

ATLANTIC CAPE MAY WORKFORCE INVESTMENT BOARD

CONSOLIDATION PLAN

Customer Work Flow and Management Plan

May 14, 2004

PROGRESS REPORT

As of July 1, 2004

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CONSOLIDATION PLAN

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**Progress Report on the  
Revisions to the Atlantic Cape May  
To Work Consolidation Plan  
July 1, 2004**

On May 14, 2004 the Atlantic Cape May Workforce Investment Board submitted the third draft of the 'To Work' Consolidation Plan to the SETC. In the ensuing time the SETC review team spokesmen called stating several points of the plan needed further clarification. We would like to clarify these issues and to update the consolidation plan as submitted.

We, as a system, are living the Vision we have outlined in our plan. As of July 1st, 2004 we have operationalized the goals outlined in our plan however, as with all living documents we had reason to modify the client flow process as outlined in that draft and therefore, would like to address these systems changes. Nevertheless, all of the pages following this progress report embody the ideal 'To Work' Client service system that we will work to implement in the coming months. We as a system know this effort is truly a plan to plan and we will be tweaking it for many years to come.

As envisioned we are following the Template for Change as outlined in the draft plan. Our co-located 'universal case management' teams have been functioning in their respective roles since the first of July. Here, teams of WIA, Workfirst and TANF case managers ( seven FTEs in Pleasantville, six FTEs in Atlantic City and three FTEs in Wildwood) have assumed the 'To Work' function for any clients who received case management services from different agencies in the past. Furthermore, in Atlantic County we are fortunate to have the Social Case mangers physically co-located with the 'To Work' teams in Atlantic City and Pleasantville. This close proximity enhances communication and coordination. However, the charts and the narrative addressing the client flow and the first activity required of the client has been changed to further the individual systems we have developed in our unique two county service area.

The client flow is as follows:

**Cape May County One Stop Career Center, Wildwood, NJ.**

Clients enter the 'To Work' system when they walk in off the street or are referred by the Social Service Agency to the One Stop. If they are referred by the Social Service Agency they must be determined 'employable' by the social services case manager before they are sent to the One Stop Center. Prior to the social services case manager assessments, the customers may be refer to EEI if deemed immediately employable before being placed on TANF cash assistance. The client's first activity is to attend a One Stop Orientation. These occur every day at 9 am in the morning at 1305 New Jersey Ave., Wildwood, NJ. At the present time, after orientation the client can then meet with a 'To work' case manager for a vocational assessment. (It is assumed in September this step of the process may require clients to be scheduled for appointments with the case managers due to the anticipated influx of large numbers of clients after the summer

season). The case manager will determine if the client has marketable skills and can be referred for employment immediately or should be placed in a 'To Work Activity' to further improve his/her employability skills. At the present time the One Stop Operator has facilitated the development of AWEF sites, CWFEP sites, Support Work programming, in Cape May County to provide the Job Readiness training and EEI services spectrum of Job readiness services needed to support the system.

Furthermore, the One Stop Partners meet every Friday morning for one hour to review the achievements of the past week, review program goals and objectives, in-service case management staff and solidify the partnership among the agencies and staff.

### **Atlantic County One Stop Career Center, Pleasantville and Atlantic City**

Clients enter the 'To Work' or universal case management system when they walk in off the street or are referred by the Social Service Agency to the One Stop Career Center.

When they are referred by the Social Services Agency they must be determined 'employable' by the social services case manager before they are sent to the One Stop Center. Prior to the social services case manager assessments, the eligibility worker will refer customers to EEI before putting them on TANF cash assistance. The client arrives at the To Work unit with a completed Comprehensive Social Assessment, completed TABE test and a completed part A of the employability Plan and the IRP. In addition, they will be scheduled for a One Stop system orientation by the social services case manager. The Case manager will then send the case via OSOS to the 'To Work mail box administrator.

The 'To Work' mail box administrator will assign the cases to the workers alphabetically. The case manager will complete Part B of the Employability Plan assessing the job readiness of the client and proceeding with an employment plan accordingly. The 'To Work' case managers have been paired or placed in informal teams to assure the smooth continuation of services during this transition. Furthermore, one day per week the case managers meet for in-service training, systems review and introduction to the vendors.

When the client walks in off the street they are greeted by a receptionist/CCP who determines the next step based on the client's request. If they request core services they are directed to the resources room to a conduct self-directed job search. If they request training assistance they are directed to sign up for one of the nine separate ROs that are held weekly. During the RO the training resources are outlined for the client and if requested he/she is directed to a WIA/WDP career counselor for intensive training services. Should the client be determined not eligibility for WIA, WDP they are referred to the 'To Work' mail box administrator for assignment to a case manager.

The Atlantic County One Stop Career system has entered into contracts with several vendors (see attached) to provide To Work Activities to clients of the system that are deemed in need of job readiness training before they are placed in employment. The to work case manager will assess the need, in conjunction, with the client for the appropriate placement. However, to assure clients have immediate activities to be referred to a four weeks job readiness program will be offered in the One Stop Center.

Should the client experience social issues during any of the job readiness programming the 'To Work' case managers via OSOS can refer back to the social services case managers.

**“To Work” (TANF/GA/FS)  
2004 Alphabetically Social Needs & Case Assignments  
2 South Main Street  
Pleasantville, NJ 08232**

Group 1 (A –M)

Group 2: (N –Z)

**Stanley Johnson**

Social Needs

**Kathy Williams**

Social Needs

Addresses customer needs and after all have been addressed will refer to testing first and/or career planning o directly to “To Work” Case Management Team

“To Work” Case Management Team

Alonzo Woodard (A & B)

Peter Bell (C, D, & E)

Duncan Lane (F, G, H, & I)

Martha Parsons (J, K, L, & Mc)

Nancy Abbas (M, N, O, & P)

Gladys Lane (Q, R, & S)

Bob Hanson (T- Z)

Open ES until August 2004

**Atlantic County One Stop Career Center's  
Menu of Services for To-Work Ready Customers**

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**Atlantic County Supported Work Program**

Contact: Vicki Camp or Gene Solomon  
Phone: (609) 343-2284 ext. 2441  
Address: 227 Drexel Avenue - 2<sup>nd</sup>. Floor  
Atlantic City, NJ 08401

**Alternative Work Experience**

Contact: Hope Smith  
Phone: (609) 3343-2284 ext. 2440  
Address: 227 Drexel Avenue - 2<sup>nd</sup>. Floor  
Atlantic City, NJ 08401

**TABE Testing**

Contact: Charles Bell  
Phone: (609) 348-3001 ext. 2776  
Address: 1333 Atlantic Avenue  
Atlantic City, NJ 08401

**Supported Work Program**

Contact: Nick Brown at Career Quest  
Phone: (609) 348-3001 ext. 2729  
Call: (609) 742-4725  
Address: 1333 Atlantic Avenue  
Atlantic City, NJ 08401

**Early Employment Initiative (EEI)**

Contact: Joyce Warren, CODI  
Phone: (609) 348-3001  
Address: 1333 Atlantic Avenue  
Atlantic City, NJ 08401

**ASPIRA/ Hispanic Outreach Initiative**

Contact: Miquel Melendez  
Phone: (609) 343-5881  
Address: 1 South New York Avenue  
Atlantic City, NJ 08401

**OJT/CWEP On the Job Training/Community Work Experience Program**

Contact: Hilda Quinones

Phone: (609) 813-3903  
Address: 2 South Main Street  
Pleasantville, NJ 08232

**OJT Slot Placements**

Contact: Denise Taquwa  
Phone: (856) 696-6501  
Address: 415 Landis Avenue  
Vineland, NJ 08360

**WIA Training Eligibility**

Contact: Jennifer Aspinwall  
Phone: (609) 441-3130  
Address: 1333 Atlantic Avenue  
Atlantic City, NJ 08401

**Job Readiness Program**

Contact: Keith Sadler  
Phone: (609) 348-3001 ext. 2943  
Address: 1333 Atlantic Avenue  
Atlantic City, NJ 08401

**Retail Skills Class & ESL**

Contact: Catherine Macastro, ACCC  
Phone: (609) 343-4717  
Address: 1333 Atlantic Avenue  
Atlantic City, NJ 08401

**Substance Abuse Initiative (SAI)**

Contact: Jenna Pergament, NCAAD – NJ  
Phone: (856) 219-7001

**Mental Health Initiative (MHI)**

Contact: Stacy Kinner, HR Advantage  
Phone: (609) 348-3001  
Address: 1333 Atlantic Avenue  
Atlantic City, NJ 08401

**Mental Health Initiative (MHI)**

Jewish Family Services  
Contact: Lars Stubee & Gil Ruiz  
Phone: (609) 348-3001 (GA Customers ext. 2677 and TANF Customers ext. 2937)  
Address: 1333 Atlantic Avenue  
Atlantic City, NJ 08401

**Job Development**

Contact: Ruth Tunnell

Phone: (609) 348-3001 ext. 2640  
Address: 1333 Atlantic Avenue  
Atlantic City, NJ 08401

**Direct Placement**

Contact: Joann Johnson, DOL  
Phone: (609) 348-3001 ext. 2892  
Address: 1333 Atlantic Avenue  
Atlantic City, NJ 08401

**Fatherhood Program**

Contact: Chetely Williams  
Phone: (609) 348-3001 ext. 2647  
Address: 1333 Atlantic Avenue  
Atlantic City, NJ 08401

**Tuition Waiver**

Contact: Gary Scarpa, DOL  
Phone: (609) 441-3137  
Address: 1333 Atlantic Avenue  
Atlantic City, NJ 08401

**Casino License Payment**

Contact: Gary Scarpa, DOL  
Phone: (609) 441-3137  
Address: 1333 Atlantic Avenue  
Atlantic City, NJ 08401

**Refer to WFNJ Manuel subchapter 4.3 for description of work activities and eligibility criteria.**

## INTRODUCTION

The Atlantic Cape May Workforce Investment Board has worked diligently moving forward continuous improvement in the Consolidation Plan for the workforce system in both Counties. Since the last draft was submitted on January 9, 2004, the Consolidation Planning, Welfare (TANF), Literacy and Advisory Committees have combined forces with the support and active involvement of the WIB Executive Committee to produce a system-wide initiative that will integrate to best serve all customers who enter through any door in our counties. The service goals for all customers will be the interactive delivery of triage, assessment, case management, core services, literacy services and work activities through interagency team effort and through a process that will provide each customer with the highest level of economic and educational success.

The WIB hosted many meetings and workshops during the last several months to lay the groundwork for and address all concerns surrounding the creation of a consolidated system for both Atlantic and Cape May Counties. Four major workshops were held at Atlantic Cape Community College including one OSPIP training by Maher and Maher. The same representatives from the following agencies attended each session: The One-Stop Operator and his two Vice Presidents, Ocean City Municipal Welfare Director, WIB Director along with the WIB Youth Planner and Literacy Coordinator, Atlantic and Cape May Counties' CWA Directors and Workforce NJ Managers, Workforce NJ Regional Management Staff, Atlantic Cape May Community College President and his Continuing Education staff, Atlantic Cape Literacy Volunteers of America Executive Director, Atlantic Cape May Division of Vocational Rehabilitation Manager, Disabilities Resource Center Career Quest Program Manager, EEI program providers, services and additional division directors and program managers from each CWA, DVRS and Workforce NJ office. SETC Staff attended and assisted with the facilitation of each workshop as well as our consultant, Robin Widing and Michelle Roy from The Widing Group. All sessions were held for full days on March 24, April 13 (OSPIP), April 27 and May 7, 2004. A half day session was held on April 7 and the WIB staff met with The Widing Group on March 10 and in Cape May with CWA and DOL managers on April 23. The WIB also met with the One-Stop Operator, CWA Directors and DOL managers from each county in two separate meetings to discuss the spending plans in relation to the Consolidation Plan. All Executive Committee members attended the first session on March 24 and will continue to be involved in the consolidation process. Through the combined support of these entities, the Executive Committee has effectively empowered the partners to forge new combined standards and policies designed to provide the customer with the best that each partner has to offer.

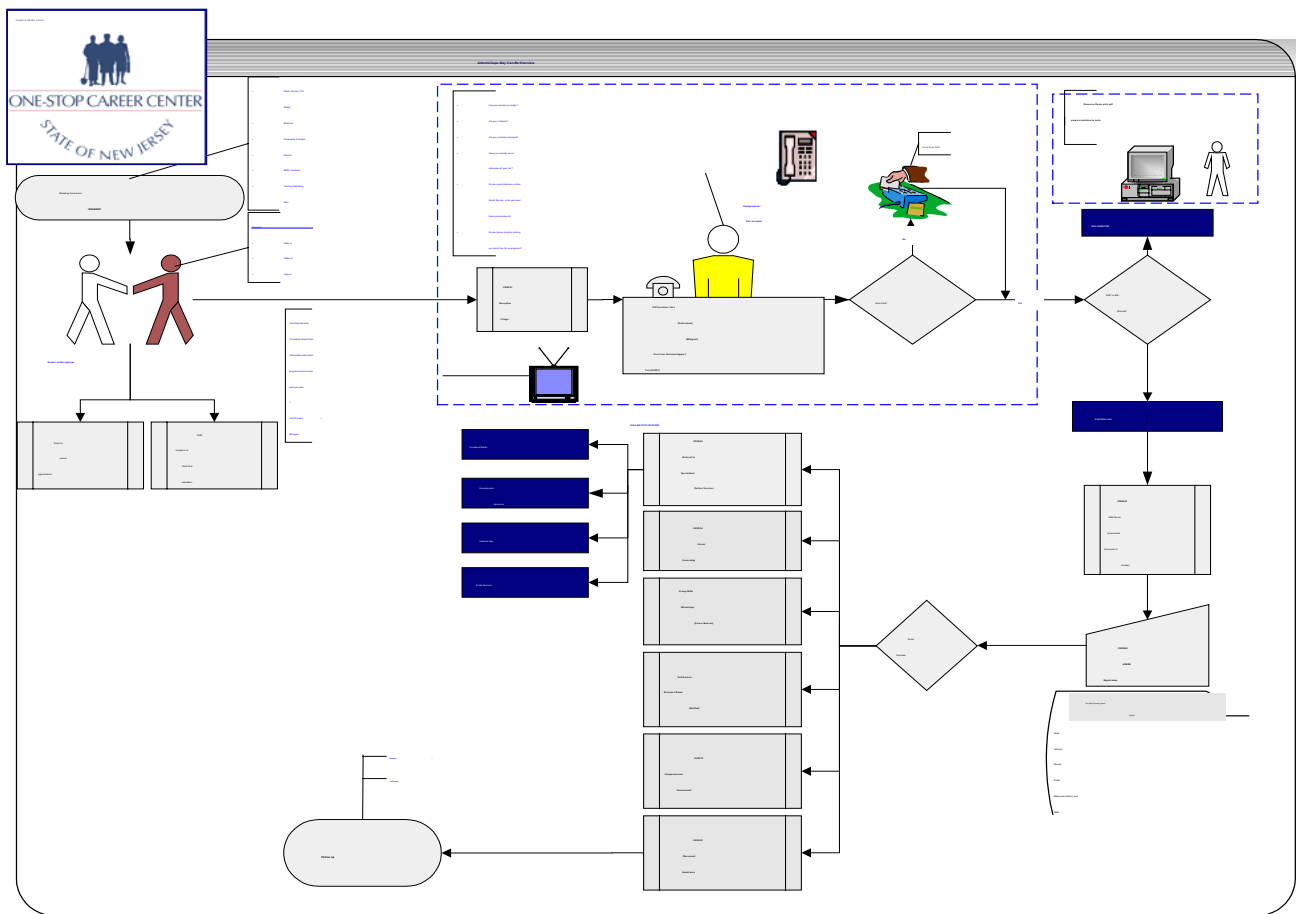
Customer workflow was designed with New Jersey's "TEMPLATE FOR CHANGE: Welfare Customer Suggested Workflow for the Consolidated System" and with the locally developed OSPIP standards.

Recognizing the importance and outcomes of the Atlantic Cape May WIB OSPIP process that was developed during 2003 – 2004, the new planning team agreed to adopt standards that relate

to the “Can-Be” Process Flows for both Counties. The Standards include OSPIP’s Seven Key Quality Standards:

1. One Common Brand
2. Single Point of Entry
3. AOSOS Utilization Standards which include Registration, Resume, Skills, Interagency Referrals and Job Orders among other services
4. Service Orientation Power Point Presentation
5. UI Enhancements – Scan Card
6. WNJPIN Resume Writer and other agreed upon resume writing programs to be available in the resource room
7. Collapsing of Multiple Orientations

OVERVIEW OF FUNCTIONAL INTEGRATION IN ATLANTIC CAPE MAY ONE-STOP CAREER CENTERS AS DEVELOPED BY OSPIP WORK GROUP



The One- Stop Operator in concert with WIB partner agencies has worked diligently over the last several months to ensure that these standards will be met. Prior to the relocation to the new Atlantic County One-Stop Career Center in Pleasantville on March 29, 2004, managers were meeting to develop a model for customer flow that worked similarly to the OSPIP “Can-Be” model. However, prior to the actual move, it was difficult to anticipate the reality of the

situation. Since that time, new processes that reflect comprehensive functional integration have been developed that will better meet the customer needs as was intended through the One-Stop Process Improvement Project. Note, however, that the process will be ongoing through trial and error and will eventually reflect the local needs in both Counties. This service model will be utilized in all One Stop Career Centers in Atlantic and Cape May Counties.

In the following pages we address our proposed customer flow for the Assessment Processes, Case Management, “To Work” Program Services, Core Services and Literacy in the One-Stop System. The team has agreed to implement a vision that maintains a relentless focus on common goals and that will focus on customers’ strengths, not barriers, to achieve the desired outcomes.

### ATLANTIC CAPE MAY CORE VALUES IN A CONSOLIDATED SYSTEM

1. We believe in creating and maintaining an environment that inspires our customers to believe in themselves and their ability to be successful and that empowers customers to make informed choices that are appropriate for them.
2. We believe that our policies and procedures should reflect the values of honesty, integrity, respect and fairness. We expect all staff at each partner agency to conduct business according to these principles in their dealings with both business and job seeker customers.
3. We believe in operating as a system of partners, collectively accountable to our customers, businesses and community and individually responsible to each other as partners.
4. We believe in fostering a service environment that focuses on helping customers attain their individual goals.
5. We believe that our staff should be trained and supported so that they provide services to customers in a skilled, proficient and efficient manner.
6. We believe in creating and maintaining open and clear communication channels among our One Stop system partners with customers so that customers are able to access all One Stop System services in a seamless fashion.
7. We believe that quality services are the key to effectiveness. We also believe that to meet quality standards, we must continually evaluate all aspects of our One Stop system operations and we will utilize current research, best practices and technology to support this process.
8. We believe in instilling pride in our organization by regularly recognizing the achievements of our customers, staff, board and partners and by communicating about these accomplishments throughout our community.

### GOALS FOR INTEGRATION OF OSPIP, SERVICE FUNCTIONS AND EMPLOYMENT READINESS

1. Development of Common One-Stop System Vision & Values  
Development of a vision of One-Stop system services and core values for serving customers that is common to all Partners and that all Partners communicate on consistently with their individual agency customers.
2. Integration of OSPIP Processes

Utilization of what was developed during OSPIP to work out smoother systems of referral and connection. Specifically, we have incorporated the “problem statements” identified during OSPIP, the flow charts and any organizational processes that will support the goals of integration.

### 3. Integration of Functions

#### A. *Overall*

- Common standards for all functions across all agencies
- Common policies for each function across counties.
- Common procedures within each county for all functions.
- Common data collection and sharing systems to ensure effective referrals and communications between Partners.
- Smooth and complete referral processes between services within the different functions and between agency Partners.

#### B. *Core Services*

- Provides customers with the assistance they need to self-identify their employment readiness levels and their employability needs to develop a career/job search plan.
- Through the appropriate use of self-directed tools and brief-staff assisted services, customers are facilitated through the effective use of core services as well as through various other functions as appropriate.
- Provides customers with the tools and resources they need to develop and implement an effective career/job search plan, utilizing available services.

#### C. *Assessment*

- Is focused on providing customers and staff with timely and comprehensive information on the customer’s employment readiness levels and service needs to develop an appropriate career plan.
- Occurs throughout the customer’s involvement with the One-Stop system as the primary driver of service planning, whether self-directed or staff-facilitated.
- Utilizes a mix of tools specifically tied to each area of employment readiness, with room for customers to work with staff to identify those tools that appropriate for that specific customer (no “one size fits all” system of assessment).
- Does not focus on barriers to employment but on the skills and strengths the customer brings to his/her career plan and how to develop additional skills for employability.

#### D. *Case Management*

- Case management and coordination of “To Work” activities for TANF/GA/Food Stamps customers occurs at the One Stop.
- CWA/MWA case managers are considered a part of the “pool” of available case managers to provide appropriate supportive and “To Work” case management services.

- Case management occurs using a team approach with the appropriate communication, referral and other support systems in place to ensure that the teams function effectively for the good of the customer.

*E. Job Search/Job Development/Placement/Retention & Follow-up*

- Job orders and other resources designed to help customers obtain work (including job search workshops, job clubs, job placement, etc.) will be shared across all Partner agencies providing these services (i.e., no “hoarding” of job orders, etc.)
- Staff providing these services become members of the customer’s case management team when the customer begins the job search process.
- Wherever possible, these services are provided to customers based on employment readiness needs, not on the program in which they are enrolled.

*F. Literacy Services*

- Smooth referrals between One Stop system Partners and external literacy providers so that:
- Literacy customers are provided with information on and a referral to the One-Stop system.
- One-Stop system customers with literacy needs/goals are appropriately referred to external literacy providers.
- Common system of assessment
- Appropriate use of the One-Stop Workplace Learning Link Resources to fill in literacy gaps for 5<sup>th</sup>-8<sup>th</sup> grade literacy levels.

4. Employment Readiness

Adoption by all partners of an Employment Readiness model that has the vision of identifying customers’ Employment Readiness needs and providing services to ensure that customers are either Employment Ready or Career Ready, based on the customer’s personal goals

## **CUSTOMER WORKFLOW IN SERVICE AREAS**

### **I. COMPREHENSIVE ASSESSMENT PROCESS**

#### **A. INTRODUCTION**

Comprehensive assessment, the process of utilizing various types and levels of assessment to allow customers to develop appropriate service plans, is a key part of the Atlantic-Cape May Counties One-Stop services system process. One-Stop partners recognize that the key to effective career and service planning is having accurate, timely and complete information on a customer's strengths and needs.

Assessment is used in three ways during the One-Stop systems services flow:

1. **Screening**—To quickly identify a customer's needs or issues so that they can be referred appropriately to services.
2. **Intake/Eligibility**—To determine a customer's eligibility for various programs and services, such as TANF, GA/FS, WIA, WDP, etc.
3. **Career/Job Search Planning**—To provide customers and staff with the information needed for a customer to develop and implement an effective career and job search plan.

Assessment is ongoing and used to drive the customer's career plan, whether that plan is developed independently or with the help of a case manager. In addition, assessment information is always linked to specific next steps and services so that the customer understands how to use what has been discovered and is able to formulate and implement a plan of action for follow-up. This is true of information gathered during a screening, through intake/eligibility or as part of the career/job search planning process. Customers must ALWAYS know what their next steps should be based on the information they've developed.

#### **B. EMPLOYMENT READINESS**

All One-Stop system partners will utilize the Employment Readiness Framework for helping customers to evaluate their needs to develop appropriate service plans. Different areas of Employment Readiness will be evaluated at different points in the customer's contact with the One-Stop system and not all customers will need to evaluate every aspect of Employment Readiness.

#### **C. AREAS OF EMPLOYMENT READINESS**

- Literacy—including basic skills, ESL, and basic computer literacy
- Interests and Aptitudes
- Transferable Skills

- Occupational Skills
- Life management skills
- Job Readiness and Job Retention Skills
- Barriers to Employment Success
  - Mental Health screening
  - Substance abuse screening
  - Developmental or other disabilities
  - Social support networks (i.e., childcare, transportation, etc.)
  - Personal motivation and attitudes towards job search, decision-making, etc.

The areas of employment readiness to evaluate, the tools to be used and the manner in which assessment services will be provided will depend on each individual customer’s needs and situation. There will be a focus on providing self-directed, individual opportunities for self-assessment to minimize the amount of staff time spent with customers who may not need it. For customers who may undergo a more comprehensive assessment and intensive case managed career planning process, there will also potentially be some aspects of assessment that are self-directed or accomplished through group activities.

#### D. LEVELS OF EMPLOYMENT READINESS

Based on the results of the assessment process, customers will be able to determine their specific needs for services. Assessment will drive the service planning process and One-Stop system services will specifically address needs identified during the assessment process.

The Atlantic-Cape May Counties One-Stop services system has identified four general areas of employment readiness. These are not meant to be strict “categories” of classification for customers. Instead, they are meant to provide staff with a guideline and benchmark for understanding the different levels of employment needs that customers may typically require.

The four levels of employment readiness are:

1. Pre-Work Ready—Customers who require an intensive level of services prior to being able to enter into training or other preparation for work.
2. “To Work” Ready—Customers who are able to engage in the variety of training and services necessary to prepare them for employment.
3. Employment Ready—Customers who are able to obtain and maintain entry-level employment on a full or part-time basis, but not ready to embark on career-path employment that will lead to self-sufficiency.
4. Career Ready—Customers who possess the skills, knowledge and abilities to obtain and retain self-sufficient, career path employment.

#### E. LEVELS OF ASSESSMENT SERVICES

Assessment services will be provided in three ways:

1. Self-Directed—For customers who are able to utilize career assessments on their own, One-Stop system partners will provide written materials and other support to allow these individuals to evaluate their readiness for employment. Typically, self-directed assessment materials will be provided as part of core services.

These self-directed materials will clearly explain to customers:

- a. The role and purpose of assessment in developing career and job search plans.
  - b. The different types of assessments they will be using
  - c. The purpose of each assessment and its link to employment readiness
  - d. Logical next steps, services or activities that can be taken as a result of each assessment.
  - e. Benchmarks for measuring progress and suggested activities, staff contacts, etc. if a customer is not making progress.
2. Brief, Staff-Assisted—Brief, staff-assisted services fall into two categories and will be provided during Core Services.
    - a. Staff Facilitation: As customers utilize the self-directed materials provided during Core, staff will help customers to monitor their progress and will answer questions regarding all aspects of using the Core Services assessment materials.
    - b. Group Workshops—Some customers will benefit from having an opportunity to self-assess and discuss assessment results in an instructor-led, group setting. Workshops on career and job search assessment and on developing appropriate career plans based on assessment results will be part of the Workshop services offered during Core.
  3. Intensive One-on-One—Some customers will require more intensive assistance in utilizing various Employment Readiness assessments. In addition, for those customers who are accessing more intensive training, job search and program services (i.e., TANF, GA/FS, WIA, WDP, etc.), a comprehensive assessment will be necessary to ensure that case managers have all information they need to help the customer develop an appropriate service plan.

Case managers will work with customers to identify those Employment Readiness areas in which more information is needed. Depending on how the customer has “flowed” through the system, he/she may already possess some information.

Assessments may still be administered in group settings (i.e., the TABE) and some assessments may also be interpreted in group settings (i.e., interests/aptitudes, job readiness/retention skills, etc.). However the assessment process will be monitored more closely for certain customers and certain assessments may be required, depending on the program in which a customer is enrolled and the customer’s goals for employment.

## II. ASSESSMENT PROCESS

The process follows the “Atlantic-Cape May One-Stop Services Assessment Flow Chart at the end of this narrative.

## **A.1—Triage One —Initial Contact**

**PURPOSE**—To determine if the customer has any immediate needs that must be addressed before the customer is referred to any future services, including core services.

The customer may enter the system through any one of the One Stop Partners. He/she will usually be seeking a specific service, such as unemployment benefits or to apply for public assistance. The Initial Contact triage assessment is designed to help the customer determine the appropriate first steps in accessing One-Stop system resources.

Information to be requested from the customer includes:

- **Does the customer have any immediate needs?** (there will be a checklist of options, such as housing assistance, etc.)
- **What is the customer’s stated purpose?** (i.e., interested in applying for benefits from a specific program? Use the Resource Room? Interested in accessing literacy services?)
- **Is the customer currently working?**
- **Does the customer have employment as a goal?**
- **Is the customer currently receiving services from any One-Stop partner organization or has he/she received such services in the past?**

Customers will be provided with a variety of ways in which to answer these questions. They may complete a checklist or be screened by the Greeter at the Help Desk.

There will also be signage posted in the Resource Area of the One-Stop Career Centers asking customers if it is their first time in the Resource Center and then listing these areas of information/questions that will be linked to a customer’s next steps.

Through written materials and staff contact, customers who are entering the One-Stop system for the first time will then be guided to the appropriate first steps for accessing the services the customer needs.

**TOOLS**—Tools have been or are currently being identified and/or developed in the following areas:

- A **checklist** of preliminary screening questions that cover each of the areas identified for this stage. This checklist can either be completed by the customer or used as a questionnaire by staff.
- **Signage** that communicates with customers about the initial screening questions and potential next steps.

## **A.2—Triage Two—Customer utilizes Self-Help/Core Services**

**PURPOSE:** Customer identifies Employment Readiness level and potential need for One Stop services, as well as resources that will meet those needs to develop an action plan; customer

determines if core services will adequately meet his/her needs or if he/she should seek additional services; staff help customer determine if core services are sufficient and appropriate.

Core services provide customers with the opportunity to conduct career planning and job search on their own, with only minimal assistance from One Stop staff. Core services are appropriate for customers who are able to utilize self-directed materials and or create a career/job search plan with only minimal assistance from staff.

The Core Services Assessment materials will be provided through self-directed written “packets” and through group workshops. Assessment tools for each area of employment readiness will be identified and the workshop and written materials will guide customers through the assessment process step-by-step, so that at the conclusion of the process, the customer has used the assessment information to develop an appropriate career/job search plan. These materials will also allow customers to self-evaluate their progress in conducting a job search and will clearly indicate what One-Stop system services are available to help customers meet needs identified as a result of self-assessment.

Core Services staff will be responsible for helping customers to pro-actively monitor their progress. They will also be able to direct customers to those services necessary to address any employment or career needs identified during the assessment process.

Because TANF/GA/FS customers may be referred to Core Services to access self-assessment materials while they wait for their eligibility determination, there will be procedures in place to provide appropriate assistance to these customers and to ensure that the assessment material they develop during this time is shared with the case manager if the customer is determined to be eligible. Customers seeking employment will be encouraged to register with Workforce NJ and access services through WNJPIN.

## **TOOLS**

Tools are being identified and/or developed to assess the different areas of employment readiness discussed previously. Characteristics of these tools will include:

- They are user-friendly, allowing customers to utilize them with little support from staff.
- They provide customers with appropriate and useful information to use in develop a career and job search plan.
- They are free or relatively inexpensive, as they will be utilized by most customers.
- They are linked to any assessments used in the more comprehensive assessment process so that customers can build upon knowledge they’ve developed during core services.
- 

### **A.3—Intake/Eligibility Appointment**

*PURPOSE:* Customer applies for TANF/GA/Food Stamps for a determination of eligibility.

This point of assessment refers to the intake/eligibility appointments for TANF/GA/Food Stamps. CWA/MWA staff will be responsible for this process and will input this information into OSOS.

Customers may be referred on a voluntary basis to Core Services to engage in self-assessment while they wait for an eligibility determination.

Customers deemed ready to work at the initial intake will be referred to the EEI Program. Assessment will be ongoing during EEI to determine if an individual has further needs that were not determined during the first contact(s).

#### **A.4—Orientation to One Stop Services**

*PURPOSE:* Customer is educated about the Employment Readiness levels and areas and the One-Stop system services that meet those needs. Customer uses a brief assessment worksheet to determine next steps for services and leaves Orientation with a follow-up action plan.

Assessment will be integrated into the One Stop Orientation, providing customers with the opportunity to begin the process of identifying needs and developing action plans to address those needs. They will utilize a brief questionnaire—the *Where Do I Begin* assessment, to self-evaluate needs in several key areas, including needs for assessment information, job search services, and so forth. Customers will be given the opportunity to take each section of the assessment and then be introduced to One Stop services that will meet those particular needs. The focus in Orientation will be on preliminary needs identification and the development of a follow-up service plan that the customer can begin to implement.

Customers may also go through a program-specific orientation at this time to learn about their rights and responsibilities for the program in which they are participating.

The following tools are being identified and/or developed:

- A “Where Do I Begin” checklist that is tied to the various programs and services available through the One-Stop
- A worksheet or some other document to allow customers to develop a brief “Next Steps” service plan.

#### **A.5—Intake/Eligibility & Referral to Intensive Services**

*PURPOSE:* Staff and customer determine if there is a need for additional services beyond Core and determine the customer’s eligibility for intensive services.

To determine if a customer is making effective use of core services and making progress in achieving goals, Core Services staff will carefully monitor use of the public access areas and all core services. Through careful observation and interaction with customers, they will be able to identify customers exhibiting potential problems and work with the customer to determine appropriate next steps to address them. A customer has been “successful” in Core if he/she is

able to create and follow up on the career or employment/job search plan. If, after some time in Core Services, the customer is not making progress, then we need to determine why and potentially refer the customer for an Intake/Eligibility appointment.

If a customer does not appear to be progressing, then the Core Services staff should utilize Core Services assessments and conduct a brief screening interview to determine a customer's service needs and potential eligibility for intensive services and then make the appropriate agency referral for an Intake/Eligibility appointment.

To evaluate the customer's eligibility for various program funding resources (i.e., WIA intensive services, WDP, etc.) staff will most likely use existing applications protocol and criteria, although it would make sense to evaluate how these processes fit into a more comprehensive assessment.

### **A.5—Comprehensive Assessment— Comprehensive Career Planning Assessment**

*PURPOSE:* Customers works with One Stop staff to identify Employment Readiness needs, building on what the customer may already have gathered during prior assessment phases.

During the Triage assessment process (initial contact, orientation, referral to Intensive Services), customers will work alone and with staff to determine their needs for intensive services to support achievement of employment readiness goals. Typically, a trained staff person will help the customer evaluate his/her employment readiness information and refer the customer to a more comprehensive assessment.

Comprehensive assessment is a more intense one-on-one evaluation provided by staff trained in the appropriate uses and interpretations of assessment. It can include evaluating the customer's eligibility for intensive services programming and funding, as well as more comprehensive assessment of the various areas of employment readiness.

The One Stop Case Manager will be responsible for working with the customer to develop and coordinate the comprehensive assessment process. Case managers will review a customer's existing assessment information and discuss the customer's employment and training goals to determine an appropriate array of assessments and the manner in which the customers should take the assessment. The case manager will then use the assessment information to develop a service plan with the customers.

Assessment is ongoing throughout the customer's involvement with the One-Stop services system. Case managers will monitor customer progress and work with the customer and other staff to determine when it would be appropriate to gather additional assessment information. The case manager will also educate the customer on how to self-monitor and assess progress and communicate with the customer about benchmarks and next steps activities that should occur.

Current assessment tools and guidelines are currently being developed during the ongoing planning process for the comprehensive assessment process.

## **A.7—Job Search/Employment Readiness Assessment**

*PURPOSE:* To help customers, staff and employers determine the job seeker customer's preparation for job search training and activities and for employment; to provide information that will guide staff in matching job seekers to available employment opportunities and to appropriate job search supports.

As customers reach the Employment Ready and Career Ready level, they should now participate in assessments that help them determine their need for employment and job search services. At this point, the assessments used in Comprehensive assessment to determine job readiness and to identify barriers to employment success will be re-administered to customers as appropriate to determine what level of support will be necessary during the job search and employment retention process.

Occupational skills assessment becomes particularly important at this time. In order to appropriately refer customers to job openings with local businesses, staff must have a clear picture of the individual's specialized occupational skills and training. For customers who have a work history that indicates they possess particular occupational skills, assessment will consist primarily of helping the customer to identify those skills so that staff can make appropriate job referrals and the customer can include the information on his/her resume and discuss it during an interview. Contacting the customer's prior employers to obtain references, prior to referring the customer to a job is another form of assessment that can be used for job matching and referrals. Depending on the customer and the skill sets being evaluated, staff may also want to have the customer participate in some kind of testing of occupational skills—for example, a customer service, typing or call center evaluation.

For customers who have minimal work history, it may be appropriate to conduct a more extensive occupational skills assessment to carefully document and "prove" to the employer that the customer possesses the appropriate skills. Employers look for work experience as proof that the customer has certain skills. When there is no work history, then employers are more wary of the customer's abilities and the possession of a degree or certification from a training program isn't always enough for the employer to feel comfortable with the customer's qualifications. In that instance, there is value in utilizing some independent form of assessment that provides an objective evaluation of the customer's skills that will communicate to employers that the customer is able to perform the duties of the job.

Another key area of assessment is job search. Staff will work with customers to identify the job search skills they need to conduct an appropriate job search. If the customer is able to produce a resume, cover letter and application, as well as demonstrate appropriate interviewing skills and an ability to develop and implement a job search, then the customer should be able to document these skills and not be required to participate in job search activities, unless this is a legislative requirement. If the customer is missing one or more of these skills, then he/she should be referred ONLY to that completing those elements where there are deficiencies. If the customer

desires to attend a full job search training, then he/she should be allowed, but not required, to do so.

### **A.8—Job Retention and Advancement Assessment**

*PURPOSE:* To help customers and staff determine the supports and information that will the customer will need to maintain employment.

As customers obtain employment, staff should work with them to determine what supports will be necessary for the customer to retain employment and advance in his/her career. While placement is one goal of One-Stop services, an equally important goal is long-term job retention. Under an Employment Readiness model, this becomes particularly important, especially in working with customers who obtain work but who are still not considered “Career Ready.”

Job retention and advancement assessment will actually begin as part of the Job Search assessment process. Part of determining a customer’s employability is also determining whether or not the customer possesses the skills and supports to maintain employment. Therefore, assessment points A.7 and A.8 will typically occur simultaneously as the customer seeks employment. Job retention and advancement assessment will then continue after the customer obtains work as the case manager and other One-Stop staff work with the customer for long-term job retention and advancement.

In developing supports for job retention and advancement, it’s important for staff to recognize that this assessment process should not only assist and support the job seeker customers, it should also complement the needs of the employer. Staff should be alert to how they could use occupational skills assessments to help customers develop an appropriate career path and training plan to move from an entry-level position with an employer to a more advanced position. These assessments should be used to match with the employer’s processes and needs so that assessment helps the customer determine those skills, etc. they will need to develop to advance with their particular employer.

**ATLANTIC-CAPE MAY ONE-STOP SERVICES ASSESSMENT FLOW CHARTS**

**CHART 1  
Atlantic-Cape May One-Stop Services Assessment Flow Chart**

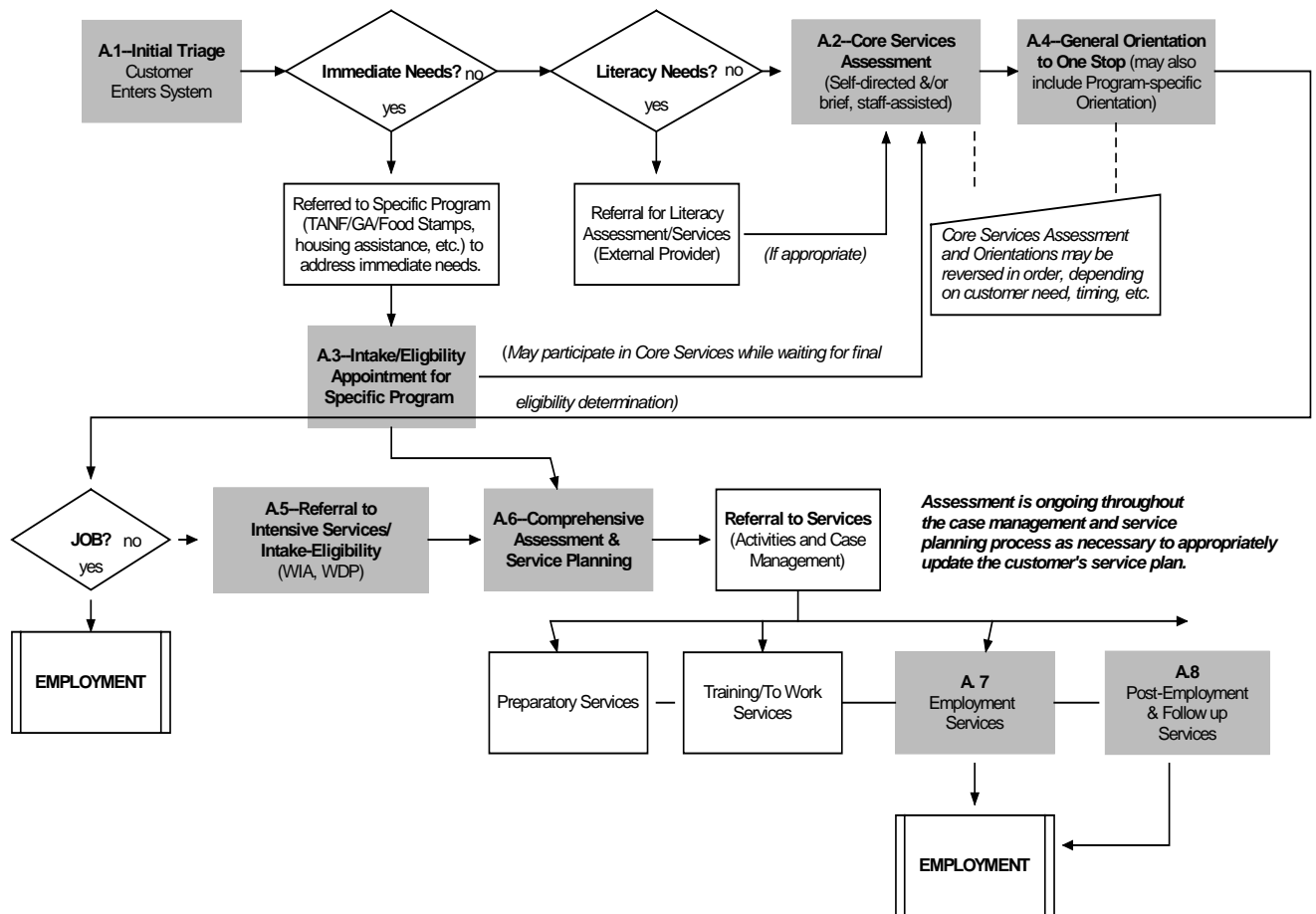


CHART 2 (Next Page)

**COMPREHENSIVE ASSESSMENT TO REFERRAL TO JOB SEARCH:**



### **III. CORE SERVICES IN A CONSOLIDATED “TO-WORK” SYSTEM**

#### **A. Initial Contact:**

- Customers are greeted by the receptionist in a friendly approachable manner, making them feel welcome.
- Direct the customer quickly and accurately to the services they indicate they need or want including activities scheduled to occur at the One Stop Center that day.
- Provide customers with written and verbal information on the services available at the One Stop Center and the primary mission of the Center.
- Answer any questions the customer may have regarding services available through the One Stop Center.
- Assess whether a customer has an obvious barrier that may need special attention such as literacy issues or a physical disability that may require special accommodations and connect the customer to the appropriate staff person to further evaluate or address the issue.

#### **Processes/Procedures:**

- When the customer comes into the One Stop Center they will be greeted at the front desk by knowledgeable, professional staff who will inquire about how they can be helped.
- The greeter will use the triage assessment process described in the assessment narrative to help the customer determine the appropriate “first stop” in the One-Stop system.
- If the appropriate referral is to the Core Services area, the greeter will have the customer fill out 2 short forms, one to get a swipe card which will be the way we track activity in the resource room and one short form on customer interests which the customer will then carry to the resource room professional. That short form will guide the resource room professional as to what services the customer might want.
- Materials will be available in the main alternate languages.

#### **B. Core Services Facilitation**

- Observe customers using core services to identify those who need assistance and those who may need to be referred to more intensive services.
- Provide assistance to customer in the Career Resource Area to ensure they are able to easily identify, access and utilize all core services and resources.
- Facilitate the customer in their in their job search and career planning process including helping them to discern which services are appropriate for them to pursue and when.
- Monitor customer user of Core services and resources to ensure there are enough to meet customer demand and that they are in good working/usable condition.
- Maintain a clean and professional work environment.
- Direct the customer quickly and accurately to the services they indicate they need or want including activities scheduled to occur at the One Stop Center that day.
- Provide customers with written and verbal information on the services available at the One Stop Center and the primary mission of the Center.

- Answer any questions the customer may have regarding services available through the One Stop Center.

#### Processes/Procedures:

- As outlined in the Assessment Narrative, customers will be provided with materials and resources to help them self-evaluate their own Employment Readiness and needs for specific core services to meet their employment goals.
- These materials will help customers to self-diagnose any needs, link to the Core Services and other One-Stop resources that will help the customer meet those needs and develop an action plan for job searching.
- Through the appropriate use of signage, customers will be able to effectively navigate through the Core Services resources and to clearly identify the various actions they should take to develop and implement a career/job search plan.
- Clear, step-by-step instructions will be available for all customers to use to learn how to use the computers and to navigate the NJPIN website and other on-line resources for self-assessment and job search.
- Customers will have easy access to up-to-date and complete information on One-Stop Partner resources and events through calendars, posters, bulletin boards, etc.
- Customers will be provided with information on career and job search “benchmarks” so that they are able to monitor their own progress and know when they should be asking for assistance from staff.
- Customers will have both self-directed, individual activities and workshop support to develop the appropriate career planning and job search skills.
- Staff who are assigned to the Career Resource Area will be:
  - Knowledgeable about all resources and able to adequately support and advise customers in their use of core services and in linking to One-Stop Partner and other service providers.
  - Responsible for actively monitoring customers in their use of core services. In particular, they will pro-actively interact with customers to help them evaluate their progress in implementing a job search.
  - Helping customers to determine if sufficient progress is being made and providing information and advice to make a referral to intensive services within a reasonable period of time.

#### C. One-Stop Orientation Facilitation

- Welcome customers and make them feel comfortable.
- Provide an interactive and engaging information session that helps customers to see how the services of the One Stop can assist them in their current employment/career situation.
- Articulately and simply describe the services available at the One Stop Center and the primary mission of the Center.

- Articulate and simply describe each of the core services including what each can do for the customer and how the customer can access them.
- Articulate and simply describe the partnerships that support the operation of the One-Stop Center and the One Stop system.
- Articulate and simply describe services that can be accessed at the Partnering agencies as well as their address and hours of operation.
- Articulate and simply describe the Workforce Learning Link and how they can access those services.
- Answer any questions the customer may have regarding services available through the One Stop Center.
- Observe customers attending the Orientation to identify those who may need to be referred to more intensive services and take steps to facilitate that referral.

Processes and Procedures:

- All customers will have the option of attending a General One-Stop Orientation to services. Customers who are required to attend an Orientation will attend the General Orientation, which will be followed by a program-specific Orientation.
- Orientations will be scheduled at least twice daily.
- As outlined in the Narrative Assessment, the discussion and description of basic One-Stop services will be organized around the “Where Do I Begin” self-assessment that helps customers determine their first steps in utilizing One-Stop resources.
- Orientations will be available in a variety of formats, including a “self-directed” CD-ROM version, as well as on an individual basis.

D. Referral to Intensive Services

- Observe customers to identify those who may need to be referred to more intensive services.
- Facilitate a customer in accessing these services including:
- Identify the customer’s primary needs and determine what programs they are likely to be eligible for.
- Identify the appropriate place to refer the individual – both internally or externally depending on customer need.
- Support the process of setting the customer up for an appointment with the agency they are referred to.
- Direct the customer quickly and accurately to the services they indicate they need or want including activities scheduled to occur at the One Stop Center that day.
- Provide customers with written and verbal information on the services available at the One Stop Center and the primary mission of the Center.

- Answer any questions the customer may have regarding services available through the One Stop Center.

Processes & Procedures:

- ❑ Core services staff will be responsible for actively monitoring individual customer progress to ensure that customers are referred to intensive services as quickly as possible if progress is not being made.
- ❑ Customers in core services will be provided with information and benchmarks to help them self-identify when they should discuss a referral to intensive services with One-Stop staff.
- ❑ If customers do not make appropriate progress in their job search activities, it will be the responsibility of Core services staff to make a referral to intensive services/intake eligibility determination (WIA/WDP).

#### IV. CASE MANAGEMENT IN THE ATLANTIC CAPE MAY ONE-STOP SYSTEM

- A. The WIB Planning Team proposes to operate the case management functions through a pool of universal case managers from WIA, CWA and from Workforce NJ in Atlantic City, Pleasantville and Wildwood. Each pool will consist of FTE case managers from the following entities: one from Job Connection, two from CWA and two from Labor. In Atlantic City the CWA will prep five social service case managers to work with the MWA to provide the social service case management. All will be collocated at the One-Stops. In Cape May County, the Board of Social Services (CWA) will work cooperatively with the system to place and have a presence within the One-Stop. They agree, as we do, that we must be flexible in the early stages of this new client flow system and they believe any attempt at separating the functions and placing one worker in Wildwood must be continuously assessed to determine if the model is working to everyone's expectations. There will be one CWA case manager assigned to the Wildwood One-Stop. Job Connection and Labor will each locate a .5 "To Work" case manager at the One-Stop, thereby creating a total of two additional "To-Work" case management staff. The "To Work" case managers will be responsible for outreach and retention.
- B. Case Management Standards to Communicate a Culture of Work
- Case management will focus on customer's strengths.
  - It will model the importance of work.
  - Customers will be provided with the information and resources to make informed choices about their career path and employment plans.
  - The case management process will build customer's confidence that they can overcome challenges.
- C. Case Manager and Customer Rights and Responsibilities
- Case managers will be knowledgeable, responsive and able to provide concise, clear, honest and accurate information.
  - Case managers will help customers develop realistic expectations and goals by providing them with appropriate information.
  - Case managers will communicate a culture of work that will empower customers.

- Customers will be treated as equal partners in the case management process.
- Customers will understand the services and options available to them and will be able to make choices about which services to access.
- Through each interaction, case managers will help customers identify and clarify their appropriate next steps for follow-up—what the case manager will do and what the customer will do.

D. TANF/GA/FS Case Management Flow Chart Narrative: The flow chart can be found at the end.

*(A.) Applying for Public Assistance/Changing Status*

**ACTIVITIES/TASKS:**

- 1. At Work First Application/Change of Status (from deferral to mandatory participation), the County Welfare Agency (CWA) or non-consolidated General Assistance entity (non-consolidated) will accept all documentation that is necessary to determine financial eligibility for TANF, Food Stamps (FS) and General Assistance (GA).**
- 2. At this initial appointment the CWA or non-consolidated will perform an initial assessment to determine which of the three following referrals are appropriate for the customer:**
  - a. Early Employment Initiative (EEI),**
  - b. Immediate Need/Social Needs (including deferrals and exemptions)**
  - c. Direct One-Stop Participation.**
- 3. The determination of placing an individual into the “immediate need” category will be based on TANF and Work First NJ guidelines. Applicants that are determined to be exempt or deferred from participation at Intake will not be referred to the One-Stop.**
- 4. Immediate needs will be met first before the referral takes place.**
- 5. Although the referral will not take place formally, any deferred or exempt individual collecting public assistance can voluntarily participate in One-Stop programs and services.**
- 6. The EEI program will be administered by the One-Stop Career Center directly or by a vendor contracting with the One-Stop. Applicants can also voluntarily participate in EEI. All other public assistance recipients will be referred to the One-Stop for “to work” services.**
- 7. All individuals that are deemed mandatory to participate in “to work” services will be referred to the One-Stop, and those that are deferred or exempt will have their needs met by the CWA or non-consolidated they become mandatory participants.**

### ***The Early Employment Initiative Program***

The majority of applicants will first be referred to the EEI program. The purpose of this program is to provide intensive job search services to TANF applicants that demonstrate characteristics that are associated with work readiness. An applicant that participates in EEI and obtains employment before TANF eligibility determination is offered incentives to accept the employment and therefore decline the public assistance. Participation in the program is mandatory for applicants that meet the criteria and voluntary for those that express interest in participating.

During the three to four weeks of the intensive job search participants are eligible to receive funds for support services, such as childcare and transportation. In addition, they will receive intense one-on-one support in conducting a job search.

#### **Deferrals and Exemptions**

The BSS staff will be responsible for determining if a customer is eligible for deferral or exemption and will maintain responsibility for the customer until such time as the customer may be determined to be a mandatory participant in either EEI or as a direct referral to the One-Stop.

#### **(B) Assignment to Case Management Team**

Customers who are not immediately referred to EEI or deferred or exempted from mandatory participation will be assigned to a case management team, consisting of a BSS Social Case Manager and a One-Stop “To Work” Case Manager. DHS and One-Stop case managers will operate in teams so that when a customer is assigned to a DHS case manager, he she will automatically be assigned to that particular team.

#### **TASKS/ACTIVITIES**

- 1. When the CWA or non-consolidated notifies the recipient of their eligibility a referral will be made to the case management team.**
- 2. The customer will be made aware of this appointment and the CWA or non-consolidated will communicate with the One-Stop to make the appointment for the customer.**

#### **( C.) DHS Appointment**

#### **TASKS/ACTIVITIES:**

1. The DHS case manager will complete the first part of the IRP with the customer, as well as administering the Comprehensive Social Assessment and assisting the customer in developing their support plan.
2. The DHS case manager will have the customer sign the portion that certifies that they understand their participation requirements.
3. The DHS case manager will schedule the customer for his/her initial One-Stop case management appointment and make the appropriate referral to the One-Stop case manager.

#### **( D.) Initial One-Stop Case Management Appointment & Service Planning**

**TASKS/ACTIVITIES:**

1. After receiving the DHS referral, the One-Stop case manager is responsible for ensuring that the customer attends his/her first appointment and conducts appropriate follow-up and outreach activities if the customer fails to keep the appointment.
2. The One-Stop will complete section of the form that documents employability assessments and activity referral.
3. At a minimum, work registration, an employability assessment, the development of the employability plan (and/or the IRP), first activity referral and the establishment of work supports will be completed at the time of the appointment.
4. The One-Stop Case manager will schedule the customer for the first activity—a one-week job search that also incorporates a comprehensive assessment process designed to gather information to determine the customer’s employment readiness and employability needs.

( E.) One-Week Job Search and Comprehensive Employability Assessment

**TASKS/ACTIVITIES:**

1. The One-Week Job Search will incorporate a comprehensive assessment process designed to help case managers and customers collect the information necessary to determine the customer’s Employment Readiness and employability needs.
2. During the One-Week Job Search, customers will:
  - a. Take the TABE to evaluate their literacy level.
  - b. Complete employability assessments to evaluate interests/aptitudes, transferable and occupational skills, work values, job search attitudes and readiness, and job retention and life management skills.
  - c. Receive an Orientation to the One-Stop Career Resource Center and its resources.
  - d. Work with their Case Management team to begin using assessment information to develop an appropriate Employment Service plan.

( F.) Referral to “To Work” Activities based on Employability Needs

**TASKS/ACTIVITIES:**

1. **The Case Management team will work with the customer to establish an appropriate service plan to meet the customer’s employability needs, as evaluated during the one-week Job Search and comprehensive assessment activities.**
2. **Customers will be referred to one of the following activities:**
  - a. **Literacy AWEP**
  - b. **Job Readiness/Life Management AWEP**
  - c. **CWEP**

**TASKS/ACTIVITIES:**

**(G). Ongoing Case Management Services**

Case management will be provided to Work First NJ customers by the BSS and the One-Stop while customers are enrolled in To Work activities, including post-employment supports. All case management functions related to work activities and the “to work” program will be the responsibility of the One-Stop case manager. Case management functions related to the “social” needs, such as housing, mental health, or substance abuse, will be the responsibility of the BSS case manager. The BSS and One-Stop case managers will work together to coordinate activities. However, the One-Stop case manager will be considered the “lead” case manager for the customer.

One-Stop case managers will have the following responsibilities for Work First customers:

- Work registration
  - Employability Assessment
  - Determination of work activities
  - Referral to work activities
  - Referral to work support services
  - Tracking of participation in “to work” activities
  - Conciliation process for all “to work” activities
  - Participation in fair hearings
  - Communication with CWA/non-consolidated case manager
- Implementing grant sanctions
  - Scheduling of and participation in fair hearings
  - Communication with the One-Stop case manager

CWA and non-consolidated case managers will have the following responsibilities for Work First customers that are participating in “to work” activities:

- Referral for mental health services, substance abuse treatment, domestic violence services, etc
- Completion of the Comprehensive Social Assessment

Instead of sending the customers back to the BSS to establish their support services, One-Stop case managers will have the ability meet the support services needs of their customers. All referrals to support services will have to be communicated with the BSS to ensure that documentation and data entry into Omega is completed.

The BSS and One-Stop case managers will be required to:

- ❑ Maintain appropriate communication networks with each other so that all staff involved in serving the customer are updated on a timely basis.
- ❑ Have regular case conferences regarding customer progress
- ❑ Update case notes as appropriate.

The One-Stop case manager will also continually monitor the customer's progress in meeting employability objectives and will work with appropriate instructional staff and work experience providers to determine when the customer is ready for referral to intensive job search services.

#### (H.) Intensive Job Search

##### **TASKS/ACTIVITIES:**

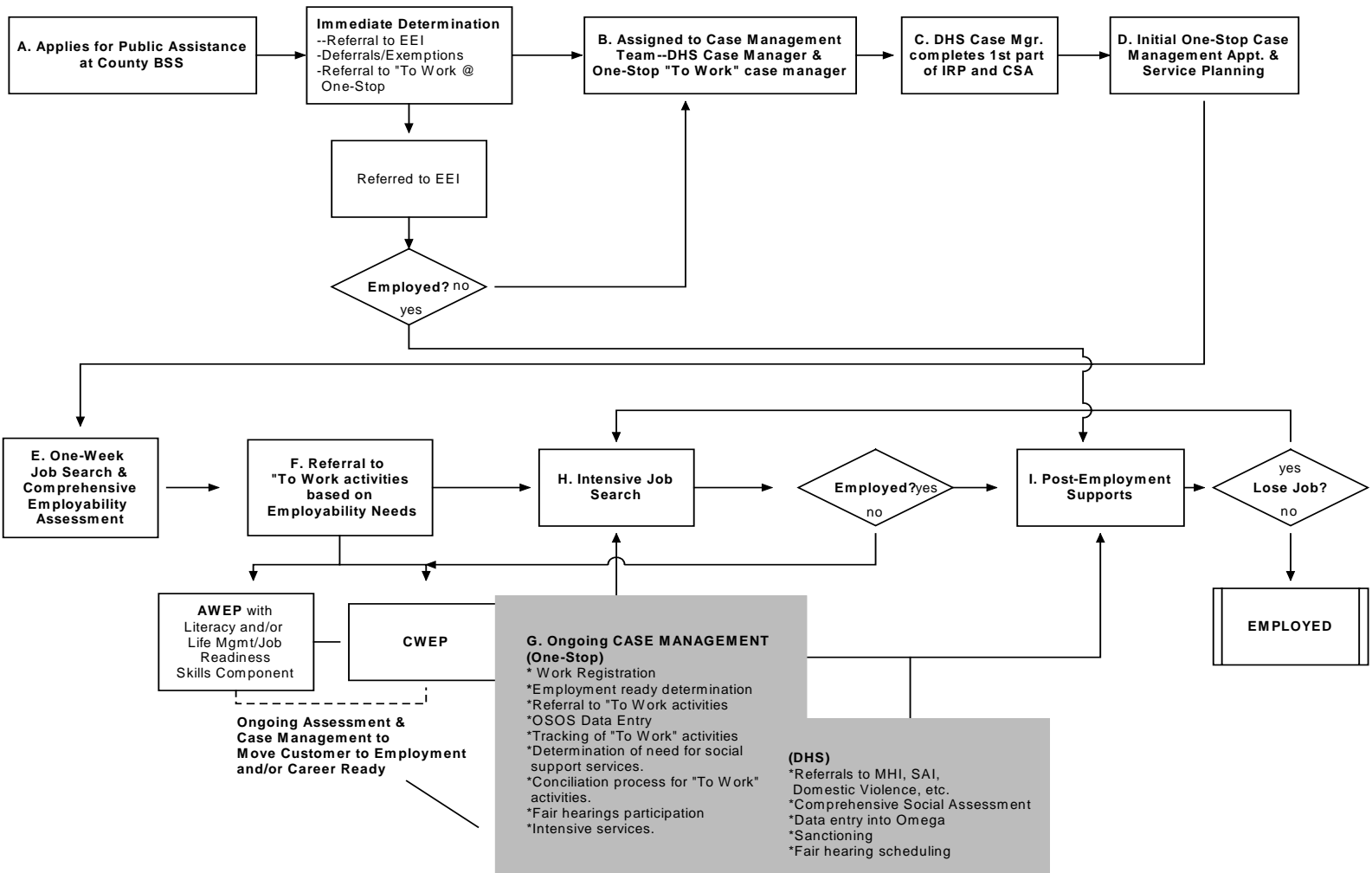
1. The One-Stop case manager will be responsible for referring the customer to intensive job search services and for working with the DHS case manager to ensure that appropriate supports are in place for the customer to conduct a job search.
2. Intensive job search support will include an intensive job search workshop as well as work with job development/employment assistance staff at the One-Stop who will help the customer to connect with appropriate job leads.
3. The One-Stop case manager will be responsible for coordinating the customer's intensive job search activities. Job development/Employment Assistance staff will be responsible for updating the case manager and the AOSOS system to ensure that the case management team is continually updated on the customer's status and progress in job searching.

#### **(I). Post-Employment Supports**

##### **TASKS/ACTIVITIES:**

1. When a customer obtains employment, the case management team (DHS and One-Stop) will work with the customer to ensure that all appropriate employment supports are in place, prior to the start of work.
2. The One-Stop case manager will be responsible for contacting the customer to provide appropriate "To Work" support and follow-up, while the DHS case manager will help the customer with any social support needs.
3. Case management support will continue for a designated period of time to be determined.

## TANF/GA/FS Case Management Flow Chart



## V. CUSTOMER FLOW THROUGH QUALITY PROGRAMS and SERVICES

A. Programs and services in the Atlantic-Cape May One-Stop system will be linked to the system's Employment Readiness model. Through appropriate assessment processes, staff and customers will be able to determine specific readiness needs. Programs and services will then be geared to address the needs of customers at different levels of employment readiness. For example, job search is an activity in which Employment Ready and Career Ready individuals will engage. However, the job search needs of Employment Ready customers may be different than those of Career Ready customers. Employment ready customers may need assistance in completing an application, while Career Ready customers need more help in developing an appropriate resume and cover letter.

B. In serving the Employment Readiness needs of our customers, we also recognize that:

- Lifelong work should be a goal for all customers.
- Services should not be coordinated by funding streams.
- Our job is not finished once the customer gets a job. We must also provide post-employment supports for job retention and advancement.
- "To Work" services will be provided for all customers, not only TANF/GA/FS, but also those served by DVR, unemployed individuals who need re-training and all others who enter the One-Stop system.

C. All programs and services will share the following characteristics:

- They will be linked to Employment Readiness levels and customized to meet the needs of individuals at that particular level of readiness.
- Each activity will have identified competencies and outcomes that the activity is meant to develop. These competencies and outcomes will be linked to the areas and levels of readiness and will reflect current business skill needs.
- Each activity or service will have clearly identified benchmarks to evaluate customer progress and ensure that the customer is receiving the appropriate type and level of service to achieve his/her employment goals.
- Activities will also include "trigger points" or issues that will lead staff providing those services to notify the customer's case manager. This will allow case managers to more effectively work with the customer to monitor progress.

D. Continuing progress is an important aspect of all of our quality programming.

Therefore we plan to put measures into place that will allow us to help customers better monitor their progress in achieving employment and training objectives. These include:

- Setting agreed-upon customer standards for all training programs, including grades, attendance, skill standards and other measures as appropriate.
- Effectively utilizing case management to monitor program activities and customer progress.

E. Customers will participate in training and work activities according to their employment readiness needs, not according to funding stream. Appropriate activities per level are:

1. Pre-Work
  - Literacy skills training—ABE & ESL provided through a consortium of external literacy providers. (Levels 0-3 ABE)
  - Substance Abuse Initiative
  - Mental health screenings and referrals
  - Comprehensive menu of life skills training that is flexible and modular, allowing customers to access only those modules they need.
  - CWEP as an option for all customers.
  - AWEP (work experience with an educational component) tying life skills to work experience and providing AWEPs for all customers. (More than 4 weeks)
2. To Work
  - ESL
  - ABE (Levels 4-8)
  - GED preparation
  - Workplace literacy
  - 4-week life skills training program
  - Occupational AWEPs
  - CWEPs tied to employment goals with pre-training and pre-employment programs. (If work experience is paid, then it's OJT and should be assigned to the "Employment Ready" category).
3. Employment Ready
  - Job search—assigned only when the customer is ready to obtain and maintain employment.
  - OJT
  - Work experience
  - Conversational ESL
  - Vocational skills training
  - Supported work
  - Job Placement
  - GED Preparation
  - ABE above 8<sup>th</sup> grade
  - Retention services
  - Job Clubs
  - Peer groups
4. Career Ready
  - PSG
  - Short-term skills development (i.e., computer literacy training)
  - Educational advancement
  - Distance learning
  - Placement, job development that supports the customer's career plan
  - Customer focused career planning and guidance
  - Advanced Occupational Skills training
  - Labor Market Information

The WIB Planning Team recognizes the importance of implementing the work readiness standards and will coordinate the following to put the standards in place:

- Review current curriculum materials
- Assess and coordinate sharing of curricula
- Assess and coordinate sharing of instructors to build best practices
- Establish core competencies that correlate to employment readiness levels
- Establish core competencies that correlate to Business Industry standards
- Establish core occupational competences to advance to next level of training (i.e., develop career paths based on competencies)
- Establish benchmarking competencies

F. Employment Assistance -All contractors will be required to provide placement and retention services and to coordinate these activities with the One-Stop case manager. The goal will be rapid employment in an occupationally-appropriate position. If the contract with the provider does not require placement, then retention and follow-up services must be addressed.

G. Currently, placement and other services are driven by Workfirst New Jersey standards and requirements. The WIB will need to develop standards and RFPs that address the needs of ALL customers, not just those who are receiving public assistance. This will ensure that all customers receive appropriate employment assistance and follow-up services.

H. To more effectively support the provision of employment assistance services:

- Case managers will spend time with customers on the front end to determine the best training options based on the customer's employment readiness needs.
- Placement strategies will be ongoing.
- Mentoring/coaching services will be put into place.
- There will be weekly reviews of job placement support by the contractor and the One-Stop case manager.
- A coherent, reasonable job search plan will be in place for each customer.
- A Job Development Plan will be created.
- If a customer leaves the One-Stop services system prior to achieving objectives, we will have a uniform outreach component to follow up with these customers.
- Joint case management to ensure job placement service referrals related to training and periodic progress reports to the One-Stop case manager while the customer is in training.

## VI. LITERACY SERVICES IN THE CONSOLIDATED ONE-STOP SYSTEM

The education work group of the Atlantic Cape May Workforce Investment Board (WIB) has developed a system to better serve the educational needs of the diverse population that resides in Atlantic and Cape May counties. This has been accomplished through the efforts of partner organizations and local industry leaders joining together to redefine their roles in the workforce development system in the bi-county region. To that end, a

commitment by all involved has been made to provide educational and employment opportunities for incumbent workers and individuals returning or entering the workplace for the first time.

Atlantic and Cape May counties host many demand occupations with a focus on three industries: Hospitality and Tourism, Retail and Healthcare. The Hospitality and Tourism industry attracts thousands of entry-level workers and their families to the area; some through open recruitment, but most through the need to be employed. Research has shown that these individuals seeking to gain entry to the workforce through these low wage service positions have both social and educational barriers, such as Limited English Proficiency and low level literacy. The same may be said for other industries in the bi-county region.

#### *Our Special Needs*

The Atlantic County One Stop Career Center located in Hammonton is one of only two centers in the State of New Jersey with special allocations for farm laborers. The industry in that specific area has significantly changed over the past decade. Once, large glass and clothing manufacturers, boat builders and the shellfish industry flourished and although employment opportunities still exist in those areas, as well as in farming, positions are no longer in demand and tend to be seasonal.

With approximately 58,000 adults in need of literacy services in the bi-county region, it is the task of the literacy work group to articulate the needs, define skill-sets, market and provide a myriad of services to assist the special needs population with employment and career advancement.

#### *Our Adult Literacy System*

Throughout Atlantic and Cape May counties there are five One Stop Career Centers, three Workforce Learning Links and two Adult Basic Skills Consortiums, operating as the hub of a thirty two system partnership.

The One Stop Career Centers have enhanced the local environment for provider collaboration, because it endorses a systematic approach to the delivery of services with the primary focus of customer needs and satisfaction. The Workforce Learning Links provide a nurturing as well as educational approach to the system for individuals that may begin at different levels of literacy and motivation to complete self-paced academics. Adding Employment Counselors to the Learning Links has proved to be successful, as the system recognized that customers enter the system through various portals and may need a more hands on approach to the learning process.

All of the partners and providers of services understand that this is a partnership of equality in a system where proper referral between organization is essential to both the success of the customer and the system. More than 15 participate in a monthly meeting to communicate and keep up-to-date with the latest development in the system.

The WIB Literacy Committee serves to assure that all interested organizations and partners are included in the planning and allocation of resources that add to the literacy system in the bi-county region. In addition, the group is vital part of formulating a plan to address issues such as cross training of staff, developing sensible referral process and managing new issues that the system as a whole may face.

The system has begun to address the need to share information and provide links to one another services. A system wide referral form is currently in development, incorporating the issues of confidentiality and shared information amount partners. Documents such as the “adult literacy matrix” and the “literacy directory” have afforded providers an “at a glance” listing of service providers in the area.

### *The Model*

The following model is designed to explain the client flow in the One Stop Career Centers. The centers have a specific triage, assessment and orientation to the building that is designed for customers using the literacy system. The universal forms will be utilized by the centers.

### *Workforce Learning Links & Other Literacy Services*

**Intake:** All customers will be referred to an Employment Counselor and the intake process completed prior to touring the Workforce Learning Link. Customers will be given an appointment to take the Test of Adult Basic Education Test (TABE), if needed and may be referred to any program within the system based on the test score achieved. Other factors may contribute to the customer referral and they include: customer availability, geographic barriers and any external influence such as transpiration or child care. In addition to the TABE or CASAS scores, the following factors will be used in the assessment: educational level, work readiness, work history, self assessment, basic math and reading skills, computer literacy and medical screening.

**Enrollment:** Customers will be registered according to the One Stop Operating System (OSOS) guideline that includes: social security number, highest grade completed, public assistance information, test scores and levels of participation. Enrollment will be considered after the customer attends orientation and three sessions. This will be coordinated by the Employment Counselor. Those customers with the highest level literacy skills will be referred directly to the Workplace Learning Link, where classes will focus more on the work readiness.

Workforce Learning Link customers will complete an Individual Data Sheet, Narrative Sheet and Lab Agreement. Customers will receive copies and the originals will be maintained in their file. The files will be kept completely confidential.

For those individuals with lower level literacy skills, referrals to partner organizations within the One Stop and outside vendors will be made in a timely fashion with the interests and needs of the customers as a priority.

**Customer Activity:** Hours and sessions attended will be entered into the OSOS system for every customer. Progress will be tracked using the New Jersey Network's Skills Atlas and customers will be re-tested after four weeks of attendance. In the case of low scores on the re-test, the level of literacy will be re-evaluated on a case by case basis to determine modifications that may be needed. Customers may also be referred to vocational rehabilitation services if the initial or re-test scores show that a learning disability may exist.

**Attendance:** Teachers will be asked to report attendance in the Workforce Learning Link to the Employment Counselor.

**Records Management:** The universal intake form, progress notes (written documentation of activities and materials covered), data (scores), attendance, personal information and the Individual Data Sheet, Narrative Sheet and lab Agreement will be maintained in an individual file and kept confidential.

**Reporting Process:** The Employment Counselor will provide necessary reports to the Department of Labor and Workforce Development (DOL) and the Atlantic Cape May Workforce Investment Board (WIB) in accordance with the Administrative Guidelines for Workplace Learning Links issued by DOL.

**Organizational Capacity:** All of the One Stop Career Center Workplace Learning Links are staffed with professional instructors from the local community college, Atlantic Cape Community College (ACCC).

**Adult Basic Skills Tutoring:** In some instances, customers need both one-on-one tutoring and small group instruction in addition to the self-paced academic tutorials at the One Stop Career Centre. In that case, a referral will be made to either a co-located partner or other so customers receive additional help.

**Materials:** The Workplace Learning Links classroom instruction will utilize the NJN Package which includes: The GED Connection, Workplace Essential Skills, TV 411, JobCast, Skills Compass, Rosetta Stone and Reading Horizons, Mavis Beacon and Professor Teaches.

Programs by co-located partners or other utilize their own curriculums and materials within guidelines set forth by their individual organizations, however, all will use the Equipped for the Future (EEF) Model.

**GED Classes:** GED classes will utilize a series of videos, workbooks and Internet learning activities through the GED Connection and EFF. Classes will be monitored by qualified staff that specializes in GED preparation. The TABE Test will be utilized to determine levels of literacy and customers will be re-tested every 50 hours to determine progress. The GED classes will be ongoing.

**ABE Classes:** The ABE classes will be provided for those customers who score at or below the sixth grade literacy level. Initial assessments will be made by administering the TABE Test. Customers will be re-tested every 50 hours to determine progress and those that do not show improvement will be referred to vocational rehabilitation services for a work assessment. EEF coursework will be incorporated into this curriculum utilizing the Workplace Essential Skills, Reading Horizons, TV 411 educational components and videos, workbooks and Internet tutorials.

**ESL Classes:** ESL customers will utilize the Rosetta Stone software. A classroom instructor will administer the ESL placement test for each customer to determine the level of English speaking skills. Providers have been given the option to use other methods as appropriate such as a pen and paper assessment.

All One Stop Career Center services will be available to all customers, which may include services within the community with partner organizations, other providers and local social service agencies.

## VII. MANAGEMENT PLAN

The Atlantic Cape May Workforce Investment Board (WIB) envisions strengthening and expanding the responsibility of its One Stop Committee as it presently exists. This reorganization will empower the private sector members of the board to be more involved with the tenets of the Workforce Investment Act and its major element, the One Stop Centers.

During the course of the past six months of planning it became painfully obvious that the partners were not functioning as a system. They spent most of the planning meetings giving lip service to the Vision of a coordinated, integrated system. They remained in their individual silos being more concerned with their individual service systems. It was business as usual. The One Stop Operator could not effectuate systems change from players who believed they had no accountability/report ability to 'just another provider' in the system.

Therefore, the WIB One Stop Chairperson, in conjunction with the consultant (Widing Group) developed a scenario where this committee would be empowered to oversee the operation of the One Stop System. Although the One Stop Operator will continue to be responsible for implementing change he and the One Stop Partners will be accountable to the empowered WIB Committee and in turn to the CEO of the two counties. The rationale being if the partners do not listen to the One Stop Operator they will be called before the WIB One Stop Committee and/or before the CEO.

How will this reorganization be structured? The One Stop Committee felt strongly that the One Stop Partners and the One Stop Operator often dominate meetings with the details of the system and lost the overall vision of an integrated system in the day to day operation. If the partner agencies were to meet on an ongoing basis with the One Stop

Operator who reported back to the WIB One Stop Committee on their progress, the vision would better served. The WIB One Stop Committee would be made up of the CEO Representative in each county and where possible the Freeholder representative from each county and other private sector members.

One of the fears expressed by the One Stop Partners was how will this oversight committee know what is going on in the One Stop System if they are not involved on a day to day basis. The WIB staff, working with the Consultant, would be charged with developing standards that the system and its partners would have to achieve on a daily, monthly and yearly basis. The WIB One Stop Committee would require the One Stop Operator to attend meeting, at their request, to report on the attainment of these standards. Attached is a copy of 32 specific responsibilities that address the One Stop Operator's role in the system that will serve as the model for Atlantic Cape May service area and be placed in the Memorandum of Understanding between each party to assure that accountability.

Client's complaints received through the system and program improvements/changes that are required by Federal, state or local entities would be addressed via this mechanism.

The Widing group has developed a set of guidelines/recommendations for WIB board to develop standards of performance for One Stop activities.(See attached Developing Concrete Standards for the One Stop System Development, The Widing Group) Such critical functions as Core services, Assessment services, Case management services, Literacy services, business services, Job placement services can be scrutinized and held to high performance levels by the board. The One Stop Operator and the One Stop Partners will be held to these performance standards or risk public accountability sessions and /or loss of funding.

*Developing Concrete Standards for One-Stop System Development*  
Garden State Employment & Training Conference  
June 2004  
The Widing Group

### **Functions WIB Boards Can Set Standards Against**

#### **Critical Function: Core Service**

- \* Initial Inquiry/ responding to Job Seeking Customers Services
- \* Orientation/Information Services
- \* Resource Room

#### **Critical Functions: Program**

- \* Literacy Services
- \* Job Readiness

\* Intake/Eligibility/Enrollment

	<b>Critical Function: Assessment/Service Planning</b>	<b>Critical Functions: Job</b>
<b>Placement</b>	* Service Planning	* Individual Job
Placement	* Assessment	* Individual Job
Search	* Career Exploration and Decision Making	* Group Job Search

	<b>Critical Function: Case Management</b>	<b>Critical Function: Business</b>
<b>Services</b>	* Referral to Services	* Outreach to
Employers	* Case Management and Counseling	* Taking Job Orders
	* Support Services	* Referral to Services
		* On-the-Job Training
		* Customized
Training		* Job Fairs
		* Mass
Recruitment/On-site		Recruitment

## **I. WIB One Stop Committee**

A. As of July 1, 2004 the One Stop Committee will be reorganized to consist of six to eight private sector members who will be responsible for the policy development, planning and program implementation for the five One Stop Centers in the two county region. The committee will report to the entire board on the continuous improvement of the One Stop System at the WIB's bi-monthly meeting.

B. To assure the continuous improvement within the system, the Committee shall develop a MOU with the One Stop Operator and any provider who wishes to be a part of the system.

## **II. One Stop Operator**

The OSO will serve as a liaison between the WIB, its committees, the Partners and the One Stop Center operations, attending meetings as requested by the WIB and its

committees. The OSO will convene the Partners to discuss pertinent issues and for the purposes of co-management of the One Stop System. This Partners One Stop Management Meeting will be held monthly and during periods of change or reorganization i.e. To Work Consolidation, more often as needed. An MOU developed for this reorganization will clearly delineate the roles and responsibilities of the One Stop Operator (see attached draft of roles and responsibilities agreed upon by the One Stop Operator and the WIB Director). The OSO will ensure that the partners fulfill their commitments articulated in the MOU and other guiding documents.

**Partner Agencies in the One Stop System**

The OSPA will provide the intensive case management services to the One Stop customer as outlined in their enabling legislation. Agree to abide by the negotiated Memorandums of Understanding, contracts and cost allocation/resource sharing plans of the One Stop System. Coordinate/Conduct services according to the One Stop Client Flow system delineated in the WIB To Work Consolidated Plan.