

Northwest Workforce Service Area Letter 114

Subject: Classroom Training Policy and Procedure

Issuance Date: 1 July 2008

Effective Date: 1 July 2008

Action: To establish an official policy and procedure for operating the Classroom Training component under the Workforce Investment Act (WIA) within the Northwest Workforce Service Area.

Who: Workforce Investment Board Members, Local Elected Official Board Members, and Program Providers.

Background: Classroom training refers to training in a classroom setting for academic or occupational skills training leading to permanent full-time employment. The intent of classroom training is to provide training in a classroom setting for those participants identified as in need of formal training after completion of an assessment. This training is not intended to exceed two years in duration. Participants will be selected for classroom training enrollment based upon the individual participant's vocational goals as identified in the career Individual Service Strategy (ISS). Case Managers will also take into account prior training, aptitude and interest test results and the potential for gaining employment in the training area. The classroom training will be provided at one of the post-secondary institutions listed on the State certified list of WIA training providers. The case manager will monitor each student's progress by contacting each student every thirty days. When possible, the case manager will visit each student at the school they are attending once a semester.

A. **General Provisions:**

The following policy provisions are general in nature and apply to all classroom training participants within the Northwest Workforce Service Area:

1. All participants enrolled in classroom training must be eligible under the regulations governing the program utilized to fund the training costs.
2. The need for participation in classroom training must be documented in the participant's Individual Service Strategy.
3. The Jobs for Veterans Act requires a priority of services for veterans and for certain spouses over non-veterans. See Northwest Workforce Service Area Letter 103 at www.nwpic.net for more detailed information on

veteran services under WIA programming.

4. The Workforce Investment Board has directed that, once veteran's preference is met, priority of service be given to those individuals seeking training in occupations in demand in Northwest Minnesota. The occupations in demand are defined in "Exploring High-Demand, High-Pay Occupations in Northwest Minnesota. (Attachment A). Training in occupations not fitting the occupation in demand definition can only be authorized after the list of individuals seeking training in occupations in demand is exhausted. All applicants for training should receive a copy of "Exploring High-Demand, High-Pay Occupations in Northwest Minnesota".
5. Classroom training assistance can only be provided for WIA certified training and WIA certified post-secondary institutions. Refer to www.ISEEK.org for determining WIA approved training and WIA approved training providers.
6. Classroom training is not an entitlement, so applicants should not automatically be guaranteed classroom training assistance by completing a program application. All classroom training applicants must complete a thorough and an objective assessment that contains, at a minimum, an aptitude test and an interest inventory. The Northwest Private Industry Council Classroom Training Interview (Attachment E) is to be part of this process. Applicants need to be prioritized and selected for training assistance based on these priority rankings. The Client Individual Service Strategy must document the need for training based on the assessment.
7. An Individual Training Account (ITA) (Attachment B) must be established for each eligible participant. The ITA must be part of an overall training plan signed off by both the participant and the case manager. At a minimum, the ITA must include information clearly identifying the individual participating in the training, the school they are attending and the course they are pursuing. The ITA should have specific starting and end dates, as well as, a specific dollar amount indication how the account is to be spent for such items as tuition, books, fees, supplies and other appropriate items.
8. WIA regulations require the coordination of financial assistance under Title IV of the Higher Education Act and State funds, when made available to a WIA participant. A written coordination agreement assuring avoidance of duplication is required between the affected parties. (Attachment D).

9. Clients need to be made aware of other financial aids available to them. Clients, who have not already applied for other financial aids, should immediately be referred to the Financial Aid Office of the school they either plan on attending or are currently attending.
10. Trade Adjustment Act (TAA) funding should be used first for dislocated workers who are eligible for both TAA and formula funds under the WIA and State Dislocated Worker programs.

B. Occupational Eligibility:

The Workforce Investment Board has directed that priority of training be provided to meet the demands of the area's employers which will provide job opportunities for participants with local employers rather than outside the area.

1. Priority for classroom training should be given to participants who are being trained for occupations that are in demand within the Northwest Workforce Service Area.
2. Participants seeking training in non occupations in demand may be assisted only after the list of individuals seeking training in occupations in demand is exhausted. Labor market information should document the availability of high-wage job openings if the training is for occupations not in demand.
3. All classroom training participation must be clearly supported by the participant Individual Service Strategy. Documentation needs to establish the need for classroom training and the selection of the training institution and the program that the participant enters.
4. The case managers must complete a classroom training interview (Attachment E) with all applicants prior to selection for funding. The interview will be used as a basis to provide an initial ranking of the applicants.

C. Training Institution Eligibility and Responsibility:

WIA legislation has mandated certain criteria for training institutions if they are going to be eligible to receive funding to train WIA participants. It is the responsibility of the training institution to have the institution and its programs certified by the State as WIA eligible. WIA staff may assist in this process, but it remains the responsibility of the institution to obtain the certification.

1. All WIA participants may only attend schools that are WIA certified. WIA certified schools are listed at www.ISEEK.org. WIA will not provide funding to students attending non-WIA certified schools. The State Dislocated Worker Program allows for participants to attend non-certified schools as these funds are non-WIA dollars.
2. WIA participants must be enrolled in WIA certified programs at qualifying institutions. WIA will not fund non-certified programs. The certified programs are listed by Institution at www.ISEEK.org.

D. Individual Training Account Development:

The following is intended to define the responsibilities associated with developing an ITA and to provide a step by step outline to assist in the development of such an agreement.

1. Discuss fully the purpose of the ITA with the participant so that the individual understands all the terms, conditions and contents of the ITA.
2. The ITA must be part of the overall training plan signed off by both the customer and the case manager.
3. If the ITA does not cover the entire cost of a particular training sequence, there must be evidence that the customer understands his/her financial responsibility and there be a methodology for meeting these other costs.
4. The case manager must review the Classroom Training Agreement form (Attachment C) with the customer to insure that the customer fully understands the expectations of them and the possible consequences if they fail to meet these expectations.

E. ITA Content:

Staff must be fully aware of the content of the ITA and each ITA must be completed in full and signed by both the WIA Case Manager and the WIA participant. The ITA contains participant identification, school identification information, and training account information.

1. An ITA can be no longer than one program year and must clearly define a start date and an end date.

2. ITA's are used to define the financial commitment being made to a participant for a particular school term by delineating the maximum amount of tuition, fees, books, supplies or other related school costs WIA will pay for. The maximum amount per school term, each participant is eligible to receive, will be decided by NWPIC and program operator staff prior to the beginning of the school term. The maximum amount will be based on available funding and current enrollment levels. A school application fee is not an allowable cost. This fee is to be paid by the participant in all cases.
3. Modifications are to be completed each time a change is made in the financial commitment to the participant. There should be NO new ITA's in the same program year unless a participant is attending a new or additional school. There should be a different ITA for each school a participant attends.
4. Modifications should only be made when necessary. Case managers should explain to participants that once established changes will be made only in the most unique situations.
5. ITA's may be utilized for pre-vocational training or short-term training that is considered an intensive service rather than training under WIA.
6. All Classroom Training bills are to be submitted to the NWPIC for approval prior to being submitted for payment. The ITA's provide the training institution with the information that is needed to bill the NWPIC for the eligible training costs incurred by the participant.

F. Monitoring:

Monitoring of classroom training participants will take place, at a minimum, of once every thirty days. This contact may be by personal contact, by phone, by e-mail, by letters or by an actual school visit and the results of the contact must be fully documented in the client record. Actual contact with the student should be conducted at least once a semester at the post-secondary institution the student is attending, if possible.

1. The students' progress in school should be clearly recorded in the participant record and items such as grade reports and mid-term progress reports should be retained in the file to document acceptable progress.

2. Copies of all documents related to the student's participation in school such as financial aid records, schedules, grades, course outline, etc. should be retained in the client record.
3. The Case Manager should always monitor documents in the client record to insure compliance with all WIA rules and regulations.
4. A mid-term review will be done for all classroom training participants and should be documented by the NWPIC Mid-Term Student Progress Report (Attachment F) or with a copy of the mid-term grade report.

G. Credentialing:

Credentialing may be gained through the successful completion of a training program. Documentation must be in the client record to support the attainment of any credential. The following items are the only acceptable credentials that may be taken for classroom training participants:

1. High School Diploma
2. General Equivalency Diplomas (GED)
3. Associate of Arts (AA) or Associate of Science (AS) Degree
4. Bachelor of Arts (BS) or Bachelor of Science (BS)
5. Certificates as indicated in Workforce One as "other recognized credentials"

Attachments

- A. "Exploring High-Demand, High-Pay Occupations in Northwest Minnesota"
- B. Northwest Private Industry Council Individual Training Account
- C. NWPIC Classroom Training Agreement
- D. Classroom Training Coordination Agreement
- E. Classroom Training Interview / Key
- F. Mid-Term Progress Report

Contact:

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ATTACHMENT A

“EXPLORING HIGH-DEMAND, HIGH-PAY OCCUPATIONS IN NORTHWEST MINNESOTA”

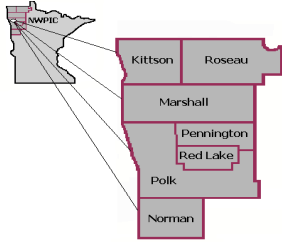
***Insert 2009 MnCareers Supplement
HERE***

ATTACHMENT B

NWPIC

INDIVIDUAL

TRAINING ACCOUNT



NORTHWEST PRIVATE INDUSTRY COUNCIL

1730 University Avenue
 Crookston, MN 56716
 Phone: 218.281.6020
 Fax: 218.281.6025

INDIVIDUAL TRAINING ACCOUNT

IDENTIFICATION INFORMATION

Program Title: _____ New Authorization: _____ Mod # _____
 Last Name: _____ First Name: _____ Middle Initial: _____
 Social Security #: _____ WorkForce Center: _____
 School Name: _____ Course Title: _____
 School Address: _____ Occupation In Demand Title: _____
 City: _____ School Contact Person: _____
 State: _____ Zip Code: _____ Contact Persons Phone #: _____

TRAINING ACCOUNT INFORMATION

	Term #1	Term #2	Term #3	Term #4	TOTAL
Term Start Date					
Term End Date					
# Credits					
Tuition	\$	\$	\$	\$	\$
Fees	\$	\$	\$	\$	\$
Books	\$	\$	\$	\$	\$
Supplies	\$	\$	\$	\$	\$
Other ** (Explain Below)	\$	\$	\$	\$	\$
TOTAL	\$	\$	\$	\$	\$

Payment will not be made for any costs in excess of authorized amounts without prior approval and modification of this agreement.

Comments: _____
 For payment, submit itemized invoice for authorized costs incurred to:
NWPIC
1730 University Avenue
Crookston, MN 56716

Participant Signature: _____ Date: _____

Case Manager Signature: _____ Date: _____

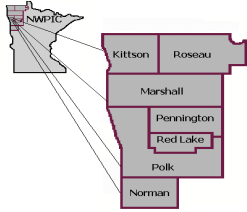
ATTACHMENT C

NWPIC

CLASSROOM

TRAINING

AGREEMENT



NORTHWEST PRIVATE INDUSTRY COUNCIL

CLASSROOM TRAINING AGREEMENT

The Northwest Private Industry Council (NWPIC) agrees to provide you with classroom training assistance under the Workforce Investment Act (WIA), provided the following conditions are met:

1. I will be in contact with the case manager at least once every month, and more often if requested. This means I MUST make contact in person, by phone or by e-mail with information on my progress in training. I understand that my case manager will be available to assist me with school and/or personal issues.
2. I will maintain at least a C average (2.0 GPA) each school term. A cumulative average below 2.0 may result in academic probation and removal from the WIA program.
3. I will notify the case manager before dropping any course or before changing my major field of study.
4. I will not miss more than three days per semester without the approval of the case manager.
5. I will provide the case manager with a copy of my grades at the completion of each semester. I will also provide any additional information related to my training as requested by the case manager.
6. I will notify the case manager immediately of any change in name, address, e-mail address or telephone number.
7. I will be available for full-time employment upon completion of training and I understand my case manager will assist me with my job search.

I certify that I have read and fully understand the above policies and requirements. I agree to comply with all these conditions. I understand that failure to comply with these conditions may result in the loss of WIA classroom training assistance and/or other benefits.

Participant Signature

Date

NWPIC 10-01-08

ATTACHMENT D

NWPIC

CLASSROOM

TRAINING

COORDINATION

AGREEMENT

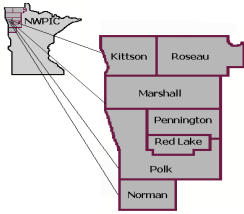
ATTACHMENT E

NWPIC

CLASSROOM

TRAINING

INTERVIEW / KEY



NORTHWEST PRIVATE INDUSTRY COUNCIL
CLASSROOM TRAINING INTERVIEW KEY

Name _____

Date _____

Educational Goal: _____

1. Why did you decide to attend school?

2. Why did you select the school that you did?

3. Why did you select the program that you did?

4. Have you previously attended any post-secondary training?

5. Tell me about your grades and attendance in your most recent schooling or your attendance in previous jobs.

6. Why do you need funding for school and what will you do if we cannot fund you?

7. How do you plan on paying for any tools, uniforms or special equipment required for your training?
- 8.

9. What do you know about the placement from the program you have selected and where did you get your information?
10. What do you expect to earn once you complete your training?
11. What are your plans after you graduate?
12. In what geographic area would you accept employment and what geographic area would you prefer to work in?
13. How do you plan on getting back and forth to school?
14. What arrangements have you made for day care, if needed, while you are in school?
15. Why do you feel that you should be selected over other equally qualified applicants?
16. How well prepared was this applicant for the interview?
17. How well did this applicant complete the application?

NWPIC Classroom Training Interview Key

1. Why did you decide to attend school:

- 4-5** The answer indicates the desire to improve employability and to enter their chosen career.
- 2-3** The answer indicates the desire to improve employability OR to enter their chosen career.
- 0-1** The answer does not mention either their desire to improve employability or to enter their chosen career.

2. Why did you select the school that you did?

- 4-5** The answer indicates that the school has been selected because it offers the client's chosen training program and the quality of the school.
- 2-3** The answer states that this is the only school the client can attend because of location.
- 0-1** The answer does not mention anything about availability or quality of the chosen training program.

3. Why did you select the program that you did?

- 4-5** The answer states an interest in the program and placement potential.
- 2-3** Indicates the desire to improve or enhance employability in the same field for which the client was previously trained, or the response indicates that the client was trained in a field in which they could not find employment.
- 0-1** The answer does not state an interest in the program or placement potential of the program.

4. Have you previously attended any post-secondary training?

- 4-5** The response indicates the client has never been trained in any program or that the client is entering the second year of a two-year program.
- 2-3** Indicates the desire to improve or enhance employability in the same field for which the client was previously trained, or the response indicates that the client was trained in a field in which they could not find employment.
- 0-1** The answer indicates that the person was trained in another field and did not pursue work in that field even though work was available.

5. Tell me about your grades and attendance in your most recent schooling or your attendance in previous jobs.

- 4-5** The response lists A's, B's excellent attendance, promotions and pay raises.
- 2-3** The response lists B's, C's, good attendance and normal pay raises.
- 0-1** The response lists D's, F's, poor attendance and no pay raises.

6. Why do you need funding for school and what will you do if we cannot fund you?

- 4-5** The response indicates that the client cannot attend school without WIA assistance even with other financial aids.
- 2-3** The response indicates the desire to avoid student loans but a willingness to do so if needed.
- 0-1** The response indicates sufficient other financial sources.

7. How do you plan on paying for any tools, uniforms or special equipment required for your training?

- 4-5** The response indicates total knowledge of such costs and realistic payment plans.
- 2-3** The response indicates some knowledge of such costs but uncertainty as to how to pay for such costs.
- 0-1** The response indicates no knowledge of such costs.

8. What do you know about the placement from the program you have selected and where did you get your information?

- 4-5** The client has done independent research on placement, has checked with the school for program placement levels and is completely knowledgeable about opportunities in their chosen field.
- 2-3** The client has done limited research on the placement opportunities available to them upon completion of training.
- 0-1** The client has little or no knowledge about placement opportunities of this program.

9. What do you expect to earn once you complete your training?

- 4-5** The response indicates a realistic view of wage levels in their field.
- 2-3** The response does not present a realistic view of wage levels in their field.
- 0-1** The response indicates that they have no idea about the wage levels in their field.

10. What are your plans after you graduate?

- 4-5** The client plans to look for work and accept employment in the occupation for which they have been training and would move if necessary to accept employment.
- 2-3** The client plans to look for any kind of work in the local area.
- 0-1** Response that would indicate that they would not be seeking employment after graduation, but would continue their education.

11. In what geographic area would you accept employment and what geographic area would you prefer to work in?

- 4-5** The client is willing to move anywhere to accept employment in their chosen field.
- 2-3** The client is willing to commute up to 50 miles or to move up to 200 miles to accept employment in their chosen field.
- 0-1** The client is only willing to accept employment in the community they currently live in.

12. How do you plan on getting back and forth to school?

- 4-5** The client has dependable transportation or has a reliable plan in place to commute to school.
- 2-3** The client has transportation or has made preliminary arrangements to commute to school.
- 0-1** The client does not have transportation or have a reliable plan in place to commute to school.

13. What arrangements have you made for day care, if needed, while you are in school? (This question should not be weighed against applicants not in need of daycare).

- 4-5** The client has excellent daycare arrangements with funding in place.
- 2-3** The client has made preliminary daycare arrangements with a provider and has begun to seek out financial assistance for daycare.
- 0-1** The client has no daycare arrangements in place.

14. Why do you feel that you should be selected over another equally qualified applicant?

4-5 Responses that indicated that they are highly motivated, are good workers, have the desire to obtain a degree and have an excellent high school background or an excellent work history.

2-3 Responses that mention most of the items listed above, but do not include all of them.

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0-1 The client does not answer or the responses do not mention any of the above items or other positive responses.

15. How well prepared was this applicant for the interview?

4-5 The client was on-time, properly dressed and groomed, and brought all the requested material.

2-3 The client was late or poorly dressed and groomed or did not bring all the requested materials.

0-1 The client was late, improperly dressed, poorly groomed and did not bring the requested materials.

16. How well did this applicant complete the application?

4-5 The application is neat and all the items are completed in full.

2-3 The application is messy, hard to read or not completed in full.

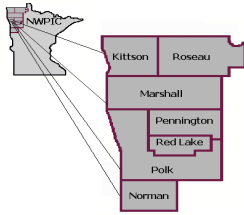
0-1 The application is messy, hard to read and not completed in full.

ATTACHMENT F

NWPIC

MID-TERM STUDENT

PROGRESS REPORT



NORTHWEST PRIVATE INDUSTRY COUNCIL

MID-TERM STUDENT

PROGRESS REPORT

STUDENT NAME: _____

SCHOOL: _____

PROGRAM ENROLLED IN: _____

REPORT DATES: FROM _____ TO _____

TO THE STUDENT: Take this form to each of your instructors to complete and sign. The space below is for any comments that you may have concerning your education or your enrollment in classroom training. Use the reverse side of this form if additional space is required.

Comments:

TO THE INSTRUCTOR: Please report on the student's progress by completing the following section. Any additional comments may be added below or on the reverse side of this sheet.

Class	Days Absent	Progress Grade	Instructor's Signature

Comments:

Student Signature: _____ **Date:** _____

