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I. APPLICABILITY/SCOPE

This policy applies to all Workforce Innovation and Opportunity Act (WIOA) Title IB staff and contractors delivering workforce development Adult and Dislocated Worker programs and services.

II. PURPOSE

This policy is to establish guidelines and criteria to be used in Adult and Dislocated Worker Individualized Career Services for participants of the Workforce Innovation and Opportunity Act (WIOA) Title IB programs.

III. BACKGROUND

The WIOA Title IB requires that Individualized career services be made available to eligible adult and dislocated workers accessing services in an American Job Center, if determined to be appropriate, for an individual to obtain or retain employment. Individualized career services are additional services beyond basic career services that require significant staff assistance and customization to each individual’s need. Not all individuals will receive all services. References: Workforce Innovation and Opportunity Act (WIOA) of 2013 (P.L. 113-128), WIOA Final Rules 20 CFR 678.430, 20 CFR 680, Training and Employment Guidance Letters (TEGLs) 17-05, 15-10, and 03-15, Section 3 of the Military Selective Service Act, as amended at 50 U.S.C. Appendix 453.

IV. DEFINITIONS


Not applicable

V. POLICY


WIOA Title IB Adult and Dislocated Workers receiving Individualized services must be enrolled in the Arizona Job Connection (AJC) system. Documentation for priority of service must be collected for adults enrolled in the WIOA Title IB Adult program.

A. Individualized Career Services:

1. Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers. Assessments may include diagnostic testing, basic skills assessment tests, specialized assessment tools, and in-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.
 - a) Arizona Career Readiness Credential (ACRC) prepares job seekers for success by demonstrating their proficiency in seven skill areas that are relevant to every occupation, industry and career pathway across the state. The following is a list of the seven skills areas:
 - i. Applied Mathematics;
 - ii. Reading for Information;

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- iii. Workplace Data and Graphics;
 - iv. Communicating Effectively;
 - v. Teamwork and Collaboration;
 - vi. Professionalism; and
 - vii. Critical Thinking and Problem Solving.
- b) Comprehensive and specialized assessment of skill levels must be provided prior to other individualized career services and training services as the results are used to confirm if an individual is Basic Skills deficient, which is used to determine the participant’s priority of service. Once the comprehensive assessment has been completed, other services may be provided.
- c) There may be situations where formal assessment tools and methods are not necessary to determine barriers, employment goals, and/or readiness for training services. Examples may include a recent college graduate, an individual with an advanced degree, or an individual with extensive work experience in an industry. Case notes must explain the reason that a comprehensive or specialized assessment is not being used, including how employment goal decisions were determined without the assessment information.
2. Development of an Individual Employment Plan (IEP), which is an ongoing, customer-centric plan based on a comprehensive assessment designed to identify the employment goals, appropriate achievement objectives, associated strategies, and appropriate combination of services for the participant to achieve his or her employment goals, including information about eligible training providers and programs from the Eligible Training Provider List (ETPL). All services provided to a client must be entered on the IEP, the electronic Service and Training plan, and Program Notes in AJC, and must be updated whenever a change is made.
- a) The following services are included when developing an IEP:
 - i. Group and/or individual counseling and mentoring;
 - ii. Career planning;
 - iii. Case management;
 - iv. Short-term pre-vocational services, which include: development of learning skills, communication skills, punctuality, personal maintenance skills, professional conduct service to prepare individuals for unsubsidized employment or training. Pre-apprenticeship programs may also be considered as short-term pre-vocational services;

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- v. Workforce preparation activities that help an individual acquire a combination of basic skills necessary for the successful transition into and completion of postsecondary education, training, or employment;
- vi. Financial literacy;
- vii. Out-of-area job search assistance and relocation assistance; and
- viii. English language acquisition and integrated education and training programs

B. SOAR (Self-Assessment, Other Assessment, Active Research and Redesign Career Plan) Employment Readiness Series:

1. SOAR is an innovative, employment readiness series that combines real-time career and self-exploration, occupational research strategies, personal branding, best practices in job search and interviewing techniques and social media networking into a structure, interactive, and competency-based experience. It provides value to both career seekers as well as those who have a career path but need practical and effective job search and interview techniques. As an individualized career service, it integrates several of the previously listed services into a comprehensive approach.
2. The outcomes of the SOAR assessments, activities, group discussions, and research lessons are used by career advisors to assist Title IB customers to develop their plan of action to employment. The outcomes are also used to document and justify why employment cannot be achieved without a training solution through training services. Exceptions to attendance at SOAR are determined case-by-case, documented in case notes, and approved by Job Center management.

VI. POLICY MANAGEMENT REQUIREMENTS

Administrative revisions to the policy may be made by the Phoenix Business and Workforce Development (PBWD) Board Executive Director, with notice to the PBWD Board’s Executive Leadership Committee. All other substantive revisions will go to the PBWD Board’s Executive Leadership Committee for review and recommendation to the PBWD Board for approval.

VII. ADDITIONAL OR MISCELLANEOUS INFORMATION

- Attachment A – Arizona Career Readiness Credential (ACRC) Employer Flyer
- Attachment B – Arizona Career Readiness Credential (ACRC) Job Seeker Flyer