected during participation in general career services (or comparable partner services) is used to determine if an individual requires WIOA individualized career services and/or training services in order to secure and maintain employment that leads to economic self-sufficiency. When necessary, individuals may also be referred to other service providers to obtain prerequisite levels of skills or work readiness before participation in WIOA-sponsored training activities.

Assessment is a fluid process that addresses the initial and ongoing needs and service strategies appropriate for each individual participant. All services rendered are tracked through NEworks. In the event of enrollment and participation in individualized career or training services, a determination of eligibility and full registration/enrollment in NEworks must occur, and a hard copy participant case file is maintained.

As individuals are registered for WIOA participation and progress through basic services, Dynamic Workforce Solutions will continually record information pertaining to the services rendered. This information ultimately is used and referenced to determine an individual’s need and readiness for individualized career services and/or training services. The individual will then be enrolled in the
activity(ies) considered necessary and appropriate to address identified needs/barriers. Dynamic Workforce Solutions uses the following information collection methods:

- Motivational interviews
- Behavioral observations
- Interest inventories/surveys
- Career guidance instruments
- General aptitude tests
- Work Readiness assessment*

Career Planners use motivational interviewing techniques to help prompt meaningful discussion. Individuals often hear reasons why they fail, rather than reasons why they can succeed. Motivational interviewing helps them feel that change is possible, that they are capable of implementing that change and builds motivation for practicing behaviors that promote employability; it guides conversation without the listener feeling pushed or defensive. Through this interview, we capture information about the context surrounding participants – their living arrangements, their transportation or childcare barriers, circumstances leading to participation in the WIOA program, and so forth. This interview also covers program participation requirements, mutual responsibility, attendance tracking, reporting, and a plan for assigned activities.

DWFS will utilize Southeast Community College Accuplacer to assess customers’ skills, interests, and aptitudes. DWFS may also use the CASAS test to measure the individual’s academic level.

Individualized Career Services identify and catalog customer knowledge, skills and abilities, and their needs/barriers. The results are then used to develop an action plan for successful longer-term outcomes. Services are customer-centered, diagnostic, and detail strengths and need/barriers to employment. Interviews and assessments share a common general goal, which is to collect and address the following information:

- Family situation
- Work history
- Educational background/attainment
- Basic Reading and Math, and Work Readiness Levels* (WorkKeys “Reading for Information” and “Applied Mathematics” assessments)
- Occupational and technical skills
- Career pathway and training interests
- Work attitudes and aptitudes
- Behavioral patterns and motivation regarding work
- Employment barriers
- Financial situation/needs/resources
- Interest in nontraditional employment opportunities
- Supportive service needs
Academic Assessment
NRS level Academic assessments used will follow the accompanying manual definitions for scoring and determination of scale score deficiencies. NEworks will also automatically determine basic skills deficiency upon data entry during the intake process.

Types of Services
There are four types of services that are provided by Dynamic Workforce Solutions; Career Services, Training Services, Support Services and Follow-up Services. With regards to Career Services, there are two main types of “Career Services”: Basic career services and Individualized career services.

Priority for Individualized and Training Services under WIOA
Priority of Service populations and requirements are referenced above under WIOA Adult and Dislocated Worker eligibility determination requirements.

Basic Career Services
Basic career services are universally accessible to all individuals seeking employment and training services, without requirement to register in NEworks or be enrolled in a one-stop partner program. There is no criteria to be met for an individual to receive these services and these services may be delivered by local WIOA Adult and Dislocated Worker funded staff, as well as the WIOA Title III Wagner-Peyser Employment Service staff. Self-service and Information Only basic career services do not trigger inclusion in participation for title I Adult and DLW programs. Self-Service occurs when individuals independently access a program’s information activities either at a physical location or remotely. Information-only services or activities may be self-services or staff-assisted services that provide readily available information and does not require a significant assessment of individuals’ skills, education, or career objectives. Basic Service include the following:

• Determinations of whether the individual is eligible to receive assistance from Adult, Dislocated Worker, and Youth programs.

• Outreach, intake (including worker profiling), and orientation to information and other services available through the on-stop delivery system, including an opportunity to initiate an application for Temporary Assistance for Needy Families (TANF) assistance and non-assistance benefits and services, which could be implemented through the provision of paper applications forms or links to the application website.

• Initial Assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps) and supportive service needs.

• Labor Exchange Services, including job search and placement assistance and career counseling when needed by an individual, including provision of information on:
o In-demand industry sectors and occupations; and

o Non-traditional employment
  ▪ Information on Demand-Occupations and industry sectors will primarily be accessed via NEworks> homepage> LMI Dashboard.

  ▪ Job Search Assistance and Placement- Job search assistance and placement will vary in intensity and duration based on the participant’s individual needs. Job search assistance may include, but is not limited to, providing referrals, assistance completing/submitting job applications, outreach to employers to provide information on the OJT program, job coaching, etc.

  ▪ Provision of referrals to and coordination of activities with other programs and services, including programs and services within the one-stop delivery system and other workforce development programs when appropriate.

• Provision of workforce and labor market employment statistics information, including provision of accurate information relating to local, regional, and national labor market areas, such as:
  o Job vacancy listings in labor market areas;
  o Information on job skills necessary to obtain the vacant jobs listed; and
  o Information relating to local in-demand occupations and earnings, skill requirements, and opportunities for advancement in those jobs.
  o There are many reliable sources of LMI that may be used. Primarily, staff will utilize LMI historical information housed through the NEworks homepage> LMI Dashboard. Some other examples of reliable LMI sources can include but are not limited to:
    o ONET online
    o CareerOneStop.org
    o Bureau of Labor Statistics
  o In-demand occupations and earnings are also accessible via the LMI Dashboard in NEworks.
  o If using LMI for the purposes of determine Unlikely Return in eligibility or for use in Training services, LMI must support the eligibility criteria outlined (i.e. ITA- LMI must demonstrate that the Individual is Unlikely to Return- LMI must show a decline in jobs in the previous industry/comparison of job seekers to open positions).
• **Provision of performance information and program cost information on eligible training providers of education, training, and workforce services, delineated by program and type of providers.**
  
  o Staff will utilize the Eligible Training Provider (ETPL) via the NEworks homepage by clicking on Training Services under the Job Seekers menu, and then ETPL Approved Programs.

• **Provision of information, in usable and understandable formats and languages, on how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area’s one-stop delivery system.**
  
  o CP may provide participants with an overview of local area performance accountability measures to give them a better understanding of the WIOA program and how we are held accountable as a local area.

• **Provision of information, in usable and understandable formats and languages, relating to the availability of supportive services or assistance and appropriate referrals to those services and assistance, including: child-care; child support; medical or child health assistance available through the State’s Medicaid program and Children’s Health Insurance Program; benefits under Supplemental Nutrition Assistance Program (SNAP); assistance through the earned income tax credit; and assistance under the State program for TANF and other supportive services and transportation provided through that program.**
  
  o Referrals to partner programs is essential in ensuring that WIOA funds are used as a last resort and to maximize available services to customers through co-enrolment, if possible.
  
  o Upon Intake or customer interview, CP must attempt to capture all NEworks fields related to partner program resources and must coordinate with Onestop operations to refer customers to any other partner programs. All efforts made must be documented in case notes.

• **Provision of information and meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation.**
  
  ▪ WIOA staff will assist customers with filing of UI claims by connecting participants to ES staff who can assist the claimant.
  
  ▪ Career Planners are not unemployment specialist and must not answer any questions concerning a participant’s unemployment (UI) eligibility or benefit amount. CP’s should provide meaningful UI assistance, which may include, but is not limited to, directing participants to the UI section of NEworks, assisting in activating/creating their resume, and providing the step-by-step claim instructions located. More information on meaningful assistance is located in TEGL 19-16, change 1 beginning on page five, ‘Career Services Provided by ES staff’. 
Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.

- Staff will utilize partner program referrals, assist customers with school research, assist customers with FAFSA/PELL/Grant applications and if applicable, will utilize the Eligible Training Provider (ETPL) system to provide assistance with training provider referrals, Financial Aide eligibility per program/school or contact information.

The Eligible Training Provider List is accessible on the NEworks homepage by clicking on Training Services under the Job Seekers menu, and then ETPL Approved Programs.

One-Stop personnel must maintain an ongoing record of Career Services provided to the customer (Client Notes being the common repository for such information and notations). Information should include dates, times, and description of service(s) rendered. No formal assessments, or employment or educational plans are required at the Basic Career Services level.

To prevent duplication of services, when customers are referred for WIOA-funded services by a One-Stop partner agency, every effort will be made to secure all relevant information from that partner regarding the amount and types of services already provided.

In some instances, activities sponsored by a One-Stop partner agency may be substantially similar to WIOA-funded Career Services.

**Individualized Career Services**

Individualized Career Services are available to eligible Adults and Dislocated Workers who are unemployed or employed and having difficulty maintaining employment that provides for economic self-sufficiency. Priority is granted to low-income individuals, recipients of public assistance, and those with low basic skills. Within and across all such priorities, Veterans and Other Eligible Individuals retain the highest level of priority.

Individualized Career Services are initiated based on assessed needs, and typically after a customer has already participated in or accesses other Basic Career services—such as workforce information services, initial assessment, coupled with job search and placement assistance, and/or job referrals. There is no minimum timeframe that a person must participate in Basic Services before transitioning into Individualized Career Services. The progression into Individualized Career Services is needs-based and assessment-driven.

Customers participating in Individualized Career Services must undergo a formal eligibility determination and have a case file created that documents assessments and service provision. Individualized Career Services include:

- Individual career counseling and planning
- Group Counseling
• On-going case management and individual career counseling
• Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include:
  o Diagnostic testing and use of other assessment tools; and
  o In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals
• Short-term pre-vocational services including the development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment and training
• Development of an Individual Employment Plan (IEP) that identifies the employment goals, appropriate achievement objectives, and appropriate combination of services for participant to achieve his or her employment goals, including the list of, and information about, the eligible training providers
• Internships and work experiences that are linked to careers, including transitional jobs
• Workforce preparation activities
• Financial Literacy Services
• Out-of-area job search assistance and relocation assistance
• English language acquisition and integrated education and training programs

**Individual Employment Plan (IEP)**
The IEP will include an employment goal or target career pathway (including consideration for training opportunities in nontraditional fields of employment), appropriate achievement objectives, assessed training needs, and an itemization of the appropriate combination of services for the participant based on the information collected while participating in other services.

The IEP is intended to act as a service map/road map of specific activities that will be provided to the participant. The IEP is tied to the particular needs and interests of each participant, and to career pathways and employment opportunities in the local area, or in another area in which the participant is willing to relocate. The IEP will contain some or all of the following elements, based on individual needs:

• Identification of occupational aptitudes and deficiencies
• Identification of educational aptitudes and deficiencies
• Identification of occupational goals and the local employment opportunities related to these goals and related career pathway information
• Identification of barriers to employment and educational success
• Identification of supportive service needs
• An action plan to overcome barriers presented by skill deficiencies, educational deficiencies, barriers to employment and education, and supportive service needs
• Identification of appropriate WIOA interventions (activities/services) to address and overcome identified deficiencies
• Plans for the transition into unsubsidized employment
• Financial needs
• Justification of participant’s enrollment into training
• Explanation of why a participant's job skills/work history are inadequate for job placement in the current labor market
• Description and justification for support services needs deemed necessary and reasonable for completing assigned activities/services


Work Based Learning Activities- General
Work-Based Learning Activities are geared toward low-income individuals and under-represented Adults and Youth the chance to earn income while also receiving training and developing essential skills that are best learned on the job.

Training must be tied to in-demand occupations.

Activities falling in this category include:
• On-the-job training
• Registered Apprenticeship training
• Paid or unpaid Work Experiences
• Transitional Jobs
• Internships
• Pre-apprenticeship training
• Apprenticeship training
• Job Shadowing (See Youth Policy Manual)
• Transitional Jobs
• Incumbent Worker Training
• Customized Job Training

Whether funded whole or in part, DWFS will comply with all laws on the prohibition against discrimination based on age, disability, or sex, or based on race, color, national origin, or political affiliation or belief.

Eligibility
Work based Learning opportunities must be identified as an appropriate activity for program participants on the IEP. IEPs and/or case notes will specify goals of the Work Based Learning activity by:
• Identifying purpose of the activity
• Identifying linkage between work and educational interests/goals and
• Outcomes expected

Work Based Learning Activities- Work Experience and Internship Assignments

Work Experience and internship assignments may be paid or unpaid, in the public or private sector. Assignments are designed to increase the participant’s work-related self-esteem and self-confidence, to expand his/her employment references, as well as to bolster work maturity skills and basic world-of-work awareness. For Adults and Dislocated Workers, emphasis is placed upon paid assignments. Work Experience and Internship arrangements shall be conducted in accordance with the following general parameters:

- The length of the assignment shall be for a reasonable amount of time based upon the needs of the participant and the complexity of the proposed placement, and shall be documented within the individual’s IEP.
- Enrollments will be time-limited to 240 hours. Additional work up to and not to exceed 320 hours are permissible with the pre-approval of the Project Director or designee. All requests for assignments that will exceed 320 hours must be approved by Paul Dunn-CEO, Terri Leisten-President, or Scott Amey-EVP/GM. The maximum hrs., that can be approved are 10 hrs.
- Per DWFS policy, all work experience customers cannot average more than 30 hours per week.
- Participants will be paid $10 per hour, unless documentation exists to support a higher wage.
- Worksite performance evaluations will be completed at the conclusion of the assignment (multiple evaluations may be appropriate in some instances).

The WEX Coordinator will issue and review a Work Experience Worksite Manual to all appropriate parties at the host worksite.


General WEX Coordinator & Case Management Responsibilities for Work Experiences

- Provide orientation and information to the Worksite supervisor, including a review of the Worksite Supervisor’s Manual.
- Monitor the Worksite to ensure adequate supervision and safe working conditions.
• Apprise the participant and Worksite personnel of Complaint/Grievance Procedures.
• Ensure accurate completion and timely submission of participant time sheets.
• Inform Worksite personnel of emergency procedures and Workers’ Compensation Coverage.
• Provide participant orientations.
• Be available for consultation with supervisor and/or the participant at the Worksite.

WEX Coordinator Operational/ HR Requirements
All paid WEX and Internship must be coordinated with the DWFS Corporate WEX Coordinator to ensure that the following Operational and HR items have been adhered to:
• Customer is eligible to receive WEX services, as documented in case notes,
• A case note has been entered detailing the work experience activity and need,
• The IEP supports the Work Experience activity,
• The background/drug report has been received and results given to the location with acknowledgement, OR Waiver submitted to HR if either is not needed,
  o The person requesting the releases will be notified of all findings. Backgrounds and Drug Test results are only good for 90 days. If being hired after 90 days both need to be redone.
  o If positive drug test is reported the participant is NOT eligible for hire. They can retake the drug test after a 30 day wait period.
• Work Experience Information form (HR new employee form) has been filled out, signed and dated,
• W4 has been sent with the Employee Change Form submittal and a State Tax form completed (if applicable),
• I9 and I9 documentation has been sent in with the Employee Change Form, and
• Direct Deposit authorization form has been submitted (Netspend Authorization Form both ck, sav, netspend.doc).

Attendance Tracking and Completion of Time Sheets
The following are guidelines for the completion and processing of participant time sheets, as applicable:
• The supervisor and the participant must sign all time sheets to verify that the hours submitted on the time sheet are in fact true and correct. This applies to both electronic and manual timesheets.
• All time sheets must be turned in by Noon (12:00PM) the Monday following the conclusion of the biweekly pay period.
• Pay day is every other Friday.
• Paychecks are issued in paper form.
• Paper Time sheets may be picked up by the Career Planner/WEX Coordinator or delivered by an official Worksite representative, if applicable (whether in hard copy form, or via scanned/electronic form).
• Hours reflected on the time sheet must be for actual time worked. Participants are not paid for personal/rest breaks or meal periods, or for sick days, holidays or overtime.
• Time sheets must be filled-out completely, accurately, neatly and legibly.
• Any modifications to a completed time sheet must be initialed by the appropriate staff person.
• Novatime will be used for participant approval, supervisor approval and DWFS staff. If manual timesheets are collected, they will be entered into Novatime.

**Work Based Learning Activities - Try-Out Jobs**

Transitional Jobs are a type of work experience and are considered an individualized career service and can be in public, private, or non-profit sectors. Transitional jobs are time-limited and wage-paid work experiences that are subsidized up to 100%.

- Up to 10% of the local Board’s combined total of Adult and Dislocated Worker funds may be used to provide transitional jobs to program participants.
- The duration of transitional jobs may be for up to three (3) calendar months at a wage rate not to exceed $12.00 per hour.
- Transitional Jobs are restricted to individuals with barriers to employment who are chronically unemployed or have an inconsistent work history defined by the Board as unemployed for 10 consecutive weeks or having 3 or more employers in a 12-month period.
- In addition to the long-term unemployed, ex-offenders, and individuals who are currently receiving or have exhausted TANF benefits are eligible.
- The transitional job must be combined with other career and supportive services, including any of the supportive services currently identified by the Board are allowed with documentation on need by DWFS staff.
- Where possible, transitional jobs will be combined with job readiness training.

Transitional Jobs as DWFS listed as the employer of record will follow the same requirements as listed under Work Experiences and Internships above. This will include WEX Coordinator & Case Management Responsibilities, WEX Coordinator Operational/HR Requirements and Attendance Tracking and Completion of Time Sheet policies listed above.


**Work Based Learning Activities - On The Job Training (OJT)**

*Dynamic Workforce Solutions (DWFS) will adhere to the OJT Policy and requirements outlined in the Board Policy Manual, to include post- OJT performance requirements:*
The above Board Policy references Attachments I-VI, that are not currently accessible. The following forms will be used by DWFS in the interim in the development and tracking of OJT:

- OJT Pre-Award Checklist (reference Attachment #1 in policy manual)
- OJT Contract (reference Attachment # 2 in policy manual)
- OJT Length of Determination Form (reference Attachment #4 in policy manual)
- OJT Training Plan (reference Attachment #5 in policy manual)
- Reimbursement for OJT (reference Attachment # 6 in policy manual)

**NOTE:** Attachment #3 referenced in the policy manual is a “Employer Assurances and Certifications form”. Per NDOL, this form must come from the State’s Policy Attachment in “On-the-job training, change 2”:
https://dol.nebraska.gov/ReemploymentServices/Training/WIOA/Policies

**Work Based Learning Activities- Registered Apprenticeship**

Apprenticeships traditionally include the building and construction trades such as carpentry, plumbing and electrical work. The manufacturing trades include tool and die makers, machinist and boilermakers. The service trades include cooks, auto mechanics and auto body repairers. Apprenticeships certainly are not limited to just these fields.

Apprenticeship is a process by which individuals learn on-the-job under the tutelage of an experienced journey-worker while engaged in productive employment. The apprenticeship program combines on-the-job training with theory taught through related classroom instruction. Apprentices are taught such job-related courses as drafting, blueprint reading, mathematics and science through vocational and trade schools or community colleges.

Current announcements of various available apprenticeship programs are on file in the One-Stop Career Centers via DOL’s website:
https://dol.nebraska.gov/ReemploymentServices/Training/RegisteredApprenticeship/JobSeeker

Most program sponsors require an apprentice to be at least 16 years of age and physically able to do the work of the trade in question. NDOL provides updates to the Local Areas on a periodic basis. Frequent checking of the above website is also encouraged.

WIOA will sponsor only those training programs associated with occupations and in sectors showing significant demand in the local labor market area (or an area to which the customer is willing to relocate). Training in occupational fields not currently in demand will not be sponsored.

Attendance records (most often in the form of agency issued time sheets) are kept on file at the for all training participants. The time sheets used will depend on the component in which the participant has been placed. For the regular ITA-funded classroom training and OJTs, monthly
time sheets are used. Classroom training participants receiving support services and Work Experience participants use biweekly time sheets. Training-related payments may not be issued for the participants lacking up-to-date attendance records/time sheets.


Work Based Learning Activities- Pre-Apprenticeship

Work Based Learning Activities- Incumbent Worker Training
Incumbent Worker Training (IWT) is an employer provided service, designed to meet the needs of an employer or group of employers to retain a skilled workforce or avert layoffs. IWT is not permitted to be used to provide the occupational training needed by a new hire. IWT can be used to either:

- Help avert potential layoffs of employees, or
- Obtain the skills necessary to retain employment, such as increasing the skill levels of employees so they can be promoted within the company and create backfill opportunities for less skilled employees.

IWT services must be conducted with a commitment by the employer to retain or avert the layoffs of the workers trained.


Work Based Learning Activities- Customized Training

Training Services
The Greater Lincoln Workforce Development Board’s policy is to recognize that WIOA requires that all training services, with limited exceptions outlined in the Board Policy Manual (https://app.lincoln.ne.gov/city/mayor/workforce/pdf/Lincoln%20Policy%20Manual%207-29-2021.pdf), be provided through Individual Training Accounts (ITAs).

ITAs are funded by WIOA Title I Adult and Dislocated Worker funds and may be funded with Youth funds for out-of-school youth ages 16-24 when appropriate. The maximum cost allowed by Board policy is $7,000.00.

Training services require Priority of Service criteria be met for WIOA Adult customers. All participants must be eligible and registered in either WIOA Adult, WIOA Dislocated Worker or WIOA Youth-Out of School. The Career Planner must provide documentation of specific actions and activities pursued under Basic and Individualized Career Services prior to requesting a participant’s consideration for training services.

Consideration for training services requires that the following conditions be satisfied and documented as appropriate in the participant’s records:

- Basic careers services (or comparable partner services) were accessed, and the individual subsequently met the eligibility and priority of service requirements for Individualized Career Services.
- Individualized Career Services were provided.
  **NOTE:** This must include a Comprehensive objective assessment and IEP. No other requirements exist for a ‘sequence of service’ before providing training services.
- A Career Planner has completed an IEP containing a comprehensive assessment and evaluation of the customer’s career readiness, occupational skills and aptitudes, obstacles to employment, and need for supportive services.
- The IEP identified the necessity of training services, and contains an itemization of the impediments or barriers that are preventing the individual from obtaining or retaining employment in the chosen career pathway.
- The individual is unable to obtain grant assistance from other sources to pay cost of such training, state-funded sources (ex. TANF), or requires WIOA assistance in addition to other sources of grant assistance, including Federal Pell Grants. If an individual qualifies for Pell, generally the Pell Grant amount will be applied first.
  **NOTE:** Veterans Administration such as GI Bill are not considered grant assistance for purposes of coordination with ITAs.
- A priority of service criterion has been satisfied.
- The customer has the skills and qualifications to successfully complete the selected training program.
- The customer selects a training provider located on the Eligible Training Provider List
- The customer selects a program of training that falls within the Board identified target industries and is directly linked to in-demand occupations in the local area or planning
region in another area to which the individual is willing to commute or relocate either in the local area or in another area to which the individual is willing to relocate.

- Nebraska’s ETPL is accessible online at NEworks.nebraska.gov under the Training Services menu-ETPL Approved Programs.
- The list is published quarterly by the Nebraska Department of Labor (NDOL), which can be accessed from the NEworks- LMI homepage: https://neworks.nebraska.gov/vosnet/lmi/default.aspx

Career Planners must after an interview, skill assessment, and career planning, determine that the individual meets the criteria below in order to receive training services:

- Is unlikely or unable to obtain or retain employment, that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment through career services alone; or
- Is in need of training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than wages from previous employment, through career services alone; and
- Possesses the skills and qualifications to successfully participate in the selected program of training services.

**NOTE:** All criteria listed above must be case noted and supported with applicable documentation in the case file.

**DWFS will also ensure that WIOA programs adhere to the confidentiality requirements of the Family Educational Rights and Privacy Act (FERPA), established under Section 444 of the General Education Provisions Act, including requirements regarding circumstances requiring written consent for disclosure of personally identifiable information from an education record. DWFS will ensure that training or related expenses funded or financially assisted in whole or in part under WIOA must comply with all laws on the prohibition against discrimination based on age, disability, or sex, or based on race, color, national origin, or political affiliation or belief.**

When a specific training program is selected, the Career Planner must confirm that it complies with Dynamic Workforce Solutions time and/or cost limitations. Dynamic Workforce Solutions will coordinate the training costs with funds available under other Federal programs. Training services may be provided to an individual who otherwise meets the requirements while an application for a Federal Pell Grant is pending. However, if the individual is awarded a Federal Pell Grant or any other type of financial assistance, this must be factored into the WIOA allocation for that individual, understanding that Pell Grants shall be the funding of first resort, with WIOA funds serving in a complementary role. Case note must include the coordination of funds and maximization of other grant sources prior to the use of WIOA funds.

**Dynamic Workforce Solutions will maximize consumer choice by providing participants with full access to the State list of eligible training providers. The State list will include provider-specific course and program descriptions, as well as relevant performance data and job placement statistics.**
Training Activities available in Dynamic Workforce Solutions include:

- Occupational skills training (including non-traditional employment training)

Measurable Skills Gain
Each participant who enters into a WIOA education or training activity or service must have at least one measurable skills gain goal* set for each Program Year (PY) during which an education/training service occurs. Choosing from options a) or b) below, the planned date of attainment should be set to match the point in time that will arrive first—either:

- The estimated end date of the education or training program itself, OR
- The end date of the current Program Year, i.e., on/before 6/30 of a given PY.

The data elements to complete when setting these goals include the following:
1. Date Set (match the begin date of the education/training activity itself)
2. Measureable Skills Gain (select a category from the dropdown menu)
3. Goal type (select appropriate category from the dropdown menu)
4. Status
5. Planned Date of Attainment (recorded at the time the goal is set)
6. Date Attained (not recorded until the actual date that a gain is achieved)

If a customer participates in multiple education/training programs, and/or an education/training program crosses Program Years, an additional goal must be set for each program or PY.

The goal(s) established should be noted in the IEP/ISS, with a corresponding service option(s) scheduled that supports achievement of the established goal(s), e.g., OJT, Occupational Skills Training, Educational Achievement Services, etc.

More detailed information on MSG’s can be found on NDOL’s Policy, “Performance Accountability, Change 2”:
https://dol.nebraska.gov/ReemploymentServices/Training/WIOA/Policies
Methods to Document Measurable Skills Gain(s)
There are five possible methods to document a Measurable Skills Gain was achieved. Any ONE of the types of gains shown in the table below can be used to demonstrate attainment of an MSG during a given PY:

<table>
<thead>
<tr>
<th>Type of Gain</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Functioning Level (EFL)</td>
<td>EFL gain may be documented in one of three ways: 1) by comparing a participant’s pre- and post-test score(s), where the post-test resulted in a gain; or 2) measured by the awarding of credits or Carnegie units during an ongoing High School Equivalency (or GED) program; or 3) a participant exits the WIOA program and enrolls in postsecondary education or training during the program year.</td>
</tr>
<tr>
<td>Postsecondary Transcript/Report Card</td>
<td>Obtain a participant’s transcript or report card for postsecondary education that completed a minimum of 12 hours per semester, or for part time students a total of at least 12 credit hours over the course of two completed consecutive semesters during the program year, which shows a participant is meeting the State unit’s academic standards.</td>
</tr>
<tr>
<td>Secondary Transcript/Report Card</td>
<td>Obtain a participant’s transcript or report card for secondary education for one semester showing that the participant is meeting the State unit’s academic standards.</td>
</tr>
<tr>
<td>Training Milestone</td>
<td>Obtain a participant’s satisfactory or better progress report/performance evaluation toward established milestones from an employer/training provider who is providing training (e.g., completion of on-the-job training (OJT), completion of one year of a registered apprenticeship program, etc.).</td>
</tr>
<tr>
<td>Skills Progression</td>
<td>Obtain documentation that a participant successfully passed an exam that is required for a particular occupation, or progress in attaining technical or occupational skills as evidenced by trade-related benchmarks such as knowledge-based exams.</td>
</tr>
</tbody>
</table>

Readiness for Training, and Availability of Training
In the event that an eligible customer has been unable to obtain or retain employment that leads to self-sufficiency through other services, to include partners services, and the availability of grant assistance from other sources to pay for training costs is absent or insufficient, an assessment of the individual’s readiness for and ability to benefit from available WIOA training services is appropriate. Assessing an individual’s “readiness” and “ability to benefit” from available training involves determining if such services are readily available from an approved provider, and are necessary and appropriate to obtain employment in the targeted career pathway. Such a determination will be based upon information collected by the Career Planner during initial assessment and IEP development. To assess a customer’s readiness and ability to benefit from available training, the following considerations are key:
• The availability, type and duration of training services required to help the participant achieve her/his employment goals, and its compliance with local training priorities and preferences.
• The difficulty level or ‘intensity’ of training services required to provide the necessary occupational skills to acquire employment in the chosen career pathway.
• Assurances that the individual has the time, financial wherewithal and baseline skills and abilities necessary to succeed in the selected training program.

Individuals will be referred to other service providers to obtain prerequisite levels of skills or work readiness before engaging in WIOA training activities, if such skills or preparations are necessary for successful participation in WIOA-sponsored training services.

An otherwise eligible applicant/participant may be not be ready or appropriate for enrollment in WIOA training services if one or more of the following conditions exist:

• Individual does not need training services based upon assessments.
• Individual lacks necessary prerequisite skills to reasonably succeed in training services.
• Individual cannot benefit from the targeted range of training options available from the local Eligible Training Provider list.
• Individual does not meet priority of services requirements necessary to access training services (pursuant to the Act).
• WIOA training services are utterly not available.
• Individual has a prior enrollment(s) and/or outcomes that were unsuccessful or that otherwise negatively impacted program performance.

Targeted Industries and Sector Alignment
ITAs must align with occupations classified as in-demand (H3, apprenticeship, or dynamic as defined by the Board) or be part of a career pathway as established in the IEP/ISS.

• H3 occupations can be found at: https://neworks.nebraska.gov/vosnet/lmi/default.aspx

Classroom-based Occupational Skills Training (Traditional and Nontraditional)
Classroom Training (CRT) consists of basic or advanced formal training for acquiring technical skills in a specific occupation. The training must be provided by a WIOA-approved vocational/technical institution, high school, proprietary school or college, and upon successful completion must award an industry-recognized credential, such as a certificate of completion, a license, an associate’s degree, or a baccalaureate degree. The training offered is targeted to meet local labor market demands.
Participant Training Supplies
Only training supplies and services that can be purchased through the training provider should be included on the participant’s ITA voucher, unless appropriate preapproval has been obtained for a unique or exceptional circumstance (from the Project Director or designee).

The Board’s policy on procurement process can be found at:

NOTE: Dynamic Workforce Solutions program will not be liable for participant supplies that are purchased prior to registration and enrollment into WIOA, or before having been deemed eligible for and in need of training services.

Repeat Coursework
The participant is responsible for payment of all repeated classes, regardless of the circumstances. WIOA funds may not duplicate coursework that was previously taken, regardless of the source(s) of payment for said coursework.

Customer Responsibilities
Career Planners may use those assessments required above under Initial Assessment and Objective Assessment for training determination. Judgement should be used in training justification as to academic testing requirements by assessing the educational level of the participant, staff observation, barriers identified, ONET or other reliable LMI that states the minimal education and skill level required for the interested occupation, and research on the training provider’s website or course curriculum to determine entry level requirements of the selected or interested program.

In addition, it’s advisable to encourage participants to conduct research and/or on-site visits to potential training site(s) to determine the appropriateness of the desired training and the feasibility of completing the training. Preliminary, pre-placement site visits and/or interviews may be required for Work-Based Learning activities.

For classroom training, customers will research the costs of the training, including tuition, fees, required books, tools, and other necessary supplies, and present a detailed list of this information. The Career Planner and the participant will use this list in the assessment and planning processes. The customer must also explore her/his potential eligibility for other forms of student financial aid, to include federal Pell Grants, and other grants.

Career Planners will review and discuss the participant Training Contract and associated responsibilities with the participant. The participant must agree to abide by the provisions of said contract to receive an ITA or Work-Based placement, and must initial, sign and date the Training Contract acknowledging such.
The participant in cooperation with her/his Career Planner must select a training program from the list of WIOA-approved Eligible Training Providers. The program selected must be consistent with the targeted occupation or career pathway and the training proposal enumerated in the IEP.

The customer must ensure that the selected training institution provides an acceptance letter to acknowledge formal acceptance of the participant into his/her program of choice.

Aside from limited and justified circumstances, customers will coordinate and provide necessary ITA related documentation needed to submit a Purchase Order for initial and subsequent ITA’s no later than two weeks prior to training start dates. DWFS staff are expected to outline these goals in the participant’s IEP and assist the customer in obtaining information if requested.

Career Planners must have the customers meet with a school advisor each semester/term or module to outline their training curriculum and progress toward achieving their training goals/IEP goals. This will serve in accurately projecting training costs for upcoming semesters, ensure that on an ongoing basis the customer meets the qualifications needed to successfully complete training, and in coordinating applicable funding sources. Customers must meet their IEP goals and provide all requested documentation to continue receipt of ITA funds each billing term.

All ITA’s requests and amendments will need approval from the QPT or designee. Payment will not be formerly obligated or rendered to providers without a signed Corporate Quality Specialist or designee signature on the Purchase Order.

Individual Training Accounts (ITA’s) requests for approval will include the following forms/items:

- ITA Agreement
- Student Orientation Agreement
- Training Tools Agreement
- Curriculum outline with required coursework per semester/program
- Training institution cost breakdown (Cost per semester hour, estimate of book costs for required books, etc).
- If not detailed in the ETPL, list of required books, tools, uniforms and training related expenses required to complete the training.
- Proof of acceptance into the applicable training program, attesting those pre-requisites and requirement for entry have been met.
- Copy of unofficial or official transcript showing grades and enrollment status
- If applicable, grades/progress from previous semester/term/quarter
- Copy student account summary/financial statement
- Proof of FAFSA application and award status.
- Justification of Training Completed and case noted
- Activity opened in NEworks with projected start date
- Overall budget completed in NEworks or proof of TANF or SNAP. Case note should indicated review of budget and if changes have been made.

**NOTE:** Budget is valid for 6 months, unless changes to customer’s income have been reported prior to that timeframe.
ITA Procedures
Upon submission/completion of the above information to QPT or designee:

- QPT will review the documentation and justification for training provided and ensure that the individual is programmatically eligible and eligible for training services.
  - If approved, QPT will forward the eligibility approval to Finance and/or Project Director to review and approve fiscally.
  - If denied or further corrections have been requested, QPT or designee will notify the Career Planner in writing.
- If finance has approved, the approval chain will be forwarded to the Corporate Quality Specialist or designee along with a completed Purchase Order for approval review and, if applicable, signature.
  - Corporate Quality Specialist approval of ITA’s will be required in accordance to internal DWFS procedures and until such time the project has been determined eligible to self-approve Purchase Orders.
- The Purchase Order approver will provide a copy to the Project Accountant and QPT, who will notify the Career Planner and Project Director.
- The Career Planner will provide the customer with the signed Purchase order (PO) for the semester/term/module immediately requested, to provide to the Training Provider. If requested, Career Planner may provide the PO to the training provider directly.
- The Project Director or Project Accountant will enter into NEworks the obligation amount authorized.

If the participant selects a training provider or program that is not currently on the ETP list, immediately contact a manager or the Board’s ETP coordinator to determine the appropriate course of action in accordance with the Board manual:

Additionally, DWFS will require the participant to provide attendance and progress reports while in WIOA funded training. The Attendance Sheet Template will be used, unless the participant provides partner documentation or other school documentation that fulfills the requirement. The goal of collecting attendance is to maintain the customers progress, as well as to provide career planning and coaching to achieve goals and objectives.

Limitations on Classroom Training (CRT)
Participants may enroll in a vocational, technical, or occupational skills training program or course(s) that leads to the award of an industry-recognized credential.

The maximum financial assistance using a WIOA ITA Voucher shall not exceed $7,000 per participant. The Project Director or Designee may consider additional ITA-based training expenditures based on individual needs and performance, in consultation with Board staff as necessary. Any proposed exception to this limitation must be pre-approved. Any other financial
aid that an individual is able to secure, such as a Pell Grant, will be also be a critical consideration in any such case.

WIOA funding for classroom training that an individual enrolled in prior to being determined eligible for and in need of WIOA training services generally is not permissible. Limited exceptions to this policy may be considered on a case-by-case basis. An ‘exceptional’ circumstance may exist if there are documented financial hardships that are placing the individual at imminent risk of being involuntarily terminated from her/his training program prior to its full completion. The individual would have to meet all applicable WIOA eligibility and priority of service guidelines and registration requirements, and would have to complete all required assessments and career research (or demonstrate that the same or similar services have already occurred). In addition, the availability of other financial aid will directly affect the potential availability of WIOA funding in these instances. No potential exception will be considered if the provider and the program in question are not on the WIOA ETPL or if WIOA funding is not available.

**Combination/Sequential Training**
The process for determining the selection of training for participants occurs between the Career Planner and the individual in the counseling environment. The assessment process will determine the participant’s level of job and training readiness.

The IEP is the road map designed to address the individual’s employability. If multiple training needs are identified, the Career Planner may enroll the participant in more than one training activity. Such activities may run concurrently or in sequential fashion. Other considerations such as overall financial resources, personal motivation, family responsibilities, training schedules and the availability of funds play a major role in the type and number of program activities and the length of training.

**Adult Education and Literacy Enhancement Activities**
Basic and remedial skills enhancement, or Adult Education and Literacy, and English Language Learner services include educational services for those in need of additional assistance to improve their general competencies and develop their readiness for technical training or for work/Work-Based Learning.

Basic remedial education includes preparation for a high school equivalency or basic literacy skills (reading/writing) and bilingual education or English as a second language (ESL) courses. Basic developmental education includes non-credit courses required to prepare people for vocational or technical training. Adult Education is offered in combination with other WIOA training services and not as a stand-alone activity.

**Case Management and Training Progress**
General case management expectations for training cases include the following responsibilities:
- Monitoring participant progress and achievement of milestones as enumerated in the IEP.
- Monitoring and contributing to the flow of information by and between the participant, the local office, the ETP (and management personnel, as needed).
- Maintaining regular contact with the participant (minimum monthly) to keep abreast of progress and to identify potential problems.
- Providing ongoing coaching and support to help the participant in instances of crisis or conflict.
- Acting as liaison between the individual and the training provider and others.

The case management sequence, or cycle, is comprised of the following components and action steps:
Career Planner must contact participants on a monthly basis, at a minimum. This will enable the Career Planner to obtain continuous feedback regarding the participant’s class schedule, training costs, and any problems or potential problems that may negatively impact training progress and completion.

Program Notes are maintained in NEworks by the Career Planner (and others who may be involved with the case) to document the participant’s progress toward meeting her/his training and employment goals and objectives. The Career Planner also regularly reviews the participant’s financial situation and employment barriers to see if a change in circumstances has occurred that may require additional services or supportive services to assure successful completion of training services.
In order for training to continue, the Career Planner must continually monitor participants’ grades to ensure satisfactory performance. (The training institution, the program criteria, or a worksite supervisor defines “satisfactory” progress.)

If the participant is failing to achieve satisfactory progress, the training activity may be temporarily suspended or terminated, barring extenuating circumstances that could explain what is causing the participant’s unsatisfactory progress.

**Individual Training Account (ITA) System**
The ITA system was created with the intent of giving individuals more responsibility and personal decision-making power in the “purchase” of training services, which he/she selects in consultation with a Career Planner. Individual Training Account (ITA) Vouchers/Purchase Orders may be issued to eligible, qualified Adults, Dislocated Workers and Out of School Youth in need of financial assistance to enable her/him to obtain the technical skills and credentials necessary to gain or retain employment in their chosen career pathway, with earnings that put them (or keep them) on a path to independence and self-sufficiency.

ITA’s are issued in the form of a paper “voucher” that is presented to a training institution by the customer (or by the Career Planner on the customers behalf, if so prearranged). Payments are made with approved Purchase Orders, that may be used at the approved training institution for payment of tuition and fees, and required books, supplies or tools, consistent with the customer’s IEP and action plan. Training providers will share responsibility for tracking the authorized amount of the purchase order to ensure the customer does not exceed the worth of the purchase order, and to ensure proper application of other grant funds are made in advance of WIOA funds, where applicable.

ITA’s may not be used to finance repeat classes that customers previously failed while using an ITA as the funding mechanism. NEworks is in place for the oversight and accountability of ITA’s. NEworks enables tracking of services and training activities, ITA values and expenditures, and the planned duration of training activities.

The Eligible Training Provider List offers individuals information concerning approved eligible training providers to assist them in choosing a training provider that best meets their educational needs, and career pathway interests and goals. Certain statistical data that documents the performance of all eligible training providers also is generally available through NEworks.

**Time and Cost Limitations on Individual Training Accounts (ITA’s) and Training Activities**
To reiterate, participants may enroll in a vocational, technical, or occupational skills training program or course(s) that leads to the award of a certificate or degree.

ITAs may be used to purchase technical skills training leading to employment in one or more of the Local Workforce Development Board’s target industries or occupations. An individual’s training choice must be consistent with their assessment results, Individual Employment Plan (IEP), and their targeted career pathway.
In addition to the time limitation noted above, the maximum worth of an ITA Voucher used to
purchase training services shall not exceed $7,000 per participant. The Project Director or
Designee retains authority to approve additional training expenditures based on individual needs
and performance, in consultation with Board staff as necessary.

Any proposed exception to this limitation must be pre-approved. In all instances, any other
financial aid that an individual is able to secure, such as a Pell Grant is a critical consideration.
Compelling justification must exist for any potential exception to receive consideration. Any
exception that may ultimately be approved must be signed by the Project Director or designee,
and be documented in the individual’s case records.

ITAs are not available to participants in default on repayment of a Federal student loan(s). That
remains the case until and unless they can provide letter of good standing from the loan(s)
holder(s).

**Justification for Issuing ITA Vouchers/ Purchase Orders**
The QPT or designee reviews the IEP and supporting documentation to determine if there is
sufficient justification for issuing an ITA to purchase career technical training.

**Modification of Individual Training Accounts**
The participant must obtain the costs for tuition and fees, required books and supplies, and any
related costs, before enrolling into a training activity or program. If after inception of a training
program the duration or costs of the program change, an ITA Modification (Amendment) may be
necessary.

Any proposed ITA Modification must not exceed applicable time or cost limitations noted
previously. In the event that a proposed ITA Modification might fall outside of the stated
limitations, the Career Planner must contact the Project Director or Designee immediately to
discuss the specific circumstances being encountered, and to determine if the circumstances
would warrant consideration of an exception to an applicable limitation(s).

**Termination of Individual Training Accounts**
An ITA terminates when the participant completes training, or after voluntary withdrawal from
training/participation, or upon a participant’s withdrawal or expulsion from training due to
unsatisfactory progress. Termination may also occur as a result of lack of adherence to IEP goals
by the customer, to include lack of contact, communication and/or participation.

**Exceptions to Individual Training Accounts**
There are exceptions where a mechanism other than an ITA may be used to finance training
services. Those exceptions are listed in the Board Policy Manual:
Determining Financial Need and Coordinating Other Financial Aid with Individual Training Account Vouchers

A preliminary determination of eligibility for a Federal Pell Grant should be made before a WIOA participant enrolls in a particular school or training program. All available sources of funding (excluding loans) should be considered in determining an individual’s overall need for WIOA funds. WIOA permits a participant to enroll in training while a Federal Pell Grant application is pending, and will adjust WIOA award amounts, if any, when the Pell funds become available.

Federal Pell Grants and other grant funds are to be applied in advance of WIOA funds toward applicable training costs. In all cases, Dynamic Workforce Solutions will observe the WIOA prohibition on duplicating payments made with WIOA funds versus other sources of financial assistance.


Free Application for Student Financial Aid (FAFSA)
The FAFSA is readily available online at https://studentaid.gov/h/apply-for-aid/fafsa. It is accessible at all One-Stop Centers. The Federal Pell Grant program uses the following figures to calculate eligibility and the amount of assistance:

- Student’s Report of Expected Family Contribution (EFC) on the FAFSA. This is the amount the student and family are expected to contribute to the student’s education. This is based on dependency status, family size, income, assets, expenses, and the number of family members enrolled in undergraduate, post-secondary education or training.

- Cost of Attendance (COA) is an estimate of a student’s education expenses for the total period of enrollment. These expenses include such things as:
  - Tuition and fees;
  - Books and supplies;
  - Room and board;
  - Personal expenses (such as clothing, laundry, and recreation);
  - Transportation; and
  - Miscellaneous expenses (such as childcare and special costs for students who are disabled).

For general WIOA purposes, a student’s unmet financial need is equal to the Cost of Attendance, minus Expected Family Contribution, minus Federal Pell Grant eligibility, minus financial aid from other sources. The total amount of financial assistance a student may receive must not exceed the unmet financial need. The calculation is as follows:
• $00.00 Cost of Attendance
• (\(-\)) minus $00.00 Expected Family Contribution
• (\(-\)) minus $00.00 Federal Pell Grant eligibility
• (\(-\)) minus $00.00 Financial aid from other sources
• $00.00 Unmet Financial Need

**Training Case File Contents**
The following list of items is generally expected in all case files, with select variations based on the nature and scope of activities and services provided:

- NEworks WIOA signed application
- All supporting Eligibility Documentation
- Assessment and Testing Results
- Individual Employment Plan and applicable updates
- Basic Skills Assessment
- Interest Assessment
- Aptitude Assessment
- All Intake/ Enrollment forms
- Initial ITA required paperwork listed above.
- Any and all approved ITA amendments
- Completed vouchers or PO’s
- Training Agreement or MOU
- Worksite Agreement
- Training Outlines
- Timesheets
- Monthly progress and attendance reports
- Semester grades
- Financial approval and request documentation
- Correspondence

**Support Services**
Support Services are funding-dependent, and may include the following:

- Transportation assistance (gas cards or bus passes)
- Child care assistance
- Housing and Utility assistance
- Medical Services
- Protective and other clothing, eyewear, tools, or equipment required to participate in a training program, employment, or pre-employment activity.
- Education Related Books, supplies and fees
- Needs-related payments necessary to participate in WIOA activities
The Board has implemented a cap restriction for support services in the amount of $4,000 until June 30, 2022, at which time the cap will return to $3,500 with Needs Related Payment removed from allowable Support Services.

Each request will be evaluated on an individual basis. Approval from the Project Director will be required for any request to deviate from Board defined caps for support service categories and overall allowance.

Career Planners will defer to the Board provided “Pay File Checklist” for required documentation needed to submit requests to the QPT or designee for review. Career Planners will use the Customer Assistance Request form (CAR) to submit requests along with all required documentation to support. Case Notes must reflect the need, justification and action of submittal of the request. The IEP in NEworks must reflect the customer’s identified barrier and/or need and a service must be opened in “planned” status for the request.

All support services obligations and payments will be tracked by a Greater Lincoln Workforce Development Board approved spreadsheet.

Career Planners are responsible for case managing the request from start to finish, to include the collection and filing of final and approved supportive services. CP’s must communicate with the Project Accountant and request/provide any documentation needed for billing and case file management.

Information on Coordination of Funding requirements and Support Services, as well as details on Needs Related Payment criterion can be found in the Board Policy Manual: https://app.lincoln.ne.gov/city/mayor/workforce/pdf/Lincoln%20Policy%20Manual%207-29-2021.pdf.

Follow-up Services
Follow-up services for those who enter unsubsidized employment are available for up to 12 months. The scope and frequency of follow-up activities is determined by the needs of the individual customer and their personal desire for such.

The GLWDB defers to NDOL State policy on Follow-Up Services:

Follow-up services must be made available for adults and dislocated workers who are placed in unsubsidized employment for a minimum of 12 months after the first day of employment. All participants must be offered an opportunity to receive follow-up services unless the participant declines to receive follow-up services or the participant cannot be located or contacted.

Types of follow-up services provided and the duration of follow-up services must be determined based on the needs of the individual. Therefore, the type and intensity of follow-up services may differ for each participant.
NOTE: Follow-up services must be more than just an attempt to contact the participant and must not be just an attempt to secure documentation to support or report a performance outcome.

During the follow-up period, staff may offer appropriate coaching or support services. Federal guidance allows for possible follow-up services to include:

- Career exploration activities organized at the One-Stop
- Periodic telephone calls or emails to inform customers of on-going activities such as hiring fairs or other career center activities
- Job retention counseling, problem-solving and general coaching
- Organizational and team work training, including team leadership training
- Training in decision-making, including determining priorities

Referrals to Other One-Stop Partners and Agencies

Applicants who do not meet the WIOA Title I program eligibility requirements or who meet eligibility requirements but cannot be served due to lack of funds will be referred to other partners in the One-Stop System or other programs in the local area for services. The same applies if the applicant for whatever reason cannot be offered supportive services.

Business Services

The American Job Center of Lancaster and Saunders Counties staff will partner with the Nebraska Department of Labor Business Services Consultant in providing quality support to Greater Lincoln’s local employers. The WEX Coordinator will work with businesses to get WIOA participants placed with a Transitional Job or an On-The-Job-Training. The WEX Coordinator will work with the AJC’s Career Planners on placing job ready individuals into these programs.

The American Job Center will lead the efforts in serving the local employer and the displaced worker by providing Rapid Response Services. The WEX Coordinator and the Outreach Specialist will work with the employer and arrange a time that AJC staff and it’s required partners come and inform the displaced workers of which programs and services might be beneficial to them.

The American Job Center will take an active role in collaborating with EmployLNK. Outreach Specialist and WEX Coordinator are on the EmployLNK Planning Team and participate in the EmployLNK Business Meetings. Staff will also assist with planning career fairs and other hiring events that will serve the community.

MONITORING

The Greater Lincoln Workforce Development Board (Board) conducts monitoring activities in compliance with the Uniform Guidance 2 CFR Parts 200 and 2900; the Workforce Innovation and
Opportunity Act (WIOA); WIOA Final Rules; Nebraska Department of Labor (NDOL) WIOA Policies and Issuances; and the Nebraska Department of Labor Monitor Manual.

It is intended that the information compiled as a result of said monitoring activities will serve as a functional management tool for maintaining the quality of programs for which the use of Workforce Innovation and Opportunity Act funds are directed.

**Procedure for Scheduling/Documentation/Resolution of Findings and Corrective Action**

The Local Workforce Development Board maintains oversight of the all the performance and the operations of the various segments of the Workforce Innovation and Opportunity Act program. Staff and Service Provider’s activities are monitored by the Local Workforce Development Board to verify compliance with applicable state, federal and local area regulations and policies. In addition, field and administrative staff on an ongoing basis do monitoring during the course of training and providing of services. This is to assure that participants are receiving contracted skills and abilities and that the training/services the participants do receive does result in improved employability as measured by success in job placement.

**Resolution of Findings/Corrective Action**

Monitoring reports will indicate if any corrective action is necessary. One-Stop Operator or One-Stop Partner notification of corrective action will be done in writing and a copy of the correspondence will be placed in the Corrective Action file. The correspondence will provide the time frames within which all problems are to be rectified.

The time frames for completing the necessary corrective action are relative to the seriousness of the area needing correction. The maximum time allowed for the resolution of problem areas is 90 days. Consultation with the Project Director will determine if and how much additional time should be allotted to complete a corrective action plan, depending on the seriousness of the corrective action required.

**Monitoring Guides/Checklists**

Monitoring guides/checklists have been developed and are consistent with the information provided by the GLWDB.


**Fiscal Systems**

**Policy & Procedure for Processing Data and Reports for Federal and State**

Obligations, accruals and expenditures are tracked by funding source, by program and by participant using an Excel spreadsheet that’s been approved by the Greater Lincoln Workforce Development Board.
Policy & Procedure for Procurement of Goods and Services
The procurement of goods and services complies with the City of Lincoln/ Lancaster County Purchasing Policy and Procedures Manual and all applicable OMB Circulars and Federal Regulations.

The City of Lincoln and Lancaster County Federal Procurement Manual, adopted as Board policy, can be found at:

NDOL’s Administrative and Cost Limitations policy can be found at:
https://dol.nebraska.gov/ReemploymentServices/Training/WIOA/Policies

Service Agreements and Training Contracts
In lieu of ITAs, an Agreement for Activities and Services may be used to purchase other needed services that for whatever reason follow outside the normal bounds of ITA-based purchases.

For work experiences, a Dynamic Workforce Solutions Work Site Agreement is used, and for OJTs, a local OJT Contract is used.

Required, training-related supplies that are not available for purchase directly from the training/service provider of choice must be requested in writing.

The customer must obtain three (3) documented and verifiable estimates/bids for the item(s) and submit their request to their Career Planner.

The Career Planner will submit a Customer Assistance Request (CAR) form with justification and bids to the Project Director or designee. Additional paperwork and documentation may be necessary before approval is granted.

Payments will be made directly to the vendor or service provider upon receipt of a valid invoice.

We will not pay for any items or services that were purchased or rendered prior to approval being granted for the purchase(s) in question. We do not reimburse participants for prior purchases and/or service charges.

Policy & Procedure for Obligation and De-obligation of Funds
The Greater Lincoln Workforce Development Board will establish guidance on this topic in the near future.

Policy & Procedure for Invoices and Payments
Program funds are obligated in NEworks for each individual participant according to information contained in the Individual Training Account Voucher, or an Agreement for Activities and Services,
or a Work-Based Learning Contract for all projected service and training-related expenses. When the participant completes training, or is terminated from the program, any unspent funds must be de-obligated.

For Adult classroom training and other services, the specific amount of funds to be obligated will be based on the customers’ completed and authorized ITA voucher calculations.

For work experience, internships, Service Agreements and OJT contracts, the specific amount of funds obligated will be contained in a written contract between DWFS and the service/training provider.

**Attendance Tracking**
In general, timesheets are kept in case files and are the ongoing mechanism to track participant attendance in various activities and services. Alternative forms of attendance are permissible upon the express agreement of all parties concerned. (For example: Attendance records/reports issued directly by the service/training provider; online databases; or the like.)

Payments will not be made without verification of attendance during the timeframe being invoiced or reimbursed.

**Program Exit**
Exit occurs when a participant does not receive a service funded by the program or funded by a partner program for 90 consecutive calendar days and is not scheduled for future services. The term “service” does not include a determination of eligibility to participate in the program, self-directed job search that does not result in a referral to a job, services and activities specifically provided as follow-up services or regular contact with the participant or employer to only obtain information regarding his or her employment status, educational progress, need for additional services, or income support payments (except for TRA and other needs-related payments funded through TAA or NEGs).

Participants who have a scheduled gap in service of greater than 90 days should not be considered as exited if the gap in service is due to one of the following circumstances:

- A delay before the beginning of training;
- A health/medical condition or providing care for a family member with a health/medical condition; or
- A temporary move from the area that prevents the individual from participating in services.

Service providers must document any gap in service that occurs and indicate the reason for the gap.

Once a participant has not received any services funded by the program or partner program for 90 consecutive calendar days, has no planned gap in service and is not scheduled for future
services, the date of exit is applied retroactively to the last day on which the individual received a service funded by the program or a partner program.

Regardless of the circumstances, participants must be terminated if any of the following should occur:

- Upon final determination of ineligibility;
- Upon determination of fraud committed by the participant;
- Upon failure to furnish verification documentation within a reasonable amount of time; and
- For failure to comply with Section 3 of the Military Selective Service Act (i.e., submitting and registering for the draft as required).

(Does not apply to the Trade Act program.)

Certain circumstances may occur that can exclude an individual from the performance measures. The situation may occur either at the time of exit or during the three-quarter period following the exit quarter. They are as follows:

- If institutionalized and expected to remain in that institution for at least 90 days;
- For health/medical or family care reasons (this does not include conditions expected to last less than 90 days);
- If deceased;
- For reservists called to active duty; or
- For youth, if relocated to a mandated residential program

Any of the above reasons for exit must be fully documented.

If a participant is determined to be ineligible at any time, the individual should be informed of the determination and given a reasonable time to respond. Upon final determination of ineligibility, the participant must be terminated. The termination must occur the same day the final determination of ineligibility is made. The reason for the ineligibility, the date of final determination of ineligibility, and the date of termination must be documented in the participant record.

If at any time it is found a participant has committed fraud to receive assistance or has attempted to defraud any program, the participant must be immediately terminated. All circumstances relative to the fraudulent act or attempt to defraud, along with the termination date, must be documented and maintained in the participant record.

Additional operational guidance for processing Exits is contained in the Addendum to this manual.
Detailed information on Exit, Common Exit and Performance can be found in the “Performance Accountability, Change 2” from NDOL’s policy: https://dol.nebraska.gov/ReemploymentServices/Training/WIOA/Policies

Process for Customer Follow-up
Depending on individual participant needs, follow-up services are available for up to twelve months after program exit.

Follow-up contacts generally should be made quarterly for the twelve months following program Exit, though individual customer needs and desires will differ.

Contacts should occur no later than four weeks following the completion of a given quarter, with the end of the second and fourth quarters after exit being of particular importance given their role in calculating program performance outcomes.

Standardized post-exit follow-up forms are completed as necessary to document information and supplemental data that went undocumented during participation or at exit, or that became available after exit.

The primary focus of follow-up contacts is to:
- Collect employment-related data
- Ascertain any additional service and employment retention needs (or re-employment needs)
- Determine actual earnings for a given quarter
- Document any credentials earned

All contacts and attempts to contact participants are documented in Program Notes in NEworks. Four contact attempts to reach the participant are the general expectation.

The GLWDB defers to NDOL State policy on Follow-Up Services:

Follow-up services must be made available for adults and dislocated workers who are placed in unsubsidized employment for a minimum of 12 months after the first day of employment. All participants must be offered an opportunity to receive follow-up services unless the participant declines to receive follow-up services or the participant cannot be located or contacted.

Types of follow-up services provided and the duration of follow-up services must be determined based on the needs of the individual. Therefore, the type and intensity of follow-up services may differ for each participant.

**NOTE:** Follow-up services must be more than just an attempt to contact the participant and must not be just an attempt to secure documentation to support or report a performance outcome.

Adults and Dislocated Workers are not eligible for Supportive Services while in follow-up.
PII
Personally identifiable information (PII) is any data that could potentially identify a specific individual. Any information that can be used to distinguish one person from another and can be used for de-anonymizing anonymous data can be considered PII. PII is defined as information: (i) that directly identifies an individual (e.g., name, address, social security number or other identifying number or code, telephone number, email address, etc.) or (ii) by which an agency intends to identify specific individuals in conjunction with other data elements, i.e., indirect identification. (These data elements may include a combination of gender, race, birth date, geographic indicator, and other descriptors). Additionally, information permitting the physical or online contacting of a specific individual is the same as personally identifiable information.

All staff will refer to our customers by their State Identification Number within NEworks and their last name. This procedure will be followed in all telecommunication and email communication to protect the customers PII. Customer files that need additional approval from a corporate team member will be accessed through a secured SharePoint site to ensure PII is protected.

Any breach of data must be reported in writing by the Project Director to the Board, immediately upon occurrence and not to exceed 24 hours after the breach is identified. DWFS staff are expected to adhere to the DWFS HR manual for reporting requirements.

Participant Data
Participant information shall be stored in a secure location, any electronic transmittal of personal information shall have identifiable information or sensitive information redacted or transmitted in a password-protected document or encrypted. Staff will receive training on procedures for handling sensitive and identifiable personal information and will be required to sign a confidentiality agreement as a condition of employment, to be kept on file.

This process is shared with participants through a Release of Information form. Each participant is required to verify they have been informed about this process by signing the form. A Release of Information (FERPA) form must be reviewed and signed for individuals requesting training assistance. A release of Unemployment Information form will be utilized to receive permission from the individual to coordinate with UI staff for required eligibility and/or performance information. If applicable, DWFS staff will be required to have customers sign a Release of Publication form if any information about the customer is intended to be shared with the public via any form of publication.

DWFS staff may access the Employee Handbook through Paylocity to view DWFS’ policy on Code of Ethics in dealing with the storage, attainment and release of PII of program participants. The HR manual also provides information on customer confidentiality
**Employee Data**
The One Stop Operator/IB Provider will take reasonable technical and organizational precautions to prevent the loss, misuse or alteration of personal information and intellectual property. The Operator/Provider will store all personal information provided in a secure location.

DWFS staff may access the Employee Handbook through Paylocity to view DWFS’ policy on adherence to HIPPA regulations, privacy and protection of personal information, and protecting DWFS information/ employee data.

**Complaints and Grievances**
DWFS adopts the Board’s “Equal Opportunity- Non-discrimination and Complaints/ Grievances of a Non-discriminatory Nature” policy, as well as the Board’s “Appeals Procedure for Program Applicants” policy. Details on requirements and action steps can be found in the [Board Policy Manual](https://app.lincoln.ne.gov/city/mayor/workforce/pdf/Lincoln%20Policy%20Manual%207-29-2021.pdf).

DWFS Staff are also expected to adhere to all applicable policies outlined in the DWFS Employee Handbook.

**Equal Opportunity and Affirmative Action**
DWFS adopts the Board’s “Equal Opportunity- Non-discrimination and Complaints/ Grievances of a Non-discriminatory Nature” policy, as well as the Board’s “Appeals Procedure for Program Applicants” policy. Details on requirements and action steps can be found in the [Board Policy Manual](https://app.lincoln.ne.gov/city/mayor/workforce/pdf/Lincoln%20Policy%20Manual%207-29-2021.pdf).

DWFS Staff are also expected to adhere to all applicable policies outlined in the DWFS Employee Handbook.

**ADDENDUMS**

Addendums have been included for the purpose of Youth Career Planners to print them separately, as needed.
Addendum A: Educational Functioning Level Table

<table>
<thead>
<tr>
<th>Literacy Level</th>
<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning ABE Literacy</strong>&lt;br&gt;Test Benchmark:&lt;br&gt;TABE (7–8 and 9–10) scale scores (grade level 0–1.9):&lt;br&gt;  Reading: 367 and below&lt;br&gt;  Total Math: 313 and below&lt;br&gt;  Language: 389 and below&lt;br&gt;CASAS scale scores:&lt;br&gt;  Reading: 200 and below&lt;br&gt;  Math: 200 and below&lt;br&gt;  Writing: 200 and below&lt;br&gt;ABLE scale scores (grade level 0–1.9):&lt;br&gt;  Reading: 523 and below&lt;br&gt;  Math: 521 and below</td>
<td>Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read, and write letters and numbers but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear, inconsistently uses simple punctuation (e.g., periods, commas, question marks), and contains frequent errors in spelling.</td>
<td>Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.</td>
<td>Individual has little or no ability to read basic signs or maps and can provide limited personal information on simple forms. The individual can handle routine entry level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.</td>
</tr>
<tr>
<td><strong>Beginning Basic Education</strong>&lt;br&gt;Test Benchmark:&lt;br&gt;TABE (7–8 and 9–10) scale scores (grade level 2–3.9):&lt;br&gt;  Reading: 368–460&lt;br&gt;  Total Math: 314–441&lt;br&gt;  Language: 390–490&lt;br&gt;CASAS scale scores:&lt;br&gt;  Reading: 201–210&lt;br&gt;  Math: 201–210&lt;br&gt;  Writing: 201–225&lt;br&gt;ABLE scale scores (grade level 2–3.9):&lt;br&gt;  Reading: 525–612&lt;br&gt;  Math: 530–591</td>
<td>Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety, but individual shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).</td>
<td>Individual can count, add, and subtract three digit numbers, can perform multiplication through 12, can identify simple fractions, and perform other simple arithmetic operations.</td>
<td>Individual is able to read simple directions, signs, and maps, fill out simple forms requiring basic personal information, write phone messages, and make simple changes. There is minimal knowledge of and experience with using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts (e.g., understands logos related to worker safety before using a piece of machinery); and can read want ads and complete simple job applications.</td>
</tr>
</tbody>
</table>

**Notes:** The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level. ABLE = Adult Basic Learning Examination; CASAS = Comprehensive Adult Student Assessment System; SPL = student performance levels; and TABE = Test of Adult Basic Education.
## Outcome Measures Definitions

### Educational Functioning Level Descriptors—Adult Basic Education Levels

<table>
<thead>
<tr>
<th>Literacy Level</th>
<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Intermediate Basic Education</strong></td>
<td>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</td>
<td>Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits and can identify and use all basic mathematical symbols.</td>
<td>Individual is able to handle basic reading, writing, and computational tasks related to life roles, such as completing medical forms, order forms, or job applications; and can read simple charts, graphs, labels, and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; and can read simple dials and scales and take routine measurements.</td>
</tr>
<tr>
<td><strong>Test Benchmark:</strong></td>
<td>TabE (7–8 and 9–10) scale scores (grade level 4–5.9):</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading: 461–517</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Math: 442–505</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language: 491–523</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASAS scale scores:</td>
<td>Reading: 211–220</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math: 211–220</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing: 226–242</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABLE scale scores (grade level 4–5.9):</td>
<td>Reading: 613–644</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math: 593–641</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High Intermediate Basic Education</strong></td>
<td>Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context and can make some minimal inferences about familiar texts and compare and contrast information from such texts but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics and has consistent use of basic punctuation but makes grammatical errors with complex structures.</td>
<td>Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; and can perform basic operations on fractions.</td>
<td>Individual is able to handle basic life skills tasks such as graphs, charts, and labels and can follow multistep diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts, and can follow simple instructions for using technology.</td>
</tr>
<tr>
<td><strong>Test Benchmark:</strong></td>
<td>TabE (7–8 and 9–10) scale scores (grade level 6–8.9):</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading: 518–566</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Math: 506–565</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language: 524–559</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASAS scale scores:</td>
<td>Reading: 221–235</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math: 221–235</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing: 243–260</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ABLE scale score (grade level 6–8.9):</td>
<td>Reading: 646–680</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Math: 643–693</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WorkKeys scale scores:</td>
<td>Reading for Information: 75–78</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Writing: 75–77</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Applied Mathematics: 75–77</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Outcome Measures Definitions

### Educational Functioning Level Descriptors—Adult Secondary Education Levels

<table>
<thead>
<tr>
<th>Literacy Level</th>
<th>Basic Reading and Writing</th>
<th>Numeracy Skills</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Low Adult Secondary Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Test Benchmark:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TABE (7–8 and 9–10):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>scale scores (grade level 9–10.9):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading: 567–595</td>
<td>Individual can comprehend expository writing and identify spelling, punctuation, and grammatical errors; can comprehend a variety of materials such as periodicals and nontechnical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; and can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; and can write personal notes and letters that accurately reflect thoughts.</td>
<td></td>
<td>Individual is able or can learn to follow simple multistep directions and read common legal forms and manuals; can integrate information from texts, charts, and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; and can interpret the appropriate use of new software and technology.</td>
</tr>
<tr>
<td>Total Math: 566–594</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language: 560–585</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASAS <strong>scale scores:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading: 236–245</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math: 236–245</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing: 261–270</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ABLE scale scores (grade level 9–10.9):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading: 682–697</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math: 694–716</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WorkKeys scale scores:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for Information: 79–81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing: 78–85</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Mathematics: 78–81</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>High Adult Secondary Education</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Test Benchmark:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TABE (7–8 and 9–10):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>scale scores (grade level 11–12):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading: 596 and above</td>
<td>Individual can comprehend, explain, and analyze information from a variety of literacy works, including primary source materials and professional journals, and can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail, and individual can use varied and complex sentence structures with few mechanical errors.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Math: 595 and above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language: 586 and above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASAS <strong>scale scores:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading: 246 and above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math: 246 and above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing: 271 and above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ABLE scale scores (grade level 11–12):</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading: 699 and above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math: 717 and above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WorkKeys scale scores:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading for Information: 82–90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing: 86–90</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Mathematics: 82–90</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Outcome Measures Definitions

#### EDUCATIONAL FUNCTIONING LEVEL DESCRIPITORS—ENGLISH AS A SECOND LANGUAGE LEVELS

<table>
<thead>
<tr>
<th>Literacy Level</th>
<th>Listening and Speaking</th>
<th>Basic Reading and Writing</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
</table>
| **Beginning ESL Literacy**<br>**Test Benchmarks:**<br>CASAS scale scores:  
Reading: 180 and below  
Listening: 180 and below  
Oral BEST: 0–15 (SPL 0–1)  
BEST Plus: 400 and below (SPL 0–1)  
BEST Literacy: 0–7 (SPL 0–1)<br>**Level Descriptions:**<br>Individual cannot speak or understand English, or understands only isolated words or phrases. | Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. | Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology. |
| **Low Beginning ESL**<br>**Test Benchmark:**<br>CASAS scale scores  
Reading: 181–190  
Listening: 181–190  
Writing: 136–145  
Oral BEST 16–28 (SPL 2)  
BEST Plus: 401–417 (SPL 2)  
BEST Literacy: 8–35 (SPL 2)<br>**Level Descriptions:**<br>Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar. | Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information. | Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers. |
| **High Beginning ESL**<br>**Test Benchmark:**<br>CASAS scale scores  
Reading: 191–200  
Listening: 191–200  
Writing: 146–200  
Oral BEST 29–41 (SPL 3)  
BEST Plus: 418–438 (SPL 3)  
BEST Literacy: 36–46 (SPL 3)<br>**Level Descriptions:**<br>Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar. | Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors. | Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers. |
| **Low Intermediate ESL**<br>**Test Benchmark:**<br>CASAS scale scores:  
Reading: 201–210  
Listening: 201–210  
Writing: 201–225  
Oral BEST: 42–50 (SPL 4)  
BEST Plus: 439–472 (SPL 4)  
BEST Literacy: 47–53 (SPL 4)<br>**Level Descriptions:**<br>Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar. | Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization). | Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer). |
## Outcome Measures Definitions

### Educational Functioning Level Descriptions—English as a Second Language Levels

<table>
<thead>
<tr>
<th>Literacy Level</th>
<th>Listening and Speaking</th>
<th>Basic Reading and Writing</th>
<th>Functional and Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High Intermediate ESL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Test Benchmark:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASAS scale scores:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading: 211–220</td>
<td>Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.</td>
<td>Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.</td>
<td>Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.</td>
</tr>
<tr>
<td>Listening: 211–220</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing: 226–242</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral BEST: 51–57 (SPL 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEST Plus: 473–506 (SPL 5)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEST Literacy: 54–65 (SPL 5-6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advanced ESL</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Test Benchmark:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASAS scale scores:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading: 221–235</td>
<td>Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others’ meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.</td>
<td>Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.</td>
<td>Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.</td>
</tr>
<tr>
<td>Listening: 221–235</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing: 243–260</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral BEST 58–64 (SPL 6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEST Plus: 507–540 (SPL 6)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEST Literacy: 66 and above (SPL 7)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Exit Criteria:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASAS Reading and Listening: 236 and above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASAS Writing: 261 and above</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral BEST 65 and above (SPL 7)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BEST Plus: 541 and above (SPL 7)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Addendum B: Part 1 – SSI & SSDI

What is the difference between SSDI and SSI?
To be eligible for SSDI, a disabled or blind individual must have paid Social Security taxes to become insured for benefits. The monthly disability benefit amount is based on the Social Security earnings record of the insured worker. SSDI pays benefits to individuals that have worked in the past, paid Social Security taxes, and are currently unable to work for a year or more because of a disability. SSDI is considered income replacement and is includable income.

To be eligible for SSI, a disabled or blind adult or child must meet all of the following categories:
• Have limited income;
• Have limited resources;
• Be a U.S. citizen or national, or in one of certain categories of aliens; and
• Live in the United States or Northern Mariana Islands.
SSI is an income supplement program funded by general tax revenues and pays benefits based on financial need (not Social Security taxes). Some states add money to federal SSI payments. SSI is designed to help aged, blind, and disabled people who have little or no income and provides cash to meet basic needs for food, clothing, and shelter. SSI is excludable income.

Addendum B: Part 2 – Includable Income and Excludable Income

Included Income:
• Gross wages and salaries before deductions. Total money earnings received from work performed as an employee. If a family's only source of income was from wages and salary payments, family income would be equal to gross wages and salary received.
• Social Security Disability (SSDI) Insurance payments (Title II of the Social Security Act, Federal Old-Age, Survivors and Disability Insurance).
• Net receipts from non-farm self-employment (receipts from a person's own unincorporated business, professional enterprise, or partnership after deductions for business expenses). If the business or enterprise has suffered a loss, this loss will be allowed to off-set wage earnings.
• Net receipts from farm self-employment (receipts from a farm which one operates as an owner, renter, or sharecropper, after deductions for farm operating expenses). If the farm has suffered a loss, this loss will be allowed to off-set wage earnings.
• Alimony
• Pensions whether private or government employee (including military retirement pay).
• College or university grants or scholarships based on merit, fellowships, and assistantships.
• Regular payments from railroad retirement benefits, strike benefits from union funds, worker's compensation, and training stipends.
• Regular insurance or annuity payments received by the individual or family member.
• Military family allotments or other regular support from an absent family member or someone not living in the household, and military payments indicated below which are excluded from family income calculations.
• child support payments
• Dividends, interest, net rental income, net royalties, periodic receipts from estates or trusts, and net gambling or lottery winnings.
• On-the-Job Training wages.
• Other support from an absent family member
• Miscellaneous sources of revenue considered as reportable income by the IRS

• State and federal unemployment insurance compensation.
• Regular payments from Old-Age or Survivors insurance.

**Excluded Income:**
• Regular payments from Disability Insurance (OASI) benefits received under Section 202 of the Social Security Act.
• Supplemental Security Income Insurance (SSI), Title XVI of the Social Security Act, for the Aged, Blind, and Disabled.
• Needs-based scholarship assistance.
• Financial assistance under Title IV of the Higher Education Act (Pell Grants, Federal Supplemental Educational Opportunity Grants and Federal Work Study, PLUS, Stafford and Perkins loans) are debt and not income.
• Cash welfare payments under a federal, state, or local income-based public assistance program (e.g., Temporary Assistance for Needy Families (TANF), Emergency assistance money payments).
• Refugee Cash Assistance (Refugee Assistance Act of 1980 - PL 97-212).
• General Assistance.
• Foster child care payments.
• Non-cash benefits such as employer-paid or union-paid portion or health insurance or other employee fringe benefits, Medicare, Medicaid, food stamps, school meals, and housing assistance.
• Cash value of food or housing received in lieu of wages.
• Cash payments received under Title V of the Older American's Act.
• Allowance, earnings, and payments made to individuals participating in WIA programs or any other workforce development program for which eligibility is based upon a needs and/or income test.
• U. S. Housing and Urban Development (HUD) rental assistance subsidies.
• Subsidies for child care made on behalf of a family participating in the child care voucher program administered by the county Step Ahead Council.
• Certain one-time cash payments including: tax refunds; one-time gifts; loans, which are debt and not income; assets from the sale of a home, property, or car; one-time insurance settlements; lump sum inheritances; one-time compensation for injury; etc.
• Capital gains and losses.
• Income earned while a veteran was on active military duty and certain other veterans' benefits, i.e., compensation for service-connected disability, family compensation for service-connected death, vocational rehabilitation, and education assistance.
• IRA withdrawals.
• Stipends received in the following programs: VISTA, Peace Corps, Foster Grandparent Program, YouthWorks/AmeriCorps Programs, and Retired Senior Volunteer Program.
• Job Corps payments.
• Assets drawn down as withdrawals from a bank.
• Payments received under the Trade Readjustment Act of 1974