



WORKFORCE DEVELOPMENT BOARD
OF SOLANO COUNTY

POLICY ISSUANCE

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WIOA ADULT AND DISLOCATED WORKER SERVICE DELIVERY

INTRODUCTION

This policy provides guidance to the Workforce Development Board (WDB) of Solano County in providing WIOA Adult and Dislocated Workers an array of career and training services. The Workforce Innovation and Opportunity Act (WIOA) offers an integrated and comprehensive range of services consisting of workforce development activities benefiting businesses, job seekers and local communities. Through the America's Job Centers of California (AJCC) system, Adults and Dislocated Workers can access of continuum of services. The goal is to provide a workforce system that is accessible to all job seekers and is customer centered.

The purposes of WIOA service delivery for Adults and Dislocated Workers are to:

- Increase, particularly for individuals with barriers to employment, access to and opportunities for the employment, education, training, and support services needed to succeed in the labor market;
- Increase the prosperity of workers and business; the economic growth of communities, regions, and states; and the global competitiveness of the United States; and
- Provide workforce activities that increases clients' employment, retention, earnings, and attainment of recognized postsecondary credentials; and as a result, improve the quality of the workforce, reduce dependency on public assistance, increase economic self-sufficiency, meet the skills requirements of business, and enhance the productivity and competitiveness of the nation.

QUESTIONS

Questions relating to this policy should be directed to Marion Aiken at (707) 863-3594 or at maiken@solanowdb.org.

ATTACHMENTS

- Attachment A: WIOA Participant Services Chart
- Attachment B: Definitions

POLICY

WIOA services for Adult and Dislocated Workers include basic services, career services, and occupational training. Basic career services are universally accessible and must be

made available to all individuals seeking employment and training services in at least one comprehensive American Job Center per local area. Individualized services require WIOA enrollment and provide more intensive employment and training services. Training services can be critical to the employment success of many adults and dislocated workers and may only be provided to WIOA enrolled individuals. WDB staff may determine training services are appropriate, regardless of whether the individual has received basic or individualized career services first, as there is no sequence of service requirement.

In addition to providing career and training services to individuals who are unemployed, WIOA Adult and Dislocated Worker programs may also serve individuals who are unemployed. Further information is outlined in WDB 2018-06 – WIOA Adult and Dislocated Enrollment and Eligibility Policy.

Adult Priority Populations

WIOA Adult programs focuses on serving individuals with barriers to employment and seeks to ensure access to quality services for these populations. WIOA identifies “individuals with barriers to employment” as follows:

- Displaced homemakers
- Low-income individuals
- Indians, Alaska Natives, and Native Hawaiians;
- Individuals with disabilities;
- Older individuals (age 55 and older);
- Ex-offenders;
- Homeless individuals;
- Youth who are in or have aged out of the foster care system;
- Individuals who are:
 - English language learners;
 - Individuals who have low levels of literacy;
 - Individuals facing substantial cultural barriers;
- Eligible migrant and seasonal farmworkers;
- Individuals within two years of exhausting lifetime TANF eligibility;
- Single parents (including single pregnant women);
- Long-term unemployed individuals (unemployed for 27 or more consecutive weeks); and
- Such other groups as the Governor of California determines to have barriers to employment.

CAREER SERVICES

WIOA Title I formula funds allocated to Solano County for adults and dislocated workers must be used to provide career and training services through the one-stop delivery system. There are three types of career services: basic career services, individualized career services, and follow-up services. Although WIOA distinguishes levels of service, this distinction is not intended to imply that there is a sequence of services. These

services can be provided in any order. Career services under this approach provide flexibility to target services that meet the needs of the customer, while still allowing for tracking of outcomes for reporting purposes. Career Services are defined in 20 CFR 678.430, and rules governing their provision to adults and dislocated workers are discussed in 20 CFR 680.100 through 195. Career services must be made available in each Solano AJCC.

WIOA Title I formula funds allocated to local areas for adults and dislocated workers must be used to provide career and training services through the one-stop delivery system. Local WDBs determine the most appropriate mix of these services, but both types must be available for eligible adults and dislocated workers. Different eligibility criteria apply for each type of services.

Basic Career Services

Basic career services are universally accessible and must be made available to all individuals seeking services offered by the one-stop delivery system. Generally, basic career services include eligibility determinations, initial skill assessments, labor exchange services, provision of information on programs and services, and program referrals. These services may be provided by both the Adult and Dislocated Worker programs, as well as by the Employment Service.

Basic career services include the following services:

- Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs;
- Outreach, intake (including worker profiling), and orientation to information and other services available through the one-stop delivery system;
- 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, such as job search and placement assistance, including provision of information on in-demand industry sectors and occupations and provision of information on nontraditional employment;
- Provision of referrals to and coordination of activities with other programs and services, including those within the one-stop delivery system and, when appropriate, other workforce development programs;
- Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including job vacancy listings in labor market areas, information on job skills necessary to obtain the vacant jobs listed, and information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement in those jobs;
- Provision of performance information and program cost information on eligible providers of training services by program and type of providers;

- Provision of information about 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;
- Provision of information relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance;
- Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA; and
- Provision of information and assistance regarding filing claims under UI programs, including meaningful assistance to individuals seeking assistance in filing a claim.

Wagner-Peyser staff, employed by the California Employment Development Department (EDD), primarily provide labor exchange services. All basic career services must be made available by Wagner-Peyser staff in coordination with other AJCC partners. Wagner-Peyser staff may also provide individualized career services. Wagner-Peyser staff also have specific obligations in serving UI claimants.

Individualized Career Services

The provision of individualized career services must be based on the employment needs of the individual as determined jointly by the individual and the career planner (case manager) and should be identified through an individual employment plan (IEP). Individualized career services must be provided to participants after AJCC staff determine that such services are required to retain or obtain employment. Generally, these services involve significant staff time and customization to individual's need. Individualized career services include services such as: specialized assessments, developing an individual employment plan, counseling, work experiences, etc. (Enrollment and eligibility details can be found in WDB 2018-06 WIOA Adult and Dislocated Enrollment and Eligibility Policy.) These services generally will be provided by the Adult and Dislocated Worker programs, although it may be appropriate for Wagner-Peyser staff to provide some of these services.

Individualized career services are subject to priority of service and consist of the following:

- Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include diagnostic testing and use of other assessment tools and/or in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
- Development of an Individual Employment Plan (IEP) to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of (and information about) eligible training providers;
- Group and/or individual counseling and mentoring;
- Career planning (e.g. case management);
- Short-term pre-vocational training services and workforce preparation activities, including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare

individuals for unsubsidized employment or training, and in some-instances, pre-apprenticeship programs may be considered;

- Internships and work experiences that are linked to careers;
- Workforce preparation activities that help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of post-secondary education/training or employment;
- Financial literacy services; and
- English language acquisition and integrated education and training programs.

Follow-up Services

WDB staff and contractors must provide follow-up services for adults and dislocated worker participants who are placed in unsubsidized employment for up to 12 months after the first day of employment. Follow-up services do not extend the date of exit in performance reporting.

The WDB considers the following allowable follow-up services, based on individualized employment goals and needs:

- Referral to community resources,
- Referral to medical services,
- Progress tracking on the job, and identification of which, if any, additional follow up services the participant requires to progress further in his or her occupation or employment,
- Work-related peer support groups,
- Assistance securing a better paying job,
- Career development and further education planning,
- Assistance with work-related problems, which may include contacting the participant's employer.

Identification of when to provide follow-up services to participants must be outlined in procedures.

Required and Permitted Services

WIOA Title I funds also may be used to provide additional services but not limited to the following:

- Job Seeker Services
 - Customer support to enable individuals with barriers to employment (including individuals with disabilities) and veterans, to navigate among multiple services and activities
 - Training programs for displaced homemakers and individuals training for non-traditional employment

- Work support for lower wage workers, in coordination with one-stop partners, which will provide opportunities for these workers to retain or enhance employment
- Supportive services as applicable
- Transitional jobs to individuals with barriers to employment, chronically unemployed or inconsistent work history
- Employer Services
 - Customized screening and referral of qualified participants in training services to employers
 - Customized employment-related services to employers, employer associations, or other such organization on a fee-for service basis in addition to labor exchange services
 - Activities to provide business services and strategies that meet the workforce investment needs of area employers, consistent with the local plan
- Other Services
 - Coordination activities
 - Activities to adjust the economic self-sufficiency standards of the local area
 - Implementing promising services to workers and businesses

TRAINING SERVICES

Under WIOA, training services may be provided if AJCC or WDB staff determines after conducting an interview, an evaluation or assessment, and career planning, that training services are needed to obtain occupational skills for employment success.

Consideration for determining if training services are appropriate are as follows if the individual:

- 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 and is in need of training services to do so;
- Has the skills and qualifications to successfully participate in the selected program of training services;
- Is unable to obtain grant assistance from other sources to pay the costs of such training;
- Is determined eligible with WIOA Adult and Dislocated Worker guidelines; and
- Selected a program of training services that is directly linked to the employment opportunities in the local area or the planning region, or in another area to which the individual is willing to commute or relocate.

WDB policies further outline the parameters for key training services. Training services are subject to priority of services and consist of:

- Occupational Skills Training (Individual Training Account) – [WDB 2018-03](#)
- On-the-Job Training – WDB 2018-07 and [WDB 2018-07 Change 1](#)
- Incumbent Worker Training – [WDB 2018-04](#)
- Programs that combine workplace training with related instruction, which may include cooperative education programs;
- Training programs operated by the private sector;
- Skills upgrading and retraining;
- Entrepreneurial training;
- Transitional Jobs – [WDB 2019-05](#);
- Job readiness training provided in combination with another training services;
- Adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with another training service; and
- Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of training.

PERFORMANCE ACCOUNTABILITY

Wagner-Peyser and AJCC services provides services to all job seekers and does not have an eligibility component. As such, an individual must receive a service other than self-service and information-only services or activities to be considered a “reportable individual.” For Adult and Dislocated Worker program services, individuals must meet all applicable program requirements to receive services and must be determined eligible to become a “participant” (See WDB 2018-06 WIOA Adult and Dislocated Enrollment and Eligibility Policy for further details).

COORDINATION WITH OTHER WORKFORCE PROGRAMS

Role of One-Stop Delivery System

Career services for adults and dislocated workers, which include basic career services, individualized career services and follow-up services for a minimum of 12-months following the first day of employment to participants placed in unsubsidized employment, must be made available in at least one one-stop center in each local area. Services may also be available elsewhere, either at affiliated sites or at specialized centers. For example, specialized centers may be established to serve workers being dislocated from a particular employer or industry, or to serve residents of public housing.

Through the one-stop delivery system, adults and dislocated workers needing training are provided Individual Training Accounts (ITAs) and access to lists of eligible training providers and programs of training. These lists contain quality consumer information, including cost and performance information for each of the providers’ programs, so that participants can make informed choices on where to use their ITAs.

WIOA Youth Program

Individuals aged 18-24 may be eligible for both the WIOA Youth and Adult programs and can be co-enrolled in the two programs to maximize flexibility and service delivery to eligible populations. Staff may determine, for these individuals, the appropriate level and balance of services under the youth and adult programs. Staff must identify and track the funding streams which pay the costs of services provided to individuals who are participating in youth and adult programs concurrently, and ensure no duplication of services. When determining in which program(s) to enroll a participant, the decision must be based on the service needs of the participant and if the participant is career-ready based on an assessment of their skills, experience, employability, and needs.

Adult Education and Family Literacy Act (WIOA Title II)

Some services are allowable activities under both Adult/Dislocated Workers funds and Title II (adult education) funds, including workforce preparation activities, English language acquisition programs, and integrated education and training programs. Under WIOA, the WDB may provide career services in tandem with WIOA Title II activities. This allows the WDB and local adult education providers to coordinate in the development of career pathways and to co-enroll participants so they receive the full spectrum of services for their education and employment needs.

Vocational Rehabilitation (Title IV)

WIOA provides opportunities for coordination and referrals between the WDB and the local Division of Rehabilitation to partner and enhance service delivery to individuals with disabilities utilizing the strengths of both entities and leveraging funding, as appropriate, for the benefit of the individual.

Other coordination with programs as part of adult and dislocated worker service delivery could include the following:

- Employment and training activities in coordination with Trade Adjustment Assistance (TAA);
- Employment and training activities in coordination with child support enforcement activities, as well as child support services and assistance activities;
- Employment and training activities in coordination with cooperative extension programs carried out by the Department of Agriculture;
- Employment and training activities in coordination with activities to facilitate remote access to services provided through a one-stop delivery system, including facilitating access through the use of technology;
- Improving coordination between workforce investment activities and economic development activities carried out within Solano County and to promote entrepreneurial skills training and microenterprise services;
- Improving services and linkages between the WDB (including the local one-stop delivery system) and employers, including small employers;
- Strengthening linkages between the one-stop delivery system and the unemployment insurance programs;

- Improving coordination between employment and training activities and programs carried out in Solano for individuals with disabilities, including programs carried out by California relating to intellectual and developmental disabilities.

DISCLAIMER

This policy is based on WDB's interpretation of the statute, along with the Workforce Investment and Opportunity Act; Final Rule released by the U.S. Department of Labor and federal and state policies relating to WIOA implementation. This policy will be reviewed and updated based on any additional federal or state guidance.

REFERENCES

Law

- [Workforce Innovation and Opportunity Act of 2014 \(WIOA\)](#).

Federal Guidance

- [Workforce Innovation and Opportunity Act Labor Only Final Rule](#): Title 20 CFR Section 680
- TEGL 03-15 – [Operating Guidance for the Workforce Innovation and Opportunity Act](#)
- TEGL 19-16 – [Guidance on Services provided through the Adult and Dislocated Worker Programs under the Workforce Innovation and Opportunity Act \(WIOA\) and the Wagner-Peyser Act Employment Services \(ES\)](#)

State Guidance

- WSD14-4 – [WIA Title I Eligibility](#)
- WSD15-14 – [WIOA Adult Program Priority of Service](#)

Approved by

Workforce Development Board of Solano County

WIOA Participant Services Chart

Service Type	Triggers inclusion in AD/DW participation?	Category of Service
Eligibility Determination	No	Basic Career Service
Outreach, Intake, Orientation	No	Basic Career Service
Initial assessment of skill levels and supportive service needs	Yes	Basic Career Service
Job search assistance (Self-directed)	No	Basic Career Service
Job search assistance (Staff-assisted)	Yes	Basic Career Service
Placement assistance (Staff-assisted)	Yes	Basic Career Service
Career counseling	Yes	Basic Career Service
Provide info on in-demand sectors, occupations, or nontraditional employment	No	Basic Career Service
Provision of referrals and associated coordination of activities with other programs and services	No	Basic Career Service
Provision of workforce and labor market employment statistics information	No	Basic Career Service
Provision of info on job vacancies	No	Basic Career Service
Provision of info on job skills necessary to fill vacancies	No	Basic Career Service
Provision of info on local demand occupations, with earnings, skill requirements, and opportunities for advancement for those jobs	No	Basic Career Service
Provision on performance and program cost info for providers of education and training	No	Basic Career Service
Provision of info on local performance	No	Basic Career Service
Provision of info on availability of supportive services or assistance	No	Basic Career Service
Referral to supportive services	No	Basic Career Service
Provision of info and meaningful assistance filing for UI	Yes	Basic Career Service
Assistance establishing eligibility for financial aid	Yes	Basic Career Service
Comprehensive and specialized assessments	Yes	Individualized Career Service
Development of IEP	Yes	Individualized Career Service

Attachment A: WIOA Participant Services Chart

Group Counseling	Yes	Individualized Career Service
Individual Counseling	Yes	Individualized Career Service
Career Planning	Yes	Individualized Career Service
Short-term prevocational services	Yes	Individualized Career Service
Internships and work experiences	Yes	Individualized Career Service
Workforce preparation activities	Yes	Individualized Career Service
Financial literacy services	Yes	Individualized Career Service
English-language acquisition and integrated education and training programs	Yes	Individualized Career Service
Follow-up services	n/a	Follow Up Service
Training Services (with the exception of Incumbent Worker Training)	Yes	Training
Incumbent Worker Training	No	Training

Definitions

Adult Education and Literacy Activities – as defined in TEGL 19-16 – means programs, activities, and services that include:

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

Barriers to Employment – as defined by WIOA Sec 3(24) – populations included in the “individuals with barriers to employment” include:

- Displaced homemakers,
- Low-income individuals,
- Indians, Alaska Natives, and Native Hawaiians,
- Individuals with disabilities,
- Older individuals,
- Ex-offenders,
- Homeless individuals,
- Youth who have aged out of the foster care system,
- Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers,
- Eligible migrant and seasonal farmworkers,
- Individuals within two years of exhausting lifetime TANF eligibility,
- Single parents (including single pregnant women), and
- Long-term unemployed individuals

Basic Skills Deficient – as defined by WIOA Sect. 3(5) and WSD15-14 – with respect to an adult who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society. Criteria used to determine whether an individual is basic skills deficient includes the following:

- Lacks a high school diploma or high school equivalency and is not enrolled in post-secondary education,
- Enrolled in a Title II Adult Education/Literacy program,
- English, reading, writing, or computing skills at an 8.9 or below grade level, or
- Determined to be Limited English Skills proficient through staff-documented observations.

Career Pathway – as defined in WIOA Sec 3(7) – means a combination of rigorous and high-quality education, training, and other services that

- Aligns with the skill needs of industries in the economy of the State or regional economy involved,

Attachment B: Definitions

- Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships,
- Includes counseling to support an individual in achieving the individual's education and career goals,
- Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster,
- Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable,
- Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential, and
- Helps an individual enter or advance within a specific occupation or occupational cluster.

Career Planning – as defined in WIOA Sec 3(8) – means the provision of a client-centered approach in the delivery of services, designed

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

Cross Match – as defined by TEGL 22-15, Attachment A – a cross-match requires validators to find detailed supporting evidence for the data element in a database. An indicator or presence of a Social Security Number in a non-WIOA database is not sufficient evidence, validators must also find supporting information such as dates of participation and services rendered.

Cultural Barriers – as defined by the Federal Register 2015-007 Participant Individual Record Layout (PIRL) – barriers that exist when a participant perceives him or herself as possessing attitudes, beliefs, customs or practices that influence a way of thinking, acting or working that may serve as a hindrance to employment.

Disability – as defined by the American with Disabilities Act of 1990 Sect. 12192(1-3) – with respect to an individual, the term disability means:

- (A) A physical or mental impairment that substantially limits one or more major life activities of such individual;
- (B) A record of such an impairment; or
- (C) Being regarded as having such an impairment where the individual established that he or she has been subjected to an action prohibited under the Americans with Disabilities Act of 1990 because of an actual or perceived physical or mental impairment whether the impairment limits or is perceived to limit a major life activity. Major life activities include but are not limited to, caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing,

lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working. The term disability shall not apply to impairments that are transitory and minor. A transitory impairment is impairment with an actual or expected duration of 6 months or less.

English Language Acquisition Program – as defined in 34 CRF 463.31 – is a program of instruction that

- Is designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language, and
- Leads to
 1. Attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education, or
 2. Employment

English Language Learner – as defined by WIOA Sect. 3(21) and WIOA Sect 203(6) – an individual who has limited ability in reading, writing, speaking, or comprehending the English language, and:

- Whose native language is a language other than English; or
- Who lives in a family or community environment where a language other than English is the dominant language.

Ex-Offender / Offender – As defined by WIOA Section 3(39) – an adult or juvenile
(A) who is or has been subject to any stage of the criminal justice process, and for whom services under this Act may be beneficial; or
(B) who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction for committing delinquent acts, such as crimes against persons, crimes against property, statue offences, or other crimes.

Exit – as defined in 20 CFR 677.150

Homeless Individual – as defined in sec. 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6)),

(A) means an individual who lacks a fixed, regular, and adequate nighttime residence; and

(B) Includes –

a. an individual who—

- i. is sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- ii. is living in a motel, hotel, trailer park, or campground due to the lack of alternative adequate accommodations;
- iii. is living in an emergency or transitional shelter;
- iv. is abandoned in a hospital; or
- v. is awaiting foster care placement;

Attachment B: Definitions

- b. an individual who 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; or
- c. migratory children (as defined in section 1309 of the Elementary and Secondary Education Act of 1965; 20 U.S.C. 6399) who qualify as homeless under this section because the children are living in circumstances described in this paragraph;

Homeless Child or Youth – as defined in sec. 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)),

(A) means individuals who lack a fixed, regular, and adequate nighttime residence; and

(B) includes —

- a. children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- b. children and youths who have 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. children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- d. migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Indians, Native Alaskans, and Hawaiians – as defined in WIOA Sec 166(b) – includes:

- Indian as defined in 25 USC 450b means a person who is a member of an Indian tribe, which means any Indian tribe, band, nation, or other organized group recognized as eligible for the special programs and services provided by the United States to Indians because of their status as Indians
- Alaska Native as defined by 43 USC 1602(b) (r) includes a citizen of the United States who is a person of one-fourth degree or more Alaskan Indian Eskimo or Aleut blood, or combination thereof or any lineal descendant of a Native.
- Native Hawaiian as defined in 20 USC 7517 (2) means any individual who is a citizen of the United States who is a descendant of the aboriginal people who, prior to 1778, occupied and exercised sovereignty in the area that now comprises the state of Hawaii as shown by genealogical records, Kupuna or Kamaaina verification, or certified birth records.

Individual Employment Plan – as defined in 20 CFR 680.170 – is an individualized career service that is developed jointly by the participant and career planner when

determined appropriate by the one-stop operator or one-stop partner. This plan is an ongoing strategy to identify employment goals, achievement objectives, and an appropriate combination of services for the participant to achieve the employment goals.

Individual with a Disability as defined in the Americans with Disabilities Act Sect. 12012 (1) and in WIOA Sect. 3(25) is one with

- (A) a physical or mental impairment that substantially limits one or more major life activities of such individual;
- (B) a record of such an impairment; or
- (C) being regarded as having such an impairment (as described in the Americans with Disabilities Act § 12102 (3))

Integrated Education and Training – as defined in 34 CFR 463.35 – refers to a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Long-term Unemployed - as defined in the Federal Register 2015-007 PIRL – an individual who has been unemployed for 27 or more consecutive weeks.

Low-income Individual as defined by WIOA Sec. 3(36) means an individual who:

- receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received
 - assistance through the Supplemental Nutrition Assistance Program (SNAP) established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.),
 - the program of block grants to States for Temporary Assistance for Needy Families program (TANF) under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.),
 - the Supplemental Security Income program (SSI) established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or
 - State or local income-based public assistance;
- is in a family with total family income that does not exceed the higher of
 - the poverty line; or
 - 70% of the lower living standard income level (LLSIL);
- is a homeless individual; or
- is an individual with a disability whose own income meets the income requirement of clause, but who is a member of a family whose income does not meet this requirement.

Low Levels of Literacy – as defined in the Federal Register 2015-007 PIRL – when a participant is unable to read, write, and speak in English; compute and solve problems at levels of proficiency necessary to function on the job, in the family of the participant, or in society.

Non-Custodial Parent – as defined by 45 CFR 260.30 – a parent of a minor child how:

- lives in the state; and
- does not live in the same household as the minor child.

Nontraditional Employment – as defined in WIOA Sec 3(37) – refers to occupations or fields of work, for which individuals from the gender involved comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Older Individual – as defined in WIOA Sect. 3(39) – an individual age 55 or older.

Participant – as defined in 20 CFR 677.150 – is a reportable individuals who has received services after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination. The following individuals are not participants:

- individuals in an Adult Education and Family Literacy Act (AEFLA) program who have not completed at least 12 contact hours,
- individuals who only use the self-service system, which occurs when individuals independently access any workforce development system program's information and activities in either a physical location, such as a one-stop center resource room or partner agency, or remotely via the use of electronic technology.
- Individuals who receive information-only services or activities, which provide readily available information that does not require an assessment by a staff member of the individual's skills, education, or career objectives.

Public Assistance Recipient – as defined in WIOA Sect. 3(50) – an individual that receives federal, state, or local government cash payments for which eligibility is determined by a needs or income test.

Reportable Individual – as defined in 20 CFR 677.150 – is an individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including

- individuals who provide identifying information,
- individuals who only use the self-service system, or
- individuals who only receive information-only services or activities.

Self-attestation – as defined by TEGL 06-14, Attachment A - occurs when an individual states his or her status for a particular data element and then signs and dates a form acknowledging this status. Self-attestation must include a statement that the information submitted to demonstrate eligibility for a program under Title I of WIOA is true and accurate. The form and signature can be on paper or in the Local Area management information system with an electronic signature.

Single Parent – as defined in WSD14-4 – includes single parents, single pregnant individuals, or non-custodial parents.

State MIS – as defined in TEGL 22-15, Attachment A – refers to specific, detailed information that is stored in the state's information system that supports an element. An

indicator, such as a checkmark on a computer screen, is not acceptable source documentation in and of itself. For example, State MIS is an acceptable source of documentation for date of training service, but should have information about the type of training and the organization providing that training.

Transitional Job – as defined in 20 CFR 680.190 – is a time limited work experience that is wage-paid and subsidized, and is in the public, private or non-profit sectors for those individuals with barriers to employment who are chronically unemployed or have inconsistent work history, as determined by the WDB. These jobs are designed to enable an individual to establish a work history, demonstrate work success in an employee-employer relationship, and develop the skills that lead to unsubsidized employment.

Underemployed – as defined in 20 C.F.R. Sect. 668.150 and TEGL 03-15 – an individual who is:

- employed less than full-time who desires full time employment,
- working in employment not commensurate with the individual's demonstrated level of educational and/or skill achievement,
- employed who meets the definition of a low-income individual under WIOA, **or**
- employed but whose current job's earnings are less than 80% of their previous job earnings.

Unemployed – as defined in WIOA Sect. 3(61) – an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job, shall be made in accordance with the criteria used by the Bureau of Labor Statistics of the Department of Labor in defining individuals as unemployed.

“Unlikely to return to previous industry or occupation” – as defined locally – a dislocated worker who was laid off from a position and meets at least one (1) of the requirements below:

- Number of opportunities in previous industry/occupation is declining based on labor market information;
- Supply of candidates in previous industry/occupation exceeds the number of opportunities in the county;
- Projected annual employment increase for industry or occupation is less than 100 jobs;
- The individual has engaged in an unsuccessful job search in their previous industry/occupation for over 3 months;
- Individual can no longer meet the minimum requirements for positions available in their occupation;
- Lacks skills or certification needed to compete in the open job market for that same occupation or industry
- Wage variable for positions no longer matches with individual's level of skills and experience; and/or
- Individual is unable to perform the duties of the previous industry/occupation due to age, ability, illness/injury, disability, or other barriers.

Veteran – as defined in WIOA Sect. 3(63), 38 U.S.C. Sect. 101, and TEGL 10-09 – an individual who served as least one day in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable. Active service includes full-time federal service in the National Guard or a Reserve component. This definition of “active service” does not include full-time duty performed strictly for training purposes (i.e., that which is often referred to as “weekend” or “annual” training), nor does it include full-time active duty performed by National Guard personnel who are mobilized by state rather than by federal authorities.

Work Experience (or Internship) – as defined in 20 CFR 680.180 – is a planned, structured learning experience that takes place in a workplace for a limited period of time. Internships and other work experiences may be paid or unpaid, as appropriate and consistent with other laws, such as the Fair Labor Standards Act. An internship or other work experience may be arranged within the private for profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience setting where an employee/employer relationship, as defined by the Fair Labor Standards Act, exists. Transitional Jobs are a type of work experience.

Workforce Preparation Activities – as defined in 34 CFR 463.34 – include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in:

- Utilizing resources,
- Using information,
- Working with others,
- Understanding systems,
- Skills necessary for successful transition into and completion of postsecondary education or training, or employment, and
- Other employability skills that increase an individual’s preparation for the workforce.



WORKFORCE DEVELOPMENT BOARD

OF SOLANO COUNTY

EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT AND UNDERSTANDING FOR:
WIOA ADULT AND DISLOCATED WORKER SERVICE DELIVERY

(Issued March 18, 2022)

The Workforce Development Board (WDB) of Solano County's WIOA Adult and Dislocated Worker Service Delivery policy contains important information pertaining to my employment and duties at the WDB.

A copy of this policy has been given to me to retain for future reference, and I have been provided with the location on the Shared Drive for the policy where I can obtain an electronic copy.

Since the information and policies described in the policy are necessarily subject to change, I acknowledge that revisions to the policy may occur. All such changes will be communicated through official notices. I understand that revised information may supersede, modify, or eliminate existing policies.

I have received the WIOA Adult and Dislocated Worker Service Delivery Policy and I understand that it is my responsibility to read and comply with the information contained in this policy and any revisions made to it.

I understand that I should consult my supervisor if I have any questions about the information contained in the policy. I understand that failure to comply with the information contained in the policy could lead to disciplinary action or termination.

Employee's Name (printed): _____

Employee's Signature: _____ Date: _____