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Office of Issue: AWI FG 02-032
Reference: One-Stop Credentialing

## **FINAL GUIDANCE**

### **One-Stop Credentialing**

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#### **OF INTEREST TO:**

Workforce Florida, Inc. and Regional Workforce Boards

#### **SUBJECT:**

Guidelines and minimum credentialing standards required to ensure consistent quality service delivery in one-stop centers

#### **PURPOSE:**

To provide the minimum credentialing standards to be used to insure consistent quality service delivery in each of the one-stop centers in all Regional Workforce Board areas.

#### **BACKGROUND AND UNDERLYING FEDERAL/STATE POLICY:**

The Workforce Investment Act of 1998 describes the minimum requirements for the establishment of a One-Stop system. The Workforce Innovation Act of 2000 further delineates requirements. Based on recommendations developed by the WFI One-Stop Committee and approved by the WFI Board, the Agency for Workforce Innovation created guidance that sets minimum criteria for all one-stop centers including training/competency-tested qualifications for one-stop staff for initial hire/certification and to maintain continued professional recognition. The *2005-2007 State of Florida Workforce Development Plan* refers to AWI Guidance 032 as being the authority for one-stop credentialing.

#### **PROCEDURES:**

Regional Workforce Boards should assure that each one-stop center in their local area meets the following minimum credentialing standards:

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## 1. Minimum Resource Room Requirements

A resource room or area, of local design, should be required at all full-service one-stop centers. The following information, at a minimum, should be available in **ALL** one-stops, including those that are not full-service centers.

- Labor Market Information (LMI) <http://www.labormarketinfo.com>: The most current labor market publications and resources should be accessible to users in order for them to make informed decisions. The following are examples of LMI resources that should be available and updated as necessary for resource room use:
  - Occupational Career Posters:  
<http://www.labormarketinfo.com/pubs>
  - Wage Conversion Posters:  
<http://www.labormarketinfo.com/pubs>
  - Jobs On-line Posters:  
<http://www.labormarketinfo.com/pubs>
  - What Jobs in Florida Pay (Occupational Wage Survey Tables):  
<http://www.labormarketinfo.com/oes/>
  - What are Tomorrow's Hot Jobs (Industry and Occupational Projections publications):  
<http://www.labormarketinfo.com/ep/>
  - Career Information Delivery System (customized career decision making tools like CHOICES):  
<https://access.bridges.com/>
  - Florida's Research and Economic Database (FRED):  
<http://fred.labormarketinfo.com>
  - America's Career Kit (America's Career InfoNet):  
<http://www.acinet.org/acinet>
  - Occupational Network:  
<http://online.onetcenter.org/>
  - Florida Training and Education Network:  
<http://www.floridajobs.org/etpl/>
  - What Should I Pay My Employees (Occupational Wage Survey Tables):  
<http://www.labormarketinfo.com/oes/>
  - Where Will Businesses Like Mine be in the Future (Industry and Occupational Projections Tables):  
<http://www.labormarketinfo.com/ep/>

- Equipment/Connectivity:
  - Internet access
  - Basic software programs determined locally such as:
    - Technical skills self-assessment
    - Resume building
    - Interviewing skills
- Knowledgeable staff available to provide assistance on the use of software programs, using labor market information and other web-based resources.

## 2. Posters Required by State & Federal Law

Each full-service, satellite and remote access location should display posters as required by law (see the following web site):

<http://www.floridajobs.org/workforce/posters.html>

## 3. Minimum Operating Hours

Operating hours for one-stops should be a local decision ensuring compliance with mandated rules or regulations of participating partners.

## 4. Signage

Each one-stop center should display the Employ Florida membership status logo conspicuously.

## 5. Minimum Skills Standards for Front-Line Staff (All those employees providing direct customer service)

- Customer service training
- Communication skills training
- Basic computer software skills (e.g. *Word*, *Excel*) training
- Specific programmatic training
- Attainment of Florida Workforce Professional Tier 1 Certification (Dynamic Works Institute; <http://www.dynamicinstitute.com/>)

## Florida Workforce Professional Tier 1 Certification

Newly hired front line staff must attain the Tier I certification within six months of their hire date. For this purpose, front line staff is defined as any individual who works primarily with customers, either participants or employers.

Attainment of the Tier 1 certification does not require completion of individual course work nor taking and passing each module test. Courses may be taken offline in a manner determined by the local regional board. However, in order to successfully complete the Tier 1 certification, the comprehensive certification examination must be completed online through Dynamic Works Institute, except where extenuating circumstances do not allow the individual to take the course online. In that instance, arrangements must be made directly with Dynamic Works for other testing options.

Newly hired staff that have already been certified through the National Association of Workforce Development Professional (NAWDP), and issued a Certified Workforce Development Professional credential must also complete the three Dynamic Works Tier 1 Florida-specific units. These units are; 1) *History and Structure of the Workforce Development System*, 2) *In-depth Look at the Workforce Investment Act*, and 3) *In-depth Look at the Florida Workforce Innovation Act of 2000*. Staff must complete these units within six months of their hire date.

### 15-hour Continuing Education Credits

Subsequent to the attainment of the initial certification, staff must complete in the second year and thereafter, 15 hours of continuing education credits per year in order to remain certified. Courses that may be considered for continuing educational credit are fairly broad, and include, but are not limited to, Dynamic Works online courses related to workforce development, the annual Workforce Summit, similar workforce related conferences, workshops and training sessions offered by workforce organizations, such as training provided by local workforce board staff, service providers or AWI. All training must be documented for each staff, and documentation must be maintained by the regional workforce board.

The objectives of the continuing education requirement are to:

- obtain information on current trends;
- acquire knowledge in specific content areas;
- master new skills and techniques;
- expand and upgrade current knowledge and skills;
- develop critical inquiry skills; and to

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- achieve more balanced professional judgment.

### Determining Acceptable Continuing Education

- New staff who complete their Tier 1 Certification have a one-year period after the completion date to accumulate their credits.
- All of the 15 clock hours should relate to at least one of the stated Continuing Education Focus Areas for the Workforce Professional Tier I Certification or a job-related software training, a program-specific training or an economic development symposium.
- Only educational portions of a meeting can be counted toward the 15 hours. Business meetings, exhibits, registration, greetings or welcomes, breaks and meals are not considered appropriate continuing education activities.
- College classes taken for academic credit or on an audit basis are also acceptable.

### Method to Determine a Credit Hour

One clock hour of training equals one clock hour of continuing education

### Sources for Continuing Education Credit

Activities that can be accepted for continuing education credit include the educational portions of association meetings, relevant workshops, institutes, conferences, seminars and other non-credit sessions that fall within the Continuing Education Focus Areas.

The following are potential sources for continuing education credit:

- Employer-provided (Local Board/One-Stop provider) staff development/in-service training
- AWI training programs
- Research and training center programs
- Private sector training programs
- Programs sponsored by professional organizations
- Conferences and workshops
- College and university courses
- Correspondence courses
- Workforce Summit
- Dynamic Works courses

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## Documentation

The following kinds of documentation are acceptable as proof that staff has completed training or education:

- Copies of certificates of attendance/completion for activities/events. Documentation submitted will be retained in a file. These certificates must list the activity/event name and date(s), the number of clock hours awarded, the sponsoring agency, and it must show staff's name as a participant. A letter or other form of written verification from the training provider will also be acceptable, provided it gives the above information.
- Academic transcripts, grade reports or letters from instructors to indicate successful completion of the course in question. Again, the documentation must include the name of the participant, the course name and dates, and the name of the school offering the course.
- Documentation for training that was conducted by AWI (Web EX or in-person) after July 1, 2004 may be obtained by sending a request to [AWI Information](#). A certification of completion will be issued to the trainee. The request must include the name of the trainer, the location of the training, and the date(s) of training.
- Other activities may be documented on a form that contains the relevant information. A sample form can be found at <http://www.floridajobs.org/pdq/Memos/AttachContinuingEducationCred1020205.rtf>.

## Continuing Education Focus Areas

Workforce Development competency areas may include, but are not limited to:

- History and Structure of the Workforce Development System
- Career Development Process
- Labor Market Information (LMI)
- Diversity
- Customer Service
- Program Management
- Communication

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- Technology
- Collaboration and Problem Solving
- Business and Employer Knowledge
- Interpersonal Relations
- Software Training (job related)
- Program Specific Training (Wagner-Peyser, Welfare Transition, Food Stamp Employment and Training, WIA)
- Economic Development

6. Minimum One-stop Programs and Activities (To be provided on site, by referral, or through Internet connection)

- WIA Adult and Dislocated Worker programs  
<http://www.floridajobs.org/workforce/wia.html>
- Veterans Workforce Investment programs  
<http://www.floridajobs.org/workforce/veterans.html>
- Migrant and Seasonal Farm Worker programs  
[http://www.floridajobs.org/workforce/msfw\\_services.html](http://www.floridajobs.org/workforce/msfw_services.html)
- Indian and Native American programs  
<http://www.fqcia.com>
- Job Corps  
[www.jobcorps.gov](http://www.jobcorps.gov)
- Youth Services  
<http://www.floridajobs.org/workforce/wia.html>
- Wagner-Peyser programs  
[http://www.floridajobs.org/workforce/wag\\_peyser.html](http://www.floridajobs.org/workforce/wag_peyser.html)  
<https://osmis.state.fl.us/Osmis/WelcomePage.jsp>  
<http://www.employflorida.com/>
- Adult Education  
<http://www.fldoe.org/workforce/adulted/>
- Industrial Education  
<http://www.fldoe.org/workforce/programs/ind.asp>
- Vocational Rehabilitation  
<http://www.rehabworks.org>
- Older Worker Programs  
<http://elderaffairs.state.fl.us/>
- Trade Adjustment Assistance  
[http://www.floridajobs.org/workforce/TAA\\_Home.html](http://www.floridajobs.org/workforce/TAA_Home.html)
- Veterans Employment and Training Programs  
<http://www.dol.gov/vets/welcome.html>

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- Community Development Block Grant Activities  
<http://www.floridacommunitydevelopment.org/cdbg/index.cfm>
- Employment and Training Activities carried out by the Department of Housing and Urban Development  
<http://www.hud.gov/offices/fheo/section3/section3.cfm>  
<http://www.dca.state.fl.us/fhcd>
- Unemployment Insurance Programs  
<http://www.floridajobs.org/unemployment/index.html>
- Temporary Assistance for Needy Families/Welfare Transition  
<http://www.dcf.state.fl.us/ess/tanfweb.shtml>  
[http://www.floridajobs.org/workforce/wel\\_trans.html](http://www.floridajobs.org/workforce/wel_trans.html)
- Food Stamp Employment and Training  
<http://www.floridajobs.org/workforce/fset.html>
- Supportive Services such as Child Care and Transportation  
Find services in the regional area for referrals.
- Americans with Disabilities Act Home Page  
<http://www.usdoj.gov/crt/ada/adahom1.htm>

There are two general areas on the Americans with Disabilities Act Home Page that are applicable to the one-stop centers:

- Access to services, including interviewing and testing;
- Access to information, including:
  - Information technology equipment accessibility;
  - Software accessibility; and
  - Facility accessibility.

### Use of Accessibility Checklists

Four checklists are recommended for use:

- *IT Equipment Accessibility Checklist* [TEIN 16-99, Employment and Training Administration (ETA), U.S. Department of Labor (USDOL), April 12, 2000];  
[http://www.doleta.gov/disability/htmldocs/ite\\_accesschecklist.htm](http://www.doleta.gov/disability/htmldocs/ite_accesschecklist.htm)
- *Software Accessibility Checklist* (*ibid.*);  
[http://www.doleta.gov/disability/htmldocs/soft\\_accessibility\\_checklist.htm](http://www.doleta.gov/disability/htmldocs/soft_accessibility_checklist.htm)
- *Workforce Investment Act (WIA) Section 188 Disability Checklist*;  
<http://www.floridajobs.org/civilrights/moa/tabs/5-C.doc>
- *Facility Accessibility Survey*, OCR, AWI, revised 9/1/2000  
<http://www.floridajobs.org/civilrights/moa/Tabs/7-G.doc>

For the most part, completion of these checklists is a one-time exercise. The exception would be if there were subsequent modifications or alterations to facilities or service delivery that affects access.

It is suggested that interested individuals with disabilities or organizations representing individuals with disabilities, selected by the regional workforce board or service provider, be contacted for assistance in completion of the accessibility surveys. Individuals with disabilities may also be able to suggest effective and cost-saving solutions to deficiencies in facility access.

It is recommended that two individuals complete the *ADA Facility Survey*: one to read and complete the checklist and one to check space and fixture measurements (height, width and depth).

### Training and Technical Assistance

The AWI Office for Civil Rights welcomes the opportunity to provide regional and local training and technical assistance for the one-stop disability-assistance coordination staff, the regional workforce board equal opportunity officers, other recipient equal opportunity officers and service-provider staff.

Technical assistance is also available via telephone or the Internet from:

- The Disability and Business Technical Assistance Center, Southeast Region, (800) 949-4232  
<http://www.sedbtac.org/> and
- The Job Accommodation Network, (800) 526-7234  
<http://www.jan.wvu.edu/>.

### **References**

Section 504 of the Rehabilitation Act of 1973, as amended, and the implementing regulations: 29 CFR Part 32, USDOL;

Title III of the ADA of 1990, and the ADA Accessibility Guidelines; U.S. Department of Justice, July 25, 1991;

Section 188 of the Workforce Investment Act of 1998;

Florida Americans with Disabilities Accessibility Implementation Act; Sections 553.501-553.513, *Florida Statutes*, 1997, as amended; and

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TEIN 16-99, subject: Workforce Investment Act of 1998 Section 188 Interim Final Rule and Accessibility Checklists for One-Stop Service Delivery Systems; ETA, USDOL; April 12, 2000.

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