

Section I

Local ITA/Training Provider Delivery System

Summary of ITA System and RFP Overview

The Workforce Investment Act (WIA) of 1998 provides the framework for a unique national workforce preparation and employment system designed to meet the needs of the nation's businesses and needs of job seekers who want to further their careers. The system is based on the One-Stop concept where information concerning job training, education, and employment services is available for customers (participants) at a single location or through Internet access.

WIA has increased customer choice and increased competition. Training providers will have to meet differing needs of individual WIA participants. The more information the customer has, the more empowered the customer will feel to make an informed decision, with career adviser guidance, regarding selecting a training provider and career. Providers may want to consider addressing customer needs listed below:

- Job placement assistance
- Flexibility in availability of training (when training is offered)
- Availability of additional instructional training assistance beyond scheduled training
- Complete, detailed and user-friendly program/training information
- Verification of accreditation by an agency/organization recognized by the respective industry
- Information about the accrediting agency/organization

Initial Eligibility of Providers: Local Boards are responsible for local solicitation of providers, including public notice, announcements, bidders conferences, etc. As described in Section 122, post secondary educational institutions eligible to receive Federal funds under title IV of the Higher Education Act of 1965 which provide programs that lead to an associate degree, baccalaureate degree or certificate or an entity that carries out National Apprenticeship Act programs shall submit an application to the local board for the local area in which the provider desires to provide training services. Initial applications should include, at a minimum, a course catalog that describes each program of training services, as defined in CFR 663.508, that leads to a degree, certificate or competency recognized by an employer, fee schedules and documentation of organizational certification. Local Boards may request additional information as they may require, including such items as performance information on all students enrolled, completion rates, employment rates and wages at employment. Information on services to special populations and evidence of training growth, occupational specific employment may also be required.

Subsequent Eligibility: WIA requires that all eligible training providers furnish information about their courses of study and program outcomes. The Information will be used for the consumer report card listing of all courses of study, performance history and outcomes. One year following initial eligibility determination, it is mandatory to provide the following information/documentation by individual programs for the training providers continued inclusion on the statewide list of approved providers. The Georgia Department of Labor is responsible for determining subsequent eligibility.

The Georgia Department of Labor determines Subsequent Eligibility Standards. 2004-2005 Subsequent Eligibility Standards include:

Past Performance Information, All students, including WIA students:

The most recent 12-month period for which data is available, but no earlier than July 1, 2000)

May not fail more than 1 of 3 standards

- Number and percentage of all individuals completing the applicable program (50% minimum)
- Number and percentage of completers who obtained unsubsidized employment (50% minimum)
- Average weekly earnings at placement (\$184 minimum)

Past Performance Information, WIA Students:

The most recent 12-month period for which data is available, but no earlier than July 1, 2000

May not fail more than 2 of 4 standards

- Percentage who completed the applicable program and were placed in unsubsidized employment (60% minimum)
- Retention rates in unsubsidized employment of participants who completed the applicable program six months after the first date of employment (60% minimum)
- Average weekly earnings of completers six months after the first day of employment (\$184 minimum)
- Rates of licensure or certification, degree attainment of academic degrees of equivalents, or attainment of other measures of skills of the graduates of the applicable program (60% minimum)

Other initially eligible providers: Described in Section 122, these include public or private providers of a program of training services, post secondary educational institutional programs not leading to an associate degree, baccalaureate degree or certificate, or certificate and apprenticeship programs that are not registered under the National Apprenticeship Act must be determined initially eligible and will be required to submit an application to the local WIB.

Removal from Eligible Provider Listing: Providers may be removed from the state listing under the following conditions:

- If inaccurate information regarding a program is intentionally supplied to the local Workforce Investment Board (WIB) of state, a termination of eligibility will occur and will remain in effect for one year.
- If the local WIB or state determines that an eligible provider has substantially violate any requirements of the Act, the providers must commence correction as appropriate.
- Failure to reapply under subsequent eligibility procedures.
- Failure to meet minimum established local and state performance levels.

Providers determined to have intentionally supplied inaccurate information or to have subsequently violated any provision of the Title I of WIA or the supporting federal regulations may be removed from the list. A provider whose eligibility is terminated under these conditions shall be liable to repay all adult and dislocated funds received during the period of non-compliance from non-Federal funds.

Provider Entry Criteria: An important part of the Act includes promoting individual responsibility and personal decision-making through Individual Training Accounts (ITAs). With career advise guidance, customers can purchase, through their ITA, the training that is determined best for them. Customers will be provided with a list of eligible training providers that will include training providers' performance information. Training providers will be held accountable to meet certain performance standards established by the State and local areas and will qualify for the Eligible Provider list based on performance.

It is anticipated that training providers will have increased involvement and responsibility in attracting and providing training and employment for customers. However, if customers are enrolled in training provider programs that are not appropriate for them, they may not receive the full benefits of the customer-focused WIA system. Similarly, this may cause providers not to meet established state, local and contractual performance standards. Therefore, provider entry requirements will be a critical factor in establishing and attaining successful performance. They should be established with the purpose of determining whether the customer's current skills, education, experience, etc. will enable them to complete the training program, to obtain the knowledge and skills necessary to receive certification as well as to locate training-related employment with wages that meet standards and promote self sufficiency.

Providers should be aware that entry requirements for reading, math and language should match those appearing on the Eligible Provider List (EPL). The Consumer Report Card, submitted by the Provider, contains all information regarding entry criteria. Testing for reading, math and language should be comparable to the Tests of Adult Basic Education (TABE). Letters of acceptance should include a statement that the student has met the entry requirements as stated on the EPL. Persons not meeting the stated EPL entry requirements are not to be allowed to attend training until the appropriate levels are achieved.

Due to the limited amount of available funds for training, the WIB has established policies to ensure that funds are used on customers who are most in need of services under WIA. If customers are eligible for grants and scholarships such as the Pell Grant or HOPE Scholarship, applications should be made for these funds so that funds may be combined to provide for total costs of training expenses. (See the financial aid/Pell/HOPE coordination agreement attachment.)

Advertising/Recruitment: If the provider advertises, the provider may include a statement about the Workforce Investment Act or WIA in any advertising or recruitment efforts made on behalf of the training organization, as long as there is a disclaimer that WIA may be available only for those who qualify for the program and only if funds are available. The provider is requested to forward copies of all advertisements, brochures, flyers, that mention WIA.

WIA Services: Under WIA, all customers will be provided with core and intensive services prior to determination of the need for training services. During core services, labor market information, job search and job placement assistance will be offered. During the provision of core services, it may be determined that the customer is in need of more intensive services, such as career advisement, comprehensive assessment, development of a training plan and a referral to training. Assessment will be used to assist in helping the customer determine the best training "match".

It is the intent of the WIB to serve our customers in an efficient manner with a minimal waiting period between application and enrollment. However, because of the approval process, lag times

between application and enrollment may occur due to the volume of clients. Please note that career advisers have a large number of customers to serve each new quarter or semester (August/September, December/January, March/April, June in the colleges and technical schools.

ITA Voucher: The ITA voucher will include the amount of funds approved and provide instructions for invoices or payment requests. If a customer is to attend training for more than one quarter or semester, an ITA voucher is required for each subsequent quarter\semester.

Once again, the WIB will not accept responsibility for the costs of any customer who attends training not authorized by the Career Adviser.

Once enrolled, the WIA career adviser will be responsible for advising the customer for the duration of the training program. Arrangements may be made to conduct career advisement sessions on site or during off training hours.

Job Placement: Training providers and Career Advisers are responsible for placement of program enrollees. Continued inclusion on the eligible provider listing is contingent upon successful placement of enrollees. WIB staff will forward quarterly performance reports to each training provider. It is imperative that career advisers assure the prompt and accurate recording of placement information. In addition, career advisers may assist customers with problems arising during initial placement activity, such as childcare, transitional assistance, etc.

Pick-ups: Pick-ups are permitted under some circumstances. However, please note that the WIB will not be responsible for costs incurred for training that occurred prior to WIA approval.

Invoicing: The WIB must have an invoice from the provider to process a payment request. All invoices must include the name and last four digits of the social security number of the customer. The invoicing procedures, withdrawal provisions and referral provisions if applicable are included in the Training Provider Agreement.

Late Fees: The WIB is not responsible for late fees. Late fee payments, fines and penalties are the responsibility of the client. Exceptions may be granted only if the delay was due to WIB staff error.

Workforce Investment Act Glossary

Core Services - Services that One-Stop Career Centers are responsible for providing for all adults and dislocated workers under WIA. Core services include initial assessment of skill levels, job search and placement assistance, provision of labor market information, provision of information about the performance and cost of education and training providers in the area, career counseling, information about filing unemployment compensation claims, assistance in establishing eligibility for welfare-to-work programs, information relating to the availability of supportive services such as child care and transportation, and follow-up counseling services after someone becomes employed. The WIA mandates that there be universal access to core services.

Customer Employment Plan - An ongoing strategy jointly developed by the participant and the case manager that identifies the participant's employment goals, the appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals.

Eligible Training Provider - An organization, entity, or institution, such as a public or private college and university, community-based organization, or proprietary school whose application has been approved by the local Workforce Board and submitted to the state for inclusion on the state list to provide training services through the use of an Individual Training Account.

Eligible Training Provider List - A statewide compilation of providers that are approved to provide services through the One-Stop system as described by WIA. These lists contain consumer information, including cost and performance information for each of the providers, so that customers may make informed choices.

Individual Training Account (ITA) - A training plan obligation and expenditure account established on behalf of a WIA eligible participant to establish a plan for payment for a program of training services.

Intensive Services - Services that local Boards are responsible for providing under WIA for adults and dislocated workers. Intensive services may include specialized assessments of individual skill levels and service needs, individual or group counseling and career planning, development of an individual employment plan, short-term job-readiness activities, literacy activities related to basic workforce readiness, and paid or unpaid work experience.

Program of Training Services – A program of training services is: (a) one or more courses or classes that, upon successful completion, leads to (1) a certificate, an associate degree or baccalaureate degree or, (2) a competency or skill recognized by employers, or (b) a training regimen that provides individuals with additional skills or competencies generally recognized by employers.

Training Services – A special category of services the local Boards under WIA are responsible for providing to adults and dislocated workers. Training services may include occupational skills training, on-the-job training, job-readiness training, adult education and literacy activities, cooperative education programs, training programs operated by the private sector, skill upgrading and retraining, entrepreneurial training and customized training conducted by an employer.

Universal Services – Services available to every individual through the One-Stop system including information about job vacancies, career options, relevant employment trends, job search techniques, resume writing and access to the Consumer Report information gathered on area training institutions in the area through the eligible training provider process.

Vendor – An entity responsible for providing generally required goods or services to be used in the WIA program. These goods or services may be for the recipient's or sub-recipient's own use or for the use of participants in the program.

Voucher – The actual ITA document, paper or electronic, that may be utilized to purchase training services.

WIA Performance for Workforce Investment Activities for Program Years 2008 and 2009

The determination on when to include a participant in WIA or Wagner-Peyser Act reporting and performance measures calculation is based on whether the services, staff, facility, or activity was funded in whole, or in part, by WIA, Wagner-Peyser, or partner programs.

Performance Measures that Apply to the WIA Adult, Dislocated Worker, and Youth Funding Streams

Adult Measures

1. Adult Entered Employment Rate

Of those who are not employed at the date of participation:

The number of adult participants who are employed in the first quarter after the exit quarter divided by the number of adult participants who exit during the quarter.

Operational parameters:

- Individuals who are employed at the date of participation are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Individuals who, although employed, have either received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or are transitioning service members are considered not employed and are included in the measure.
- Employment at the date of participation is based on information collected from the individual, not from wage records.

2. Adult Employment Retention Rate

Of those who are employed in the first quarter after the exit quarter:

The number of adult participants who are employed in *both* the second and third quarters after the exit quarter divided by the number of adult participants who exit during the quarter.

Operational Parameters:

- This measure includes only those who are employed in the first quarter after the exit quarter (regardless of their employment status at participation).
- Individuals who are not employed in the first quarter after the exit quarter are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment in the first, second, and third quarters after the exit quarter does not have to be with the same employer.

3. **Adult Earnings Change in Six Months (Applicable for Program Year (PY) 2005 Only)**

Of those adults who are employed in the first quarter after the exit quarter:

[Total earnings in the second quarter plus total earnings in the third quarter after the exit quarter] **minus** [total earnings in the second quarter plus total earnings in the third quarter prior to the participation quarter] divided by the number of adult participants who exit during the quarter.

Operational Parameters:

- To ensure comparability of this measure on a national level, wage records will be the only data source for this measure. Acceptable wage record sources are a state's Unemployment Insurance wage records, federal employment wage records, military employment wage records, and other administrative wage records (See Section 7 of this TEGE).
- Individuals whose employment in either the first or third quarter after the exit quarter was determined from supplementary sources and not from wage records are excluded from the measure.
- Grantees must initiate processes to obtain the second and third quarter pre-program earnings for the individual at the time of participation in the program.
- Earnings may be excluded from each of the total quarterly amounts only where the grantee had determined that false or erroneous wage record data have been reported to the grantee, or the individual has received distributions related to severance pay or other earning attributable to termination from an employment situation. Such a determination by the grantee must be based on documented procedures and processes for editing and cleaning wage record data and are subject to audit.

Adult Average Earnings (Effective July 1, 2006)

Of those who are employed in the first, second and third quarters after the exit quarter

[Total earnings in the second quarter plus total earnings in the third quarter after the exit quarter] divided by the number of adult participants who exit during the quarter.

Operational Parameters:

- To ensure comparability of this measure on a national level, wage records will be the only data source for this measure. Acceptable wage record sources are a state's Unemployment Insurance wage records, federal employment wage records, military employment wage records, and other administrative wage records.
- Individuals whose employment in either the first or third quarter after the exit quarter was determined from supplementary sources and not from wage records are excluded from the measure.

4. **Adult Employment and Credential /Certificate Rate**

Of those adults who received training services:

Number of adult participants who were employed in the first quarter after exit and received a credential/certificate by the end of the third quarter after exit divided by the number of adult participants who exit during the quarter.

Operational Parameters:

- The use of the definition of “certificate” is applicable for participants who begin receiving services on or after July 1, 2006. Adult participants who received training services prior to July 1, 2006 are covered under the previous requirements.
- The numerator of this measure includes those who were employed in the first quarter after exit regardless of whether they were employed at participation.
- Credentials/certificates can be obtained while a person is still participating in services and up to three quarters following exit.

Dislocated Worker Measures

5. Dislocated Worker Entered Employment Rate

Of those who are not employed at the date of participation

The number of dislocated worker participants who are employed in the first quarter after the exit quarter divided by the number of dislocated worker participants who exit during the quarter.

Operational Parameters:

- Individuals who are employed at the date of participation are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Individuals who, although employed, have either received a notice of termination of employment or the employer has issued a Worker Adjustment and Retraining Notification (WARN) or other notice that the facility or enterprise will close, or are transitioning services members are not considered not employed and are included in the measure.
- Employment at the date of participation is based on information collected from the individual, not from wage records.

6. Dislocated Worker Employment Retention Rate

Of those who are employed in the first quarter after the exit quarter:

The number of dislocated worker participants who are employed in both the second and third quarters after exit divided by the number of dislocated worker participants who exit during the quarter.

Operational Parameters:

- This measure includes only those who are employed in the first quarter after the exit quarter (regardless of their employment status at participation).
- Individuals who are not employed in the first quarter after the exit quarter are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- Employment in the first, second, and third quarters after the exit quarter does not have to be with the same employer.

7. **Dislocated Worker Earnings Change in Six Months (Applicable for PY 2005 Only)**

Of those dislocated workers who are employed in the first quarter after the exit quarter:

[Total earnings in the second quarter plus total earnings in the third quarter after the exit quarter minus [total earnings in the second quarter plus total earnings in the third quarter prior to the participation quarter] divided by the number of dislocated worker participants who exit during the quarter.

Operational Parameters:

- To ensure comparability of this measure on a national level, wage records will be the only data source for this measure. Acceptable wage record sources are a state's Unemployment Insurance wage records, federal employment wage records, military employment wage records, and other administrative wage records (See Section 7 of this TEGE).
- Individuals whose employment in either the first or third quarter after the exit quarter was determined from supplementary sources and not from wage records are excluded from the measure.
- Grantees must initiate processes to obtain the second and third quarter pre-program earnings for the individual at the time of participation in the program.
- Earnings may be excluded from each of the total quarterly amounts only where the grantee had determined that false or erroneous wage record data have been reported to the grantee, or the individual has received distributions related to severance pay or other earning attributable to termination from an employment situation. Such a determination by the grantee must be based on documented procedures and processes for editing and cleaning wage record data and are subject to audit.

Dislocated Worker Earnings (Effective July 1, 2006)

Of those who are employed in the first, second and third quarters after the exit quarter:

[Total earnings in the second quarter plus total earnings in the third quarter after the exit quarter] divided by the number of dislocated worker participants who exit during the quarter.

Operational Parameters:

- To ensure comparability of this measure on a national level, wage records will be the only data source for this measure. Acceptable wage record sources are a state's Unemployment Insurance wage records, federal employment wage records, military employment wage records, and other administrative wage records (See Section 7 of this TEGE).
- Individuals whose employment in the first, second, or third quarters after the exit quarter was determined from solely from supplementary sources and not from wage records are excluded from the measure.

8. **Dislocated Worker Employment and Credential/Certificate Rate**

Of those dislocated workers who received training services:

Operational Parameters:

- The use of the definition of “certificate” is applicable for participants who begin receiving services on or after July 1, 2006. Dislocated worker participants who received training services prior to July 1, 2006 are covered under the previous requirements.
- The numerator of this measure includes those who were employed in the first quarter after exit regardless of whether they were employed at participation.
- Credentials/certificates can be obtained while a person is still participating in services and up to three quarters following exit.

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Older Youth (Age 19-21) Measures

9. **Older Youth Entered Employment Rate**

Of those who are not employed at the date of participation and who are either not enrolled in post-secondary education or advanced training/ advance training-occupational skills training in the first quarter after the exit quarter or are employed in the first quarter after the exit quarter:

Number of older youth participants who are employed in the first quarter after the exit quarter divided by the number of older youth participants who exit during the quarter.

Operational Parameters:

- Individuals who are employed at participation are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).
- The use of the definition of “advance training/occupational skills training” is effective on July 1, 2006. Youth participants who received services prior to July 1, 2006 are covered under the previous requirement.
- Employment at participation is based on information collected from the participant, not from wage records.
- Individuals in both employment and post secondary education or advanced training in the first quarter after exit will be included in the denominator. Individuals who are not employed, but are in only post-secondary education or advanced training in the first quarter after exit are excluded from this measure (i.e., programs will not be held accountable for these individuals under this measure).

10. **Older Youth Employment Retention Rate at Six Months**

Of those older youth who are employed in the first quarter after the exit quarter and who are either not enrolled in post-secondary education or advanced training/ advance training-occupational skills training in the third quarter after the exit quarter or are employed in the third quarter after the exit quarter:

Number of participants who are employed in the third quarter after the exit quarter divided by the number of older youth participants who exit during the quarter.

Operational Parameters:

- This measure includes individuals who are employed in the first quarter following exit, except those individuals who are employed in the first quarter and not employed in the third quarter following exit, but are in post-secondary education or advanced training in the third quarter following exit. These individuals are excluded from this measure (i.e., programs will not be held accountable under this measure).
- The use of the definition of “advanced training/occupational skills training” is effective on July 1, 2006. Youth participants who received services prior to July 1, 2006 are covered under the previous measure.
- employment in the first and third quarters following exit does not have to be with the same employer.

11. Older Youth Earnings Change in Six Months

Of those who are employed in the first quarter after the exit quarter and who are either not enrolled in post-secondary education or advanced training/ advance training-occupational skills training in the third quarter after the exit quarter or are employed in the third quarter after the exit quarter:

Total post-program earnings [earnings in quarter 2 + quarter 3 after exit] minus pre-program earnings [earnings in quarter 2 + quarter 3 prior to participation] divided by the number of older youth participants who exit during the quarter.

Operational Parameters:

- This measure includes the same population as the older youth employment retention measure (regardless of their employment status at participation).
- The use of the definition of “advanced training/occupational skills training” is effective on July 1, 2006. Youth participants who received services prior to July 1, 2006 are covered under the previous requirements.
- To ensure comparability of this measure on a national level, wage records will be the only data source for this measure. Acceptable wage record sources are a state's Unemployment Insurance wage records, federal employment wage records, military employment wage records, and other administrative wage records (See Section 7 of this TEGGL).
- Individuals whose employment in either the first or third quarter after the exit quarter was determined from supplementary sources and not from wage records are excluded from the measure.
- Grantees must initiate processes to obtain the second and third quarter pre-program earnings for the individual at the time of participation in the program.
- Earnings may be excluded from each of the total quarterly amounts only where the grantee had determined that false or erroneous wage record data have been reported to the grantee, or the individual has received distributions related to severance pay or other earning attributable to termination from an employment situation. Such a

- determination by the grantee must be based on documented procedures and processes for editing and cleaning wage record data and are subject to audit.
- ETA will not be amending the older youth earnings measure to an average earnings measure since the older youth earnings measure may be eliminated upon WIA reauthorization.

12. Older Youth Credential/Certificate Rate

Number of older youth participants who are either employed, in post-secondary education, or in advanced training/advanced training-occupational skills training in the first quarter after the exit quarter and received a credential/certificate by the end of the third quarter after the exit quarter divided by the number of older youth participants who exit during the quarter.

Operational Parameters:

- The use of the definition of “certificate” is applicable for participants who begin receiving services on or after July 1, 2006. Older youth participants who received training services prior to July 1, 2006 are covered under the previous requirements.
- The use of the definition of “advance training/occupational skills training” is effective on July 1, 2006. Youth participants who received services prior to July 1, 2006 are covered under the previous requirements.
- As opposed to the adult and dislocated worker measures where a credential/certificate must be coupled with employment, for older youth, a credential/certificate can be coupled with employment, entry into post-secondary education, or entry into advanced training.
- As opposed to the adult and dislocated worker measures where only those who received training services are included in the measure, all older youth exiters will be included in this measure.
- Credentials/certificates can be obtained while a person is still participating in services and up to three quarters following exit.
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Customer Satisfaction Measures

To meet the customer satisfaction measurement requirements of WIA, ETA will use customer satisfaction surveys. The survey approach that will be utilized allows state and local flexibility and at the same time, captures common customer satisfaction information that can be aggregated and compared at a state and national level. This will be done through the use of a small set of required questions that form a customer satisfaction index. ETA continues to use the American Customer Satisfaction Index (ACSI), which is created by combining scores from three specific questions that address different dimensions of customers’ experiences. For WIA application, there will be one score for each of the two customer groups: participants and employers.

Some of the most advanced thinking in the business world recognizes that customer relationships are best treated as assets, and that methodical analysis of these relationships can provide business with this analytical tool. The index, often referred to as “the voice of the nation’s consumer,” is

published quarterly in the Wall Street Journal. In 1999, government employed the ACSI to analyze its relationships with its customers—American citizens.

Since 1999 and the development of the baseline data, yearly scores have helped to demonstrate the rate and extent of improvement in the area where there was success in addressing customers' needs and area where improvement was needed. According to the 2004 ACSI special report on citizen and user evaluation of services from 23 federal government agencies and 54 federal government Web sites, customer appear to be more satisfied with government services. The ACSI allows the workforce investment system to not only look at performance within the system, but also gain perspective on the workforce system's performance by benchmarking against organizations and industries outside of the system.

Since the ACSI trademark is proprietary property of the University of Michigan and its software is owned by Claes Fornell International (CFI) Group, the Department has established a license agreement with the University of Michigan that allows states the use of the ACSI for a statewide sample of participants and employers. States that want to use the ACSI for measuring customer satisfaction for each local area will have to establish an independent contract with the University of Michigan. States may also contract with CFI Group for additional assistance in measuring, analyzing, and understanding ACSI data.

Please refer to the WIA Management Information and Reporting System data collection package, initially approved by the Office of Management and Budget through emergency clearance on April 11, 2005, for information on creating and administering the ACSI at the state level. Please note that full approval of this package is anticipated in Spring, 2006.

Please note the following clarification concerning surveying employers that was inadvertently omitted from the WIA Information Management System data collection package: In some instances, an employer may received multiple services and have multiple contacts listed for the employer. In this situation, the employer contact receiving the greatest amount of service should be surveyed about the employer's satisfaction. An employer should only be surveyed once during the course of the program year.

16. Participant Satisfaction Score

The weighted average of participant ratings on each of the three questions regarding overall satisfaction are reported on a 0-100 point scale. The score is a weighted average, not a percentage.

**PY 2005-PY 2006 Performance Targets
Northwest Georgia Workforce Investment Program (SDA-1)**

Performance Measures	PY 2008 Target
<u>Customer Satisfaction Index</u>	
Participants– ACSI Score	76.7%
Employers–ACSI Score	79.0%
<u>Entered Employment Rate</u>	
Adults	79.0%
Dislocated Workers	89.0%
Older Youth	78.7%
<u>Retention Rate</u>	
Adults	86.7%
Dislocated Workers	91.0%
Older Youth	85.9%
Younger Youth	73.2%
<u>Credentials Rate</u>	
Adults	65.0%
Dislocated Workers	70.9%
Older Youth	67.0%
<u>Younger Youth Diploma/GED Rate</u>	76.5%
<u>Younger Skills Attainment Rate</u>	97.8%

DEFINITIONS OF KEY TERMS

Please note that for the most complete understanding of these terms, there definitions should be read in conjunction with the discussion provided under this TEGE.

Advanced Training– This is an occupational skills employment/training program, not funded under Title I of WIA, which does not duplicate training received under Title I. It includes only training outside of the One-Stop, WIA, and partner system (i.e., training following exit). (Please note: this term applies to current WIA younger youth measures only, it does not apply to the common measures).

Advanced Training/Occupational Skills Training– To count as a placement for the Youth Common Measures, advanced training constitutes an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should: (1) be outcome-oriented and focused on a long-term goal as specified in the Individual Service Strategy, (2) be long-term in nature and commence upon program exit rather than being short-term training that is part of service received while enrolled in ETA-funded youth programs, and (3) result in attainment of a certificate (as defined below under this attachment).

Basic Skills Deficient– The individual cannot computer or solves problems, reads, writes, or speaks English at or below the eighth grade level or is unable to computer or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual’s family, or in society. In addition, states and grantees have the option of establishing their own definition, which must include the above language. In cases where states or grantees establish such a definition, that definition will be used for basic skills determination.

Basic Skills Goal– A measurable increase in basic education skills including reading, comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills. (Please note: this term applies to the current WIA statutory youth measures only, it does not apply to the common measures).

Career Advancement Accounts–Career Advancement Accounts are self-managed personal training accounts up to \$6,000 in which individuals in need of new skills receive funds to pay for expenses related to training and education. The career advancement accounts increase customer choice, reduce paperwork, fast track customers into training and increase the customer’s decision making role in their careers.

Certificate– A certificate is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. Certificates awarded by workforce investment boards are not included in this definition. Work readiness certificates are also not included in this definition. A certificate is awarded in recognition of an individual’s attainment of technical or occupational skills by:

- A state educational agency or a state agency responsible for administering vocational and technical education within a state.

- An institution of higher education described in Section 102 of the Higher Education Act (20 USC 1002) that is qualified to participate in the student financial assistance programs authorized by Title IV of that Act. This includes community colleges, proprietary schools and all other institutions of higher education that are eligible to participate in federal student financial aid programs.
- A professional, industry, or employer organization (e.g., National Institute for Automotive Service Excellence Certification, National Institute for Metalworking Skills, Inc., Machining Level I Credential) or a product manufacturer or developer (e.g., Microsoft Certified Database Administrator, Certified Novell Engineer, Sun Certified Java Programmer) using a valid and reasonable assessment of an individual's knowledge, skills, and abilities.
- A registered apprenticeship program.
- A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession (e.g., FAA aviation mechanic certification, state certified asbestos inspector).
- A program that has been approved by the Department of Veterans Affairs to offer education benefits to veterans and other eligible persons.
- Job Corps centers that issue certificates.
- Institutions of higher education which is formally controlled, or has been formally controlled, sanctioned, or chartered, by the governing body of an Indian tribe or tribes.

Credential— A nationally recognized degree or certificate or state/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED, or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry recognized certificates. States should include all state education agency recognized credentials. In addition, states should work with local workforce investment boards to encourage certificates to recognize successful completion of the training services listed above that are designed to equip individuals to enter or re-enter employment, retain employment, or advance into better employment. (Please note: this term applies to the current WIA statutory adult, dislocated worker, and older youth measures only, it does not apply to the common measures.

Date of Exit— Represents the last day on which the individual received a services funded by the program or a partner program (see definition of “exit”).

Date of Participation— Represents the first day following a determination of eligibility (if required), that the individual begins receiving a service funded by the program (see definition of participant).

Diploma— The term diploma means any credential that the state education agency accepts as equivalent to a high school diploma. The term diploma also includes post-secondary degrees including Associate (AA and AS) and Bachelor Degrees (BA and BS).

Educational Gain— At post-test, participant completes or advances one or more educational functioning levels from the starting level measured on entry into the program (pre-test).

Employed at the Date of Participation— An individual employed at the date of participation is one who:

- Did any work at all as a paid employee on the date participation occurs (except the individual is not considered employed if : a) he/she has received a notice of termination of employment or the employer has issued a Worker Adjustment Retraining Notification (WARN) or other notice that the facility or enterprise will close, or b) he/she is a transitioning service member;
- Did any work at all in his/her own business, profession, or farm;
- Worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family; or
- Was not working, but has a job or business from which he/she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, regardless of whether paid by the employer for time off, and regardless of whether seeking another job.

Employed in the Quarter After the Exit Quarter– The individual is considered employed in a quarter after the exit quarter if wage records for that quarter show earnings greater than zero. When supplemental data sources are used, individuals should be counted as employed if, in the calendar quarter of measurement after the exit quarter, they did any work at all as paid employees (i.e., received at least some earnings), worked in their own business, profession, or worked on their own farm.

Employed in the Second or Third Quarter After the Exit Quarter– The individual is considered employed if wage records for the second or third quarter after exit show earnings greater than zero. Wage records will be the primary data source for tracking employment in the third quarter after exit.

When supplemental data sources are used, individuals should be counted as employed if, in the second or third calendar quarter after exit, they did any work at all as paid employees, worked in their own business, profession, or worked on their own farm.

Exit– The term “program exit” means a participant does not receive a service funded by the program or funded by a partner program for 90 consecutive calendar days and is not scheduled for future services (See Section 6. B.2. of the TEGl for exceptions to the program exit and definition).

Exit Quarter– Represents the calendar quarter in which the date of exit is recorded for the individual.

Last Expected Service– Occurs when the participant completes the activities outlined in his or her service strategy or service plan and there are no additional services expected other than supportive or follow-up services. Last expected service may also occur in situations where the participant voluntarily or involuntarily discontinues his or her participation in services outlined in the service plan.

Last Expected Service Date– This date is used to determine when a customer becomes a part of the sampling frame for the customer satisfaction survey. In many instances, this date will be the same as the exit date. In situations where a case was ended, reopened within 90 days of the original closure date, and then ended again, the date used to determine inclusion in the sampling frame is the initial last expected service date. This date is also the date that triggers follow-up services as long as

no additional services are provided (other than supportive or follow-up services) 90 days following this date.

Not Employed at the Date of Participation– An individual is also considered *not employed at the date of participation* when he/she (a) did no work at all as a paid employee on the date participation occurs, (b) has received a notice of termination of employment or the employer has issued a WARN or other notice that the facility or enterprise will close, or (c) is a transitioning service member.

Occupational Skills Goal– A measurable increase in primary occupational skills encompassing the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines. (Please note: this term applies to current WIA statutory youth measures only, it does not apply to the common measures.)

Out-of-School Youth– An eligible youth who is a school dropout, or who has received a secondary school diploma or its equivalent but, is basic skills deficient, unemployed, or underemployed (WIA section 101(33)). For reporting purposes, this term includes all youth except: (i) those who are attending any school and have not received a secondary school diploma or its recognized equivalent, or (ii) those who are attending post-secondary school and are not basic skills deficient.

Participant– A participant is an individual who is determined eligible to participate in the program and receives a service funded by the program in either a physical location (One-Stop Career Center or affiliate site) or remotely through electronic technologies.

Physical Location– A physical location means a designated One-Stop Career Center, an affiliated One-Stop partner site, including a technologically linked access point, where services and activities funded by the program are available, or other specialized centers and sites designed to address special customer needs, such as company work sites for dislocated workers.

Post-Secondary Education– A program at an accredited degree-granting institution that leads to an academic degree (e.g., A.A, A.S, B.A., B.S.). Programs offered by degree granting institutions that do not lead to an academic degree (e.g., certificate programs) do not count as a placement in post-secondary education, but may count as a placement in “advanced training/occupational skills training.”

Post-test– A test administered to a participant at regular intervals during the program.

Pre-test–A test used to assess a participant’s basic literacy skills, which is administered to a participant up to six months prior to the date of participation, if such pre-test scores are available, or within 60 days following the date of participation.

Qualified Apprenticeship–A program approved and recorded by the ETA Bureau of Apprenticeship and Training or by a recognized state apprenticeship agency or council. Approval is by certified registration or other appropriate written credential.

Training Services– These services include WIA funded and non-WIA funded partner training programs. These services include: occupational skills training, including training for nontraditional employment; on-the-job training; programs that combine workplace training with related instruction, which may include cooperative education programs; training programs operated by the private sector; skill upgrading and retraining; entrepreneurial training; job readiness training; adult education and literacy activities in combination with other training; and customized training, conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training.

Transitioning Service Member– A service member in active duty status (including separation leave) who participates in employment services and is within 24 months of retirement or 12 months of separation.

Work Readiness Skills Goal– A measurable increase in work readiness skills including world-of-work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interview, applications, and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self-image. (Please note: this term applies to the current WIA statutory youth measures only, it does not apply to the common measures).

Example of Solicitation for Individual Training Account Providers

The Northwest Georgia Workforce Investment Board (WIB) is accepting applications for Training Provider Agreements under the Workforce Investment Act for training services to eligible adults and dislocated workers for the WIB area which includes the counties of Bartow, Catoosa, Chattooga, Dade, Fannin, Floyd, Gilmer, Gordon, Haralson, Murray, Paulding, Pickens, Polk, Walker, and Whitfield.

Applications should include programs of training services or courses of study requested for approval. Approval will result in a Training Provider Agreement which will provide reimbursement only for tuition and other approved individual costs such as books, supplies and entrance fees. Training included in the application must exist at the time of application, and courses must be currently available.

Provider applications must be approved by the WIB and will then be forwarded to the Georgia Department of Labor (GDL) for review. Upon finalization of review by the GDL, the training provider and its approved programs will be included on the State Eligible Provider List as published throughout statewide One-Stop Centers. Applications are accepted throughout the program year, but referrals to selected training providers are based upon availability of federal funds.

To request a copy of the application packet, please contact Lesia Lambert at 706.295.6485 or FAX 706.802.5567. A copy of the application packet is available via the Internet at www.careerdepot.org

Request to be Placed on Mailing List for Proposals

The Coosa Valley Regional Development Center, designated by the Northwest Georgia Workforce Board for procurement responsibilities for Workforce Investment Act and Welfare-to-Work Activities is in the process of updating its Bidder's List for procurement of job training services. If you are interested in being placed on the Bidder's List, please write requesting a Bidder's Checklist to indicate which category(ies) you would be interested in receiving Request for Proposals (RFP). Request for a Checklist may be mailed to Gwen Dellinger, Workforce Development Director, Coosa Valley Regional Development Center, P.O. Box 1798, Rome, GA 30162-1798 or the Checklist is available via the Internet site: <http://www.careerdepot.org>. All known community based organizations and local educational organizations will receive notification of "Request for Proposals" being issued. The Service Delivery Area for which services are planned include the following counties: Bartow, Catoosa, Chattooga, Dade, Fannin, Floyd, Gilmer, Gordon, Haralson, Murray, Paulding, Pickens, Polk, Walker, and Whitfield. The Northwest Georgia Workforce Investment Board may not offer all of these services and consequently, you will receive proposals should the service not be procured during the year.

Upon receipt of the completed Bidder's Checklist, it will be placed in our file. Should a request for proposal be issued, you will be notified for each of the items on the checklist in which you indicate interest.

SECTION II

Local Procurement

- ✓ Procurement
- ✓ Agreement
- ✓ Monitoring and Evaluation
- ✓ Procurement for Automatically Eligible Institutions
- ✓ Pell and HOPE Policy

Local Procurement, Monitoring and Evaluation Procedures and Pell and HOPE Procedures for Eligible Providers

Procurement:

1. The Coosa Valley Regional Development Center/Northwest Georgia Workforce Investment Board initially solicited the following to provide training:
 - a. automatically eligible post-secondary educational institutions and entities carrying out the National Apprenticeship Act programs; and
 - b. other eligible provider training institutions.
 - Solicitations were made through announcements in newspapers which cover the entire WIA service area.
 - Solicitations included performance requirements, time limitations for completing applications, etc.
 - A record of inquiries was maintained. To ensure consistency and accuracy of the log, one staff member was assigned to maintain an Inquiry Log and a list of potential bidders was developed from the Inquiry Log.
2. After the initial applications solicitation, applications are accepted by the CVRDC at any time during the program and evaluated and reviewed during bi-monthly Board or Committee meetings or at special called meetings. A public advertisement of this open solicitation may be published as the need arises. (See example of Solicitation page.)
3. All applications are logged in on the Provider Application Log.
4. Applications will be reviewed and evaluated as outlined above. Initial applications by National Apprenticeship Act programs and post-secondary educational institutions eligible to receive federal funds under Title IV of the Higher Education Act of 1965 which provides programs that lead to associated degree, baccalaureate degree or certificate should be submitted to Coosa Valley Regional Development Center. Initial applications should include, at a minimum, a course catalog that describes each program of training services (as defined in CFR 663.508) that leads to a degree, certificate or competency recognized by an employer and a fee schedule and documentation of organizational certification. Such information may include performance information of all students enrolled, completion rate, employment rates and wages at employment. Information or services to special populations and evidence of training in growth occupational-specific employment may also be required. Other potentially eligible providers (i.e., non-automatic eligible) as described in Section 122, including public or private providers or a program of training service, post secondary educational institutional programs not leading to an associate degree,

baccalaureate degree or certificate and apprenticeship programs that are not registered under the National Apprenticeship Act, must be determined initially eligible and will be required to submit an application to the WIB.

- a) Coosa Valley Regional Development Center will review the application and complete the Application Responsiveness Criteria to determine responsiveness. Non-responsive providers will be notified in writing that their application was non-responsive and the reason(s) for the determination. The information needed to resolve and resubmit the application will also be noted.
 - b) Responsive applications will be reviewed by Coosa Valley Regional Development Center, independently, using the Evaluation Form for Provider Agreements.
5. CVRDC will conduct an on-site pre-operational review of the training institution, if the organization has not previously been provided services in the WIA area, prior to the enrollment into training of any WIA funded participant with that organization. (See Section III of the application, pre-operational review.) Exceptions to this policy may be made for organizations that are not located within the WIA area. To avoid duplication, CVRDC will approve out-of-state providers and programs only if they have been evaluated and approved by their state listed on the respective state eligible provider list. (See Northwest Georgia Workforce Investment Board Policy and Procedures Individual Training Account System.)
 6. The Proposal Review Committee will review the application and staff recommendations regarding inclusion on the EPL. For eligible providers on the EPL and during the review of subsequent eligibility, the Committee may decide to approve, not approve or conditionally approve the application or may delay a decision and request additional information.
 7. All applicants will be notified in writing of the decision of the Committee within thirty (30) working days of the date of the decision. CVRDC will submit those providers that meet the requirements for initial eligibility to the State agency. Providers, as defined in 663.515 (a), are initially eligible without State review. The State shall have 30 days to review, evaluate and certify that the provider meets eligibility criteria. The State evaluation will include adherence to local policy, minimum state standards, review of State and Federal debarment listings, etc. The State will notify CVRDC regarding eligibility and publish the State approved listing of eligible WIA providers via electronic and paper means.

New providers may be limited to a specific number of enrollments if the application evaluation process so warrants. When a new provider has reached the participant enrollment limit, CVRDC will conduct a review of the provider's success in achieving

CVRDC performance measures. No additional participants will be referred to a new provider until the review is completed and acceptable performance is established.

Agreement

If approved, a provider agreement may be executed between CVRDC and the training institution. This agreement must be signed prior to the WIA participant's enrollment into training with that training institution. (See Section IV.) In some circumstances small purchase procurement may also be utilized on an individual basis. This option may be used to purchase training when specific training is not currently available through an existing provider agreement at the time the need arises. After training is completed, CVRDC will conduct a performance outcomes evaluation. Additional on-going training would then be procured through the regular provider agreement process.

Agreement And Modification

Review and approval of additional training programs to be provided by existing providers on the EPL and provider price increases for approved providers will be reviewed and, if approved, transmitted to the State for review, approval and publication to the state approved listing. Providers seeking approval of additional programs or price increases should submit the following information to CVRDC:

- a. Training approval from an accrediting organization;
- b. Training program description, curriculum and cost information; and
- c. For training not identified in the CVRDC Plan as a demand occupation in the local area, providers should also submit at least three (3) employer verifications of employment opportunities.

CVRDC's review will include an evaluation of the provider's success in achieving performance outcomes, a comparison of the price, length of the training, anticipated wage at placement and location of similar approved providers. Upon approval by CVRDC, an amendment to the existing provider agreement will be processed. Increased prices will not take affect until the amendment is executed.

Monitoring and Evaluation

The performance of all training institutions with participants enrolled in WIA will be monitored during quarterly desk reviews. This review will address indicators which determine performance outcomes and evaluation. Institutions may be removed from the approved provider list if monitoring reveals non-compliance with the Act or poor performance. If performance falls below CVRDC goals, a probation letter will be forwarded to the provider

indicating that a hold will be placed on enrollments until corrective actions occur to increase performance. Providers will be responsible for notifying CVRDC regarding extenuating circumstances regarding training, such as disruptions due to change in instructor, facility, etc.

PROCUREMENT PROCESS FOR PROVIDER AGREEMENTS WITH AUTOMATIC ELIGIBLE INSTITUTIONS OF HIGHER EDUCATION, POST SECONDARY EDUCATION INSTITUTIONS AND NATIONAL APPRENTICESHIP ACT PROGRAMS

Institutions defined in WIA Section 122 including Post secondary Educational Institutions(reference Section 481 (b) of the Higher Education Act of 1965 as amended in 1992, 20U.S.C. 1088(b)) and entities that carry out programs under the National Apprenticeship Act (20 U.S.C. 50 et seq.) may submit the institution's catalog that describes each program of training service, as defined in CFR 663.508, that leads to a degree, certificate or competency recognized by an employer, fee schedules and documentation of organizational accreditation or certification.

Provider solicitation will occur through notice and announcement and may include a request for performance information on all students enrolled, services to special populations, evidence of training in growth occupations, etc.

Procedures:

1. CVRDC will submit review responsiveness of initially eligible applications and provide recommendations to the designated WIB committee. The listing of approved providers will be forwarded to the State for inclusion on the State approved listing.
2. For training institutions approved under this provision, a provider agreement will be used.

PELL & HOPE FOR NEW APPLICANTS/PARTICIPANTS

All applicants for WIA services should be informed that WIA is one of many funding sources that may be available to them. If the participant is interested in training at a college or vocational technical school, they must also apply for Pell and HOPE funds, unless they provide a valid reason to their career adviser as to why they would not be eligible for such funds. Examples of valid reasons are as follows:

- The participant has a college degree and is seeking funds to complete a second degree at a college.

- The participant is seeking funds to complete a degree, does not have a B average and their family income is over the limit of Pell.

The participant files should provide documentation that the participant is not eligible for Pell and HOPE, either using the notice from financial aid or the participant's self-attestation.

Book Allowances:

Those enrolled with vocational technical schools and colleges and universities must apply for the \$100 HOPE book allowance.

SECTION III

Application

- ✓ Application for Training Provider Agreement
- ✓ Application Instructions
- ✓ Responsiveness Criteria

APPLICATION FOR TRAINING PROVIDER AGREEMENT

“Other” Eligible Training Providers

I. CERTIFICATION

I hereby certify that the information provided in this Application package is true and correct. I also understand that my organization may be subject to an on-site review of training and facilities, and may be asked to provide supporting documentation before the final execution of an agreement. I assure that proposed training facilities are disabled accessible or reasonable accommodations will be made for the provision of services to disabled individuals.

Name (Printed) and Title

Signature

Date

II. TRAINING PROVIDER INFORMATION

1. Name of Training Organization: _____
2. Address: _____

3. Federal Tax Identification Number: _____
4. Name and Title of Contract Executor: _____
5. Name of Contact Person: _____
6. Phone Number of Contact Person: _____
7. Application is being made for the following programs (**Check all that apply**):
 Title I WIA
 NAFTA/TAA
 Welfare-to-Work (WtW) concurrent or post employment activity
8. A separate description (Section VI) is attached for each proposed training program, for a total of _____ descriptions. A catalog may be attached, but each program requested for approval should be noted.
9. Type of Entity (Please select **one** of the following):
 - a. Public/Private Non-Profit College: _____
 - b. Post-Secondary Technical College: _____
 - c. Proprietary Institute of Higher Education: _____
 - d. Private Training Organization: _____
 - e. Other (Please specify): _____
10. Identify your accrediting, certifying, or licensing agency: _____
11. Are the proposed training programs ongoing and continuous? Yes No

III. PLACEMENT/FINANCIAL SERVICES

- A. Does your organization provide job search assistance or placement services?
 Yes No
If Yes, please describe: _____

B. Please provide three (3) verifiable references (including phone numbers) of employers who have hired successful program completers, or who have used the proposed programs to train employees. Also provide any references from WIA or other similar programs, if available. These references may be verified as part of the evaluation process. (Additional sheets may be used, if necessary)

C. What types of financial aid are available to students?

(If Pell or HOPE is available, please review the Pell/HOPE Financial Coordination Policy attached to the Agreement)

D. Does your organization have a tuition refund policy? ___ Yes ___ No

If Yes, please attach or describe the policy, including time frames and % of reimbursement:

E. Is your organization currently listed on any state or federal debarment list?
 ___ Yes ___ No

If Yes, please identify which listing and date of inclusion.

IV. ATTACHMENTS TO APPLICATION

The following items have been included as attachments to the application:

Program Description(s)	_____	Business License *	_____
Catalog or Brochure	_____	NPEC Certification *	_____
Schedule of Classes	_____	Financial Aid Agreement *	_____
Debarment Form	_____		
Accreditation Documents	_____		

(include accrediting agency description)

* Please attach if applicable to your organization.

The Georgia Nonpublic Post Secondary Education Commission's (NPEC) primary purpose is to ensure that each authorized college or school is educationally sound and financially stable.

Nonpublic Degree-Granting Post Secondary Educational Institutions in Georgia - The Nonpublic Post Secondary Educational Institutions Act of 1990 provides that a post secondary educational institution must apply for and be granted a Certificate of Authorization before beginning

operation or advertising in Georgia. NPEC must authorize each degree program. Following initial authorization, the institution's Certificate must be renewed annually. Any institution operating or advertising to begin operation without acquiring the necessary Certificate of Authorization is in violation of Georgia laws, and shall be subject to civil penalties.

Nonpublic Non-Degree Granting Post Secondary Institutions in Georgia - Any instructional program defined as a proprietary school according to the Nonpublic Post Secondary Educational Institutions Act of 1990 must apply for and be granted a Certificate of Authorization before beginning operation or advertising in Georgia. Following initial authorization, the institution's Certificate must be renewed annually. Any institution operation or advertising to begin operation without acquiring the necessary Certificate of Authorization is in violation of Georgia laws, and shall be subject to civil penalties.

Please include an explanation if your organization does not have NPEC Certification. For additional information concerning NPEC, please contact:

Nonpublic Post Secondary Education Commission
2189 Northlake Parkway
Suite 100, Building 10
Tucker, GA 30084-4113
(770) 414-3300
(770) 414-3309 (fax)
E-mail billc@mail.npec.state.ga.us

V. PROGRAM DESCRIPTION

(Please complete for each complete proposed training program or program of training services. Attach a copy of the catalog or brochure in which the program is advertised to the general public.) If the catalog contains more than the requested programs of study, please specify which programs are requested for approval.

A. GENERAL INFORMATION:

Training Program Name: _____

Training Location: _____

Total Credit/Curriculum Hours: _____

Total Number of Training Weeks: _____

Days Per Week: _____

Hours Per Week: _____

Class Start Dates: _____

Projected End Dates: _____

Is the proposed curriculum competency based? Yes No

Is the proposed curriculum currently certified by an accrediting agency or other similar national standardization program? Yes No

If Yes, please indicate the agency or authorizing entity: _____

Please provide the specific name of the occupation(s) for which trainees will be qualified, with corresponding Dictionary of Occupational Titles (D.O.T.) code and minimum entry level wage for the occupation(s):

Occupation Name	D.O.T. Code	Entry Wage
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Does the training occupation(s) require State certification, licensing, board credential or other approval prior to employment? Yes No

If Yes, please describe: _____

B. PERFORMANCE MEASURES

1. What is the completion rate for this training program as defined by your institution?
 _____%

2. State your definition of completion and how you derived the rate. _____

3. What is the unsubsidized employment rate for those who have successfully completed training? _____ %
4. What is the unsubsidized employment rate for those who have successfully completed training and find employment in a training related occupation? _____ %
5. What is the average hourly wage at placement for successful completers?
\$ _____
6. How many hours per week may successful completers expect to work in positions?

7. Will these jobs include benefits? _____ Yes _____ No
8. **If the provider does not have the capability to provide required performance data by program of study at the time of initial eligibility evaluation, it must include:**
 - a. **Aggregate data that is available for the most recent two full years;**
 - b. **Written justification for the missing “program of study” data; and**
 - c. **Description of how it will track and record “program of study” data necessary for re-certification.**

The WIB is responsible for documenting reasons for waiving the performance data requirements.

C. CRITERIA FOR ADMISSION:

High School Diploma or GED Required? _____ Yes _____ No

Basic Skills - Indicate Desired Grade Level:

Reading: _____ Math: _____ Language: _____

Physical Abilities - Indicate any physical demand which may be necessary for this occupation:

_____ Balancing	_____ Walking	_____ Vision (w/o impairment)
_____ Kneeling	_____ Lifting	_____ Hearing (w/o impairment)
_____ Continuous	_____ Climbing	_____ Sitting
_____ Repetitive Hand Motion	_____ Other (specify)	

Pre-Screening/Special Requirements (e.g. drug test, medical exam, background check, etc.)

D. PROGRAM COST

Tuition (\$_____ per hour x _____ hours)	\$_____
Registration/Screening and Admission Fees	\$_____
Books	\$_____
Supplies/Materials (specify below)	\$_____
Hand Tools (specify below)	\$_____
Testing/Exam Fees	\$_____
Graduation Fees	\$_____
Child Care Fee (on-site only)	\$_____
Other:	
_____	\$_____
_____	\$_____
_____	\$_____
_____	\$_____

Total Cost: \$_____

* If discounted price is being offered, please indicate details below.

Additional Comments: _____

INSTRUCTIONS FOR COMPLETING THE APPLICATION

1. Please respond to all questions. If the question does not apply, indicate “not applicable”. If the provider is referring to a catalog or brochure, indicate, “see attached catalog”.
2. The name of the training institution is the legal name of the entity.
3. All applications must include the federal tax identification number (the number used to file employee income taxes with the Internal Revenue Service).
4. The contact person is the individual who can answer questions concerning the application.
5. The application has been included for informational purposes only and is not intended to serve as a legal agreement. If approved, an agreement will be prepared by Coosa Valley Regional Development Center and submitted to the provider for signature.

Please note that program descriptions should be completed for programs or courses of study approval. Please copy Section VI as needed to describe each proposed program or course of study. If a provider catalog contains the information requested, please attach.

COMPLETED APPLICATIONS SHOULD BE MAILED TO:

Coosa Valley Regional Development Center
P.O. Box 1798
Rome, Georgia 30162-1798
ATTN: Lesia Lambert

Questions may be addressed to Lesia Lambert at (706) 295-6485 or lesial@cvrdc.org.

PROVIDER APPLICATION RESPONSIVENESS CRITERIA

Eligible Providers

Applications submitted by training institutions will be determined eligible to participate in the provider proposal evaluation process based on the criteria below. Exceptions to the eligibility criteria will not be considered.

Section I: General Information

Proposing Agency: _____

Type of Training: _____

Section II: Response Criteria

- A. Is training occupational specific and in demand in the labor market? Yes _____ No _____
- B. Does funding request include tuition, books, participant supplies, and/or other required fees only.
Yes _____ No _____
- C. If applicable, has applicant submitted a certification of accreditation?
Yes _____ No _____ Not applicable _____
- D. Does the provider assure that the proposed training facility is handicapped accessible or are reasonable accommodations made for provision of services to handicapped individuals?
Yes _____ No _____
- E. Does the provider appear on current federal, state or local debarment and suspension lists?
Yes _____ No _____

Section III: Provider Eligibility Determination

With the exception of E., all responses to the eligibility criteria must be "Yes" or "Not Applicable." If any of the above responses are "No," the proposal will not be submitted to the WIA Proposal Review Committee.

ELIGIBLE FOR EVALUATION Yes _____ No _____

Reviewer: _____ Date: _____

NAME OF PROVIDER:
TRAINING PROPOSED:
RATER:
DATE:

PROVIDER APPLICATION EVALUATION CRITERIA

I. APPROPRIATENESS/OUTCOMES

Overall Project Design

1. Is (Are) the proposed training program(s) in a growth occupation identified in the application or has the provider submitted documentation of a need for proposed training?
 Yes No
2. Does the provider site provide indications of a positive learning atmosphere with training curriculum and equipment that are up-to-date and considered state-of-the-art? Yes No
3. Does the tuition include costs for supplies, etc., as part of the total cost? Yes No
4. Is job search assistance included? Yes No
5. Do references of both participants and employers indicate that completers attain marketable job skills after training? Yes No
6. Will training lead to a certificate, diploma or degree? Yes No
7. Are training schedules on-going? Yes No

II. PAST PERFORMANCE

Prior Experience (as verified)

1. Does the provider have previous successful completion rate– defined as meeting or exceeding WIB goals for the previous 12 months?

2. Does the provider have previous successful experience in placing individuals in training-related occupations–classified as unsubsidized employment defined as meeting or exceeding WIB goals for the previous 12 months?

3. Does the provider have previous successful unsubsidized employment in training related occupations experience—defined as meeting or exceeding WIB goals for the previous 12 months?

-
4. Does (Do) the training program(s) result in an employment at a wage necessary to attain self-sufficiency?

-
5. Will placement occur in full-time positions with potential for job growth and benefits?

-
6. Does the student loan default rate exceed 25%?

-
7. Is the provider listed on current Federal, State or local debarment/suspension lists?

III. CAPABILITY OF TRAINING ORGANIZATION

1. Has the organization been in operation for more than 6 months and submitted evidence of financial stability, i.e., sound financial statement, audit report, tax return?

2. Has the curriculum been certified by an appropriate accrediting agency?

3. Has the organization's programs been certified by NPEC (if applicable)?

BONUS: Does the provider have experience with training special populations, such as disabled, homeless, low income, or individuals with language or cultural barriers?

NAME OF PROVIDER:
TRAINING PROPOSED:
RATER:
DATE:

RANKING INFORMATION

(0 = Not Acceptable, 1 = Weak, 2 = Average, 3 = Good, 4 = Excellent)

		Ranking	Weight	Total
I.	APPROPRIATENESS/OUTCOMES			
	A. Overall Project Design	0 1 2 3 4	2	_____
II.	PAST PERFORMANCE			
	A. Verified Prior Experience	0 1 2 3 4	2	_____
III.	CAPABILITY OF TRAINING ORGANIZATION			
	A. Capability	0 1 2 3 4	1	_____
	BONUS POINT:		1	_____
			TOTAL	_____

MAXIMUM SCORE = 21
 MINIMUM SCORE REQUIRED FOR CONSIDERATION = 12

Comments:

**PROVIDER PREAWARD MONITORING
SITE VISIT CHECKLIST**

Name of Agency: _____

Type of Training: _____

Location: _____

Date of Visit: _____

Monitor(s): _____

- 1) Is the provider location clearly marked and identifiable (signage or way to identify the location of the training site)?

_____yes _____no

comments:

- 2) Is the training site accessible to the disabled (ramps, door width, hallways/classrooms could accommodate a wheel chair)?

_____yes _____no

comments:

- 3) Does the training site appear safe (exits, classrooms, facilities, parking)?

_____yes _____no

comments:

- 4) Is the training site non-sectarian in activity/decor?

_____yes _____no

comments:

- 5) Does the site have a classroom or classrooms assigned for training activities?
Does it appear to be adequate for the planned training activity?
Does the site appear to have adequate equipment for each student (desks, chairs, computers, etc.)?
If used for instruction, were there adequate books/supplies/materials for students?

_____yes _____no

comments:

- 6) During the visit, were training classes/instructions in session?
If so, what was the student to instructor ratio?
What was the instruction style (structured, lecture, one-on-one instruction, self-directed study)?

_____yes _____no

comments:

- 7) Where staff present to greet and/or provide information to the monitor during the site visit?

_____yes _____no

comments:

- 8) Where any students available to comment on the training program?

_____yes _____no

comments:

Provider Pre-Award Participant Interview Form

Participant Name:

Title:

Referring Agency:

LWIB Staff:

Career Advisor:

1. What is your current status with the WIB Program?

In training?

Completed training but not employed (date completed training):

Completed training and employed (date completed training):

If employed, where are you employed?

Job Title?

Starting Wage?

Received a raise?

Is your job in any way related to your training program? Yes No

If yes, do you feel your training sufficiently prepared you for employment?

Yes No

What specific ways did/does the provider prepare and/or fail to prepare you for employment?

Were/are resources (books, magazines, newspapers, etc.) available that provide information on job opportunities, job trends, etc?

Is information available on certification tests?

2. What training program were/are you enrolled in?

How long will you be in training (program length)?

3. Is the training received appropriately sequenced (beginning, intermediate, advanced)?
 Yes No (please explain).

4. Do/did you have sufficient access to equipment/ lab to complete your assignments?
 Yes No (please explain).

Is/was the equipment always working? Yes No (please explain).

If not, what is/was the turnaround time for fixing the equipment?

5. Are/were classroom instructors able and available to respond to questions regarding the subject taught? Yes No (please explain)

6. Do/did instructors respond to your questions in a non-threatening, non-intimidating manner? Yes No (please explain)

7. Were you at any time treated unfairly by instructors or staff? Yes No (If yes, please explain)

8. Why did you choose to attend _____ training?

What did _____ have that other training providers did not have?

9. Do you have any comments regarding how the training/instruction was/is presented/taught?

Is there a sufficient mix of learning from texts and hands-on experiences? Do you have suggestions for improvement?

10. Describe how you received or will receive an extern, if available? Were factors such as transportation and location discussed or considered prior to deciding on an extern site? If you received an extern, how was/ s it (describe the experience, what did you learn)?
11. Would you recommend the training provider to others? Yes No
Why? Why not?

PROVIDER PRE-AWARD EMPLOYER SURVEY

Name of Company:

Name of Contact:

SAMPLE SCRIPT:

My name is _____ and I work for the _____ Workforce Investment Board. The Workforce Investment Act is a federally funded program that pays for training for persons who have been determined to be in need of training or retraining to compete successfully in today's workforce. We work with many schools in the Northwest Georgia area and try to use the funds for training that is likely to lead to a quality job. All programs must receive prior approval. We recently received an application from _____. They have provided your name as a reference to their training program. If you have a few minutes, I would like to ask you some questions concerning the training program. Your comments are used for the purpose of evaluating the program and will be kept confidential.

1. Have you hired graduates from _____?
(Or, have you used the training for current employees)
2. Did these employees learn the skills needed for the job?
3. What type of job could an individual completing the program be eligible for?
4. What is the average starting wage for that job or jobs?
5. Will new hires receive any benefits?
6. Do you anticipate openings in these positions for the next twelve months? If yes, are these openings due primarily to expansion or regular turnover?
7. Are you willing to hire graduates for vacancies?
8. Do you have any other comments concerning the school or the training?

Thank you for your assistance.

WIB PRE-AWARD REPORT

Proposing Training Provider: _____

Proposed Program of Study: _____

Employer References: _____

The WIB staff contacted two employers to receive opinions regarding the program quality of _____ training.

On _____, WIB staff contacted (employer). According to (employer), (employer) hired three graduates as Computer Help Desk technicians within the last three to four weeks. Those employees earn between \$29,000 and \$31,000 per year, work 40 hours a week, and will be eligible to receive benefits after being employed 90 days. The employee primary job responsibilities are troubleshooting computer hardware components. (Employer) stated that the graduates' job performance is "so far so good." In addition, this manager indicated that (provider) has provided the graduates with a "good start" and that the graduates appear to be "more aware of what path to take to have a better future for themselves."

On _____, the WIB staff contacted (employer). According to (employer), (employer) referred nine employees to provider. Those employees received Microsoft Certification training and some specifically received MCSE training. The average length of training was six weeks. The job positions of the employees included systems analysts, deployment managers, and training supervisors. (Employer stated that after completing the program, the employees were more proficient and had an enhanced knowledge of networking, specifically troubleshooting technical problems. Because of skills the employees received from (provider's) training, this manager would recommend the provider to other employers. In addition, (employer) indicated that training at (provider) was "more personalized" than the training he received from another organization.

Recent Program Graduate Reference

The WIB staff contacted three recent program graduates to obtain opinions regarding the program quality of (provider's) training.

On _____, the WIB staff, contacted (customer), a recent program graduate of (provider). After graduating on _____, customer was employed at _____, on _____ as a full-time Technical Analyst I. The program director at (provider) indicated that the graduate earns approximately \$30,000 per year. The graduate completed a six-week MCP (Microsoft Certified Professional) program in which he primarily received NT Workstation training. (Customer) learned how to identify computer parts and computer repair

techniques that should be used before using tools. The training included approximately 40 hours of computer-based training and 20 hours of instructor-led training. (Customer) stated that the instructors were knowledgeable and explained concepts in laymen's terms. Also, the instructors

encouraged verbal questions and questions submitted by e-mail. Instructors were available to assist students after the scheduled classroom hours. Before being employed by (employer), (customer) was an insurance underwriter. The graduate indicated that the training provided for "a successful change of employment." After passing the certification test, (customer) became employed. (Provider) provided the graduate with job placement assistance. In fact, upon finishing the program, within one week, (customer) received five calls from employers. (Provider) sent the graduate's resume to many employers that had job opportunities. The graduate was very pleased with the program, staff and instructors. The only recommendation for program improvement would be to have more hands-on training. (Customer) has recommended the program to others.

On _____, the WIB staff contacted (customer), an individual who completed a four-month MCSE training at (provider) on _____. After graduating, (customer) became employed (started in March, did not remember the exact date) as a PC program specialist, at _____, making \$19.20 an hour and working 40 hours per week. (Customer) has also received two promotions since beginning in March. (Provider) staff provided job placement assistance by constantly faxing his resume to employers.

(Customer) stated that training was both computer-based and instructor-led; instructors would help individuals when requested; and all instructors were certified in their area of instruction. The completer indicated that "the Training Director would find out about an individual's background to determine if training would be appropriate." (Customer) has recommended (provider) training to others.

[See pre-award back-up for other satisfactory recent program graduate references]

Training Observation

On _____, the WIB staff made an unannounced visit to (provider) to observe classroom training. The facility was a little difficult to locate due to a U-turn that must be made if a person is coming from the Interstate. (Provider) has been in this facility for one month. The facility has three rooms available for training; one is a computer lab (open Monday - Thursday, 10:00. am. - 10:00 p.m., Friday, 10:00 a.m. - 3:00 p.m., and Saturday, 10.00 a.m. - 5:00 p.m.). In addition, there is a break room with information technology publications and flyers. Also, in the break room is a list of MCSE student test scores. Staff indicated that it is good for a student to compare his/her score with other students' scores; this inspires competition. The WIB representative asked (provider) staff "If students had problems with having their scores posted?" Staff replied that it has not been a problem.

The WIB representative observed an MCSE training. The classroom had eight computers, an overhead projector, six students and one teacher. Two students were seated at each table which

had two computers. Although there were two students at each desk, the students' individual work space was not invaded. The instructor reviewed a lesson and asked each student a question. Each student answered his/her question correctly. The instructor spoke clearly and appeared to have knowledge of the course content. Students were attentive and asked questions which the instructor answered.

Recommendation(s)

Based on the satisfactory reference checks and training observation, the (provider) application should be recommended for state approval. WIB participants who may need more personalized training (attention) may be considered priorities for this training.