11/6/13

SHARED SERVICES AGREEMENT

By and Between the

COUNTY OF GLOUCESTER

and

GLOUCESTER COUNTY COLLEGE
AS THE OPERATING AGENCY OF
THE ONE-STOP LEARNING LINK & ADULT LITERACY PROGRAMS

Dated: July 1, 2013

SHARED SERVICES AGREEMENT

THIS SHARED SERVICES AGREEMENT, dated July 1, 2013, by and between the **COUNTY OF GLOUCESTER**, a body politic and corporate of the State of New Jersey (referred to as "County") and the **GLOUCESTER COUNTY COLLEGE** (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;

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

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

4. The Local Unit has the capability of serving as the Operating Agency of the Learning Link facility at the Gloucester County One-Stop Career Center and the Learning Link at the GCC to pay Local Unit for expenditures related to the development and implementation of said Learning Links;

5. N.J.S.A. 40:A.65-1 et sq. specifically provides a mechanism through which counties and municipalities may enter into an agreement for the provision of shared services.

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 Project for purposes of this Agreement shall consist of the provision of services at Gloucester County College, the Thorofare One-Stop Career Center and the Glassboro Public Library (part of County Library System) for adult literacy services within the County of Gloucester.

B. LOCAL UNIT RESPONSIBILITIES.

The Local Unit will:

1. Serve as the Operating Agency of the Workforce Learning Links located at the One-Stop Career Center and Gloucester County College with a satellite program at the Glassboro Library.

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 VI**, goals/performance criteria.

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

C. PAYMENT.

County agrees to compensate the Local Unit in the amount not to exceed **$39,000.00** for continuation of the workplace literacy programs to assist adults to obtain basic education, pre-employment and New Jersey High School Diploma. The Local Unit must submit monthly expenditures by the 10th of each month. Said expenditures shall be accompanied by **Attachment C.** 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**.

D. DURATION OF AGREEMENT.

This Agreement shall be effective July 1, 2013 - June 30, 2014.

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, 2013, which shall be considered the commencement date of this Agreement.

ATTEST:

ROBERT N. DILELLA, CLERK

COUNTY OF GLOUCESTER

ROBERT M. DAMMINGER, DIRECTOR

ATTEST:

GLOUCESTER COUNTY COLLEGE

By: **Frederick Keating**
Title: **President**

ATTACHMENT A

STATEMENT OF WORK

Gloucester County College (GCC) will assist in the coordination of literacy services and will deliver services to the One-Stop Learning Link and the Learning Link at the College together with satellite programs funded by the WIB at the Glassboro Public Library. The College presently receives funding from the Department of Labor and Workforce Development WIA Title IIA and Gloucester County Economic Development - Workforce Investment Board. GCC will provide ABE, ESL, GED, and computer literacy activities to WIA participants, and residents who are eligible under the LWD Workforce Learning Link (WLL) guidelines. GCC subcontracts with Literacy Volunteers of America, local school districts and faith-based organizations to facilitate the outreach and provide services for participants with low literacy or in need of ESL.

The GED Testing services, funded in part by the State to the WIB, will occur at least 4 (four) times per year with retest dates to be determined. On an as needed basis, the Gloucester County Institute of Technology along with GED testing at the Thorofare One-Stop Career Center. In order to evaluate GED test participations, names and social security numbers of all those tested will be sent to the One-Stop MIS Coordinator on a monthly basis.

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

As part of this contract, Gloucester County College will provide GED Preparation classes at the Glassboro Public Library, part of the Gloucester County Library System. The hours of operation will be 10 hours a week; Tuesday and Wednesday - 10:00 am until 3:00 pm. The Instructor will conduct initial assessment and post testing using TABE 9/10 at the site. ABE/GED workbooks will be supplied by GCC or the WIB. There will be a maximum of ten customers at the Glassboro Site. The Instructor and Education Coordinator will follow the administrative instructions as outlined in this agreement.

Administrative Instructions

I. 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 has 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 Administrative Fund for Basic Skills. The funds will be used to upgrade basic skills at centers for Workforce Literacy operated through the One-Stop Career Center (OSCC) and administered by the Workforce Investment Board.

III. 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 for Adult Education (NRS) measures and provide appropriate educational functioning level services in:
  - Low Intermediate Basic Education and above including Reading, Math, and Communications (Attachment 1)
  - Basic GED preparation
  - Basic computer literacy
  - High intermediate English as a Second Language and above (Attachment 1)
  - Skill upgrade

- The program will provide overall readiness to:
  - Enter the workforce
  - Further career opportunities
  - Advance to higher education
  - Enhance already acquired skills

IV. 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 of securing or improving employment opportunities.

CUSTOMER ELIGIBILITY REQUIREMENTS

- All WLL customers:
  - Must be legally eligible to work in the United States
  - Must demonstrate a need for basic skills enhancement
  - Must identify an attainable goal and/or outcome
  - Must have minimum of a 4th grade reading level
  - Should be able to perform learning tasks within a 3 to 6 month timeframe
  - Should attend a minimum of 15 hours per week for ABE and GED
  - Should attend a minimum of 10 hours per week for basic computer literacy

- Prior to enrollment, a WLL customer should register for a Career Beacon Workshop or other pre-employment workshop/class, if applicable, and must:
  - Attend a group or one-on-one orientation (i.e. Reemployment, TANF, GA, etc.)
  - Have an appropriate WLL Referral Form from the referring agency (Attachment 3)
  - Meet with a WLL Counselor for a full needs assessment, Employability Plan (EP) and Employment Counseling Statement
  - Supply TABE or BEST Plus sores (if less than 6 months) or register for testing
  - Register with On Ramp on www.jobs4jersey.com
  - Complete a WLL Enrollment Form (Attachment D)
  - Complete the recommended Statement of Goals Form (Attachment D)
  - Read and sign the WLL Agreement (Attachment D)

REFERRALS OF CUSTOMERS

- Outreach and referrals made to the WLL may come from the following:
  - One-Stop Career Center
  - Work First Group Job Search Workshop
  - County Welfare Agencies (CWA)
  - Career Beacon Workshops
  - Trade Readjustment Act (TRA)
  - Project Reemployment Opportunity Systems (PROS)
  - Community colleges
  - Corrections and probation programs
  - Housing authorities
  - Community and faith-based organizations
  - Division of Vocational Rehabilitation Services (DVRS)
  - County Libraries
  - Other county and local entities

ASSESSMENT

- Each customer must meet with a WLL Counselor for a full needs assessment and development of an Employability Plan (EP). The WLL Counselor must complete an Employment Counseling Statement or its equivalent and determine customer eligibility.

- The following factors should be used to conduct the assessment:
  - Goal(s)
  - Level of education
  - Test Scores: reading and math
  - Computer literacy
  - Self-assessment
  - Work history
  - Work readiness

EMPLOYABILITY PLAN

- The EP or its equivalent Individual Responsibility Plan (IRP) or Individual Service Strategy (ISS), together with the Client Intake Form, is a formal agreement between the customer and the counselor to assist the individual to maximize his/her employment opportunities. The EP should be reviewed and updated periodically to reflect changes in the customer's interests and goals. An electronic and paper copy should be maintained.

- The EP should include the following:
  - Personal background data
  - Short and long term attainable employment and educational goals
  - Barriers to reaching goals
  - Service Strategy Plan outlining an appropriate course of action
  - Test scores
  - Financial aid sources
  - Log of contacts and follow-up activities

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

- After completion, the WLL Counselor must enter and Individual Employment (IEP) activity on America's One-Stop Operating System (AOSOS).

V. 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 Counselor to review test scores, update records on AOSOS, schedule literacy testing, and make referrals to the WLL or other cooperating agencies.

To assess learning gains, each customer should be re-tested after 4 weeks or 100 hours of attendance or at the discretion of WLL staff. Once the test scores are obtained, the WLL Counselor must meet with the customer to review the test results and overall progress. Modifications to the EP and Employment Counseling Statement should be made accordingly. If test scores are too low, the customer 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.

- The following tests have been approved:

	CUSTOMERS WITHOUT LANGUAGE BARRIERS	CUSTOMERS WITH LANGUAGE BARRIERS
Pre & Post	TABE PC 9/10	BEST Plus TABE CLAS-e

Note: Customers pre-tested on other versions of the TABE will be re-tested on TABE PC 9/10 after completing 100 hours of participation or at the discretion of WLL staff.

VI. PERFORMANCE MEASURES

It is important for customers in the WLL to raise their educational levels and work towards an increase of one NRS Level per 100 hours of instruction; however, a positive outcome or success in the WLL will require entering employment, vocational training, or further education. A positive outcome for employed participants would be a promotion or wage increase.

The proposed prescribed local goals and objectives are as follows:

Local Goal 1: To enable adults to acquire the skills necessary to improve their literacy skill levels in reading, writing, and speaking the English language, numeracy, computing, problem-solving, English language acquisition, and other literacy skills. Applicants must serve clients in the following literacy levels by addressing the following objectives.

Local Objective 1.1: By June 2014, at least ***35% or more*** of Low Intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills necessary to complete the educational functioning level.

Local Objective 1.2: By June 2014, at least ***34% or more*** of High Intermediate ABE enrollees will acquire (validated by standardized assessment) the level of basic skills necessary to complete the educational functioning level.

Local Objective 1.3: By June 2014, at least **39*% or more*** of High Intermediate ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level.

Local Objective 1.4: By June 2014, at least **34*% or more*** of Advanced ESL enrollees will acquire (validated by standardized assessment) the level of English language skills (speaking, listening, reading and writing) needed to complete the level.

Local Objective 1.5: By June 2014, at least ***40% or more*** of Low Adult Secondary Education enrollees will acquire (validated by standardized assessment) the level of basic skills needed to complete the level.

Local Goal 2: To provide adults with sufficient basic education to enable them to benefit from placement in, retention in, or completion of, post-secondary education, training, unsubsidized employment, or career advancement. Programs must address each objective.

Local Objective 2.1: By June 2014, at least ***30% or more*** of adult learners with a goal of advanced education will enroll in post-secondary education or training.

Local Objective 2.2: By June 2014, at least ***40% or more*** of relevant adult learners not employed at enrollment (and in the workforce) will obtain unsubsidized employment.

Local Objective 2.3: By June 2014, at least ***59% or more*** of the relevant adult enrollment will retain unsubsidized employment in the third quarter after the program exit quarter.

Note: Relevant adult enrollment is defined as:

a. Those enrolled adults employed at program entry with a job retention goal.
b. Those enrolled adults employed at program entry with an employment goal who obtained employment by the end of the first quarter after exit quarter.

Local Goal 3: To provide adults with educational opportunities so they may receive a secondary school diploma or its recognized equivalent. Programs must address this objective.

Local Objective 3.1: By June 2014, at least **31*% or more*** of adults with a high school completion goal will earn a high school diploma or recognized equivalent.

VII. ADMINISTRATIVE PROCEDURES

ENROLLMENT REQUIREMENTS

- Prior to referral to the WLL, the **WLL Counselor** must verify that the customer registered for a Career Beacon Workshop or other pre-employment workshop/class, if applicable, and has
  - Attended a group or one-on-one orientation (i.e. Reemployment, TANF, GA, etc.)
  - Met with the WLL Counselor for a full needs assessment, EP and Employment Counseling Statement or its equivalent
  - Supplied TABE or BEST Plus scores (less than 6 months) or registered for testing
  - Registered with America's Job Exchange on www.wnjpin.net
  - Completed a WLL Enrollment Form

- Completed the recommended Statement of Goals Form
- Received an overview of the WLL Program
- Read and signed a copy of the WLL Agreement

▶ Once the customer reports to the WLL, the **WLL Instructor** must:
- Provide an overview of the WLL Program
- Ensure that Client Intake Form was completed
- Review the customers goals, educational levels, 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 customers' needs

CUSTOMER FILES

▶ Each Customer in the WLL must have an individual file folder, which will include his/her records. Both the WLL Counselor and WLL Instructor are responsible for maintaining up-to-date records and files.

▶ Each WLL customer file must include the following:

WLL COUNSELOR	WLL INSTRUCTOR
▪ Referral forms from cooperating agencies ▪ Employment Counseling Statement ▪ EP ▪ WLL Enrollment Form ▪ Statement of Goals ▪ Signed WLL Agreement ▪ Test Scores ▪ TANF, GA and FS Records ▪ Job referrals ▪ Return to work information ▪ Training and school information ▪ UI Form: WD-24 (See page 16 for details)	▪ WLL Client Intake Form ▪ Statement of Goals ▪ Signed WLL Agreement ▪ Test Scores ▪ Progress Reports ▪ Attendance Records ▪ Job Referrals ▪ Return to work information ▪ Training and school information

DATA ENTRY REQUIREMENTS

▶ All WLL customers must be registered in AOSOS. Work First customers must be entered after the first day of attendance and all other customers must be entered by the third day. The enrollment date entered is the first day of attendance in the WLL Program. NOTE: The WLL Counselor is responsible for entering enrollment data, unless the one-Stop Operator has established alternatives for ensuring 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
- Job Search Workshop
- Specific Labor Market Information
- Career Guidance
- Job Search Planning
- Resume Preparation Assistance

- 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 New Jersey Department of Labor and Workforce Development (LWD) Administrative Staff and are used to evaluate program success and future funding. It is imperative that entered data and generated reports are checked periodically for accuracy.

- Access to AOSOS is restricted. To protect the confidentiality of customers served, only staff with appropriate clearance by LWD may enter information into the database.

DAILY ACTIVITY

- Hours of operation should be consistent with the hours of operation of the OSCC/ WLL. Nights and/or weekend hours are appropriate if the site has that flexibility. It is recommended that all customers spend a minimum of 3 hours per day in the WLL in order to achieve planned goals. Daily activities will be governed by the software packages used in each site as well as the individual's needs.

- **Hours of Operation:**
  - Monday through Friday 8:30 am to 4:00 pm at the County College and One-Stop Career Center. Satellite site: Glassboro Library (Tuesday & Wednesday – 10:00 am until 3:00 pm).
  - Night and/or weekend hours optional

- **Hours of Instruction:**
  - ABE and GED: Minimum of 15 hours of instruction per week
  - Basic Computer Literacy: Minimum of 10 hours of instruction per week

- **Lunch Hour:**
  - WLL sites must remain open
  - Staff coverage must be provided

- **Holidays**
  - The OSCC business calendar should be followed for observance of State and Federal holidays.

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 from the WLL Program.

- If the enrollee is a Work First customer, the WLL Instructor must closely monitor attendance and fax records to the "To-Work" Case Manager on a bi-weekly basis. Work First customers who have 3 unexcused absences or fail to complete their required weekly hours are in non-compliance and are subject to removal from the WLL Program. All non-compliance information must be forwarded to the "To-Work" Case Manager via an Interagency Information Report (1-A) and entered into AOSOS.

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 employment, full- or part-time, WLL staff must:
  - Obtain employment information including the name, address, and telephone number of the employer, job title, start date, hours, salary and contact person
  - Document the WLL customer's paper file
  - Enter the employment data into AOSOS:
    - If full-time: Exit and terminate the WLL customer
    - If part-time: Allow the WLL customer to continue with the program and enter data after program completion

- Important: Employment information will not be posted or credited correctly in the WLL-001 Report until an EXIT date ad 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 the customer to improve their educational level. Customers may be referred to the WLL Program to achieve the skill level required for entry into certification, vocational or higher education programs. All staff assigned to the WLL should make every effort to assist these WLL customers in reaching their educational goals.

- As soon as a customer <u>enters</u> an educational program WLL staff must:
  - Obtain training data including the name, address and telephone number of the school, course of study, start date, end date, hours, and contact person.
  - Document the WLL customer's paper file

- Enter the training data into AOSOS:
  - If full or part-time: Exit and terminate the WLL customer

▶ Important: 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 30 days to determine their status of employment and/or training. WLL staff must contact WLL customers every 30, 60, 90, 120, and 150 days until they are exited from the WLL Program. Follow-up procedures may be done by letter, postcard, telephone, AOSOS correspondence and/or email.

VIII. STAFFING NEEDS

Each WLL site should have a minimum of two staff members including a full-time Instructor and a LWD Certified Counselor. LWD will provide full-time counseling staff to work in the WLL sites in each WIB area. Counselors funded by LWD must concentrate their time on WLL activities. Additional staff such as a teacher assistant and clerical staff is optional. The WLL follows the LWD calendar so it is important that all LWD staff member be willing to work a 12-month cycle.

▶ All WLL staff should be:

- Motivated
- Creative
- Empathic
- Patient
- Self-starter
- Able to multi-task
- Be able to communicate well
- Computer Literate
- Able to troubleshoot

WLL INSTRUCTOR

▶ **Responsibilities**

- Instructs customers on the utilization of computer-based literacy programs
- Builds lessons and curriculum designed to target individual needs
- Works with customers in a group and individual setting
- Have knowledge of computer-based programs and troubleshooting procedures
- Maintains attendance records and customer files
- Monitors progress and prepares status reports
- Administers tests
- Corresponds with program counselors and cooperating agencies

▶ **Qualifications**

- Graduation from an accredited college or university with a Bachelor's degree
- Teacher certification preferred

- **Experience**
  - One (1) year of professional experience in education with emphasis on teaching, curriculum, training, and program development
  - Must be computer literate
  - Able to work a 12-month cycle based on the OSCC business calendar

  Note: Effective July 1, 2005, all new hires must meet to the above requirements. Individuals hired prior to July 1, 2005 will retain their present position with existing credentials.

WLL COUNSELOR

- **Responsibilities**
  - Provides employment counseling to customers who present problems related to occupational choice, change, or adjustment.
  - Develops, reviews and revises Employment Counseling Statements and EP
  - Determines program eligibility
  - Discusses employment barriers and establishes attainable goals
  - Explains program objectives, rules and procedures
  - Collaborates with program instructors and referring agencies
  - Evaluates progress to ensure customer goals are being met
  - Assists with resume, cover letter and interviewing preparation
  - Develops positive job leads
  - Makes referrals to cooperating agencies
  - Ensures follow-up activities are provided and recorded in AOSOS

IX. GENERAL PRACTICES

LEARNING LINK SET-UP

- Effective July 1, 2005 all software applications installed on WLL computers must be tested and approved by the New Jersey Department of Labor & Workforce Development – Division of Information and Technology (DIT) and NJN. All unauthorized software programs are subject to removal.

COMPUTER SET-UP

- While the design of the room will depend upon its own shape and size, and the number of computers, it is recommended that all future WLL sites be setup in a U-shaped formation with computers around the outside of the room. This configuration allows the instructor to see all computer monitors and provides ample space in the center of the room to place a table for group study.

WORKSPACE

- Ideally, there should be a minimum of 36 inches for each workspace to allow room for the computer, speakers, and mouse. A keyboard tray with mouse holder helps with ergonomics and allows the remaining desk space to be utilized for customer workbooks. Cubicles allow for some privacy, but may seem claustrophobic if not large enough. Chairs should be adjustable for height. Each customer should have headphones for working on the self-paced programs. Sufficient lighting, proper room temperature, and cleanliness all add to the comfort of the site. **Food and drink are not allowed in the WLL. A sign reflecting this policy must be posted.**

Motivational and educational poster, an EFF Wheel, pictures, and WLL rules and guidelines should be posted on the walls.

- Special accommodations for customers with disabilities should be made to provide equal access to all customers. This includes wider aisles, larger monitors, adaptive software (JAWS/Zoom Text), and adjustable tables.

Additional Equipment

- In addition to computers, workstations, and chairs, the following materials may also be necessary:

▪ Printer	▪ White/black board	▪ Worktable
▪ Fax/scanner	▪ Telephone	▪ Bookcase
▪ Bulletin board	▪ Television	▪ Secured file cabinet
▪ Easel & flip chart	▪ VCR/DVD combo	▪ Resource books

Resource Materials

- While workbooks are available for the Workplace Essentials Skills and GED, other resource materials may be provided as well. These may include:

  - New Jersey Occupational Outlook Handbook
  - Resume writing books
  - Economic outlook handbooks
  - Self-help guides
  - Newspapers

TIMES AND LOCATIONS OF PROGRAM OPERATION

Site Location	Day or Evening	Program	Time	Days	Hrs. Per Week	Weeks Per Year
Gloucester County College	Day	ABE (TANF ABE)	8:30 am - 4:00 pm	Mon – Friday	35	51
Gloucester County College	Day	GED (TANF)	8:30 am - 4:00 pm	Mon – Friday	35	51
Gloucester County College	Day	ESL (TANF)	9 am - 2:30 pm	Mon – Thurs	20	51
GCIT	Evening	ABE	6:00 - 9:00 pm	Tues – Thurs	9	36
GCIT	Evening	GED	6:00 - 9:00 pm	Tues – Thurs	9	36
GCIT	Evening	ESL	6:00 - 9:00 pm	Tues & Thurs	6	36
St. Matthews	Day	ABE/GED	9 am – 2:30 pm	Mon – Thurs	20	51
Thorofare	Day	ABE/GED	8:30 am - 4:00 pm	Mon – Friday	35	51
Glassboro Library	Day	ABE/GED	10:00 am 3:00 pm	Tues & Wed.	10	24
Glassboro High School	Evening	ESL	6:00 – 9:00 pm	Tues & Thurs	6	28
Williamstown Middle School	Evening	ESL	6:00 – 9:00 pm	Tues & Thurs Or Mon/Wed	6	28

ATTACHMENT B

WLL Budget - 7/1/13 - 6/30/14		
Salary & Fringe		
Barbara Walker	(1827 hrs. /yr. x 26.42/hr.)*30%	14,480.80
Fica	7.65%	1,107.78
Worker's Comp	0.285%	41.27
Pension	3.55%	514.07
Health Benefits - NJ Direct 15 MS	(1450.84 x 6)=(1595.92est. x 6) x 30%	5,484.17
Dental - 83.27 per month	(83.27 x 12)x30%	299.77
Sub-Total Salary & Fringe - Walker		**21,927.86**
Part-time Instructor-Glassboro	$25/hr. x 10 hrs. /wk. x 40 wks.)	10,000.00
Fica	7.65%	765.00
Worker's Comp	0.285%	28.50
Sub-Total Salary & Fringe - P/T		**10,793.50**
Total Salary & Fringe		**32,721.36**
Supplies		
Educational /GED Testing Supplies		3,035.84
Computers		2,942.80
Office Supplies		300.00
Total Supplies		**6,278.64**
Total		**39,000.00**

ATTACHMENT C

GLOUCESTER COUNTY DEPARTMENT OF ECONOMIC DEVELOPMENT

Sub-Grantee Monthly Report

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 ☐ GED **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 ☐ Learn Culture
☐ Improve Speaking
☐ Improve Reading
☐ Improve Listening

What is your Primary Goal? (check only one)

☐ To get a job*
☐ To retain a job*
☐ To obtain a GED*
☐ 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 GED*
☐ 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 _____

ATTACHMENT E

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				
Recognize floppy & CD-ROM disks				
Change drives from hard to floppy to CD-ROM				
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, altavista)
Scroll through "hits" and search
Print a Web page
Access and utilize WNJPIN
Understand e-mail
Send/receive e-mail

Assessment of AGE teachers and Their Teaching

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?

   1 2 3 4 5
   Unfair Fair
   Example or comments:

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?

    1 2 3 4 5
    None Many
    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:

13. Are his/her classes interesting?

1 2 3 4 5
Dull Stimulating
Example or comments:

14. Does he/she stimulate thinking?

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:

3. Are the daily evaluation procedures fair?

1 2 3 4 5
Unfair Fair
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.

6. Are the assessment tests used for placement fair?

1 2 3 4 5
Unfair Fair
Example or comments: