



INTEGRATED SERVICE EMPLOYEE HANDBOOK

Western Piedmont Region, **2018**

Dear NCWorks Team Member,

As the Western Piedmont Workforce Development Board (WDB) Director, I congratulate and welcome you to our NCWorks Team. We are excited that you want to be a part of North Carolina's premier connector of talent.

As a member of the NCWorks Team, you now have a unique opportunity to positively affect the quality of life throughout the Western Piedmont region. To assist in learning the NCWorks business model of Integrated Service Delivery (ISD), and providing Service Keys of Excellence, we provide this orientation handbook for new team members. I invite you to visit the Western Piedmont Workforce Development Board website, www.westernpiedmontworks.org for a comprehensive look at our regions recruitment events, hot jobs, videos, success stories and much more.

I am glad you are here, and we look forward to working alongside you to improve the quality of life in our region!

Sincerely,



Wendy L. Johnson
Director,
Western Piedmont Workforce Development Board

Serving Alexander, Burke, Caldwell and Catawba Counties

The Western Piedmont Workforce Development Board does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services.

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ACTION ITEMS

NEW EMPLOYEE ACTION ITEMS

- Completion of “Action Items” is **mandatory** for employment.
- All new employees need to **record dates of completion** and get “**sign offs**” where applicable (***starred items**)
- All new employees will have a **1 and 6 month Review** with their manager to check progress. **Action Item completions will be checked at this time.**

Task	Resource	Completion Goal	Actual Completion Date Sign Off (where starred)
*In Week 1, there will be NO customer contact, only training.			
Introductions	Manager/Assigned Staff	Week 1	*
Tour of Facility	Manager/Assigned Staff		*
Handbook Overview	<ul style="list-style-type: none"> • Manager/Assigned Staff • Handbook 		*
Human Resources Orientation/ Paperwork	Manager		*
Explore WP Workforce website	www.westernpiedmontworks.org		
NCWorks Training	<ul style="list-style-type: none"> • Manager/Assigned Staff • NCWorks Online Training site/Sandbox • Once sufficient training is complete, managers need to send a request in to Brian Lane for access. 		*
Set up account with NCWorks Training Center	<ul style="list-style-type: none"> • Online at http://www.ncworkforcetraining.com/ • Watch video at https://www.youtube.com/watch?v=5fEoJG2FYys&feature=youtu.be <ul style="list-style-type: none"> ○ Trainings will vary based on Western Piedmont needs. 		
Welcome to Workforce- Parts 1 & 2 *ISD Training	<ul style="list-style-type: none"> • Manager/Assigned Staff • Online at http://www.ncworkforcetraining.com/ • Click to left on “Welcome to Workforce”- Complete all trainings in Parts 1 and 2: <ul style="list-style-type: none"> ○ Onboarding & Foundation 		*

*Overview of Workforce System	<ul style="list-style-type: none"> ○ Introduction to Integrated Service Delivery ○ Overview of the Workforce System <ul style="list-style-type: none"> ○ Governance and Structure ○ Dept. of Workforce Solutions ○ Local Workforce Development Board ○ Partner Agencies & Organizations <p>Additional resources, see “ISD Tab” in Handbook</p>	Week 1	*
Your Role: Programmatic Understanding	Manager/Assigned Staff		*
DES Training	<ul style="list-style-type: none"> • Manager • See “DES Training Tab” in Handbook • Read information • After completion, sign and turn in the following to your manager: <ul style="list-style-type: none"> ○ Acceptable Use Certification Form ○ Unemployment Insurance Information Security Certification Form 		*

Notes:

***In Week 2, there will be NO customer contact, only training.**

Continued NCWorks Training	Manager/Assigned Staff	Week 2	
NCWorks Service Keys Training	<ul style="list-style-type: none"> • Online at http://www.ncworkforcetraining.com/ • Click on “Online Trainings” on the left • Click on “Interactive Online Trainings” • Under Customer Service, complete Parts 1 through 3, NCWorks Service Keys <p>Additional resources, see “Service Keys Tab” in Handbook</p>		*
“Programs” Training	<ul style="list-style-type: none"> • Online at http://www.ncworkforcetraining.com/ • Click on “Online Trainings” on the left • Click on “Interactive Online Trainings” • Under WIOA Resources, complete the following: <ul style="list-style-type: none"> ○ Adult & Dislocated Worker ○ Special Programs & Services ○ WIOA and the One-Stop Center 		*

	<ul style="list-style-type: none"> ○ WIOA: Introduction Youth Services <p>Additional resources, see “Summary of Programs Tab” in Handbook</p>	Week 2	
Serving Diverse Customers Training	<ul style="list-style-type: none"> • Online at http://www.ncworkforcetraining.com/ • Click “Recorded Online Trainings” on the left <ul style="list-style-type: none"> ○ Under “Diversity & Inclusion,” complete both trainings: <ul style="list-style-type: none"> ○ Diversity as a Fact of Life ○ Limited English Proficiency • Next, click on “Interactive Online Trainings” <ul style="list-style-type: none"> ○ Under “Diversity & Inclusion,” complete Parts 1 & 2: Serving Customers with Disabilities <p>Additional resources, see “Serving Diverse Customers Tab” in Handbook</p>		*
Familiarize yourself with the following:			
Resource Links	See “Resource Links” Tab in Handbook Review: <ul style="list-style-type: none"> • Policy information • Activity Codes & Definitions 	Week 2	
Interpreter Access	See “Interpreter Access Tab” in Handbook		
Customer Service Scripts	See “Customer Service Scripts Tab” in Handbook		
College Resource Guide	See “College Resource Guide Tab” in Handbook		
Workforce Acronyms	See “Workforce Acronyms Tab” in Handbook		
Organizational Structure	See “Organizational Structure Tab” in Handbook		
Flow Chart of Services	See “Flow Chart of Services Tab” in Handbook		
Technology	See “Technology Tab” in Handbook		
<p>Schedule a 15 minute “Get to Know You” meeting with all staff members:</p> <p>This is to better understand each person’s role in the Center.</p>	Center Staff		

Notes:

***In Weeks 3 and 4, new employees will begin interaction with customers and shadowing of staff in all programs and areas of the center.**

Labor Market Information Training	<ul style="list-style-type: none">• Online at http://www.ncworkforcetraining.com/• Click on "Online Trainings" on the left• Click on "Interactive Online Trainings"• Under LMI & Assessment, complete all trainings, Parts 1-3, LMI, Basic Labor Market Concepts & Definitions Additional resources, see "Labor Market Information Tab" in Handbook	Weeks 3 and 4	*
Career Pathways Training	<ul style="list-style-type: none">• Online at http://www.ncworkforcetraining.com/• Click on "Online Trainings" on the left• Click on "Interactive Online Trainings"• Under "Successful Strategies-Career Advising Though Career Pathway," complete all trainings:<ul style="list-style-type: none">○ Part 1: The Foundation for Career Advising○ Part 2: Benefits of Certified Career Pathways○ Part 3: The Connection to the FCD Competencies Additional resources, see "Career Pathways Tab" in Handbook		*
Career Advising Training	<ul style="list-style-type: none">• Online at http://www.ncworkforcetraining.com/• Click on "Online Trainings" on the left• Click on "Interactive Online Trainings"• Under "Career Advising-Applicant Tracking System" and "Career Advising-Career Advisor Tips," complete the following trainings:<ul style="list-style-type: none">○ ATS, Parts 1 and 2○ Work Smarter, Not Harder Additional resources, see "Career Advising Tab" in Handbook		*
Writing Effective Case Notes	<ul style="list-style-type: none">• Online at http://www.ncworkforcetraining.com/• Click on "Online Trainings" on the left• Click on "Interactive Online Trainings"• Under "Career Advising-Career Advisor Tips," complete the following training:<ul style="list-style-type: none">○ Writing Effective Case Notes Additional resources, see "Resource Links" in Handbook		*
Resume Training	<ul style="list-style-type: none">• Online at http://www.ncworkforcetraining.com/• Click on "Online Trainings" on the left• Click on "Interactive Online Trainings"		*

	<ul style="list-style-type: none"> Under “Career Advising-Resumes,” complete the following training: <ul style="list-style-type: none"> Opening Doors with your Resume-Types of Resumes <p>Additional resources, including a “Resume Toolkit,” see “Resume Tab” in Handbook</p>	Weeks 3 and 4	
E-mail Training Record	<ul style="list-style-type: none"> Manager Email “Training Record” to Leslie Farris, leslie.farris@wpcog.org when all trainings through Week 3 are complete. 		*
Continued NCWorks Training	Manager/Assigned Staff		*
Review Policy Statements	Online at http://www.wpcog.org/policy-statements		

Schedule a 1 Month Review with Manager

Date:

Signature of Manager:

Notes:

***Complete within the first 6 months**

- Schedule meeting with **IFIT Technology Team member** to become current on Center technology.
- Complete **NCWorks Basics 101 Training** with Brian Lane, NCWorks Regional Analyst.
- Continue with your **specific programmatic training**.
- Continue working on Online Training modules at <http://www.ncworkforcetraining.com/>
 - Click on “Welcome to Workforce” on the left
 - **Complete ALL trainings in Parts 3 and 4 that you haven’t already completed. Refer to your Training Record.**

***Email updated Training Record to Leslie Farris, leslie.farris@wpcog.org when ALL trainings are complete.**

Schedule a 6 Month Review with Manager

Date:

Signature of Manager:

Notes:

***Complete within Year 1**

- Sign up for “Facilitating Career Development Training”- <http://www.ncworkforcetraining.com/>
 - Get approval from your manager BEFORE signing up for this training.
- Attend one **Workforce Development Conference** (Manager approval needed)

ISD

Goal of Integrated Service Delivery...

To provide a
SEAMLESS
delivery system
and improve
CUSTOMER
SERVICE to
businesses and
job seekers



...A better way to do business

Customer Experience ...



**Integrated Customer Pool, Flow,
Staffing and Technology**



**Unified Promotion of
NCWorks Brand**



**Empower
Center Managers**



Consistent Best Practices
(greetings, name tags, wait
times, processes, etc.)



Closing the Gap: Customer Experience



Consistency

Memorandum of Understanding

Between

N.C. Workforce Development Boards

And

N.C. Department of Commerce, Division of Workforce Solutions

This Memorandum of Understanding (MOU) is entered into between the N.C. Workforce Development Boards (WDB) and the N.C. Department of Commerce, Division of Workforce Solutions (DWS).

Purpose of MOU

It is the purpose of this MOU to establish procedures and guidelines for the delivery of workforce services through a partnership between the WDBs and DWS as outlined in the Workforce Innovation and Opportunity Act legislation.

Duration of this MOU

This MOU shall become effective upon execution by the authorized officials from each of the parties to the MOU and it will remain in effect until modified or terminated by the parties. The MOU shall be reviewed by the parties as necessary or at least every four years.

General Provisions

It is understood by the parties that each should be able to fulfill its responsibilities under this MOU in accordance with the laws and regulations which govern their activities. If at any time either party is unable to perform its functions under this MOU consistent with such party's mandates, the affected party shall immediately provide written notice to the other to establish a date for resolution of the conflict. This MOU can be modified by mutual written consent of the parties.

Responsibilities of Parties:

In consideration of the mutual aims and desires of the parties to this MOU and in recognition of the public benefit to be derived from effective implementation of the programs involved, the parties agree to the following:

A. WDB shall:

- Develop and submit Local Area Plans on an annual basis in conjunction with Federal and State guidelines including assuring adherence to NCWorks Commission guidance and policies regarding Career Center Operations in Service Area(s)
- Oversee competitive procurement/Selection of Career Center Operators
- Oversee operations for One Stop Career Centers in order to effectively ensure services are available to business and jobseeker customers throughout service areas
- Broker and leverage support for workforce activities by convening stakeholders that include, but are not limited to: DWS, community colleges, economic development, public school systems, business entities, private/public for profit entities, private/public non-profit entities, etc.
- Collaborate with DWS leadership to resolve conflicts and ensure continuous improvement of Career Center functional and formal responsibilities to business and jobseeker customers
- Lead efforts to engage employers and develop comprehensive business services plans which incorporate all resources available to the effort

- Oversee competitive procurement/Selection of WIOA Title I funded Adult, Dislocated Worker and Youth programs/services throughout service area
- Negotiate local performance accountability
- Oversee provision/quality of Career Centers operations and WIOA Title I services
- Approve funding utilization for activities/training with education providers
- Develop annual budget and administer WIOA funds
- Provide leadership and direction for development of Career Pathways/Sector specific strategies in each service area
- Advocate for needed policies

B. DWS shall:

- Act as state level liaison with U.S. Department of Labor to provide programmatic and financial oversight to the statewide utilization of WIOA Title I and Title III funding
- Ensure statewide access to job search and placement assistance for business and jobseeker customers
- Ensure availability of re-employment services for dislocated workers and unemployment insurance claimants
- Administer Wagner-Peyser services, veterans' services, TAA, etc.
- Work in conjunction with WDB to achieve performance outcomes set forth by the NCWorks Commission
- Provide programmatic and financial technical assistance resources
- Provide technical assistance regarding statewide Management Information System (NCWorks Online)
- Provide centralized training/staff development opportunities through the auspices of the NCWorks Training Center
- Support and collaborate with WDB leadership to continuously improve business and jobseekers services throughout the N.C. Workforce system (NCWorks)
- Advocacy of needed policies
- Provide regional leadership representation to collaborate

C. Lines of Effort:

Both parties to this MOU will work collaboratively on Lines of Effort designed to continuously improve Career Center Operations. These Lines of Effort will focus on opportunities for increased capacity for Staff Development, Integrated Services, Career Resourcing, Cost Sharing, Career Center Performance, NCWorks Online effectiveness, Business Services processes, Customer Feedback and other vital initiatives.

Vision

The vision for the Career Center System is that all customers of the system will be served by staff organized by function, rather than by program or funding source, through a customer-focused, skill-based, integrated service delivery strategy in the region, as well as other individuals served from surrounding areas through the auspices of the aforementioned Career Center locations.

The Career Center System will provide integrated services to better serve customers; both individuals and employers. This system will feature an integrated customer flow that responds to customer need(s),

fulfilled by cross-trained teams, with functional and formal leadership funded by both WIOA Title I (Adult and DW funding) and Title III (Wagner-Peyser), and other partners, as appropriate.

Mutual Understandings

The continuous evolution of the Career Center system to an integrated service delivery model enhances the movement towards a seamless united approach, and emphasizes the need for and support of partner collaboration across the service area. Under this model, WDB staff, Title I contracted staff, partner representatives and DWS personnel will integrate their staff to shift from program specific organizations to an integrated services approach. All local Career Center staff and partner staff will be integrated into functional units not separated by program or funding stream. While WIOA Title I and Title III funded staff are the foundation of this new approach to service delivery, other partners and programs are needed and encouraged to participate in the staffing, as well as the success of a Career Center.

All Career Center team members (including, but not limited to WIOA Title I and Title III funded positions) and partner staff will work together to implement integrated customer flow designed to respond to customer need in addition to program requirements. Staff-assisted services will be emphasized and Center services will be continuously promoted and provided until the customer's goal has been achieved. The Career Center customer flow of services will include three major functions: welcome, skill development, and employment.

Using local and regional labor market information, the Center will design and provide services to meet the needs of employers and jobseeker customers.

All Career Center customers will be provided with the opportunity to assess their skills, improve their skills, and obtain the best job possible with their skills. The goal is that all jobseekers that enter a Career Center will leave as better job candidates because of the value-added services received. The Career Center staff and partner staff will develop a system where adults move easily within the labor market, continuing to further their education and training over a lifetime to advance in their careers.

The Career Center customer flow will include an initial skills assessment, access to a wide range of skill development services, and/or options to improve their employment opportunities through skill upgrading, skill validation, and credentialing.

The Career Centers will provide a wide range of short-term skill development opportunities through multiple service delivery methods. All services in this robust "product box" will be available to Center customers, embedded in an integrated customer flow, and easily accessed by all customers with the support of Center staff.

Functional Versus Formal Leadership

Career Center staff will be supervised based upon two different approaches – functional and formal supervision. The functional leader has the authority to organize and supervise staff, without regard to the program that funds an individual staff member and will focus on day-to-day supervision of service delivery efforts. The formal leader has responsibilities as the employer of record.

The Functional Leader:

- Creates daily work schedules, team assignments and work flow based upon operational needs.
- Coordinates staff vacations/unscheduled absences with the formal leader to ensure service coverage by Center staff.
- Ensures staff are properly trained and provided technical assistance as needed.
- Provides constructive feedback to team staff regarding their duties.
- Facilitates communication among the other functional leaders and teams in the Center.
- Provides input to the formal leader on the work performance of staff under their purview.
- Notifies the formal leader immediately of any staff leave requests or unexcused absences, disciplinary needs, or changes in employee status.
- Identifies and facilitates the timely resolution of complaints, problems, and other issues.
- Will not have access to personnel information or disciplinary actions of Center staff unless under their direct employment.
- Provides and/or contributes to reports of Center activities as requested by the WDB or DWS.
- Will ensure open communication with the formal leader(s), Center manager and the WDB Director/designated WDB staff, in order to facilitate efficient and effective Center operations.
- Will ensure that Career Center and Team Member goals (NCWorks Commission Goals, local negotiated goals, center/team member specific goals, etc.) are established in order to promote continuous improvement and assign accountability for each functional area.

The Formal Leader has the following responsibilities only for Center staff under their purview:

- Hires, disciplines, and/or terminates staff. (In consultation with the Functional Leader)
- Completes performance appraisals and disciplinary actions for Center staff in concert with feedback from the functional leader.
- Approves payroll records, travel requests, and reimbursements.
- Identifies and facilitates the timely resolution of complaints, problems, and other issues. (In consultation with the Functional Leader)
- Approves and assists with procurement and other fiscal matters that obligate State or federal funds under their purview.
- Ensures open communication with the functional leader(s), Center Manager and WDB Director/designated WDB staff, in order to facilitate efficient and effective Center operations.

Additional Roles and Responsibilities

WDBs leadership and DWS leadership will also assume all responsibilities for provision of adequate physical facilities and maintenance of such for respective service areas. Facility responsibilities will be shared through a collaborative partnership between WDBs serving specific local areas and DWS depending upon several factors, including, but not limited to: jobseeker and business customer need, appropriate location of Career Centers, logistics, available funding, and strategic placement pending socio-economic factors impacting communities. WDB leadership and DWS will provide operational and technical support to Center staff and work collaboratively with Center partners to review potential improvements, changes, and/or opportunities to adjust accordingly.

The WDB is responsible for the coordination of workforce development services and strategies which meet local and regional workforce and economic needs. This is accomplished, in part, by the WDBs carrying out its responsibility of developing and overseeing the Career Center system in each respective WDB local area. The WDB will utilize policies, developed in conjunction with the NCWorks Commission on workforce development and its workforce delivery system requirements in establishing local area processes for partner activities. The WDB will provide the leadership and advocacy for maintaining a quality and continuous improvement focus in order to ensure excellent customer service in service areas across North Carolina.

Career Center Operator

The WDB will competitively procure Career Center Operators to execute all Center service operations in the designated area. Career Center Operators will work in conjunction with WDB leadership and all applicable partners to develop and implement continuous improvement strategies designed to effectively and efficiently serve business and jobseeker customers. Career Center Operators may or may not (pending local WDB discretion) designate and/or serve as Career Center Manager(s) for a specific service area providing functional oversight.

Career Center Manager

The Career Center Manager is the functional supervisor of all Career Center staff and is primarily responsible to the WDB (and/or designated Career Center Operator) and the DWS Leadership (where appropriate regarding formal supervision). The Center Manager's responsibilities will include, but not be limited to:

1. Primary responsibility to ensure that all integrated operations at the assigned site(s) are meeting all system, center, and program goals in conjunction with WDB guidance/policy.
2. Ensure all decisions relative to the Center are made in the best interest of business and jobseeker customers, the WDB and in alignment with local, state, local and federal policies.
3. Developing a thorough working knowledge of all applicable laws, regulations, and policies to ensure proper implementation within the Center.
4. Ensure all directives, policies, and procedures of the Career Center system are met and communicated through the WDB.
5. Participating as a local Leadership Team member with the WDB in development of interagency agreements such as MOU and resource sharing agreements; reviewing and updating as necessary.
6. Assisting in creating Career Center standard operating procedures that facilitate customer-focused work processes within each functional area, between and across functions.
7. Communicating all new (or changed) policies, procedures, and/or processes with relevant staff to ensure they have the most up-to-date and current information affecting their work.
8. Ensuring all functions are staffed appropriately and workload is organized to facilitate implementation of Career Center system goals.
9. Guiding staff to understand their roles/responsibilities within a function and in relationship to other functions to achieve the Center's goals.
10. Identifying needed staff development activities and providing and/or securing technical assistance and/or training.
11. Facilitating regularly scheduled Career Center staff meetings to foster teamwork, discuss Center operations, technical problems and the status of projects, etc.
12. Continually improve upon the Center's products and services and adjust as necessary in response to customer feedback.

13. In coordination with the WDB, DWS, and other applicable partners, participating in ongoing comprehensive public relations activities across all communities in the region so there is public awareness and optimum utilization of the Career Center system, centers and services.
14. Consistently works with WDB leadership and other partner entities (where applicable) to resolve conflict and advocate for continuous improvement of service provision for both business and jobseeker customers
15. Attending relevant state, regional or local meetings, and sharing information with staff.
16. Providing reports on Center activities as required by the WDB and/or DWS.

WDB Director

Date

Regional Operations Director

Date

SERVICE KEYS

NCWorks Service Keys



PURPOSE

why we do what we do and
how we exceed our customer's
expectation of service.

- ✓ I consistently provide excellence in customer service
- ✓ I constantly seek ways to exceed my customers' expectations
- ✓ I fully support a culture of service excellence



PERFORMANCE

how our behavior and
results compare to our goals
and potential.

- ✓ I execute my job with efficiency and keep my skills current
- ✓ I use available resources wisely and optimize my productivity
- ✓ I consistently focus on meeting customer needs with results-oriented service



PROFESSIONALISM

combines the ingredients of
products, services, and behaviors
to impact the customer experience.

- ✓ I conduct myself as a confident and energetic workforce professional
- ✓ I treat customers and co-workers with respect in all interactions
- ✓ I ensure my workspace is organized, accessible, and welcoming



LABOR MARKET INFORMATION

LABOR MARKET INFORMATION

- The **LABOR MARKET** refers to the supply and demand of employment in an area.
- **EMPLOYEES** provide the **SUPPLY** and **EMPLOYERS** provide the **DEMAND**.
- The **LABOR FORCE** includes all people who are eligible to work and are currently working or actively looking for a job.

$$\text{Labor Force} = \begin{matrix} \text{Currently} \\ \text{Working} \end{matrix} \text{ OR } \begin{matrix} \text{Actively} \\ \text{Looking} \end{matrix}$$

NOT INCLUDED IN LABOR FORCE

- Children under 16
- Military
- Prisoners
- People who are eligible, but not interested right now:
 - Full Time students
 - At home care takers
 - Retirees
 - Chronically ill or injured
 - Taking time off to travel
 - Given up on finding a job
 - Taking a break from job searching

FINDING LMI INFORMATION IN NC WORKS

- Click on the **Labor Market Services Tab** to the left
 - Click on **Area Profile** or **Labor Market Facts** to find info on your county
-

USING LABOR MARKET INFORMATION IN CAREER COACHING

The supply and demand of employment in an area.



LABOR MARKET

EMPLOYEES provide the **SUPPLY**

&

EMPLOYERS provide the **DEMAND**

NCWorks

Connecting Talent to Jobs

LABOR FORCE

includes all people who are eligible to work and are currently working or actively looking for a job.



NOT INCLUDED IN LABOR FORCE

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 - Retirees
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 - Chronically ill or injured

NCWorks

Connecting Talent to Jobs

Labor Market Facts TO KNOW!

- Who are our largest employers?
- Who's new to town?
- Who's hiring right now?
- Are there any expansions?
- What are the products and services of our employers?

Use LMI as you COACH your customers!

LMI can be
confusing for
our customers,
so we need to
know the
FACTS!



NCWorks
Connecting Talent to Jobs

CAREER ADVISING

CAREER COACHING “CHEAT SHEET”

KEY ELEMENTS

Build a Relationship

They must trust you!

Assess the customer

Ask the right questions!

Support and Encourage

Drive them towards a success story!

What is hindering them from getting a job?

NCWorks knowledge?—Show them the ropes

Resume?—Help them with their resume

Interviewing?—Refer to a workshop

Gap in Skills?—Refer to Training Program

**We are here to remove the hindrance to
the best of our abilities!**

THE QUESTIONS

1. What type of work do you enjoy?
2. Do you have the skills/experience for that type of job?
3. If there is a Skills Gap:
 - Would you like classroom training?
 - Would you consider On-The-Job training?
4. Are you willing to relocate or drive a distance?
5. What are your Core Values for the workplace?
6. What type of hours will fit your life?
7. What salary are you looking for?

NCWorks

Connecting Talent to Jobs

CAREER PATHWAYS



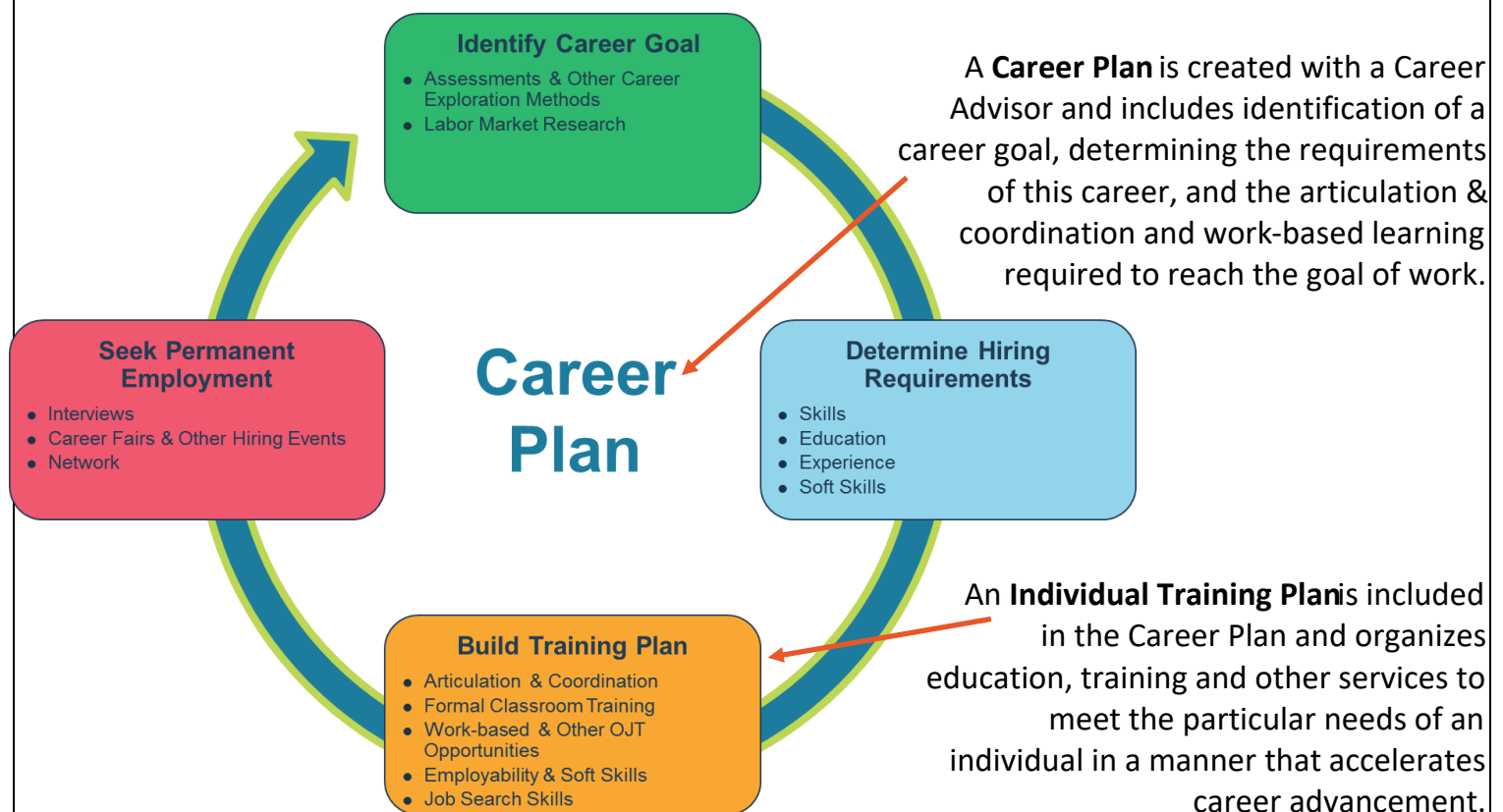
Career Advising Through Career Pathways

Successful Strategies from ECWDB

Part 1: The Foundation for Career Advising

The term “career pathway” as defined by the [Workforce Innovation & Opportunity Act](#) means a combination of rigorous and high-quality education, training, and other services that:

1. **Aligns** with the skill needs of industries in the economy of the State or regional economy involved;
2. **Prepares** an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937;
3. **Counsels** to support an individual in achieving the individual’s education and career goals;
4. **Educates** by offering appropriate education concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
5. **Supports** by organizing education, training, and other services to meet an individual’s particular needs in a manner that accelerates the educational and career advancement to the extent practicable;
6. **Enables** an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
7. **Helps** an individual enter or advance within a specific occupation or occupational cluster.





Career Advising Through Career Pathways

Successful Strategies from ECWDB

Part 1: The Foundation for Career Advising

Stackable Credentials

Advanced Manufacturing



Online Assessment Tools

- ❑ O*Net— www.onetonline.com
- ❑ My Next Move—www.mynextmove.org
- ❑ My Next Move for Veterans—
www.mynextmove.org/vets
- ❑ CFNC (Plan for a Career) - www.cfnc.org
- ❑ Reality Check—www.nccareers.org
- ❑ Career Readiness Certificate—www.act.org
- ❑ WorkKeys Curriculum—www.act.org

Resources & Training Material

Produced by the NCWorks Training Center:
[Career Pathways Interactive Online Training Series](#)
[NCWorks Certified Career Pathways](#)

USDOL & Affiliates:
[USDOL for Workforce Professionals](#)
[Workforce GPS Training and Resources](#)

NC Certified Career Pathways:
[NCWorks Certified Career Pathways](#)



Career Advising Through Career Pathways

Successful Strategies from ECWDB

PART 2: NCWorks Certified Career Pathways

8 Best Practice Criteria for NCWorks Certified Career Pathways

These best practices ensure that a pathway has the necessary courses, work-based learning opportunities and employer engagement in place for participants to gain the skills and education to excel in high demand industry sectors.

1. **Demand-Driven and Data-Informed:** Create Pathways that meet documented needs within the region. Utilize data from verified state, regional and local sources to determine shortages and opportunities for economic growth.
2. **Employer Engagement:** Employers lead the development of pathways by identifying needs within industry sectors and knowledge and skills needed to address gaps. Employers provide essential input into careers, curricula and courses along pathways that will meet local and regional workforce demands.
3. **Collaborative:** Develop partnerships with all levels of secondary and postsecondary education, the workforce community, local government officials and community leaders to ensure buy-in. Effective teams will be those that provide students a consistent, committed message along each career pathway.
4. **Career Awareness:** Make students aware of career pathways, educational requirements and workbased learning opportunities. Career awareness requires knowledgeable system staff advising students and job seekers on the multiple opportunities along a high-growth pathway.
5. **Articulation and Coordination:** Provide opportunities for students to obtain knowledge, skills and credentials efficiently. Maximize use of articulation agreements to encourage coordination of educational offerings. Encourage obtainment of stackable credentials to reduce duplication and foster a streamlined progression along the career pathway.
6. **Work-based Learning:** Provide opportunities for students to incorporate work-based learning into their programs of study. Recruit the business community to lead in the development and implementation of work-based learning opportunities.
7. **Contain Multiple Points of Entry and Exit:** Be flexible and creative in providing opportunities for students to enter and exit career pathways. Pathways must be designed to easily allow individuals to enter and exit at different points without duplicating credit or effort.
8. **Evaluation:** Develop a plan for assessment that defines success, measures progress toward goals, investigates outcomes and points to opportunities for improvement.



Career Advising Through Career Pathways

Successful Strategies from ECWDB

PART 2: NCWorks Certified Career Pathways

Benefits of NCWorks Certified Career Pathways

NCWorks Certified Career Pathways demonstrate that North Carolina has the tools, talent and resources to fill in-demand, high wage positions. These pathways provide a tremendous benefit to the workforce system, businesses, program participants, and communities.

Workforce Development

- Each region is required to have two certified pathways.
- Validates the efforts and services provided.
- Increases positive impressions.

Business

- Signals that a region has the tools to train a workforce to meet their needs.
- Shows that growing their company in NC is good financial decision.
- Puts them in the driver seat to develop worker training.

Participants

- Assurance that they are getting a high quality education to prepare them for employment and upward mobility.
- Increases likelihood of quickly finding sustainable employment.

Communities

- Stimulates the economy by creating more jobs in high wage occupations.
- Enhances awareness of services
- Economic growth improves the quality of life for everyone.

Wage data derived from the Labor & Economic Analysis Division May 2017 release, NC Dept. of Commerce. Icons made by Freepik from www.flaticon.com.

Learn about certified pathways in your area. Click on the map to see pathway sectors in your region, then click to see local Workforce Boards and counties for those sectors.



Online Resources

Produced by the NCWorks Training Center:

[Career Advisin](#) [g— Career Pathway s](#)

NC Certified Pathways Website:

[NCWorks Certified Career Pathway s](#)

Frequently Asked Questions:

[NCWorks Certified Career Pathways FA Q](#)

NCWorks Training Center

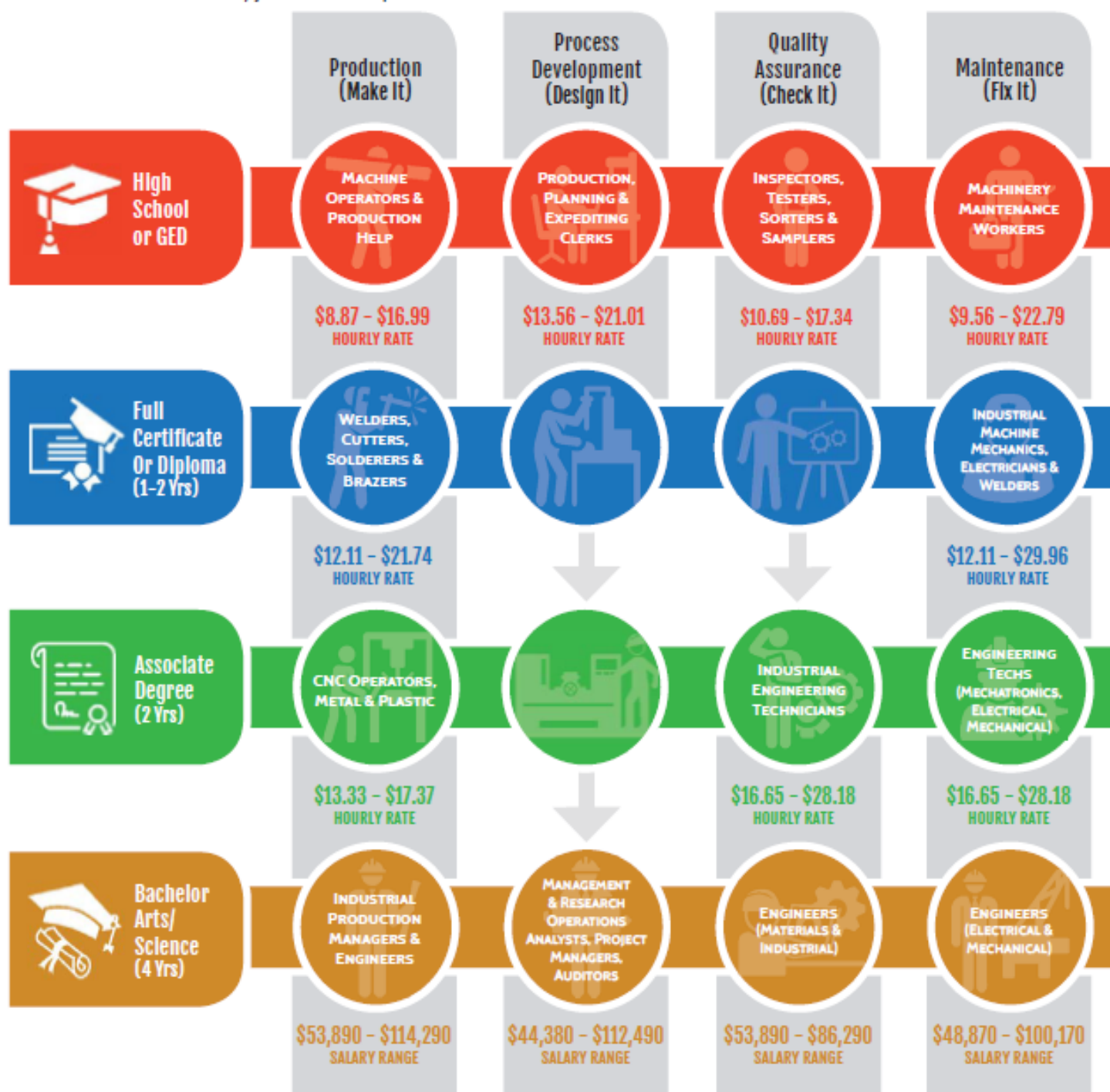
Information: www.ncwtc.com | Email: ncwtc@nccommerce.com | Phone: (919) 814-0399 | Registration: www.ncworkforcetraining.com

ADVANCED MANUFACTURING CAREER PATHS

WESTERN PIEDMONT
workforce
development board
www.westernpiedmontworks.org



*Wages are an average across the Alexander, Burke, Caldwell and Catawba workforce area. A potential to earn more is available in most industries. **Every job title is not represented.



NCCAREERS.ORG/CAREERGUIDE

Wage data derived from the Labor & Economic Analysis Division May 2017 release.
NC Dept. of Commerce. Icons made by Freepik from www.flaticon.com.

A proud partner of the americanjobcenter network.



Contact Information for Advanced Manufacturing Programs

Caldwell Community College & Technical Institute
All Programs: 828-726-2382

Western Piedmont Community College
Certificate/Diploma Programs: 828-448-3121
Associate's Degree Programs: 828-448-3563

Catawba Valley Community College
Certificate/Diploma Programs: 828-327-7000, ext. 4294
Associate's Degree Programs: 828-327-7000, ext. 4216

NC Center for Engineering Technologies
Serves as a conduit to baccalaureate education,
delivered by the University of North Carolina system
schools: 828-328-6183

NCWorks Career Center
Catawba (828) 466-5535
Caldwell (828) 759-4680
Burke (828) 438-6161
Alexander (828) 632-4631

*See a career advisor at your local NCWorks Career Center for possible
scholarship opportunities. www.westernpiemontworks.org



RESUMES



TYPES OF RESUMES

ONLINE RESOURCES

NCWorks Online is a one-stop online resource for job seekers and employers in North Carolina. Job seekers can search for jobs, create resumes, and find education and training.

⇒ [NCWorks Online Website](#)

O*NET OnLine is a primary source of occupational information. An interactive application for exploring and searching occupations, it also provides Career Exploration Tools and a set of valuable assessment instruments.

⇒ [ONET Online Website](#)

CareerOneStop is a resource to learn about and find career information, locate resources, and career advice.

⇒ [CareerOneStop](#) Website

Microsoft Office is an online resource offering free resume and cover letter templates.

⇒ [Microsoft Office Website](#)

Hloom.com offers a myriad of templates for chronological, functional, and combination resumes. They also have resume templates that are ATS friendly.

⇒ [Hloom](#) Website

ADDITIONAL ONLINE RESOURCES

⇒ [UpToWork](#) – Guide with various job resume examples.

⇒ [Jobscan Blog](#) – Article on *8 Things You Need to Know About Applicant Tracking Systems*

⇒ [LiveCareer](#) – Resume Tip on *Optimizing and Formatting Your Job-Search Resume for Applicant Tracking Systems*

THE PERFECT RESUME!



Employers only spend about 10-20 seconds looking at resumes!

Make YOUR 20 seconds count!!

BE BRIEF!!

A RESUME INCLUDES YOUR:

Skills/Experience

Education/Training

Employment History

TIPS FOR WRITING YOUR RESUME

- Give yourself time to write and rewrite
- One page resume is sufficient for most people (remember—20 seconds)
- Avoid computer templates/wizards (Use MS Word)
- Custom design your resume for each position
- Catch the reader's eye
- Accentuate the "Positives"
- Use action verbs that match the job description

RESUME APPEARANCE

- Light colored paper
- Use same paper for resume, cover letter and reference page
- Use reasonable margins (1" is preferred)
- Add as much white space as possible to enhance readability
- Use the same font and size throughout
- Avoid italics and underlining
- Never fold or staple a resume
- Mail resumes in a large manila envelope
- **Run SPELL CHECK!!!** Have someone proofread your resume!

RESUME PREPARATION SHEET

CONTACT INFORMATION

Your Full Name (IN ALL CAPITAL LETTERS): _____

Your address: _____

Your Phone number: _____

Your e-mail address: _____

PROFESSIONAL SUMMARY

This statement focuses on the employer's needs—it highlights your skills, strengths and experience for THIS POSITION. Make sure to write here any certifications or special training you have for this particular job.

***NO "I" STATEMENTS

Example:

PROFESSIONAL SUMMARY

Highly motivated individual with strong background in the manufacturing industry. Ten years' experience as an assembly line worker. Proven strengths in quickly learning new processes. Reliable worker, able to follow instructions and complete assignments as expected. Experienced team leader with excellent communication skills. **Areas of knowledge and expertise include:**

Communications
OSHA 10 Hour Certification
Career Readiness Certification
Assembly Line Operations

Basic Equipment Repairs
Safety Standards
Quality Controls
Computer/Technology Skills

Write YOUR Professional Summary here:

EDUCATION/TRAINING

Here, you will list all education and training! List where you received the training. **The year received is optional:**

Example:

NC Career Readiness Certificate, Silver
CPR Certification, American Red Cross
High School Diploma, St. Stephens High School

Write YOUR Education & Training here:

EXPERIENCE/SKILLS

- Include any **full-time and part-time jobs, summer positions, volunteer work, military service, internships, self-employment, research projects** and even activities that are not directly related to the position.
- Include the job title, employer name, City/State of the employer, dates of employment and lists of your descriptions and responsibilities.
- **USE** the action verbs pages to help you word your job descriptions—**SELL YOURSELF!**

Name of Employer:

Location-City/State:

Job Title:

Year Began: Year Ended:

Job Responsibilities, equipment used, accomplishments:

Name of Employer:

Location-City/State:

Job Title:

Year Began: Year Ended:

Job Responsibilities, equipment used, accomplishments:

Name of Employer:

Location-City/State:

Job Title:

Year Began: Year Ended:

Job Responsibilities, equipment used, accomplishments:

Name of Employer:

Location-City/State:

Job Title:

Year Began: Year Ended:

Job Responsibilities, equipment used, accomplishments:

Name of Employer:

Location-City/State:

Job Title:

Year Began: Year Ended:

Job Responsibilities, equipment used, accomplishments:

(Functional Resume—Highlights Job Titles and Skills. Does not emphasize dates, due to gaps in employment)

Michael J Scott
18 Hillside Street
Lenoir, NC 28645
(828) 555-5555
scottm@yahoo.com

PROFESSIONAL SUMMARY

Highly motivated individual with strong background in the manufacturing industry. Ten years' experience as an assembly line worker. Proven strengths in quickly learning new processes. Reliable worker, able to follow instructions and complete assignments as expected. Experienced team leader with excellent communication skills. **Areas of knowledge and expertise include:**

Communications
OSHA 10 Hour Certification
Career Readiness Certification
Assembly Line Operations
Machinery Assembly

Basic Equipment Repairs
Safety Standards
Quality Controls
Packaging/Shipping
Computer/Technology Skills

WORK EXPERIENCE

Production Manager

- Overseen production from cutting through shipping
- Performed personnel duties including interviewing, hiring and training of new employees
- Supervised employees in multiple departments
- Purchased supplies for cutting, upholstery, and sewing
- Maintained Inventory Control

Outside Trimmer

- Built market samples from planning to completion
- Worked in trim, skirts, brass nail welting and leather

EMPLOYMENT HISTORY

Vanguard Furniture, Hickory, NC	2009-present
Hickory Furniture, Hickory, NC	2006-2009
The Furniture People, Valdese, NC	2002-2006

EDUCATION/TRAINING

NC Career Readiness Certificate-Silver
OSHA 10 Hour Certification, Catawba Valley Community College, Hickory, NC
Workplace Skills Course, Catawba Valley Community College, Hickory, NC
High School Diploma, Bunker Hill High School, Claremont, NC

Jane S Doe

111 Any Street
(555) 555-5555

Anytown, NC 28888
youre-mail@gmail.com

PROFESSIONAL SUMMARY

Reliable and trustworthy professional with an outstanding track record in customer service. Excellent computer and clerical skills. Strong communicator, both oral and written. Proven record of building significant customer loyalty. Ability to handle a diverse customer base, resolve problems and process transactions quickly and accurately without supervision.

KEY SKILLS

Customer Service
Communications
Interpersonal Skills
Data Entry

Detail-Oriented
Problem Solving
Organization
Teamwork

*Computer Skills: Data Entry, Research, MS Office

EDUCATION/TRAINING

Office Professional Certification, Catawba Valley Community College, Hickory, NC
Customer Service Representative Certification, Bank of Granite, Hickory, NC
High School Diploma, Bunker Hill High School, Hickory, NC

SKILLS/EXPERIENCE

Customer Service Representative

- Initiated and opened new accounts
- Managed customer inquiries and complaints
- Performed computer skills for data entry
- Consulted with customers on bank products and services

Teller

- Performed cash balancing
- Dispensed cash as ATM/Cash Custodian
- Promoted and sold banking products and services
- Performed audit operations

COMMUNITY INVOLVMENT

Relay for Life • Susan G. Komen for a Cure • Juvenile Diabetes Research Foundation

EMPLOYMENT HISTORY

Teller Bank of America, Hickory, NC	2010 - present
Customer Service Representative Bank of Granite, Hickory, NC	1993 - 2010

JANE S DOE

127 Main Street NW
Anytown, NC 99999

Phone: (828)555-5555
E-mail: janedoe@yahoo.com

SUMMARY OF QUALIFICATIONS

Associate of Arts in Business Administration
Skilled in areas of financial transactions and banking operations
Strong analytic and problem solving skills
Trained in QuickBooks, Excel and MS Word
Excellent verbal and written communication skills

EDUCATION

A.A. in Business Administration, Catawba Valley Community College
NC Career Readiness Certification, Gold Level

WORK EXPERIENCE

Bookkeeper 2009-Present
Middleton Hospital, Newark, NC

- Compute and prepare monthly billings for over 50 employment clients
- Maintain records of daily income and prepare company's banking deposits
- Calculate payroll deductions; state/federal taxes, social security
- Produce quarterly and annual financial reports

Sales Associate 2004-2009
Larson Management, Province NC

- Provided quality customer service to over 125 customers daily
- Organized daily sales closing procedures for department
- Received inventory and maintained records for sales reorders

Office Coordinator/Scheduler 2000-2004
Baldwin and Sons, Charlotte, NC

- Coordinated statistical and financial data
- Designed appropriate spreadsheet formats, using MS Excel
- Served as Assistant Supervisor in accounts receivable department
- Prepared financial papers for year-end audits

2202 Fireside Drive
Lenoir, NC 28645

MISTY D. FOX

Phone: 828-212-1111
E-mail: mistyfox200@yahoo.com

**CERTIFIED NURSE AIDE 1
NC Certification #10507**

Dedicated health aid professional committed to quality patient care. Demonstrates exceptional interpersonal and communication skills. Possesses strong organizational and decision-making skills. Experienced in identifying needs and delivering positive results. Cited by past employers for good-natured, cooperative outlook, willingness to work hard, and team contributions. **Key areas of knowledge and clinical experience include:**

**Patient Care Excellence
Medical Equipment Preparation
Vital Sign Assessments
Workplace Health & Safety**

**Conflict Resolution
Records Management
Office Operations
Critical Problem Solving**

Technology: Microsoft Office Word, Excel & PowerPoint; Medtech Software,
Electronic Medical Record (EMR)

EDUCATION & PROFESSIONAL DEVELOPMENT

Caldwell Community College & Technical Institute, Hudson, NC
Nurse Aide 1 Program
Cardiopulmonary Resuscitation (CPR)
National Career Readiness Certificate-Gold

CLINICAL EXPERIENCE

Clinical Student (40 hours)	2016
Lenoir Healthcare, Lenoir, NC	
<ul style="list-style-type: none">• Developed a high skill level to assess patient vital signs• Transported patients to examination rooms and maintained documentation• Reported patient conditions to the medical staff	

COMMUNITY INVOLVEMENT

Hospice Volunteer, American Red Cross, Assisted Living Volunteer, United Way

WORK EXPERIENCE

Full-Time Student, CCC& TI	2015-present
Customer Service Representative, Exela, Lenoir, NC	2011-2015
Billing Clerk, Deer Park, Hendersonville, NC	2009-2011

Cover Letters

When mailing or “dropping off” your resume, a cover letter is ESSENTIAL!!!! The cover letter is an opportunity to introduce yourself to an employer, express your interest in a particular position, offer the employer insight into you personality and impress the employer with your communication skills. A cover letter will make YOU stand out amongst those that did not include one!!

- **Paragraph 1: WHY YOU ARE WRITING!!** (State the reason for the letter, name the specific position and indicate from which resource you learned of the opening.
- **Paragraph 2: WHY YOU ARE QUALIFIED!!** Indicate why you are interested in the position and what you can do for the employer!!
- **Paragraph 3: WHAT YOU WANT!!** Indicate your desire for a personal interview. Let the employer know how you can be contacted. Then, thank the employer for taking the time to consider your application materials.

***PROOFREAD & SIGN THE LETTER!

EXAMPLE COVER LETTER

JOHN DANIEL DOE
1414 Hickory Blvd.
Lenoir, NC 28645
(828) 555-5555
johndoe@yahoo.com

January 31, 2018

Ms. Jane Smith
Human Resources Department
Manufacturing City
1111 Manufacturing Avenue
Hudson, NC 28638

Dear Ms. Smith,

Please consider this letter and attached resume as my application for the production position at Manufacturing City. I read this posting in the Lenoir News Topic this week. My skills and experiences are well suited for this position.

For the past ten years, I have worked in the manufacturing industry as a production worker, assembler, and packager. This experience has equipped me to work well in a fast paced environment. I also have a keen eye for detail which will help with this position. In addition, I have excellent communication skills and work very well with a team.

Please consider me when interviewing for this position. I would love to discuss my qualifications with you in person. I can be reached at (828) 555-5555 or johndoe@yahoo.com

Thank you for your time and consideration.

Sincerely,

John D. Doe

REFERENCES

- Do not send references with the resume—Wait until asked!
- Ask permission of your references before including them!
- Only use people you think will give you a great recommendation!

EXAMPLE REFERENCES:

JANE S. DOE

1414 Hickory Blvd.

Lenoir, NC 28645

(828) 555-5555

johndoe@yahoo.com

REFERENCES

Preston Whitehead, District Manager

ASTRA MERCK PHARMACEUTICALS

432 North Wilson Avenue

Lexington, MA 01565

(704) 444-3333

pwhitehead@msn.com

Purvis Ellingham, Product Manager

ABBOTT DIAGNOSTICS DIVISION

894 Park Drive

Brunswick, NJ 02345

(704) 432-1890

W. D. Steinberg, MD., Chief of Pediatrics

CHILDREN'S HOSPITAL

2121 North Minton Dr.

Waltham, MA 01442

(704) 284-2828

wdsteinberg@msn.com

**(Address and e-mail are not essential,
but the correct phone number is)**

Thank You Letters

A "Thank You" letter or e-mail is also **ESSENTIAL!!!** This will make **YOU** stand out amongst the others who did not send one!

- **Be Prompt**—Send within 24 to 48 hours after the interview
- **Format**—The "Thank You" letter can be a formal letter just like your cover letter **OR** it can be informal as an e-mail or note card. An e-mail is very quick and easy!

*****PROOFREAD & SIGN THE LETTER!**

EXAMPLE COVER LETTER

JOHN DANIEL DOE
1414 Hickory Blvd.
Lenoir, NC 28645
(828) 555-5555
[johndoe@yahoo.com](mailto: johndoe@yahoo.com)

February 20, 2018

Ms. Jane Smith
Human Resources Department
Manufacturing City
1111 Manufacturing Avenue
Hudson, NC 28638

Dear Ms. Smith,

Thank you so much for the opportunity to interview for the "production management" position this past Tuesday. I enjoyed meeting you and talking with you about the position.

The interview confirmed my initial positive impressions of Manufacturing City and I want to reiterate my strong interest in working for your organization. I feel confident that my management and production background will fit nicely with the job requirements. I have the personality, assertiveness, and leadership abilities required to do well at this position.

Again, thank you for the interview and your consideration. I can be reached at (828) 555-5555. I look forward to hearing from you.

Sincerely,

John D. Doe

**(Remember, it can be less formal,
such as an e-mail or note card too!)**

ATS

(Applicant Tracking System)

**Before and After
Examples**



TYPES OF RESUMES

ATS RESUME BEFORE AND AFTER EXAMPLE

Resume that is **not** ATS compatible. This resume uses special formatting including tables and special fonts.

MICHELLE HLOOM

GRAPHIC DESIGNER

(123) 456 78 99 – info@hloom.com – www.hloom.com

Progressively maintain extensive infomediaries via extensible niches. Dramatically disseminate standardized metrics after resource-leveling processes. Objectively pursue diverse catalysts for change for interoperable meta-services. Quickly cultivate optimal processes and tactical architectures. Completely iterate covalent.

EXPERIENCE

Creative Bee

2011 – present

SENIOR DESIGNER

Sedcon sectetu rportt itorleo, et accums annib hpell ente sque vitae. Utvar iusgra vida lorem sed euis mod. Vestibulum ante ipsum rimis in faucibus orci luctus et ultrices posuere cubilia Curae; Donec fringilla laetiam per diem ollicitudin tempus. Quickly cultivate optimal processes and tactical architectures. Completely iterate covalent strategic theme areas via accurate e-markets.

Gravity Designs

2005 – 2011

ASSISTANT DESIGNER

Proin eutincidunt sapien. Quisque semper, diam in molestie orci, magna nisl tempus dolor, eget fringilla lectus nisl ipsum.

Blue Bee Art

1998 – 1999

ART DIRECTOR

Sed suscipit ante in arcu eget ascon vallis. Etiam fermentum tellus sit amet tristique ultrices. Nulla id auctor arcu. Nullam ante sem, euismod non tellus vel, blandit gravida. Sed sodales dignissim, vel interdum lorem lobortis.

Green Elephants

1995 – 1998

ART DIRECTOR ASSISTANT

Appropriately empower dynamic leadership skills after business portals. Globally myocordinate interactive supply chains with distinctive quality vectors. Globally revolutionize global sources through interoperable services.



TYPES OF RESUMES

**GRAVITY
DESIGNS**
1992 - 1995

ASSISTANT DESIGNER ASSISTANT

Credibly innovate granular internal or "organic" sources whereas high standards in web-readiness. Energistically scale future-proof core competencies vis-a-vis impactful experiences. Dramatically synthesize integrated schemas with optimal networks. Interactively procrastinate high-payoff content without backward-.

EDUCATION

**Orlando
University**
2005 - 2011

BACHELOR OF ART

Sedcons ectet urportt itorleo, et accumsann ibhpe llent esque vitae. Utv ariusg ravida lorem sed euismod. Vesti bulum ante ipsum primis in faucibus orciluctus.

**School or Cool
Designs**
1993 - 1995

COOL DESIGNER CERTIFICATE

Proine utincidu ntsapien. Quisque semper, diam in mole stie commodo, magna nisl tempus dolor, eget fringil lalect us urnave lipsum.



TYPES OF RESUMES

ATS RESUME BEFORE AND AFTER EXAMPLE

The same resume as before that is now ATS ready. This resume example has no special formatting, only text. To learn more about these types resumes, please view the Interactive Online Training series *Applicant Tracking Systems (ATS)* parts 1 and 2 under the *Career Advising – Applicant Tracking Systems* section in [TRAIN](#).

MICHELLE HLOOM
GRAPHIC DESIGNER
(123) 456 78 99 – info@hloom.com – www.hloom.com

Progressively maintain extensive infomediaries via extensible niches. Dramatically disseminate standardized metrics after resource-leveling processes. Objectively pursue diverse catalysts for change for interoperable meta-services. Quickly cultivate optimal processes and tactical architectures. Completely iterate covalent.

EXPERIENCE

Creative Bee

2011 – Present SENIOR DESIGNER

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Gravity Designs

2005 – 2011 ASSISTANT DESIGNER

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Blue Bee Art

1998 – 1999 ART DIRECTOR

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Green Elephants

1995 - 1998 ART DIRECTOR ASSISTANT

Appropriately empower dynamic leadership skills after business portals. Globally myocardinate interactive supply chains with distinctive quality vectors. Globally revolutionize global sources through interoperable services.

GRAVITY DESIGNS

1992 - 1995 ASSISTANT DESIGNER ASSISTANT

Credibly innovate granular internal or "organic" sources whereas high standards in web-readiness. Energistically scale future-proof core competencies vis-a-vis impactful experiences. Dramatically synthesize integrated schemas with optimal networks. Interactively procrastinate high-payoff content without backward.



TYPES OF RESUMES

EDUCATION

Orlando University

2005 – 2011 BACHELOR OF ART

Sedcons ectet urportt itorleo, et accumsann ibhpe llent esque vitae. Utv ariusg ravida lorem sed euismod. Vestl bulum ante ipsum primis in faucibus orciluctus.

School or Cool Designs

1993 – 1995 COOL DESIGNER CERTIFICATE

Proine utincidu ntsapien. Quisque semper, diam in mole stie commodo, magna nisl tempus dolor, eget fringil lalect us urnave

RESOURCE LINKS

Helpful LINKS

NCWorks www.ncworks.gov

Western Piedmont Workforce Development www.westernpiedmontworks.org

- [Policy Statements http://www.wpcog.org/policy-statements](http://www.wpcog.org/policy-statements)

NCWorks Training Center <http://www.ncworkforcetraining.com/>

Over 55 Resources:

- [Western Piedmont Council of Governments-Area Agency on Aging
http://www.wpcog.org/area-agency-on-aging](http://www.wpcog.org/area-agency-on-aging)
- AARP www.aarp.org
- Blue Ridge Community Action <https://www.brcainc.org/>

Career Advising Resources:

- O*net Online www.onetonline.org
- My Next Move www.mynextmove.org
- My Skills My Future www.myskillsmyfuture.org
- Bureau of Labor Statistics www.bls.gov
- FAFSA (Free Application for Federal Student Aid) www.fafsa.ed.gov
- Selective Service Verification www.sss.gov
- NC Court System <http://www1.aoc.state.nc.us/www/calendars/CriminalQuery.html>
- TABE Test Practice site https://www.testprepreview.com/tabe_practice.htm
- Youth Work Permits http://www.nclabor.com/wh/youth_instructions.htm
- Reality Check <http://nccareers.org/RealityCheck/#/start>

INTERPRETER ACCESS



State of North Carolina
Department of Commerce
Division of Workforce Solutions
Account ID: 10830



Linguistica
INTERNATIONAL
SUSTAINABLE LANGUAGE SERVICES

Telephonic Interpreter Access Instructions

1. Call Linguistica at **(866) 908-5744**

If you need a Spanish interpreter you will be connected immediately by pressing "2" when prompted. If you need any other language press "3" or stay on the line.

2. You will be asked to provide the following required information:

- ✓ **Your Account Number (10830)**
- ✓ **Your First and Last Name**
- ✓ **Name of your Employer**
- ✓ **Career Center Number**
- ✓ **Customer's (Non English Speaker) Full Name**

3. Hold as our operator connects you to your interpreter.

4. Conferencing option is available upon request.

5. Begin conversation.

www.linguisticainternational.com

- | | | |
|--------------------------|--|------------------------|
| <input type="checkbox"/> | ضع علامة في هذا المربع إذا كنت تقرأ أو تتحدث العربية. | 1. Arabic |
| <input type="checkbox"/> | Խնդրում եմ նշում կատարել այս քանակությունը, եթե խոսում կամ կարդում եք հայերեն: | 2. Armenian |
| <input type="checkbox"/> | যদি আপনি বাংলা পড়েন বা বলেন তা হলে এই বাক্সে দাগ দিন। | 3. Bengali |
| <input type="checkbox"/> | ឈ្មោះអ្នកក្នុងប្រអប់នេះ បើអ្នកអាន ឬនិយាយភាសា ខ្មែរ ។ | 4. Cambodian |
| <input type="checkbox"/> | Motka i kahhon ya yangin ûntûngnu' manaitai pat ûntûngnu' kumentos Chamorro. | 5. Chamorro |
| <input type="checkbox"/> | 如果你能读中文或讲中文，请选择此框。 | 6. Simplified Chinese |
| <input type="checkbox"/> | 如果你能讀中文或講中文，請選擇此框。 | 7. Traditional Chinese |
| <input type="checkbox"/> | Označite ovaj kvadratić ako čitate ili govorite hrvatski jezik. | 8. Croatian |
| <input type="checkbox"/> | Zaškrtněte tuto kolonku, pokud čtete a hovoříte česky. | 9. Czech |
| <input type="checkbox"/> | Kruis dit vakje aan als u Nederlands kunt lezen of spreken. | 10. Dutch |
| <input type="checkbox"/> | Mark this box if you read or speak English. | 11. English |
| <input type="checkbox"/> | اگر خواندن و نوشتن فارسی بلد هستید، این مربع را علامت بزنید. | 12. Farsi |

<input type="checkbox"/>	Cocher ici si vous lisez ou parlez le français.	13. French
<input type="checkbox"/>	Kreuzen Sie dieses Kästchen an, wenn Sie Deutsch lesen oder sprechen.	14. German
<input type="checkbox"/>	Σημειώστε αυτό το πλαίσιο αν διαβάζετε ή μιλάτε Ελληνικά.	15. Greek
<input type="checkbox"/>	Make kazyé sa a si ou li oswa ou pale kreyòl ayisyen.	16. Haitian Creole
<input type="checkbox"/>	अगर आप हिन्दी बोलते या पढ़ सकते हैं तो इस बक्स पर चिह्न लगाएँ।	17. Hindi
<input type="checkbox"/>	Kos lub voj no yog koj paub twm thiab hais lus Hmoob.	18. Hmong
<input type="checkbox"/>	Jelölje meg ezt a kockát, ha megérti vagy beszél a magyar nyelvet.	19. Hungarian
<input type="checkbox"/>	Markaam daytoy nga kahon no makabasa wenno makasaoka iti Ilocano.	20. Ilocano
<input type="checkbox"/>	Marchi questa casella se legge o parla italiano.	21. Italian
<input type="checkbox"/>	日本語を読んだり、話せる場合はここに印を付けてください。	22. Japanese
<input type="checkbox"/>	한국어를 읽거나 말할 수 있으면 이 칸에 표시하십시오.	23. Korean
<input type="checkbox"/>	ໃຫ້ໝາຍໃສ່ຊ່ອງນີ້ ຖ້າທ່ານອ່ານຟັງປາກໝາສາລາວ.	24. Laotian
<input type="checkbox"/>	Prosimy o zaznaczenie tego kwadratu, jeżeli posługuje się Pan/Pani językiem polskim.	25. Polish

<input type="checkbox"/>	Assinale este quadrado se você lê ou fala português.	26. Portuguese
<input type="checkbox"/>	Însemnați această căsuță dacă citiți sau vorbiți românește.	27. Romanian
<input type="checkbox"/>	Пометьте этот квадратик, если вы читаете или говорите по-русски.	28. Russian
<input type="checkbox"/>	Обележите овај квадратик уколико читате или говорите српски језик.	29. Serbian
<input type="checkbox"/>	Označte tento štvorček, ak viete čítať alebo hovoriť po slovensky.	30. Slovak
<input type="checkbox"/>	Marque esta casilla si lee o habla español.	31. Spanish
<input type="checkbox"/>	Markahan itong kuwadrado kung kayo ay marunong magbasa o magsalita ng Tagalog.	32. Tagalog
<input type="checkbox"/>	ให้กาเครื่องหมายลงในช่องถ้าท่านอ่านหรือพูดภาษาไทย.	33. Thai
<input type="checkbox"/>	Maaka 'i he puha ni kapau 'oku ke lau pe lea fakatonga.	34. Tongan
<input type="checkbox"/>	Відмітьте цю клітинку, якщо ви читаете або говорите українською мовою.	35. Ukrainian
<input type="checkbox"/>	اگر آپ اردو پڑھتے یا بولتے ہیں تو اس خانے میں نشان لگائیں۔	36. Urdu
<input type="checkbox"/>	Xin đánh dấu vào ô này nếu quý vị biết đọc và nói được Việt Ngữ.	37. Vietnamese
<input type="checkbox"/>	באצייכנט דעם קעסטל אויב איר לייענט אדער רעדט אידיש.	38. Yiddish

CUSTOMER SERVICE SCRIPTS

Career Center Customer Guide

- Greet customer with a smile.
- Thank the customer for visiting the center.
- How may we assist you today?
- Are you a veteran or the spouse of a veteran?

(If they are, thank them for their service.)

- Ask them to type their social in order to check NCWorks registration.
- If the customer is found in the NCWorks system, check documents for North Carolina picture ID.

(If no picture ID found in documents, ask the customer for a NC picture ID and scan the ID into NCWorks. Enter NCDL or NCID and the expiration date of the ID as the "Document Name." If the customer asks why we need their ID, kindly explain.)

- Check Wagner-Peyser registration to confirm completion.
- Show them the orientation video if they haven't seen it.
- Enter codes

Call the Customer/Follow-Up

Hi, this is _____ calling from NCWorks Career Center-_____. I just wanted to follow up with you on your visit to the center.

- Do you have any questions about the services you received?
- Are you interested in signing up for any of our free workshops while I have you on the phone?
- Is there anything else I can do to assist you?

Have a wonderful day and remember that we are here to help, so please come back visit us at the center.

Call the Customer/Voicemail

Hi, this is _____ with NCWorks Career Center-_____. I just wanted to follow up with you on your visit to the center. If you have any questions about the services you received, or if you are interested in signing up for any of our free workshops, please contact me at 828._____. Again, this is _____ at NCWorks and remember that we are always here to assist you.

COLLEGE RESOURCE GUIDE

College and Training Site Information

Western Piedmont Community College

1001 Burkemont Ave.
Morganton, NC 28655
828-448-3500
www.wpcc.edu

Catawba Valley Community College

2550 US Hwy 70 SE
Hickory, NC
828-327-7000
www.cvcc.edu

CVCC Alexander

345 Industrial Blvd.
Taylorsville, NC
828-632-8221

Caldwell Community College & Technical Institute

2855 Hickory Blvd.
Hudson, NC 28638
828-726-2200
www.cccti.edu

McDowell Technical Community College

54 College Dr.
Marion, NC 28752
828-652-6021
<https://www.mcdowelltech.edu>

Gaston College

201 HWY 321 South
Dallas, NC 28034
704-922-6200
www.gaston.edu

Isothermal Community College

286 ICC Loop Rd.
Spindale, NC 28160
828-286-3636
<https://www.isoothermal.edu>

Wilkes Community College

1328 S. Collegiate Dr.
Wilkesboro, NC 28697
336-838-6100
<https://www.wilkescc.edu>

Mitchell Community College

500 W. Broad St.
Statesville, NC 28677
704-878-3200
<https://www.mitchellcc.edu>

TransTech, Inc. (Truck Driving School)

1261 US Hwy 70
Newton, NC 28658
828-464-8001
www.trans-tech.net

Lake Norman Dental Assisting School

747 Brawley School Rd.
Mooresville, NC 28117
704-230-4706
www.ncdentalassistingschool.com

NCWorks

Quick

Guide



NCWorks Career Centers

For account registration go to: www.ncworks.gov

1. New Users click on **Register** located in the dark blue box in the upper right hand side of the page. When the next screen comes up, go to the box labeled **Option 3-Create a User Account** then click on **Individual**. Complete the registration by filling in the information boxes. ******NOTE:** If already in the system, username should be first name + last name + last 5 of Social Security Number. The default password is: **Password1@**

You will be prompted to create a new password (**EXAMPLE: Looking4\$**). It must be **at least 8 characters long**, and must include:

- At least 1 upper case letter
 - At least 1 lower case letter
 - At least 1 number
 - At least 1 symbol (!@#\$%^&*)
2. To create your resume, go to the tabs on the left side of the screen then click on **Resume Builder**. Scroll down and click on **Create New Resume** (near bottom of page) to build your resume.
 3. To complete the **Self-Assessments**, go to the tabs on the left side of the screen then select:

My Portfolio → My Individual Profile → Self-Assessment Profile

- ☐ **Self-Assessment Profile** - You may need to click the + (plus sign) to expand the menu. For each assessment, you will need to scroll down and click on **edit** or **create** to begin the assessment or add information. You will need to go into each assessment listed below in bold print.

- **Job Skills (edit)** – Be sure to go to each of the 14 tabs at the top then select the skills that apply to your abilities for each category.
- **Personal Skills** (click edit)
- **Work Interest** (click create)
- **Work Values** (click create)
- **Tools and Technology** (click edit)

**You do not need to complete Workplace Skills under assessments.

Quick Reference



Virtual OneStop® (VOS) – Individual User

Logging In

If you don't have an account:

- Click the link [Not Registered?](#) on the Home page, near the Sign In button, (name may vary, but will include *Register* in the link name).
- Under **Opt 3 – Create a User Account**, click the [Individual](#) link.
- Follow the steps and fill in all required (*) fields.

Note: Steps and fields vary depending on your site's configuration, but they always include creating a unique user name and password.

- When you complete all steps, a "What's Next?" screen is displayed, – you are logged in.

If you do have an account:

- Enter your user ID and password.
- Click the Sign In button.
- Or... Click [Forgot Username / Password](#) on the Home page to retrieve a forgotten ID or password.
- Select a desired retrieval option.

My Workspace* (My Dashboard)

* Indicated items are "collapsible" left-menu headings.

- To minimize or maximize a widget, click the minus or plus sign (-/+) at the top left.
- To remove a widget, click the X at the top right.
- To move a widget, click and hold the title (the double-arrow cursor) to drag title elsewhere.
- To restore/remove several widgets at once, scroll to bottom of dashboard, click [Configure Dashboard Widgets](#), and check/uncheck the widgets you wish to display or turn off. Then click Save.

My Calendar widget – shows the number of upcoming appointments and events the user has created (or that are associated with the user), in an easy-to-see Calendar View. Number for new appointment and for upcoming event, at the bottom of the widget, are links to view where the individual can access the details of the specific event.

Current Events widget – also called *Events Near You*, this is an alternate view of the Events Calendar that presents a breakdown of the number of available events for each event category. It displays these event categories and numbers of how many events are scheduled, in each event category, for the current month, for the office/ LWIA associated with the zip code of the system-registered individual.

My Employment Plan widget – this is quick way to see the number of job applications you've made, how many résumés you have (and how many were viewed by employers), and how many automated job search alerts you have. The numbers are links to the specific tabs for managing your applications, résumés, or job alerts.

How We Can Help You – Displays the options of the Dashboard, Services Preview widget, as horizontal menu-bar options. (The Services Preview widget displays these same options in a friendly, visual, rolling format.)

My Resources – Choose this shortcut to access commonly used tools for individuals. This includes fly-outs to My Messages, My Correspondence, My Appointments, My Background, and Upcoming Events.

Settings and Themes

The settings you select control the system appearance and behavior. Click the [Preferences](#) link at the bottom of most screens to access the Settings menu. Choose from the following:

Web Theme – Incorporates images and text on Web pages.

Text Theme – Hides images on Web pages to maximize Internet performance.

Screen Reader Theme – Incorporates proprietary software for users who are visually impaired.

Quick Menu*

Job Search – Choose this shortcut to find jobs (this opens the Quick Job Search tab).

Résumé Builder – Choose this shortcut to manage new or existing résumés (this opens the Résumés tab with active résumés displayed).

My Portfolio – Access folders under Individual Profiles and Individual Plans to review or modify your personal, search history, self-assessment, and communications profiles, as well as individual plans for employment (résumés and job applications), training, benefits, and financial plans.

Services for Individuals*

Career Services – Research occupations, choose a career, and analyze your skills.

Job Seeker Services – Create résumés, cover letters, and job alerts, conduct job searches, research employers, and review job market trends.

Veteran Services* – Find benefits for veterans and their dependents.

Youth Services* – Find career and job information for youth. Find information on student aid, apprentice programs, and child labor laws.

Quick Reference



Education Services – Locate training providers, the programs they offer, and sources of financial aid.

Labor Market Services – View information about state or local labor markets.

Community Services and Benefits* – Find out about community services and benefits available to you, and determine potential program eligibility (e.g., WIOA).

Financial Services* – Create / manage a monthly budget, a training budget, and/or a transition budget.

Unemployment Services* – View information about unemployment compensation programs and eligibility.

Senior Services* – Find job, community service, Medicare, AARP, nutrition, health, and well-being information for seniors.

Disability Services* – Find data on services that benefit people with disabilities, e.g., employment, health, and financial resources.

Staff Provided Services – Learn about what services are available to you when you make a visit to your local One-Stop Career Center.

* These menu options will only display if purchased for your site.

Other Services*

Communications Center – Access the Message Center; manage correspondence templates; manage your letters; manage your email log; manage your subscriptions to system-generated messages, alerts and reminders.

Appointment Center – View your appointment calendar (manage appointments you have recorded, or that were entered on your behalf); view the events calendar to see upcoming events for individuals.

Assistance Center – View information about this system; find recommended services based on your needs; use quick reference cards for system navigation, access a site map service listing page, set your user preferences, send questions, or contact staff via email.

Learning Center – Access numerous online training videos directly from Virtual OneStop.

Customer Satisfaction Survey – Provide feedback about the Virtual OneStop site.

How Do Employers Find You in VOS?

You must complete a résumé – This allows system-registered employers to search for, view, and maintain your résumé as part of their account information in Virtual OneStop. Employers may choose the following résumé search options to find you:

- **Quick Search** – uses multiple-combination criteria such as your desired work location, occupation, and salary; keywords found in your résumé's title or employment history section; minimal education requirements; or the résumé posting date.
- **Advanced (Résumé Ranking) Search** – offers various search criteria for employers to choose from, such as occupational experience, driver's license info, and shift availability. Based on whether the employer requires or desires the criteria, the system will display matching résumés, in ranked order, for the employer to review.
- **Résumé Search by Skills** – employers search for individuals whose job skills match a required job skill set by a pre-determined match ratio (usually 70%, 50%, or 25%).
- **Résumé Search by Job Order Criteria** – employers may find candidates using requirements from one of their job orders, such as desired work location, occupation, salary, and work experience.

Note: To get employers' attention, create résumé titles that reflect your desired occupation, because employers can, and frequently do, use keyword searches.

- To create a résumé, click **Résumé Builder** from the Quick Menu.
- To review résumé writing tips, click **Job Seeker Services ▶ 10 Steps**.

Note: Make sure that you complete the 2nd résumé step for "Employer Searchable Items" so employers can find you when searching by those items. If you use a Quick creation method, those items are not captured.

Important Things You Can Do In VOS

How to Search for Jobs

- Click **Job Search** from the Quick Menu.
- Select from the most recent jobs viewed, OR Click **Area link** to select new search area, if applicable.
- Select one of the following search methods:
 - **Quick Search** – select any combination of quick search criteria and click **Search**.
 - **Advanced Search** – select any combination of advanced search criteria and click **Search**.
 - **Job Search by Employer** – Choose job source(s); choose an employer search method; click hyperlink job number for the desired employer name.
 - **Job Search by Education** – Choose job source; choose an education level AND/OR choose education level; set match level; click **Search**.

Quick Reference



Important Things You Can Do In VOS

- *Job Search by Skills* – Choose job source(s); choose a match ratio (70%, 50%, 25%, or all jobs) for desired skill set; click **Search**.
- *Job Search by Résumé Criteria* – Choose a résumé to search by its desired salary, occupation, and education level; click **Search**.
- *Job Number Search* – Enter job order ID number(s); choose job source(s); set match level; click **Search**.

How to Manage the Job Search Results

- If multiple pages are displayed, perform one of the following:
 - Click the arrow to navigate one page at a time; OR,
 - Enter desired page number and click **Go**; OR,
 - Select desired records per page and click **Go**.
- Choose the **Summary** or **Detailed** view.
- Click **Hide Potential Duplicate Jobs** checkbox, if applicable.
- Use the legend below the job search table to interpret results.
- Re-sort the job search results by clicking a desired column heading. For example: *Click Salary column to sort jobs with the highest paying listed salaries at the top.*
- Click a desired job title link to view job details; percentage (or #) hyperlink to view skills matched; desired checkbox(es), and then **Map** to view job map location(s).

How to Make VOS Search for Jobs Automatically (Create Virtual Recruiter – Job Alert)

- Conduct job search (as documented above).
- On search results screen, click **Save search**.
- Enter a title for this job alert.
- Select how often to run.
- Select notification method(s).
- Select whether to receive “no jobs found” confirmation email.
- Enter expiration date.
- Click **Save**.

How to Apply for a Job

- From the job search results screen, click the desired job title link.
- Review the job order details.
- Click **How to apply for this job** button.
- *For external jobs*, VOS opens a new browser window; follow website instructions.
- *For internal jobs*, VOS either displays:
 - Preferred application methods (choose one), or
 - A list of one-stop offices. If you completed your background info, click **I intend to meet with staff to review my qualifications** for assistance.

How to Create a Résumé

Overview: If you first complete My Background details, the Résumé Builder will incorporate them (so you don't have to re-enter that information). In Résumé Builder, some steps let you update your background data if you change it on the résumé. Click Next between steps to proceed. Click Skip this Step if the step doesn't apply to you. When choosing a résumé template, you may preview it first to see the layout and section order.

- Click **Résumé Builder** from the Quick Menu.
- Click **Create new Résumé**.
- Enter a résumé title, select an employer accessibility option, and select résumé type (this is Step 1 of the Résumé Wizard).

The Résumé Types are:

 - *Comprehensive Résumé* – Uses the wizard to complete steps and record data for each résumé section. It requires the most time and effort, but employers are most likely to find this résumé format type.
 - *Upload Résumé* – Automatically transfers text from an electronic résumé to build background data. This method saves time, but you'll be prompted to complete missing information.
 - *Copy-and-Paste Format* – Manually transfers text from an existing résumé to save time. This method requires data formatting.
 - *Quick Format* – Simply attaches a copy of a résumé file (not searchable by employer, doesn't include résumé criteria search items).

Quick Reference



Important Things You Can Do In VOS

- *Copy Existing Résumé* — Available only if you formerly created a manual format résumé to build from. This is the quickest method.
- Click Next, then OK to confirm your selections.
- Choose a desired work location (Step 2).
- Choose your desired occupation (Step 3).
- Select your desired salary (Step 4).
- Create your desired work profile. You may create multiple profiles for use with multiple résumés (Step 5).
- Enter Driver's License info (Step 6).
- Select *Security Clearance*, *Languages*, and *Typing Speed* details (Step 7).
- Select desired template (Step 8). The template selected controls the total number of steps required.
 - Click **Next** to use default system template.
 - Click **New Template** or **Save As** to edit system template; enter a template name, modify *Résumé Sections* tab, *Résumé Format* tab, and *Section Specific Format* tab, as desired. Click **Save**, and then **Next**.
- Enter Education and Training info (Step 9).
- Enter Occupational License and Certificate info (Step 10).
- Enter Employment History info (Step 11); click **NEXT** to update job skills; select whether employers may view your salary history and reason for leaving your former jobs.
- Modify your Job Skills list (Step 12).
- Enter your Ability summary (Step 13).
- Enter your résumé's Objective (Step 14).
- Enter Honors and Activities info (Step 15).
- Enter Additional Information (Step 16).
- Enter/confirm your Contact Info (Step 17).
- Enter your Reference info (Step 18).
- View résumé details. From Résumé Details screen you can:
 - Click **Résumé Score** (in circle at top) to see Résumé Score Details.
 - Click **Save Résumé & Return** (at bottom) to finish, and open Résumé tab..
 - Click **Print Résumé** link (at bottom) to print your résumé.

How to Check / Register for Scheduled Events (Sponsored by Your One-Stop Office)

- Click **My Resources** ▶ **Upcoming Events**.
 - Click to show/hide display filters.
 - Select the region, office, and event category (above the Events calendar/list).
 - Click the **Apply** button.
 - Select the Month, Year, View, and Appearance.
 - Click the event entry on a calendar date to view detailed information on an event.
 - To register for....:
 - Moderator-led events — follow displayed instructions.
 - Online events — click **Register**; click to download event as .VCS file, or click to add to your Appointment Calendar, if desired.
- Note:** For Job "Fair" Events, you can also see associated employers, and may be able to see jobs for which the employer has set the Job Fair as an application method.

How to Perform Skills Matching for Career Selection

- Click **Career Services** ▶ **Career Explorer**.
- Click **Match Your Skills** to compile a list of job skills and personal skills to find occupations best suited for you.
- Click **Match Your Interests and Work Values** (if applicable) to find suitable occupations.
- Click **Match Your Occupation** to choose a new, related career.

Quick Reference



Important Things You Can Do In VOS

How to Locate Source of Financial Aid	<ul style="list-style-type: none">• Click Financial Services ▶ Financial Assistance Links.• Click a desired link to access details.
How to Compare Cost of Living at Two Different Locations	<ul style="list-style-type: none">• Click Financial Services ▶ Cost of Living Comparison.• Select locations, indicate a salary, and click Calculate to see Cost of Living Comparison data.
How to Update My Contact Information	<ul style="list-style-type: none">• Click My Portfolio ▶ My Individual Profiles ▶ Personal Profile. ▶ General Information.• Change any information in your profile (except your user name) and click Save Information.
How to Provide Job Application Information to Assist Staff	<ul style="list-style-type: none">• Click My Portfolio ▶ My Individual Plan ▶ Employment Plan Profile ▶ Job Applications tab.• Click the Details link for the jobs you to which you applied.• Record your interest level, current job status, and any notes if applicable.• Click Save.
How to Find Free, Online Training Opportunities	<ul style="list-style-type: none">• Click Education Services ▶ Online Learning Resources.• Click a desired link to access details.
How to Search for Available Scholarships	<ul style="list-style-type: none">• Click Education Services ▶ Scholarship Search.• Enter keywords and/or other search criteria.• Click Search link to any matching Scholarship details.
How to View an LMI Occupation Profile	<ul style="list-style-type: none">• Click Labor Market Services ▶ Occupational Profile.• Select an Occupation using one of the tabbed methods. The Occupation Summary tab displays (with a default of <i>Tables and Text</i> for Display Options, and with <i>Candidates</i> and <i>Employers/Employment</i> data emphasized in the defaults for Data Categories).• To include maps or graphs in the display:<ul style="list-style-type: none">▪ Click the Show Display Options link.▪ Click the Graphs and/or Maps check boxes.▪ Click the Set Display Mode button.The screen will refresh to include graphs and maps if data categories support this.• To include more or other categories in the display:<ul style="list-style-type: none">▪ Click the Show Data Categories link.▪ Click the check boxes for each of the data categories you want to have displayed.▪ Click the Set Data Categories button.The screen will refresh to include all the data categories checked (displayed in the checked Display Modes).

Using Your Portfolio – Individual Profiles & Plans

Personal Profile – Contains your contact and system registration information, your background info, your activities “to do” list, and your personal notes. Contains the following folders:

- **General Information** – Contains information required for account set-up, contact information, and account information.
- **Background** – Lists your job history, education, skills, and other information used in résumés. Click the [Start the Background Wizard](#) button to record details for your résumé or online application.
- **Activities** – Contains questions directing you to activities that will assist you in your job search.
- **Memo** – Stores notes or tasks you want to accomplish.
- **Documents** – Lists documents you (or staff on your behalf) scanned or uploaded. *Note: Not available in all Virtual OneStop systems.*

Search History Profile – Maintains previously viewed information, such as job orders, employer company information, training and educational programs, as well as occupation, industry, and area profile details. Contains the following folders:

- **Jobs** – Maintains details from both internal and external job orders you previously viewed; permits new job searches.

Quick Reference



Important Things You Can Do In VOS

- **Employers** – Allows you to research, store, and retrieve information about employers of interest.
- **Programs** – Lists training and educational programs you previously viewed using Education Services ▶ Training and Education Programs; permits new searches.
- **Occupations** – Lists occupation details you previously viewed using Labor Market Services ▶ Occupation Profile; permits new searches.
- **Industries** – Lists industry details you previously viewed using Labor Market Services ▶ Industry Profile; permits new searches.
- **Areas** – Lists area profile information you previously viewed using Labor Market Services ▶ Area Profile; permits new searches.

Self-Assessment Profile – Contains your job skills, personal skills, work interests, and work values. The Profile contains the following folders. Note: *Your Virtual OneStop system may not be configured to include all these same options.*

- **Job Skills** – Lists the job skills you previously recorded by completing the Background Wizard, completing a résumé, or using Career Services ▶ Career Explorer ▶ Match Your Skills ▶ Your Job Skills; permits job skill modification and occupation matching.
- **Personal Skills** – Lists the personal skills you previously recorded using Career Services ▶ Career Explorer ▶ Match Your Skills ▶ Your Personal Skills; permits personal skill modification and occupation matching.
- **Workplace Skills** – Lists results from your WorkKeys® assessment previously downloaded by staff; permits workplace skill modification and occupation matching.
- **Work Interests** – Lists the work interests you previously recorded using Career Services ▶ Career Explorer ▶ Match Your Interests and Work Values ▶ Your Interests; permits interest modification and occupation matching.
- **Work Values** – Lists the work importance you previously recorded using Career Services ▶ Career Explorer ▶ Match Your Interests and Work Values ▶ What's Important; permits work importance modification and occupation matching.
- **Tools and Technology** – Lists the tools and technologies you previously saved when creating your background, online application, and/or resume; permits modification and occupation matching.
- **Multiple** – Allows you to select multiple types of self-assessments, and combine them to produce a list of occupations that match your selected skills.

Communications Profile – Contains your messages, letters, templates, career network contacts, message subscriptions, and received email. Contains the following folders:

- **Messages** – Provides a shortcut to your Message Center mail box.
- **Correspondence** – Lists any letters you have attached to applications or other messages, as well as letting you create new letters for attachments (such as cover letters for job applications).
- **Templates** – Lists the letter templates and lets you create your own templates for letters.
- **Career Network** – Lists the individuals that you invited, or who invited you, to join your career network (based on your occupation and are preferences). Note: *Not available in all Virtual OneStop systems.*
- **Subscriptions** – Allows you to opt out of some automatic system alerts, and not receive those messages.
- **Email Log** – Lists system-generated email messages sent on your behalf, or received by you.

Employment Plan – Contains your résumé, employer letters, job application details, your online application, and job alerts. Contains the following folders:

- **Résumés** – Contains the résumés you have created, lets you assess and modify them, and create new ones.
- **Job Applications** – Contains a list of jobs you've applied for, and lets you assist staff by indicating your interest level, your current job status, and any notes related to the job opening.
- **Online Application** – Contains an employment application based on your background information.
- **Virtual Recruiter** – Contains the job search agents you have created so the system may automatically conduct job searches on your behalf.
- **Employment Goals** – Contains the Individual Employment Plan (IEP) that was created with your case manager.

Training Plan – Contains information about the classroom or online training programs that you have enrolled in or are currently taking. Contains the following folders:

- **Classroom Training** – Contains information about training programs sponsored by your local one-stop office that you have enrolled in or have completed.
- **Online Training** – Contains information about online training or learning programs you are enrolled in or have completed (e.g., ALISON).

Quick Reference



Important Things You Can Do In VOS

Benefits Plan – Contains tabs for accessing general data on the different possible benefits, programs, and services related to employment which your staff case manager can assist you with. Contains the following folders:

- **WIOA** – Contains information about the Workforce Innovation and Opportunity Act (WIOA) program.
- **TAA** – Contains information about the Trade Adjustment Assistance (TAA) program.
- **Other Benefits** – Contains information about other services offered (which are also additional options from the Services for Individual menu).

Financial Plan – Contains any budget plans you have created in the system. Contains the following folders:

- **Overall Budget** – Lets you review and create an overall monthly budget and explore potential sources of income.
- **Training Budget** – Lets you review and create a budget that assesses your training costs and determines if your budget fits your training plans.
- **Transition Budget** – Lets you review and create a budget that plans for the added expenses you would incur through training activities, unemployment, or other unplanned events.

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WORKFORCE ACRONYMS

Glossary of Acronyms and Terms

ABE: Adult Basic Education. Term used to describe remedial educational opportunities offered to adults.

ADA: American with Disabilities Act – Comprehensive Civil Rights Law which makes it unlawful to discriminate against individuals with a disability in public and private sectors (15 or more employees).

ARRA: American Recovery and Reinvestment Act. Commonly referred to as the Stimulus. Previous federal funding package designed to stimulate the nation's economy. A portion of ARRA funds was dedicated to the Workforce Investment Act and was overseen by the Workforce Development Board.

CCC&TI: Caldwell Community College and Technical Institute. A community college based in Hudson, NC with a satellite campus in Boone. CCC&TI serves Caldwell and Watauga Counties.

CEO: Chief Elected Official. (For Workforce Development, Chair of the WPCOG Policy Board).

COG: Council of Governments. A regional quasi-governmental organization offering services for member governments that can best be provided on a regional basis and offering professional and technical services to individual member governments.

Ross Innovative Employment Solutions: WIOA service provider in Alexander, Burke, Caldwell and Catawba Counties for adults, dislocated workers, and the youth program.

Consortium: The chief elected officials of the counties represented by the Workforce Development Board are the area's Workforce Development Consortium. The Consortium determines the geographic make-up of the area to be served by its Workforce Development Board; selects Workforce Development Board members from nominations made by appropriate entities; and makes other overarching decisions affecting the Board.

CRC: Career Readiness Certificate. A portable credential that demonstrates achievement and a certain level of workplace employability skills in Applied Mathematics, Locating Information, and Reading for Information. Certification can be obtained at a Gold, Silver, or Bronze level.

CTE: Career Technical Education. A program of study that involves a multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to postsecondary education and careers.

CVCC: Catawba Valley Community College.

DES: Division of Employment Security. The agency that administers the state's Unemployment Insurance programs.

DHHS: Department of Health and Human Services. The state agency that oversees social service programs

DOLETA: The USDOL website for information on programs, assistance, and training opportunities for employers and employees.

DPI: Department of Public Instruction. The state agency that oversees the public school system in North Carolina.

DSS: Department of Social Services. DSS is a local government agency with state and federal funding and guidance. DSS offers temporary financial assistance to those in need through welfare payments, food stamps, etc.

DW: Dislocated Worker. An individual who has been laid off or terminated, or has received notice of termination or layoff and is unlikely to return to previous industry or occupation.

DWS: Division of Workforce Solutions. The state agency that distributes federal Workforce Innovation and Opportunity Act funds and monitors for compliance with federal law, regulations, and state policy. The Division is housed in the NC Department of Commerce. DWS also employs the WIOA Title III Wagner Peyser Staff

ESL: English as a Second Language. Language skills taught to those wanting to learn to communicate in English.

FBO: Faith Based Organization. For our purposes, this refers to religious organizations which also has a social services component.

FWA: Future Workforce Alliance. The Alliance represents a collaboration of North Carolina's High Country, Western Piedmont (Alexander, Burke, Caldwell, and Catawba Counties) and Region C (Cleveland, McDowell, Polk, Rutherford Counties)WDBs—serving 15 counties to leverage available state funding for collaborative planning aimed at finding creative solutions to the region's shared structural economic and workforce issues.

FY: Fiscal Year. The twelve-month period that is audited for compliance with financial accounting procedures and legal requirements. The FY varies for different entities. For WIA, the FY runs from July 1 to June 30.

GAO: General Accountability Office. Investigative arm of Congress charged with examining matters relating to the receipt and payment of public funds.

GED: General Education Development. A course of study for adults who did not graduate high school. Those who successfully complete their studies earn a FED certificate, which is essentially viewed as equivalent to a high school diploma.

HRD: Human Resource Development. Component of the community college system that focuses on the development of basic workplace skills, employability skills, and career development that leads to employment. HRD staff is a key partner in many career centers.

IEP: Individual Employment Plan. A written agreement between Adult/DW participant and career coach that details the plan for the participant's WIA participation toward employment. (Formerly known as an Individual Service Strategy, ISS)

ITA: Individual Training Account. ITAs were established under WIA as a voucher system to allow customer choice in selecting training institutions. It is also a mechanism to track WIA training expenditures for adults/dislocated workers.

ISD: Integrated Service Delivery. Model for delivery of services throughout NC's career centers with a focus on service delivery regardless of funding streams.

IWG: Incumbent Worker Grant. The NC Division of Workforce Solutions has designated a portion of WIA funds to assist businesses by providing funds to train their existing workforce. These funds are available through competitive grants. Grant applications must be reviewed and recommended by the local Workforce Development Board to receive consideration for funding by the Division.

LMI: Labor Market Information. Statistics for a geographical area regarding the labor force, employment, wages, growth, reduction, etc.

Local Area(LA): A Workforce Development Local Area is a geographic region consisting of contiguous counties and/or municipalities (in our case, the four counties of Western Piedmont Council of Governments). The organization selected by the Workforce Development Consortium to handle the day-to-day administrative affairs of the Workforce Development Board is also recognized as a Local Area.

MOU: Memorandum of Understanding. Use primarily to refer to the agreement between the Workforce Development Board and the partners of the One-Stop Career Center which outlines the One-Stop responsibilities of each entity.

MSA: Metropolitan Statistical Area. A geographical region with a relatively high population density at its core and close economic ties throughout the area.

MSC: Manufacturing Solutions Center in Conover, NC. The mission of the Manufacturing Solutions Center is to help US manufacturers increase sales, improve quality and improve efficiency to create or retain jobs. Bringing manufacturing into the NEW ERA of changing technologies, global marketing and production innovations.

NAWB: National Association of Workforce Boards. Connects workforce development professionals, Workforce Board members, and policy makers with the knowledge, training and tools to help make informed, smart decisions about how to invest in workforce strategies that advance the economic health of their communities through a skilled, competitive workforce.

NCDOL: North Carolina Department of Labor (NOT a subdivision of the US DOL). NCDOL was previously the entity that certified and oversaw apprenticeships in the state (now under DWS). NCDOL is also responsible for occupational safety, wage, and hour issues.

NCETA: North Carolina Employment and Training Association. Professional association for people employed in the workforce development profession.

NCWORKS: North Carolina's brand for its one-stop career center system. One-stop systems are mandated in the Workforce Innovation and Opportunity Act, and gives a local area's Workforce Development Board oversight and coordination of the centers.

NCWorks.gov (online): North Carolina Works is the state's labor exchange system where customers can post, search, and apply for jobs while also providing regional and statewide labor market information. NCWorks also serves as WIA's case management system for those enrolled in adult, dislocated, or youth programs. Certified one-stop centers will also be branded as NCWorks Centers.

NEG: National Emergency Grant. In recent years, North Carolina has been the recipient of National Emergency Grants to provide additional assistance to individuals whose job losses were affected by international trade agreements or other foreign competition or natural disasters.

OIG: Office of Inspector General. The office of the US government charged with investigating fraud, waste, abuse and mismanagement of government resources.

OJT: On-the-Job Training. Individuals are employed and learn their jobs by doing them. In WIA, service providers can offer partial reimbursement to employers who hire WIA participants and train them while on the job when there is an identified skills gap.

O*NET: Detailed descriptions of the world of work for use by job seekers, workforce development and HR professionals.

PY: Program Year. The twelve-month period for which programs are funded and performance is measured. The WIOA Program Year runs from July 1 to June 30.

RFP: Request for Proposals. The WDB makes requests for proposals for agencies wishing to contract to provide WIOA and other services, as available. RFPs may also be issued for professional services, technical assistance, or equipment. The Western Piedmont WDB makes RFPs available for competitive bidding at least once every three years, less if needed.

SETA: Southeastern Employment and Training Association. Professional membership organization for workforce development professionals and partners throughout the Southeastern United States.

SNAP: Supplemental Nutrition Assistance Program (formerly Food Stamps).

STEM: Science, Technology, Engineering, and Math. The term is typically used when addressing education policy and curriculum choices in schools from K-12 through college to improve competitiveness in technology development.

TANF: Temporary Assistance to Needy Families. Formerly known as welfare or AFDC, TANF provides direct financial payments to families with dependent children for a limited time while the able adult member of the family trains for and finds sustainable employment. In North Carolina, TANF is also known as WorkFirst.

TAA: Trade Adjustment Assistance Act. Trade adjustment assistance is available to workers who lose their jobs or whose hours of work and wages are reduced as a result of increased imports. This assistance is authorized under the Trade Adjustment Reform Act of 2002 and incorporates what was formerly known as NAFTA. TAA subsidizes retraining and provides weekly income payments during the training period.

UI: Unemployment Insurance. Program of the Division of Employment Security that offers temporary financial payments to those who have lost their job usually through a dislocation.

USDOL: US Department of Labor. The federal agency responsible for interpreting and administering the Workforce Investment Act, Unemployment Insurance, Employment Service, and other federal workforce programs.

VR: Vocational Rehabilitation. VR is a state agency that provides assistance to disabled individuals who need rehabilitative services to get or keep a job. VR is a mandated one-stop center partner.

Wagner-Peyser: Federal legislation and funding that authorizes the employment services provided by the Division of Workforce Solutions. Wagner-Peyser is a mandated one-stop partner and provides job search, job posting and other employment related services.

WARN Act: Worker Adjustment and Retraining Notification Act. This is a United States labor law which protects employees, their families, and communities by requiring most employers with 100 or more employees to provide 60 calendar-day advance notification of plant closings and mass layoffs of employees.

Western Piedmont Council of Governments (WPCOG): The regional Council of Governments serving the four-county region of Alexander, Burke, Caldwell and Catawba Counties. Western Piedmont COG has been selected by the Workforce Development Consortium as the fiscal agent to administer federal workforce investment act programs that come into the region.

WIA: Workforce Investment Act. WIA was the legislation that authorized Workforce Development Boards and one-stop career centers from 1998-2014. WIA provided funding for training and career services to adults (regardless of income), workers who had lost their jobs because of imports or international trade agreements, and youth who were economically disadvantaged and had an additional barrier to employment.

WIB: Workforce Investment Board. WIB is the term used in the Workforce Investment Act for the nation's workforce policy and governance boards. North Carolina opted to use the term Workforce Development Board since it was already in use in the state.

WIOA: Workforce Innovation and Opportunity Act. Signed into law on July 22, 2014. Designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy.

WOTC: Worker Opportunity Tax Credit. A Federal tax credit incentive that Congress provides to employers for hiring individuals from certain target groups who have consistently faced significant barriers to employment.

WPCC: Western Piedmont Community College.

WPJTC: Western Piedmont Job Training Consortium. The consortium agreement establishes the Service Delivery Area (SDA) and the authority of the Consortium to fulfill the legal and financial requirements of operating as a SDA within the guidelines of the Workforce Innovation and Opportunity Act (WIOA). The agreement was signed by units of local government in the Western Piedmont area. The appointed delegate to the Western Piedmont COG policy board, from these local government entities, serves as the official representative of the Western Piedmont Jobs Training Consortium. The specific responsibilities of the Consortium are: (1) The establishment of and appointments to the Workforce Development Board. (2) Ultimate responsibility for all liabilities arising out of WIOA-funded activities and for all WIOA funds received. This liability includes, yet is not limited to, responsibility for prompt repayment from non-WIOA funds of any mis-expenditures by any of its subrecipients and subcontractors. The Consortium does, however, have recourse to program operators for any liabilities that are attributable to a specific program operator. (3) Responsibility for approving the Local Area plan for submittal to the State in collaboration with the Workforce Development Board. The Consortium designates Western Piedmont Council of Governments as the Administrative Entity for the purposes of carrying out the responsibilities and functions of the SDA under the Workforce Innovation and Opportunity Act legislation. The staff responsible for these responsibilities and functions are employees of WPCOG.

WPLA: Western Piedmont Local Area

WPWDA: Western Piedmont Workforce Development Area.

Youth Council: Youth Councils are charged with, at a minimum, overseeing youth portions of the Workforce Innovation and Opportunity.



Welcome to Workforce

COMMON ACRONYMS

ADA	Americans with Disabilities Act
BSR	Business Service Representative
CBO	Community-based Organization
CDC	Career Development Coach / Coordinator
CDF	Career Development Facilitator
CTE	Career and Technical Education
CCSP	Certified Career Services Provider
CLEO	Chief Local Elected Official
CP	Career Pathways
CRC	Career Readiness Certificate
CRC	Career Resource Center
CWDP	Certified Workforce Development Professional
DES	Division of Employment Security
DHHS	Department of Health & Human Services
DOC	Department of Commerce
DPI	Department of Public Instruction
DSB	Division of Services for the Blind
DSS	Division of Social Services
DSDHD	Division of Services for the Deaf and Hard of Hearing
DVOP	Disabled Veteran Outreach Program Specialist
DW	Dislocated Worker
DWS	Division of Workforce Solutions
EAI	Employability Assessment Interview
EEO	Equal Employment Opportunity
ETA	Employment & Training Administration
FCD	Facilitating Career Development
FLSA	Fair Labor Standards Act
FNSE&T	Food and Nutrition Services Employment & Training
GCDF	Global Career Development Facilitator

HRD	Human Resource Development
ISD	Integrated Services Delivery
ISY	In-School Youth
JVSG	Jobs for Veterans State Grant
LA	Local Area
LEAD	Labor & Economic Analysis Division
LEO	Local Elected Official
LEP	Limited English Proficiency
LMA	Labor Market Analysis
LMI	Labor Market Information
LOE	Line of Effort
LVER	Local Veteran Employment Representative
MOA	Memorandum of Agreement
NCAWDB	NC Association of Workforce Development Boards
NCCCS	NC Community College System
NCETA	NC Employment and Training Association
NCWO	NCWorks Online
NCWTC	NCWorks Training Center
OJT	On-the-Job Training
OSY	Out-of-School Youth
PIRL	Program Reporting & Record-Keeping Information
PZ	Prosperity Zone
RESEA	Reemployment Services and Eligibility Assessments
RFP	Request for Proposal
ROD	Regional Operations Director
SCSEP	Senior Community Service Employment Program
SCUBI	Southeastern Consortium Unemployment Insurance Initiative
SETA	Southeastern Employment and Training Association
SNAP	Supplemental Nutritional Assistance Program (formerly Food Stamps)
TAA	Trade Adjustment Assistance
TANF	Temporary Assistance for Needy Families
TEGL	Training and Employment Guidance Letter
UI	Unemployment Insurance
USDOL	US Department of Labor
VETS	Veterans' Employment & Training Service
VOS	Virtual One-Stop
VR	Division of Vocational Rehabilitation
WARN	Worker Adjustment and Retraining Notification Act
WBL	Work-based Learning
WDB	Workforce Development Board
WFB	Workforce Board
WIA	Workforce Investment Act
WIC	Women, Infants and Children
WIOA	Workforce Innovation and Opportunity Act
WOTC	Work Opportunity Tax Credit

SUMMARY OF PROGRAMS

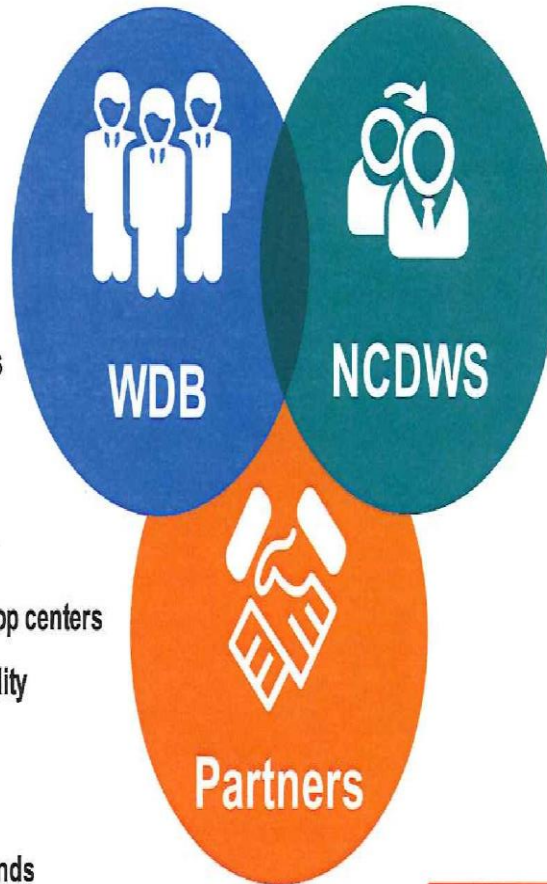
WIOA

**(Workforce Innovation &
Opportunity Act)**

WIOA Roles & Responsibilities

Local Boards

- Develop & submit local plan
- Research & Analyze LMI
- Convene stakeholders, broker & leverage support for workforce activities
- Lead efforts to engage employers
- Lead efforts to develop & implement career pathways
- Oversee youth/adult programs & one-stop centers
- Negotiate local performance accountability
- Select operators and providers (youth, adult and training providers)
- Develop budget and administer WIOA funds



NCDWS

- Support & collaborate with WDB
- Job search & placement assistance for job seekers
- Recruitment services for employers
- Re-employment services for unemployment insurance claimants
- Rapid response services
- Administer Wagner-Peyser services, Veterans services, TAA, etc.

Partners

- Provide access through the one-stop system to program or activities
- Use a portion of funding to support one-stop system
- Enter into a memorandum of understanding (MOU) with local board
- Participate in the operation of the one-stop consistent with the terms of the MOU

The Workforce Innovation and Opportunity Act (WIOA)

President Barack Obama signed the Workforce Innovation and Opportunity Act (WIOA) into law on July 22, 2014. WIOA is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. Congress passed the Act by a wide bipartisan majority; it is the first legislative reform in 15 years of the public workforce system.

WIOA is designed to be a demand driven workforce development system. The system is supposed to provide employment and training services that are responsive to the demands of local area employers. WIOA provides universal access to its career services to any individual regardless of age or employment status, but it also provides priority of service for career and training services to low-income and skills-deficient individuals.

WIOA Core Programs:

- Title I – The adult, dislocated worker, and youth formula programs administered by the Department of Labor (accessed through the NCWorks Career Center)
- Title II – The Adult Education and Family Literacy Act program administered by the Department of Education (accessed through the Community College or Literacy Councils)
- Title III – The Wagner-Peyser Act employment services program administered by the Department of Labor (accessed through the NCWorks Career Center)
- Title IV – The Vocational Rehabilitation program administered by the Department of Education (accessed through the NC Department of Vocational Rehabilitation)

NCWorks Career Center Services:

- Basic career services are universally accessible and must be made available to all individuals seeking employment and training services in at least one comprehensive American Job Center aka NCWorks Career Center per local area. These services include initial skill assessments, labor exchange services, provision of information on programs and services, and program referrals. These services are generally provided by the Employment Service and the Adult and Dislocated Worker programs
- Individual career services must be provided to participants after NCWorks Career Center staff determine that such services are required to retain or obtain employment. Generally, these services involve staff time and customization to each individual's need. Individualized career services include specialized assessments, developing an individual employment plan, coaching/counseling/advising, etc. These services are generally provided by the Employment Service and the Adult and Dislocated Worker programs
- Training Services may be determined by staff as critical to the employment success of many adults and dislocated workers. Training services may be provided if staff determine after conducting an interview, an evaluation, or assessment and career planning, that the individual:
 - Is unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to or higher than the wages from previous employment through career services alone;
 - Is in need of training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable or higher than previous employment;
 - Has the skills and qualifications to successfully participate in the selected program of training services;
 - Is unable to obtain grant assistance from other sources to pay the costs of such training, including State-funded training funds or Federal Pell Grants, or requires WIOA assistance in addition to other sources of grant assistance, including Federal Pell Grants;
 - Is a member of a worker group covered under a petition filed for Trade Adjustment Assistance (TAA) and is awaiting a determination. If the petition is certified, the worker may then transition to TAA approved training. If the petition is denied, the worker will continue training under WIOA Title I;

- Is determined eligible in accordance with the State and local priority system in effect for adults WIOA Title I funding; and
- Selected a program of training services that is directly linked to the employment opportunities in the local area or planning region, or in another area to which the individual is willing to commute or relocate.
- Types of training services that may be provided include:
 - ✓ Occupational skills training;
 - ✓ On-the-job training;
 - ✓ Incumbent worker training;
 - ✓ Programs that combine workplace training with related instruction, which may include cooperative education programs;
 - ✓ Skill upgrading and retraining;
 - ✓ Job readiness training provided in combination with the training services above or transitional jobs/work experience.

Coordination with other WIOA Core Programs:

WIOA title I Adult and Dislocated Worker programs, along with the ES program, can partner with the other WIOA core programs, see examples below:

- **Youth Program (Title I)** – Young adults aged 18-24 may be eligible for both the WIOA Youth and Adult programs and can be co-enrolled in the two program to ensure young adults receive the services they need to succeed in education and the workforce;
- **Adult Education and Family Literacy Act (Title II)** – WIOA gives priority of services to individuals with basic skill deficiencies or English Language learners as having a barrier to employment. Activities under Title II are designed to:
 - Assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
 - Assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family;
 - Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including career pathways;
 - Assist immigrants and other individuals who are English language learners in:
 - Improving their reading, writing, speaking, and comprehension skills in English, as well as mathematical skills; and,
 - Acquiring an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.
- **Vocational Rehabilitation (Title IV)** – Individuals with disabilities are identified as having a barrier to employment under WIOA, and should receive any and all services that would normally be provided to any other job seeker. Effective partnering with the adult, dislocated worker and ES programs is essential in order to ensure individuals with disabilities seeking employment and training services receive the services they need for employment.

SPECIAL PROGRAMS & SERVICES



Welcome to Workforce

Special Programs and Services

Veterans Services

Specialized services are provided to meet the employment and training needs of veterans, and to ensure that they have the support services and are resources needed for a self-sufficient civilian life. Veterans are served by all staff in the NCWorks Career Centers and by dedicated veterans' staff for those facing significant barriers to work. In addition, veterans' staff provide outreach to local employers and encourage them to hire veterans.

TAA Services

Trade Adjustment Assistance (TAA) services are provided for dislocated workers who have been displaced due to foreign competition. Services are provided in the NCWorks Career Centers by dedicated TAA staff. This complex system is explained in a 4-part recorded online training series available to you through TRAIN.

Agricultural Services

The Ag Services Unit is another complex workforce service that matches migrant and seasonal farmworkers with the farmers who employ them. Encompassed in this unit are monitoring for fair labor standards, ensuring that eligible workers have access to NCWorks Career Center services, and the H2A and 1-12B Visa Programs for foreign labor. More information is available in an interactive online training available to you through TRAIN,

(Continued on pg 2.)



Welcome to Workforce

Additional services and programs

The Applicant Services Unit of the Division of Workforce Solutions ensures special populations receive meaningful services through the NCWorks Career Centers by providing staff with technical assistance, program oversight, and guidance. The eight programs they oversee are included here. You can learn a bit more about them on TRAIN by participating in the interactive online training entitled Career Advisor Tips: Desk Guide to Additional Services.

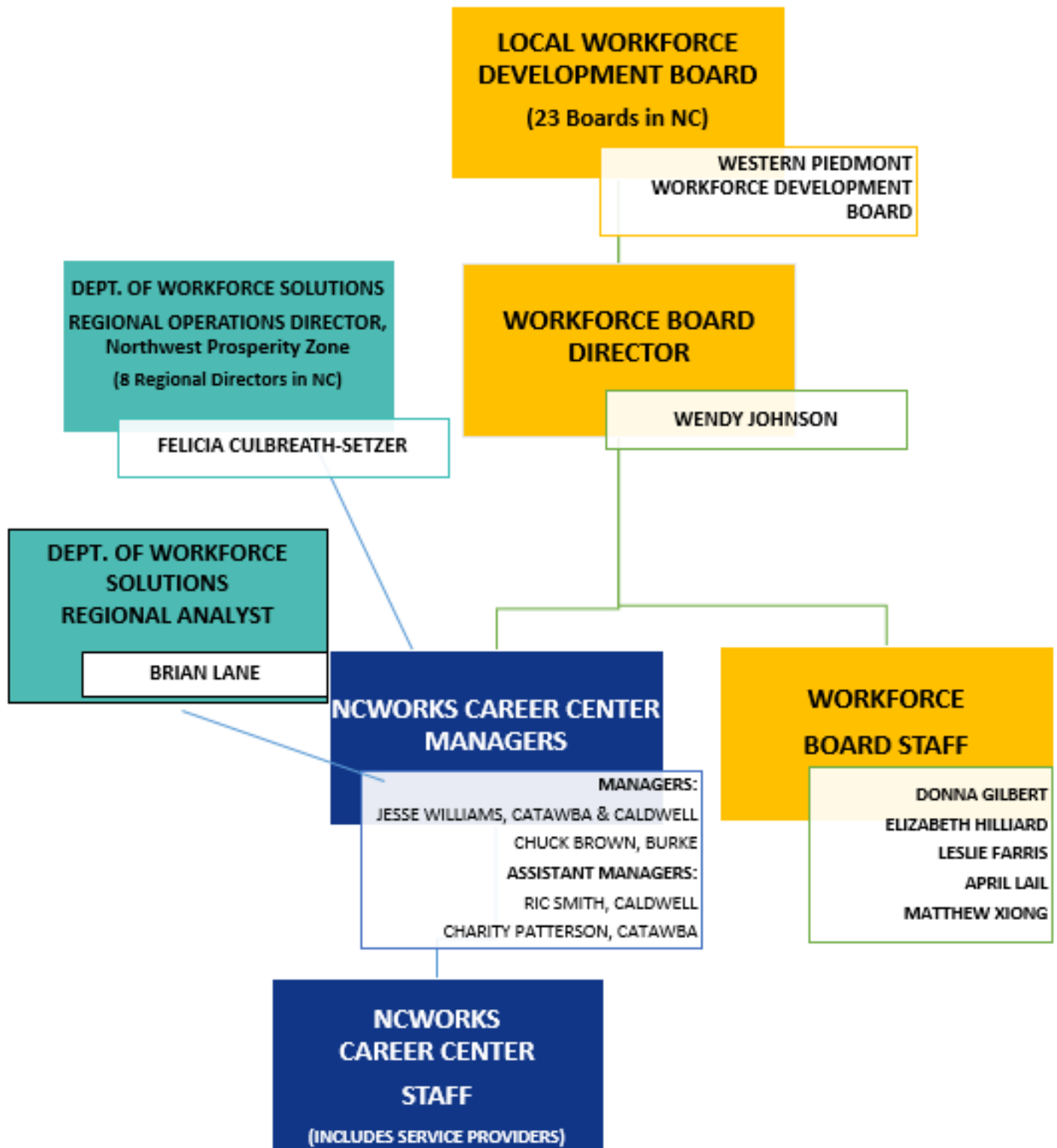
- Community Resource Assistance Guide (CRAG)
- Re-entry Initiative (formerly the Former Offender Program) •
- Federal Bonding
- * Work Opportunity Tax Credit (WOTC)
- Accommodations for Persons with Disabilities
- Limited English Proficiency (LEP)
- Services for Older Worker
- Reemployment Services o Reemployment Services and Eligibility Assessment (REASA) o Employability Assessment Interview (EAI)



* WOTC is included here but is organizationally part of the Business Services Unit of DWS

ORGANIZATIONAL STRUCTURE

OPERATIONAL STRUCTURE



FUNDING STRUCTURE

1

- **WIOA-FEDERAL**
- Funding sent to the State for dispersment

2

- **DIVISION OF WORKFORCE SOLUTIONS (DWS)**
- State determines local funding needs

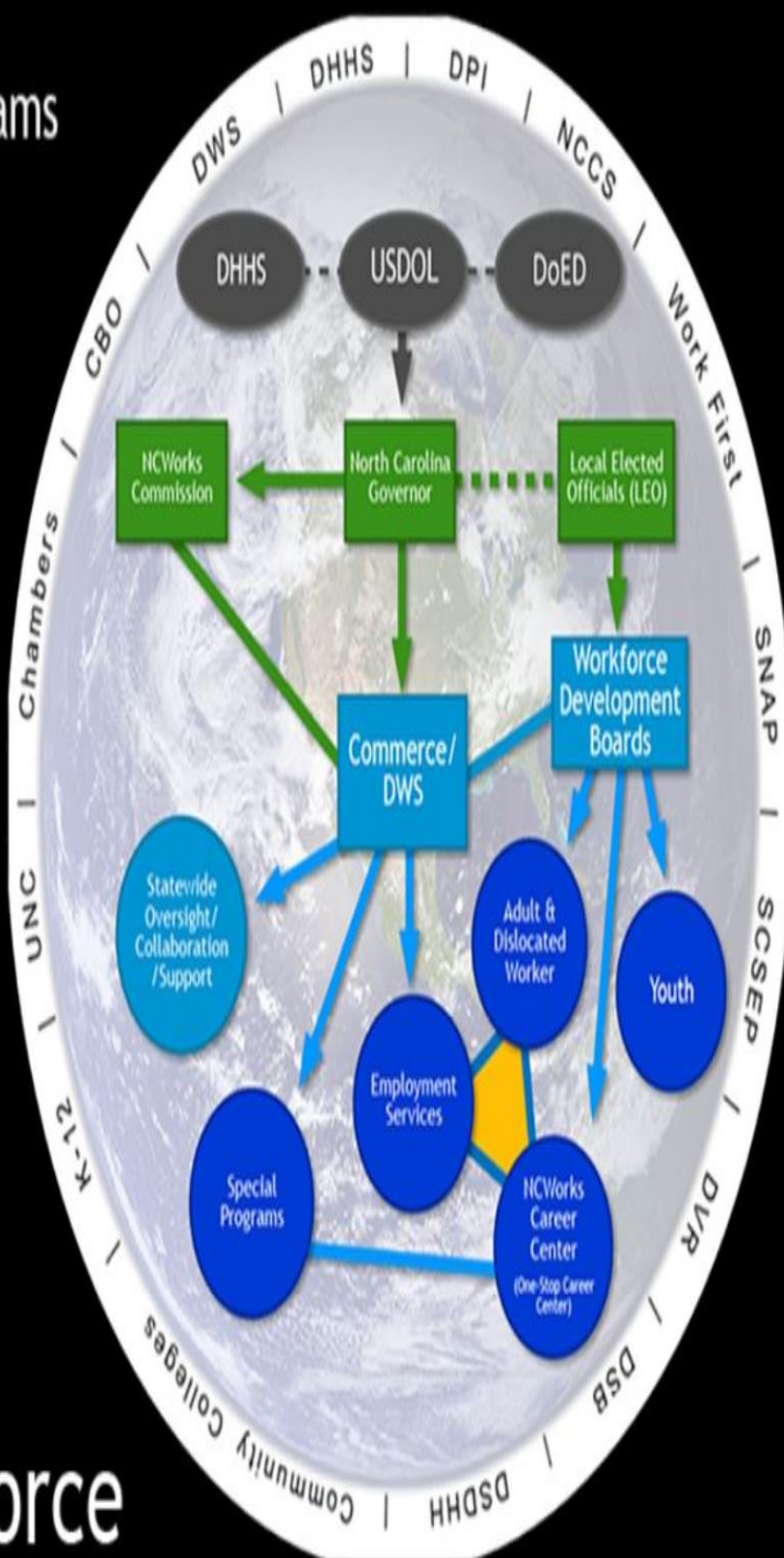
3

- **LOCAL WORKFORCE BOARDS**
- Receives funding allocations for Adult, Dislocated Worker, and Youth Services, as well as for One-Stop Operations

4

- **SERVICE PROVIDERS (DETERMINED THROUGH COMPETITIVE PROCUREMENT)**
- Use WIOA Funds to deliver services as proposed

A guided look at primary programs and services delivered in the NCWorks Career Centers.



Welcome to Workforce

FLOW CHART OF SERVICES

FLOW CHART OF CENTER SERVICES

Greeting (Reception Desk)

Check-in

- Sign-in sheet (if applicable)
- Type in SS#

Orientation Video

- First-time customers

Registration/Updates:

- **First-time Customers:** Give the customer registration sheet and have them register online.
- Upload ID into NCWorks
- **Returning Customers:** If they are already registered, also give them registration sheet and have them go online and update/add information.

Wagner-Peyser Enrollment

Orientation Packet

Career Coaching

(Each Customer should receive one-on-one Coaching to assess needs and guide direction)

Direct Customers to Services

Job Searching/Applications
Resume Assistance
Scholarships/Training
Interviewing Assistance
Veteran's Services
Reentry Services
Re-employment Services
Employment Workshops

SERVING DIVERSE CUSTOMERS



Serving Customers with Disabilities (series)

Etiquette to improve your understanding of and interaction with people with disabilities

These tips were collected to help you better understand and successfully serve individuals with disabilities. Feel free to print this and keep it as a reference guide. This is not a comprehensive collection so you're encouraged to continue your research and familiarity beyond this resource.

PEOPLE WHO USE WHEELCHAIRS

People who use wheelchairs have different disabilities and varying abilities. Some can use their arms and hands. Some can get out of their wheelchairs and even walk for short distances.

People who use wheelchairs are people, not equipment. Don't lean over someone in a wheelchair to shake another person's hand or ask a wheelchair user to hold coats. Setting your drink on the desktop attached to someone's wheelchair is a definite no-no.

- Don't push or touch a person's wheelchair; it's part of her personal space. If you help someone down a curb without waiting for instructions, you may dump her out of the chair. You may detach the chair's parts if you lift it by the handles or the foot rest.
- Keep the ramps and wheelchair-accessible doors to your building unlocked and unblocked. Under the ADA, displays should not be in front of entrances, wastebaskets should not be in the middle of aisles and boxes should not be stored on ramps.
- Be aware of wheelchair users' reach limits. Place as many items as possible within their grasp. And make sure that there is a clear path of travel to shelves and display racks.
- When talking to a wheelchair user, grab your own chair and sit at her level. If that's not possible, stand at a slight distance, so that she isn't straining her neck to make eye contact with you.
- If the service counter at your office are too high for a wheelchair user to see over, step around it to address them.
- If your building has different routes through it, be sure that signs direct wheelchair users to the most accessible ways around the facility. People who walk with a cane or crutches also need to know the easiest way to get around a place, but stairs may be easier for them than a ramp. Ensure that security guards and receptionists at your business can answer questions about the most accessible way around the building.
If the nearest public restroom is not accessible or is located on an inaccessible floor, allow the person in a wheelchair to use a private or employees' restroom that is accessible.
- People who use canes or crutches need their arms to balance themselves, so never grab them. These individuals may lean on a door for support as they open it. Pushing them or quickly opening the door may cause them to fall. Even pulling out or pushing in a chair may present a problem. Always ask before offering help.
- If you offer a seat to a mobility-impaired person, keep in mind that chairs with arms are easier for some people to use.

- Falls are a big problem for people with mobility impairments. Be sure to set out adequate warning signs after washing floors. Also put out mats on rainy or snowy days to keep the floors as dry as possible. (Make sure they don't bunch up and make the floor impassable for wheelchair users.)
- People who are not visibly mobility impaired may have needs related to their mobility. For example, a person with a respiratory or heart condition may have trouble walking long distances or walking quickly. Be sure that your office has ample benches for people to sit and rest on.

PEOPLE WHO ARE BLIND

People who are blind know how to orient themselves and get around on the street. They are competent to travel unassisted, though they may use an assistive device such as a cane or guide dog.

A person may have a visual impairment that is not obvious. Be prepared to offer assistance—for example in reading—when asked.

- Identify yourself before you make physical contact with a person who is blind. Tell him your name—and your role if it's appropriate, such as security guard, usher, case worker, receptionist or fellow student. And be sure to introduce him to others who are in the group, so that he's not excluded.
- If a new customer is blind or visually impaired, offer him a tour of your business.
- People who are blind need their arms for balance, so offer your arm—don't take his—if he needs to be guided. (However, it is appropriate to guide a blind person's hand to a banister or the back of a chair to help direct him to a stairway or a seat.)
- If the person has a guide dog, walk on the side opposite the dog. As you are walking, describe the setting, noting any obstacles, such as stairs ("up" or "down") or a big crack in the sidewalk. Other hazards include: revolving doors, half-opened filing cabinets or doors, and objects protruding from the wall at head level such as hanging plants or lamps. If you are going to give a warning, be specific. Hollering "Look out!" does not tell the person if he should stop, run, duck or jump.
- If you are giving directions, give specific, nonvisual information. Rather than say, "Go to your right when you reach the office supplies," which assumes the person knows where the office supplies are, say, "Walk forward to the end of this aisle and make a full right."
- If you need to leave a person who is blind, let him know. And leave him near a wall, table, or some other landmark. The middle of a room will seem like the middle of nowhere to him.
- Don't touch the person's cane or guide dog. The dog is working and needs to concentrate. The cane is part of the individual's personal space. If the person puts the cane down, don't move it. Let him know if it's in the way.
- Offer to read written information—such as forms or instructions to customers who are blind.
A person who is visually impaired may need written material in large print. Clear print with appropriate spacing is just as important as the type size. Labels and signs should be clearly lettered in contrasting colors. It is easiest for most people with vision impairments to read bold white letters on black background.
- Good lighting is important, but it shouldn't be too bright. In fact, very shiny paper or walls can produce a glare which disturbs people's eyes.
- If people who are blind or are visually impaired regularly use your facility as customers or employees, inform them about any physical changes, such as rearranged furniture, equipment or other items that have been moved. Keep walkways clear of obstructions.

A PERSON WHO HAS LOW VISION

A person with low vision may need written material in large print. A clear font with appropriate spacing is just as important as the type size. Labels and signs should be clearly lettered in contrasting colors. It is easiest for most people with low vision to read bold white letters on black background. Avoid using all uppercase letters because it is more difficult for people with low vision to distinguish the end of a sentence.

- Good lighting is important, but it shouldn't be too bright. In fact, very shiny paper or walls can produce a glare that disturbs people's eyes.
- Keep walkways clear of obstructions. If people with low vision regularly use your facility as customers or employees, inform them about any physical changes, such as rearranged furniture, equipment or other items that have been moved.

PEOPLE WHO ARE DEAF OR HAVE A HEARING LOSS

American Sign Language is an entirely different language from English, with a syntax all its own. Lip reading is difficult for people who are Deaf if their first language is ASL because the majority of sounds in English are formed inside the mouth, and it's hard to speech read a second language.

People who have a hearing loss, however, communicate in English. They use some hearing, but may rely on amplification and/or seeing the speaker's lips to communicate effectively.

There is a range of communication preferences and styles among people with hearing loss that cannot be explained in this brief space. It is helpful to note that the majority of people who incurred a hearing loss as adults do not communicate with sign language, do use English, and may be candidates for writing and assistive listening devices to help improve communication. People with cochlear implants, like other people with hearing loss, will usually inform you what works best for them.

- When the exchange of information is complex (e.g., during a job interview or doctor's visit or when reporting a crime) the most effective way to communicate with a native signer is through a qualified sign language interpreter. For a simple interaction (e.g., ordering in a restaurant or registering for a hotel room) writing back and forth is usually OK.
- Follow the person's cues to find out if she prefers sign language, gesturing, writing or speaking. If you have trouble understanding the speech of a person who is deaf or hard of hearing, let her know.
- When using a sign language interpreter, look directly at the person who is deaf, and maintain eye contact to be polite. Talk directly to the person ('What would you like?'), rather than to the interpreter ('Ask her what she'd like.').
People who are deaf need to be included in the decision-making process for issues that affect them; don't decide for them.
- Before speaking to a person who is deaf or has a loss of hearing, make sure that you get her attention. Depending on the situation, you can extend your arm and wave your hand, tap her on the shoulder or flicker the lights.
- Rephrase, rather than repeat, sentences that the person does not understand.
- When talking, face the person. A quiet, well-lit room is most conducive to effective communication. If you are in front of the light source (e.g., a window) with your back to it, the glare may obscure your face and make it difficult for the person who is hard of hearing to speech read.
- Speak clearly. Most people who have a hearing loss count on watching people's lips as they speak to help them understand. Avoid chewing gum, smoking or obscuring your mouth with your hand while speaking.
- There is no need to shout. If the person uses a hearing aid, it will be calibrated to normal voice levels; your shout will just distort the words.
- People who are deaf and some who have a hearing loss or speech disabilities make and receive telephone calls with the assistance of various technologies including a [TTY](#) or a video relay service. [VRS](#) enables a person who is deaf or has a hearing loss to make and receive telephone calls through a communications assistant who is a qualified American Sign Language Interpreter. For many people who are deaf or have a hearing loss, [VRS](#) is closer to "functionally equivalent" telephone services than any other form of relay service. For American Sign Language users, [VRS](#) conversations flow more smoothly, naturally, and faster than communicating by typing.
- When a [TTY](#) user calls a business that does not have a [TTY](#), she places the call through her state's relay service. Likewise, a business that does not have a [TTY](#) can reach a customer who is a [TTY](#) user through the relay service.

If you receive a relay call, the operator will identify it as such. Please do not hang up; this is the way that people who are deaf are able to call your office to find out what hours you are open, or make an appointment.

A PERSON WITH A SPEECH DISABILITY

Some speech impairments appear in adulthood, including those caused by stroke, traumatic brain injury, or brain tumors, or those caused by treat cancer such as the removal of the voice box or tongue. Others problems can be present since childhood for example cleft-palate. Any of these problems can make it difficult to produce useful speech. A person who has speech disability may be difficult to understand.

- Give the person your full attention. Don't interrupt or finish the person's sentences. If you have trouble understanding, don't nod. Just ask him to repeat. In most cases the person won't mind and will appreciate your effort to hear what he has to say.
- If, after trying, you still cannot understand the person, ask him to write it down or to suggest another way of facilitating communication.
- A quiet environment makes communication easier.
- Don't tease or laugh at a person with a speech disability. The ability to communicate effectively and to be taken seriously is important to all of us.

A PERSON OF SHORT STATURE

There are 200 diagnosed types of growth related disorders that can cause dwarfism and that result in the person being 4 feet 10 inches or less in height. Average-size people often underestimate the abilities of dwarfs. For an adult, being treated as cute and child-like can be a tough obstacle.

- Be aware of having necessary items within the person's reach to the maximum extent possible.
- Be aware that persons of short stature count on being able to use equipment that is at their height. Be sensitive about not using lower telephones, bank counters and urinals if they are in limited supply.
- As with people who have other disabilities, never pet or kiss a person of short stature on the head.
- Communication can be easier when people are at the same level. Persons of short stature have different preferences. You might kneel to be at the person's level; stand back so you can make eye contact without the person straining her neck (this can be hard to do in a crowded room); or sit in a chair. Act natural and follow the person's cues.

PEOPLE WITH A MENTAL HEALTH CONDITION

Some people with a mental health condition may at times have difficulty coping with the stresses of daily life. Their disorder may interfere with their ability to feel, think or relate to others. Most people with psychiatric disabilities are not violent. One of the main obstacles they face is the attitudes that people have about them. Because it is a hidden disability, chances are you will not even realize that the person has a psychiatric disability.

- Stress can affect the person's ability to function. Try to keep the pressure of the situation to a minimum. However, do not assume that a person with a psychiatric disability is unable to cope with stress.
- People who have psychiatric disabilities have varying personalities and different ways of coping with their disability. Treat each one as an individual. Ask what will make him most comfortable and respect his needs to the maximum extent possible.
- In a crisis, stay calm and be supportive. Ask how you can help, and find out if there is a support person who can be sent for. If appropriate, you might ask if the person has medication that he needs to take.
- **Do not assume that people with psychiatric disabilities are more likely to be violent than people without psychiatric disabilities; this is a myth.**
- The wide range of behaviors associated with mental illness vary from passivity to disruptiveness.
- Do not assume that people with psychiatric disabilities are not capable of working in a wide variety of jobs that require a wide range of skills and abilities.
- When the illness is active, the individual may or may not be at risk of harming him or herself, or others.

- People with mental illness do not have an intellectual disability; however, some people who have an intellectual disability also have mental illness. Do not assume that people with psychiatric disabilities also have cognitive disabilities or are less intelligent than the general population. In fact, many people with mental illness have above-average intelligence.
- Do not assume that people with psychiatric disabilities necessarily need any extra assistance or different treatment.
- Treat people with psychiatric disabilities as individuals. Do not make assumptions based on experiences you have had with other people with psychiatric disabilities.
- Do not assume that all people with psychiatric disabilities take or should take medication.
- If someone with a psychiatric disability gets upset, ask calmly if there is anything you can do to help and then respect their wishes.
- Do not assume that people with psychiatric disabilities do not know what is best for them, or have poor judgment.

COGNITIVE DISABILITIES

A PERSON WITH AN INTELLECTUAL DISABILITY

Persons with an intellectual disability, sometimes referred to as developmental disability learn slowly. They have a hard time using what they have learned and applying it from one setting or situation to another.

- Speak to the person in clear sentences, using simple words and concrete—rather than abstract—concepts. Help her understand a complex idea by breaking it down into smaller parts.
- Don't use baby-talk or talk down to people who have mental retardation.
- Remember that the person is an adult and, unless you are informed otherwise, can make her own decisions.
- People with mental retardation may be anxious to please. During an interview, the person may tell you what she thinks you want to hear. Questions should be phrased to elicit accurate information. Verify responses by repeating each question in a different way.
- It can be difficult for people with mental retardation to make quick decisions. Be patient and allow the person to take her time.
- Clear signage with pictograms can help a person who is mentally retarded to find her way around a facility.

A PERSON WITH A LEARNING DISABILITY

These are life-long conditions that interfere with a person's ability to receive, express or process information. Although they have certain limitations, most people with learning disabilities have average or above-average intelligence. You may not realize that the person has a learning disability because he functions so well. Or you may be confused about why such a high-functioning person has problems in one aspect of his work.

- People with dyslexia or other reading disabilities have trouble reading written information. Give them verbal explanations and allow extra time for reading.
- Don't be surprised if you tell someone very simple instructions and he requests that you write them down. Because spoken information gets "scrambled" as he listens, a person who has a learning disability such as auditory processing disorder may need information demonstrated or in writing.
- Ask the person how you can best relay information.
- Be direct in your communication. A person with a learning disability may have trouble grasping subtleties.
- It may be easier for the person to function in a quiet environment without distractions, such as a radio playing, people moving around or loudly patterned curtains.

PEOPLE WITH TRAUMATIC BRAIN INJURY

People who have a traumatic brain injury have experienced damage to the brain usually as the result of trauma, such as an accident or stroke.

Some of the factors that affect persons with learning disabilities also apply to persons with traumatic brain injury. People with brain injury may have a loss of muscle control or mobility which may not be obvious. For example, a person may not be able to sign her name, even though she can move her hand.

- A person with a brain injury may have poor social skills, such as making inappropriate comments. She may not understand social cues or "get" indications that she has offended someone. In her frustration to understand, or to get her own ideas across, she may seem pushy. All of these behaviors arise as a result of the injury. So, you should always be mindful and patient because you never know when someone is demonstrating these behaviors as a result of a brain injury.
- A person with a brain injury may be unable to follow directions due to poor short-term memory or poor directional orientation. They may ask to be accompanied or ask to have directions written down.
- If you are not sure that the person understands you, ask if they would like you to write down what you were saying.

- The person may have trouble concentrating or organizing her thoughts, especially in an overstimulating environment, like a crowded lobby or classroom. Be patient. You might suggest going somewhere with fewer distractions

PEOPLE WHO LOOK DIFFERENT

A different issue confronts people who may not be limited in their life activities, but who are treated as if they have a disability because of their appearance. People with facial differences, such as cleft lip or palate, cranio-facial disfigurement, or a skin condition; people who are above or below the average height or weight; people who may display visible effects of medication, such as a tremor—in short, people who look different— have the frequent experience of finding people staring at them, looking away or looking through them as if they are invisible.

- Everyone needs to have a positive self-image to be a fully participating member of society. Be sure that you don't contribute to stigmatizing people who look different.
- If the situation is appropriate, strike up a conversation and include the person in whatever is going on.

PEOPLE WITH HIDDEN DISABILITIES

Not all disabilities are apparent. A person may make a request or act in a way that seems strange to you. That request or behavior may be disability-related.

- For example, you may give seemingly simple verbal directions to someone, but the person asks you to write the information down. He may have a learning disability that makes written communication easier for him.
- Or a person may ask to sit, rather than stand, in line. This person may be fatigued from a condition such as cancer, or may be feeling the effects of medication.
- Even though these disabilities are hidden, they are real.
- Please respect the person's needs and requests whenever possible.
- Do not make assumptions or judge someone based on your own experiences.

PEOPLE WITH AUTISM

When serving someone with autism there are several important points to consider that can help them be safe, included, respected, and equal participants in all kinds of activities. Remember that the things listed here are access needs and not conveniences or luxuries. Each autistic person is different and may need more or less or different accommodations.

- Please use respectful language, including considering identity-first (autistic) vs. person-first (person with autism) language.
- Many in the autistic community strongly prefer identity-first language and should have their wishes respected. Respectful language also means not using functioning (high vs. low functioning) labels to describe people.
- Do not insist on eye contact. Eye contact can be very distracting or even uncomfortable and threatening to many autistic people.
- It is important to understand that autistic people communicate in many different ways, from spoken words to typing to gestures and sounds. Meaningful interaction with autistic people must involve respecting their manner of communication. Make sure to allow for sufficient processing time when having a conversation with or asking questions of an autistic person. Offering a text-based way to communicate (text, instant message, etc.) is a good alternative for people who may be uncomfortable with oral speech in some or all settings.
- Bear in mind that an autistic person's tone of voice, body language, or facial expressions may not match what they intend to communicate. Do not expect an autistic person to read nonverbal communication. When necessary, be clear and direct.
- Large groups can be over-stimulating or overwhelming for many autistic people. It can be difficult for autistic people to time their responses or understand the social nuances of large groups. Small groups in quiet rooms can be a good option for meaningful autistic participation.
- Some autistic people have difficulty understanding auditory information, especially when there is background noise. It is helpful to minimize non-essential sensory input to create a safer sensory environment and facilitate

autistic communication. These can be things as simple as closing doors to shut out background noise or finding environments to meet that are quiet.

- To accommodate sensory needs, refrain from wearing perfumes or scented toiletries. Loud noises should be avoided. Lighting is important as well. Fluorescent lighting can cause severe sensory processing issues, so natural light or soft, incandescent lighting is better. Ask before using flash photography as it can cause sensory overload, as well as seizures in the one-third of autistic people who have seizures and/or epilepsy

NEUROLOGICAL CONDITIONS

PEOPLE WITH CEREBRAL PALSY

As a result of injury to the central nervous system, people with cerebral palsy (CP) have difficulty controlling their muscles.

- Cerebral Palsy can effect a person's speech. Follow the tips above for interacting with persons who have speech disabilities.
- Many people with CP have slurred speech and involuntary body movements. Your impulse may be to discount what they have to say, based on their appearance. Monitor your responses and interact with the person as you would with anyone else.
- A person who may appear to be drunk, sick or have a medical emergency might in fact have CP or another disability. Get the facts before acting on your first impression, whether the situation is business, social or law enforcement.

PEOPLE WITH TOURETTE SYNDROME

Individuals with Tourette's may make vocalizations or gestures such as tics that they cannot control. A small percentage of people with Tourette Syndrome involuntarily say ethnic slurs or obscene words. An employee or other person with Tourette Syndrome will benefit from the understanding and acceptance of co-workers and others.

- If a person with Tourette makes vocalizations during a conversation, simply wait for her to finish, then calmly continue.
- The more the person tries to contain these urges, the more the urges build up. It may be helpful for a person with Tourette to have the option to leave the meeting or conversation temporarily to release the build-up in a private place.

PEOPLE WITH EPILEPSY

This disability is characterized by seizures which happen when the electrical system of the brain malfunctions. The seizures may be convulsive, or the person may appear to be in a trance. During complex partial seizures, the person may walk or make other movements while he is, in effect, unconscious.

- If a person has a seizure, you cannot do anything to stop it. If he has fallen, be sure his head is protected and wait for the seizure to end.
- When a seizure has ended, the person may feel disoriented and embarrassed. Try to ensure that he has privacy to collect himself.
- Be aware that beepers and strobe lights can trigger seizures in some people.

The material provided in the handout was collected from the following sources.

Job Accommodation Network

United Spinal Association

US Department of Labor

NCWorks Training Center, ncwtc@ncommerce.com ,

Phone: (919) 814-0399

CENTER EVACUATION ROUTES

The Center Evacuation Routes are in the “physical” Handbook!