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# SHARED SERVICES AGREEMENT

**By and Between the**

**COUNTY OF GLOUCESTER**

**and**

**ROWAN COLLEGE AT GLOUCESTER COUNTY**
**AS THE OPERATING AGENCY OF**
**THE AMERICAN JOB CENTER WORKFORCE LEARNING LINK & ADULT LITERACY PROGRAMS**

**Dated: July 1, 2017**

**SHARED SERVICES AGREEMENT**

**THIS SHARED SERVICES AGREEMENT**, dated July 1, 2017, by and between the **COUNTY OF GLOUCESTER**, a body politic and corporate of the State of New Jersey (referred to as "County") and the **ROWAN COLLEGE AT GLOUCESTER COUNTY** (referred to as "Local Unit"); and

## *RECITALS*

1. The County of Gloucester ("County") is a body politic and corporate of the State of New Jersey with main offices located at 2 S. Broad Street, Woodbury, NJ 08096; and

2. The Rowan College at Gloucester County ("Local Unit") is a corporation of the State of New Jersey with office located at 1400 Tanyard Road, Sewell, New Jersey, 08080; and

3. N.J.S.A. 40A:65-1 et. sq., provides a mechanism through which counties, municipalities and other local government units may enter into an agreement for the provision of shared services; and

4. The County through the Department of Economic Development – Workforce Development Board is aware of the need to serve adults with low literacy, adult basic educational needs or require a New Jersey High School Diploma (HSE); and

5. The Local Unit has the capability of serving as the operating agency of the Workforce Learning Link facility at the American Job Center of Gloucester County and the Workforce Learning Link at Rowan College at Gloucester County and the County will compensate Local Unit for the development and implementation of said Learning Links.

**NOW, THEREFORE,** in consideration of the mutual promises, agreements and other considerations made by and between the parties, the County and the Local Unit do hereby agree as follows:

## *AGREEMENT*

### A. DESCRIPTION OF THE PROJECT.

The goal of this Agreement is to provide literacy activities and services to qualified residents of Gloucester County who are eligible under Workforce Learning Link guidelines at the Rowan College at Gloucester County and the American Job Center of Gloucester County Learning Links.

### B. LOCAL UNIT RESPONSIBILITIES.

The Local Unit will:

1. Serve as the operating agency of the Workforce Learning Links located at the American Job Center of Gloucester County and Rowan College at Gloucester County.

2. Comply with all requirements, terms, and conditions as set forth in Attachments A through annexed hereto.

3. Meet the minimum expected performance outcomes as described in **Attachment A, Article VII**, goals/performance criteria.

4. Meet the expected level of service of 40 adults.

## C. PAYMENT.

County agrees to compensate the Local Unit based on available funding as set forth in the attachments hereto and will be revised annually. Present and future funding is contingent upon funding availability from NJ/US Department of Labor and Local Unit meeting the minimum expected performance outcomes as described in **Attachment A, Article VII**.

The Local Unit must submit monthly expenditures by the 10th of each month. Said expenditures shall be accompanied by **Attachment C.**

## D. DURATION OF AGREEMENT.

This Agreement shall be effective July 1, 2017 - June 30, 2027.

Upon 30 days written notice, either party may terminate this agreement without cause. The Local Unit shall be entitled to compensation for all work performed prior to such termination.

## E. LIMITATION OF DELEGATION.

To the extent that this Agreement constitutes a delegation of authority by the County to the Local Unit, this Agreement shall not be construed to delegate any authority other than the authority to perform the services described in this Agreement.

Neither County nor any Local Unit intends by this Agreement to create any agency relationship other than that which may be specifically required by the Shared Services Agreement Act for the limited purpose of performing the obligations of the County pursuant to the Agreement.

The parties recognize that currently there may be certain legal relationships existing between the parties with regard to other activities of the parties, and nothing in this Agreement shall be construed to be in derogation of those relationships.

## F. INDEMNIFICATION OF COUNTY.

(a) During the Term of this Shared Services Agreement, the Local Unit shall indemnify and shall hold the County, the members of the Board and its officers, agents and employees harmless against, and the Local Unit shall pay any and all, liability, loss, cost, damage, claims, judgment or expense, of any and all kinds or nature, which shall be imposed by law, which the County, the members of the Board or its officers, agents and employees may sustain or may be subject to or may be caused to incur by reason of any claim, suit or action which is based upon personal injury, death, or damage to property, whether real, personal or both, or upon or arising out of any services performed by County in connection with the work described in this Agreement. The Local Unit shall be responsible for the performance of these promises to indemnify and defend only with regard to claims asserted in connection with the performance of services by the County for the Local Unit.

(b) The Local Unit at its own cost and expense, shall defend any and all such claims, suits and actions which may be brought or asserted against the County, the members of the Board or its officers, agents or employees; provided, however, that this provision shall not be deemed to relieve any insurance company which has issued a policy of insurance of its obligation to defend the County, the Local Unit and any other insured party which may be named in such policy or insurance in connection with any claims, suits or actions which are covered by the terms of such policy.

(c) The County and Local Unit agree as follows:

(i) The County shall give an authorized Local Unit representative prompt written notice of the filing of each such claim and the institution of each such suit or action, and the Local Unit shall give an authorized County representative prompt written notice of the filing of each such claim and the institution of each such suit or action;

(ii) The County shall not, without the prior written consent of the Local Unit, adjust, settle or compromise any such claim, suit or action with respect to the Project, and the Local Unit shall not, without the prior written consent of the County, adjust, settle or compromise any such claim, suit or action with respect to the Project; and

## G. COMPLIANCE WITH LAWS AND REGULATIONS.

Each party to this Agreement shall at its own cost and expense promptly comply with, or cause to be complied with, all laws, rules, regulations, and other governmental requirements, which may be applicable to the performance of the services, described in this Agreement. Specifically, the County will, in performing its services, comply with all applicable laws, rules, and regulations concerning the conduct of such soliciting, interviewing, and related services concerning consideration of employees for hire.

## H. NO ADDITIONAL WAIVER IMPLIED BY ONE WAIVER.

In the event that any agreement which is contained in this Shared Services Agreement should be breached by either party and thereafter such breach shall be waived by the other party, such waiver shall be limited to the particular breach so waived and shall not be a waiver of any other breach hereunder.

## I. NO PERSONAL LIABILITY.

No covenant, condition or agreement contained in this Shared Services Agreement shall be deemed to be the covenant, condition or agreement of any past, present or future officer, agent or employee of the Local Unit or County, in his or her individual capacity, and neither the officers, agents or employees of the Local Unit or County nor any official executing this Shared Services Agreement shall be liable personally on this Shared Services Agreement by reason of the execution hereof by such person or arising out of any transaction or activity relating to this Shared Services Agreement.

## J. MISCELLANEOUS.

**1. Amendment.** This Shared Services Agreement may not be amended or modified for any reason without the express prior written consent of the parties hereto.

**2. Successors and Assigns.** This Shared Services Agreement shall inure to the benefit of and shall be binding upon the County, the Local Unit and their respective successors and assigns.

3. **Severability.** In the event that any provision of this Shared Services Agreement shall be held to be invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

4. **Counterparts.** This Shared Services Agreement may be simultaneously executed in several counterparts, each of which shall constitute an original document and all of which shall constitute but one and the same instrument.

5. **Entire Agreement.** This Shared Services Agreement sets forth all the promises, covenants, agreements, conditions and undertakings between the parties hereto with respect to the subject matter hereof, and supersedes all prior or contemporaneous agreements and undertakings, inducements, or conditions, express or implied, oral or written between the parties hereto.

6. **Further Assurances and Corrective Instruments.** The Local Unit and the County shall execute, acknowledge and deliver, or cause to be executed, acknowledged and delivered, such supplements hereto and such further instruments as may reasonably be required for correcting any inadequate or incorrect description of the Project or to correct any inconsistent or ambiguous term hereof.

7. **Headings.** The Article and Section headings in this Shared Services Agreement are included herein for convenience of reference only and are not intended to define or limit the scope of any provision of this Shared Services Agreement.

8. **Non-Waiver.** It is understood and agreed that nothing which is contained in this Shared Services Agreement shall be construed as a waiver on the part of the parties, or any of them, of any right which is not explicitly waived in this Shared Services Agreement.

9. **Governing Law.** The terms of this Shared Services Agreement shall be governed by and construed, interpreted and enforced in accordance with the laws of the State applicable to agreements made and to be performed entirely within such State, including all matters of enforcement, validity and performance.

K. **EFFECTIVE DATE.** This Agreement shall be effective as of July 1, 2017, which shall be considered the commencement date of this Agreement.

**ATTEST:**

Laurie J Burns

**LAURIE J. BURNS**
**CLERK OF THE BOARD**

**COUNTY OF GLOUCESTER**

**ROBERT M. DAMMINGER, DIRECTOR**

**ATTEST:**

**ROWAN COLLEGE AT GLOUCESTER COUNTY**

**DR. FREDERICK KEATING, PRESIDENT**

## STATEMENT OF WORK

Rowan College at Gloucester County (RCGC) will assist in the coordination of literacy services and will deliver services to the American Job Center Workforce Learning Link and the Workforce Learning Link at the College. The College presently receives funding from the Department of Labor and Workforce Development WIOA Title IIA and Gloucester County Economic Development - Workforce Development Board. RCGC will provide ABE, ESL, TASC or HiSet (HSE testing) and computer literacy activities to WIOA participants, and residents who are eligible under the LWD Workforce Learning Link (WLL) guidelines. RCGC subcontracts, through the Title II grant funding, with Literacy New Jersey, local school districts and faith-based organizations to facilitate the outreach and provide services for participants with low literacy or in need of ESL. Satellite literacy sites, to include St. Matthew's in Williamstown, which was once funded under the WLL will continue to function as part of Title II deliverables.

TASC and HiSet testing services, funded in part by the State to the WDB, will occur at least 2 (two) times per month with retest dates to be determined. On an as needed basis, the American Job Center of Gloucester County will conduct TASC testing. In order to evaluate and includeTASC test participants, names and social security numbers of all those tested will be sent to the American Job Center MIS Coordinator on a monthly basis.

Those consumers who have completed the TASC or HiSet test or other agreed upon benchmarks, will be contacted by the WLL Counselor or American Job Center designee, to verify passing test and/or achieved benchmarks in order to re-evaluate employment/career goals. (See Administrative Instructions)

## ADMINISTRATIVE INSTRUCTIONS

### PURPOSE

The purpose of the Workforce Learning Link Administrative Instructions is to transmit policy, procedures, and reporting guidelines for serving customers in the Workforce Learning Link (WLL).

### II. BACKGROUND

The WLL was established in July 2001 as a "Second Chance System" to ensure that every New Jersey resident had the ability to upgrade the basic skills needed to enter the workforce. The law redirects a portion of the employer and employee contribution from the Unemployment Compensation Fund to the Supplemental Workforce Fund for Basic Skills. The funds will be used to upgrade basic skills at centers for workforce literacy operated through the One-Stop Career Centers (OSCCs).

### III. MISSION

The mission of the WLL is to provide ***short-term services, defined as no longer than six months,*** to enhance basic skills (including basic computer skills) in order for customers to enter or retain employment, improve their level of employment, enter occupational training, or obtain a New Jersey State Issued High School Diploma, in order to attain a level of self-sufficiency.

### IV. STATEMENT OF GOALS

The primary goal of the WLL is to assist eligible customers to secure or improve employment, attain a level of self-sufficiency, and ultimately enrich their lives through career advancement and life-long learning.

- The WLL Program will follow the National Reporting System (NRS) Guidelines http://www.nrsweb.org for Adult Education and provide instruction in the following:
  - High Intermediate Basic Education and above (Reading and Math)
  - Low and High Intermediate English Language Acquisition (ELA)
  - Basic Computer Literacy; and
  - Basic High School Equivalency (HSE) preparation.

- The program will provide overall readiness for:
  - Entering the workforce
  - Furthering career opportunities
  - Advancing to higher education

## V. CUSTOMER FLOW

In order for customers to receive appropriate services, it is recommended that all participating agencies adhere to the procedures outlined below to ensure that the WLL is used as a tool to enhance all eligible customers' opportunities for securing or improving employment opportunities.

### PROCEDURES

- WLL Program Eligibility requirements:
  - Must be legally eligible to work in the United States
  - Must be a resident of New Jersey
  - Must demonstrate a need for basic skills enhancement
  - Must identify an attainable goal and/or outcome
  - **Must have a minimum of a 6th grade reading level**
  - Must be able to communicate and comprehend English at a Low Intermediate level
  - Should be able to meet outcome/goal in a no longer than a 6 month timeframe
  - Should attend a minimum of 20 hours per week for **ABE, HSE, and/or ELA**
  - Should attend a minimum of 10 hours per week for basic computer literacy
  - Must be at least 16 years of age, not enrolled or required to be enrolled in secondary school, and have a *signed* Consent of Non-Enrollment (ages 16-21 only)

- Prior to enrollment, a WLL customer must:
  - Attend a group or one-on-one orientation [e.g. Jersey Job Club *and* Core or Enrichment workshop(s)]
  - Utilize Career Connections and NJCAN New Jersey Career Assistance Navigator
  - If applicable, have a WLL Referral Form from the referring agency (Attachment 2)
  - Meet with a WLL Counselor for a full needs assessment and completion of an Employment Plan (EP)
  - Supply TABE or BEST Plus Scores (if less than 6 months old) or register for testing
  - Register with On Ramp for Job Seekers, the NJ State Job Bank at https://webos.dol.state.nj.us/Career/Login.aspx
  - Complete a WLL Enrollment Form
  - Read and sign a WLL Agreement
  - Read and sign an L-6 Authorization form for disclosure of HSE documents and information ***if the customer does not possess a high school diploma or equivalency***

### ASSESSMENT

- Each customer must meet with a WLL Counselor, Title I –Adult/Dislocated or Work First NJ (WFNJ) Employment Specialist for a full needs assessment and development of an EP. The WLL Counselor Title I –Adult/Dislocated or Work First NJ (WFNJ) Employment Specialist must complete an Employment Counseling Statement or its equivalent and determine customer eligibility.

- The following factors should be used to conduct the assessment indicated above:
  - Goal(s) - should be Specific, Measurable, Attainable, Realistic, and Timely (SMART)
  - Level of education attained
  - Standardized test scores
  - Computer literacy
  - Self-assessment
  - Work history
  - Work readiness

### EMPLOYMENT PLAN

- The EP is a formal agreement between the customer and the counselor to assist the individual to maximize his/her employment opportunities. The EP must be completed prior to enrollment in the WLL and reviewed and updated periodically to reflect changes in the customer's interests and goals. An electronic and paper copy should be maintained. The form may be accessed in AOSOS under the Employment Plan tab.

- Upon completion, the customer must sign the EP indicating awareness of his/her responsibilities. The customer must be provided with a copy of their EP. Non-adherence to the EP may result in termination of WLL services and may adversely affect Public Assistance or Unemployment Insurance (UI) benefits.

## VI. TESTING

All customers must be tested prior to acceptance into the WLL Program. Referring agencies should make every effort to ensure customers are tested prior to referral. All test scores administered through referring agencies will be accepted provided testing was completed within the past 6 months. It is the responsibility of the WLL staff to review test scores, update records in AOSOS, schedule literacy testing, and make referrals to the WLL or other cooperating agencies.

The WLL program follows the NRS for Adult Education measures.

- The following tests have been approved:

| | CUSTOMERS WITHOUT LANGUAGE BARRIERS | CUSTOMERS WITH LANGUAGE BARRIERS |
|---|---|---|
| Pre & Post | TABE 9/10 | BEST Plus |

NOTE: Customers pre-tested on other versions of the TABE will be re-tested on TABE 9/10 according to the test publisher's guidelines and the State's Assessment Policy.

- ELA customers accepted into the WLL should test at either Low or High Intermediate ESL – Student Performance Level (SPL) 4 or 5. Those below this level should be referred to other ELA programs.
- A 6th grade reading level is required for entry into WLL. Individuals with a math level below 4th grade may need more intensive services than those provided in the WLL. Counselors should use their discretion.

NOTE: Counselors need to consider the goals of the customer and the goals of the program before placing customers into the WLL. Counselors should use their discretion. Some customers in need of literacy services may be more appropriately and successfully served in other programs such as the WIOA Title II program.

**POST-TESTING**

- Each customer should be re-tested according to test publisher guidelines or in rare cases at the discretion of WLL staff if a student has received at least 30 hours of instruction to assess learning gains.
  - The **same type and same level of test** must be used for pre and post-testing.
  - When post-tested on Best Plus and an advanced level is reached, a new pre-test using TABE should be administered to measure further gains for continuing participants.
- Once post-test scores are obtained, WLL staff must meet with the customer to:
  - Review test results and overall progress
  - Make modifications to the EP and the Employment Counseling Statement

If a customer does not advance an EFL they must be referred out for more intensive literacy assistance. The test results and summary of the progress meeting will become part of the customer file. Referrals to WIOA Title II or Literacy Volunteers agencies should be made when appropriate.

NOTE: A customer can actively remain in the WLL for a six month timeframe before being exited. In rare situations, WLL staff may extend participation time if a customer is close to achieving their goal and if a positive outcome will result. The extension should be for a defined period of time and the customer's progress should be closely monitored and evaluated. This should be documented in AOSOS and the customer's file.

## VII. PERFORMANCE MEASURES

It is important for customers in the WLL to raise their EFLs; however, a positive outcome or success in the WLL will require entering employment, receiving additional training or obtaining a New Jersey State Issued Diploma. A positive outcome for employed participants would be a promotion or wage increase. Each WLL is expected to meet the performance levels outlined below, with a level of service of 77 participants.

| **ABE/ELA** | |
|---|---|
| **Outcome 1**: Demonstrated improvement in EFLs in reading, writing, and speaking the English Language, numeracy, problem solving, English acquisition, and other literacy skills. | **Measurement**: Percentage of Students who increase their EFL based on an NRS approved assessment. |
| **Educational Gain 1+ levels** | **30%** |

| | |
|---|---|
| **Outcome 2**: Placement in postsecondary education or occupational training, unsubsidized employment, attainment of a HSE or its recognized equivalent. | **Measurement**: Percentage of Students with the goal who achieve the outcome, based on data match with employment and/or HSE records or postsecondary education Survey data entered into AOSOS. |
| **Enter Employment, Enter Postsecondary Education or Vocational Training, or HSE attainment or its recognized equivalent** | **60%** |

## VIII. ADMINISTRATIVE PROCEDURES

Once the customer reports to the WLL, the **WLL Instructor** must:

- Provide an overview of the WLL Program
- Review the customer's goals, EFLs, and work history
- Assess the level of computer literacy
- Discuss any barriers to successful program completion
- Provide a computer and software program demonstration
- Explain WLL procedures including rules, hours, and attendance
- Develop a schedule and program based on the customer's needs

### CUSTOMER FILES

- Each customer in the WLL must have an individual file folder, which will include his/her records. WLL staff is responsible for maintaining up-to-date records and files. Files should be readily available for State monitoring purposes.

- Each WLL customer file must include the following:
  - Referral form from partner agencies
  - WLL Enrollment form
  - Signed WLL Agreement
  - Employment Plan
  - Employment Counseling Statement
  - Test scores
  - Attendance records
  - Progress reports

- If applicable, the customer's file should also contain the following forms:
  - Signed L-6 form
  - TANF, ABAWD, and/or SNAP records
  - Return to work information
  - Training and school information
  - Job referrals
  - UI form WD-24

### DATA ENTRY REQUIREMENTS

- All WLL customers must be registered in AOSOS. All customers must be entered after the first day of attendance. The enrollment date entered is the first day of attendance in the WLL Program.

- WLL staff is responsible for entering enrollment data, test scores, and exit data.

- All contracted services supported with WLL funds must be data entered into AOSOS. WLL sites without access to AOSOS should forward the data to the local One-Stop Career Center for data entry.

- Although a record may already exist in AOSOS, it is important to verify the accuracy of the information and update as needed.

- WLL staff must provide WLL customers with continuing activities. These activities must be entered into AOSOS on the date provided. Important: The implementation of Common Measures has reinforced the need for all WLL customers to receive a reportable service and/or activity, in addition to WLL, at least every 90 days. Without a reportable service and/or activity, a WLL customer will be exited from AOSOS for Common Measures reporting purposes. The WLL counselor must ensure that a reportable service and/or activity is provided and recorded in AOSOS for all customers continuing in the WLL program.

  Continuing activities may include:

  - Counseling
  - Career Guidance
  - Job Search Workshop
  - Job Search Planning
  - Specific Labor Market Information
  - Resume Preparation Assistance

- Access to AOSOS is restricted. To protect the confidentiality of customers served, only staff with appropriate clearance by New Jersey Department of Labor and Workforce Development (LWD) may enter information into the database.

- All entries into AOSOS must be quality controlled to ensure data is valid and reliable. The information entered is used to generate monthly AOSOS status reports. These reports are reviewed by LWD Administrative Staff and are used to evaluate program success and future funding. It is imperative that entered data and generated reports are verified monthly for accuracy.

## WLL Requirements in AOSOS – Performed by the AJC's MIS Specialist

- To obtain accurate results on the WLL Reports, it is important to fill in all fields correctly. )

Important: In order for outcome results to be posted and credited correctly on the WLL-001 Report, an Exit date *and* reason must be recorded in AOSOS. Although WLL staff may wait up to 180 days to "exit" a customer on the "Enrollments" tab, a customer's Service should be ended when they are no longer receiving instruction in the WLL on the "Services" tab.

The customer will not appear on the WLL-001 Report under Obtained Employment, Additional Training, or Obtained a GED until an EXIT date and reason is chosen.

## Daily Activity

- The instructor will maintain a daily sign-in sheet.
- Daily activities will be governed by the software packages used in each site as well as customer's individual needs.
- Staff coverage must be provided at all times.

NOTE: Periodically, LWD may conduct professional development (PD) activities for instructors, counselors and data entry staff at the WLL. In that event, the One-Stop Operator should work to accommodate the PD activities by making other accommodations for WLL customers; e.g., move them

to another area of the One-Stop Career Center, provide other staff to manage the WLL during the duration of the training event.

### TRACKING AND ATTENDANCE

- Regular attendance is vital to the success of the WLL customer. It is the responsibility of the WLL Instructor to make sure all customers complete daily attendance logs and to closely monitor customer participation. If a customer has 3 unexcused absences, he/she should be referred to the WLL Counselor for reassessment. The WLL Counselor must address the attendance issue and recommend continuation or removal of the customer from the WLL Program.

### JOB PLACEMENT

- The ultimate goal of the WLL is to assist the customer in securing employment or to improve current employment. It is vital for the customer to work towards that goal. All staff assigned to the WLL should make every effort to assist WLL customers in reaching their goal.

- WLL staff should assist the WLL customer by:
  - Providing updated job postings
  - Informing WLL customers of upcoming positive recruitments and job fairs
  - Providing assistance with resume, cover letter, and interview preparation
  - Instructing WLL customers on networking and Internet job search techniques.

- As soon as a customer obtains full- or part-time employment WLL staff must:
  - Document the WLL customer's file
  - Enter the employment data into AOSOS:performed by AJC MIS Specialist
    - If full *or* part-time employment and the customer <u>will no longer be attending the WLL program</u>: enter end date in Services Tab and Exit customer on Enrollments Tab
    - If full *or* part-time employment and the customer <u>plans to continue with the WLL program,</u> enter data after program completion as indicated above.

<u>Important</u>: Employment information will not be posted or credited correctly on the WLL-001 Report until an **EXIT** date and reason are recorded in AOSOS. WLL staff has 180 days from program end date to obtain and enter employment data.

### ADDITIONAL TRAINING

- The WLL Program will assist customers to improve their EFLs. Customers may be referred to the WLL Program to achieve the skill level required for entry into certification, vocational or higher education training programs.
- As soon as a customer *enters* an educational program WLL staff must:
  - Update the WLL customer's file
  - Enter the training data into AOSOS:
    - If full *or* part-time training and the customer <u>will no longer be attending the WLL program</u>: enter end date in Services Tab and Exit customer on Enrollments Tab
    - If full *or* part-time training and the customer <u>plans to continue with the WLL program</u> then enter data after program completion as indicated above.

<u>Important</u>: Educational data will not be posted or credited correctly in the WLL-001 Report until an **EXIT** date and reason are recorded in AOSOS. WLL staff has 180 days from program end date to obtain and enter educational data.

**FOLLOW –UP**

- The implementation of Common Measures has reinforced the need for all WLL customers to receive a reportable service and/or activity, in addition to WLL, at least every 90 days. Without a reportable service and/or activity, a WLL customer will be exited from AOSOS for Common Measures reporting purposes. The WLL counselor must ensure that a reportable service and/or activity is provided and recorded in AOSOS for all customers continuing in the WLL program.

  Follow-up activities may include:

  - Job Search Planning - Career Guidance - Specific Labor Market Information

- Program completers must be contacted every 60 days to determine their status of employment and/or training. WLL staff must contact WLL customers every 60 days until they are exited from the WLL Program. Follow-up procedures may be completed by letter, postcard, telephone or text message, AOSOS correspondence and/or email.

## IX. WLL COMPLIANCE

- The WLL Summary Reports are designed to capture and report WLL activity and provide useful performance data from information entered into AOSOS for each enrolled customer. They are run monthly. Reports are sent to the One-Stop Operator, the WDB Director, and any other designated staff.

NOTE: These reports will be used to evaluate the performance of the WLL in making sufficient progress towards meeting the level of service (LOS) goal established for the current Program Year (PY) and track performance based on targets set by the State. The LOS goal is for FY 18 is 77.

- Sufficient progress towards goal achievement is defined as:
  - Enrollment of 50% of LOS goal by the end of the second quarter of the Program Year;
    - 38-39 WLL participants by December 1, 2017
  - Enrollment of 75% of LOS goal by the end of the third quarter of the Program Year; and
    - 57 WLL participants by April 1, 2018
  - Enrollment of 95% of LOS goal by the end of the Program Year

  73 WLL participants by June 30, 2018
- If insufficient progress is achieved after the 2nd or 3rd quarter:
  - A letter will be sent asking for a corrective action plan with a date of response; and
  - On-site technical assistance will be offered.

Important: If no improvement is shown, a change in future Literacy funding may be considered.

## X. STAFFING NEEDS

All staff connected to the WLL should have working knowledge of all programs and be available to provide coverage as needed. Staff funded by LWD must concentrate their time on WLL activities. AJC staff may be asked to provide limited, short-term coverage in the WLL in the absence of an instructor.

### WLL Instructor

- **Responsibilities:**
  - Instruct customers on the utilization of computer-based literacy programs
  - Build lessons and curriculum designed to target individual needs
  - Work with customers in a group and individual setting
  - Have knowledge of computer-based programs and troubleshooting procedures
  - Maintain attendance records and customer files
  - Monitor progress and prepare status reports
  - Administer tests
  - Correspond and coordinate with program counselors and referring agencies
  - Promote independent and lifelong learning

- **Qualifications and Experience:**
  - College degree preferred
  - Teacher certification preferred
  - One (1) year of professional experience in education with emphasis on teaching, curriculum, training, and program development preferred
  - Must be computer literate

### WLL Counselor

- **Responsibilities:**
  - Provide confidential employment counseling to customers who present problems related to occupational choice, change or adjustment
  - Develop, review and revise Employment Counseling Statements and EP
  - Determine customer's eligibility for WLL program
  - Discuss employment barriers and establish attainable goals
  - Explain program objectives, rules and procedures
  - Collaborate with program instructors and referring agencies
  - Evaluate progress to ensure customer goals are being met
  - Assist with resume, cover letter and interviewing preparation
  - Develop positive job leads
  - Make referrals to cooperating/supportive service agencies
  - Ensure follow up activities are provided and recorded in AOSOS
  - Have working knowledge of all programs
  - Provide short term coverage in WLL in absence of the instructor

## XII. SPECIFIC PROGRAM INFORMATION

### Unemployment Insurance Claimant

- Attendance at the WLL is acceptable for those individuals claiming regular UI or TRA Benefits during the first 6 months of their claim. Individuals enrolled in the WLL Program may be eligible to receive Additional Benefits during Training (ABT) or TRA Extended Benefits if certain eligibility requirements are met including participation in at least 20 hours a week of classroom instruction. A counselor must approve ABT benefits before an individual can be enrolled in a training program.

- The WLL Counselor must meet with the UI claimant for a full needs assessment, development of an EP, and completion of an Employment Counseling Statement. If the WLL criteria are met, a WD-24 must be completed and forwarded to the UI office prior to the start of the WLL Program.

In filling out the form, a CIP code for training is not needed but "Workforce Learning Link" must be written in the space provided. A start and end date must also be supplied.

- If attendance at the WLL is full-time, at least 20 hours per week, a work search waiver may be granted. If attendance is less than 20 hours per week, no work search waiver will be granted and the claimant must continue to seek work

## TIMES AND LOCATIONS OF PROGRAM OPERATION

| Site Location | Day or Evening | Program | Time | Days | Hrs. Per Week | Weeks Per Year |
|---|---|---|---|---|---|---|
| RCGC | Day | ABE (TANF ABE) | 8:30 am - 4:00 pm | Mon – Friday | 35 | 51 |
| RCGC | Day | TASC – HiSet prep (TANF) | 8:30 am - 4:00 pm | Mon – Friday | 35 | 51 |
| RCGC | Day | ESL (TANF) | 8:30 am - 2:30 pm | Mon – Friday | 35 | 51 |
| St. Matthews | Day | ABE/HSE | 9 am – 12:00 pm | Mon – Thurs | 12 | 48 |
| Thorofare | Day | ABE/HSE | 8:30 am - 3:00 pm | Mon – Friday | 32 | 52 |
| | | | | | | |

**ATTACHMENT B**

**Shared Services Agreement for the Operating Agency of the One-Stop Learning Link & Adult Literacy Programs**

**WLL Budget 7/1/17 - 6/30/18**

**Budget**

| **Salary** | **Budget Justification** | **Budget** |
|---|---|---|
| Head Teacher Brigette Satchell | $99,749. x 5% | 4,987.45 |
| F/T Instructor - Joseph Spencer | $47,991. x 32% | 15,357.12 |
| P/T Instructor Thorofare David Metropoulos | (25 hrs/wk x 48 weeks x 25.64/hour) | 30,768.00 |
| **Total Salaries** | | **51,112.57** |
| **Fringe** | | |
| Fica | Total Salaries x 7.65% | 3,910.11 |
| Worker's Comp | Total Salaries x 0.285% | 145.67 |
| Pension | 8% of Full-time salaries | 1,627.57 |
| Health Benefits - B. Satchell | (2,738.57 x 6)+(2,985.04 x 6) x 5% | 1,717.08 |
| Health Benefits - J. Spencer | (2,783.21 X 6)+(3,033.70*6) * 32% | 11,168.47 |
| Dental - B. Satchell | (83.27 x 12) x 5% | 49.96 |
| Dental - J. Spencer | (83.27 x 12) x 32% | 319.76 |
| **Total Fringe** | | **18,618.86** |
| **Total Salary and Fringe** | | **69,731.43** |
| **Supplies** | | |
| Office Supplies | | 500.00 |
| Educational/Testing Supplies | | 1,568.57 |
| **Total Supplies** | | **2,068.57** |
| **Total** | | **71,800.00** |

***ATTACHMENT C***

*GLOUCESTER COUNTY DEPARTMENT OF ECONOMIC DEVELOPMENT*

## Sub-Grantee Monthly Report

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Sub-Grantee: _____ Report for Month Ending_____

_____ Period of Agreement_____

Agreement No: _____ Type of Report: Interim _____Final _____

---

Cumulative Funds received $ _____ Clients Served to date_____

Adjustments $ _____ Clients Served this month___

Total $ _____ Cumulative Served_____

---

| **Expenditures** | **Approved Budget** | **Expenditures This Month** | **Cumulative Expend To Date** | **Balance** |
|---|---|---|---|---|
| PROGRAM COSTS | | | | |
| Salaries | $ _____ | $_____ | $_____ | $_____ |
| | $ _____ | $_____ | $_____ | $_____ |
| | $ _____ | $_____ | $_____ | $_____ |
| | $ _____ | $_____ | $_____ | $_____ |
| | $ _____ | $_____ | $_____ | $_____ |
| Fringe Benefits | $ _____ | $_____ | $_____ | $_____ |
| Equip & Supplies | $ _____ | $_____ | $_____ | $_____ |
| Operating Exp. | $ _____ | $_____ | $_____ | $_____ |
| Other Costs | $ _____ | $_____ | $_____ | $_____ |
| Total | $ _____ | $_____ | $_____ | $_____ |
| TOTAL | $ | $ | $ | $ |

**Client Intake Form** **Attachment D**

**Agency Name:** _____ **Instructor:** _____

**WIA Title II/WLL Project Student Enrollment Data** **Date enrolled:** / /

**Last Name** _____ **First Name** _____ **Middle Initial** ____

**Social Security #** _____ **Phone #** _____ **Alt. #** _____

**Address** _____ **City** _____ **State** _____ **Zip** _____

**Do you have a H.S. diploma or its equivalent?** ☐ Yes ☐ No

**Program:** ☐ **Adult Ed**

☐ ABE ☐ ESL ☐ HSE **KEYWORD = WLL**

**Date of Birth:** ____/____/_____ **Age** _____ **Gender** ☐ M ☐ F

*Please answer ***both*** the Ethnicity ***and*** the Race questions below.

**Ethnicity: choose only one**

☐ No, Hispanic/Latino
☐ Yes, Hispanic/Latino

**Race: choose one *or* more**

☐ American Indian or Alaskan Native ☐ Native Hawaiian or Pacific Islander
☐ Black or African American ☐ Asian ☐ White

**Status on Entry:**

☐ Employed – full time
☐ Employed – part time
☐ Unemployed
☐ Not looking for work
☐ Unavailable for work
☐ Retired
☐ Public assistance
☐ Homeless
☐ Low income
☐ Dislocated Worker
☐ Displaced Homemaker
☐ Single Parent or Guardian
☐ Immigrant
☐ U.S. Citizen
☐ U.S. Veteran
☐ F1 Visa
☐ Disabled
☐ Learning Disability
☐ Certificate of Non-Enrollment (Ages 16-21)
☐ Parental Consent (Under Age 18)

**ESL students:**

☐ Entered Country on ____/____/_____
☐ Do you plan to stay in the USA?
☐ Have you studied English before?
☐ U.S. Citizenship Preparation?

**Would you like to:**

☐ Improve Writing
☐ Improve Speaking
☐ Improve Reading
☐ Improve Listening
☐ Learn Culture

**What is your Primary Goal? (check only one)**

☐ To get a job*
☐ To retain a job*
☐ To obtain a HSE*
☐ To obtain a H.S. diploma*
☐ To enter college*
☐ To enter other training*

**What is your Secondary Goal? (if applicable, check one)**

☐ To get a job*
☐ To retain a job*
☐ To obtain a HSE*
☐ To obtain a H.S. diploma*
☐ To enter college*
☐ To enter other training*
☐ Increase involvement in your child's education
☐ Increase involvement in your community
☐ Leave public assistance

**Assessment: (staff use only)**

**Test** _____ **Test Date** ____/____/_____ **Form** _____ **Level** _____

**Scores** _____ Entered into MIS ____/____/____ Initials _____

# Basic Computer Literacy Skills Assessment

**Name**

| | Pre-Assessment Date | | Post Assessment Date | |
|---|---|---|---|---|
| | Yes | No | Yes | No |
| **Computer Skills** | | | | |
| Identify computer hardware (monitor, keyboard, mouse, printer) | | | | |
| Turn on/off computer, monitor, printer | | | | |
| Use a mouse | | | | |
| Use a keyboard | | | | |
| Identify parts of a window (title bar, icon, name, sizing buttons ) | | | | |
| Identify menu/tool bar | | | | |
| Use the mouse to select menu/tool bar items | | | | |
| Name and rename a document | | | | |
| Resize windows | | | | |
| Know meaning of hourglass | | | | |
| Open a desktop (icon)software program | | | | |
| Open a program using START menu | | | | |
| Use a software program and navigate menus | | | | |
| Successfully exit a program | | | | |
| Minimize/maximize open programs | | | | |
| Select appropriate software for a task | | | | |
| Understand the difference between a program and a document | | | | |
| Use help screens in software programs | | | | |
| **Word Processing Skills** | | | | |
| Create/save/save as a new document | | | | |
| Open/close a document | | | | |
| Use drop down menus and tool bars | | | | |
| Use undo and redo functions | | | | |
| Use mouse/arrow keys to navigate on a page | | | | |
| Correct errors using backspace and delete | | | | |
| Select text | | | | |
| Cut/paste | | | | |
| Change font size and color | | | | |
| Format text (bold, italics, justify, etc.) | | | | |
| Set margins | | | | |
| Use spell check/grammar check | | | | |
| Print document | | | | |
| **Internet Skills** | | | | |
| Practice responsible use of technology (societal, ethical, cultural) | | | | |
| Recognize a URL | | | | |
| Type a URL in address box | | | | |
| Use back/forward buttons | | | | |
| Locate and click on links on a web page | | | | |

Use a search engine (e.g. google, yahoo, bing altavista )
Scroll through "hits" and search
Print a Web page
Access and utilize WNJPIN
Understand e-mail
Send/receive e-mail

Introducing
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**Adult Education Program Evaluation**

Name of Teacher_____ Site_____

Each of the items below deals with a characteristic of instructors, which students feel to be important. Indicate your rating of your instructor by circling the appropriate number on the scale. The exact point at which you rate is less important than the general impression. Write in after the question any additional comments that you wish to make. Give examples wherever possible. (Circle your choice.)

1. Is she/he actively helping when students have difficulty?

   1 2 3 4 5
   Not helpful Actively helpful
   Example or comments:

2. Does he/she appear sensitive to students feelings or problems?

   1 2 3 4 5
   Unaware Responsive
   Example or comments:

3. Is she/he flexible?

   1 2 3 4 5
   Rigid Flexible
   Example or Comments:

4. Does he/she make students feel free to ask questions, disagree, express their ideas, etc.?

   1 2 3 4 5
   Unfair Fair
   Example or comments:

5. Is she/he fair and impartial in her/his dealings with the students?

6. Is his/her speech adequate for teaching?

   1 2 3 4 5
   Unintelligible Good
   Example or comments: (Volume, Tone, Enunciation, Rate, Vocabulary, etc.)

7. Does she/he respect students?

   1 2 3 4 5
   Does not respect Respects
   Example or comments:

8. Does he/she actively involve students directly in the teaching/learning process?

   1 2 3 4 5
   Never Frequently
   Example or comments:

9. Does she/he appear to be enthusiastic about the subject?

   1 2 3 4 5
   Unenthusiastic Enthusiastic
   Example or comments

10. Does he/she use enough examples or illustrations to clarify the material?

Introducing Rowan College at GLOUCESTER COUNTY tion

1 2 3 4 5
Unfair Fair
Example or comments:

11. Does the instruction in this program develop In an organized fashion?

1 2 3 4 5
Disorganized Well Organized
Example or comments:

14. Does he/she stimulate thinking?

1 2 3 4 5
Dull Stimulating
Example or comments:

1 2 3 4 5
None Many
Example or comments:

13. Are his/her classes interesting?

1 2 3 4 5
Dull Stimulating
Example or comments:

15. Considering everything, how would you rate this teacher?

1 2 3 4 5
Poor Excellent
Example or comments:

---

**Characteristics of the Program**

1. Are the objectives of the program clear?

1 2 3 4 5
Unclear
Example or Comments:

2. Is the amount of work received appropriate for your expectations?

1 2 3 4 5
Too much Too little
Example or comments:

4. How would you rate the contributions of the textbooks to the program?

1 2 3 4 5
Clear Poor Excellent
Example or comments:

5. Considering all of the above qualities which are applicable (including others that you added), how would you rate this course?

1 2 3 4 5
Poor Excellent

If you have any additional comments to make about the course or the teacher, please make them at the bottom of this page.

3. Are the daily evaluation procedures fair?

1 2 3 4 5
Unfair Fair
Example or comments:

6. Are the assessment tests used for placement fair?

1 2 3 4 5
Unfair Fair
Example or comments: