



# CareerSource Gulf Coast

## Local Workforce Plan Two-Year Modification January 1, 2023 – December 31, 2024

### Local Workforce Development Area 4

<b>Tel</b> 850-913-3285 <b>Fax</b> 850-913-3269	5230 W. US Highway 98 Panama City, FL 32401	<a href="http://www.careersourcegc.com">www.careersourcegc.com</a> <a href="mailto:jgerman@careersourcegc.com">jgerman@careersourcegc.com</a>
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Date Submitted: October 3, 2022  
Plan Contact: Ms. Jennifer German

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## A. ORGANIZATIONAL STRUCTURE

The local plan must describe the organizational structure in place in the local area, including:

### (1) Chief Elected Official(s)

- (a) Identify the chief local elected official(s) by name, title, mailing address, phone number and email address.

Bay County, Florida  
Mr. Robert Carroll, Chair  
Bay County Board of County Commissioners  
840 W. 11<sup>th</sup> Street  
Panama City, FL 32401  
(850) 248-8140  
[rcarroll@baycountyfl.gov](mailto:rcarroll@baycountyfl.gov)

Gulf County, Florida  
Mr. Sandy Quinn, Chair  
Gulf County Board of County Commissioners  
1000 Cecil G. Costin, Sr. Boulevard  
Port St. Joe, FL 32456  
(850) 247-8870  
[commissioner4@gulfcounty-fl.gov](mailto:commissioner4@gulfcounty-fl.gov)

Franklin County, Florida  
Mr. Ricky Jones, Chair  
Franklin County board of County Commissioners  
33 Market Street, Suite 305  
Apalachicola, FL 32320  
(850) 653-8861  
[ricky@franklincountyflorida.com](mailto:ricky@franklincountyflorida.com)

- (b) Describe how the chief local elected official(s) was involved in the development, review and approval of the local plan.

Each Board of County Commissioners in our LWDA selects a member or staff person to regularly attend our meetings. They also appoint members from each respective county to our board. The local workforce services plan process (including a timeline) was approved by the LWDB, and a draft plan was provided to both the LWDB and CEOs for input/feedback prior to the approval by the respective CEOs.

### (2) Local Workforce Development Board

- (a) Identify the chairperson of the LWDB by name, title, mailing address, phone number and email address. Identify the business that the chairperson represents.

CareerSource Gulf Coast Workforce Board – Region 4  
Dr. Patricia Hardman, Chair  
Gulf 2 Bay Construction & Development – Managing Partner  
1934 SR 30A, Port St. Joe, FL 32456  
(850) 229-7799 or (850) 527-2347  
[gulftobay@fairpoint.net](mailto:gulftobay@fairpoint.net)

- (b) If applicable, identify the vice-chairperson of the LWDB by name, title, mailing address, phone number and email address. Identify the business or organization the vice-chairperson represents.

Ms. Elinor Mount-Simmons, Vice Chair  
Mount Up Consulting  
317 Earl king Street, Apalachicola, FL  
850-323-0176 or 850-323-0544  
[emountsimmons@gmail.com](mailto:emountsimmons@gmail.com)

- (c) Describe how the LWDB members were involved in the development, review, and approval of the local plan.

In the August 2022 meeting of the LWDB, an overview of the plan was presented, and feedback was solicited. The draft plan was provided in its entirety to the board members in the August 2022 meeting, and approval was given contingent upon future feedback from board members and the CEOs.

- (d) Describe how the LWDB convened local workforce development system stakeholders to assist in the development of the local plan.

Business leaders from our three-county area as well as representatives from our mandatory partners sit on the CSGC board of directors. The plan was provided to the full board for review and feedback. The plan was also announced to partner agency meetings and provided to our training partners for review and feedback. Finally, the plan was provided to our LEOs and county management and legal staff for review and approval.

### **(3) Local Grant Subrecipient (local fiscal agent or administrative entity)**

- (a) Provide the name of the entity selected to receive and disburse grant funds (local fiscal agent) if other than the chief local elected official (WIOA § 107(d)(12)(B)(i)(III) and 20 CFR 679.420).

Gulf Coast State College was designated by the CEOs as the grant sub recipient and LWDB was designated as the fiscal agent.

- (b) Provide the name of the entity selected to staff the LWDB (commonly referred to as the administrative entity) and assist the LWDB in carrying out its responsibilities as a board organized under WIOA (20 CFR 679.430). (May be the same as the fiscal agent).

The administrative entity for LWDB 4 is the Gulf Coast Workforce Development Board, d/b/a CareerSource Gulf Coast. Board members selected and hired an Executive Director, who in turn hires staff. Some staff members are empowered to hire additional staff with approval of the Executive Director.

### **(4) One-Stop Operator and One-Stop Career Centers**

- (a) Provide the name of the entity or entities selected through a competitive process to serve as the one-stop operator and the effective date of the current agreement in place between the LWDB and the one-stop operator.

Gulf Coast State College was selected as One Stop Operator after a competitive procurement process.

- (b) Describe the steps taken to ensure a competitive process for selecting the one-stop operator(s) (WIOA § 121(d)(2)(A)).

THE LWDB follows the procurement process outlined in the Administrative Plan, Section VIII E and CSFL Policy 97.

- (c) If the LWDB serves as the one-stop operator, provide the last date the state board granted approval to the LWDB to serve in this capacity and the approved duration.

N/A

- (d) Describe the roles and responsibilities the LWDB has identified and assigned to the one-stop operator.

The CareerSource Gulf Coast Job Center Operator (one stop operator) coordinates the service delivery of required one-stop partners and service providers. The Job Center Operator will be responsible for coordinating service providers across the one-stop delivery system and be the primary provider of career services within the comprehensive one stop center and coordinating services at affiliate sites staffed by CSGC personnel. This coordination will take the form of training and technical assistance.

The Job Center Operator is expected to provide Basic and Individualized Career Services as well as Follow-Up Services under WIOA Title I programs and Wagner-Peyser.

The purpose of the CareerSource Gulf Coast Job Center system is to establish the framework for a client-centered, consistent, fair, and meaningful methodology to provide a triage of service levels with the underlying focus on customer choice and self-determination. The One Stop Operator is to ensure the delivery of services focused on fully integrating a consistent service delivery process and providing excellent customer service, quality case management and effective job placement to ensure the long-term success of all customers.

The One Stop Operator is expected to coordinate the service delivery of required partners by maintaining close referral partnerships with non-on-site programs and daily working relationships with in-house partners for the benefit of customers.

The co-located One Stop Partners for CSGC's comprehensive Job Center are:

- a. WIOA Title I Programs (Adult, Dislocated Worker, Youth) \*
  - b. Wagner – Peyser Act services
  - c. Senior Community Service Employment Program (SCSEP)
  - d. Trade Adjustment Assistance
  - e. Temporary Assistance for Needy Families (TANF)\*
  - f. Ticket to Work
  - g. Supplemental Nutrition Assistance Program\*
- (\* programs are operated by service providers)

The following list of partners are those to whom referrals are made.

- 1) Haney Technical Center – Adult and Post-Secondary Career Technical Programs
- 2) Gulf Coast State College – Post-Secondary Training Programs
- 3) Gulf County Schools – GED/Adult Basic Education Programs
- 4) Franklin County Schools- GED/Adult Basic Education Programs
- 5) Franklin's Promise- GED/Adult Basic Education and Conservation Core Training Program
- 6) Goodwill Industries- Short Term Training and GED/Adult Basic Education programs

- 7) AMI Kids-Panama City Marine Institute- GED-Youth Build-Court involved youth programs
- 8) Second Chance-Individuals with intellectual disabilities and TBI assistance
- 9) Life Management-Sliding scale mental health services
- 10) Pancare- Low income and sliding scale medical and dental services
- 11) Military Recruitment Offices-those interested in Military Services
- 12) Veteran's Administration-Veterans services
- 13) Florida Vocational Rehabilitation- services for those with disabilities
- 14) Catholic Charities/Salvation Army-assistance with food, clothing and utility assistance
- 15) Rebuild Bay-housing assistance-rental assistance
- 16) City of Panama City housing-rental assistance
- 17) Healthy Start- infant car seats, diapers, information on healthy child development
- 18) United Way-referral service for agency assistance
- 19) A New Day-Re Entry assistance for those with past substance abuse issues
- 20) The Arc of the Bay-programs-jobs programs for those with intellectual disabilities
- 21) Area Health Departments- WIC and no cost vaccinations and other health services

- (e) Provide the location (address) and type of each access point, indicating whether it is a comprehensive center<sup>3</sup>, affiliate site or specialized center, as described in [CareerSource Florida Administrative Policy 093 – One-Stop Delivery System and One-Stop Career Center Certification Requirements](#).

Comprehensive Center  
625 US Hwy. 231, Panama City, FL

Satellite Office Apalachicola Office-Franklin County  
1 Bay Avenue, Apalachicola, FL

Satellite Office – Port St. Joe Community Center  
401 Peters Street, Port St. Joe, FL

- (f) Identify the days and times when each access point is open to customers. Comprehensive career centers must be open to the general public for walk-in service a minimum of eight hours per day during regular business days, Monday through Friday.

The hours of operation for the comprehensive one-stop job center centers are as follows:

- Bay County Center (full service) – Monday through Friday from 8 am – 4:30 pm
- Gulf County\* (satellite) – Monday through Thursday, 8 am – 4 pm; Friday by appt. only.
- Franklin County\* (satellite) – Monday through Friday from 8 am – 4 pm

\*Hours of operations for the satellite locations are subject to change based upon funding levels and local conditions.

- (g) For each access point, identify how each local area provides customers with access to each required (and any approved optional) one-stop career center partners' programs, services and activities (physical co-location, electronic methods, and/or referrals).

CareerSource Gulf Coast provides access to required and optional partner Programs and services in the most cost-efficient, customer-friendly manner possible. As listed in item (d) above, most required partners are on-site and referrals to others are well established due to years of partnership.

CareerSource Gulf Coast has established policies that address the integration of services for the region's career centers that support a customer-centered, fully integrated service delivery system that ensures customers and employers have maximum access to the full range of education, employment, training and supportive services offered through the programs available under WIOA.

These career center policies are clearly referenced in our MOUs and reflect that an appropriate combination and integration of services are made available directly or through partner program referrals. Customers experience a “common front door” at our centers for all one-stop partner programs supported by common registration where possible. Formal and informal assessments evaluating basic skills, career interests and aptitudes are shared with partner programs thus avoiding duplication in service provision.

- (h) Pursuant to the [CareerSource Florida Administrative Policy 093 – One-Stop Delivery System and One-Stop Career Center Certification Requirements](#), provide the required attestation that at least one comprehensive one-stop center in the local area meets the certification requirements contained therein.

CareerSource Gulf Coast (CSCG) has one comprehensive one-stop job center in the region’s metro, Panama City.

The CSGC Job Center (one-stop job center) has met the criteria for One Stop Credentialing pursuant to reviews by the Florida Dept. of Economic Opportunity’s Programmatic Monitoring Team.

CSGC developed a One Stop credentialing tool per CSFL Administrative Policy 92 in July of 2017. Applying this tool to the CSGC Job Center (one-stop job center), the center meets all requirements.

Physical and Programmatic Accessibility: CSGC staff remain abreast of developments regarding improvements to services for persons with disabilities and share that information with Center staff. The Center itself is equipped with wheelchair accessible computer desks and computer monitors designed for use by the visually impaired. Information is shared with customers regarding the availability of auxiliary aids and services as needed.

Continuous Improvement: CSGC has procedures in place to address all issues related to achieving, managing, and improving performance. The Deputy Director of Operations and Programs and Regional Training Coordinator in conjunction with GCSC, the One Stop Operator, work together to ensure that staff attend training as needed, including Tier I certification and subsequent continuing education. CSGC regularly reviews surveys completed by job seekers and employers to detect areas for improvement and uses that information to ensure that services are delivered as efficiently and effectively as possible.

- (i) Describe any additional criteria (or higher levels of service coordination than required in [CareerSource Florida Administrative Policy 093 – One-Stop Delivery System and One- Stop Career Center Certification Requirements](#)) relating to service coordination achieved by the one-stop delivery system, to respond to education/training needs, labor market, economic, and demographic conditions and trends in the local area (WIOA § 121(g)(3)).

CSGC works in close partnership with local economic development organizations and is routinely involved in presenting labor market information as well as available training programs to prospective and existing employers. There is a strong relationship with regional k-12 partners, post-secondary partners, as well as business partners to ensure that we can create, expand or re focus training to meet the needs of business which change quickly at times. CSGC also obtains other grants to expand services whenever possible. Through the duPont Fund we offer additional services in Gulf County that include small business startup grants, food distributions twice monthly and a large summer program for upwards of 100 youth every summer as well as a year-round internship program for high school students, and summer internships for approximately 25 youth/young adults. Donations from the community and the City of Port St. Joe supplement the foundation monies used



for the summer program and the food distributions. During the pandemic businesses also donated funds to purchase trucks of food which was distributed by our staff and other civic organization and businesses who volunteered to assist.

## **(5) Provider of Workforce Services**

- (a) Provide the name of the entity or entities selected to provide workforce services (except training services) within the local one-stop delivery system.

Gulf Coast State College was chosen via a competitive procurement to be the One Stop Operator. Gulf Coast State College, as the One Stop Operator, provides workforce services in the Comprehensive Career Center. Board staff in the satellite Centers provide workforce services with assistance from the One Stop Operator.

- (b) Identify and describe what workforce services (except training services) are provided by the selected one-stop operator, if any.

See below.

- (c) Identify and describe what career services are provided by the designated provider of workforce services (except training services).

The One Stop Operator is charged with coordinating the provision of or referral to workforce services, including career services listed below. Some of these services are provided by the Operator's staff, some by the Florida Department of Opportunity staff, and some by board staff members.

- ✓ Assist employers to expand their access to potential labor pools consisting of youth, older workers, welfare recipients, and individuals with disabilities, in addition to other jobseekers;
- ✓ Ensure the registration and vetting of Employers into Employ Florida, including securing and documenting employer permission to post jobs in EF;
- ✓ Customized screening and referral of qualified participants in career and training services to employers;
- ✓ Customize employment-related services to employers, employer associations, or other such organizations on a fee-for-service basis that are in addition to labor exchange services available to employers under Wagner-Peyser
- ✓ Provide business services and strategies that meet the workforce investment needs of area employers, as determined by the Local Board and consistent with the local plan
- ✓ Implement sector strategies developed by CSGC and facilitate relationships between key stakeholders;
- ✓ Assist employers with their recruitment process through posting of job orders, job fairs, and provide space for on-site interviewing and other similar activities;
- ✓ Assist employers with HR related functions such as writing and reviewing job descriptions, scheduling job interviews, and/or coordinating pre-employment training;
- ✓ Provide labor market information, information on tax credits (e.g., WOTC, Earned Income Tax Credit, and other similar programs) and financial incentives for training available for new or current employees;
- ✓ Make Rapid Response activities available at the work site (or another site) for those employers/employees faced with mass lay-offs and/or plant closings;
- ✓ Coordinate with other agencies providing job placement assistance, such as training vendors, private job placement firms, and other current or prospective partners in an effort to reduce and possibly eliminate the multiple calls made to employers.
- ✓ Determinations of whether the individuals are eligible to receive assistance from the adult, dislocated worker, or youth programs; Outreach, intake (including worker profiling), and



- orientation to information and other services available through the one-stop delivery system.
- ✓ Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service's needs;
- ✓ Labor exchange services, including—
- ✓ Job search and placement assistance, and, when needed by an individual, career counseling, including—
- a. Provision of information on in demand industry sectors and occupations (as defined in sec. 3(23) of WIOA); and
- b. Provision of information on nontraditional employment; and
- c. Provision of referrals to and coordination of activities with other programs and services, including programs and services within the one stop delivery system and, when appropriate, other workforce development programs;
- d. Provision of workforce and labor market employment statistics information, including the provision of accurate information relating to local, regional, and national labor market areas, including job vacancy listings in labor market areas; information on job skills necessary to obtain the vacant jobs listed; and
- e. Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs;
- f. Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of providers;
- g. Provision of information, in usable and understandable formats and languages, about how the local area is performing on local performance accountability measures, as well as any additional performance information relating to the area's one-stop delivery system;
- h. Provision of information, in usable and understandable formats and languages, relating to the availability of supportive services or assistance, and appropriate referrals to those services and assistance, including: Child care; child support; medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program; benefits under SNAP; assistance through the earned income tax credit; and assistance under a State program for TANF, and other supportive services and transportation provided through that program;
- i. Provision of information and meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation.
- j. "Meaningful assistance" means: Providing assistance by phone or via other technology, as long as the assistance is provided by trained and available staff and within a reasonable time.
- k. The costs associated in providing this assistance may be paid for by the State's unemployment insurance program, or the WIOA adult or dislocated worker programs, or some combination thereof.
- l. Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.
- m. Individualized career services must be made available if determined to be appropriate in order for an individual to obtain or retain employment. These services include the following services, as consistent with program requirements and Federal cost principles:
- n. Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers, which may include—
  1. Diagnostic testing and use of other assessment tools; and
  2. In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;
  3. Development of an individual employment plan, to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals, including the list of, and information about, the eligible training providers.
- o. Group counseling;
- p. Individual counseling;

- q. Career planning;
  - r. Short-term pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training;
  - s. Internships and work experiences that are linked to careers
  - t. Workforce preparation activities;
  - u. Financial literacy services as described in sec. 129(b)(2)(D) of WIOA and § 681.500 of this chapter;
  - v. Out-of-area job search assistance and relocation assistance; and
  - w. English language acquisition and integrated education and training programs.
- (d) If the LWDB serves as the direct provider of workforce services (except training services), provide the last date the CareerSource Florida Board of Directors granted approval to the LWDB to serve in this capacity and the approved duration.

The duration is from 7/1/2020 until 6/30/2023 and was approved.

## **(6) Youth Service Provider**

- (a) Provide the name of the entity or entities selected to provide youth workforce investment activities (youth program services) and, if the entity was competitively procured, the term through which the entity is contracted to provide these services.

Gulf Coast State College was competitively procured to provide youth services in Bay County. GCSC provides a limited number of these services in Franklin and Gulf Counties.

- (b) Describe the steps taken to ensure a competitive process for the selection of the youth service provider(s) in the local area, if the LWDB does not provide these services.

AN RFP is issued, and proposals accepted until the stated deadline. A rating committee made up of volunteers from the board of directors read and rate the proposals and then selects one to present to the full board as their recommendation for funding.

- (c) Describe any additional criteria<sup>4</sup> the LWDB has established to ensure providers best positioned to deliver required youth program elements resulting in strong outcomes for youth participants are used, if applicable.

Gulf Coast State College has provided “navigators” who are college staff placed in all area high schools. Their job is to assist students with determining a path to post-secondary even if it is not at GCSC. This program paired with other services and new financial assistance programs has increased the number of young student enrollment. GCSC’s Cooperative Education (Co-op) course offers a great way for the youth to gain work experience in his/her major or explore a different field of work and earn academic credit at the same time. Additionally, GCSC has facilities in Bay, Gulf, and Franklin counties available for student use. In some instances, students who wish to transition into post-secondary education may be able to receive student support services in the TRiO program (a federally funded grant program designed to help students overcome environmental, social, academic and cultural barriers to higher education).

- (d) Identify and describe the youth program element(s) provided by each provider.

Gulf Coast State College has proposed to provide all 14 Youth Program Elements:

(1) Tutoring, study skills, instruction, and dropout prevention

Tutoring services will be made available in a variety of ways to youth that may need additional assistance in successfully passing various subjects of the GED. Remote tutoring via Zoom or Microsoft Teams, in person tutoring, online self-paced programs with tutoring included as well as the TRIO program at GCSC, GED classroom-based instruction, as well as instruction at Gulf and Franklin County School District's GED programs, and Franklin's Promise GED in person or online tutoring and drop-out prevention program.

(2) Alternative Secondary School Services

Alternative secondary schools' services are offered through Franklin's Promise, AMI Kids Panama City, Tom P. Haney Technical School, Goodwill Training Center, and The Bay County Library Marine Institute.

(3) Paid and Unpaid Work Experience

All youth will be required to engage in a work experience activity which includes academic and occupational education components. Where appropriate, internships, job shadowing, and paid and unpaid work experience opportunities will be made available to the participant. Relationships with businesses will consistently be developed in order to create opportunities for growth for youth and development of a talent pipeline for businesses. Organizations such as Bay Builders, Bay Credit Union, Gulf Coast State College, and the Bay County Library have job shadowing and volunteer opportunities available for work experience. Career exploration opportunities through various venues will also be assigned.

(4) Occupational Skills Training

For occupational skills training, online & web-based programs such as Aspiring Minds (provides practice tutorials in a variety of different fields) and O\*Net (My Next Move) will be used to provide the knowledge, skills, abilities, personality, education, job outlook, and technology that would be required to perform the selected job. Work readiness skills are provided via the Foundational Skills platform to measure a participant's soft skills. These combined forms of training are expected to increase participants' engagement in learning and encourage them to successfully complete job training and enter postsecondary education or employment.

(5) Education /Training Offered Concurrently with Workforce Preparation

GCSC will provide integration of education and training through a collaboration with Bay, Gulf, and Franklin District schools CTE's programs, and Tom P. Haney Technical College. This alignment will provide workforce preparation activities, basic academic skills, and hands-on occupational skills.

(6) Leadership Development Opportunities

The leadership development workshop will be contracted or created and tailored for youth. This workshop will address communication, motivating individuals, problem solving, team building, and other related important topics on becoming a good leader. The Career Development Specialist and Case Managers will encourage participants to participate in peer-centered activities, including community services such as Sunday Schools, Beach Clean-up Day, Community Breakfast, and others available volunteer opportunities at the local libraries and animal shelters.

(7) Supportive Services

Each participant has unique needs. Therefore, the Career Development Specialist's and Career Managers' goal is to determine which supportive services are required based on the objective assessment, success plan, and assessments. The Career Manager will ensure that supportive services are available through other agencies in order to avoid duplication of services. The supportive services are limited in amounts and duration; the participant must participate in activities allowed under the required WIOA program elements. These services may include, but are not limited to transportation, assistance with childcare, housing, educational testing, books, fees, and other necessary items.

Performance incentives will be issued after the successful attainment of certain milestones. Incentives further encourage youth remain engaged in WIOA activities.

#### (8) Adult Mentoring

The GCSC Career Development Specialist and Career Managers will serve as the adult mentors for the in-school and out-of-school youth. The Career Development Specialist and Career Managers will be engaged in all activities of the youth's ISS and will guide the youth in all aspects of workplace success, to include but, not necessarily be limited to aiding in goal setting; acting as an encourager, motivator and 'champion' for the participant's success. Frequent meetings and opportunities for communication will be instrumental in building the relationship between the participant and his/her Career Manager. Additional mentoring relationships (with others such as employers, fellow co-workers, etc.) will be sought and encouraged as a second layer of accountability for in-school and out-of-school youth.

#### (9) Follow-up Services

Contact with the participant will be required and maintained for a period of not less than one year. Phone calls and/or one-on-one interaction will be the primary form of contact. In instances where either of the two forms of communication cannot be maintained, emails will be used. Follow-up services shall consist of calling the client or employer to confirm continued employment, engagement in post-secondary training, education, military service, or qualified internship. If the WIOA youth loses a job or is no longer engaged in either of the aforementioned activities, additional support services specifically tailored to their need will be made available.

#### (10) Comprehensive Guidance and Counseling

The Career Managers will refer the individual youth to necessary counseling that cannot be provided by GCSC-operated CareerSource Gulf Coast Job Center. The Career Managers will contact the service provider, Hughley's Mental Services, for mental health counseling/therapy, depression/anxiety, substance abuse, addiction and recovery, stress management and other specialized treatments.

#### (11) Financial Literacy education

The Financial Literacy education is a crucial investment the program can offer to empower the in-school and out-of-school youth with the knowledge and skills the youth need to make sound financial decisions. Goodwill Industries Career Campus and the Virtual Job Shadow program offer each an online platform that help the youth gain a set of skills and knowledge that will allow the youth to make informed and effective financial decisions. The online financial literacy course encompasses activities on initiating checking and saving accounts, understanding credit, debt, and mortgages. The Bay Credit Union is a partner involved in educating participants and offers interactive workshops on basic banking, understanding credit reports and tips on how to correct inaccuracies, protecting private information and ways to resolve cases of identity theft.

#### (12) Entrepreneurial Skills Training

Participants who express an interest in entrepreneurship will be referred to the Business Innovation Center or the Millaway Institute for Entrepreneurship where they can receive coaching, counseling, networking opportunities, workshops, seminars and other training services, as required. The Entrepreneurial Skills Training is accessible through GCSC's Millaway Institute for those who have an invention and would like to commercialize a product. In addition, Gulf Coast State College offers an Entrepreneurship College Credit Certificate along with an online-based course that focuses on entrepreneurial thinking, operational innovation, funding, intellectual property law, required licenses, and financial statements, among other topics.

#### (13) Services That Provide Labor Market Information

The employflorida.com labor market information has a wealth of information regarding labor market facts, area, industry, and occupational profiles, as well as labor market information on education programs in a selected area. Labor market information will be used to provide a variety of demographic

information (by metropolitan statistical area (MSA), state and/or the nation) to include employment wages by industry and occupation, statewide demand occupations, as well as occupational profiles, as appropriate. The career manager will also provide additional career counseling services which will aid in resolving barriers that may impede the youth's success in attaining post-secondary training and/or education.

#### (14) Post-secondary Preparation and Transition Services

The Career Development Specialist and Career Managers will help prepare and adequately equip the youth with essential tools to make a successful transition to postsecondary education and industry-based certifications. The various streamlining assessments systems also serve as readiness tests for college/technical and the workforce. The Career Managers' role is to additionally assist with college application, explain the financial aid process, aid in completing and applying for the Free Application for Federal Student Aid (FAFSA), as well as local, state, and private scholarships.

## B. ANALYSIS OF NEED AND AVAILABLE RESOURCES

The local workforce plan must describe strategic planning elements, including:

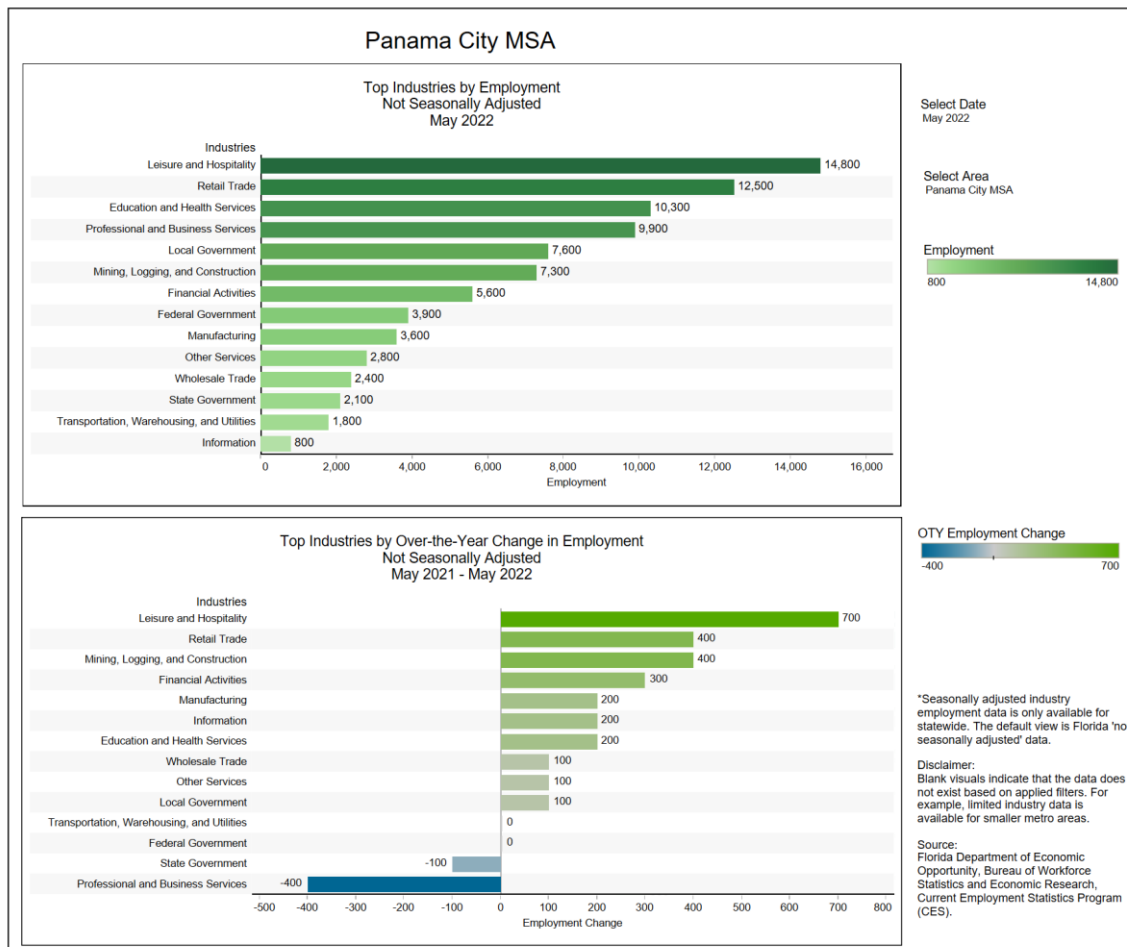
**(1) A regional analysis of:**

- (a) Economic conditions including existing and emerging in-demand industry sectors and occupations (20 CFR 679.560(a)(1)(i)); and

Local Workforce Development Area Four (LWDA 4), located in Northwest Florida includes three counties: Bay, Gulf, and Franklin. The Panama City MSA is the only metropolitan statistical area in the region and incorporates Bay and Gulf Counties. The other county is considered rural. In 2021, the region had a population of 206,103 a 5 percent increase from 2010. In May 2022, there were 96,538 individuals employed in the region. In 2020, the average annual wage was \$45,314.

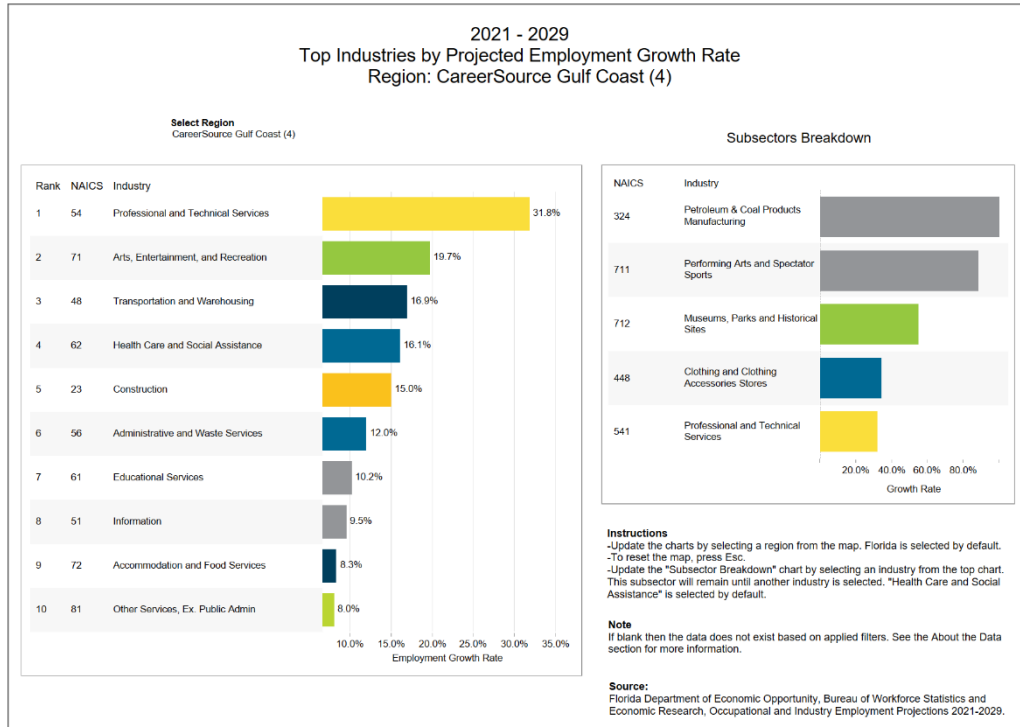
Currently, the region's top industries include Leisure and Hospitality, Retail Trade, and Education and Health Services. Please see table below for a complete breakdown of employment by industry.

### Existing Industries





## Emerging Industries

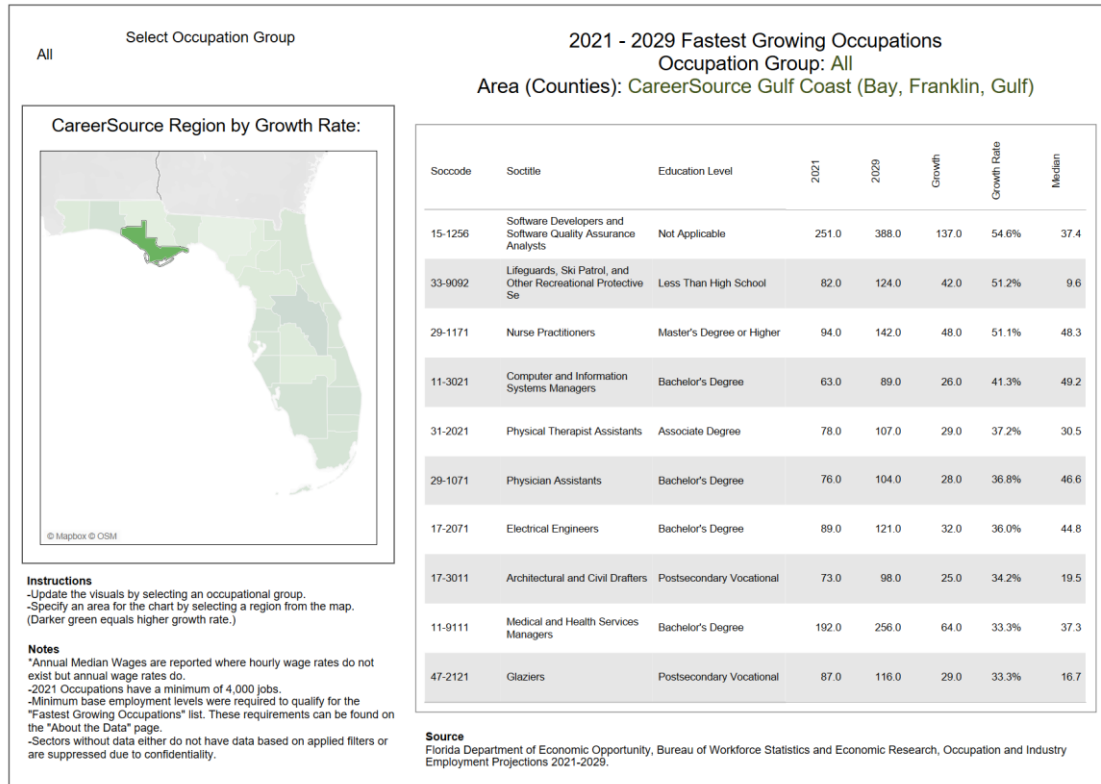


## Existing Occupations

JOBS BY OCCUPATION						
WORKFORCE DEVELOPMENT AREA 4 - BAY, FRANKLIN, AND GULF COUNTIES						
SOC Code	SOC Title	Employment				Total Job Openings
		2021	2029	Growth	Percent Growth	
41-2000	Retail Sales Workers	7,228	7,584	356	4.9	8,814
35-3000	Food and Beverage Serving Workers	6,465	7,153	688	10.6	10,295
47-2000	Construction Trades Workers	5,080	5,853	773	15.2	4,798
43-4000	Information and Record Clerks	3,526	3,754	228	6.5	3,647
53-7000	Material Moving Workers	2,981	3,306	325	10.9	3,302
13-1000	Business Operations Specialists	2,893	3,239	346	12.0	2,438
49-9000	Other Installation, Maintenance, and Repair Occupations	2,885	3,196	311	10.8	2,458
29-1000	Health Diagnosing and Treating Practitioners	2,842	3,395	553	19.5	1,695
25-2000	Preschool, Primary, Secondary, and Special Education School Teachers	2,579	2,789	210	8.1	1,680
53-3000	Motor Vehicle Operators	2,486	2,720	234	9.4	2,360
35-2000	Cooks and Food Preparation Workers	2,298	2,543	245	10.7	2,934
11-9000	Other Management Occupations	2,286	2,492	206	9.0	1,642
43-9000	Other Office and Administrative Support Workers	2,183	2,243	60	2.7	1,980
37-2000	Building Cleaning and Pest Control Workers	1,898	2,084	186	9.8	2,144
43-3000	Financial Clerks	1,836	1,870	34	1.9	1,559



## Emerging Occupations



(b) The employment needs of employers in existing and emerging in-demand industry sectors and occupations<sup>5</sup> (20 CFR 679.560(a)(1)(ii)).

To meet the needs of employers in demand industry sectors, CareerSource Gulf Coast and its educational partners work closely together to determine the needs of employers and how to translate those needs into the training of potential employees or employed workers. The CareerSource Gulf Coast Business Services Team regularly reaches out and meets with employers in demand industries to identify both short term and long term needs and solutions. Area training institutions have advisory boards made up of representatives from the relevant sectors and also host ad hoc groups for growth sectors such as manufacturing and defense contracts. These relationships have, and continue to guide the development of training. The tables below detail the employment needs of our existing in demand industries and occupations as well as our emerging industries and occupations.

Employment Needs for Existing In-Demand Industries			
Industry Sector	Top Skills Needed	Top Tools & Technology Needed	Top Occupations Needed
Accommodation and Food Services	Restaurant Operation, Food services, Food safety, Greeting Customers	Fryers, freezers, Point of Sales system, keyboards	Servers, Dishwashers, Baristas, Line Cooks, Shift Supervisors
Retail Trade (44 & 45)	Merchandising, Cash Register, Selling Techniques, Inventory Management, Cash Handling	Cash Register, Bar code reader, POS equipment, label dispensers	First Line Supervisors of Retail Workers, Sales Associate, Retail Merchandiser, Lead Sales Associate
Health Care and Social Assistance	Nursing, Rehabilitation, Treatment Planning,	Monitors, Electrosurgical or	Registered Nurse, Patient Care

	Medical Records, CPR, Patient Safety	electrocautery equipment, Alarms, Medical Software	Technicians, LPNs, Medical-Surgical Nurses, Caregivers
<b>Local Government</b>	Teaching, Nursing, Merchandising, Marketing, Cash Handling, Auditing, Construction, Rule Enforcement	Personal Protective Equipment, Desk Top Computers, Monitors, PowerPoint	Teachers, Registered Nurse, Police Officers, Counselors
<b>Construction</b>	Construction, Subcontracting, Safety Standards, Hand Tools, Accounting, Purchasing	Hand tools, Power Tools, Scheduling Software, Project Management Software	Superintendent, Construction Labors, Plumbers, Electricians,

<b>Employment Needs for Emerging In-Demand Industries</b>			
<b><i>Industry Sector</i></b>	<b><i>Top Skills Needed</i></b>	<b><i>Top Tools &amp; Technology Needed</i></b>	<b><i>Top Occupations Needed</i></b>
<b>Professional, Scientific, and Technical Services</b>	Auditing, Accounting, Technical Support, Cyber Security, Construction	Administration software Network software, computer servers, network analyzers,	System Administrators, Software Engineers, IT Systems Security
<b>Arts, Entertainment, and Recreation</b>	Office Equipment, Point of Sale, Cash Handling, Staff Management	Scheduling software, MS Office, POS, telephones	Assistant Managers, Babysitters, Cashiers, Fitness Coaches, Front Desk Receptionist
<b>Transportation and Warehousing</b>	Truck driving, Warehousing, Merchandising, Forklift, Dry Van Truck Operation	Flatbed Trailers, Hand trucks, Lifts, Inventory Management, GPS	Truck Drivers, Material Handlers, Warehouse Associates
<b>Administrative and Support Services</b>	MS Office, Reporting Tools, Communications, Operations, Scheduling, Customer Service	Desktop computer, postage machines, customer relationship software, photocopiers	Facilities Managers, Business Office Manager, Volunteer Coordinator, Office Clerk, Administrative Assistant
<b>Education Services</b>	Curriculum Development, Teaching, Accountability, Social Work, CPR, Data Entry	Computer based training software, MS Office, Projectors, Web Cams,	Teaching Faculties, Academic Instructors, Service Trainers, Nutrition Educators, Counselors,

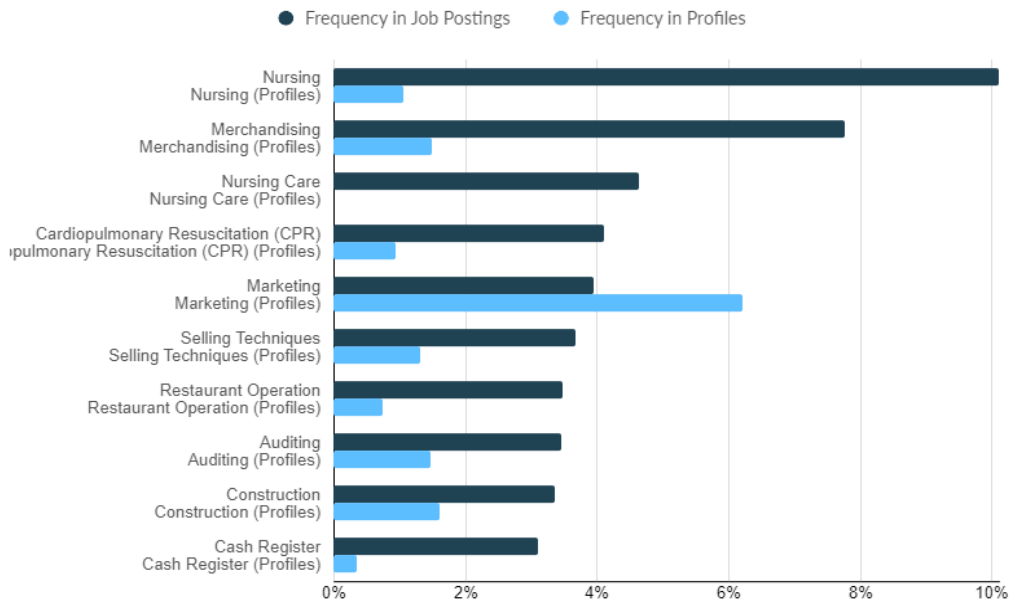
<b>Employment Needs for Emerging In-Demand Occupations</b>			
<b><i>Occupation</i></b>	<b><i>Top Skills Needed</i></b>	<b><i>Top Tools &amp; Technology Needed</i></b>	<b><i>Top Education Needed</i></b>
<b>Software Developers and Software Quality</b>	Computer Science, Software Testing,	Configuration management software,	Bachelor's Degree

<b>Assurance Analysts and Testers</b>	Programming Language, Agile Methodology,	database user software, Program testing software	
<b>Nurse Practitioners</b>	Nursing, Patient Education, Medical Records, Trauma Care, Surgery	Medical Software, Cardiac monitors, Diagnostic or interventional vascular catheters, Electrocardiography EKG units	Master's Degree
<b>Lifeguards, Ski Patrol, and Other Recreational Protective Service</b>	Lifeguarding, Accident reporting, CPR, Sense of Smell, Exercise Program	Navigational compasses, Life rings, Manlift or personnel lift, Medical acoustic stethoscopes.	High School Diploma
<b>Computer and Information Systems Managers</b>	Computer Science, Operating Systems, Information Systems, Security Incident Response	Business intelligence and data analysis software, CRM software, Computer Servers, Integrated services digital network ISDN access devices	Bachelor's Degree
<b>Physical Therapist Assistants</b>	Physical Therapy, Treatment Planning, Rehabilitation, Clinical Documentation	Balance beams, Electrotherapy combination units, Full body immersion hydrotherapy baths, Lower extremity prosthetic devices, Patient care beds for specialty care, Patient lifts	Associate degree

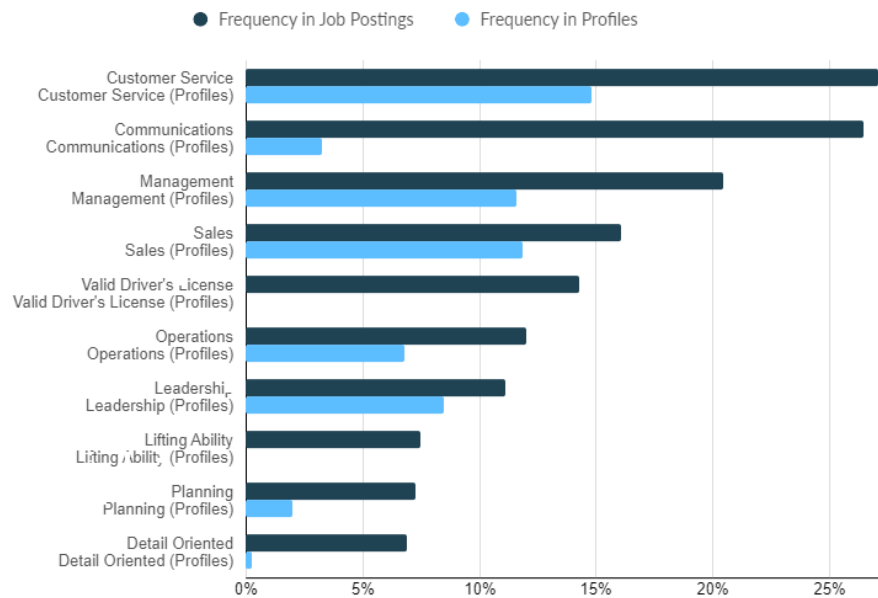
- (2) An analysis of the knowledge and skills needed to meet the employment needs of the employers in the local area, including employment needs in in-demand industry sectors and occupations (WIOA § 108(b)(1)(B) and 20 CFR 679.560(a)(2)).

CareerSource Gulf Coast conducted analysis of the knowledge and skills needed to meet the employment needs of the employers in the region from April 2021 to June 2022. Based on that research, the region's top specialized skills, common skills and qualifications are listed below for all industries are listed below. Specific skills needed for in demand industries and occupations are listed in the tables above.

### Top Specialized Skills



### Top Common Skills



## Top Qualifications

Qualification	Postings with Qualification
Basic Life Support (BLS) Certification	1,80
Secret Clearance	64
Commercial Driver's License (CDL)	52
Advanced Cardiovascular Life Support (ACLS) Certification	48
Licensed Practical Nurse	42
Security Clearance	39
Bachelor Of Science in Nursing (BSN)	32
Associate Degree In Nursing	27
Certified Nursing Assistant	25
Pediatric Advanced Life Support	19

- (3) An analysis of the workforce in the local area, including current labor force employment and unemployment data, information on labor market trends, and the educational and skill levels of the workforce, including individuals with barriers to employment (WIOA § 108(b)(1)(C) and 20 CFR 679.560(a)(3)).

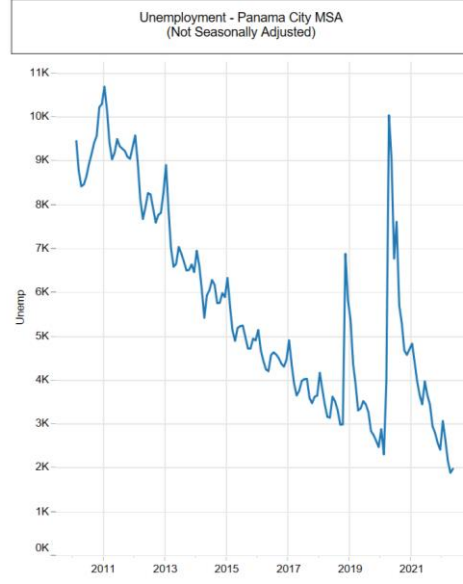
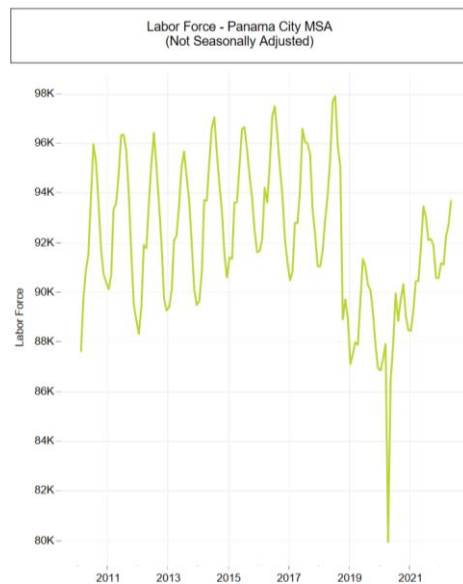
(4)

## CareerSource Gulf Coast Region (WDA4)

### Panama City MSA

#### Labor Force and Unemployment

The unemployment rate in the CareerSource Gulf Coast region (Bay, Franklin, and Gulf counties) was 2.1 percent in May 2022. This rate was 1.7 percentage points lower than the region's year ago rate of 3.8 percent. The region's May 2022 unemployment rate was 0.4 percentage point lower than the state rate of 2.5 percent. The labor force was 98,634, up 2,017 (+2.1 percent) over the year. There were 2,096 unemployed residents in the region.



## Persons with Barriers to Employment

Below is a list of barriers to employment for the CSGC region. Data on the various barriers to employment is collected and distributed by the US Census Bureau and the Bureau of Labor Statistics.

American Indian or Alaskan Native	Individuals with disabilities
Current or former foster care youth	Long-term unemployed 27+ consecutive weeks
Displaced homemakers	Low-income individuals**
Eligible migrant and seasonal farmworkers	Native Hawaiian or Other Pacific Islander
English language learners, individuals with low levels of literacy or facing substantial cultural barriers	Older individuals (55+)
Exhausting Temporary Assistance for Needy Families (TANF) within two years – Part A Title IV of the Social Security Act	Reemployment Assistance Program claimants
Ex-Offenders	Single parents including single pregnant women
Homeless individuals or runaway youth	Veterans

Fact	Franklin County, Florida	Gulf County, Florida	Bay County, Florida
Population Estimates, July 1 2021, (V2021)	12,572	14,363	179,168
Population estimates base, April 1, 2020, (V2021)	12,451	14,192	175,216
Persons 65 years and over, percent	24.60%	26.00%	18.50%
Female persons, percent	43.00%	49.80%	50.20%
White alone, percent	83.40%	84.60%	81.60%
Black or African American alone, percent	13.00%	11.30%	11.50%
American Indian and Alaska Native alone, percent	0.90%	0.80%	0.80%
Asian alone, percent	0.50%	0.70%	2.40%
Native Hawaiian and Other Pacific Islander alone, percent	0.10%		0.20%
Two or More Races, percent	2.10%	2.50%	3.40%
Hispanic or Latino, percent	6.00%	3.40%	7.40%
White alone, not Hispanic or Latino, percent	78.20%	81.90%	75.50%
Veterans, 2016-2020	1,085	1,529	21,209
Foreign born persons, percent, 2016-2020	3.50%	4.50%	6.70%
Language other than English spoken at home, percent of persons age 5 years+, 2016-2020	6.20%	7.40%	8.30%
Households with a computer, percent, 2016-2020	88.40%	87.80%	93.60%

Households with a broadband Internet subscription, percent, 2016-2020	80.30%	77.80%	87.80%
High school graduate or higher, percent of persons age 25 years+, 2016-2020	81.10%	85.40%	90.90%
Bachelor's degree or higher, percent of persons age 25 years+, 2016-2020	20.40%	23.20%	24.50%
With a disability, under age 65 years, percent, 2016-2020	15.50%	16.70%	14.90%
Persons without health insurance, under age 65 years, percent	17.90%	13.50%	14.80%
In civilian labor force, total, percent of population age 16 years+, 2016-2020	44.70%	44.90%	58.90%
In civilian labor force, female, percent of population age 16 years+, 2016-2020	47.80%	49.70%	55.50%

## Education of the Workforce

In 2021, the most common educational attainment level of the region was a high school diploma (including equivalency) at 31.4 percent, followed by some college at 24.4 percent, and then Bachelor's degree at 15.2 percent. Only 9.1 percent of workforce participants had attained less than a high school diploma.

### Educational Attainment

Concerning educational attainment, 15.2% of the selected regions' residents possess a Bachelor's Degree (5.1% below the national average), and 10.9% hold an Associate's Degree (2.2% above the national average).



## Mining, Logging, and Construction

In May 2022, the employment was 7,300. The over the year change in May 2022 was an increase in 400 jobs, or 2.6 percent.

### Manufacturing

In May 2022, the employment was 3,600. The over the year change in May 2022 was an increase in 200 jobs or an increase in 5.8 percent.

## Trade, Transportation, and Utilities



In May 2022, the employment was 16,700. The over the year change in May 2022 was an increase of 500 jobs or 3.1 percent.

#### **Information**

In May 2022, the employment was 800. The over the year change in May 2022 was an increase of 200 jobs or 33.3 percent.

#### **Financial Activities**

In May 2022, the employment was 5,600. The over the year change in May 2022 was an increase of 300 jobs or 5.7 percent.

#### **Professional and Business Services**

In May 2022, the employment was 9,900. The over the year change in May 2022 was a decrease of 400 or 3.9 percent.

#### **Education and Health Services**

In May 2022, the employment was 10,300. The over the year change in May 2022 was an increase of 200 jobs or 2.0 percent.

#### **Leisure and Hospitality**

In May 2022, the employment was 14,800. The over the year change in May 2022 was an increase of 700 jobs or 5.0 percent.

#### **Other Services**

In May 2022, the employment was 2,800. The over the year change in May 2022 was an increase of 100 jobs or 3.7 percent.

#### **Government**

In May 2022, the employment was 13,600, unchanged over the year.

- (5) An analysis of the workforce development activities, including education and training, in the local area. This analysis must include the strengths and weaknesses of workforce development activities and the capacity to provide the workforce development activities to address the education and skill needs of the workforce, including individuals with barriers to employment, and the employment needs of employers (WIOA § 108(b)(1)(D) and (20 CFR 679.560(a)(4)).

CareerSource Gulf Coast is dedicated to serving employers and jobseekers in the area and provides a wide range of workforce development services including basic career, individualized, follow-up, and training services. CSGC or its service providers delivers all WIOA Adult/Dislocated Worker/Youth, TAA, TANF, SNAP, Wagner Peyser, MSFW, Reemployment, and Jobs for Veterans State Grant activities and services throughout the region. CSGC maintains an excellent relationship with local economic development and business organizations. These relationships, coupled with long term partnerships with Gulf Coast State College, Florida State University – Panama City and the local school districts allows us to broker education and training opportunities to meet workforce needs.

From a perspective of strengths, our education partners are led by people with vision and an

understanding that flexibility is key to meeting the training needs of a changing economy. Bay County, our most populous county, has a population in which 73.91% of persons twenty-five years of age. That provides a workforce capable of being trained to meet the needs of industry change.

As for weaknesses, 2021 the region's population declined by 12.3% since 2016, falling by 26,127. Population is expected to decrease by 23.2% between 2021 and 2026, losing 43,075.

From 2016 to 2021, jobs declined by 3.9% in the 3 county region from 96,629 to 92,900. This change fell short of the national growth rate of 0.7% by 4.6%. As the number of jobs declined, the labor force participation rate increased from 58.9% to 65.3% between 2016 and 2021.

Concerning educational attainment, 15.2% of the selected regions' residents possess a Bachelor's Degree (5.1% below the national average), and 10.9% hold an Associate's Degree (2.2% above the national average)

## C. LOCAL WORKFORCE DEVELOPMENT BOARD STRATEGIC VISION AND GOALS

- (1) Describe the LWDB's strategic vision to support regional economic growth and economic self-sufficiency. This must include goals for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), and goals relating to the performance accountability measures based on primary indicators of performance described in WIOA § 116(b)(2)(A) (20 CFR 679.560(a)(5)).

The strategic vision of CareerSource Gulf Coast (CSGC) is to develop strong partnerships that will result in the development of a globally competitive workforce.

Our goals are to:

- Create and sustain a network of partners to provide a guiding force for community prosperity through education, training, developing an economic climate for growing business and jobs, and support the success of our youth.
- Provide the very best service to every customer every day
- Create strong connections between Veterans and our business community
- Facilitate the creation and operation of community-based initiatives which support CareerSource Gulf Coast's goals.
- Partner to create a globally competitive workforce.

The primary indicators of performance under WIOA tie neatly to the details of CSGC's strategy to support regional economic growth and economic self-sufficiency.

- 1) Percentage of participants in unsubsidized employment in the second quarter after program exit;
- 2) Percentage of program participants found in unsubsidized employment in the fourth quarter after program exit;
- 3) The median earnings of participants referenced in (1), (Youth and Adults/DW);
- 4) The percentage of Youth participants who obtain a recognized post-secondary credential, secondary school diploma or recognized equivalent while participating or within a year of exit (secondary credential only counts towards performance if the participant is found in employment, training leading to a post-secondary credential);
- 5) Percentage of Youth participants in a program year who are participating in an education/training program (leading to credential or employment) who are achieving measurable skill gains;
- 6) Percentage of Youth participants found in education, training or employment during the second and fourth quarters after exit (2 measures) and;
- 7) Effectiveness of services to employers: Employers penetration rate. For Florida's Continuous Improvement Performance Program, this is defined as the number of businesses which receive "high value" services.

- (2) Taking into account the analyses described in (1) through (4) in **Section B. Analysis of Need and Available Resources** above, describe the local area's strategy to work with entities that carry out the core programs and required partners to align resources available to the local area, to achieve the strategic vision and goals described above (20 CFR 679.560(a)(5)).

CareerSource Gulf Coast (CSGC) has been responsible for carrying out four of the six core programs listed at Section 116 (a) (3) (A)(II), WIOA for many years now. Our belief is that we can accomplish

much more with partners than we ever can on our own. CSGC consistently works with partners in Vocational Rehabilitation, Adult Education and Literacy Programs. CSGC funds a contract with Gulf Coast State College to provide services to out of school youth. They enroll many of these students into the GED program in Bay County, which is operated by Tom P. Haney Technical Center, who in turn provides office space for our Career Managers on their campus. CSGC also partnered with the Arc of the Bay to establish a Culinary Institute through funds provided for special projects from DEO and CareerSource Florida, and the Institute is now an approved training provider for Vocational Rehabilitation. Representatives from each of these organizations are CareerSource Gulf Coast Board members. We are serious about aligning resources in order to achieve our shared vision and goals in LWDA 4.

We have met with our local Vocational Rehabilitation partners and have executed an MOU/IFA. We are working through new and better referral processes to insure a seamless transition for clients without duplication of services. We are weaving together our employer services for both entities so that we don't inundate employers with several staff visits from different agencies. We have also learned about our ability to use the Partnership Plus program to better serve our Ticket to Work clients together. We have close connections to our Adult Education partners. All three school superintendents who oversee the Adult Education and Literacy programs for this region are rotating members on our board and we often sponsor students into their programs. Gulf Coast State College is currently the One Stop Operator for the region and works closely with board staff as well as DEO staff to provide focused services through our collective team at the center. Customers visiting the center have no idea that the staff are all paid by different entities.

Senior Worker Program staff are also located in the center (National Caucus of Black Aged) and work in internships with our programs and will other employers in our region. Our contracted provider for Welfare Transition and SNAP services is located in the comprehensive center and work closely with center staff to provide job search assistance or training to their clients. The Tri County Community Action Agency has staff rotate at the center orienting their clients to our services and to provide services to client referrals.

We have devices provided for those who are hearing and vision impaired in the center through our partnership with the Division of Blind Services. Finally, our board offices are located on the Campus of Gulf Coast State College where we are co-located with our regional and County Economic Development partners. We are included in meeting with business prospects to present the wide array of services that we offer to businesses and job seekers. Finally, we have close partnerships with our Local Elected Officials and Business Communities. Each county we serve has slightly different needs and our Local Elected Officials help guide us to their priorities for the citizens of our communities in terms of workforce related programs and services.

## D. DESCRIPTION OF STRATEGIES AND PROGRAM SERVICES

The local plan must address how the LWDB coordinates service delivery with core programs of the Division of Vocational Rehabilitation, the Division of Blind Services and the Division of Career and Adult Education, as well as required partners including, but not limited to TANF, SNAP Employment and Training (E&T), Senior Community Service Employment Program, Community Service Block Grant, programs authorized under the state's unemployment insurance laws (referred to as Reemployment Assistance in Florida), programs authorized under section 212 of the Second Chance Act of 2007, and Housing and Urban Development, where available.

**(1) Workforce Development System Description:** Describe the local workforce development system, including:

(a) All of the programs that are included in the system; and

CareerSource Gulf Coast (CSGC) is charged with serving Bay, Franklin, and Gulf counties in Florida's northwest. CSGC is focused on creating a globally competitive workforce to facilitate economic development, and to promote prosperity for existing and future business and industry, as well as our communities.

CSGC contracts Job Center services to Gulf Coast State College for our full-service One Stop in Panama City, Florida. Two satellite centers, one in each of our rural counties, are staffed by Board employees. CSGC works closely with service providers and partners to ensure that programs are aligned to the greatest extent possible.

CSGC Workforce System Core Programs include:

- WIOA Adult, Dislocated Worker and Youth Services
- Wagner-Peyser Labor Exchange services
- Jobs for Veterans State Grant (JVSG) including the Local Veteran Employment Representative and Disabled Veteran Outreach Program
- National Dislocated Worker Grants
- Welfare Transition (TANF) services
- Supplemental Nutrition Assistance Program
- Trade Adjustment Assistance (TAA)
- Reemployment Assistance and RESEA
- Ticket to Work
- Military Family Employment Advocacy Program

Referral Partnerships are in place for these required partners. In addition, CareerSource Gulf Coast partners with other wide range of agencies to provide or enhance workforce development services including educational institutions, economic development organizations, community-based organizations, local elected officials, faith-based partners, Vocational Rehab, Corrections/Re-entry programs, local military bases.

(b) How the LWDB supports the strategy identified in the state plan under 20 CFR 676.105 and works with entities carrying out core programs and other workforce development programs, including programs of study authorized under [The Strengthening Career and Technical Education for the 21st Century Act \(Perkins V\)](#) (20 U.S.C. 2301 et seq.) to support service alignment (WIOA § 108(b)(2) and 20 CFR 679.560(b)(1)).

The state plan outlines the following goals: 1.) Enhance alignment and market responsiveness of workforce, education and economic development systems through improved service integration 2.) Provide businesses with skilled, productive, and competitive talent and Floridians with employment, education, training and support services that reduce welfare dependence and increase opportunities for self-sufficiency, high-skill and high-wage careers and lifelong learning 3.) Promote accountable, transparent, and data-driven workforce investment through performance measures, monitoring, and evaluation that inform strategies, drive operational excellence, lead to the identification and replication of best practices and empower an effective and efficient workforce delivery system 4.) Improve career exploration, educational attainment, and skills training for in-demand industries and occupations for Florida youth and individuals with barriers to employment that lead to enhanced employment, career development, credentialing, and postsecondary education opportunities.

CareerSource Gulf Coast has implemented the following local strategies in support of the state goals:

- CareerSource Gulf Coast Board office is located on the campus of Gulf Coast State College's main campus along with the regional economic development organization, Florida's Great Northwest, and the local economic development organization the Bay EDA. This promotes better alignment and coordination. Furthermore, CareerSource Gulf Coast has programmatic staff located on the campus of Haney Technical College and the branch campus of Gulf Coast State College Gulf/Franklin Center for improved service integration and alignment.
- CareerSource Gulf Coast developed and deployed sector strategies that align with both local and regional economic development targeted industry sectors.
- CareerSource Gulf Coast staff are active members of advisory boards for Gulf Coast State College and Haney Technical College. During these meetings, CareerSource Gulf Coast not only provides labor market reports which help drive key decisions but also provides recommendations on resources and ways to leverage/coordinate services. These advisory boards are comprised of businesses and educational partners.
- CareerSource Gulf Coast promotes transparency and regularly provides updates to board members, elected officials, and other stakeholders on performance, monitoring, and auditing results. In addition, CareerSource Gulf Coast provides valuable information on services, eligible training providers, performance, etc. on our website.

## **(2) Adult and Dislocated Worker Employment and Training Activities:**

Describe and assess the type and availability of adult and dislocated worker employment and training activities in the local area (WIOA §108(b)(7) and 20 CFR 679.560(b)(6)). This must include a description of local policies and procedures for individualized career and training services in the Adult program to give priority to veterans, recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient.

CSGC works closely with training providers on the local ETPL, one of which is also the competitively procured One Stop Operator. Job Fairs and Hiring Events are held both at the Job Center and on the campuses of local training providers, all of which are ADA compliant. Tutoring for the Basic Skills Deficient is available as well as specialized support for Veterans and Spouses. Gulf Coast State College is recognized as a "top quality, military friendly school,"

*Gulf Coast State College in Panama City, Florida, is recognized by military and veteran organizations as a great place to redeem your education benefits.*

*Member of Servicemembers Opportunity Colleges (SOC)*

*Best for Vets, 2020 Military Friendly® School*

*Partner school for My Spouse Career Advancement Accounts (MyCAA)*

*General Education Mobile (GEM) program school, providing online courses for the Community College of the Air Force (CCAF)*



CSGC supports the efforts of GCSC to serve veterans through Veterans' Preference (See Procedural Instruction # 11, embedded below) which also guides the priority for low-income individuals. Basic Skills Deficient participants are assisted in becoming capable of the rigorous training required by the occupations on the demand occupations list prior to enrollment until they have the skills and qualifications to successfully participate in the selected program of training services" WIOA Sec 134(3)(A)(I)(cc).

**(3) Training Services:** Describe how training services outlined in WIOA section 134 are provided, including:

- (a) A description of the process and criteria for issuing ITAs, including a description of any ITA limitations established by the LWDB and a description of any exceptions to the use of ITAs;

An individual found eligible for training in a demand occupation is given an ITA document to use for those costs. The amounts on the ITA are updated for each new training period.

The limit established on ITA's (the "cap") is \$6,000 per program of training, which may be exceeded with the approval of the Executive of Deputy Director.

Exceptions to the use of an ITA are On-the-Job training, customized training, test preparation, work-based training (i.e. work experience) and youth training.

- (b) If contracts for training services are used, how the use of such contracts are coordinated with the use of ITAs; and

Contracts are currently only used for work-based training and not connected to ITAs.

- (c) How the LWDB will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided (WIOA §108(b)(19) and 20 CFR 679.560(b)(18)).

Customers interested in training services must select a field from the Demand Occupations List and meet eligibility criteria. The eligible training provider list is on the CareerSourceGC.com website along with the Demand Occupations list. Information is also provided to interested individuals who come into workforce training offices.

- (d) How the LWDB ensures training provided is linked to in-demand industry sectors or occupations in the local area, or in another area to which a participant is willing to relocate (WIOA §134(c)(3)(G)(iii)). Include strategic or other policies that align training initiatives and Individual Training Accounts (ITAs) to sector strategies and demand occupations (WIOA §134(d)(1)(A)(ix)(II)(aa)).

CareerSource Gulf Coast (CSGC) staff receives the Regional and State Demand Occupations list annually from the Department of Economic Opportunity. Staff compare the Regional list with locally available training programs, historical employment needs and employer requests. Board staff strike through occupations without area approved training providers, insufficient local openings and historically (locally) low-paying occupations.

After performing these proposal edits and notifying ETPL providers (if applicable), staff request that providers submit any training programs they believe to be in demand. Staff review these applications and, for those that meet income and annual opening criteria, take the applications and proposed list to



the Board. Members review and request additional information, sometimes suggesting additions to the list themselves. Staff research the latter and bring the proposed list back to the Board for discussion and final approval.

Board Policies #6 and #44 address Demand Occupational Training and the Eligible Training Provider List.



## Board Policies

### 6. TITLE: Demand Occupation

The Board will utilize the Agency Bureau of Labor Market and Performance Information's, "Florida Industry and Occupational Employment Projections" to verify demand occupations. If the occupation is **not listed** as one of the occupations gaining the most new jobs, the service provider will need to survey area employers, and obtain letters or signed surveys that indicate how many positions are currently open in the proposed occupation, the starting hourly pay and how many openings will be filled for that particular position in the next twelve months. (See attached survey form).

If the position **is listed** in the Florida Department of Labor and Employment Security's "Florida Industry and Occupational Employment Projections" as one of the "fastest growing occupations or occupations gaining the most new jobs", then the service provider only need write a letter petitioning the addition of the training program to the local demand occupation list, and attach a copy of the fastest growing occupation list with the letter.

Also, the Board considers any job obtained through on On-the-Job (OJT) training to be training in a demand occupation since the demand is established by the employer hiring through the OJT contract, and committing to retain the successful participant after the contract is complete. On-the-Job training contracts should be used to promote training livable wages and never for minimum wage jobs.

Date Adopted/Amended: December 7, 1999

Date Amended/Approved: January 12, 2010

# Board Policies

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<b>44. TITLE: Eligible Training Providers</b>
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## **I. Purpose and Scope**

The purpose of this policy is to provide guidance to post-secondary training providers that wish to provide training services programs funded under the Workforce Innovation and Opportunity Act (WIOA), regarding the Eligible Training Provider List (ETPL) requirements. The document provides guidelines for: the initial and subsequent determination of eligibility of training providers; the federal and state requirements for training providers; performance standards, the reporting of data and the removal provisions for training providers.

## **II. Background**

The Workforce Innovation and Opportunity Act, at Section 122, WIOA, requires the Governor, through CareerSource Florida, to establish criteria, information requirements and procedures regarding the eligibility of providers of training services to receive funds provided under section 133(b), WIOA, for the provision of training services in local areas in the State.

This policy describes the process for determining eligible training providers for WIOA Title I-B adult and dislocated worker training participants and for publicly disseminating the list of these providers with relevant information about their programs. The workforce development system established under WIOA emphasizes informed consumer choices, job-driven training, provider performance, and continuous improvement. The quality and selection of providers and training services programs is vital to achieving these core principles. The State and Local Board's Eligible Training Provider Lists ("ETPL") and the related eligibility procedures ensure the accountability, quality and labor-market relevance of training services programs that receive funds through WIOA title I-B.

## **III. Authority**

Workforce Innovation and Opportunity Act (WIOA), Sections 122, 133 WIOA Regulations, 20 CFR 680.400 et seq., Subpart D – Eligible Training Providers Florida Statutes, Chapter 445 – Workforce Innovation FS Chapter 1005 Florida Statutes, Chapter 1008 – Florida Education and Training Placement Information Program Nonpublic Postsecondary Education FAC6E – Commission for Independent Education FS Chapter 1008, TEGL 41-14.

## **IV. Policies and Procedures**

- A. The following types of training providers must be accepted on the Eligible Training List in order to receive training funds under WIOA Section 133(b):

1. Institutes of Post-Secondary education that lead to a recognized post-secondary credential in training for occupations under the local Targeted Occupation List, (TOL),
2. \*Registered Apprenticeship Programs,
3. Other Public/Private Providers, such as joint labor-management organizations, and,
4. Adult Education and Literacy Activities when such training is combined with Occupational Skills training.

B. Only programs which lead to occupations on the Local Board's Targeted Occupation List (TOL) are eligible to receive funding under WIOA Sec. 133 (b).

*\*Registered Apprenticeship programs are exempt from TOL compliance and from the application process for the ETPL.*

C. Non-credential training, for example test prep for state licensure, is not subject to Eligible Training Provider or TOL compliance. Such test-prep courses may be approved by Board staff on a case-by-case basis.

#### D. Establishing Eligibility

1. Existing WIA training providers may submit an application for "Continued Eligibility". If approved, the provider will be eligible for two years.

Other training providers not on the local list under WIA must submit an "Initial Application". If approved, the provider is on the list for one full year and must perform successfully to be considered for application under "Continued Eligibility". "Successful performance" means that the institution accurately follows Board financial procedures, maintains a 75% pass rate for state licensure and an 80% placement rate for program completers. Performance of Board-funded participants must meet rates of earnings and employment levels required of the Local Workforce Area by USDOL. Reports for each program year are due to the board no later than the end of the first quarter after PY end. Malfeasance of any kind may result in denial for requests to apply for Continued Eligibility and/or immediate removal from the ETPL.

2. In the future, The Department of Economic Opportunity and CareerSource Florida will establish an on-line process for the acceptance of applications.

#### E. Local ETPL Management

1. The local approval process for ETPL applicants will be for Board staff to review and verify information provided on the application and make recommendations to the Board. This information will be available at [www.careersourcegc.com](http://www.careersourcegc.com).
2. Training providers approved by the CareerSource Gulf Coast Board of Directors will be notified of the approval and added to the ETPL. Training providers removed from the list by Board decision will be notified. The same process applied to individual programs.
3. Local policies relevant to the ETPL, the local and State ETPL will be posted to the CareerSource Gulf Coast website.

4. Adding training providers and programs to the local ETPL will follow the process described in the Continuing and Initial Eligibility Applications, as appropriate. Training Providers and Training Provider Programs may be deleted for failure to meet performance and/or malfeasance. Provider and Program deletions will be made at the direction of the CareerSource Gulf Coast Board of Directors.

#### F. ETPL Application

1. The applications for initial and continued eligibility are attached to this policy. Incomplete applications will not be considered. Questions regarding the completion of the applications must be submitted via email to [igerman@careersourcegfc.com](mailto:igerman@careersourcegfc.com).
2. Once a training provider has completed the Initial Eligibility period of at least one full year OR been eligible as a training provider under WIA and approved to continue under WIOA, all eligible training providers must submit applications for Continued Eligibility every two years. In the first year of Initial Eligibility, Training Providers certified as Initially eligible will be eligible for 15 months and must submit an application at the end of 12 months. Training Providers certified initially under the continued eligibility at 3 months before the end of two years from the date of certification. Thereafter, all Continued Eligibility Applications will be due by March 30 every two years. Initial Application – 1<sup>st</sup> continued eligibility application due by 6/30/17. If approved, next continued eligibility application due 3/30/19.

Date Adopted and Approved: August 14, 2012  
May 10, 2016

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- (e) How the LWDB incorporates/includes work-based training activities in the local area's service delivery model.

The LWDB makes use of work-based training when appropriate and as funds permit. This summer, the WDB staged a paid Work Experience program for young adults (18-24) in a variety of worksites with occupations in local demand.

**(4) Youth Workforce Investment Activities:** Describe and assess the type and availability of youth workforce investment activities (services) in the local area, including activities for youth who are individuals with disabilities. The description and assessment must:

- (a) Identify successful models of such youth workforce investment activities (WIOA §108(b)(9) and 20 CFR 679.560(b)(8)).

CareerSource Gulf Coast's current youth program, Cornerstone, is operated in Bay County by Gulf Coast State College and focused primarily on Out of School Youth. The program has served the very hardest group to serve, dropouts. The Board is reviewing its regional approach to youth and broadening its target to include in-school youth as well as those who have obtained a diploma or GED. The plan is, in part, to support those in post-secondary education (in demand occupational training) with school expenses and assist with obtaining part time employment to cover living expenses. Work based training will be used when indicated to launch young people along a career pathway that may or may not require. Students are assessed for basic and occupational skills, work experience, aptitudes, and support service needs. The assessments used include the Test for Adult

Basic Education, Florida Ready to Work, Aspiring Minds, CASAS and other assessments as indicated. Information revealed in the assessment process will be used to develop an Individual Service Strategy to assist the young person towards obtaining their goals as well as reveal **any Basic Skills Deficiencies** (item c).

- (b) Include the local area's design framework for the local youth program and how the 14 program elements required in 20 CFR 681.460 are made available within that framework (WIOA § 129(c)(1)).

#### The 14 Program Elements - design framework

1. Tutoring study skills and instruction leading to secondary school completion:  
WIOA youth enrolled at the Tom P. Haney Technical Center's Adult school receive an individual needs assessment which is then used to develop the plan for their individualized instruction module. Career Managers are familiarized with the plan and reinforce the goals with encouragement and other supports, such as tutors.
2. Dropout Retrieval  
Gulf Coast State College, the local school district and community youth programs, including faith-based programs) encourage high school dropouts to re-engage in the education process. Credit retrieval programs are available at the technical school and some of the alternative schools in the county.  
Cornerstone is also providing outreach in terms of marketing and orientations to those who are considering re-entering school with the goal of high school diploma attainment or its equivalent.
3. Paid and Unpaid Work Experiences  
Where appropriate apprenticeships, internships, pre-apprenticeships, job shadowing, and/or volunteer work experience opportunities will be made available to the participant. Organizations such as Zoo World, Gulf Coast Hospital, and the Gulf Coast State College IT department have job shadowing and volunteer opportunities available for work experience. Relationships with businesses will consistently be developed in order to create opportunities for growth for youth and development of a talent pipeline for businesses.
4. Occupational Skills Training  
For Occupational Skills Training, online and web-based programs such as Alison and O\*Net (My Next Move) will be used to provide the knowledge, skills, abilities, personality, education, job outlook, and technology that would be required to perform the selected job. Work readiness skills will be provided before the participant is linked to a job shadowing, on-the-job training, internship or pre-apprenticeship opportunity. Integrating basic skills training and job readiness training with occupational "hands-on" skills training is expected to increase engagement in learning and makes it more likely that participants will complete job training and enter post-secondary education or employment.
5. Education offered concurrently with workforce preparation activities and training for a specific occupation or occupational cluster. Where appropriate, students will be dual enrolled in occupational skills while working towards a diploma or GED. For the most part, participants will be encouraged to obtain their secondary school credential and participate in work preparation activities.
6. Leadership development opportunities  
Workshops dedicated to developing leadership are offered, along with opportunities to practice those skills through community projects. The Cornerstone has partnered with the downtown Panama City Redevelopment Agency to conduct blight removal and beautification projects in a historic neighborhood of the city.
7. Supportive services: performance incentives

The career manager will determine which supportive services are reasonably required based on the participant's circumstances and unique needs, as identified through the assessment process. Only documented needs outlined in the ISS will be addressed. However, this does not prevent newly identified needs from being added, as the career manager is made aware. Attention will be given to ensure that supportive services provided are not available through other agencies and that they are necessary for the client to participate in WIOA activities. Supportive services provided will be limited in amounts and duration; the participant must either be enrolled in the required WIOA program elements or eligible for follow-up services.

8. Adult Mentoring

The Cornerstone career managers will serve as the adult mentor for Youth although efforts will be made to connect youth to other caring adults. The career manager will be aware of all activities in the youth's ISS and will guide, assist in goal setting, act as an encourager, motivator and "champion" for the participant's success. Frequent meetings and opportunities for communication will be instrumental in building the relationship between participant and career manager. Additional mentoring relationships (with others such as employers, fellow co-workers, etc.) will be sought and encouraged to provide for other caring adults in the young person's life.

9. Follow-up Services

Contact with the participant will be maintained for a period of not less than one year. Phone calls and/or one-on-one interaction will be the primary form of contact. In instances where either of the two forms of communication cannot be maintained, emails will be used. Follow-up services shall consist of calling the client or employer to confirm continued employment, engagement in post-secondary training, education, military service, or qualified apprenticeship. If the WIOA youth loses a job or is no longer engaged in either of those activities, additional support services specifically tailored to their need will be made available.

10. Comprehensive guidance and counseling; including mental health, drug and alcohol abuse counseling and referrals to such counseling is individualized and handled in accordance to the specific needs of each client. Where appropriate, career managers may refer clients to resources available within the community to address their specific concerns/issues. Pre-negotiated counseling rates have been secured with a local Licensed Mental Health Counselor (LMHC) who has over 20 years of experience in counseling services using cognitive behavioral, solution-focused and existential approaches in addiction/substance abuse, coping skills, depression, emotional disturbances, stress and as well as other related mental health issues.

11. Provide comprehensive Financial Literacy training and ensure that the training contains interactive components and is relevant to the lives of 16-24 year olds. Financial Literacy training will be provided via an on-line, off-the-shelf interactive product containing all of the program elements relevant to youth ages 16-24. Training shall consist of checking/savings account, spending, loans, credit/credit cards, financial products evaluation, identity theft, components, age-appropriate financial education, budgeting and how to make informed financial decisions.

12. Entrepreneurial Skills Training

Participants who express an interest in entrepreneurship will be referred to the Business Innovation Center or the Millaway Institute for Entrepreneurship where they can receive coaching, counseling, networking opportunities, workshops, seminars and other training services, as required. The Entrepreneurial Skills Training is accessible through GCSC's Millaway Institute for those who have an invention and would like to commercialize a product. In addition, Gulf Coast State College offers an Entrepreneurship College Credit Certificate along with an online-based course that focuses on entrepreneurial thinking, operational innovation, funding, intellectual property law, required licenses, and financial statements, among other topics.

13. Labor Market and Employment Information



One of the goals for Cornerstone to achieve with students is a successful transition into the world of work. To that end, career managers will assist them with becoming familiar with the Employ Florida system and understanding how to use Labor Market and employment information. Cornerstone plans to assist students in becoming savvy job seekers who understand their rights in the workplace, the techniques to be successful in the labor force and the skills needed to search for opportunities suited to their interests and education.

14. Preparation for post-secondary educational opportunities

Based on a participant's chosen career field, additional training may be required to ensure that the client has the appropriate skills training to successfully enter employment. When the eligibility requirements for the WIOA training program are met, and skills deficiencies, if any, are recognized, the appropriate remediation and training tools will be determined. The applicant will have access to the CSGC Job Center Resource and Assessment Rooms for computer/equipment use. The computers in the Assessment Room have been pre-loaded with the Prove-It!® assessment. This assessment tool will allow practice testing of college admissions and placement tests as well as other practice tutorials in a variety of different fields and skill sets.

Students expressing interest in post-secondary training will be assisted in researching occupations, applying for financial aid and developing a realistic budget to live on during the training.

- (c) Describe the LWDB's policy regarding how the local area will determine when an individual meets the definition of basic skills deficient contained in [CareerSource Florida Administrative Policy 095 – WIOA Youth Program Eligibility](#).

See Board Policy 55 – Basic Skills Deficiency Definition below.



## Board Policies

### 55. TITLE: Basic Skills Deficiency Definition

#### **PURPOSE**

To provide a definition for what makes an Adult or Youth Basic Skills Deficient.

**AUTHORITY** 20 CFR 680.600 and TEGL 19-16, CareerSource Florida Policy 095

#### **BACKGROUND**

Adults and Youth must be assessed for skill levels (as required by federal law and state workforce board policy) in order to develop appropriate service strategies related to their participation in WIOA or to determine Priority of Service (Adults).

#### **POLICY**

**CareerSource Gulf Coast defines Basic Skills Deficient as an individual:**

- (A) who is a youth with English reading, writing, or computing skills that are at or below the 8th grade level on a generally accepted standardized test; or
- (B) who is a youth or adult who is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.



- (d) Define the term “a youth who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual’s family, or in society” and describe how the LWDB defines whether a youth is unable to demonstrate these skills sufficiently to function on the job, in their family, or in society and what assessment instruments are used to make this determination (20 CFR 681.290).

When a Youth approaches a CSGC worker for services and he/she cannot understand the youth, a translator for the appropriate language will be located (as per PI #14) and an initial assessment performed to determine the youth’s ability to speak and understand English. This assessment is a matter of observation by the translator and attestation by the youth. If the youth indicates an ability to read English, then a TABE will be administered to determine whether the youth performs above a basic skills deficient level.

- (e) Define the term “requires additional assistance to complete an educational program or to obtain or retain employment” and describe the circumstance(s) or other criteria the LWDB will use to qualify a youth under this eligibility barrier (20 CFR 681.300).

Procedural Instruction #5 describes the definition of “requires additional assistance” and how that is documented.



### ***WIOA Procedural Instruction 5***

TO: All Service Providers

FROM: Jennifer German, Deputy Director

DATE: March 25, 2022

SUBJECT: **Requires Additional Assistance**

CC: Kim Bodine, Shannon Walding, Deb Blair, file

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1. **Purpose:** To provide guidance on documentation
  2. **Authority:** WIOA Sec. 129 (a) (1) (B) (VIII) and (c) (VII) and WIOA TEGL 21-16
  3. **Background:** WIOA provides for an additional barrier above those stated in law for use by low-income youth in order to meet eligibility. This barrier, “requires additional assistance to enter or complete an educational program or to secure or hold employment” may be locally defined. LWDB 4 defines this barrier as follows.

Barrier	Documentation
Resides in a household with members (parents, siblings, guardians, spouse) who have not graduated high school.	Written Applicant Statement identifying the household member who has not graduated
Has been alienated due to sexual orientation	Written Applicant Statement
Child of Incarcerated (or formerly incarcerated Parents)	Department of Corrections website, court records, written Applicant Statement
Has a lack of attachment to the workforce as demonstrated by not having worked for one employer full time (more than 30hrs <i>average</i> per week) in the past six months	Written Applicant Statement supported by Suntax
Is an inexperienced worker (no full-time employment ever (more than 30hrs <i>average</i> per week in past six months)	Written Applicant Statement supported by Suntax
Has no Driver license or FL ID	Written Applicant Statement
Resides in a non-traditional household setting (i.e., single parent, lives with an unofficial guardian, grandparents, domestic partners, etc.)	Public Assistance Records, written Applicant Statement
Youth of a parent who demonstrates a poor work history, is a Dislocated Worker, unemployed, underemployed, or self-employed	Suntax, CONNECT, Sunbiz, Dislocated Worker status documents
Victim of or resides in a household of neglect/abuse/domestic violence (this will require a safety plan for the youth)	Court documents, statement from school district, written Applicant Statement ( <i>must include Safety Plan &amp; password encryption</i> )
Facing eviction	Eviction notice, written Applicant Statement
Member of a family receiving assistance through (or has received within the past six months) SNAP, WT, WIC, Section 8, Medicaid/Medicare, or Public Housing	FLORIDA printout, collateral contact, written Applicant Statement
Has an absent parent due to military deployment	Parent statement, military documents
Has left a job due to attendance or attitude issues, inability to do the work, or substance abuse problems	Termination letter, written Applicant Statement

**(5) Self-Sufficiency Definition:** Under WIOA § 134(c)(3)(A) training services may be made available to employed and unemployed adults and dislocated workers who need training services to obtain or retain employment leading to economic self-sufficiency or wages comparable to or higher than wages from previous employment. Describe the definition of “self-sufficiency” used by your local area for:

- (a) Adults (distinguish if there are different definitions for unemployed individuals or employed workers); and
- (b) Dislocated Workers (WIOA § 134(c)(3)(A)(xii)).

If self-sufficiency is defined differently for other programs or populations served in the local area, describe the definition of “self-sufficiency” used for those programs as well. NOTE: if the local area utilizes a self-sufficiency definition that exceeds 250% of the Lower Living Standard Income Level (LLSIL) or LLSIL wage rate, the

description must include the rationale/methodology used by the local area to determine the local area's self-sufficiency standard.

The definitions of self-sufficiency for Adults, Welfare Transition clients, Dislocated Workers and Employed Workers are located in Board Policy 25 below. Self-sufficiency is set at 250% of the Poverty Level/LLSIL by family size. This amount is based on the Living Wage calculation developed by MIT plus a small pad for emergencies (i.e., car repair).



## Board Policies

### 25. TITLE: Self-Sufficiency Definitions

1. **PURPOSE:**

In the process of developing the CareerSource Gulf Coast Local Workforce Services Plan, definitions of self-sufficiency had to be developed for certain customer groups. To this end, the following definitions apply in Region 4.

2. **POLICY:**

Adult and Welfare Transition:

Self-sufficiency is defined as an income, based on family size that exceeds 250% of the Federal Guidelines.

Dislocated Worker:

Self-sufficiency is defined in this case to be an income which is at least 80% of the income level at the time of dislocation.

Employed Worker:

The CareerSource Gulf Coast definition of a self-sufficient employed worker is defined as a worker earning over \$25 an hour OR over 250% of the Federal Poverty Guidelines OR a worker not in danger of losing employment without training OR a worker who would not have an opportunity for advancement after training is considered self-sufficient.

Date Adopted/Amended: September 30, 2002

Date Amended and Approved: February 16, 2010

Date Amended and Approved: March 13, 2018

Date Amended and Approved: March 9, 2021

**(6) Supportive Services and Needs-Related Payments:** Describe the types of supportive services offered in the local area to include any applicable limits and levels. The supportive services offered

by the LWDB in the local area must align with the supportive services outlined in [CareerSource Florida Administrative Policy 109 – Supportive Services and Needs-Related Payments](#).

Procedural Instruction 1 (below) describes the types of supportive services, limits, and Needs Related Payments. This Procedural Instruction complies with CSFL AP 109.



5230 West Highway 98 Panama City FL 32401

P: 850.913.3285 F: 850.913.3269

[careersourcegc.com](http://careersourcegc.com)

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### *Procedural Instruction 1*

**TO:** WIOA Staff

**FROM:** Jennifer German, Deputy Director

**DATE:** July 31, 2015

**Revised:** December 10, 2019, retroactive to January 2019

November 16, 2020

February 16, 2022

May 23, 2022

**SUBJECT:** SUPPORTIVE SERVICES FOR CAREERSOURCE GULF COAST WIOA PROGRAM PARTICIPANTS

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1. **Purpose:** To provide guidance in the delivery of supportive services to WIOA program participants based on CSGC policy.
2. **Authority:** PL 113-128, Section 134 (d) (2), Section 129 (c)(2)(G), Board Policy #29
3. **Policy:** The provision of supportive services shall be made whenever necessary to enable an individual to participate in workforce programs and must be determined on an individual basis based on the results of the objective assessment, on-going counseling and needs assessment by the case manager. As Supportive Services are not an entitlement, staff must first determine a participant to be in financial need of supportive services before they are provided. The "need" must be noted in the client's ISS. Supportive services should be used to address the participant's barrier(s) identified through the initial or objective assessment process, or as they arise during WIOA services.

Before WIOA dollars are used for a supportive service, an effort will be made to secure the services from another provider. This effort will be documented in a case note. WIOA service providers are to use the method of referral preferred by the partner agency.

In general, providing support services requires justification and documentation. Specific documentation is listed under each support service. **Support Services provided using WIOA funds must be recorded in the client's cost table and case noted with the AMOUNT in the case note and entered into EF using the appropriate code.**

**ALL PROPOSED SUPPORTIVE SERVICES SHOULD BE DISCUSSED WITH A SUPERVISOR BEFORE A CM VERBALLY COMMITS TO PROVIDING THE SERVICE.**

Supportive services are time limited and provided contingent upon each participant's need and funds availability. Case Managers are to review the costs of the services in question against the client's resources to determine the validity of the stated need. The Coordination and Non-Duplication of Funding within the Individual Service Strategy should be consulted by the Case Manager in making this determination. Supportive Services should be listed as open for the duration of the service, see the description of each service for time limits. Case Managers will reach out to area partners (community services) to determine if assistance is available from another source and case note the results. If there is no other way to pay for the need, the case manager will case note that and begin the Purchase Request (PR) process. Emphasis shall be placed on the provision of in-kind services as opposed to monetary assistance whenever possible. Participants will be referred to local private and/or public social services or human resource agencies to prevent duplication of readily available services. In cases where the service requested has a capped dollar amount, the Executive or Deputy Director may approve a higher amount.

Supportive services may include transportation, shelter, health care, special services and materials for the disabled, childcare, meals, and counseling. It may include the personnel and non-personnel costs of staff that provide non-occupational (family and financial) counseling. Supportive service needs should be documented in the individual service strategy and subsequent needs appropriately documented in that same file and a case note (**including the amount**) made for each instance of supportive service provided. Specific service codes for Supportive Services should be entered into EF. Codes are listed on page 8 of this document and within service descriptions.

Supportive services may only be provided to individuals who are registered and participating in workforce services (career and training services) and who are unable to obtain those services through other sources. Supportive services may only be provided when they are necessary or required to enable individuals to participate in CSGC activities. Supportive services are available for Adults, Dislocated Workers, and Youth participants. Supportive Services will be paid directly to the vendor in most cases. Reimbursement to clients will be the method of supportive services in limited cases (such as travel support).

Case managers are responsible for the maintenance of all records pertaining to the documentation of need and subsequent payments made to the participant or on his/her behalf. All supportive service payments shall be charged to the supportive services cost category. Back-up documentation is to be appended to each file, the appropriate EF code entered, and the cost table updated.

**The following supportive services may be provided for eligible WIOA participants in need:**

- **Transportation**

Classroom/Work Experience/ Work based Training participants who travel to/from their school/work site may be reimbursed via a transportation support payment based upon mileage provided they do not ride a school bus. Payment will be made for only days traveled to school/work site.

In some cases, trolley passes will be used in lieu of transportation support payment.

**\*\*Transportation Support Reimbursement-Current rates are attached. - Note minimum of 50 miles per round trip**

In lieu of transportation support reimbursement, the service provider/staff may arrange for the transportation of participants to the training site(s). In the case where another agency is providing transportation that agency will be paid directly. The option selected as payment method should be the most cost effective, based upon the participant's situation and demands of the training program.

Special projects may call for a different method and monetary amount to address transportation support. The method and monetary amount will be provided in a Special Project Program Guide and approved by the CSGC Board of Directors.

*Required Documentation:*

- *Attendance records will be used to document that the support was earned. Satisfactory performance in the activity must be made for the support to be awarded.*
- *Must be case noted.*

*To submit for reimbursement/ payment:*

- *PR created by case manager and signed by Program Manager, submitted to bookkeeper. Deputy Director signs indicating approval.*
- *Supporting Documentation – Attendance sheet submitted with PR*
- *Mileage Documentation (odometer reading from home to training site, proof of claimed residence i.e., bills mailed to the site with CL name, printout from Property appraiser's office, etc.). Mileage documentation must be reviewed for accuracy/updating every grading period. This effort should be case-noted..*

*Data Entry:*

- *SS activity code and case note including amount are required. Activity code for youth is **481**; for Adults/DW the code is **181**.*
- *Record expense in monthly spreadsheet under supportive service and in cost table*
- *The duration for this service will be each grading period, i.e., first day of Spring Semester until last day of the semester. Should the student require additional transportation support, start the service again in EF with the first day of the next semester.*

*Reimbursement Distribution:*

- *Checks are to be mailed or distributed by staff other than the respective case manager*
- *If not mailed, someone other than the case manager must witness the participant receiving the check. The participant must sign a statement in front of the witness that indicates his/her receipt of the check.*

• **Health Care and Medical Services**

This includes the provision of required medical exams and immunizations/tests to **enable an individual to be enrolled into a training and employment activity**. Also, under this category participants may receive eyeglasses and other such corrective items to facilitate training participation. A participant may receive up to **\$999.00** for combined health services, except where prohibited by program specific law, and provided funds are available. The duration of this service should be the date for which it was scheduled, i.e., tetanus shot to allow for Health Science enrollment on appointment date with an end date of the following day. The service code to be entered into EF is **182**. Where appropriate, participants should be referred to community health care services (such as the Health Department and St. Andrews Bay Community Medical Center).



Under no circumstances will workforce funds be used to pay for major medical and/or dental problems.

*Required Documentation:*

- *The PR associated with this service must have a justification attached stating the training-related necessity for the expense.*
- *If the requirement for testing etc. is new for the training program, documentation from the syllabus or other training provider directive should be attached.*

*To submit for payment:*

- *The Program Manager must approve the PR submitted by the case manager and forward it to the Bookkeeper, who will generate a Purchase Order and then obtain the Deputy Director's signature.*
- *The associated case note should describe what specific training requires the expenditure. The case manager will enter the expense into the cost table.*

*Data Entry:*

- *SS Activity Code for Medical Services is 482. The accompanying case note must state the cost, type of medical service and the reason for it. For example, one would note that the LPN program requires all participants to have Polio vaccines in the case note when recording that code. Record expense in monthly spreadsheet under supportive service and in cost table.*

*Vendor Payment:*

- *The vendor must be registered in GCSC's system. The vendor is paid directly.*

• **Childcare**

This service may be provided for up to **\$999.00** per participant. Childcare for participants attending training or participating in job search may be paid provided the childcare provider is licensed by the Department of Children and Families. This is intended to address short term emergency needs based on the individual and not intended as an on-going service. This is to be treated as an emergency service and not to last more than one month.

*Required Documentation:*

- *Proof of the childcare provider's licensure must be attached with the invoice submitted for this service. The invoice must have the name of the participant on it and a copy of the child's birth certificate. If the participant's name is not on the birth certificate as a parent, the case must explain why.*

*Data Entry:*

- *The SS Activity for this service is **480**.*
- *The case note should contain the cost, name of the vendor, other resources researched, need for service and duration.*
- *Record expense in monthly spreadsheet under supportive service and in cost table*

*Vendor Payment:*

- *The vendor must be registered in the GCSC vendor system and will be paid directly.*

• **Relocation Assistance**

This type of service may be furnished to eligible participants who obtain employment and need financial assistance to relocate for the employment opportunity. The costs of this type of assistance may not exceed **\$2,000.00**. This



includes but is not limited to truck rental, mileage, one-week temporary lodging and other necessary relocation expenses, as allowable under WIOA. Case Managers are to use the state rates for travel in preparing the PR.

*Required Documentation:*

- *An email/letter request from the client should be submitted with the related PR and have rental and lodging quotes from three different sources (if possible).*

*To Submit for Reimbursement:*

- *All receipts for items must be turned in to receive payment. A copy of the email or letter offering employment must be a part of the documentation and on company letterhead or from a company email address.*

*Data Entry:*

- *SS Activity Code 217 and case note, including amount, are required. The duration of this service should be the date the client leaves the area with an end date of one week from that date. The assistance provided should be case noted. Record expense in monthly spreadsheet under supportive service and in cost table*

*Reimbursement Distribution:*

- *Checks are to be mailed to the vendor when possible. Payment to the client should be by mail or someone other than the case manager must witness the participant receiving the check. The participant must sign a statement in front of the witness that indicates his/her receipt of the check.*

• **Job Interview/Search Assistance**

This provision assists a participant to seek and secure employment. This type of assistance encompasses reimbursement for mileage, overnight lodging and meals when traveling to job interviews. Meals and lodging will be limited to the State of Florida approved rate as will mileage.

*Required Documentation:*

- *The email/letter request from the client for this service should include the name of the business and job for which the client is interviewing. A TDY should be completed and sent to the Executive or Deputy Director for approval. This supportive service is offered on a reimbursement basis and receipt for the hotel stay must be submitted along with the Travel Expense form. If the client has no credit card or way to pay for the trip, a travel advance may be requested. If a travel advance is needed, it must be submitted two weeks in advance for approval by the Executive Director and Finance Director. All referenced forms are on the CSGC staff page or available by request. If it is more convenient for the Finance Department some charges may be paid in advance directly to the vendor.*

*To Submit for Reimbursement:*

- *All receipts for items must be turned in to receive payment. A copy of the email or letter confirming that the employer wishes to interview the client must be provided and must be on company letterhead or from a company email address.*

*Data Entry:*

- *The SS Code for this service is **187**. The duration of this service should be the date the client leaves the area with an end date of one week from that date. Record expense in monthly spreadsheet under supportive service and in cost table. The case note should list cost and specify the types of assistance paid for to affect this service.*

- **Other Expenses**

This component includes other types of assistance that may be necessary for an eligible client to continue to participate in a workforce program. Assistance under this category will be determined on a case-by-case basis by the participant's case manager. Types of items covered by this category include but are not limited to emergency payment of utility bills or mortgage/rent payments, temporary shelter, special services and materials for the handicapped, automotive repairs and tire replacement up to **\$1,800.00**. Reasonable care must be taken to ensure that workforce dollars are expended wisely. Where possible, three quotes must be secured for repairs or purchases.

Example: Individual determination of need and type of assistance shall be documented in the participant's IEP and updated as needed; to include appropriate data entry. Appropriate data entry includes the proper EF code for the service and a case note stating client request for assistance, i.e., "Sally requested assistance with auto repair; her car is necessary for her participation. She got three quotes as requested; case manager made calls and none of our partners can assist."

*Required Documentation:*

*Autos to be repaired must be in the client's name or a statement provided by its owner that the client has use of the vehicle for participation in activities.*

*For auto repairs, the written request from the client should be submitted with the PR and have attached copies of the client's valid Driver License, Insurance Card, registration, repair quotes and, if the car does not belong to the client, a copy of the letter from the owner stating that the client is allowed and will continue to be allowed use of the car.*

*To submit for payment:*

*Provide invoice with PR. Have supervisor sign off approval for the expenditure, indicate the funding stream on the PR.*

*Data Entry*

*The auto repair code is 181. This documentation must be uploaded to file, entered into the cost table and recorded in EF with a duration of the date requested, ending the date the repair is expected to be affected. If the car does not belong to the client, the repair is contingent upon approval by the supervisor prior to the collection of documentation from the client.*

*Record expense in monthly spreadsheet under supportive service and in case note and cost table.*

- **Mortgage/Rent**

*Required Documentation/ Submitting for payment:*

*Mortgage/rent payments must be submitted with both a copy of the relevant case note and a copy of the lease/mortgage document, Property Appraiser's Office printout documenting ownership and a written justification from the client.*

*Data Entry:*

*EF Service code is **184** and the case note should reflect the specific service provided and cost (i.e. May rent for student, duration 5/1 – 5/31.) Record expense in monthly spreadsheet under supportive service and in cost table.*

Assistance with uniforms, other work attire, work-related tools, books, fees, training-related testing fees, certification costs and other costs associated with the completion of training must be documented with an invoice, price list from the relevant department/employer, book list, print-out of test registration or other proof that there is a cost associated with the item.

For some projects, PPE and special footwear, insect repellent etc. are necessary. Any of these tangible items require proof of delivery to the client in the form of a signature acknowledging receipt. This falls under “Supportive Services – Other” code **185** and the specifics of what was provided stated in the case note. The duration of this service should, be the length of time the client is enrolled in the activity necessitating the purchase. Record expense in monthly spreadsheet under supportive service in cost table and in case note.

All Other expenses in this category must be thoroughly documented for need and reasonableness and pre-approved by the CSGC Executive Director. Checks/payments for services **are NEVER given to clients**; the payment is always made directly to the vendor.

- **Needs Related Payments**

Section 134 (d) (3) of the Workforce Investment and Opportunity Act (WIOA) allows need-related payments to eligible WIOA participants.

These payments may be made only when the CSGC has given such authorization. Payments must be made in accordance with Federal/State laws, as well as local policy.

Needs related payments may only be made to eligible individuals in training through the WIOA program, contingent upon funds availability.

Eligible Adults and Eligible Youth (ages 18-24) must:

- 1) Be unemployed,
- 2) Not qualify for or have ceased qualifying for unemployment compensation, and
- 3) Be enrolled in program of training services under WIOA, Section 134 (c) (3) (D).

Eligible Dislocated Workers must:

- 1) Be unemployed, and
  - a) Have ceased to qualify for unemployment compensation or trade adjustment assistance under TAA or NAFTA-TAA, and
  - b) Be enrolled in a program of training services under WIOA, Section 134 (C) (3) (D) by the end of the 13<sup>th</sup> week after the most recent layoff that resulted in a determination of the worker’s eligibility as a dislocated worker, or if later, by the end of the 8<sup>th</sup> week after the worker is informed that a short-term layoff will exceed six months, or if funds are made available under a National Reserve Grant, by the end of the 6<sup>th</sup> week of the National Reserve Grant award; or
  - c) Be unemployed and did not qualify for unemployment compensation or trade adjustment assistance under TAA or NAFTA-TAA.

Payment Levels: For dislocated workers, the payment level of needs-related payments must not exceed the greater of:

1. The applicable weekly level of RA benefits for participants who were eligible for RA benefits; or
2. The poverty level for an equivalent period, for participants who did not qualify for unemployment compensation as a result of the qualifying layoff. The weekly payment level must be adjusted to reflect changes

in total family income, as determined by LWDB policies.

Adults and Out of School Youth will be paid as described in number 2 above. The poverty level as referenced will be based on family size. NRPs will be provided as long as the client remains unemployed and in approved training. Case Managers will assess client's continuing need on an enrollment period basis (i.e. semester) and case note the result. The provision of NRPs will be accompanied by a program guide which will dictate the amount to be paid. Dislocated workers who were eligible for RA will be paid at the applicable weekly benefit level.

Should funds be limited, the Board will review available dollars and make a decision about the level of NRPs which will be appended to this procedural instruction.

NRPs will be provided to participants as directed by DEO or via the most secure from fraud method possible.

- *Required Documentation:*

*Proof of class attendance (such as a time sheet) must be maintained and any other requirements from the associated Program Guide followed.*

- *Date Entry:*

*The Supportive Service Code for NRPs is **936**. The service should be case-noted, recorded in the monthly spreadsheet and recorded in the cost table.*

*All SS activities will be opened and closed on the same day per CSFL's Common Exit Policy. CSGC will follow LWDB established procurement practices to ensure the accuracy of the process.*

### **Required EF Codes & Data Entry for WIOA Supportive Services**

Supportive Services are to be recorded in case notes and documentation retained in the file. The service is also to be recorded as an activity in EF using the appropriate code from the menu below. **ALL SS must have a case note and the case note must contain the cost.** Please note that codes vary based on client type. Enter the amount of the service in the ITA table where appropriate.

Youth Codes		
Activity Code	Activity Description	Examples of Use
419	Stipends	Supports for youth engaged in internship activities, work experience, or training activities
480	Family Care	Childcare
481	Transportation Assistance	Gas cards, travel support, trolley passes
482	Medical Care	Medical exams and drug screens when required for employment or training, eyeglasses/ specialty eye ware for employment
483	Temporary Shelter	Mortgage/ rent/ temporary housing assistance
484	Incentives/ Bonuses	Completion bonus, work transition/ retention bonus, skill attainment, Attendance Incentive

485	Other	Uniforms, boots/ shoes, training supplies, Drivers/ CDL license, books, utility bills, auto repair/ tire replacement/ registration/ insurance, emergency childcare
487	Needs Related Payments	For use only with Board approval

Adult and Dislocated Worker Codes		
Activity Code	Activity Description	Examples of Use
185	Other	Uniforms, boots/ shoes, training supplies, Drivers/ CDL license, books, utility bills, auto repair/ tire replacement/ registration/ insurance, emergency childcare
186	Seminar/Workshop Support	For use only with Board approval
187	Job Search Support	Travel expenses for participant seeking and securing employment out of area
326	Needs Related Payments	For use only with Board approval
217	Relocation Assistance	Moving costs, lodging, mileage, when participant obtains employment out of area
181	Transportation Assistance	Gas cards, travel support, trolley passes
180	Family Care	Childcare
182	Medical Care	Medical exams and drug screens when required for employment or training, eyeglasses/ specialty eye ware for employment
184	Temporary Shelter	Mortgage/ rent/ temporary housing assistance

TAA Codes		
Activity Code	Activity Description	Examples of Use
231	Job Search	Travel expenses for participant seeking and securing employment out of area
232	ATAA/RTAA Wage Subsidy	Only with Board guidance
331	Approved Subsistence in Training	Only with Board guidance
230	Approved Relocation Assistance	Moving costs, lodging, mileage, when participant obtains employment out of area
330	Approved Transportation in Training	Gas cards, travel support, trolley passes


**All Supportive Services must have an activity code entered in EF.** If the SS provided is a one-time service, the activity will be opened and closed the same day. If multiple services falling within the same category are planned (training supports, gas cards, etc.), the activity code should remain open until completion of the service(s) being provided.

**A BRIEF comment within the activity code must be entered** describing the SS provided (uniforms, exams, physical, fingerprints, shoes, welding equipment, gas cards, etc.). **NO COST RELATED AMOUNTS SHOULD BE LISTED IN THE COMMENTS.** For an open activity, additional comments can be added as services falling within that category are provided.

**A complete set of supporting documentation must be scanned and uploaded into EF for all SS provided** and tagged according to the Document Tag List (need, approval, purchase request, receipts as applicable, check copies as applicable, client signatures as applicable, etc.).

**All training related costs must be entered in the ITA Enrollment and Cost Table in the corresponding training activity code in EF.** This includes tuition and supportive services needed to participate in training.

Some examples are books; mandatory fees; equipment; tools; uniforms & shoes/boots; supplies, drug tests, physicals, eye exams, immunizations; background checks, application, graduation fees; credential, license or exam fees; lodging (when part of the cost of attending training out of the area); auxiliary aids & services necessary for persons with disabilities to participate in training.

 <b>Panama City</b>	
	Regular
Current Avg.	\$3.311
Yesterday Avg.	\$3.304
Week Ago Avg.	\$3.225
Month Ago Avg.	\$3.128
Year Ago Avg.	\$2.383

Gasprices.aaa.com 2/7/2022

Avg fuel economy 25 mpg

For students who travel more than 50 miles roundtrip per day to school, a \$9.00 per day transportation allowance will be paid.

For students who travel more than 75 miles roundtrip per day to school, \$12.00 per day.

For students who travel more than 100 miles roundtrip per day to school, \$15.00 per day.

For students who travel more than 125 miles roundtrip per day to school, \$18.00 per day.

For students who travel more than 150 miles roundtrip per day to school, \$21.00 per day.

These rates are based on current average gas prices and average fuel economy and may be adjusted if there is a dramatic increase in gas prices. Rates effective for 2/1/22 forward

**(7) Individuals with Disabilities:** Describe service strategies the LWDB has in place or will develop that will improve meeting the needs of customers with disabilities as well as other population groups protected under Section 188 of WIOA and 29 CFR Part 38.

Our ability to make meaningful referrals for those with disabilities is enhanced by ensuring that staff at all levels know what partner services are available and have a current Point of Contact at those agencies. CSGC operates a ticket to work program, works with the Disability Resource Center, and supports the Second Chance Program whenever possible. CSGC also participates in events with these organizations. CSGC has partnerships with Vocational Rehabilitation, Goodwill, and the Bay and Gulf ARCs. The Job Center and satellite centers have adaptive devices to assist individuals with disabilities.

**(8) Linkage with Unemployment Insurance (referred to as Reemployment Assistance in Florida) programs:** Describe strategies and services used in the local area to strengthen linkages between the one-stop delivery system and the Reemployment Assistance program (WIOA § 134(d)(1)(A)(vi)(III) and 20 CFR 679.560(b)(3)(iv)).



CareerSource Gulf Coast provides information and assistance to claimants filing for Re-Employment Assistance. Specific assistance including navigation and assistance with the ID ME process, work registration process in Employ Florida, and completion of the initial claim and claiming weeks. All the CareerSource Gulf Coast offices around the region not only offer staff that can assist with re-employment assistance claim, but offer access to equipment including computers, scanners, fax machines, telephones, and copiers to assist with the entire process. Job centers across the region are promoted as a local resource for claimants. When claimants come to the Job Center, they are also provided an orientation of services and encouraged to take advantage of services that will assist them in finding employment quickly. Services include but aren't limited to job referrals and job search assistance, resume development, mock interview, referral to training services or National Dislocated Worker Program, referral to support services, etc. CareerSource Gulf Coast has staff that has limited access to the CONNECT system that can perform tasks such as resetting PINs or escalating fraud/claimant issues. CareerSource Gulf Coast also provides services under the RESEA program which provides individualized services to assist claimants to get quickly re-employment.

**(9) Highest Quality of Services to Veterans and Covered Persons:** Describe the LWDB's strategies and policies for providing veterans and covered persons with the highest quality of service at every phase of services offered. Policies must be implemented to ensure eligible veterans and covered persons are aware of their entitlement to priority of service, the full array of programs and services available to them, and applicable eligibility requirements for those programs and/or services.

During the onboarding process, CareerSource Gulf Coast staff is trained on local strategies and policies for providing veterans and covered persons with the highest quality of service at every phase of services offered. CareerSource Gulf Coast has Board Policy #45 on Priority for Adults (see below) and Procedural Instruction # 11 on Priority for Adults. State admin policies #111 and 105 are trained on, regularly reviewed by staff, and monitored for compliance. CareerSource Gulf Coast ensures that Veterans and Covered Persons are fully aware of entitlement to the priority of service, the full array of programs and services available to them, and applicable eligibility requirements for those programs and/or services by implementing the following strategies:

- Notifying them of those entitlements at the point of entry
- Prominently displaying notices at the Job Center and other digital platforms such as social media and our website
- Ongoing communication during service delivery between CareerSource staff and veteran/covered person



## Board Policies

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### 45. TITLE: Priority of Service to WIOA Adult

1. **Purpose:** To establish policy to ensure that Priority Groups as described under WIOA PL 113-128 Sec. 134 (c) (3) (E) receive priority access to services.
2. **Authority:** WIOA PL 113-128 (c) (3) (E); TEGL 10-09

### 3. **Policy:**

The following groups must be given priority access to services in the order listed:

#### **Order of Priority**

1. First, to Veterans and Eligible Spouses who fall within one of WIOA's Priority Groups.
2. Second, to Non-Covered persons who fall within one of WIOA's Priority Groups.
3. Third, to Veterans and Eligible Spouses who do not fall within one of WIOA's Priority Groups.
4. Other individuals who do not meet the statutory priority but are identified as priority populations established by the Governor or local board priorities.
5. Last, to Non-Covered persons who fall outside of WIOA's Priority Groups but within locally established program eligibility requirements.

### **Definitions:**

#### **Covered and Non-Covered Persons**

**Covered Person** – means any of the following individuals:

- a) Veteran – a person who served in active military, naval or air service, and who was discharged or released under conditions other than dishonorable.
- b) Eligible Spouse – The spouse of any of the following individuals:
  1. Any veteran who dies of a service-connected disability.
  2. Any veteran who has a total disability resulting from a service-connected disability.
  3. Any veteran who dies while a disability so evaluated was in existence.
  4. Any member of the Armed Forces serving on active duty who, at the time of application for assistance under this section, is listed, pursuant to section 556 of title 37 and regulations issued by the Secretary concerned, in one or more of the following categories and has been so listed for a total of more than 90 days:
    - i. Missing in action;
    - ii. Captured in the line of duty of a hostile force; or
    - iii. Forcibly detained or interned in line of duty by a foreign government or power.

**Non-Covered Person** – An individual who is not a Veteran or an Eligible spouse.

#### **WIOA Priority Groups**

- Recipients of public assistance;
- Other low-income individuals; and
- Individuals who are basic skills deficient for the provision.

Date Adopted and Approved: August 14, 2012 Date

Revised and Approved: March 11, 2014 Date

**(10) Entities Carrying Out Core Programs:** Describe how the LWDB works with entities carrying out core programs to:

- (a) Expand access to employment, training, education and supportive services for eligible individuals, particularly eligible individuals with barriers to employment;

The universal nature of the CareerSource Gulf Coast (CSGC) Job Center allows individuals with barriers to employment easy access to services. In addition, to being the universal “go-to” site for assistance, job centers are home to Veterans Services (LVER, DVOP and Military Spouses), TANF and SNAP services and, in the full-service job center, Ticket to Work programming. Area correctional institutions are well aware of and refer exiting inmates to employment, training, education and support services through the Centers. We also have staff participate on advisory boards of the prisons and present to groups of inmates as they go through the prison system’s exit program. CSGC is operating a grant to assist Opioid addicts in recovery to obtain and retain employment, providing training when necessary. Year-round marketing and community partners facilitate awareness of, and access to our programs.

CareerSource Gulf Coast maintains a website with access to the Employ Florida and a calendar of hiring events and workshops. A “hot jobs” link is updated daily with new employment offerings. The website also provides information on pre-employment and skills training.

The comprehensive job center and satellite centers have computer labs and staff to assist clients in job search as needed. All locations host hiring events at employer request and work with partners to publicize the events to all populations, including individuals with barriers.

There are two primary providers of education and training in the LWDA. CareerSource Gulf Coast stations career managers at Gulf Coast State College, Panama City and the Gulf-Franklin campus. Tom P. Haney Technical Center, Panama City also hosts career managers on site. By being co-located, CSGC can facilitate career pathway opportunities for eligible individuals. To maximize resources, students are co-enrolled (when possible) in other partner programs for which they are eligible. Career Managers are versed in the concept of career pathways and therefore able to knowledgeably present the opportunity to clients. Further, by maintaining career managers who understand the challenges of first time post-secondary students, CSGC ensures that individuals with barriers have the additional support needed to achieve success.

- (b) Facilitate the development of career pathways and co-enrollment, as appropriate, in core programs; and

Career Managers are versed in the concept of career pathways and therefore able to knowledgeably present the opportunity to clients. Further, by maintaining career managers who understand the challenges of first time post-secondary students, CSGC ensures that individuals with barriers have the additional support needed to achieve success.

- (c) Improve access to activities leading to a recognized postsecondary credential (including a portable and stackable credential that is an industry-recognized certificate or certification) (WIOA § 108(b)(3) and 20 CFR 679.560(b)(2)(iii) to include credentials contained on Florida’s Master Credentials List.

CSGC recruits for WIOA training programs broadly, through training providers, community-based organizations, the welfare transition and SNAP program, area high schools, and economic development organizations and employers. Access to these programs is made as seamless as possible through an online pre-application process. CSGC only funds enrollment into training that leads to credentials for demand occupations. Of course, they include industry-recognized credentials. CSGC supports its' training providers in adding training to meet local needs and recruits eligible participants to sponsor into the training.

**(11) Employer Engagement:** Describe strategies and services used in the local area to:

- (a) Facilitate engagement of employers in workforce development, including small employers and employers in in-demand industry sectors and occupations; and

CareerSource Gulf Coast uses a variety of methods to engage employers in the region. As part of our strategy, the business services team sets annual goals for the number of employers engaged and retained. Specifically, the team contacts employers through on-site visits, informational mailings, telephone contact, and electronically through email and social media. As part of that outreach, the team targets employers connected to in-demand industry sectors and small businesses. The CareerSource Gulf Coast also implements a marketing campaign that includes community/public relation activities, digital, radio, television and print advertising, as well as printed collateral material (brochures, flyers etc.) to build awareness and stimulate usage of the workforce system programs. Our Board receives a marketing report at each meeting and provides important feedback on ways to improve and expand our reach through marketing efforts.

- (b) Support a local workforce development system that meets the needs of businesses in the local area.

Such strategies and services may include the implementation of initiatives such as incumbent worker training programs, on-the-job training programs, customized training programs, industry and sector strategies, career pathways initiatives, utilization of effective business intermediaries, and other business services and strategies designed to meet the needs of regional employers. These initiatives must support the strategies described above.

A large part of employer engagement strategy involves community relations. CareerSource Gulf Coast actively participates in economic development and local chamber of commerce activities, as well as other community/industry focused groups. As a result of community involvement, CareerSource Gulf Coast is able to establish and build strong relationships with area employers. These relationships allow us to understand their needs and then offer solutions through our services. Based on the employer needs the services may include labor market data, human resource services, training (IWT/OJT), layoff aversion, and rapid response. Board members are invited to community events and also refer businesses to use the services of our job centers.

**(12) Enhancing Apprenticeships:** Describe how the LWDB enhances the use of apprenticeships to support the local economy. Describe how the LWDB works with industry representatives and local businesses to develop registered apprenticeships, in collaboration with apprenticeship training representatives from the Florida Department of Education and other partners. Describe how job seekers are made aware of apprenticeship opportunities.

At this point there are no apprenticeships offered in Region 4's area. CSGC does have staff assigned to Apprenticeship issues and attends informational meetings on the topic. Apprenticeship programs are employer-driven and currently employers are just interested in people with work ethic and the ability to learn.

## E. DESCRIPTION OF THE LOCAL ONE-STOP DELIVERY SYSTEM

(1) **General System Description:** Describe the one-stop delivery system in your local area, including the roles and resource contributions of one-stop partners (WIOA §108(b)(6)).

(a) Describe how required WIOA partners contribute to the LWDB's planning and implementation efforts. If any core or required partner is not involved, explain the reason.

All the required partners are involved with the one stop delivery system. The CareerSource Gulf Coast job center provides the full array of employment services and connects customers to work-related training and education. CareerSource Gulf Coast provides high-quality career services, referrals to education and training, and supportive services needed by customers to get good jobs and stay employed. The CSGC job center also provides excellent services to businesses so that they can find skilled workers.

CareerSource Gulf Coast's job center staff creates and nurtures ongoing relationships with employers to make them aware of education and training opportunities such as on the job training, incumbent worker training and employed worker training. The local workforce development board directly manages or has administrative oversight of a wide range of core programs. Coordination is managed within a direct line of supervision which ensures coordinated service delivery and accountability.

The Six CORE WIOA Programs are outlined below:

- ✓ WIOA Title I (Adult, Dislocated Worker and Youth formula programs) administered by Department of Labor (DOL)
- ✓ Title II – Adult Education and Literacy programs administered by the Department of Education (DoED)
- ✓ Title III – Wagner- Peyser employment services administered by DOL; and
- ✓ Title IV – Rehabilitation Act of 1973 programs administered by DoED.

WIOA Title I	Youth Employment & Training	WIOA Youth program services include the attainment of a high school diploma or its recognized equivalent, entry into postsecondary education, and individualized delivery of 14 types of career readiness opportunities.
	Adult Employment & Training	WIOA Adult program services include career services, training services and job placement assistance. Priority is given to recipients of public assistance, other low-income individuals, veterans, and individuals who are basic skills deficient.
	Dislocated Worker Employment & Training	WIOA dislocated worker program services target individuals who lost jobs due to plant closures, company downsizing, or some other significant change in market conditions. In most cases, eligible workers are unlikely to return to their occupations, and they must be eligible (or have exhausted) unemployment compensation.
WIOA Title II	Basic Education for Adults	Adult Education and Literacy services include: adult education; literacy, workplace, family literacy, and English language acquisition activities; and integrated English literacy and civics education,

		workplace preparation activities, and integrated education and training.
WIOA Title III	Wagner Peyser Employment Services	Wagner Peyser Employment Services, often referred to as basic labor exchange services provide access to employment services to all job seekers including job search preparation and placement assistance services. Employers may receive general or specialized recruitment services through self-service or staff assisted job orders.
WIOA Title IV	Vocational Rehabilitation Services	Vocational Rehabilitation programs provide training services to help eligible individuals with disabilities become employed. The priority is competitive, fulltime employment. Depending on the individual's disability and functional limitations, however, other outcomes such as part-time employment, self-employment, or supported employment are also appropriate. Services focus both on helping high school students plan as they prepare for transition to work, as well as delivery of a range of individualized adult services.

In addition to the core programs, for individuals with multiple needs to access the services, the following partner programs provide access through the LWDA job centers:

Programs	Contributors/Roles/Resources
Career and Technical Education (Perkins)	<ul style="list-style-type: none"> <li>• Board and planning representation</li> <li>• Co-location of staff onsite at the campuses</li> <li>• Adult Education – basic skills training, GED training and testing</li> <li>• Post-Secondary- occupational Skills Training through ITAs</li> <li>• Job placement assistance</li> <li>• Promotes CareerSource Gulf Coast programs and services on their campuses by providing collateral materials flyers etc.</li> <li>• Involves CareerSource Gulf Coast management staff on their Advisory Boards</li> </ul>
Local Veterans' Employment Representatives and Disabled Veterans' Outreach	<ul style="list-style-type: none"> <li>• Co-located in CareerSource Gulf Coast job center</li> <li>• Promotes CareerSource Gulf Coast's programs and services as appropriate</li> <li>• Provides a linkage between CareerSource and Veteran Community</li> <li>• Job Placement assistance</li> <li>• Coordination of Services between Veteran's and partner programs</li> </ul>
Senior Community Service Employment Program	<ul style="list-style-type: none"> <li>• Planning and coordination of services</li> <li>• Co-location of staff onsite at the LWDA job centers</li> <li>• Job placement assistance</li> </ul>



	<ul style="list-style-type: none"> <li>• Promotes CareerSource Gulf Coast programs and services</li> <li>• in their offices by providing collateral materials flyers etc.</li> </ul>
Temporary Assistance for Needy Families (TANF)	<ul style="list-style-type: none"> <li>• Planning and coordination of services</li> <li>• Co-location of staff onsite at LWDA job centers</li> </ul>
Trade Adjustment Assistance Programs	<ul style="list-style-type: none"> <li>• Planning and coordination of services</li> <li>• Co-location of staff onsite at LWDA job centers</li> </ul>
Unemployment Compensation Programs	<ul style="list-style-type: none"> <li>• CareerSource Gulf Coast provides information and local navigation assistance to support DEO's centralized State Unemployment Compensation program.</li> </ul>

b. Identify any optional/additional partners included in the local one-stop delivery system.

The LWDB, with the agreement of the chief elected official, developed and entered into a Memorandum of Understanding between the local board and the following one-stop partners. Please find attached a copy of partner agreements.

\*DOE Division of Blind Services

\*DOE Division of Vocational Rehabilitation

\*Haney Technical College

\*NCBA (National Caucus on Black Aged, Senior Community Service Employment Program

\*Gulf Coast State College

\*Tri-County Community Council, Inc.

CareerSource Gulf Coast continually seeks out opportunities within the region to develop Workforce Services Agreement with partner organizations including community-based, faith-based, and/or nonprofit organization, as well as employment, education, and training programs that align with our vision mission and strategic goals. Ongoing partnership development is paramount to our success by ensuring that we are sharing promising and proven practices by doing what is best for our communities to enhance the overall economic development.

#### Non-required MOUs

Capital Area Community Action Agency, serving Gulf and Franklin counties

Tyndall Air Force Base Skill Bridge Program

AMI Kids – Panama City Marine Institute

To demonstrate this point, CareerSource Gulf Coast manages/oversees several optional workforce programs through its centers and CareerSource Gulf Coast staff, which include:

- Supplemental Nutrition and Assistance Program (SNAP) Employment and Training program;
- SSA Employment Network and Ticket to Work program;
- Military Family Employment Advocate Program
- Summer Youth Leadership Program (Gulf and Franklin Counties)
- TANF/WT



**(2) Customer Access:** Describe actions taken by the LWDB to promote maximum integration of service delivery through the one-stop delivery system for both business customers and job seekers.

- (a) Describe how entities within the one-stop delivery system, including one-stop operators and one-stop partners, comply with the Americans with Disabilities Act regarding physical and programmatic accessibility of facilities, programs and services, technology and materials for individuals with disabilities, including providing staff training and support for addressing needs of individuals with disabilities. Describe how the LWDB incorporates feedback received during consultations with local Independent Living Centers on compliance with Section 188 of WIOA (WIOA §108(b)(6)(C)).

CareerSource Gulf Coast requires the one stop operator and all of its partners to comply with the Americans with Disabilities Act. At least once a year, the one stop center monitors program activities and performs facility accessibility checks to ensure universal access. The one stop center has software and equipment available to individuals with a disability including but not limited to handicap accessible doors, bathrooms, computers/computer desks, document reader/computer screen magnifier, and video phone. In addition, all one stop center staff and partners receive disability training as part of the on boarding process and are also required to complete additional disability training annually.

The CareerSource Gulf Coast region does not include a full Independent Living Center, however, the satellite center (The Disability Resource Center) was housed in the Job Center and their input was sought and implemented in the process of ensuring that the Job Center was properly built for job seekers with disabilities.

- (b) Describe how entities within the one-stop delivery system use principles of universal design in their operation.

CareerSource Gulf Coast Job Centers in our local area assist job seekers with disabilities in all programs, and our region annually assesses physical and programmatic accessibility. This includes, but is not limited to, ensuring assistive technology and materials are in place, and front-line staff members are trained in the use of this technology.

In addition, CareerSource Gulf Coast and its partners located within the career centers ascribe to the principles of universal design of the facility, materials, service delivery and technology whenever and wherever possible and practical, including the following seven core principles:

1. Equitable use – the design is useful for people with diverse abilities
  - a. The same means of use is provided for all users: identical whenever possible; equivalent when not.
  - b. We avoid segregating or stigmatizing any users.
  - c. Provisions for privacy, security, and safety are made equally available to all users.
2. Flexibility in Use - the design accommodates a wide range of individual abilities.
  - a. We provide choice in methods of use.
  - b. We provide adaptability to the user's pace.
3. Simple and Intuitive Use - use of the design is easy to understand, regardless of the user's experience, knowledge, language skills, or current concentration level.
  - a. We eliminate unnecessary complexity.
  - b. We try to always meet user expectations.
  - c. We accommodate a wide range of literacy and language skills.

4. Perceptible Information - the design communicates necessary information effectively to the user, regardless of ambient conditions or the user's sensory abilities.
  - a. We use different modes (pictorial, verbal, written) for redundant presentation of essential information
  - b. We maximize "legibility" of essential information.
  - c. We make it easy to give instructions or directions.
5. Tolerance for Error- the design minimizes hazards and the adverse consequences of accidental or unintended actions.
  - a. We arrange facility furniture, equipment and walkways to minimize hazards and hazardous elements are eliminated, isolated, or shielded.
  - b. We provide fail safe features.
6. Low Physical Effort - the design can be used efficiently and comfortably and with a minimum of fatigue.
  - a. Allow user to use reasonable operating forces.
  - b. Minimize repetitive actions.
  - c. Minimize sustained physical effort.
7. Size and Space for Approach and Use - appropriate size and space is provided for approach, reach, manipulation, and use regardless of user's body size, posture, or mobility.
  - a. We always attempt to provide a clear line of sight to important elements for any seated or standing user.
  - b. We make reach to all components comfortable for any seated or standing user.
  - c. We provide adequate space for the use of assistive devices or personal assistance.

(c) Describe how the LWDB facilitates access to services provided through the local delivery system, including remote areas, using technology and other means (WIOA §108(b)(6)(B)).

CareerSource Gulf Board facilitates access to services by offering services at multiple physical locations. There is one comprehensive job center in the region (Bay County) along with satellite offices at Gulf Coast State College, Port St. Joe, and Apalachicola. In addition, the LWDB partners with local agencies including the public library system, educational institutions, local chambers of commerce, and military bases to promote services at the physical locations and through the Employ Florida (EF) website. Through EF, both employers and jobseekers can access services at any time.

For clients accessing Welfare Transition services in the outlying counties, a virtual platform is used to connect customers with their Case Manager remotely. All documentation that requires collection is scanned and sent in by staff in the remote counties.

- (3) Integration of Services:** Describe how one-stop career centers implemented and transitioned to an integrated, technology-enabled intake and case management information system for programs carried out under WIOA and programs carried out by one-stop career center partners (WIOA §108(b)(21)).

CareerSource Gulf Coast advocates and supports an integrated information system at the state and local level that would allow entities that carry out core programs to better coordinate service delivery for mutual customers and cross program referrals. We work with state and local organizations to

improve customer services and program management by exploring and possibly implementing integrated intake, case management and reporting systems. Wherever possible CareerSource Gulf Coast will maximize the utilization of technology to consolidate, streamline services and enhance the overall customer experience.

CareerSource Gulf Coast has established policies that address the integration of services for the region's career centers that support a customer-centered, fully integrated service delivery system that ensures customers and employers have maximum access to the full range of education, employment, training and supportive services offered through the programs available under WIOA.

These career center policies are clearly referenced in our MOUs and reflect that an appropriate combination and integration of services are made available directly or through partner program referrals. Customers experience a "common front door" at our centers for all one-stop partner programs supported by common registration where possible. Formal and informal assessments evaluating basic skills, career interests and aptitudes are shared with partner programs thus avoiding duplication in service provision.

Whenever possible our intake, case management, and data systems are also integrated between partners to allow for efficient service access. Where systems are not fully integrated at this time, conversations have been conducted between CareerSource Gulf Coast and the partners in an effort to promote this integration. It is our intent to continue this dialogue between partners to continue to advance our efforts. CareerSource Gulf Coast Memorandum of Understanding (MOU) with core program entities and other key partners, document agreed-to strategies to enhance service provision to employers and jobs seekers.

**(4) Sub-grants and Contracts:** Describe the competitive process used by the LWDB to award sub-grants and contracts in the local area for WIOA-funded activities (WIOA §108(b)(16)).

CareerSource Gulf Coast may issue a Request for Proposal (RFP) for workforce program services. The RFP shall provide a clear and accurate description of services to be provided, provide for open and fair competition encouraging small and minority-owned business sources to apply, specify information regarding when the proposals shall be due that will give the proposers sufficient time to prepare their proposals, and specify criteria which shall be used to determine the award.

Request for Proposals may be advertised a minimum of three (3) days in a daily paper and one (1) time in a weekly paper of the county(s) where workforce program services are being solicited. CSGC will also seek to advertise in local minority publications when possible.

When the RFP will result in a sub-recipient relationship, a committee as determined by the Board Chair will evaluate each proposal. Steps shall be taken to ensure that each rater adheres to the established Conflict of Interest Policy. Raters will be furnished with a copy of each proposal and a rating sheet for evaluating each proposal. Proposals will be judged on the potential contractors' ability to perform successfully under the terms and conditions of the proposal, with additional consideration given to such matters as contractor integrity, record of past performance (if available), financial and technical resources or accessibility of other necessary resources. Upon completion of rating the proposals, a summary shall be made by averaging the ratings. The decision of the committee shall be presented to the CareerSource Gulf Coast Board for final consideration and approval. In instances where the RFP will result in a vendor relationship or agreement, staff members may rate said proposals without the Board Chair's appointment of a rating committee as provided for in the CSGC Administrative Plan. The approval for vendor agreements by the Board is given and understood by the Board approving the budget where funding is categorized for such purposes.

The approval of the proposal by the Board provides approval for only the program concept and the total funding amount, which may be contracted. It does not provide approval for any proposed unit cost(s) or for any specific terms and conditions. These details will be negotiated after a full review and discussion of the proposed program and cost between proposer's representatives and CSGC staff. Occasionally, special requirements may exist where commodities or services may be purchased on a "sole source non-competitive basis. These conditions may exist when a commodity or service is available from one vendor, with no known competitors capable of satisfying the requirements; the necessity or emergency for the item will not permit a delay resulting from competitive solicitation; the awarding agent authorizes non-competitive proposals; that after solicitation; the awarding agent authorizing the non-competitive process is found to be inadequate; on- the-job training (OJT) contracts, except OJT brokering contracts which shall be selected competitively; or enrollment of individual participants in classroom training. Educational services, paid through Individual Training Accounts, will only be procured from training providers on the Eligible Training Provider List. The Board shall minimize the use of "sole source" procurements to the extent practicable, but in every case, the use of "sole source" procurements will be justified or documented.

- (5) Service Provider Continuous Improvement:** Describe how the LWDB will ensure the continuous improvement of eligible providers through the system and that such providers will meet the employment needs of local employers, workers and job seekers (WIOA §108(b)(6)(A) and 20 CFR 679.560(5)(i)).

CSGC requires training providers wishing to have programs funded by the Board to become an eligible training provider via an application process. The application must be completed prior to being approved by the CSGC Board of Directors. The application process ensures that the Board has appropriate and required information by which to make the decision for approval. See Board Policy 44 below.

Additionally, every two years providers who have been approved by the board must re-certify to remain an Eligible Training Provider. Once a provider and associated programs are approved by the board, monthly performance reports are collected to review completions, job placements and wage at placement for each trainee and program. Each case manager has placement goals and in turn each training program's placement goals re-evaluated. If completion and placement goals are missed staff work with training providers to determine why completion and placement goals were unmet. If they are unmet due to poor suitability of the participants or if there is an issue with the program itself, such as a new instructor or some other training provider related issue. In some cases, it may be that the market is saturated with graduates of a program and jobs are less plentiful or some other economic condition that is creating a lack of placements following completion. If it is determined that there are issues with a training program that cannot be immediately addressed, case managers will be directed to stop enrolling participants into the program while staff work with the provider to seek remedies for future enrollments. If the need for a particular training certification has dwindled, staff will also direct case managers to suspend enrollments into that program. CSGC has high performance goals and monitors them continuously to ensure that participants are being enrolled into programs that are in demand, result in self-sufficiency in terms of wages, and where job placement is readily achievable. In our service provider contracts we also embed performance hold backs where certain performance related goals must be met quarterly for total funding reimbursement to be made. Surveys are also conducted via electronic means to both job seeker and business customers for measuring how we are doing. We address complaints and also incorporate praise to staff along with development of formalizing best practices found.

In addition, CSGC requires in-house monitoring in addition to monitoring by the Board's QA Coordinator to ensure appropriate delivery of services and provides training when any weaknesses are revealed by state-level monitoring. The Board also requires attendance at training related to new requirements or system improvements.

## Board Policies

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<b>44. TITLE: Eligible Training Providers</b>
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### **V. Purpose and Scope**

The purpose of this policy is to provide guidance to post-secondary training providers that wish to provide training services programs funded under the Workforce Innovation and Opportunity Act (WIOA), regarding the Eligible Training Provider List (ETPL) requirements. The document provides guidelines for: the initial and subsequent determination of eligibility of training providers; the federal and state requirements for training providers; performance standards, the reporting of data and the removal provisions for training providers.

### **VI. Background**

The Workforce Innovation and Opportunity Act, at Section 122, WIOA, requires the Governor, through CareerSource Florida, to establish criteria, information requirements and procedures regarding the eligibility of providers of training services to receive funds provided under section 133(b), WIOA, for the provision of training services in local areas in the State.

This policy describes the process for determining eligible training providers for WIOA Title I-B adult and dislocated worker training participants and for publicly disseminating the list of these providers with relevant information about their programs. The workforce development system established under WIOA emphasizes informed consumer choices, job-driven training, provider performance, and continuous improvement. The quality and selection of providers and training services programs is vital to achieving these core principles. The State and Local Board's Eligible Training Provider Lists ("ETPL") and the related eligibility procedures ensure the accountability, quality and labor-market relevance of training services programs that receive funds through WIOA title I-B.

### **VII. Authority**

Workforce Innovation and Opportunity Act (WIOA), Sections 122, 133 WIOA Regulations, 20 CFR 680.400 et seq., Subpart D – Eligible Training Providers Florida Statutes, Chapter 445 – Workforce Innovation FS Chapter 1005 Florida Statutes, Chapter 1008 – Florida Education and Training Placement Information Program Nonpublic Postsecondary Education FAC6E – Commission for Independent Education FS Chapter 1008, TEGL 41-14.

### **VIII. Policies and Procedures**

- G. The following types of training providers must be accepted on the Eligible Training List in order to receive training funds under WIOA Section 133(b):
  - 5. Institutes of Post-Secondary education that lead to a recognized post-secondary credential in training for occupations under the local Targeted Occupation List, (TOL),
  - 6. \*Registered Apprenticeship Programs,



7. Other Public/Private Providers, such as joint labor-management organizations, and,
  8. Adult Education and Literacy Activities when such training is combined with Occupational Skills training.
- H. Only programs which lead to occupations on the Local Board's Targeted Occupation List (TOL) are eligible to receive funding under WIOA Sec. 133 (b).

*\*Registered Apprenticeship programs are exempt from TOL compliance and from the application process for the ETPL.*

- I. Non-credential training, for example test prep for state licensure, is not subject to Eligible Training Provider or TOL compliance. Such test-prep courses may be approved by Board staff on a case-by-case basis.

J. Establishing Eligibility

3. Existing WIA training providers may submit an application for "Continued Eligibility". If approved, the provider will be eligible for two years.

Other training providers not on the local list under WIA must submit an "Initial Application". If approved, the provider is on the list for one full year and must perform successfully to be considered for application under "Continued Eligibility". "Successful performance" means that the institution accurately follows Board financial procedures, maintains a 75% pass rate for state licensure and an 80% placement rate for program completers. Performance of Board-funded participants must meet rates of earnings and employment levels required of the Local Workforce Area by USDOL. Reports for each program year are due to the board no later than the end of the first quarter after PY end. Malfeasance of any kind may result in denial for requests to apply for Continued Eligibility and/or immediate removal from the ETPL.

4. In the future, The Department of Economic Opportunity and CareerSource Florida will establish an on-line process for the acceptance of applications.

K. Local ETPL Management

5. The local approval process for ETPL applicants will be for Board staff to review and verify information provided on the application and make recommendations to the Board. This information will be available at [www.careersourcegfc.com](http://www.careersourcegfc.com).
6. Training providers approved by the CareerSource Gulf Coast Board of Directors will be notified of the approval and added to the ETPL. Training providers removed from the list by Board decision will be notified. The same process applied to individual programs.
7. Local policies relevant to the ETPL, the local and State ETPL will be posted to the CareerSource Gulf Coast website.
8. Adding training providers and programs to the local ETPL will follow the process described in the Continuing and Initial Eligibility Applications, as appropriate. Training Providers and Training Provider Programs may be deleted for failure to meet performance and/or malfeasance. Provider and Program deletions will be made at the direction of the CareerSource Gulf Coast Board of Directors.

L. ETPL Application

3. The applications for initial and continued eligibility are attached to this policy. Incomplete applications will not be considered. Questions regarding the completion of the applications must be submitted via email to [igerman@r4careersourcegc.com](mailto:igerman@r4careersourcegc.com).
4. Once a training provider has completed the Initial Eligibility period of at least one full year OR been eligible as a training provider under WIA and approved to continue under WIOA, all eligible training providers must submit applications for Continued Eligibility every two years. In the first year of Initial Eligibility, Training Providers certified as Initially eligible will be eligible for 15 months and must submit an application at the end of 12 months. Training Providers certified initially under the continued eligibility at 3 months before the end of two years from the date of certification. Thereafter, all Continued Eligibility Applications will be due by March 30 every two years. Initial Application – 1<sup>st</sup> continued eligibility application due by 6/30/17. If approved, next continued eligibility application due 3/30/19.

Date Adopted and Approved: August 14, 2012  
May 10, 2016

### **Training Provider Application - Initial Eligibility**

Applicant Institution: \_\_\_\_\_ Date: \_\_\_\_\_

Submitted By: \_\_\_\_\_ Email: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

1. Is your training institution licensed, certified or otherwise authorized under Florida law to provide training programs? YES \_\_\_\_\_ NO \_\_\_\_\_ Verified: \_\_\_\_\_
2. Which programs related to the Targeted Occupations List do you provide?  
Please list:  
\_\_\_\_\_  
\_\_\_\_\_
3. For each program listed please include an information sheet which provides the following information:
  - i) A detailed description of the program including
    - A) Cost of attendance broken out by: tuition, books, test and lab fees, uniforms and supplies, examinations and vaccinations, fingerprinting and licensure (including prep) costs
    - B) Identification of the industry-recognized credential earned by successful completers
    - C) If that credential can be stacked with other credentials for a career ladder
    - D) Has your training institution developed any training partnership with business or industry? If yes, identify the business or industry
    - E) Identify the in-demand industry sectors and occupations related to the training program and occupations related to the training program



- F) Provide information on any required prerequisites, including costs and course numbers or skills required to enter training. For restricted entry programs, please provide this information for requirements prior to acceptance
- G) Verify that the training program ties to the LWDA's Targeted Occupations List
- H) Provide four letters of commitment from employers in Bay, Franklin or Gulf counties stating that they have a working relationship with the applicant for training completers. These letters must include the number of annual openings the businesses have, job titles and wages.

*Please do not submit course catalogs to provide answers to any of the items on this application. Successful applicants will be required to submit complete information to FETPIP as well as an annual Performance Report to CareerSource Gulf Coast (see Attachment 1). Reports are due by September 30<sup>th</sup> for each program year (i.e. July 1, 2016 – June 30, 2017).*

## **Attachment 1**

### **PRIMARY INDICATORS OF PERFORMANCE**

(i) IN GENERAL.—The State primary indicators of performance for activities provided under the adult and dislocated worker programs authorized under chapter 3 of subtitle B, the program of adult education and literacy activities authorized under title II, the employment services program authorized under sections 1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (except that sub clauses (IV) and (V) shall not apply to such program), and the program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741), shall consist of—

- (I) the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- (II) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;
- (III) the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;
- (IV) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program.

PL 113-128, Section 116 (A)(i)(I-IV)

## **Attachment 2**

Additional information required from Out-of-State applicants, initial and continued eligibility.

1. Proof that the institution is approved by the US Department of Education
2. Proof that the institution meets the licensing requirements of its home state
3. Proof that the institution is on its home state's ETPL

Out-of-State institutions must report their student completer data to FETPIP.

## Training Provider Application - Continued Eligibility

Applicant Institution: \_\_\_\_\_ Date: \_\_\_\_\_

Submitted By: \_\_\_\_\_ Email: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

4. Is your training institution licensed, certified or otherwise authorized under Florida law to provide training programs? YES \_\_\_\_\_ NO \_\_\_\_\_ Verified: \_\_\_\_\_

5. Which programs related to the Targeted Occupations List do you provide?  
Please list:

\_\_\_\_\_

6. For each program listed please include an information sheet with provides the following information:

A) For each program you propose for consideration, please provide the following information on a separate page.

1. Total number of students enrolled in program
2. Total workforce-sponsored enrolled in program
3. Total number of students completing the program
4. Total number of workforce-sponsored students completing the program
5. Total number of students receiving a credential
6. Total number of workforce students receiving a credential
7. Total number of persons employed in a training-related field after program completion
8. Total number of workforce participants employed in a training-related field after program completion
9. Identification of the industry-recognized credential earned by successful completers
10. If that credential can be stacked with other credentials for a career ladder
11. Information on cost of attendance broken out by: tuition, books, test and lab fees, uniforms and supplies, examinations and vaccinations, fingerprinting and licensure (including prep) costs

B) For each program you propose for consideration, please describe:

1. How the institution will ensure access to training programs throughout their service areas, including rural areas
2. How the training program will serve employed individuals or individuals with barriers to employment

*NOTE: To add new programs to a training providers' list of offerings, the items under 3.(i) of the Initial Eligibility application must be addressed.*

Please do not submit course catalogs to provide answers to any of the items on this application. Successful applicants will be required to submit complete information to FETPIP as well as an annual Performance Report to CareerSource Gulf Coast (see Attachment 1). Reports are due by September 30th for each program year (i.e. July 1, 2016 – June 30, 2017).

## **Attachment 1**

### **PRIMARY INDICATORS OF PERFORMANCE**

(i) IN GENERAL.—The State primary indicators of performance for activities provided under the adult and dislocated worker programs authorized under chapter 3 of subtitle B, the program of adult education and literacy activities authorized under title II, the employment services program authorized under sections 1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (except that sub clauses (IV) and (V) shall not apply to such program), and the program authorized under title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741), shall consist of—

(I) the percentage of program participants who are in unsubsidized employment during the second quarter after exit from the program;

(II) the percentage of program participants who are in unsubsidized employment during the fourth quarter after exit from the program;

(III) the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program;

(IV) the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent (subject to clause (iii)), during participation in or within 1 year after exit from the program.

PL 113-128, Section 116 (A)(i)(I-IV)

## **Attachment 2**

Additional information required from Out-of-State applicants, initial and continued eligibility.

4. Proof that the institution is approved by the US Department of Education
5. Proof that the institution meets the licensing requirements of its home state
6. Proof that the institution is on its home state's ETPL

Out-of-State institutions must report their student completer data to FETPIP.

## F. COORDINATION OF SERVICES

- (1) Coordination of Programs/Partners:** Describe how services are coordinated across programs/partners in the one-stop career centers, including Vocational Rehabilitation, TANF, SNAP E&T, and Adult Education and Literacy activities. Specify how the local area coordinates with these programs to prevent duplication of activities and improve services to customers.

The Board maintains communication with and provides information to all partners detailing the services and resources available and makes training and use of the Job Center's facility available upon request. Under the direction of the CSGC management, joint meetings, workshops and webinars are used to maximize resources within the region and ensure all programs are aware of each other's' services. The continued involvement, close working relationships, and strong communication help to avoid duplication of services offered by other organizations.

All workforce providers will confirm that participants are not already being served by another provider and will enter participant data into appropriate databases promptly. To avoid duplication of services, the Job Center will promptly record all supportive services and case notes into the Employ Florida Management System and collaborate with other community partner agencies, as appropriate.

- (2) Coordination with Economic Development Activities:** Describe the strategies and services that are used in the local area to better coordinate workforce development programs and economic development (20 CFR 679.560(b)(3)(iii)). Include an examination of how the LWDB will coordinate local workforce investment activities with local economic development activities that are carried out in the local area and how the LWDB will promote entrepreneurial skills training and microenterprise services (WIOA §108(b)(5) and 20 CFR 679.550(b)(4)).

CareerSource Gulf Coast has been a member of all economic development organizations, both regional and local since it was chartered as a workforce region in 1996. Our board believes that close partnerships with both economic development and education partners are critical to successful workforce solutions for participants of our programs and for the business community, as well as for the economic prosperity of the region as a whole. Our administrative offices are co-located with the Bay County Economic Development Alliance on the campus of Gulf Coast State College where we work together in an Economic and Workforce Center of Excellence. Through this co-location and partnership, we are constantly working together to assist in the attraction of new businesses to the region as well as sustaining and expanding existing businesses. We are aware of all project activities and are often part of the team that works with new business prospects considering our region for re-location or start up. Additionally, we are supportive of the Millaway Institute, located on the campus of Gulf Coast State College.

The Millaway Institute for Entrepreneurship (M.I.E.) is a commercial and social accelerator that supports our community of innovators and aspiring entrepreneurs. The Institute helps inventors and entrepreneurs as they explore transformation of ideas into commercial products, services, and companies.

- (3) Coordination with Rapid Response:** Describe how the LWDB coordinates workforce investment activities carried out in the local area with statewide rapid response and layoff aversion activities (WIOA §108(b)(8) and 20 CFR 679.560(b)(7). The description must include how the LWDB implements the requirements in [CareerSource Florida Strategic Policy 2021.06.09.A.2. – Rapid Response and Layoff Aversion System](#) and [CareerSource Florida Administrative Policy 114 – Rapid Response Program Administration](#).

CareerSource Gulf Coast has a designated Rapid Response Coordinator that takes the lead on Communicating with DEO and the State Rapid Response Coordinator; serving as lead contact for affected employers and dislocated workers; Leading the local Rapid Response team; Ensuring Rapid Response

activities are reported accurately and timely in Employ Florida; Leading and coordinating layoff aversion strategies in the region. When the announcement of a permanent closure, layoff, or natural or other disaster resulting in a mass job dislocation happens, the rapid response coordinator makes initial contact with the employer and develops a plan of action ensuring the following services are made available:

- Immediate and on-site contact
  - Layoff plans and schedules of the employer
  - Reemployment prospects for workers
  - Available resources to meet the short and long-term assistance needs of the affected workers
- The provision of information about and access to Reemployment Assistance (RA) benefits and programs, such as Short-Time Compensation (STC), comprehensive career center services, and employment and training activities, Pell Grants, the GI Bill, and other resources
- The delivery of other available services and resources including workshops and classes, and job fairs, to support reemployment efforts of affected workers;
- The provision of emergency assistance adapted to the mass layoff;
- The provision of limited, additional assistance to local areas that experience Rapid Response events when such events exceed the capacity of the local area to respond with existing resources.

In addition, the rapid response coordinator works with the business services team to implement the layoff aversion strategies that involve ongoing engagement, partnership, and relationship-building activities with businesses in the community; Connecting businesses and workers to short-term, on-the-job, or customized training programs; Assisting companies to recruit and build a qualified workforce so the company stays competitive.

**(4) Industry Partnerships:** Describe how the LWDB identifies and collaborates with existing key industry partners in the local area. Describe how the LWDB coordinates and invests in partnership infrastructure where key industry partnerships are not yet developed (WIOA §108(b)(4)(A)). The local area must describe how the following elements are incorporated into its local strategy and operational sector strategy policy:

- A. Describe how selected industries or sectors are selected based on, and driven by, high-quality data (cite data source used);

CareerSource Gulf Coast regularly reviews and analyzes high quality, timely labor market data by industry and occupation to sector strategy efforts. Specific data sources include:

- [Employment Projections Data](#) (both by industry and occupation) produced by the Florida Department of Economic Opportunity, Labor Market Statistics
- [Occupational Employment Statistics and Wages \(OES\) Program](#). The information is the result of an occupational employment and wage survey conducted by Labor Market Information, in cooperation with the U.S. Department of Labor, Bureau of Labor Statistics.
- Employ Florida and [Help Wanted Online Reports](#) to determine real time labor demand through online ads/job postings.
- [Florida Skill Gap and Job Vacancy Data](#) to determine gaps in hard skills, soft skills and gap mitigation techniques.
- Direct feedback from employers collected through onsite visits, surveys, community meetings and professional trade groups.

This information is distilled and discussed with the Board for input.

B. Describe how sector strategies are founded on a shared/regional vision;

The leadership of CareerSource Gulf Coast maintains close working relationships with the economic development and employer alliances across the region and has a deep-rooted partnership with the area K-20 (school districts and state college). These relationships have guided the development of the area's sector strategies. All partners agree and support the target sectors in alignment with Enterprise Florida's identified sectors.

C. Describe how the local area ensures that the sector strategies are driven by industry;

CareerSource Gulf Coast ensures that sector strategies are driven by industry by inviting them to be part of the process. For example, representatives from targeted industries serve on the Local Workforce Development Board as well as the local and regional economic development organizations. In addition, the business services team targets onsite meetings and feedback from employers in targeted industry sectors.

D. Describe how the local area ensures that sector strategies lead to strategic alignment of service delivery systems;

Members of the CareerSource Gulf Coast management team have great partnerships with economic development organizations, institutions of higher learning, and other community organizations. On a regular basis, CareerSource Gulf Coast meets with these partners to ensure alignment of service delivery systems.

E. Describe how the local area transforms services delivered to job seekers/workers and employers through sector strategies: and

CSGC has a tradition of flexibility to meet local employment and training needs and works closely with state and training partners to meet needs as they emerge. The method and type of transformation depends upon the need; as an example, a recently added employer required an additional layer of screening and pre-employment training prior to consideration of hire. The process included six steps of elimination prior to a job offer being made. The steps to obtaining a job with this employer were not simply 'apply – basic screening-refer' but 'apply – screen into additional assessment – be selected for pre-employment training – be selected from that training for referral to interview – hire.' The additional complexity of the hiring process for this sector industry was met through CSGC's partnership with Gulf Coast State College.

F. Describe how the local area measures, improves and sustains sector strategies.

In LWDA 4, measurement is conducted by analyzing services provided to businesses in key sectors. As part of their annual performance goals and evaluations, the business services team is charged with providing staff-assisted, high value services to businesses in targeted industry sectors. Examples of high-value services include job orders, job fair services, mass recruitment services, and providing detailed labor market information. Staff on the business services team focus on building strong relationships with employers, training providers, and other key stakeholders in their industry. As a result, they can solicit feedback from the employers through onsite visits, employer surveys and email/telephone communication to help identify ways to improve the sector strategy. Furthermore, members of the business service team conduct research on their assigned industry sector and stay abreast of industry trends in order to gain and retain credibility and to provide effective and valued services. This allows CareerSource Gulf to sustain the sector strategy.

**(5) Coordination with Relevant Secondary and Postsecondary Educations:** Describe how the LWDB coordinates relevant secondary and postsecondary education programs and activities with education and workforce investment activities to coordinate strategies, enhance services, and avoid duplication of services (WIOA §108(b)(10) and 20 CFR 679.560(b)(9)).



CareerSource Gulf Coast (CSGC) has closely partnered with our counties' secondary and post-secondary training providers since our establishment in 1996. CSGC will continue to coordinate activities with our education partners in the local area, coordinating resources to avoid duplication of services. CSGC spearheaded the development of a Career and Technical Education Council, which resulted in the partnership between CSGC, the local State College and Bay District Schools to create a Career-Technical Education Director for the county. Since that time Bay District Schools has exponentially increased the number of Career Technical Academies and credentials that are obtained by students. Regional CTE partners have worked hard to increase CTE programs that articulate into our Tom P. Haney Technical College and Gulf Coast State College. We have supported these programs with grants and by serving on advisory councils and recruiting local industries to host interns and support the programs. We review and approve Perkins plans for each of our partners and collaborate on student recruitment and job placement for graduates.

CareerSource Gulf Coast in partnership with the Bay Economic Development Alliance, Gulf Coast State College and business leaders founded Alignment Bay County Inc (ABC) in 2015. This organization patterned after Alignment Nashville, brought together community/business leaders, community organization, local government, and education partners to coordinate resources for the benefit of K-12 students and their families. The organization has grown boasting approximately 100 volunteers who work on initiatives to reach the following goals:

1. Support children's health and well-being, birth to career
2. Improve student achievement for every student
3. Increase career and college readiness
4. Increase civic/community/family involvement in all schools

CareerSource Gulf Coast has been and continues to be engaged in education and community initiatives tied to workforce investment. Most recently we are partnering with AMI Kids Panama City Marine Institute on their newly obtained Youth Build grant to support youth in obtaining their GED and also getting training in construction.

**(6) Coordination of Transportation and Other Supportive Services:** Describe how the LWDB coordinates WIOA Title I workforce investment activities with the provision of transportation assistance, including public transportation, and other appropriate supportive services in the local area (WIOA §108(b)(11) and 20 CFR 679.560(b)(10)).

CareerSource Gulf Coast (CSGC) serves an area with extremely limited public transportation options. In Franklin and Gulf counties, public transportation is limited to serving the disabled, elderly, indigent transportation disadvantaged and veteran's, to medical appointments and grocery shopping. Even those services are very limited and costly. In Bay County, there is a Trolley (bus) system, but it is still developing, has limited routes, hours, and funding. Services are difficult to use as timeliness and convenience are not guaranteed. It can take up to three hours for a mother to get her children to daycare and herself to work due to routes and transfers. Where applicable and when funds allow, CSGC provides Trolley passes and gas cards to allow participants to engage in employment and training activities. Trolley services do not run on Sunday or before 6:00 a.m. or after 8:00 p.m.

**(7) Coordination of Wagner-Peyser Services:** Describe plans, assurances, and strategies for maximizing coordination, improving service delivery, and avoiding duplication of Wagner-Peyser Act (29 U.S.C 49 et seq.) services and other services provided in the local area through the one-stop delivery system (WIOA §108(b)(12) and 20 CFR 679.560(b)(11)).



The CareerSource Gulf Coast Job Center houses all DEO partner programs available (LVER, DVOP, Wagner-Peyser), as well as WIOA and TANF/WT. Currently, the Senior Community Employment Program has office space in the Job Center. A formal referral process has been put in place with Vocational Rehabilitation and CSGC makes office space available at the Job Center for them one day per week. The Community Action Agency (Tri-County) sends a worker to the Resource Room for a few hours per month. All partners are integrated into operations and function as part of the system as a whole.

- (8) Coordination of Adult Education and Literacy:** Describe how the LWDB coordinates WIOA Title I workforce investment activities with adult education and literacy activities under WIOA Title II. This description must include how the LWDB carries out the review of local applications submitted under Title II WIOA § 108(b)(10), consistent with WIOA sections 107(d)(11)(A) and (B)(i) and WIOA § 232 (20 CFR 679.560(b)(12)).

CareerSource Gulf Coast has existing partnerships with providers of adult education and literacy. We currently refer clients to adult education for Literacy, diploma attainment and General Equivalency diploma preparation and ESOL programs as appropriate. Any applications submitted to the Board will be reviewed consistent with the requirements of Title II, Section 232.

- (9) Reduction of Welfare Dependency:** Describe how the local board coordinates workforce investment activities to reduce welfare dependency, particularly how services are delivered to TANF/Welfare Transition and Supplemental Nutrition Assistance Program (SNAP) Employment & Training (E&T) participants, to help individuals become self-sufficient. This description must include strategies and services that will be used in the local area to support co-enrollment of Welfare Transition and SNAP E&T participants into other workforce development programs. 20 CFR 675.100(h) and 20 CFR 680.620

CSGC's strategy to attach WT and SNAP clients to the workforce begins with the location of the service provider for those programs. CSGC's contracted service provider Royal American Management (RAM)'s One on One, One By One program is co-located in the region's full-service One Stop. All participants are registered with Employ Florida (thus being co-enrolled in Wagner-Peyser), have their work histories reviewed with a case manager and receive assistance and job referrals from employer service representatives.

Job Fairs of varying sizes are held at the Job Center (One Stop) and SNAP /TANF clients are made aware of these events. Training, including employability skills, is assigned as a work activity when appropriate.

Clients who obtain employment but remain eligible for subsidized childcare are provided with that assistance and any other service allowed (funding permitting) to help clients maintain and advance in employment. Clients expressing an interest in training are introduced to the free training available from Goodwill, assisted in applying for financial aid and, if appropriate, enrolled in WIOA demand occupation training.

## G. PERFORMANCE & EFFECTIVENESS

The local workforce plan must include:

- (1) The local levels of performance negotiated with the Governor and CLEO(s) with WIOA section 116(c), to be used to measure the performance of the local area and to be used by the LWDB for measuring the performance of the local fiscal agent (where appropriate), eligible providers under WIOA Title I Subtitle B, and the one-stop delivery system in the local area. (WIOA §108(b)(17) and 20 CFR 679.560(16)(b))

Performance Negotiations have not occurred as of this writing; however, DEO has sent out the documents to assist with that process and the region has established goals which it plans to offer in the negotiation:

PY 2022 & PY 2023 Performance Goals		
Local Workforce Development Board (LWDB): 04		
LWDB Contact Name:	Kim Bodine	
LWDB Contact Email:	<a href="mailto:kbodine@careersourcegc.com">kbodine@careersourcegc.com</a>	
LWDB Contact Email:	<a href="mailto:JGERMAN@CAREERSOURCEGC.COM">JGERMAN@CAREERSOURCEGC.COM</a>	
Measures	PY 2022 Performance Goals	PY 2023 Performance Goals
<b>Adults:</b>		
Employed 2nd Qtr After Exit	93.2%	93.2%
Employed 4th Qtr After Exit	88.2%	88.2%
Median Wage 2nd Quarter After Exit	\$9,213	\$9,500
Credential Attainment Rate	80.1%	81.2%
Measurable Skill Gains	86%	87.5%
<b>Dislocated Workers:</b>		
Employed 2nd Qtr After Exit	72.0%	72.0%
Employed 4th Qtr After Exit	74.0%	74.0%
Median Wage 2nd Quarter After Exit	\$9,000	\$9,500
Credential Attainment Rate	75.0%	75.0%
Measurable Skill Gains	65.0%	65.0%
<b>Youth:</b>		
Education and Employed 2nd Qtr After Exit	85.0%	85.2%
Education and Employed 4th Qtr After Exit	75.0%	77.0%
Median Wage 2nd Quarter After Exit	\$4,000	\$4,200
Credential Attainment Rate	76.0%	76.0%
Measurable Skill Gains	59.3%	60.0%
<b>Wagner-Peyser:</b>		
Employed 2nd Qtr After Exit	67.0%	67.1%
Employed 4th Qtr After Exit	66.0%	66.5%
Median Wage 2nd Quarter After Exit	\$4,700	\$4,800

- (2)** Describe the actions the local board will take toward becoming or remaining a high-performing board, consistent with the factors developed by the state board pursuant to section 101(d)(6) of WIOA.

At each Board Meeting LWDB 04 staff presents and discusses performance reports using indicators for Federal Performance Measures, i.e. closed with employment to present a likely performance for Employed Second/Fourth quarter after exit. Performance reports are created for all providers and grants, including special projects. Grant supervisors are expected to present actual performance to goals and explain any variances and answer Board member questions.

In-House Monitoring by the Board's Quality Assurance Coordinator includes reviewing planned performance against current progress, thus bringing any delinquencies to staff attention for corrective action.

- (3)** Describe how the LWDB considered feedback from one-stop career center customers when evaluating the effectiveness of its one-stop career centers.

The CSGC Communications Manager retrieves customer service satisfaction survey feedback and shares that with the Board's Director of Workforce Services, the Executive Director of the Board and the One Stop Coordinator. The One Stop Coordinator assigns survey responses that indicate a desire for staff contact to staff members who reach out to the clients.

The issues brought up by these customers are used to improve service in cases when they reveal a deficiency and are used for training when appropriate.

## SIGNATURE PAGES

### Signature page – Bay County

This plan represents the efforts of CareerSource Gulf Coast to implement the Workforce Innovation and Opportunity Act in the following counties:

- Bay County

We will operate in accordance with the plan/ addendum as well as applicable federal and state laws, rules, and regulations.

**Workforce Development Board Chair**

**Chief Elected Official**

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Signature

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Signature

Dr. Pat Hardman, Board Chair

Name and Title (printed or typed)

Robert Carroll, Chairman Bay County BOCC

Name and Title (printed or typed)

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Date

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Date

## Signature page – Franklin County

This plan represents the efforts of CareerSource Gulf Coast to implement the Workforce Innovation and Opportunity Act in the following counties:

- Franklin County

We will operate in accordance with the plan/ addendum as well as applicable federal and state laws, rules, and regulations.

**Workforce Development Board Chair**

**Chief Elected Official**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Signature

Dr. Pat Hardman, Board Chair  
Name and Title (printed or typed)

Ricky Jones, Chairman Franklin County BOCC  
Name and Title (printed or typed)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## Signature page – Gulf County

This plan represents the efforts of CareerSource Gulf Coast to implement the Workforce Innovation and Opportunity Act in the following counties:

- Gulf County

We will operate in accordance with the plan/ addendum as well as applicable federal and state laws, rules, and regulations.

**Workforce Development Board Chair**

**Chief Elected Official**

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Signature

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Signature

Dr. Pat Hardman, Board Chair

Name and Title (printed or typed)

Sandy Quinn, Chairman Gulf County BOCC

Name and Title (printed or typed)

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Date

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Date

## PUBLIC COMMENT PROCESS

Prior to the date on which the LWDB submits the local plan, the LWDB must provide an opportunity for public comment on the development of the local plan. To provide adequate opportunity for public comment, the LWDB must:

### Region 4 – Process used by LWDB to obtain input and comments

Plan link was sent to board meeting attendees prior to the August 9 <sup>th</sup> board meeting for review and comments. Plan overview was provided in the August 9, 2022 board meeting.	Board provided contingent approval.
Plan link was emailed to all partners-board attendees again on August 25 <sup>th</sup> for review and comments/input	Waiting on any comments/input.
Executive Committee meeting to approve revisions/additions to the plan	August 24, 2022
Provide the 3 county commissions, county managers and respective legal staff the plan for review, comments, and input	Sent to all 3 commissions on 8/25 for review, comments and input
Provide no less than a 14-day period and no more than a 30-day period for comment on the plan before submission to DEO by 10/3.	<ol style="list-style-type: none"> <li>Legal ads in newspapers <ol style="list-style-type: none"> <li>Bay County 9/2, 9/4 and 9/6</li> <li>Franklin &amp; Gulf weekly – 9/1</li> </ol> </li> <li>Post on careersourcegc.com website on 8/25 through 9/15</li> </ol>
County Commission approval	<ol style="list-style-type: none"> <li>Franklin – 9/6/2022</li> <li>Bay - 9/20/2022</li> <li>Gulf – 9/27/2022</li> </ol>

- (1) Make copies of the proposed local plan available to the public through electronic and other means, such as public hearings and local news media (WIOA § 108(d)(1)).

The Modification to the CareerSource Gulf Coast Local Workforce Development plan 2020-2024 was made available for public comment on the careersourcegc.com website on August 25, 2022. The plan was sent to all three Boards of County Commissioners for review, input and approval. Additionally, the plan will be advertised for public review and comments on September 2, September 4, and September 6, 2022 in the Panama City News Herald newspaper and September 1, 2022 in the weekly newspapers, The Star in Gulf County and the Apalachicola Times in Franklin County. Please refer to the table above for specific timeline.

- (2) Include an opportunity for comment by members of the public, including representatives of business, labor organizations, and education (WIOA § 108(d)(2)).

Business, Education, and labor union leaders from our three-county area are members of our board. Also, representatives from our mandatory partners sit on the CSGC board of directors. The plan was provided to the full board for review and feedback and approval. The plan was also announced in partner agency meetings and provided to our training partners for review and feedback. Finally, the plan was provided to our LEOs and county management and legal staff for review and approval.



- (3)** Provide no less than a 14-day period and no more than a 30-day period for comment on the plan before its submission to DEO, beginning on the date on which the proposed plan is made available (WIOA § 108(d)(2)).

The Modification to the CareerSource Gulf Coast Local Workforce Development plan 2020-2024 was made available for public comment on the [careersourcegc.com](https://careersourcegc.com) website on August 25, 2022 and remained on the website until September 15, 2022, for a 21-day timeframe.

# Attachments A - I

Attachments A, B, and C

- A. Interlocal Agreement that defines how parties carry out roles and responsibilities of the chief elected official. [Interlocal Agreements](#)
- B. Interlocal Agreement between the chief elected official(s) and the local workforce development board. [Interlocal Agreements](#)
- C. Interlocal Agreement – evidence of designation of the fiscal agent. [Interlocal Agreements](#)

Attachment D

Current bylaws - [Bylaws](#)

## Attachment E

Current board member roster, meeting minutes for the local plan agenda item, discussions about the plan and the board's vote on the local plan

**CSGC Board of Directors Meeting - August 9, 2022**

<b>Voting Members PY 2022 to 2023</b>		<b>Present</b>	<b>Abstain</b>	<b>Vote Yea</b>	<b>Vote Nay</b>
<b>WIA Required Business Representatives (12)</b>					
<b>Bay Cty (6 Voting)</b>					
1. Joey Ginn					
2-Lisa Barnes					
5-Shelley Scarborough					
4. Rebekah Vassar					
<del>3-Sandra Henry (VACANT)</del>					
6-Christy Smith					
Private Sector - Gulf Cty (3 Voting)					
7-Dr. Patricia Hardman					
8-Christian Johnson					
9. Aaron Little					
Private Sector - Franklin Cty (3 Voting)					
10-Sheila Hauser					
11-Ted Mosteller					
12-Elinor Mount-Simmons					
<b>WIOA Required Non-Business Representatives (8)</b>					
<b>2 Economic Development Agencies</b>					
1.Becca Hardin, Desig.Ben Moorman					
2-Jim McKnight-Gulf					
<b>2 Labor Organizations</b>					
3-Labor - Fred Croon					
4-Labor - Stephen Jordan					
<b>One-Stop Partners</b>					
<b>5--Voc. Rehab. - Derrick Henderson GRVRD</b>					
<b>Post-Secondary Education</b>					
8-GCSC - Dr. Cheryl Flax-Hyman President - Approved Designee Glen McDonald					
<b>Local Educational Entities (1-Rotational)</b>					
9-Gulf Cty. Schools Superintendent-Bill Husfelt designee Alex Murphy					
<b>Non- Req.Community Based Organizations</b>					
10-VETERANS - John Deegins - Bay County Veterans Services <b>WOV Optional</b>					
<b>Additional Non-Voting Members</b>					
Military Representative - <del>Tim Bowers</del> Vacant					
<i>Total Voting Board Positions</i>		20			
<i>Total Non-Voting Board Positions</i>		1			
<i>Vacancies</i>		-2			
<b>Tot # of Official Voting and Non-Voting Board Members At Time of Vote Minus Vacancies</b>		18	Need 6 for Quorum		One/Third = Quorum
					12 for bylaws change
<b>Total Votes (12 needed for two-thirds)</b>					
% Brd Members Approved (67% = 2/3)					
Number of Board members voting		13			

I certify this membership roster is true and correct:\_\_\_\_\_



**GULF COAST WORKFORCE BOARD, INC. d/b/a CareerSource Gulf  
Coast GENERAL MEETING  
August 9, 2022**

CareerSource Gulf Coast held an in-person and Zoom meeting / General Meeting at 10:00 a.m. (CST) on Tuesday, August 9, 2022.

**Members Present:**

Dr. Pat Hardman (V)	Ms. Elinor Mount-Simmons (V)
Mr. Ted Mosteller (V)	Ms. Sheila Hauser (V)
Mr. John Deegins (V)	Ms. Rebekah Vassar (V)
Mr. Fred Croon (V)	Mr. Glen McDonald (V) designee
Mrs. Becca Hardin (V)	Mr. Joey Ginn (V)
Mr. Jim McKnight (V)	Mr. Aaron Little (V)
Mr. Derrick Henderson (V)	Mrs. Alex Murphy

**Members NOT present:**

Mr. Steve Jordan (V)  
Ms. Lisa Barnes-Tapscott (V)  
Mr. Christian Johnson (V)  
Ms. Shelley Scarborough (V)  
Ms. Christy Smith (V)

Also present were Ms. Julie Ramirez, Royal American Management; Mr. William Dozier, Bay County Board of County Commissioners, Ms. Marti Coley, PinPointResults; Ms. Debbie Carty, Division of Blind Services, Ms. Angela McLane, Gulf Coast State College and CareerSource Gulf Coast board staff: Mrs. Kim Bodine, Executive Director, Mrs. Deb Blair, Ms. Jennifer German, Mrs. Maria Goodwin, Mrs. Shannon Walding, Mrs. Becky Samarripa, Ms. Janine Dexter, Mr. Lee Ellzey, Mr. Daniel Sanford, Ms. Adrienne Woods, and Ms. Donna Stapleton.

The purpose of the meeting was to review/take action on the following items:

➤ **Consent Agenda Approval**

- Approval to Accept New Funds for PY 2021-2022
- Approval of Budget Modification #7 for PY 2021-2022
- Approval of Carry Forward
- Approval of Acceptance of New Funds – PY 2022-2023
- Approval of Budget Modification #1 for PY 2022-2023
- Minutes for the May 24, 2022 Executive Committee and General Board meeting
- Approval of Revised Board Policy #1, Board Meeting/Schedule of Operations list-retro to 6/1/2022
- Acknowledgment of Form 8 Memorandum of Voting Conflict for County, Municipal, and Other Local Public Officers – Mr. Glen McDonald, 5/24/2022

➤ **New Business**

- Advocacy/REACH Act update
- **Approval of TOL for OJT – work-based learning/training**
- **Approval of ETPL Application – Tallahassee Community College**
- **Approval of ETPL Application – GCSC computer classes**
- **Approval of PY 2022-2023 Performance Goals**
- **Approval of voting member from GCSC – Dr. Flax-Hyman**
- **Approval of Board Policy 55, Basic Skills Deficiency Definition**
- **Approval of Draft 2-year Local Workforce Plan**
- WestRock update

**Old Business**

- Marketing & Communication Report – through July 2022
- Chair/Executive Director Report
- Public Comments

**CALL TO ORDER:** Dr. Pat Hardman, Board Chair, called the meeting to order and confirmed there was a quorum present by attendee introductions.

## **INVOCATION AND PLEDGE OF ALLEGIANCE:**

Mrs. Kim Bodine gave the Invocation and led the Pledge of Allegiance.

## **Approval of Consent Agenda:**

Dr. Pat Hardman asked if there were any questions from the board regarding the Consent Agenda and asked if any member wanted to pull any item from the Consent Agenda for discussion. There being none, she asked for a motion to approve the Consent Agenda as presented and previously discussed and approved by the Executive/Finance Committee.

**A motion was made by Mrs. Becca Hardin to approve the consent agenda as presented. Mr. Jim McKnight seconded, and the motion passed unanimously.**

## **NEW BUSINESS:**

### **Advocacy/REACH update**

Ms. Marti Coley from Pinpoint Results provided an overview of the 2021 House Bill 1507, which represents sweeping changes to workforce development in Florida. She said a firm was hired by DEO to research how realignment of the workforce boards would look like. Some items in HB 1507 that she spoke about: 10% holdback for vendors, letter grades, which is not specific and may not count in the 1<sup>st</sup> year as it is vague, and maybe fewer boards, which would make it easier for oversight and management. Mrs. Bodine said that whatever is presented, the Chief Elected Officials must approve. Ms. Coley spoke frankly about this REACH Act and the board members asked questions and discussed the issues.

### **Approval of Targeted Occupation List for OJT – work-based learning/training**

Mrs. Bodine said that this targeted occupation list is for OJTs only, which are work-based learning/training. State Policy requires that work-based training also be listed on the Targeted Occupations list, so this list opens up more options for OJT training.

**Mr. Ted Mosteller made a motion to approve the TOL for OJT, work-based learning/training. Ms. Elinor Mount-Simmons seconded, and the motion passed unanimously.**

### **Approval of the ETPL Application for Tallahassee Community College**

Mrs. German said that in Gulf and Franklin counties, there was a request by a case manager to include Tallahassee Community College to the Eligible Training Provider list for Law Enforcement, Basic Recruit, Career & Technical Certificate program. Dr. Pat Hardman asked for a motion to approve the ETPL application for Tallahassee Community College's Law Enforcement, Basic Recruit, Career & Technical Certificate Program.

**Ms. Elinor Mount-Simmons made a motion to approve the ETPL application for Tallahassee Community College's Law Enforcement, Basic Recruit, Career & Technical Certificate Program. Mr. Ted Mosteller seconded, and the motion passed unanimously.**

### **Approval of the ETPL Application for Gulf Coast State College computer classes**

**Mr. Glen McDonald state that he would abstain from discussion and voting on this item, citing a conflict of interest.**

Mrs. Bodine said that jobs were now available for these programs and respectfully requested approval of ETPL application for Gulf Coast State College's computer classes. Dr. Pat Hardman asked for a motion to approve the ETPL application for Gulf Coast State College's computer classes as presented.

**Mr. Jim McKnight made a motion to approve the ETPL application for Gulf Coast State College as presented. Mr. Fred Croon seconded, and the motion passed unanimously.**

### **Approval of PY 2022-2023 Performance Goals**

Mrs. Bodine indicated the performance goals presented need to be approved by the board for the board staff to negotiate with the State and Federal governments for the PY 2022-2023 performance goals. Dr. Pat Hardman asked for a motion to approve the PY 2022-2023 performance goals as presented.

**Ms. Elinor Mount-Simmons made a motion to approve the PY 2022-2023 performance goals as presented. Mrs. Becca Hardin seconded, and the motion passed unanimously.**

### **Approval of voting member from Gulf Coast State College – Dr. Cheryl Flax-Hyman**

Mrs. Bodine said that Dr. John Holdnak is leaving the college and the GCSC District Board of Trustees has appointed Dr. Cheryl Flax-Hyman as the interim president of Gulf Coast State College. Dr. Flax-Hyman will be serving as the college's representative on the CSGC board of directors, replacing Dr. Holdnak until a new president is hired. She also said that Mr. Glen McDonald will remain as the designee to Interim President Dr. Flax-Hyman. Dr. Pat Hardman asked for a motion to approve the voting member from GCSC, Dr. Cheryl Flax-Hyman, Interim President.

**Mr. Jim McKnight made a motion to approve the voting member from Gulf Coast State College, Dr. Cheryl Flax-Hyman, Interim President as presented. Mr. Fred Croon seconded, and the motion passed unanimously.**

### **Approval of Board Policy #55, Basic Skills Deficiency Definition**

Mrs. Bodine said that staff has not had a formal definition for those that are Basic Skills Deficient, which is required by the state. Board Policy 55 spells out what the definition of Basic Skills Deficiency. Dr. Pat Hardman asked for a motion to approve BP 55 as presented.

**A motion was made by Mr. Glen McDonald to approve Board Policy 55, Basic Skills Deficiency definition as presented. Mrs. Alex Murphy seconded, and the motion passed unanimously.**

### **Approval of draft 2-year plan – modification to the Local Workforce Plan 2020-2024**

Mrs. Bodine referred to a PowerPoint presentation about the modification to the Local Workforce Plan. Mrs. Bodine said that the plan modification should identify policies, procedures, strategies and the activities that are carried out in the region. The Local Plans and modifications should also describe how the local area aligns with the state goals and strategies. There are six sections of the plan: Organizational Structure, Analysis of Need and Available Resources, Local LWDB Vision and Strategic Goals, Description of Strategies and Program Services, Description of the local One-Stop system, and Performance and Effectiveness. She added that staff have compiled the draft of the local plan which was sent out to the board for review and comments prior to the board meeting. She respectfully requested board approval of the draft Modification of the PY 2020-2024 Local Plan. She also indicated the staff must advertise the plan for at least two weeks in order to seek comments and input by stakeholders.

Mrs. Bodine said the staff will continue to make minor adjustments to the plan, based upon input and feedback. She said that staff will seek Local Elected Officials approve – Franklin County, September 6th; Bay County, September 20<sup>th</sup>; and Gulf County, September 27. The plans are due October 3<sup>rd</sup>. Mrs. Bodine ask the board members and stakeholders to continue to send feedback, suggestions and questions through this month. Dr. Pat Hardman asked for a motion to approve the draft 2-year plan, which is the modification to the Local Workforce Plan 2020-2024.

**A motion was made by Mr. Glen McDonald to approve the draft 2-year plan – modification to the Local Workforce Plan 2020-2024. Ms. Rebekah Vassar seconded the motion and the motion passed unanimously.**

## **WestRock Update**

Mrs. Bodine provided a timeline for the WestRock layoff, from when the Executive Director of CSGC learned of the layoff on April 7<sup>th</sup> through the onsite services that were provided to WestRock staff in their parking lot. Services provided included: Orientations at WestRock, appointments for one-on-one assistance during business hours, on-call after-hour support, multi-day job fair, on-call number for calls/texts messaging capability, email address specifically for workers affected by mass layoff, Employ Florida registration assistance and dislocated worker online survey to name a few. To date, there are eight workers in training, 41 were provided assistance with Reemployment Assistance (July), 37 Job Seeker services and five job placements. There were WestRock CDL trainees at Northwest Florida State College, training for the CDL truck driving..

Dr. Hardman said that due to time constraints, all staff reports will not be reviewed, but asked that board members to review them in the agenda packet.

## **Chair/Executive Director Report**

Dr. Pat Hardman thanked Ms. Marti Coley for her presentation at the board meeting. She said she has been on a call with the Workforce Board Chair's Alliance which is talking about visiting the Governor's staff to discuss the realignment of workforce boards, letter grades for workforce boards, as well as a holdback clause related to tuition payments. She said that she would keep the board apprised on the progress on that front. Dr. Hardman also thanked Ms. Sheila Hauser for agreeing to be the board's representative on the Florida Workforce Development Association and for attending the meeting in Tallahassee in June. She also said that the annual meeting is normally in October, we staff is leaning toward a later date at this time and the Executive Committee may meet in September to approve any revisions to the two-year modification to the plan if necessary. There is not a plan for the full board to meet in September but will likely meet in October.

Chair Hardman then turned the floor over to Kim Bodine, Executive Director.

Mrs. Bodine informed the board that reporting is behind due to a shutdown of the Employ Florida system for several weeks in June. The data warehouse is back up, but only came up late last week, and staff is still working on the year end reports due to the extended down time.

She also said that she met with each of the Bay County Commissioners regarding parts of the REACH act and its impacts on workforce as well as the possibility of board consolidation as part of the alignment process and she is in the process of scheduling meetings in Gulf and Franklin Counties.

Mrs. Bodine said that staff is working with an organization to collect and summarize information regarding the Northwest Florida Local Workforce Areas 1-4 to determine what the footprint looks like in terms of geographic, demographic, numbers served, budgets as well as organizational structure differences and other information. This was suggested by the Bay County Commissioners, the Executive Committee and is in the approved budget.

She also reported the Summer Youth Program was a success and a full report will be given in our next meeting as well as an update on other grants staff is implementing.

Ms. Elinor Mount-Simmons commended Mrs. Bodine and staff for all the work they have accomplished. Dr. Pat Hardman also commended staff for everything they do.

## **GOOD OF THE ORDER**

Articles to read are an attachment to the agenda packet.

**OPPORTUNITY FOR PUBLIC COMMENT**

**ADJOURNMENT**

There being no additional business, Dr. Pat Hardman adjourned the meeting.

DRAFT

**GULF COAST WORKFORCE BOARD, INC.**  
**d/b/a CareerSource Gulf Coast**  
**Telephonic EXECUTIVE/FINANCE COMMITTEE**  
**August 24, 2022**

CareerSource Gulf Coast held a telephonic Executive/Finance Committee meeting on Wednesday, August 24, 2022 at 10:00 a.m. CST.

Executive Committee members participating by phone were: Dr. Pat Hardman, Ms. Elinor Mount-Simmons, Ms. Christy Smith and Mr. Ted Mosteller.

Also attending: Mrs. Kimberly Bodine, Executive Director; Mrs. Deb Blair, and Ms. Donna Stapleton

The purpose of the meeting was to review/take action on the following items:

- Local Workforce Service Plan – 2-year modification changes
- Approval of changes to insurance benefit premiums paid by the board

Dr. Pat Hardman, Board Chair, called the meeting to order at 10:00 a.m. A quorum was present.

➤ **Local Workforce Service Plan - 2-year modification changes**

Mrs. Bodine said that at the last board meeting on August 9, 2022, the board contingently approved the Local Workforce Services Plan, and that staff would only bring significant changes to the Executive Committee for approval until the next full board meeting. CareerSource Gulf Coast is staff to the board, the administrative entity, the fiscal agent and staff also provide career and training services in Franklin and Gulf Counties under approval of those county commissioners and with state approval. Furthermore, Gulf Coast State College (GCSC) is the subrecipient of funds as designated by the local elected officials and GCSC is also the One Stop Operator and the Youth Services Provider (competitively selected). The verbiage on Attachment F points out firewalls in place for the protection of the board, board staff and the college in their designated respective roles. Dr. Hardman said there are a lot of checks and balances in place to ensure transparency. Dr. Hardman asked for a motion to approve the plan as amended, with the additional language.

**Mr. Ted Mosteller made a motion to approve the plan as amended, with the additional language. Ms. Christy Smith seconded, and the motion passed unanimously.**

➤ **Approval of changes to insurance benefit premiums paid by the board**

Mrs. Deb Blair said that in the past, the insurance premiums have not been brought to the board, they were just part of the budget the board approved. However, Mrs. Blair said in the interest of transparency, she wanted to bring this year's increases to the board for review of staff insurance costs. She respectfully requested the approval to cover the same insurance costs as the college (employer of record for board staff) will for their employees, which is a 4.66% increase for board staff. She also indicated that past increases were 5.14% (PY 21-22) and 5.42% (PY 20-21). Dr. Pat Hardman asked for a motion to approve the changes to insurance benefit premiums paid by the board.

**Ms. Elinor Mount-Simmons made a motion to approve the changes to the insurance benefit premiums paid by the board. Mr. Ted Mosteller seconded, and the motion passed unanimously.**

**Public Comments**

There were none.

**Adjournment**

There being no additional business for the Executive/Finance Committee, Dr. Pat Hardman adjourned the meeting.



### **Description of Single Entities and Multiple Roles, Division of Duties Firewalls**

In LWDA 4, CareerSource Gulf Coast (CSGC) and Gulf Coast State College (GCSC) both serve multiple functions in the operation of the CSGC Board's business.

Gulf Coast State College is designated as the grant subrecipient by the Chief Elected Officials of the three counties served and was competitively selected as the One Stop Operator (OSO), and Youth Services provider. CareerSource Florida Conflict of Interest policy is strictly adhered to as well as the Ethics Commission's Government in the Sunshine sections. Board members refrain from voting on any item which may represent a conflict and those forms are filed appropriately. All CSGC board members complete a form 1 as required which contains a conflict-of-interest attestation.

CareerSource Gulf Coast serves as the administrative entity, fiscal agent, and staff to the Board. Additionally, CSGC staff provide career services in Franklin and Gulf County under the approval of those county commissions and with state approval. CSGC does not provide training services (training programs).

#### **Firewalls for Gulf Coast State College:**

**Grant Subrecipient** – Decision made by Chief Elected Officials of Bay, Franklin, and Gulf Counties. These three bodies fall under Government in the Sunshine, one layer of firewall. The College allows the board to provide detailed documentation for purchases that have been approved by the Executive Director, the Finance Director and a Deputy Director in addition to a front-line supervisor. The college cuts the check for the purchase and the check is mailed with submittal to the vendor/or student (depending upon the type of payment). The check is accounted for at GCSC, and by CSGC who is responsible for mailing the check.

**One Stop Operator** – CSGC releases a Request for Proposals approximately every four years in order to competitively procure the OSO. Proposals are reviewed by a committee appointed by the Board's Chair and rated using a point score for each section of the proposal. Staff are not allowed to vote on this type of procurement as outlined in CSGC Board Administrative Plan. Even though GCSC is the service provider, operational, direct services costs are held at the board level and processed by CSGC. The only dollars in the contract that are processed by Gulf Coast State College provider staff are for salaries and travel.

**Youth Services Provider-** CSGC releases a Request for Proposals approximately every four years in order to competitively procure the Youth Services Provider. Proposals are reviewed by a committee appointed by the Board's Chair and rated using a point score for each section of the proposal. Staff are not allowed to vote on this type of procurement as outlined in CSGC Board Administrative Plan. Gulf Coast State College operates the

WIOA Youth Services Contract, however all funds are budgeted by the CSGC Board and services (tuition, fees, supportive services) are processed for payment by CSGC board finance staff (with the exception of Salary and travel dollars).

**Training Provider-** GCSC is on the LWDB 4 ETPL and provides training as a state college but does not provide training related services such as training case management, nor funding for training participants through WIOA. Tuition, books and supportive services are provided to eligible Adult and Dislocated Worker participants via ITA dollars, which are budgeted by Case Managers who work for CSGC.

#### **Firewalls for CareerSource Gulf Coast:**

**Administrative Entity-** The CSGC Board of Directors hires an Executive Director whom they empower to hire staff. The Executive Director empowers some staff members to hire additional employees as needed. Within the Administrative Entity's functions are included establishing and monitoring Internal Controls.

The staff hired by the Executive Director includes both an Internal Quality Control Coordinator (Monitor), Directors, Managers and two Deputy Directors. The Deputy Directors are responsible for operations, and programs and Policy and Planning. They report directly to the Executive Director. The QA Coordinator monitors all programs and service providers and also reports to the Executive Director. Although higher in the management structure than the QA Coordinator, the Deputy Director does not supervise this staff member, thereby creating a firewall between the LWDB's role as oversight body (QA Coordinator) for the region's workforce delivery system and its role for the operational and program services, as well Policy and Planning which are (Deputy Directors) directly provided by the LWDB. Day to Day operations staff report to a Director, Assistant Director, or Manager. Through communication and training to CSGC board members, the Board understands that their primary purpose is to provide oversight fiscally, to provide input and feedback for strong policy making and to and inform service delivery. They act as advocates for the work conducted under their leadership. Board members understand their role of oversight and the staff's roles of operations and management of service delivery.

**Fiscal Agent** – CSGC acts as the fiscal agent for LWDA 4. The CSGC board does not receive WIOA grant funds as Gulf Coast State College is the Subrecipient. The CSGC Board ensures fiscal integrity and accountability by procuring an independent audit which is conducted annually, as well as complying and assisting with DEO's financial monitoring (also conducted annually) and providing requested information to Gulf Coast State College's state auditors. All audit and monitoring reports are provided to the CSGC Board as well as our BOCC. CSGC has required policies for maintaining and accounting and finance records, providing a redundancy for financial electronic files, and conducting financial monitoring of the Board and service providers. Annually DEO also provides a

performance review to the CSGC Board which includes some high-level financial review as well as monitoring reports. Board Staff review a financial report at every meeting that includes all budgets and expenditures to include service providers. Finance Staff use DEO's Internal Control Assessment as a guiding document review and to ensure separation of duties and reduce risks of fraud, misappropriation of funds or other illegal activities. The CSGC Board also participates in this assessment annually.

**Direct Services-** CSGC staff provide career services in Franklin and Gulf County under the approval of those county commissions and with state approval. CSGC does not provide training services. Tuition, books, and supportive services are provided to eligible Adult and Dislocated Worker participants via ITA dollars, which are budgeted by Case Managers who work for CSGC. Youth are also case managed by CSGC Board staff in Gulf and Franklin Counties and are supervised by a CSGC Director of Workforce Services. Performance reports are compiled and reviewed monthly by staff and board members. CSGC board members are appointed by Local Elected Officials via referrals of Economic Development organizations or Chambers of Commerce.

Link to the One Stop Operator – Job Center contract: [One Stop Operator - Job Center contract](#)

Link to the Direct Services Extension request: [Request for Direct Service Extension](#)

Attachments G & H - [MOUs with IFAs](#)

1. Executed Memorandum of Understanding with Infrastructure Agreements
  - a. Gulf Coast State College
  - b. Florida Dept. of Education – Division of Blind Services
  - c. Florida Dept. of Education – Division of Vocational Rehabilitation
  - d. Tri-County Community Council
  - e. Haney Technical Center
  - f. NCBA

Attachment I - [Executed cooperative agreements](#)

1. Executed Cooperative agreements/MOUs
  - a. Tyndall Air Force Base
  - b. Capital Area Community Action Agency
  - c. Gulf County School District

## Attachment J

Business leaders from our three-county area as well as representatives from our mandatory partners sit on the CSGC board of directors. The plan was provided to the full board for review and feedback. The plan was also announced in partner agency meetings and provided to our training partners for review and feedback. Finally, the plan was provided to our LEOs and county management and legal staff for review and approval.