

DVOP Specialist Update



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Recent Guidance from the U.S. Department of Labor

Knowledge Check

The following veterans come into your AJC. Which have a significant barrier to employment that qualifies them to work with a DVOP Specialist?

(See pages 20 & 21: VPL 03-14 Change 1)

- 1. A veteran over the age of 55 who lost his job 3 months ago and believes he is the victim of age discrimination**
 - a) Yes
 - b) No

- 2. A veteran living in an area where the unemployment rate is more than 50% above the national average**
 - a) Yes
 - b) No

- 3. A veteran who was released from incarceration 14 months ago**
 - a) Yes
 - b) No

4. Sam, an honorably discharged Army veteran, was laid off 11 months ago. It took him 9 weeks to find a seasonal job, which he held for 13 weeks. When that job ended, he searched for 8 weeks until he found another position, replacing someone who was hospitalized for a shoulder operation. Sam held that job 7 weeks until the person he replaced was cleared by his physician to return to work. After unsuccessfully looking for work for the past 11 weeks, Sam visited the AJC today. Is he eligible to work with a DVOP Specialist?
 - a) Yes
 - b) No

- 5. A veteran who tells a career center receptionist that he or she has a disability rating must show written proof of the rating from the VA before being referred to a DVOP Specialist.**
 - a) Yes
 - b) No

(See pages 13: VPL 03-14)

6. A DVOP Specialist who doesn't have a full case load should:

- a) Assist with the intake process at the front desk, helping to screen for veterans with one or more significant barriers to employment
- b) Review their open case files and perform additional case management duties with those clients

7. Another task a DVOP Specialist without a full case load can perform is:

- a) Assist busy Wagner Peyser staff by working with their veteran clients who do not have significant barriers to employment
- b) Conduct outreach through local agencies that serve veterans with significant barriers to employment in order to enroll those veterans in the AJC

(See pages 41 & 44: the JVSG Refocusing FAQ, questions 8, 10 and 20)

8. A new veteran client who specifically requests to work with another veteran – either a DVOP Specialist or a LVER – should:

- a) Be referred immediately to the DVOP Specialist or LVER
- b) First be assessed to determine whether they are eligible to be served by a DVOP Specialist

9. Who should screen new veteran clients to determine whether or not they are eligible to work with a DVOP Specialist?

- a) The DVOP Specialist
- b) Either the DVOP Specialist or the LVER
- c) A receptionist, intake specialist, or other AJC staff member

10. If the DVOP Specialist has a very heavy case load, the LVER can assist by providing direct services or case managing some of the veteran clients.

- a) True
- b) False

(See pages 45 & 46: LVER FAQ, pages 1 & 2)

11. The refocusing guidance from VETS prohibits LVERs from meeting with veterans.

- a) True
- b) False

12. LVERs should concentrate their employer outreach and job development efforts for the veterans with significant barriers to employment or who are otherwise eligible to work with a DVOP Specialist.

- a) True
- b) False

Extra Credit

13. Which of the following is more likely to convince a veteran with significant barriers to employment to take advantage of the services the AJC and the DVOP Specialist can provide?

- a) A set of bullets that list all of the services offered by the AJC
- b) One or more stories of how other veterans have benefited from working with the DVOP Specialist

14. Which of the following is the most common challenge faced by unemployed veterans 18 to 24 years old?

- a) A combination of PTSD and TBI
- b) Translating the skills and experience they acquired while in the military into terms that civilian employers understand and appreciate
- c) Lack of appropriate attire to wear to an interview



APR 10 2014

VETERANS' PROGRAM LETTER NO. 03-14

TO: ALL REGIONAL ADMINISTRATORS AND DIRECTORS FOR VETERANS'
EMPLOYMENT AND TRAINING
ALL STATE WORKFORCE AGENCY ADMINISTRATORS
ALL REGIONAL ADMINISTRATORS FOR EMPLOYMENT AND
TRAINING ADMINISTRATION

FROM: KEITH KELLY
Assistant Secretary
Veterans' Employment and Training Service

Handwritten signature of Keith Kelly in blue ink, written over the typed name and title.

ERIC M. SELEZNOW
Acting Assistant Secretary
Employment and Training Administration

Handwritten signature of Eric M. Seleznow in blue ink, written over the typed name and title.

SUBJECT: Jobs for Veterans' State Grants (JVSG) Program Reforms and Roles and
Responsibilities of American Job Center (AJC) Staff Serving Veterans

1. **Purpose.** This Veterans' Program Letter (VPL) identifies for the public workforce system the refocused roles and responsibilities expected to be carried out by JVSG staff; conveys the duties they are to perform; and discusses the relationship of services provided by staff within the larger workforce system.

2. **References.**

- 38 U.S.C. chapter 41, Job Counseling, Training, And Placement Service For Veterans (38 U.S.C. 4100–4114), as amended, specifically:
 - 38 U.S.C. 4103A, Disabled veterans' outreach program; and,
 - 38 U.S.C. 4104, Local veterans' employment representatives.
- 38 U.S.C. chapter 42, Employment And Training Of Veterans (38 U.S.C. 4211–4215), as amended, specifically:
 - 38 U.S.C. 4215, Priority of service for veterans in Department of Labor job training programs.
- Workforce Investment Act of 1998 (WIA), as amended (29 U.S.C. 2801 *et seq.*).
- 20 CFR Part 1001, Services for Veterans.
- 20 CFR Part 1010, Application of Priority of Service for Covered Persons.
- TEGL 10-09, *Implementing Priority of Service for Veterans and Eligible Spouses in all Qualified Job Training Programs Funded in whole or in part by the U.S. Department of Labor (DOL)* (<http://wdr.doleta.gov/directives/attach/TEGL/TEGL10-09.pdf>).
- Training and Employment Notice 15-10, *Protocol for Implementing Priority of Service*

for Veterans and Eligible Spouses in all Qualified Job Training Programs Funded in whole or in part by the U.S. Department of Labor (DOL)
(http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2954).

- Veterans Program Letter (VPL) 01-10, *Jobs for Veterans State Grants Recurring Report Requirements*, dated January 15, 2010.
- VPL 05-05, *Direct and Indirect Charges*, dated May 23, 2005.
- Veterans Program Letter (VPL) 07-09, *Implementing Priority of Service for Veterans and Eligible Spouses in all Qualified Job Training Programs Funded in Whole or in Part by the U.S. Department of Labor* (http://www.dol.gov/vets/VPLS/VPLs/VPL_07-09/VPL_07-09_&Attachments_A-D%20.pdf).
- TEGL 19-13, *Jobs for Veterans' State Grants (JVSG) Program Reforms and Roles and Responsibilities of American Job Center (AJC) Staff Serving Veterans*

3. **Background.** The Department of Labor (DOL) is committed to serving transitioning service members, veterans, and their families by providing resources to assist and prepare them to obtain meaningful careers and maximize their employment opportunities. DOL's commitment is an important part of fulfilling our national obligation to the men and women who have served our country.

DOL serves transitioning service members, veterans, and their families through our current programs, such as Workforce Investment Act (WIA), Wagner-Peyser Employment Service (WP), the Jobs for Veterans State Grant (JVSG) programs, and Transition Assistance Program Employment Workshops, as well as through new initiatives, such as the Gold Card Initiative, and online national electronic tools, such as My Next Move for Veterans (www.mynextmove.org/vets/), and the CareerOneStop Veterans ReEmployment Portal (<http://www.careeronestop.org/reemployment/veterans/>). DOL-funded employment and training programs assisted in serving 1.6 million veterans from July 2011 to June 2012. Veterans and other covered persons receive priority of service for all employment and training programs funded directly, in whole or in part, by DOL, as provided in 20 CFR Part 1010.¹ These include many of the programs operated by the more than 2,500 AJCs², also

1 Under 20 CFR Part 1010 and 38 U.S.C. 4215, "priority of service" is provided to all "covered persons." Section 4215(a)(1) defines "covered persons" to mean veterans and the spouses "of any of the following:

- a. any veteran who died of a service-connected disability;
- b. any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:
 - i. Missing in action;
 - ii. Captured in the line of duty by a hostile force; or
 - iii. Forcibly detained or interned in the line of duty by a foreign government or power; or
- c. Any veteran who has a total disability resulting from a service-connected disability, as evaluated by the Department of Veterans Affairs or any veteran who died while such a disability was in existence."

Under the regulatory definition of "covered persons", "veteran" is defined as it is in 38 U.S.C. 101(2) as a person who served in the active military, naval, or air service, and who was discharged or released therefrom under conditions other than dishonorable. Active service includes full-time duty in the National Guard or a Reserve component, other than full-time duty for training purposes.

2 American Job Center is the unifying name that identifies One-Stop Career Centers, established under Section 134(c) of WIA, throughout the workforce system. The American Job Center network includes all the virtual and in-

known as One-Stop Career Centers, nationwide that serve as the cornerstones for the nation's workforce investment system.

While DOL continues to meet the employment and training needs of veterans, it recognizes that changes in workforce programs' service delivery strategies to veterans are needed to respond to the forecasted increase in veterans, including men and women transitioning from the wars in Iraq and Afghanistan, to the civilian labor force. The workforce system must respond to this increase while continuing to serve existing veterans and other non-veteran job seekers. Additionally, changes are needed to ensure that workforce programs are aligned with the roles and functions established in their authorizing legislation.

Upon review of JVSG, WP and WIA program performance indicators and participant characteristics, the Veterans' Employment and Training Service (VETS) and the Employment and Training Administration (ETA) began discussions on an approach to refocus JVSG staff on their statutory duties and ensure that eligible veterans and eligible spouses receive the best combination of services, according to their needs. The agencies determined that to accomplish this refocusing, Disabled Veterans' Outreach Program (DVOP) specialists will serve only those veterans and eligible spouses most in need of intensive services. As a result, DVOP specialists will serve a narrower group of veterans and eligible spouses, enabling the specialists to provide intensive services to a vast majority of the people they serve. This, in turn, will impact the AJC programs, including WP and WIA. As a result of these discussions, ETA and VETS are issuing this VPL and the parallel TEGl 20-13.

This guidance was jointly-developed by VETS and ETA to address refocusing and reforming of the JVSG program. The guidance further explains the role of the WP- and WIA- funded staff in continuing to ensure priority services are provided to veterans.

- 4. JVSG Program.** One of the strategies used by DOL to serve veterans is the JVSG program, which provides funds to states to exclusively serve eligible veterans, as defined in 38 U.S.C. 4101(4) and 4211(4),³ and other eligible spouses as defined in 38 U.S.C. 4101(5),⁴ and to perform outreach to employers. JVSG funds are provided to states to fund two staff positions:

person publicly-funded workforce development resources, including partner services and resources, that are available through the workforce system. See TEGl 36-11, *Announcement of American Job Center Network* (http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7695).

³ 38 U.S.C. 4101(4) and 4211(4) define the term "eligible veteran" as a person who: a) served on active duty for a period of more than 180 days and was discharged or released with other than a dishonorable discharge; b) was discharged or released from active duty because of a service-connected disability; c) was a member of a reserve component under an order to active duty pursuant to section 12301(a), (d), or (g), 12302, or 12304 of title 10, served on active duty during a period of war or in a campaign or expedition for which a campaign badge is authorized and was discharged or released from such duty with other than a dishonorable discharge; or d) was discharged or released from active duty by reason of a sole survivorship discharge (as that term is defined in section 1174(i) of title 10).

⁴ Under 38 U.S.C. 4101(5), "eligible spouses" are the same spouses who are included as "covered persons" for purposes of priority of service, discussed in footnote 1 above.

Disabled Veterans' Outreach Program (DVOP) Specialists -- Under 38 U.S.C. 4103A(a), a DVOP specialist provides intensive services⁵ and facilitates placements to meet the employment needs of veterans, prioritizing service to special disabled veterans, other disabled veterans, and other categories of veterans in accordance with priorities determined by the Secretary of Labor (Secretary); and

Local Veterans' Employment Representatives (LVER) -- Under 38 U.S.C. 4104(b), the LVER's principal duties are to: (1) conduct outreach to employers in the area to assist veterans in gaining employment, including conducting seminars for employers and, in conjunction with employers, conducting job search workshops and establishing job search groups; and (2) facilitate employment, training, and placement services furnished to veterans in a State under the applicable State employment service delivery systems.

DVOP specialists and LVERs are an essential part of and fully integrated into the AJC network. They are included among the AJC partner staff, which consists of all staff employed by programs or activities operated by AJC partners listed in 29 U.S.C. 2841(b) that provide online and/or in-person workforce development or related support services as part of the workforce development system. Other AJC partner staff members include staff of WIA, WP, and other AJC network partner programs.

However, in recent years the integration of JVSG staff into the AJC Network has resulted in a blurring of roles and responsibilities, as DVOP specialists and LVERs have taken on additional veteran services and activities that are beyond the primary duties of these positions. Section 241 of the VOW to Hire Heroes Act of 2011 (VOW Act, Title II of Pub. L. 112-56) amended 38 U.S.C. 4103A and 4104. The VOW Act amendments specifically prohibit DVOP specialists and LVERs from performing non-veteran related duties that detract from their ability to perform their statutorily-defined duties related to meeting the employment needs of eligible veterans. Additionally, Section 241 of the VOW Act added provisions that require the Secretary to conduct regular audits to ensure compliance with the limitations on the duties of DVOP specialists and LVERs, and provide that the Secretary may reduce funding to any state determined not to be in compliance.

To meet the VOW Act requirement, VETS is developing auditing standards to ensure that DVOP specialists and LVER staff are performing their primary duties as specified in the authorizing legislation for the JVSG program (38 U.S.C. 4102A, 4103A, and 4104, as amended).

⁵ As explained in 38 U.S.C. 4101(9), the "intensive services" provided by DVOP specialists are the "intensive services" defined in WIA Section 134(d)(3) (29 U.S.C. 2864(d)(3)). Under section 134(d), intensive services include: comprehensive and specialized assessments of skill levels and service needs; development of an individual employment plan to identify the employment goals, appropriate achievement objectives and appropriate combination of services for the participant to achieve the employment goals; group counseling; individual counseling and career planning; and short-term prevocational services that may include development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training.

5. DVOP Specialists and Intensive Services to Eligible Veterans and Eligible Spouses. In DOL's employment programs, including JVSG, WP, and WIA programs, intensive services are provided to both unemployed participants who require such services to obtain employment and to employed participants who require such services to obtain or retain employment leading to self-sufficiency. In accordance with 38 U.S.C. 4103A(a), DVOP specialists must provide intensive services to eligible veterans and eligible spouses to meet their employment needs, prioritizing service to special disabled and other disabled veterans, as defined by 38 U.S.C. 4211, and to other eligible veterans in accordance with priorities determined by the Secretary.⁶ The statute also requires that DVOP specialists place maximum emphasis on assisting veterans who are economically or educationally disadvantaged. To ensure that DVOP specialists are able to fulfill their statutory responsibilities to provide intensive services to these categories of veterans, DOL has developed the following guidance to identify the veterans prioritized and emphasized by the DVOP statute.

In order to realign DVOP specialists' roles, DOL is directing that DVOP specialists must limit their activities to providing services to eligible veterans and eligible spouses who:

- a. meet the definition of an individual with a Significant Barrier to Employment (SBE), specifically defined in **bold**, below paragraph (b), or
- b. are members of a veteran population identified by the Secretary under 38 U.S.C. 4103A(a)(1)(C) as eligible for DVOP services, as explained in separate guidance from DOL.

An eligible veteran or eligible spouse is determined to have a SBE if he or she attests to belonging to at least one of the six criteria below⁷:

1. **A special disabled or disabled veteran, as those terms are defined in 38 U.S.C § 4211(1) and (3); Special disabled and disabled veterans are those:**
 - **who are entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans' Affairs; or,**

⁶ The Secretary does not interpret the statute to require priority to be given in the order that these groups are listed in the statute. Instead, DVOP specialists must provide the same priority to serving special disabled, other disabled and other veterans prioritized by the Secretary, including those the Secretary has identified as having Significant Barriers to Employment in this guidance.

⁷ The determination of disability under the SBE definitions must be made solely on the basis of self-identification. In requesting this information, all of the following requirements must be met: (1) any written questionnaire used for this purpose must make clear that the information requested is intended for use solely in connection with efforts to give priority to persons with disabilities (if no written questionnaire is used, this information must be made clear orally); and (2) the staff member or person seeking the information must state clearly that the information is being requested on a voluntary basis, that it will be kept confidential, that refusal to provide it will not subject the applicant or participant to any adverse treatment, and that it will be used only in accordance with law.

- **were discharged or released from active duty because of a service-connected disability;**
- 2. **Homeless, as defined in Section 103(a) of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302(a));**
- 3. **A recently-separated service member, as defined in 38 U.S.C § 4211(6), who at any point in the previous 12 months has been unemployed for 27 or more consecutive weeks;**
- 4. **An offender, as defined by WIA Section 101(27), who has been released from incarceration within the last 12 months;**
- 5. **Lacking a high school diploma or equivalent certificate; or**
- 6. **Low-income (as defined by WIA at Sec. 101(25)(B)).**

This guidance is meant to limit the number of eligible veterans and eligible spouses who DVOP specialists serve. Limiting DVOP specialists to serving only the veterans and eligible spouses who meet the criteria in paragraphs (a) and (b) above will ensure that the DVOP specialists are serving the specific population of eligible veterans and eligible spouses prioritized by 38 U.S.C. 4103A. It will also ensure that DVOP specialists are better able to fulfill their primary responsibility of providing intensive services to all the people they serve.

While the DVOP specialists' provision of intensive services to these veterans and eligible spouses may include some core services, serving a more limited population will allow DVOP specialists enough time to devote a majority of their time to providing intensive services. The veterans who do not fall into one of the categories that are served by DVOP specialists are eligible to be served by other AJC Staff, including WIA, WP, and other AJC program staff, and are eligible for priority of service as is discussed in section 8 below.

The SBE categories were developed to implement the priority and maximum emphasis requirements of 38 U.S.C. 4103A(a). As required by that subsection, "special disabled veterans" and "disabled veterans" (as those terms are defined in 38 U.S.C. 4211(1) and (3)) are included in the group of veterans who are given priority because they have a SBE. In addition, the SBE categories give priority to the other categories of veterans and eligible spouses identified by the Secretary and gives maximum emphasis to serving veterans and eligible spouses who are educationally or economically disadvantaged, such as certain groups of veterans and spouses who have been removed from the workforce for significant periods of time. Additionally, under 38 U.S.C. 4103A(a)(1)(C), the Secretary may choose to prioritize additional categories of veterans and eligible spouses who may receive intensive services from DVOP specialists. Any additional priorities will be set forth in separate guidance.

The Secretary will regularly reassess the definition to ensure it reflects the best available data and trends associated with veteran employment and continues to identify those veterans who are to be given priority and maximum emphasis for DVOP services under 38 U.S.C. 4103A(a).

An eligible veteran or eligible spouse who is identified as having a SBE must be immediately referred to a DVOP specialist or, in instances where a DVOP specialist is not available,

another AJC provider of intensive services. For planning purposes, ETA and VETS anticipate that approximately 30 percent of veterans seeking AJC services nationwide will be identified as having a SBE.

Case management continues to be an appropriate service delivery strategy or framework within which intensive services may be delivered, particularly for veterans. Intensive services should be delivered following the case management framework in most cases. However, case management itself is a process, not a service, and is therefore not to be reported as a service, intensive or otherwise.

Managing the DVOP Caseload

In the event that a DVOP specialist does not have a full case-load of eligible veterans and eligible spouses who meet the criteria above (section 5, paragraphs a) and b)), the DVOP specialist may perform additional activities, in the order specified below:

1. Review all open case files of current participants with a SBE or in a priority category and perform case management duties.
2. Conduct relationship building, outreach and recruitment activities with other service providers in the local area, to enroll SBE and priority category veterans in an AJC.

In addition, WP, WIA, and other AJC partner staff will continue to provide services, including intensive services, to veterans and eligible spouses as appropriate under the programs the staff administer. This guidance does not limit the ability of non-JVSG staff to provide intensive services to veterans who do not have a SBE or are not in a veteran category specified by the Secretary. Also, veterans with a SBE or in a specified category must have access to all appropriate AJC services and are not limited to receiving services only from DVOP specialists. Those veterans not meeting the SBE definition or not within a specified category identified by the Secretary are to be referred to appropriate non-JVSG AJC staff member(s) to receive core, intensive, and/or training services, on a priority of service basis. ETA and VETS will provide technical assistance to states and local areas to assist in the coordination of efforts between DVOP specialists and AJC staff to ensure that all veterans are receiving needed services.

6. **LVER Staff and Employer Outreach/Facilitation.** LVERs must perform only the duties outlined in 38 U.S.C. 4104(b), which are related to outreach to the employer community and facilitation within the state's employment service delivery system. Therefore, LVERs must be assigned duties that promote to employers, employer associations, and business groups the advantages of hiring veterans. When employer outreach is primarily accomplished by a "business services team" or like entity, the LVER must be included as an active member of that team. LVERs should advocate for all veterans served by the AJC with business, industry, and other community-based organizations by participating in appropriate activities such as:

- Planning and participating in job and career fairs;

- Conducting employer outreach;
- In conjunction with employers, conducting job searches and workshops, and establishing job search groups;
- Coordinating with unions, apprenticeship programs and businesses or business organizations to promote and secure employment and training programs for veterans;
- Informing Federal contractors of the process to recruit qualified veterans;
- Promoting credentialing and licensing opportunities for veterans; and
- Coordinating and participating with other business outreach efforts.

LVERs are also responsible for “facilitating employment, training, and placement services furnished to veterans in a State under the applicable State employment service delivery systems” (38 U.S.C. 4104(b)(2)). VETS defines this facilitation duty as the act of capacity building within the state’s employment service delivery system to ensure easier access to the appropriate employment and training services for job seeking veterans. LVERs should play an important role in assisting with the development of the service delivery strategies for veterans in their assigned AJC, as well as educating all AJC partner staff with current employment initiatives and programs for veterans.⁸

7. **Determining Appropriate Staffing Levels.** As part of the effort to refocus the workforce system, states should evaluate the proportion of DVOP specialists to LVER staff and their assignment to specific geographic areas.

First, data indicate that a significant number of LVER staff are performing the duties of a DVOP specialist, by providing direct services to eligible veterans instead of performing outreach to employers and facilitating placements, as required by 38 U.S.C. 4104(b). VETS requests that states take this opportunity to review the functions of LVER staff and determine the level of LVER and DVOP services needed. LVER staff should be assigned in numbers appropriate to provide outreach and facilitation services at the level needed within a workforce area. To the extent that states determine that the number of LVER staff should be reduced, there may be a corresponding increase in the number of DVOP specialists in the state.

Second, as DVOP specialists focus on veterans with a SBE, or those veteran populations specified by the Secretary, states may need to adjust the geographic assignment of DVOP specialists to accommodate demand. In other words, states should ensure that staffing plans place DVOP specialist positions in areas where the need of intensive services is greatest.

Determining the appropriate mix of JVSG staff and their geographic assignment will be an ongoing process for states, with assistance from DOL. VETS will review state plans and assist states in modifying plans to take these factors into consideration.

8. **Priority of Service.** On November 7, 2002, the Jobs for Veterans Act (JVA, Pub. L. 107-288) was enacted into law. One provision of the JVA, codified at 38 U.S.C. 4215,

⁸ LVERs may work directly with any AJC partner staff members to assist that staff member with placing a specific veteran participant.

establishes a priority of service requirement for “covered persons” (veterans and certain spouses of veterans, as defined by 38 U.S.C. 4215(a)(1)(A-B)), in qualified job training programs. Qualified job training programs include all workforce programs funded directly, in whole or in part, by DOL, such as WP and WIA employment services, and other job training programs offered through competitive grants. The final rule implementing the priority of service requirement took effect on January 19, 2009, and can be found at 20 CFR 1010. Additionally, ETA and VETS have provided policy guidance to the workforce investment system regarding the implementation of priority of service, including TEGL 10-09 and VPL 07-09. In brief, priority of service means that veterans and eligible spouses are given priority over non-covered persons for the receipt of employment, training, and placement services provided under a qualified job training program. This means that a veteran or an eligible spouse either receives access to a service earlier in time than a non-covered person, or, if the resource is limited, the veteran or eligible spouse receives access to the services instead of or before the non-covered person.

It is important to note that the priority of service requirements are not affected by this guidance; direct recipients of DOL funding remain subject to the priority of service guidance and regulations. Additionally, priority of service and the JVSG reforms should not be interpreted to limit veterans and eligible spouses to receiving services only from JVSG or other specialized staff. Procedures or policies that restrict a veteran’s access to WIA or WP services, even if such restrictions are intended to provide the veteran with specialized services, are contrary to the priority of service requirements.

9. **Performance Targets and Reporting.** States must continue to report intensive services delivered by DVOP specialists, as well as any intensive services delivered to veterans by other AJC staff, in accordance with the specifications of the Labor Exchange Reporting System, the performance reporting system for the WP and the JVSG programs (see ETA Handbook No. 406 for details). It is important that states accurately report the number of veteran participants and the services and outcomes achieved.

The changes to JVSG staff roles and responsibilities, as conveyed in this guidance, will necessarily result in adjustments to services being provided by WP and WIA staff. Consistent with this adjustment, VETS has established new performance guidelines for states, which will be used to ensure proper implementation of the policy set forth in this guidance.

To ensure that DVOP specialists are spending the majority of their time providing intensive services, VETS has established the following state performance goals, providing for incremental increases to allow time for full implementation of this guidance.

- Fiscal Year (FY) 2014: At least 50 percent of veterans and eligible spouses served by DVOP specialists will receive intensive services;
- FY 2015: At least 75 percent of veterans and eligible spouses served by DVOP specialists will receive intensive services;
- FY 2016: At least 90 percent of veterans and eligible spouses served by DVOP

specialists will receive intensive services.

States failing to meet the target must evaluate reasons for the low percentage and take appropriate actions to demonstrate incremental increases towards meeting this target.

The Director for Veterans' Employment and Training (DVET) in each state will closely monitor the state's quarterly progress towards reaching these targets and will provide ongoing technical assistance to ensure compliance with this guidance.

States currently report LVER employer outreach and job development efforts on the quarterly Manager's Report on Services to Veterans, including:

- Activities that promote the hiring of veterans and other eligible spouses and the results of those efforts;
- Activities that inform employers about incentives for hiring veterans;
- Job development contacts for veterans or other eligible spouses; and
- The number of veterans who entered employment following a job development contact.

The DVET in each state will closely monitor the information provided on the Manager's Report on Services to Veterans to ensure that each LVER, whether serving as a full-time or half-time LVER, is focused on activities aligned with their duties, as described in this guidance. States that do not demonstrate that the appropriate activities are being performed by LVER staff by the quarter ending December 31, 2014, will be identified for technical assistance by the DVET.

DOL is currently developing a metric to better assess and report on the performance and outcomes of LVER staff. Until new metrics are developed, the DVET will continue to closely monitor performance submitted via the VETS 200(B) report, as it is expected that direct services to veterans by LVER staff will significantly decline. Over the past two years, many states have already made significant progress in decreasing LVER staff's direct services to participants, as evidenced by this report. As states successfully refocus LVER positions on their statutorily-defined duties, ETA and VETS will consider if the VETS 200B report is still a valid reporting mechanism.

VETS will review the grant-based performance goals that were negotiated for PY 2013 to ensure that the goals align with this guidance.

10. Changes to Service Delivery within the WIA and WP Programs. As described above, DOL is fully dedicated to serving the men and women who have served our country. JVSG is an essential partner within the AJC network, and DOL's efforts to reorient this program are intended to improve service delivery by clarifying the specific roles of JVSG staff while also reaffirming the responsibilities of other AJC partners to serve veterans as required by their governing statutes. The changes to the JVSG program will result in numerous benefits for veterans, including better targeting DVOP specialist-provided intensive services to those

veterans that require the most help to get back to work, while more effectively using the resources of other AJC partners in accordance with their authorizing legislation. Although a large number of veterans with SBEs and in specified categories will be served by DVOP specialists, ETA and VETS expect the overall number of veterans served by WP and WIA Adult and Dislocated Worker programs to increase as a result of JVSG realignment. This shifting of veteran service delivery among workforce programs is necessary to fully implement priority of service; focus all these programs, including WP and WIA, on the roles, responsibilities, and functions that are specified in their authorizing legislation; and provide for full implementation of VOW Act provisions.

- 11. Effective Date.** While the refocusing of the workforce system is effective upon the release of this guidance, DOL is mindful of the considerable time and resources required to ensure successful implementation. DOL will begin to assess states' implementation of this guidance beginning July 1, 2014.

DOL is dedicated to helping states implement this refocusing strategy and understands that it must provide enough time for AJCs to transition to the refocused roles and responsibilities of the affected programs.

Training and Online Resources

ETA and VETS are developing online training for all AJC frontline staff on the programmatic changes discussed in this guidance. Training is available through the National Veterans' Training Institute (NVTI) at <http://www.nvtihelpvets.ucdenver.edu>; all AJC staff will be able to access the training. Information will also be provided through ETA's Veterans' Priority Community of Practice (<https://veterans.workforce3one.org/>), which is open to all AJC staff. ETA and VETS also plan to host related Webinars for state and AJC staff.

Auditing, Monitoring, and Technical Assistance

VETS began auditing compliance of Title 38 in FY 2013 to collect baseline information. As auditing continues, VETS will provide technical assistance and corrective action plans to states determined to be out-of-compliance.

- 12. Action Requested.** State Administrators and AJC directors are requested to immediately transmit this VPL to appropriate staff. Additionally, the following actions are requested:
- States and AJCs should ensure standard operating procedures are updated to align AJC staff and processes with the requirements outlined in this guidance.
 - States must review the current performance plans and position descriptions for all DVOP specialists and LVERs to ensure that their duties align with those described in this VPL.
 - States must review their staffing plans to determine whether it is appropriate to increase the number of DVOP specialists, through an off-setting decrease in LVERs.
 - States should consult with the appropriate DOL regional office if technical assistance is needed.

- 13. Inquiries.** All inquiries should be directed to the appropriate ETA or VETS regional office.

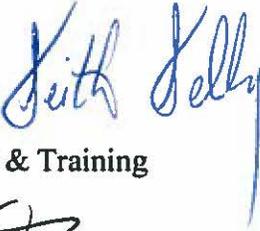
Notes



FEB 11 2015

VETERANS' PROGRAM LETTER NO. 03-14, Change 1

TO: ALL REGIONAL ADMINISTRATORS FOR VETERANS'
EMPLOYMENT AND TRAINING
ALL DIRECTORS FOR VETERANS' EMPLOYMENT AND
TRAINING
ALL STATE WORKFORCE AGENCY (SWA) ADMINISTRATORS
ALL REGIONAL ADMINISTRATORS, EMPLOYMENT AND
TRAINING ADMINISTRATION (INFO)

FROM: KEITH KELLY 
Assistant Secretary for
Veterans' Employment & Training

PORTIA WU 
Assistant Secretary
Employment and Training Administration

SUBJECT: Expansion and Clarification of Definition of Significant Barriers to
Employment for Determining Eligibility for the Disabled Veterans'
Outreach Program (DVOP).

I. **Purpose:** To expand and clarify the definition of significant barriers to employment (SBE) provided in Section 5 of VPL 03-14, dated April 10, 2014.

II. **References:**

- VPL 03-14, Jobs for Veterans' State Grants (JVSG) Program Reforms and Roles and Responsibilities of American Job Center (AJC) Staff Serving Veterans, dated April 10, 2014;
- VPL 04-14, Designation for Additional Population of Veterans Eligible for Services from Disabled Veterans Outreach Program Specialist – Veterans Ages 18-24, dated April 10, 2014;
- VPL 08-14, Designation for Additional Populations Eligible for Services from

Disabled Veterans' Outreach Program (DVOP) Specialists: Transitioning Service Members in need of Intensive Services; and Wounded, Ill, or Injured Service Members Receiving Treatment at Military Treatment Facilities or Warrior Transition Units (MTFs – WTUs); and the Spouses and Family Caregivers of such Wounded, Ill, or Injured Service Members, dated September 26, 2014;

- Section 101 of the Workforce Investment Act of 1998, P.L. 105-220; enacted August 7, 1998; and
- Section 3 of the Workforce Innovation and Opportunity Act of 2014, P.L. 113-128; enacted July 22, 2014.

- III. **Background:** The populations eligible to receive services from DVOP specialists have been identified in VPL 03-14, 04-14, and 08-14. VPL 03-14 defined “individuals with significant barriers to employment” or “SBEs” as eligible for services from DVOP specialists. The Secretary of Labor has determined that the definitions of certain SBE categories should be clarified. This VPL identifies those clarifications.

Additionally, the Workforce Innovation and Opportunity Act of 2014 (WIOA) will supersede the Workforce Investment Act (WIA) on July 1, 2015. VPL 03-14 originally referenced definitions in WIA. This VPL has been updated to contain references to WIOA. The WIA references will continue to be used until July 1, 2015, when WIOA becomes effective.

- IV. **Guidance:** The updated list of eligible veterans and eligible spouses defined as having a SBE is provided below. New language is in bold text, and is further explained below the list. Updated statutory references also appear in bold.

1. A special disabled or disabled veteran, as those terms are defined in 38 U.S.C § 4211(1) and (3); Special disabled and disabled veterans are those:
 - who are entitled to compensation (or who but for the receipt of military retired pay would be entitled to compensation) under laws administered by the Secretary of Veterans Affairs; or,
 - were discharged or released from active duty because of a service-connected disability;
2. Homeless, as defined in Section 103(a) of the Stewart B. McKinney Homeless Assistance Act (42 U.S.C. 11302(a));
3. **A recently-separated service member, as defined in 38 U.S.C § 4211(6), who has been unemployed for 27 or more weeks in the previous 12 months, i.e. the term of unemployment over the previous 12 months remains 27 weeks; however, the requirement of 27 consecutive weeks is eliminated;**
4. **An offender, as defined by WIOA Section 3 (38)¹, who is currently incarcerated or who has been released from incarceration, i.e. the expanded definition of SBE includes any eligible veteran or eligible spouse who is currently or was formerly incarcerated by removing the *within the last 12 months* requirement;**

¹ Prior to the effective date of WIOA on July 1, 2015, the definition of offender at WIA Section 101(27) will be used. The definition of offender in WIOA is identical to the definition of offender in WIA.

5. Lacking a high school diploma or equivalent certificate; or
6. Low-income individual (as defined by WIOA Section 3 (36))².

In addition to the above clarifications to the definition of SBE, the following guidance is provided to improve the identification and support of disabled veterans. In accordance with prior guidance, the determination of disability under the SBE definitions must be made solely on the basis of self-identification³. Note that any individual who separated from active duty because of a service-connected disability qualifies as a disabled veteran regardless of the number of days of active duty served, as does any veteran with a disability rating provided by the Department of Veterans Affairs (VA) (or a military Service issued disability determination) as described in 38 U.S.C. § 4211(1). An individual who attests to having a disability claim pending with the VA should be considered to have an approved claim for the purposes of determining SBE.

- V. **Actions Required:** Directors for Veterans' Employment and Training (DVETs) will ensure that their respective state agency receives a copy of this VPL, and that DVOP specialists and AJC office management are aware of the contents and its application.
- VI. **Inquiries:** Questions should be addressed to the appropriate DVET.
- VII. **Expiration Date:** Until rescinded or superseded.

² Prior to the effective date of WIOA on July 1, 2015, the definition of low-income individual at WIA Section 101(25) will be used.

³ In requesting this information, all of the following requirements must be met: (1) any written questionnaire used for this purpose must make clear that the information requested is intended for use solely in connection with effort to give priority to persons with disabilities (if no written questionnaire is used, this information must be made clear orally); and (2) the staff member or person seeking the information must state clearly that the information is being requested on a voluntary basis, that it will be kept confidential, that refusal to provide it will not subject the applicant or participant to any adverse treatment, and that it will be used only in accordance with law.

Notes



APR 10 2014

VETERANS' PROGRAM LETTER NO. 04-14

TO: ALL REGIONAL ADMINISTRATORS AND DIRECTORS FOR VETERANS' EMPLOYMENT AND TRAINING
ALL STATE WORKFORCE AGENCY ADMINISTRATORS
ALL REGIONAL ADMINISTRATORS FOR EMPLOYMENT AND TRAINING ADMINISTRATION

FROM: KEITH KELLY
Assistant Secretary
Veterans' Employment and Training Service
Keith Kelly
ERIC M. SELEZNOW
Acting Assistant Secretary
Employment and Training Administration
Eric Seleznow

SUBJECT: Designation of Additional Population of Veterans Eligible for Services from the Disabled Veterans' Outreach Program Specialist – Veterans Ages 18 to 24

1. Purpose. This Veterans' Program Letter (VPL) identifies for the public workforce system an additional population the Secretary has identified to receive, upon request, services provided by Disabled Veterans' Outreach Program (DVOP) specialists using a case management approach.

2. References.

- 38 U.S.C. chapter 41, Job Counseling, Training, And Placement Service For Veterans (38 U.S.C. 4100–4114), as amended, specifically:
 - 38 U.S.C. 4103A, Disabled veterans' outreach program; and,
 - 38 U.S.C. 4104, Local veterans' employment representatives.
- 38 U.S.C. chapter 42, Employment And Training Of Veterans (38 U.S.C. 4211–4215), as amended, specifically:
 - 38 U.S.C. 4215, Priority of service for veterans in Department of Labor job training programs.
- Workforce Investment Act of 1998 (WIA), as amended (29 U.S.C. 2801 *et seq.*).
- 20 CFR Part 1001, Services for Veterans.
- 20 CFR Part 1010, Application of Priority of Service for Covered Persons.
- TEGL 10-09, *Implementing Priority of Service for Veterans and Eligible Spouses in all Qualified Job Training Programs Funded in whole or in part by the U.S. Department of Labor (DOL)* (<http://wdr.doleta.gov/directives/attach/TEGL/TEGL10-09.pdf>).
- Training and Employment Notice 15-10, *Protocol for Implementing Priority of Service for Veterans and Eligible Spouses in all Qualified Job Training Programs Funded in whole or in part by the U.S. Department of Labor (DOL)*

(http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=2954).

- Veterans Program Letter (VPL) 01-10, *Jobs for Veterans State Grants Recurring Report Requirements*, dated January 15, 2010.
- VPL 05-05, *Direct and Indirect Charges*, dated May 23, 2005.
- Veterans Program Letter (VPL) 07-09, *Implementing Priority of Service for Veterans and Eligible Spouses in all Qualified Job Training Programs Funded in Whole or in Part by the U.S. Department of Labor* (http://www.dol.gov/vets/VPLS/VPLs/VPL_07-09/VPL_07-09_&_Attachments_A-D%20.pdf).
- TEGL 19-13, *Jobs for Veterans' State Grants (JVSG) Program Reforms and Roles and Responsibilities of American Job Center (AJC) Staff Serving Veterans* (need link)
- VPL 03-14, *Jobs for Veterans' State Grants (JVSG) Program Reforms and Roles and Responsibilities of American Job Center (AJC) Staff Serving Veterans*
- TEGL 20-13 *Designation of Additional Population of Veterans Eligible for Services from the Disabled Veterans' Outreach Program Specialist – Veterans Ages 18 to 24*

3. **Background.** Title 38 U.S.C. 4103A mandates specific roles and responsibilities for Disabled Veterans' Outreach Program (DVOP) specialist staff. The Employment and Training Administration (ETA) and Veterans' Employment and Training Service (VETS) recently issued policy guidance on the distinct roles of the DVOP specialist. That guidance limits the populations of veterans and eligible persons that may be served by DVOP staff and defined those categories of veterans and eligible spouses who are being prioritized by the Secretary of Labor (Secretary) because they have significant barriers to employment.

Further, TEGL 19-13 and VPL 03-14 stated that, under 38 U.S.C. 4103A(a)(1)(C), the Secretary may identify additional groups of veterans who are entitled to receive intensive services from DVOP staff. This guidance identifies veterans ages 18-24 as such a priority category.

In recent years, veterans ages 18-24 have experienced a higher rate of unemployment than other veterans as well as nonveterans of the same age. The Department of Labor is anticipating an increase in the number of veterans 18-24 transitioning from active military service. This group of veterans may also possess limited civilian work history, which can make transitioning to the civilian labor force more difficult. Based on these facts, the Secretary has determined veterans between the ages of 18 and 24 may need and benefit from the intensive services provided by a DVOP specialist.

4. **DVOP Services to Veterans Aged 18-24.** The population to be served by DVOP specialists includes any veteran ages 18-24.

As with all participants, when serving this population of veterans states are reminded that case management continues to be an appropriate service delivery strategy or framework within which intensive services may be delivered, particularly for veterans. Intensive services should be delivered following the case management framework in most cases. However, case management itself is a process, not a service, and is therefore not to be reported as a service, intensive or otherwise.

5. **Actions Required.** This guidance is effective immediately. The following actions are requested:
- State Administrators and AJC directors are requested to immediately transmit this VPL to appropriate staff. States and AJCs should ensure standard operating procedures are updated to align AJC staff and processes with the requirements outlined in this guidance.
 - States must ensure that they have appointed a sufficient number of DVOP specialists to provide effective services to their client population, including veterans ages 18 to 24.
 - States should consult with the appropriate ETA or VETS regional office if technical assistance is needed.
6. **Inquiries.** All inquiries should be directed to the appropriate ETA or VETS regional office.

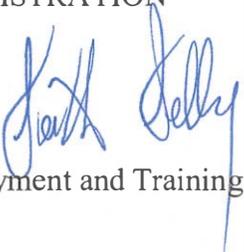
Notes



SEP 26 2014

VETERANS PROGRAM LETTER NO. 07-14

TO: ALL REGIONAL ADMINISTRATORS AND DIRECTORS FOR
VETERANS' EMPLOYMENT AND TRAINING
ALL STATE WORKFORCE AGENCY ADMINISTRATORS
ALL REGIONAL ADMINISTRATORS FOR THE EMPLOYMENT AND
TRAINING ADMINISTRATION

FROM: KEITH KELLY 
Assistant Secretary
for Veterans' Employment and Training

SUBJECT: American Job Center (AJC) Participation in Capstone Activities and Other
Outreach to Transitioning Service Members

I. Purpose. To inform VETS and ETA staff and the public workforce system of, and encourage workforce system participation in, the military services' Capstone activities and other outreach to provide employment services to Transitioning Service Members (TSMs), including eligible National Guard and Reserve members being separated or discharged from active duty.

II. References.

- [VOW to Hire Heroes Act of 2011, Title II of Public Law 112-56](#)
- [DD-2958, Service Member Career Readiness Standards/Individual Transition Plan](#)
- Training and Employment Guidance Letter (TEGL) 20-13, Change 1, *Designation of Additional Population of Veterans Eligible for Services from the Disabled Veterans' Outreach Program Specialist – Veterans Ages 18 to 24*, dated May 7, 2014.
http://wdr.doleta.gov/directives/attach/TEGL/TEGL_20-13_Change1.pdf
- Veterans' Program Letter (VPL) 04-14, *Designation of Additional Population of Veterans Eligible for Services from the Disabled Veterans' Outreach Program Specialist – Veterans Ages 18 to 24*, dated April 10, 2014.
<http://www.dol.gov/vets/VMS/VPLs/VPL-04-14.pdf>
- VPL 08-14, *Designation for Additional Populations Eligible for Services from Disabled Veterans' Outreach Program (DVOP) Specialists: Transitioning Service Members in need of Intensive Services; and Wounded, Ill, or Injured Service Members Receiving*

Treatment at Military Treatment Facilities or Warrior Transition Units (MTFs – WTUs); and the Spouses and Family Caregivers of such Wounded, Ill or Injured Service Members, dated September 22, 2014.

<http://www.dol.gov/vets/VMS/VPLs/VPL-08-14.pdf>

- Memorandum of Understanding Among the Departments of Defense, Veterans Affairs, Labor, Education, and Homeland Security (U.S. Coast Guard), the U.S. Small Business Administration, and the U.S. Office of Personnel Management, regarding the *Transition Assistance Program for Separating Service Members* (TAP MOU), of January 31, 2014. <http://prhome.defense.gov/Portals/52/Documents/RFM/TVPO/files/TAP%20MOU%20Final%20January%2031,%202013.pdf>
- TEGl 22-04, Change 1, *Serving Military Service Members and Military Spouses under the WIA Dislocated Worker Formula Grant*, signed September 28, 2007. <http://wdr.doleta.gov/directives/attach/TEGL/TEGL22-04c1acc.pdf>
- [Consolidated Appropriations Act, 2014, Public Law 113-76, Division H, Title I](#)

III. Background. Section 221 of the VOW to Hire Heroes Act amended 10 U.S.C. § 1144 to make participation in the Transition Assistance Program, including the DOL Employment Workshop (DOL EW), mandatory for members of the armed forces, including eligible National Guard and Reserve Component members, who are transitioning from active duty. The military services have also begun to implement Capstone, to verify that their members have met Career Readiness Standards (CRS) and made adequate preparations for their post-military careers before they leave active duty. As part of the Capstone process, unit commanders or their designees assess and verify each service member’s readiness for transition to civilian employment. Commanders document the verification on form DD-2958, Service Member Career Readiness Standards/Individual Transition Plan, for each transitioning service member.

When a service member is assessed as not meeting Career Readiness Standards (e.g., if a member does not have an adequate civilian resume), their commander facilitates a “warm handover” of the member to the public workforce system for a review of the employment services available through American Job Centers (AJC) and to facilitate access to appropriate services. This warm handover is accomplished either through a person-to-person introduction to an AJC staff member at a Capstone session on-base, or through a call from the service member to the ETA Toll-Free Help Line (1-877-US2-JOBS or 1-877-872-5627). The ETA Toll-Free Help Line is prepared to assist service members by identifying and providing contact information for the AJC that is located closest to the base from which they are transitioning or to the community to which they will be transitioning, and to describe the services available through that AJC. Commanders document completion of the warm handover on the same form DD-2958, Service Member Career Readiness Standards/Individual Transition Plan that they used to assess the transitioning service member’s career readiness. A blank DD-2958 is attached.

Aside from the specifics of the career readiness assessment and warm handover process, the workforce system should be aware that many TSMs could benefit from and are entitled to workforce system services, but may have limited ability to access such services at the AJC due to factors such as duty schedules or transportation logistics. The engagement of AJC staff in the Capstone sessions and the availability of AJC resources

and services, especially where they can be provided on-base or otherwise made readily accessible, can help TSMs to successfully transition to the civilian workforce once they conclude their active duty military service. This is particularly true for TSMs who are assessed by their commanders as not meeting Career Readiness Standards.

- IV. **AJC Participation in Capstone.** Capstone activities are planned and implemented by local military base and appropriate commanders. The Department of Defense (DoD) and the military service branches expect that local commanders will coordinate their Capstone activity planning with AJC managers on at least a quarterly basis and invite AJC staff to participate in scheduled Capstone activities. AJCs are encouraged to participate by sending a staff member to Capstone activities.

Typically, a participating AJC staff member would meet with a group of TSMs to refresh information provided in the DOL EW regarding AJC services and how to access them. AJC staff could provide on-base services to service members who are assessed by their commanders as not being ready for transition to civilian employment, at the discretion of AJC managers, where it would be reasonably efficient to provide such services on-base rather than at the AJC. Participating AJC staff will not perform transition readiness assessments of individual service members or sign form DD-2958, Service Member Career Readiness Standards/Individual Transition Plan, as these actions are the responsibilities of the military services and the local commanders. While AJC participation in Capstone is strongly encouraged—on a par with support that would be provided civilian employees anticipating a layoff—it is not mandatory.

- V. **Provision of AJC Services On-Base.** AJC managers are encouraged to coordinate with military commanders and with other agency partners within a local area to provide seamless services to TSMs to the extent practical, based on available resources and other AJC commitments.

AJC staff should encourage TSMs to access in-person and on-line services as appropriate. For example, a service member may opt to seek assistance in refining their resume from the AJC near their assigned base, but then register on-line with the workforce system in the state where they intend to relocate after leaving active military service. Service members may be similarly referred to an AJC near their base or prospective relocation site by their base or unit commanders or by the ETA Toll-Free Help Line.

AJCs are reminded that they may consider documentation that a service member will be released from active duty on a specific date as equivalent to a layoff notice for determining eligibility for the Workforce Investment Act (WIA) Dislocated Worker Program (see TEGl 22-04). However, service members are not eligible for Priority of Service until they leave active duty.

Consistent with the TAP MOU, local installation commanders shall arrange for efficient access to the base and facility for any AJC staff they invite to participate in Capstone sessions or other on-base provision of workforce system services.

As TSMs are not yet veterans, AJC staff providing on or off-base services to TSMs—including AJC staff participating in Capstone activities—should be staff from AJC partner programs such as the Wagner-Peyser Employment Service or the Workforce Investment Act (WIA) formula-funded programs, except in the following circumstances. Local Veterans' Employment Representatives (LVER) may assist in coordinating AJC participation, such as by making arrangements for the provision of on-base services, but they may not provide direct services to TSMs. In addition, Public Law 113-76 permits Disabled Veterans' Outreach Program (DVOP) specialists to serve TSMs identified as in need of intensive services through December 2014. VETS has identified three categories of TSMs as in need of intensive services, and therefore eligible to receive DVOP services under Public Law 113-76; while this authority is effective or during such time as it may be extended, DVOP specialists may provide intensive services to 1) TSMs who are 18-24 years old--consistent with TEGL 20-13 and VPL 04-14, which similarly designated 18-24 year old veterans as eligible for DVOP intensive services; 2) TSMs who have been identified as in need of intensive services because they were assessed as not meeting Career Readiness Standards, as documented on a TSM's DD-2958 and described in Section III above; and 3) active duty service members being involuntarily separated through a service reduction-in-force.

VI. Veterans' Priority Resource Page. In November 2013 the Employment and Training Administration (ETA), in partnership with the Veterans' Employment and Training Service (VETS), launched a new resource page for workforce practitioners. The resource page, available at <http://veterans.workforce3one.org>, is hosted on Workforce3One, ETA's on-line technical assistance and peer learning platform for workforce practitioners. The site is designed to assist American Job Center staff, as well as State Workforce Agency staff, in providing an easy to use source of information for the Department of Labor's veterans' employment and training programs. Included on this new resource page are:

- A list of relevant ETA guidance for serving veterans;
- Information on the Gold Card, a required item on form DD-2958 by which post-9/11 veterans are eligible for six months of intensive services after leaving active duty;
- A Priority of Service page, which includes important guidance and technical assistance;
- Online tools including: My Next Move for Veterans, the Veterans Reemployment Portal, the Career One-Stop Business Center, and the ebenefits Veterans' Employment Center;
- Announcements regarding veterans employment; and,
- A collection of useful links and resources for serving veterans.

ETA and VETS encourage all workforce practitioners to visit the site for updated tools and resources. Feedback on the site can be emailed to Vet.Priority@dol.gov.

VII. Referrals to Department of Veterans Affairs (VA) resources. AJC staff should encourage TSMs to create profiles on the ebenefits Veteran Employment Center (VEC) at <https://www.ebenefits.va.gov/ebenefits/jobs>. The VEC consolidates access to the Veterans Job Bank and other services, programs, and tools.

AJC staff should advise TSMs that the VA provides educational and vocational counseling for all TSMs within six months prior to and for one year after discharge, and for other veterans eligible for or receiving a VA education benefit. These services support TSMs and veterans to help guide their career paths and ensure the most effective use of their VA benefits to achieve their education and career goals. More information on this VA counseling is available at http://www.benefits.va.gov/VOCREHAB/edu_voc_counseling.asp.

TSMs with service-connected disabilities should be encouraged to apply to the VA Vocational Rehabilitation and Employment (VR&E) program, which supports participants in job training, obtaining suitable careers and employment accommodations, and in starting businesses. More information on VR&E is available at <http://www.benefits.va.gov/vocrehab/index.asp>.

VIII. Outreach Posters and Flyers. The VA has developed outreach posters to inform veterans about the VA and DoD benefits and services they may have earned. AJCs are encouraged to display these posters, which have several different design options to reflect the local job seeker customer base of an AJC. VA has also developed materials on the VEC as well as a flyer on how to file an electronic Fully Developed Claim (FDC) for VA disability benefits. The posters and flyer are attached and are also available on the Workforce3One Veterans' Priority Resource web site described in section VI above.

IX. Action Requested.

A. State Workforce Agency (SWA) Administrators and AJC managers are requested to immediately transmit this VPL to appropriate staff for implementation.

B. Directors for Veterans' Employment and Training (DVETs) are to ensure, through coordination with ETA regional staff and the SWA, that AJC staff understand their respective roles in supporting TSMs as outlined in this VPL.

X. Inquiries. All inquiries should be directed to the appropriate VETS or ETA regional office, or Director for Veterans' Employment and Training.

XI. Attachments.

A. Blank copy of [DD-2958, Service Member Career Readiness Standards/Individual Transition Plan](#)

B. Copy of VA Outreach Materials

Notes



SEP 26 2014

VETERANS' PROGRAM LETTER NO. 08-14

TO: ALL REGIONAL ADMINISTRATORS FOR VETERANS'
EMPLOYMENT AND TRAINING
ALL DIRECTORS FOR VETERANS' EMPLOYMENT AND
TRAINING
ALL STATE WORKFORCE AGENCY (SWA) ADMINISTRATORS
ALL REGIONAL ADMINISTRATORS, EMPLOYMENT AND
TRAINING ADMINISTRATION (INFO)

FROM:

KEITH KELLY

A handwritten signature in blue ink, appearing to read "Keith Kelly", is written over the printed name "KEITH KELLY".

SUBJECT:

Designation for Additional Populations Eligible for Services from
Disabled Veterans' Outreach Program (DVOP) Specialists: Transitioning
Service Members in need of Intensive Services; and Wounded, Ill, or
Injured Service Members Receiving Treatment at Military Treatment
Facilities or Warrior Transition Units (MTFs – WTUs); and the Spouses
and Family Caregivers of such Wounded, Ill or Injured Service Members

- I. **Purpose:** To inform state workforce agencies and Veterans' Employment and Training Service (VETS') field staff that certain transitioning members of the Armed Forces and certain spouses and certain other family caregivers of members of the Armed Forces are eligible for DVOP services; and to describe procedures to locate and identify these additional service populations.

- II. **References:**
 - Consolidated Appropriations Act, 2014, [Public Law \(P.L.\) 113-76](#); Division H, Title I;
 - Veterans' Program Letter (VPL) 07-14, American Job Center (AJC) Participation in Capstone Activities and Other Outreach to Transitioning Service Members
 - VPL [04-14](#), Designation for Additional Population of Veterans Eligible for Services from Disabled Veterans' Outreach Program Specialist – Veterans Ages 18-24, dated April 10,

- 2014;
- [VPL 03-14](#), Jobs for Veterans’ State Grants (JVSG) Program Reforms and Roles and Responsibilities of American Job Center (AJC) Staff Serving Veterans, dated April 10, 2014; and
- [VPL 03-10](#), Modification Process for Adjustment to Jobs for Veterans State Grants, dated April 30, 2010.

III. **Background:** The Consolidated Appropriations Act of 2014 (the Act) provided JVSG funding for FY 2014, and provided authorization for JVSG grants to support services to:

- transitioning members of the Armed Forces who have been identified as in need of intensive services;
- members of the Armed Forces who are wounded, ill, or injured and receiving treatment in military treatment facilities or warrior transition units; and
- the spouses or other family caregivers of such wounded, ill, or injured members.

The term “family caregiver” is defined as follows at Section 1720G(d) of Title 38, United States Code (38 U.S.C. 1720G (d)) - Assistance and support services for caregivers:

“(1) The term ‘caregiver’, with respect to an eligible veteran... means an individual who provides personal care services to the veteran.¹

(2) The term ‘family caregiver’, with respect to an eligible veteran... means a family member who is a caregiver of the veteran.

(3) The term ‘family member’, with respect to an eligible veteran... means an individual who—

(A) is a member of the family of the veteran, including—

- (i) a parent;
- (ii) a spouse;
- (iii) a child;
- (iv) a step-family member; and
- (v) an extended family member; or

(B) lives with, but is not a member of the family of the veteran.”

IV. **Guidance:** In accordance with the authorization provided in the Act, the three populations identified in Section III are eligible to receive DVOP services notwithstanding the limitations on the populations who may receive services from DVOP specialists in VPLs 03-14 and 04-14.

The attachment to this VPL provides links that indicate the locations of MTFs and WTUs within States, the District of Columbia and the territories or provide a means for AJCs to search for any MTFs and WTUs in their area by zip code. The appropriate AJC should

¹ For purposes of the authority in the Act, caregivers support members of the Armed Forces who are wounded, ill, or injured and receiving treatment in military treatment facilities or warrior transition units, rather than veterans.

coordinate with VETS' Director for Veterans' Employment and Training (DVET) in the State to:

- Contact each MTF and WTU (facility) in the State to offer the services of a DVOP specialist for any service member, family member or caregiver in need of employment-related assistance;
- Determine the appropriate DVOP schedule to meet the need for their services at each facility;
- Enter into any formal Memorandum of Understanding necessary with each facility and the appropriate AJC in the state.

The existing Labor Exchange Reporting System (LERS) will be used to record the assistance provided and any subsequent outcomes quarterly beginning in Program Year (PY) 2014 using the procedures outlined in Section VI below.

- V. **Transitioning Service Members in Need of Intensive Services:** VPL 07-14 explains the military services' use of form [DD-2958, Service Member Career Readiness Standards/Individual Transition Plan](#), to verify service members have met their Career Readiness Standards and made adequate preparations for their post-military careers before they leave active duty. When a service member is assessed as not meeting Career Readiness Standards (e.g., if a member does not have an adequate civilian resume), their commander facilitates a "warm handover" of the member to the public workforce system for a review of the employment services available through American Job Centers (AJC) and to facilitate access to appropriate services. The "warm handover" is explained in detail in VPL 07-14.

As explained above, the Consolidated Appropriations Act of 2014 authorizes JVSG funding (including DVOP funding) to be used to provide services to transitioning service members who have been identified as in need of intensive services. **VETS has identified the following three categories of transitioning service members as in need of intensive services and therefore eligible for DVOP services: 1) service members who receive this warm handover, or who produce a DD-2958 signed by their commander documenting that they have not met Career Readiness Standards; 2) transitioning service members ages 18-24, regardless of whether they meet Career Readiness Standards; and 3) active duty service members being involuntarily separated through a Service reduction-in-force. In addition, service members who are being discharged from service, either voluntarily or involuntarily, are considered to be "terminated" for purposes of eligibility for dislocated worker services under the Workforce Investment Act.**

- VI. **Injured and Wounded Military, Family Members/Caregivers:** The LERS already has fields in which to record services provided to transitioning service members (TSMs). A Special Program Identifier will be used in the Special Program Identifier field by states to identify those wounded, ill, or injured service members receiving treatment in MTFs or WTUs that are served by DVOP Specialists. Beginning in PY 2014, a single character designation for this population, "W", will be used to identify every service member in the ill, injured or wounded category, and the character "C" will be entered in that field to identify their spouses or caregivers. For information regarding the Special Program identifier (EBSS

Field #91) for Wagner-Peyser and JVSG reporting, please consult the ETA 406 Handbook at: http://www.doleta.gov/performance/guidance/WIA/406_handbook.pdf.

VII. Actions Required: State Workforce Agencies shall:

- extend DVOP services to transitioning service members who, in accordance with Section V of this VPL, have been identified as in need of intensive services;
 - effect the visitation or stationing of DVOP Specialists at MTFs and WTUs in the state; and
 - submit a grant modification for any additional DVOP specialists and/or additional travel funds necessary and appropriate for carrying out services to eligible populations at MTFs and WTUs.
-
- State Agencies will ensure that the wounded, ill or injured service members and family caregivers served are appropriately identified in each respective participant's record as described in Section VI.

VIII. Inquiries: Questions should be addressed to the appropriate DVET. DVETs or other VETS staff with questions should contact their Regional Administrator (RAVET). RAVETs and regional staff with questions should contact the JVSG Program Lead or JVSG email inbox: jvsg@dol.gov.

IX. Expiration Date: Until rescinded.

X. Attachment: MTF and WTU locations.

Attachment: MTF and WTU Locations

- Hyperlink for American Job Centers to find any [Military Treatment Facilities](#) (MTF) hospitals and clinics within 100 miles of their Center in all States, the District of Columbia, Territories and overseas facilities:

[Find a Military Hospital or Clinic](http://tricare.mil/mtf/) (<http://tricare.mil/mtf/>)

Note: Certain medical facilities of the Department of Veterans' Affairs (VA) are also listed and may be providing medical assistance.

- Description Army Warrior Transition Units (WTUs) and Community-Based Warrior Transition Units (CBWTUs):

[http://www.wtc.army.mil/documents/factsheets/WTU Fact Sheet 7 January 2014.pdf](http://www.wtc.army.mil/documents/factsheets/WTU_Fact_Sheet_7_January_2014.pdf)

- Map of WTU/CBWTU Locations by State:
<http://www.wtc.army.mil/wtc/wtuMap.html>

Jobs for Veterans State Grant Refocusing

Frequently Asked Questions (FAQs)

Overall Impact on States and Local Workforce Systems

1. How does the refocusing of the Jobs for Veterans State Grant (JVSG) program improve services to veterans?

The Department of Labor (DOL) is refocusing the JVSG program to ensure that veterans and eligible spouses receive the best combination of services from all American Job Center (AJC) staff and to ensure that JVSG-funded staff are focused on their statutory duties. DOL recognizes that veterans and eligible spouses with significant barriers to employment (SBE), as defined in the refocusing guidance, require intensive services to mitigate those barriers and successfully enter/re-enter the civilian workforce.

In addition to veterans with SBE, Disabled Veterans' Outreach Program (DVOP) specialists may also serve other populations specified by the Secretary. Currently, the Secretary has specified that veterans aged 18-24 may be referred to a DVOP specialist. This group has a high rate of unemployment and often possesses limited civilian work history, which can make transitioning to the civilian labor force more difficult. As a result, these veterans may need intensive services. By limiting the population that may be referred to the JVSG program, DOL will ensure that DVOP specialists are providing intensive services to those veterans most in need.

All other veterans and eligible spouses will continue to receive the services they require, on a priority of service basis, from other workforce programs. In addition, priority of service and refocusing do not limit veterans or eligible spouses who are within the SBE or 18-24 year old categories to receiving services only from JVSG or other specialized staff. Procedures or policies that restrict a veteran's access to DOL-funded employment and training programs, even if such restrictions are intended to provide the veteran with specialized services, are contrary to the priority of service requirements.

2. Refocusing will affect service delivery strategies in American Job Centers (AJC). What technical assistance and tools will DOL provide to aid states and local workforce areas to implement these policy and programmatic changes?

In support of the implementation of the refocusing of the JVSG program, DOL will provide technical assistance to the public workforce system, including making available virtual training for AJC frontline staff. The National Veterans' Training Institute (www.nvti.ucdenver.edu) provides tools and training for DVOP Specialists and LVERs, and the Workforce3One Veterans' Priority Community of Practice (<https://veterans.workforce3one.org>) includes tools and resources for Workforce Investment Act and Wagner-Peyser staff.

3. Will DOL provide additional funds to implement JVSG refocusing?

The Consolidated Appropriations Act of 2014 includes some funding for DOL's Veterans' Employment and Training Service to increase the number of DVOP specialists in AJCs. DOL continues to encourage State Workforce Agencies to review their mix of DVOP Specialists and LVER staff and consider converting LVER staff to DVOP specialists, where appropriate.

Funding for Fiscal Year (FY) 2014 for the Workforce Investment Act (WIA) Adult and Dislocated Worker programs and the Wagner-Peyser Employment Service program remained relatively stable.

4. The FY14 appropriations did not include an increase for the WIA Adult and Dislocated Worker programs and the Wagner-Peyser Employment Service program. How will these programs serve an increased population of veterans as a result of JVSG refocusing?

While funding for the Wagner Peyser Employment Service and the WIA Adult and Dislocated Worker programs remains relatively unchanged, additional funding was made available to VETS to increase the capacity of the JVSG program to provide increased rates of intensive services to veterans with a SBE. DOL is committed to providing technical assistance throughout this transition to identify strategies and resources that may be leveraged to support AJC partners.

5. How will this refocusing effort affect services to job seekers who do not qualify for JVSG services?

Veterans will continue to receive priority of service in all employment and training programs funded in whole or part by DOL. Those veterans that do not qualify for JVSG will be served by other programs within the AJC network, including the WIA Adult and Dislocated Worker programs and Wagner-Peyser Employment Service. To ensure veterans continue to receive resources specific to their needs, the Department will provide technical assistance to include webinars, resource pages, formal guidance, and the leveraging of online tools to advance the knowledge, skills, and abilities of all AJC staff to serve veterans.

6. Can a DVOP specialist or LVER still work at multiple AJCs?

Yes. State Workforce Agencies are responsible for developing a plan to allocate JVSG staff across the state. A state's plan may include having a DVOP specialist staff multiple AJCs and partner offices. In these instances, a DVOP specialist may be on site at one AJC on a Monday and Wednesday, another on Tuesday and Thursday, and a third site on Friday to provide intensive services by appointment. Such arrangements are made based upon workload and need, following consultation between the state and the appropriate Director for Veterans' Employment and Training in that state.

General Provision of Employment and Training Services to Veterans and Eligible Spouses.

7. Will veterans and eligible spouses continue to receive priority of service under JVSG refocusing?

Yes. Veterans and eligible spouses will continue to receive priority of service in all employment and training programs funded, in whole or in part, by DOL.

8. What if a veteran participant wants to receive employment services from an AJC staff member that is also a veteran?

AJCs should establish clear intake and assessment processes and communicate those processes to all AJC participants, regardless of veteran status. Veterans who request to see a staff member who is a veteran should be advised that their needs will be assessed and they will be referred to the appropriate workforce program. Only those veterans with a significant barrier to employment, or who are 18-24, will be referred to the JVSG program.

9. What process will be used to determine that a veteran has a significant barrier to employment?

AJC staff will conduct an intake and assessment process for each veteran participant, which will include an initial assessment for SBE criteria. Throughout the intake process, veterans who disclose or self-attest to meeting one or more of the SBE criteria will be referred to the JVSG program. Information on many of the SBE criteria is already collected as part of the current intake process, assuming that participants disclose such information (e.g., disability status and homelessness).

10. Who should do the initial intake to determine if a veteran has a SBE?

Each AJC has different procedures for completing the intake process. For example, the receptionist, intake staff/specialist, or the next available AJC staff person (other than a DVOP specialist or LVER staff) can make an initial assessment of an individual customer's needs. If during an initial assessment, a veteran self-attests to meeting one or more of the SBE criteria, the AJC staff member must refer the individual to the DVOP specialist. If a DVOP is not available at the time of the initial intake, the veteran may choose to be served on a priority basis by another AJC staff member. However, the individual making the assessment should also encourage the veteran to make an appointment to see the DVOP, even if the veteran elects to receive other AJC services until the DVOP has an available appointment. A DVOP specialist or LVER staff must not perform initial intake of nonveterans or of all veterans, as these positions must adhere to their statutorily-mandated responsibilities.

11. Who should veterans with significant barriers to employment see if there is no DVOP on site at their AJC?

For those AJCs without a full- or part-time DVOP specialist, veterans with a SBE should be referred to another workforce program to meet his or her needs. The veteran should be informed that he or she will still be able to receive intensive services from other programs within the AJC on a priority basis. For those AJCs with part-time DVOP specialists, veterans with a SBE should also be offered the option of an appointment with the part-time DVOP specialist as soon as possible.

12. Who is available to assist disabled veterans who do not meet the definition of “disabled” or “special disabled” in the SBE definition?

The SBE definition defines “disabled” and “special disabled veterans as those terms are defined in 38 U.S.C § 4211(1) and (3): “disabled” and “special disabled” veterans are those who are entitled to compensation under laws administered by the Secretary of Veterans Affairs or were discharged or released from duty due to a service-connected disability.

As with all veterans, veterans whose disabilities are not service-connected and who do not fit the SBE definition of a “disabled” or “special disabled” veteran will be provided priority of service and referred to the employment or training program that best meets their needs. In the event that a disabled veteran meets one or more of the SBE criteria, he or she will be referred to a DVOP specialist. Otherwise, the veteran will be served by other AJC staff, outside of the JVSG program.

13. What should veterans do if they don’t know what their disability rating is and are still awaiting a response from the VA?

Veterans may inquire about their disability rating or the status of their claims from the Department of Veterans’ Affairs (VA) by registering on the VA’s new ebenefits webpage (<https://www.ebenefits.va.gov/ebenefits-portal/ebenefits.portal>).

In the meantime, if the veteran self-attests and discloses a service-connected disability, he or she will be referred to a DVOP specialist to receive intensive services.

Services provided by DVOP Specialists

14. Can the spouse of an eligible SBE veteran receive services from a DVOP?

Yes, provided that the spouse both has a SBE and meets the definition of eligible person outlined in 38 U.S.C. 4101(5). An eligible person is defined as the spouse of any of the following:

- a. any veteran who died of a service-connected disability;
- b. any member of the Armed Forces serving on active duty who, at the time of application for the priority, is listed in one or more of the following categories and has been so listed for a total of more than 90 days:
 - i. Missing in action;
 - ii. Captured in the line of duty by a hostile force; or
 - iii. Forcibly detained or interned in the line of duty by a foreign government or power; or,
- c. any veteran who has a total disability resulting from a service-connected disability or any veteran who died while a disability so evaluated was in existence.

15. Why can 18-24 year old veterans receive employment services from a DVOP while others cannot?

Pursuant to 38 U.S.C 4103A(a)(1)(C), the Secretary of Labor may identify additional groups of veterans who are eligible for DVOP services. The Secretary has identified veterans, ages 18-24, as eligible for DVOP services because of this population's high rate of unemployment.

16. What does the SBE definition mean by "special disabled and disabled veterans are those who are entitled to compensation under laws administered by the Secretary of Veterans' Affairs?"

This means: (1) a veteran who has been determined eligible for a disability rating, which entitles him or her to receive monthly disability compensation under laws administered by the Department of Veterans Affairs (VA), or (2) a veteran who, but for the receipt of military retired pay, would be entitled to disability compensation from the VA.

17. What additional responsibilities must DVOP specialists perform during periods of time when they do not receive new referrals of eligible participants?

The case management approach to the delivery of intensive services includes a comprehensive process of documentation and follow-up. In the event that a DVOP specialist has not been referred any new participants, he or she should first perform any administrative or case management duties for the current caseload of participants. This would include completing case notes and documentation requirements for participant files, contacting participants to assess progress or provide additional services, and

coordination with the LVER or AJC business team regarding job opportunities for veterans.

Secondly, the DVOP specialist should conduct activities that result in new enrollments of veterans in need of intensive services. These activities include relationship building and outreach to local partners, including other workforce programs, non-profit entities, and community- and faith-based organizations to enroll veterans in need of intensive services with the local AJC.

LVER Staff and Employer Engagement

18. When will DOL issue new performance measures for LVERs?

Currently, JVSG grantee reporting includes several elements that DOL will use to determine the progress of refocusing implementation. This includes the percentage of veterans referred to JVSG, the percentage of participants receiving intensive services from DVOP specialists, and the percentage of participants receiving services from LVER staff.

DOL is in the process of creating performance metrics to better measure the work of LVER staff in conducting outreach and relationship building in the local labor market. Currently, the number of LVER staff employer contacts are reported in the AJC manager's quarterly report. However, DOL will be developing metrics that more closely align LVER staff duties with the employment outcomes of veterans served by AJC staff. There is currently no date for the implementation of a new LVER metric, but DOL staff will work with State Workforce Agencies on the development and implementation of the metrics.

19. How does the refocusing of LVER duties improve services to employers?

JVSG refocusing ensures that LVER staff are focused on conducting outreach and job development activities in the local community that will assist the AJC in connecting employers with qualified veterans. The LVER is responsible for advocating for all veterans at an AJC, and will work with the AJC's business development team to advocate for veteran hiring.

20. Will LVER staff directly serve veterans?

LVER staff responsibilities include outreach and engagement with local business and industry to advocate the hiring of veterans in the local labor market. In the course of this work, LVER staff must work with DVOP specialists and other AJC staff to provide job opportunities to specific veterans, and may meet with veterans to better understand and meet their employment needs. However, LVER staff should not provide direct staff-assisted services to participants. As part of federal oversight and monitoring, DOL staff will review the rate at which LVER staff are providing direct services and will work with State Workforce Agencies and specific AJCs to decrease these rates.

Frequently Asked Questions
Allowable Activities for LVER Staff
Feb 2, 2015

What are LVER responsibilities?

LVERs perform a wide range of duties on behalf of our veterans specifically related to outreach to the employer community and facilitation within the state's employment service delivery system. These duties are outlined in 38 U.S.C. 4104(b). LVERs must be assigned duties that promote the advantages of hiring veterans to employers, employer associations, and business groups. When employer outreach is primarily accomplished by a "business services team" or like entity, the LVER must be included as an active member of that team. LVERs advocate for all veterans served by the American Job Centers (AJC) with business, industry, and other community-based organizations by participating in appropriate activities such as:

- Conducting employer outreach;
- In conjunction with employers, conducting job searches and workshops, and establishing job search groups that include veterans;
- Coordinating with unions, apprenticeship programs and businesses or business organizations to promote and secure employment and training programs for veterans;
- Informing Federal contractors of the process to recruit qualified veterans;
- Providing training and technical assistance to AJC staff and stakeholders regarding veteran issues and concerns;
- Promoting credentialing, licensing, job driven training and apprenticeship opportunities for veterans; and
- Coordinating and participating with other business outreach efforts.

LVERs are also responsible for "facilitating employment, training, and placement services furnished to veterans in a State under the applicable State employment service delivery systems" (38 U.S.C. 4104(b)(2)). VETS defines this facilitation duty as the act of capacity building within the state's employment service delivery system to ensure easier access to the appropriate employment and training services for job seeking veterans. LVERs should play an important role in assisting with the development of the service delivery strategies for veterans in their assigned AJC as well as educating all AJC partner staff with current employment initiatives and programs for veterans.

Can LVER staff interact with veteran customers of the AJCs?

Yes. A LVER may meet with veteran jobseekers recommended by other AJC staff for referral to specific employment opportunities. The goal of these interactions is for the LVER to assess the veteran's suitability for referral, make the connection between veteran and employer, and develop feedback to the AJC system on best or promising practices to maximize successful veteran

employment. If the LVER determines that a veteran is in need of additional services, s/he must refer the veteran back to the appropriate AJC staff member for those services.

JVSG refocusing ensures that LVERs focus on conducting employer outreach and job development activities in the local community that will assist the AJC in connecting employers with qualified job-ready veterans. The LVER is responsible for advocating for all veterans at an AJC, and will work with the AJC's business services team to advocate for veteran hiring.

LVER responsibilities include outreach and engagement with local businesses and industry to advocate the hiring of veterans in the local labor market and identify employment opportunities for veterans. In the course of this work, LVERs will work with other AJC staff to provide job opportunities to veterans, and determine which veterans, being served by an AJC, are appropriate for referral to which employment opportunities.

LVERs can "greet" veterans who come into an AJC, but solely *for the purpose of explaining the services that are offered at the AJC and introducing a veteran to the appropriate staff member that will help them* and only if the LVER happens to be in the office and are not otherwise busy at the time.

Will LVER interactions with job-ready veterans adversely impact an AJC's metrics and result in adverse findings in a VETS audit?

No, VETS' audit tool is being modified to account for the referral or screening services provided by LVERs. However, when compared to previous years, LVER staff services to veterans, as reported on the VETS 200B Report, should continue to decline.

What is the status of the LVER outcome metric VETS was developing?

Currently, the number of LVER staff employer contacts is reported in the AJC manager's quarterly report. DOL is creating an "effectiveness of business services" performance metric as required by the Workforce Investment and Opportunity Act of 2014 (WIOA).

How does the refocusing of duties improve service to veterans?

JVSG refocusing ensures that while LVERs focus on building employer relationships and employment opportunities for veterans, DVOPs can focus on preparing veterans to become job ready. This separation of functions allows both LVERs and DVOPs to provide an improved level of service to veterans.

How does the refocusing of LVER duties improve services to employers?

JVSG refocusing ensures that LVER staff are focused on conducting outreach and job development activities in the local community and facilitation that will assist the AJC in connecting employers with qualified veterans. The LVER is responsible for advocating for all veterans at an AJC, and will work with the AJC's business development team to advocate for veteran hiring.

What kind of outreach to veterans can a LVER perform?

While DVOPs are responsible for outreach efforts to veterans, LVERs may also participate in activities such as Job Clubs, VSO events, job fairs, and other similar activities to determine if job-ready veterans who are at these events are suitable for referral to a specific employment opportunity

Where can I go if I have more questions?

We welcome you to visit our website at www.dol.gov/vets to learn more about LVER activities. You will also find the information to contact our staff directly.

Notes

Assisting 18-24 year-old veterans

Challenges job-seeking veterans may face (and how we might assist them to meet those challenges)

Every veteran is different, but those with little civilian work experience may need to:

1. Overcome a lack of experience with the tactics, tools, unwritten rules, and norms or the job search process.

2. Overcome a lack of knowledge about civilian occupations, how hiring decision makers think, and how businesses, including the one they're seeking to join as an employee - succeed. Without that knowledge, it's difficult to understand and explain (in a cover letter, on a résumé, during job interviews, or while networking), how the knowledge, skills, and traits they acquired while in uniform can benefit an employer.

3. Play of "catch up" with civilian peers, since they may be getting a delayed start on their civilian careers. This may include confronting their own unrealistic expectations about the type of position and total compensation packages they'll be able to secure. Many may in fact take a cut in pay and status similar to anyone changing careers.

4. Adapt to a less structured, more ambiguous existence, one without the “safety net” of supportive services, mess halls, and barracks, and without a clear, detailed daily work plan. This can be especially challenging when a recently separated veteran in starting or in the midst of a job search.

5. “Unlearn” military-speak (including acronyms, jargon, ranks and pay grades, and MOSs / AFSCs / Ratings) and translate their experiences into words, concepts and stories that civilian hiring decision makers will find compelling

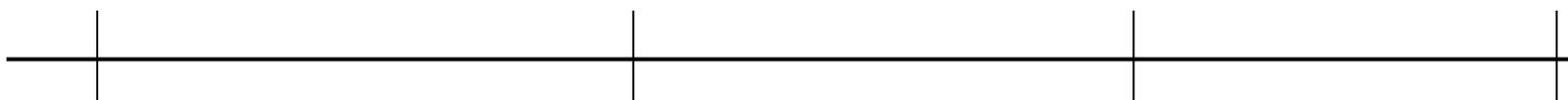
6. Dispel stereotypes that employers – many of whom have had no direct contact with service members or veterans – may have, including:
 - a. “Veterans won’t fit into our less formal work culture.”
 - b. “Military personnel are rigid and lack creativity.”
 - c. “Their only leadership approach is giving orders.”
 - d. “Most veterans suffer from PTSD / TBI.”
 - e. “If I hire a veteran they’re liable to be called back to active duty.”

7. Adapt to and learn the unwritten rules of a civilian workplace. Recently separated veterans may, for example, need to get used to calling the boss by his or her first name or frequently asking for guidance and directions as they're trying to understand what's expected of them.

8. Cope with the usual stressors that accompany major life transitions

9. Other challenges not listed here, and countermeasures

What kind of match between military experience and the requirements of a specific job can we make?



Personal productivity skills & traits match

- Reliability
- Conscientiousness
- Initiative
- Commitment / self-motivation
- Integrity
- Ability to learn quickly
- Team player
- Adaptability / flexibility
- Creativity
- Empathy
- Good interpersonal skills
- Computer skills

These are the *soft skills* employers say they value so much.

“Functions” match

- Leading / supervising
- Persuading / selling
- Planning / organizing
- Communicating
- Training / coaching
- Researching / analyzing
- Problem solving & Innovation
- Financial management
- Leveraging data
- Customer service

Similar match

- Supply NCO → Logistics
- Operating or maintaining *different* kinds of equipment
- Personnel administration
- MP → Law Enforcement (MP = Military Police)

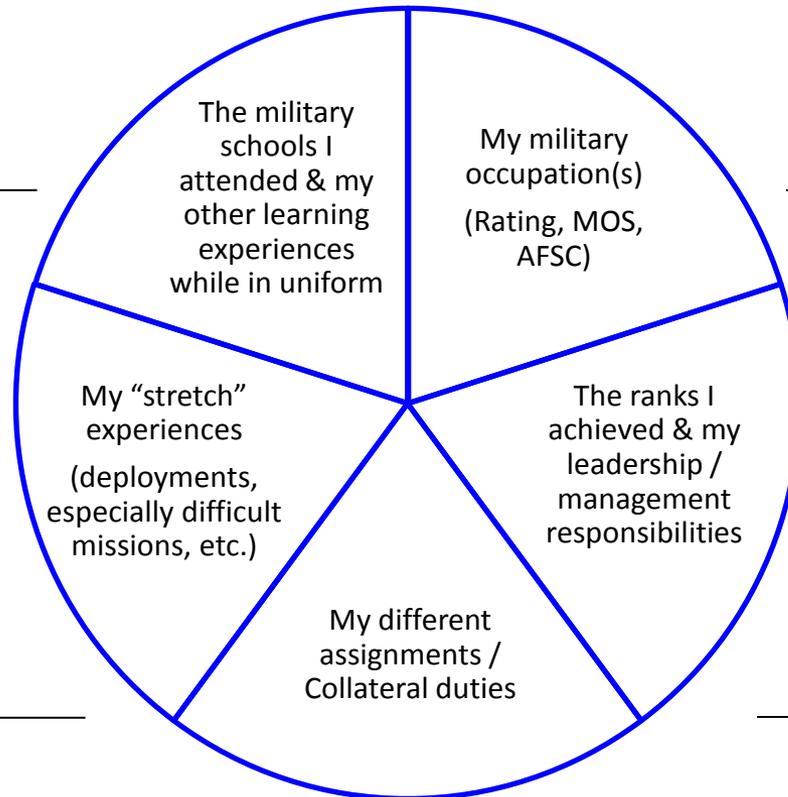
Tight match (task-related skills)

- Operating earth moving equipment
- Maintaining vehicles or avionics
- Some medical specialties

At this end of the scale, it *should* be easy to align military experience and job requirements *if*

- Tasks / equipment are really equivalent.
- The veteran enjoyed the work and was good at it.
- A vacant position involving these skills exists.
- Hiring decision makers recognize the match.

My Interests, Traits, Aptitudes, Certifications, Knowledge and Skills I developed or strengthened while in uniform



Sample Accomplishment Statements from TAP DOLEW manual

US Army ARMAMENT REPAIRER

- Repaired and maintained various advanced military weapons systems valued at up to \$500,000
- Cleaned and lubricated electro-optical fire control components to ensure proper maintenance
- Repaired and maintained sophisticated weaponry such as missile mounts, platforms, and launch mechanisms

US Army MOTOR TRANSPORT OPERATOR

- Determined best travel routes, confirmed arrival dates, and verified cargo types resulting in a 20% increase in on-time arrivals
- Ensured vehicles are properly loaded to meet required safety standards
- Checked engine oil, fuel, fluid levels and tire pressure for vehicle safety inspections
- Drove vehicles over a variety of road types, traveling alone or in convoys transporting both personnel and cargo
- Performed routine vehicle maintenance and repairs for six different types of vehicles

US Coast Guard MACHINERY TECHNICIAN

- Operated, maintained, and repaired internal combustion engines, boilers and main propulsion power transmission equipment of assigned vessel
- Operated, maintained, and repaired auxiliary fire room, refrigeration, air conditioning, electrical, and machine shop equipment
- Organized and lead emergency response drills for 25 personnel
- Performed maintenance related administrative functions such as inventory, ordering supplies and completing required reports

US Navy AIRMAN

- Assisted in the maintenance of aircraft aeronautical and support equipment
- Performed maintenance service, cleaned aircraft and assisted in aircraft handling
- Operated sophisticated aircraft communication and radar equipment
- Maintained and operated aircraft defensive weaponry and in-flight refueling systems
- Operated helicopter hoists to lift equipment and personnel from land and sea

US Marine Corps PERSONNEL CLERK

- Organized, maintained, and reviewed 75 personnel records including pay documents
- Entered and retrieved personnel information using an automated information system
- Prepared organizational charts, wrote official correspondence, and maintained reports
- Assisted assigned personnel and their families with pay and benefit issues

- Provided current information about personnel programs and procedures to employees and administrators

US Marine Corps MACHINE GUNNER

- Operated and maintained sophisticated equipment designed for tactical operations
- Operated communications equipment and various support vehicles
- Supervised 20 personnel in special work groups ensuring completion of assigned tasks
- Performed emergency maintenance on three different weapons systems
- Worked effectively in groups with diverse team members

Worksheet 1: My military experiences

To more fully explore and reflect upon your military experiences, use a separate worksheet for each significant “episode” from your time in uniform.

Assignment / duty position / school attended / deployment _____

Dates _____ Unit / Ship _____ Location _____

Duties / responsibilities / activities / tasks I performed:

Significant formal and informal learning experiences:

Leadership or management responsibilities:

Knowledge, skills, and abilities I acquired or strengthened:

Results I achieved:

Worksheet 3: Traits That Hiring Decision Makers Value

This exercise can help you to reflect on the all-important personal productivity traits you may have demonstrated while in uniform, and to develop Situation-Action-Result (SAR) Statements that add impact and credibility to your résumé, cover letter, and job application, and during a job interview.

Think of times you demonstrated each of the following traits that employers value.	Describe the situation you faced, the action you took that demonstrated the trait, and the results you achieved.
<p>Personal effectiveness and work ethic</p> <p>Think of times you:</p> <ul style="list-style-type: none"> • Embraced a results- and performance-orientation, or developed habits of dependability and accountability for completing tasks and missions. • Developed self-confidence by accomplishing difficult challenges. • Learned the importance of observing rules and schedules. • Mastered time-management and personal organization skills. 	
<p>A focus on flawless execution</p> <p>Think of times you:</p> <ul style="list-style-type: none"> • Had to exercise strict attention to detail, meet tight standards, or operate under conditions with no margins for error. • Were responsible for other lives, and equipment or property. • Acquired the habits needed to work safely with potentially dangerous equipment and under inherently hazardous conditions. 	

<p>Leadership</p> <p>Think of times you:</p> <ul style="list-style-type: none"> • Assumed responsibility for subordinates' performance, career development, safety, and physical and psychological well-being. • Learned to lead by example, motivate subordinates, translate organizational goals into individual assignments and instructions, and delegate tasks and monitor results. • Coached and counseled subordinates. • Trained others: <ul style="list-style-type: none"> ○ Informally, one-on-one or in small groups. ○ Formally, in classroom settings. 	
<p>Flexibility, adaptability and resilience</p> <p>Think of times you:</p> <ul style="list-style-type: none"> • Acted effectively in situations marked by rapid change and uncertainty. • Improvised a solution to a problem when no ready solution was available. • Transferred or applied skills you mastered in one context to very different conditions and tasks. • Multitasked. • Carried out assignments under difficult or stressful circumstances and despite unexpected setbacks. • Overcame personal hardships and injuries. 	

<p>Teamwork</p> <p>Think of times you:</p> <ul style="list-style-type: none"> • Collaborated with people from diverse backgrounds and different skills to accomplish complex tasks. • Utilized team skills, including the ability to identify team goals, clarify the roles of each team member, and coordinate individual actions to achieving collective results. • Recognized the critical importance of collaboration, trust, trustworthiness and dependability, and acted accordingly. • Took steps to sustain group cohesion and morale. 	
<p>Problem solving and critical thinking</p> <p>Think of times you dealt with difficult, unfamiliar and complex challenges, and used the skills needed to detect problems, gather and analyze the information about the problem, devise plans for resolving the problem, evaluate progress during the implementation of the solutions, and revise the plan as needed.</p>	
<p>Communication skills</p> <p>Think of times you communicated verbally or in writing about complex and important issues with superiors, team members, and subordinates.</p>	
<p>Cross-Cultural Experience</p> <p>Think of times you:</p> <ul style="list-style-type: none"> • Exercised cultural sensitivity in order to train or collaborate with people from other cultures. • Learned to speak a foreign language. 	

<p>Technological savvy</p> <p>Think of times you used computers, mobile devices, or other electronic tools to perform tasks related to:</p> <ul style="list-style-type: none"> • Administration • Logistics • Intelligence gathering and analysis • Communication, command and control • The operation, maintenance, troubleshooting, and repair of vehicles, aircraft, equipment, and weapons systems. 	
<p>An accelerated learning curve</p> <p>Think of times you had to quickly master new skills and knowledge:</p> <ul style="list-style-type: none"> • During basic training and advanced military occupational skill training. • When assigned additional duties. • When transferring to units with unfamiliar equipment, operational procedures, or missions. • When qualifying for promotions and assuming expanded responsibilities. 	

Worksheet 2: Capabilities I've acquired and how I can apply them

Drawing on the experiences you described using **Worksheet 1**, use this worksheet to identify and analyze the knowledge, skills, abilities, and traits you've acquired.

Step 1: In Column C, review the Knowledge, Skills, Abilities & Traits and select those you've acquired. After the verbs, add a few words that more clearly explain the capability you gained. If you possess additional skills not listed here, add them in the rows at the bottom of the table.

Step 2: In Column A (Interest), give yourself an Interest score, based on how motivated you are to use this skill in your future work. If you can think of times when you used the skill and you performed well, you enjoyed the work, and achieved results you are proud of, give yourself a 3. If you don't enjoy using the skills, give yourself a 1.

3 = Very Interested, 2 = Moderately interested, 1 = Not very interested

Step 3: In Column B (Rating), give yourself a Competency Rating based on how well you have mastered the skill and can apply it.

3 = Very competent, 2 = Moderately competent, 1 = Not very competent

Step 4: In Column D, describe any results you can think of that you achieved by applying the skill.

A	B	C	D
Interest	Rating	Knowledge, Skills, Abilities & Traits I've acquired	Results I have achieved applying the KSA or trait
3	3	Trained <i>squad members on land navigation and small unit tactics</i>	<i>Squad members achieved a 95% pass rate on first test; 100% on re-test.</i>
1	2	Operated <i>electrical generators and power tools</i>	<i>Completed extensive repairs on barracks in a difficult operating environment</i>
3	2	Analyzed <i>pre- and post-training vehicle operator driving records</i>	<i>Identified ways to improve training, thereby reducing vehicle accidents by 75%</i>

Competency Rating: 3 = Very competent, 2 = Moderately competent, 1 = Somewhat competent

Employer Importance Rating: 3 = Very important, 2 = Moderately important, 1 = Not very important

A Interest	B Rating	C Knowledge, Skills, Abilities & Traits I've acquired	D Results I have achieved applying the KSA or trait
		Provided leadership	
		Supervised / Directed / Guided	
		Trained / Coached / Mentored	
		Delegated	
		Disciplined	
		Motivated	
		Counseled	
		Advised	
		Recruited / Hired	
		Provided feedback	
		Resolved conflicts / Mediated	
		Managed / Coordinated	
		Organized	

		Planned / Prioritized	
		Estimated / Forecasted	
		Implemented	
		Enforced / Regulated / Controlled	
		Scheduled / Dispatched	
		Persuaded	
		Marketed / Publicized	
		Improved customer satisfaction / loyalty	
		Handled complaints	
		Negotiated	
		Met with the public	
		Budgeted	
		Performed cost accounting	
		Researched / Analyzed / Investigated / Surveyed	
		Audited / Evaluated / Assessed / Measured / Tested	
		Examined / Inspected / Interviewed	
		Monitored / Tracked	

		Diagnosed	
		Inventoried	
		Selected / purchased	
		Compiled / Processed / Kept records	
		Interpreted	
		Designed / Developed / Created	
		Produced	
		Constructed	
		Operated	
		Programmed	
		Maintained / Serviced / Repaired / Overhauled	
		Performed troubleshooting	
		Communicated	
		Corresponded	
		Wrote / Authored / Edited	
		Presented / Briefed	
		Solved a problem	

		Simplified / Standardized / Streamlined / Consolidated	
		Conserved / Improved efficiency / Cut costs	
		Learned quickly	
		Promoted safety	
		Handled hazardous materials	
		Used technology	

Worksheet 3: Traits That Hiring Decision Makers Value

This exercise can help you to reflect on the all-important personal productivity traits you may have demonstrated while in uniform, and to develop Situation-Action-Result (SAR) Statements that add impact and credibility to your résumé, cover letter, and job application, and during a job interview.

Think of times you demonstrated each of the following traits that employers value.	Describe the situation you faced, the action you took that demonstrated the trait, and the results you achieved.
<p>Personal effectiveness and work ethic</p> <p>Think of times you:</p> <ul style="list-style-type: none"> • Embraced a results- and performance-orientation, or developed habits of dependability and accountability for completing tasks and missions. • Developed self-confidence by accomplishing difficult challenges. • Learned the importance of observing rules and schedules. • Mastered time-management and personal organization skills. 	
<p>A focus on flawless execution</p> <p>Think of times you:</p> <ul style="list-style-type: none"> • Had to exercise strict attention to detail, meet tight standards, or operate under conditions with no margins for error. • Were responsible for other lives, and equipment or property. • Acquired the habits needed to work safely with potentially dangerous equipment and under inherently hazardous conditions. 	

<p>Leadership</p> <p>Think of times you:</p> <ul style="list-style-type: none"> • Assumed responsibility for subordinates' performance, career development, safety, and physical and psychological well-being. • Learned to lead by example, motivate subordinates, translate organizational goals into individual assignments and instructions, and delegate tasks and monitor results. • Coached and counseled subordinates. • Trained others: <ul style="list-style-type: none"> ○ Informally, one-on-one or in small groups. ○ Formally, in classroom settings. 	
<p>Flexibility, adaptability and resilience</p> <p>Think of times you:</p> <ul style="list-style-type: none"> • Acted effectively in situations marked by rapid change and uncertainty. • Improvised a solution to a problem when no ready solution was available. • Transferred or applied skills you mastered in one context to very different conditions and tasks. • Multitasked. • Carried out assignments under difficult or stressful circumstances and despite unexpected setbacks. • Overcame personal hardships and injuries. 	

<p>Teamwork</p> <p>Think of times you:</p> <ul style="list-style-type: none"> • Collaborated with people from diverse backgrounds and different skills to accomplish complex tasks. • Utilized team skills, including the ability to identify team goals, clarify the roles of each team member, and coordinate individual actions to achieving collective results. • Recognized the critical importance of collaboration, trust, trustworthiness and dependability, and acted accordingly. • Took steps to sustain group cohesion and morale. 	
<p>Problem solving and critical thinking</p> <p>Think of times you dealt with difficult, unfamiliar and complex challenges, and used the skills needed to detect problems, gather and analyze the information about the problem, devise plans for resolving the problem, evaluate progress during the implementation of the solutions, and revise the plan as needed.</p>	
<p>Communication skills</p> <p>Think of times you communicated verbally or in writing about complex and important issues with superiors, team members, and subordinates.</p>	
<p>Cross-Cultural Experience</p> <p>Think of times you:</p> <ul style="list-style-type: none"> • Exercised cultural sensitivity in order to train or collaborate with people from other cultures. • Learned to speak a foreign language. 	

<p>Technological savvy</p> <p>Think of times you used computers, mobile devices, or other electronic tools to perform tasks related to:</p> <ul style="list-style-type: none"> • Administration • Logistics • Intelligence gathering and analysis • Communication, command and control • The operation, maintenance, troubleshooting, and repair of vehicles, aircraft, equipment, and weapons systems. 	
<p>An accelerated learning curve</p> <p>Think of times you had to quickly master new skills and knowledge:</p> <ul style="list-style-type: none"> • During basic training and advanced military occupational skill training. • When assigned additional duties. • When transferring to units with unfamiliar equipment, operational procedures, or missions. • When qualifying for promotions and assuming expanded responsibilities. 	

Worksheet 4: Matching capabilities with job requirements

At the top of column A, write the name of a job opportunity you would like to pursue, a company you would like to work for, or an occupation you would like to enter.

Then list the skills, qualifications, duties, and responsibilities:

- Of the position you wish to pursue.
- That hiring decision makers in the company you wish to work for consider most important.
- That allow someone to be successful in the occupation you wish to enter.

To develop this list, you can review job descriptions, conduct informal networking conversations and more formal informational interviews, or consult O*NET, the Occupational Outlook Handbook, and other sources of information.

In column B, list the equivalent skills or experience you've acquired, and the results you've achieved that might persuade a hiring decision maker that you are the ideal candidate for the position.

A What hiring decision makers are looking for	B Your relevant capabilities, and results you've achieved

<p style="text-align: center;">A</p> <p style="text-align: center;">What hiring decision makers are looking for</p>	<p style="text-align: center;">B</p> <p style="text-align: center;">Your relevant capabilities, and results you've achieved</p>

Translating Military Experience Into Civilian Terms

Military Pay Grades	Civilian Equivalent
O7 and Above	President, Senior Director, Chairman of the Board, Managing Director
O5 and O6	Chief Executive Officer, Chief Operating Officer, Program Director
O4	Senior Administrator, Department Head, Program Manager
O1 to O3	Executive, Administrator, Manager, Project Officer
WO1 to WO5	Director, Specialist, Facilitator, Technical Manager, Technical Specialist
E7 to E9	Director, Supervisor, Department Manager, Operations Manager, Senior Advisor
E4 to E6	Assistant Manager, Line Supervisor, Section Leader, Task Leader, Supervisor, Foreman
E1 to E4	Technician, Assistant, Team Member

Terms and acronyms

Military:

Civilian Employers:

NCOIC, Watch Captain, Petty Officer of the Watch → Supervisor, Manager, Coordinator

Commander, Chief → Division Head, Director, Senior Manager

Executive Officer (XO) → Deputy Director, Assistant Manager

Action Officer (AO) → Analyst (or Senior Analyst if applicable)

TDY/TAD → Business travel

- PCS → Relocation
- OER/NCOER → performance appraisal
- MOS/MOC → career field
- Commanded → supervised, directed
- Battalion, Unit, Platoon → organization, agency, department
- Mission → responsibility, task, objective, job
- Combat/War → hazardous conditions, conflict
- Headquarters → headquarters, corporate office
- Subordinates → employees, co-workers
- Service members → employees, co-workers, colleagues, personnel, individuals
- Military Personnel Office (MILPO) → personnel office
- Personnel Action Center (PAC)
- Regulations → guidance, policy, instructions
- Reconnaissance → data collection, survey, analysis
- TDA/MTOE → organizational structure, material resources, manpower

Additional Tips

Awards:

Veterans might have a laundry list of ARCOMs, MSMs, and AAMs and that is a good thing. However, don't, fill the resume with a laundry list. Simply mention the appropriate awards for outstanding job performance. If there is something critical to mention about a certain award, then it is fine to elaborate on that particular award.

Job Titles:

Don't get caught up in military titles (Captain, Major, Sergeant). Focus more on communicating the functional area of the job title (Communications Technician, Emergency Medical Technician, and Nurse). Here are some common translations that may be helpful:

- Warrant Officer → Technical Manager/Specialist/Department Manager
- Senior NCOs → First-Line Supervisor
- Sergeant Major → Senior Advisor

First Sergeant → Personnel Supervisor

Squad Leader → Team Leader/Team Chief

Supply Sergeant → Supply Manager/Logistics Manager

Operations NCO → Operations Supervisor

Platoon Sergeant → Supervisor/ Instructor/Trainer

Military Schools

Make your classroom achievements easy to understand. Feel free to edit course titles for clarity's sake. Here are some common examples:

Basic Training = Basics Skills Course

Advanced Individual Training (AIT) = Advanced Skills Course (mention career field)

Primary Leadership Development Course (PLDC) = Basic Leadership and Management Development Course

Basic Non-Commissioned Officers Course (BNOC) = Intermediate Leadership and Management Development Course

Advanced Non-Commissioned Officers Course (ANOC) = Advanced Leadership and Management Development Course

Officer Advanced Course (OAC) = Advanced Level Officer Training Course

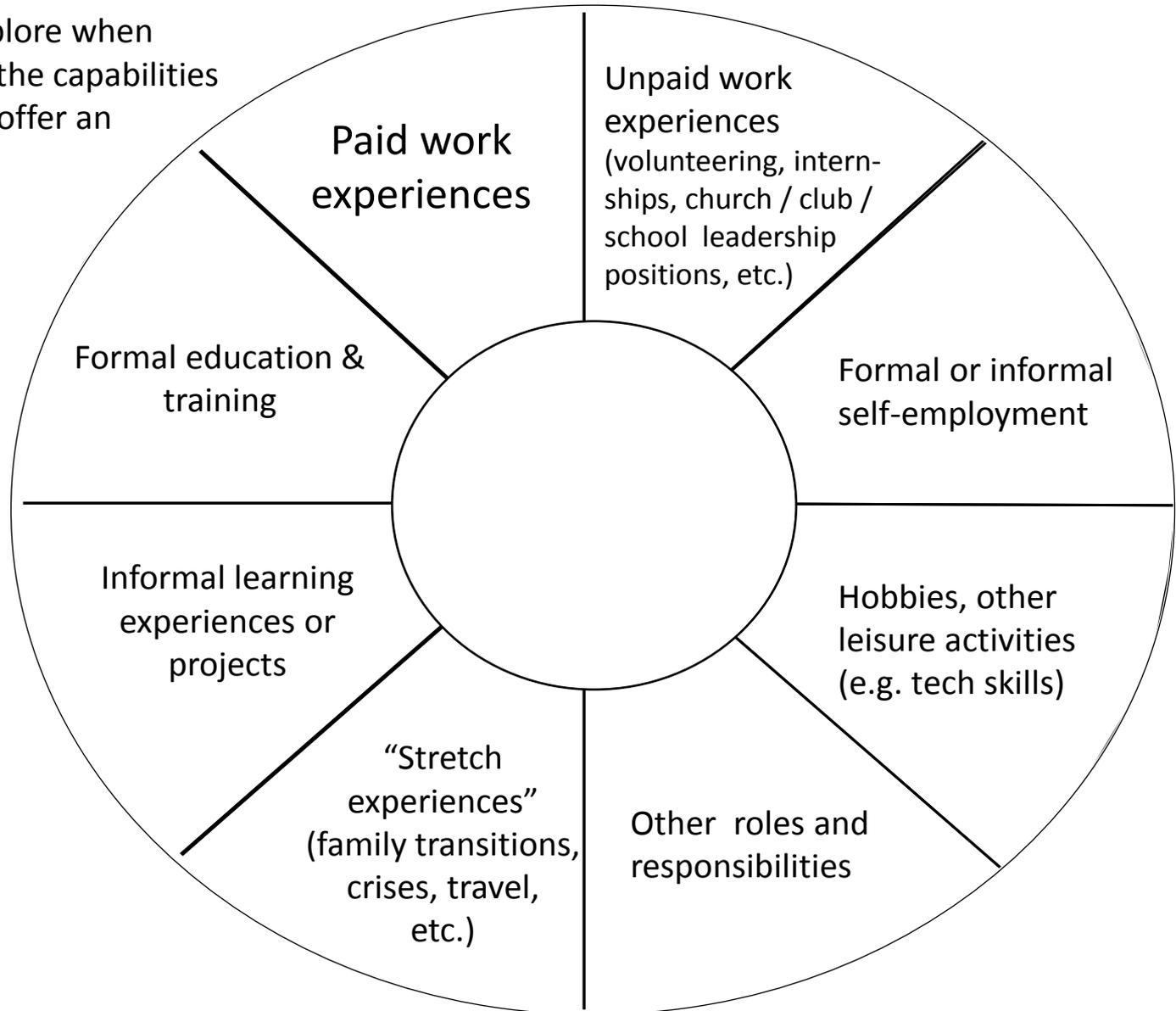
Combined Arms Staff College = Senior Managerial Leadership School

Command and Staff College = Senior Leaders Program

War College = Executive Leadership School

Remember, it's not necessary to list all the training completed, just the most recent and relative ones.

Areas to explore when identifying the capabilities a client can offer an employer



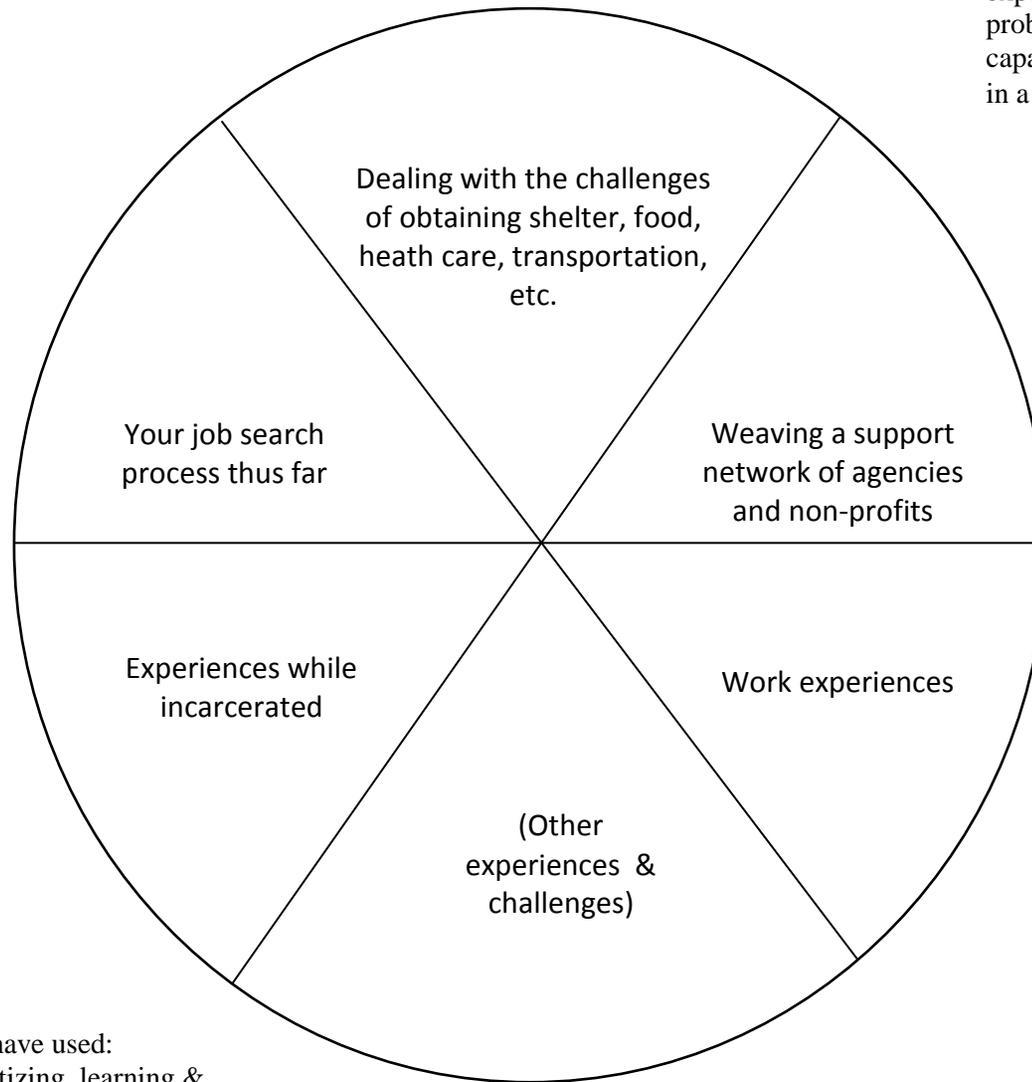
Notes

Assisting Homeless Veterans

Notes

Homeless Wheel

Think of challenges you've faced, your past successes, the strategies you've used, and what you've learned from the experience of being homeless. Your experiences in each part of this wheel have probably added or strengthened capabilities that you might be able to apply in a job.



Examples of skills you may have used:
Researching, planning, prioritizing, learning & using new computer or technical skills, interpersonal, teamwork & communication skills, and **problem solving**.

Traits you may have strengthened:
Grit, resilience, commitment.

Homeless Barrier Checklist

How to use this checklist

In the right hand column we've listed common barriers to employment faced by homeless clients, and programs, resources and options our clients can take advantage of when working to overcome them. Not all of these will be available in your community, and you may discover additional options that we haven't listed here.

Other columns provide space for the name of local organizations that provide this option, key contact information, notes about that particular option (eligibility factors, available subsidies or discounts, and so on) and space for you and the client to weigh the pros and cons of utilizing each option.

To save time and avoid reinventing the wheel, it's a good idea to check with your local homeless coalition, the United Way 2-1-1 program, or other agencies that serve homeless, low-income, or disabled clients - if you're fortunate enough to have these community partners. You might be able to build upon lists and relationships with providers and programs they've already cultivated.

Since developing and updating this list can be time consuming, this might be a project a local veterans' organization would be willing to take on.

If one of these options is not currently available locally, talk to your local veterans' service organizations, and well as your contacts in local non-profits agencies and religious congregations to see if one of them would be willing to sponsor or establish a program.

Issues & Options	Local Programs	Contact information	Notes	Pros	Cons
Transportation					
Public Transit • Schedule & Route info					
• Subsidized passes					
• Mobile apps					
Dial-a-Ride / Paratransit					
Car Ownership Programs http://web1.ctaa.org/webmodules/webarticles/articlefiles/CarOwnership_Listing.pdf					
Vehicle donation programs					
Vehicle loan programs					
One-time emergency payments for repairs, insurance, etc.					
Classes on DIY Maintenance (Community Education, etc.)					
Credit counseling to assist with saving and budgeting					
Local ride-sharing / car-pooling resources (Websites, mobile apps)					

Issues & Options	<i>Local Programs</i>	Contact information	Notes	Pros	Cons
Bike to Work Local bicyclist groups with bike route maps, safety information, insider tips					
Taxi services (including this with voucher programs)					
Vanpool programs (open to public)					
Organizations willing to provide volunteer drivers (for medical appointments, etc.)					
(Local programs not listed above)					
Transportation-friendly employers who: <ul style="list-style-type: none"> • Are located near bus or transit lines • Provide vanpools • Offer subsidized transit passes 					
Employers within the job-seekers “transportation footprint” (see the webinar 2 and/or transcript for details)					

Issues & Options	<i>Local Programs</i>	Contact information	Notes	Pros	Cons
Shelter & other material assistance for the homeless or those at-risk					
The local organization that coordinates your Continuum of Care http://portal.hud.gov/hudportal/HUD?src=/program_offices/comm_planning/homeless/budget/2014					
Other local Homeless Coalitions or agencies http://nchv.org/index.php/help/help/locate_organization/					
Your state or local United Way2-1-1 system www.211.org					
Your local Homeless Veterans' Reintegration Program (List of grantees at http://www.dol.gov/vets/programs/hvrp)					
The VA's Supportive Services for Veteran Families Program http://www.va.gov/homeless/ssvf.asp					

Issues & Options	<i>Local</i> Programs	Contact information	Notes	Pros	Cons
Your state's VA Homeless Veteran Program Coordinator http://www1.va.gov/HOMELESS/docs/HCHV_Sites_ByState.pdf					
The US Department of Housing and Urban Development's state list of local homeless assistance resources http://portal.hud.gov/hudportal/HUD?src=/topics/homelessness/localassist					
Your local housing authority (in blue pages of your phone book, under <i>Local Government, Public Housing Authority</i>)					
(Local programs not listed above)					

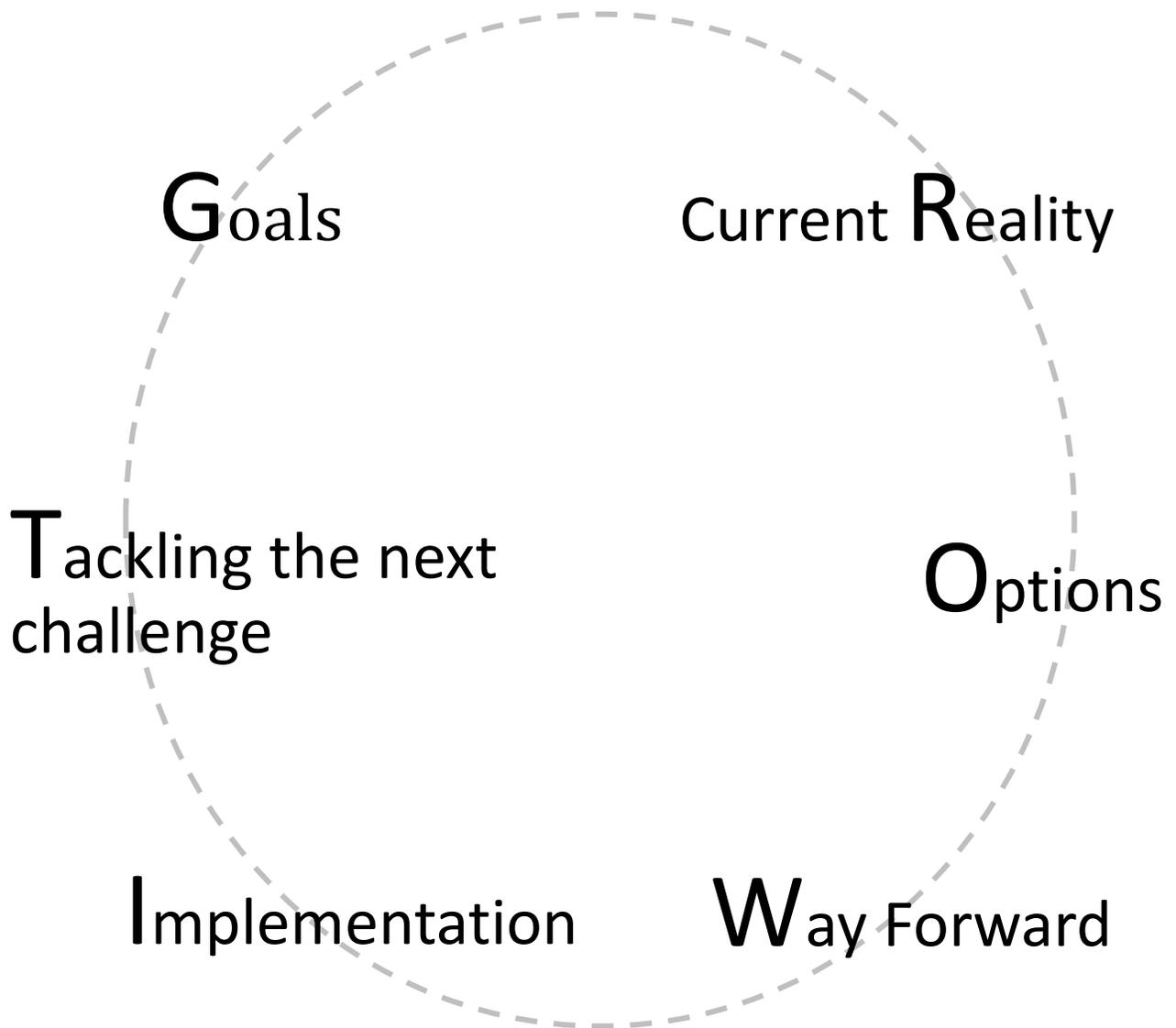
Issues & Options	<i>Local Programs</i>	Contact information	Notes	Pros	Cons
Medical, Mental Health & Substance Use					
The VA’s Health Care for Homeless Veterans Directory http://www1.va.gov/HOMELESS/docs/HCHV_Sites_ByState.pdf					
Free or low-cost (based on income) health centers http://findahealthcenter.hrsa.gov/Search_HCC.aspx					
Your state or local United Way2-1-1 system					
Rides to medical appointments http://www.dav.org/veterans/i-need-a-ride/					
(Local programs not listed above)					

Issues & Options	<i>Local</i> Programs	Contact information	Notes	Pros	Cons
Legal Assistance					
The Council of State Government's state-specific reentry services directory http://csgjusticecenter.org/reentry/reentry-services-directory/					
Free or low-cost legal assistance: www.lsc.gov/find-legal-aid and www.americanbar.org/groups/committees/veterans_benefits/pro_bono_resources_for_veterans.html					
State-specific information on sealing conviction records www.criminaldefenselawyer.com/topics/expungement-sealing-criminal-records					
Advocates or lawyers who can assist with VA benefits claims www.va.gov/ogc/apps/accreditation/index.asp					
Employment or licensing restrictions www.abacollateralconsequences.org/					

Issues & Options	<i>Local Programs</i>	Contact information	Notes	Pros	Cons
(Local programs not listed above)					
Ex-offender tips for writing a Redemption Speech, applying for a job, and handling interview questions					
Manuals and short guides from New York and Kansas (see Webinar 4 Resources page)					
Other resources					
The VA's state-specific Re-entry Veterans Guides www.va.gov/homeless/reentry_guides.asp					
List of American Job Centers www.careeronestop.org/localhelp/americanjobcenters/find-american-job-centers.aspx					
Your state's department of veterans affairs www.nasdva.us/links.htm					
Local Veterans Service Organizations http://www.va.gov/vso/					

Issues & Options	<i>Local Programs</i>	Contact information	Notes	Pros	Cons
(Local programs not listed above)					

The GROW IT Guide



GROW IT Notes

Goals

Current realities

Options

The **W**ay Forward (see the Change Plan Worksheet on page ____ to develop a game plan)

Implementation

The next challenge to **T**ackle

GROW IT Notes (Sample)

Goals

Get replacement social security card and driver's license

Secure reliable transportation to West Side Industrial Park where multiple jobs are available

Save enough money within 8 months to make down payment on used car

Current realities

Several members of my church work within a mile of the industrial park

My driver's license hasn't expired but it (and SS card) was in my wallet, which was stolen.

I don't have a bank account

Options

The Number 34 bus line runs to within 2 miles of the industrial park. Buses are equipped with bike racks on front.

I might be able to purchase a used bike or get one for free

The **W**ay Forward

(see the Change Plan Worksheet on page ____ to develop a game plan)

I'll try to line up at least three people who are willing to give me a ride to and from work in money for gas and expenses

Get replacement license at DMV, then get replacement SS card

Open bank account with first pay check, arrange for direct deposit. Save at least \$75 each week for car down payment.

Check Craig's List for used bikes

Implementation

Test ride the bus, so I'm comfortable using it as a backup if a ride falls through. Do same thing with a taxi.

The next challenge to **T**ackle

Look into getting CDL or a technical certificate at community college

Grow Questions

Goals

Goals for this meeting

What would you like to be able to do as a result of our meeting today?

How can we make this meeting / conversation as useful as possible?

Short-term to long-term goals

The Miracle Question. This is a popular technique for helping a client define what they want to be different in their life.

“Imagine that after you fell asleep tonight, a miracle occurs and the problem we’re talking about goes away. Since you were asleep you didn’t realize the miracle occurred. What would you notice that was different that would make you realize the problem has disappeared?”

What results are you working towards?

If all goes well, where do you see yourself, or what will be different, or what will you have accomplished in a month?

In six months?

In a year?

How can we make each of these goals measurable, so that you will know that you are making progress, and when you’ve achieved each goal?

How can we state the goal or objectives so that it depends only on what *you* do, and not on the actions or decisions of *other* people?

What will the benefits be when you’ve achieved each of these goals?

- For you?
- For your loved ones?

On a scale of 1 to 10:

- How important is this goal? How urgent is it that you achieve this goal?
- How confident are you that you’ll be able to accomplish this goal? What would it take to move you closer to 10?

Current Reality

What have you tried already in an effort to move forward or make progress towards this goal?

What have the results been?

What techniques have you used? Which have been most successful? Which have NOT been successful?

What factors have contributed to your success thus far?

Who else has been involved?

What resources have you utilized?

What other factors, or resources, or people, might help you make more progress?

What has prevented you from making as much progress as you want to make?

Who else do you know who is wrestling with this or a similar challenge? What are they doing that is allowing them to make progress?

Who in your personal support network, including family and friends, can you rely upon for assistance?

What civic / community / veteran service / religious organizations do you belong to?

What organizations do you know about that you might consider joining?

Transportation examples

Tell me about your current transportation situation.

How did you get here today?

Describe the different forms of transportation you've used in the past year.

What obstacles make it difficult for you to get where you need to go?

What is the hardest/most challenging part of getting from Point A to Point B for you?

When have you been able to manage or reduce the negative impact of those obstacles, and what did you do to make that happen?

Options

When you think about the progress you've made with this issue thus far, and about the techniques or resources you utilized to make that progress, what would be most useful for making *additional* progress?

Thinking about other successes you've had when dealing with *different* challenges or opportunities in the past, which of the techniques or resources that you used in those situations might be helpful as you move forward with *this* issue?

When you think about the *obstacles* you've overcome in the past, which techniques or resources that you utilized would you be willing and able to utilize again?

What other options can you think of?

Which of these options are likely to be most realistic, user-friendly and effective?

If and when you begin discussing or introducing techniques or strategies that other job-seeking clients have successfully used in the past, or programs, people, and resources within your AJC or in your service provider network, here are several questions to ask:

What are your thoughts about this option?

What do you see as some of the pros and cons to trying this approach, utilizing this resource or participating in this program?

What would you like to know about each option or resource before deciding if it makes sense for you to give it a try?

How might you want to adapt the approach to better fit your situation?

On a scale of 1 to 10, how confident are you that you would be able to successfully utilize this approach or resource? What would it take to move you closer to 10?

The Way Forward

Is it time to develop a game plan?

Which options are you ready to act on?

What are you willing to commit to right now?

What's the first step you can take that will move you towards your goal?

What's the next step? And the final step?

Which step could you take right now that will make the biggest difference?

What are three actions you can take that would make the most sense this week?

What resources do you need to support you as you move forward?

What's a realistic timetable?

What milestones can we use to track your progress?

What ~~roadblocks~~ obstacles or roadblocks do you think you might run into?

What can we do to address them upfront? What additional resources, information or support do you think you might need?

When should we meet again to ensure that you're moving forward, or have achieved your goal?

How will you know you have been successful?

On a scale of 1 to 10, how committed are you to doing this? What would it take to make it a 10?

How can we turn this problem into a goal you'll enjoy pursuing?

Implementation

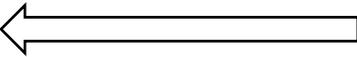
Help or encourage clients to:

- Break a mid- or long-term goal, or a difficult new behavior, into a series of mini-goals and mini-behaviors that are easy to accomplish and require no extraordinary effort or resources.
- Anticipate the most likely failure points, distractions, temptations, setbacks and discouraging developments that could interfere with their plan, then pre-commit to a contingency plan. For example, encourage clients who rely on rides from coworkers to record the phone number of a local taxi company, stash enough money to cover the fare to and from work in their wallet, abstain from spending it on routine expenses, and commit to calling the cab company as soon as they discover their regular ride had fallen through.
- Maintain a progress diary, and celebrate the *process* of making progress, not just achieving outcomes. For example, a client enduring a long and tiring commute to work via public transit while they save for the down purchase of a vehicle could chart the growth of their savings account and give themselves a small reward each time they reach a milestone.
- Treat setbacks and unexpected challenges as opportunities to learn, develop new countermeasures or strengthen their resiliency and adaptability. (Resiliency and adaptability are two critically important traits in today's world and workplaces.)
- Treat a new, unfamiliar, and initially disagreeable commuting arrangement as an experiment, trying it for at least 10 days, in which time the new arrangement may begin to feel comfortable.
- Periodically reflect on its connection to what they are doing on a daily basis and the aspirational goals they are pursuing.
- Look for small ways to make their non-driving commute more convenient and agreeable. It's easier to devise ways to make a new behavior more pleasant than to try to continuously summon the willpower to engage in unpleasant and inconvenient behaviors. An inexpensive mp3 player and a set of headphones can turn the commute into an opportunity to listen to music or podcasts. Or they might "re-frame" a twenty-minute walk and half-hour bus ride twice a day as opportunities to exercise (an extremely effective countermeasure to stress), to unwind after work, or to people watch.

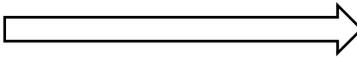
And finally: What is the next issue or opportunity you would like to tackle?

Force Field Analysis Tool

Forces & factors interfering with my progress



Forces & factors supporting my progress



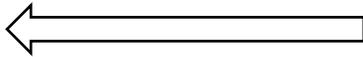
Not yet successful



Successful

Force Field Analysis Tool (*sample*)

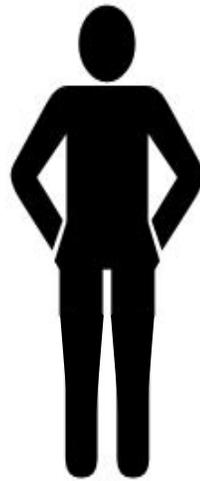
Forces & factors interfering with my progress



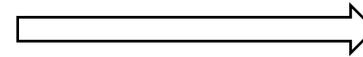
Lost driver's license and SS card

No savings, no bank account

Not yet successful



Forces & factors supporting my progress



Church members willing to give me rides

Bus line runs fairly close to industrial park, where lots of jobs are available

I faced this problem 2 years ago and managed to get to work consistently

Successful

Change Plan Worksheet

The changes I want to make are:

The most important *reasons* I want to make these changes are:

My main *goals* for myself in making these changes are:

I plan to do these things to reach my goals:

Action plan

By when

The *first* steps I plan to take in changing are:

Some things that could interfere with my plan are:

What I'll do if my part of plan is not working:

Other people who could help me in changing in these ways:

Person

Ways they can help

I hope that my plan will have these positive results:

I will know that my plan is working if:

Source: Enhancing Motivation For Change in Substance Abuse Treatment, Substance Abuse and Mental Health Services Administration.

Outreach to recruit more veterans with SBEs

Outreach Methods to Serve More Veterans with Barriers to Employment

Your mission: Increase the number of veterans with significant barriers to employment who benefit from the services you and your workforce center provide

Four steps you can help them take

1. **Awareness:** They know that you exist, how to get in touch with you, and about the services you offer
2. **Recognition:** They realize that they might benefit by meeting with you and learning more about the services you offer
3. **Action:** They overcome the inertia and friction that hinder any effort to change, they contact you, and they sit down and begin telling you about their goals and the barriers that stand in the way of achieving those goals
4. **Persistence:** They continue keeping their appointments with you and any service providers you have referred them to, and they continue to work to overcome their barriers, despite the inevitable setbacks and the frustration and doubts those setbacks produce

Who can help you help these veterans?

Any agency, organization, business, church, club, self-help group or other entity that veterans with barriers to employment spend time around.

- The VA
- Homeless Veteran Reintegration Programs / Homeless shelters
-
-
-
-
-
-
- VFW / American Legion
- Incarcerated or recently-incarcerated support programs
-
-
-
-
-
-

Outreach

Craft compelling messages

For veterans (and their family and friends)

Why: Tell stories about vets who took advantage of the resources and assistance you and your workforce center offer and the difference it made in their lives. Better yet, let the veterans tell the story themselves. These stories can begin the process of setting accurate expectations and empowering your prospective clients by stressing the actions the veterans took and the responsibility they bore, as well as the assistance you or your workforce center colleagues provided.

What: Begin by describing a task they can accomplish, a goal you help them pursue, or a benefit they can experience, and only *then* identify or describe the enabling service. (Most marketing or outreach materials get this backwards or even worse, only list services without explaining how they can benefit someone.)

How: Issue an invitation and provide contact and access information (including proximity to bus line), hours of operation, times and locations when you will be outstationed in the community, and so on.

The Direct Appeal approach

“You’ve got lots to offer...”

 Military experiences

 Civilian experiences

 Unique experiences dealing with adversity

“Somewhere out there, there is an organization that *needs* the contributions you can make...”

“I won’t kid you, it may be challenge ...”

“But we’ve got people and resources that help you overcome some of those challenges...”

Outreach

Messages for your partner organizations

Emphasize Win-Win dynamics: How collaboration will help them achieve *their* goals

- Pursue their mission of assisting veterans
- Meet their numbers
- Enhance their reputation
- Increase or sustain membership

Other partnership principles

- Make it easy for partners to refer veterans to you and/or your workforce center
- Hold up your end of the deal; when they refer someone, ensure that the veteran receives timely, competent, and courteous service
- Thank them for referrals and other assistance

Deliver the messages

- Group presentations
- One-on-one conversations when “outstationed”
- Print brochures or flyers, readily available throughout the community
- Interviews or public service announcements: local TV, radio, or newspapers
- Articles: Same format as above: Lead with a story provide details about services, and issue an invitation to action
- Narrated PowerPoints or more sophisticated videos posted online
- Microsite (a tightly focused, subsidiary website) with electronic versions of your messages

sure we all reported for duty on time, with the right gear and ready to go to work. I had to do some personal and motivational counseling with two of my guys who always seemed to be on the verge of getting into serious trouble. I had to make sure our weapons were in perfect condition and had to document all the maintenance we performed.

Money is getting tight, so I'm feeling the need to line up a job quickly, something to pay the bills that have been piling up.

I spend a couple of hours every week looking at job postings on the Internet for anything that looks interesting and pays well, but the problem is, I can't imagine how my experience with mortars will seem very relevant to a civilian employer. I'm not sure where or how to begin finding a decent job.

I bought a very used pickup from a buddy in the barracks a few weeks before I left the Marines. It runs, but it has been making some really odd noises lately. I suspect it's the transmission; all the more reason I need to get a job as soon as possible.

Notes

Coordinating with business outreach colleagues

Sharing Conversations between you and your LVER/BSR

“Job ready” can be a difficult concept to define, and depends in part on the specific position a veteran may apply for, and that position’s working environment. One veteran or client might thrive in a noisy, fast-paced, and unpredictable work place involving continuously changing tasks, while another might need an orderly and predictable environment with routine tasks to perform.

By sharing with you what they’ve learned about the challenges a specific business or operating department faces, and the working environment an employee can expect to find there, your LVER and other business outreach staff can help you and other staff working with job-seeking veterans to:

1. Assess the veteran’s strengths, assets, and barriers to employment, relative to that *specific employer and position*
2. Develop with the job-seeking veteran a more targeted—and motivating—Individual Development Plan that addresses relevant employment barriers
3. Hold more better productive supportive or “tough issues” conversations about behavioral issues (including substance abuse concerns, personal hygiene and professional appearance, anger issues, and punctuality) with the job-seeking veteran.
4. Assist job-seeking veterans to more accurately and more completely analyze their previous military and civilian experience to identify the relevant capabilities they have and the contributions they can make
5. Assist job-seeking veterans to develop more targeted—and more *contribution-focused*—cover letters and résumés (including more compelling Situation - Action - Result or SAR Statements), and to prepare more successfully for interviews

You, in turn, can tell the outreach staff about your veteran clients who have the capabilities—including their I-TACKS (their Interests, Traits, Aptitudes, Certifications, Knowledge and Skills)—that will enable them to contribute to the business, any employment issues they face, and about the kind of working environment each veteran is likely to thrive in.

Capabilities I Offer a Business

Business Challenge	Relevant Capability
<i>ACME is introducing computers at each workstation on assembly line</i>	<i>I've used computers to accomplish a wide variety of tasks for 3 years</i>

Neutralizing Barriers I Face

Potential Barrier	Strategies for Addressing / Managing it
<i>unreliable transportation</i>	<i>I will look for a work location near public transit</i>

Role Play Materials



Global Fulfillment Services

WAREHOUSE SUPERVISOR TRAINEE

Global Fulfillment Services recognizes that talented people are the cornerstone of our success. At every level, our team members create and maintain our reputation and fuel our growth. That's why we pursue outstanding people and provide challenging and rewarding work experiences.

As a warehouse supervisor you will create and maintain a positive team environment, and train and inspire all employees to do their best work to achieve the highest levels of customer satisfaction.

We operate seven days a week and operate three daily shifts (8-12 hours per shift).

KEY DUTIES & RESPONSIBILITIES:

Adhere to all safety procedures outlined in our Employee Handbook and our Injury and Illness Handbook

Perform all activities in accordance with standard operating procedures

Responsible for developing and executing daily and weekly staff plans to meet and exceed internal and external customer service requirements.

Ensures compliance with processes on all warehousing aspects, assists in solving problems, and continually investigates the possibility of productivity improvements in collaboration with Warehouse Manager

Creates and maintains a positive team environment, training and inspiring all employees to do their best work to achieve the highest levels of customer satisfaction

Supervise, schedule and train staff to ensure efficient, effective, and profitable operation of all job functions

Communicates with warehouse staff regarding operational and safety issues

Ensure all company policies and procedures are implemented and followed, as well as all federal, state, and local regulations.

Comprehensive knowledge of and able to apply and enforce OSHA and other material handling and facility safety regulations a plus

Perform other duties as assigned

REQUIREMENTS

High School diploma or GED equivalent.

Experience in progressive supervisory positions involving multiple shift operations.

Proficient in Microsoft Office (Outlook/Word/Excel).

Warehouse or logistics experience a plus

Proven employee development skills

Strong management and leadership skills

Excellent verbal and written communication skills

Physical Demands: Sitting, standing and walking are part of daily activities. Lifting, carrying, pushing and pulling up to 40 lbs.

BENEFITS

Full Medical, Dental, Vision benefits after 90 days

401k with company match

Prescription coverage

Short-term, long-term disability

Company Paid Life Insurance

Flexible Spending Accounts

Safety & Referral Bonus Programs

Generous Vacation/Holiday package

Global does not tolerate discrimination of any type, and offers equal employment opportunity to all qualified persons without regard to race, color, religion, sex, natural origin, age, disability or medical condition, sexual orientation, marital status, veteran status or any other considerations made unlawful by Federal, State or local laws.



Global Fulfillment Services

DRIVER

Global Fulfillment Services recognizes that talented people are the cornerstone of our success. At every level, our team members create and maintain our reputation and fuel our growth. That's why we pursue outstanding people and provide challenging and rewarding work experiences.

As a Global driver, you will operate a route that leaves from and returns to our Fulfillment Center, ensure proper and safe transportation of products, and ensure accuracy of paperwork and proper documentation.

We operate seven days a week and operate three daily shifts (8-12 hours per shift).

KEY DUTIES & RESPONSIBILITIES:

Adhere to all safety procedures outlined in our Employee Handbook and our Injury and Illness Handbook

Perform all activities in accordance with standard operating procedures

Ensure that assigned vehicles are maintained in a clean and safe condition

Perform daily pre and post trip vehicle inspections of tractor and trailer and have deficiencies corrected if vehicle is not safe to operate

Operate on board recording system (OBR) and adheres to all Global Fulfillment Services, D.O.T. regulations, and all federal, state and local traffic laws while driving.

Maintain driver and vehicle records

Operate routes and suggest changes for improvement, where appropriate

Ensure personal compliance with applicable DOT regulations

Provide courteous, prompt and professional customer service at all times.

Interact with customers for transportation and service issues

REQUIREMENTS

Possess a valid cdl class a license and medical examiner's certificate.

Possess a satisfactory driving record.

Be available to work a flexible schedule, including but not limited to nights, weekends, layovers, holidays, as well as short notice.

Be at least 21 years of age.

Ability to work with minimal supervision
High School Diploma or GED preferred

WORK ENVIRONMENT

May be exposed to varying temperatures and seasonal climate conditions due to exposure outside of tractor-trailer.

BENEFITS

Full Medical, Dental, Vision benefits after 90 days

401k with company match

Prescription coverage

Short-term, long-term disability

Company Paid Life Insurance

Flexible Spending Accounts

Safety & Referral Bonus Programs

Paid bi-weekly every other Friday with direct deposit

Generous Vacation/Holiday package

Global does not tolerate discrimination of any type, and offers equal employment opportunity to all qualified persons without regard to race, color, religion, sex, natural origin, age, disability or medical condition, sexual orientation, marital status, veteran status or any other considerations made unlawful by Federal, State or local laws.

Here's what **Mel Conway** shared when you met him for the first time earlier this week.

I enlisted in the Air Force out of high school, nearly 11 years ago, and worked in as an aircraft loadmaster during my four-year enlistment.

After I got out of the Air Force, I worked at a food processing plant and made decent money, but it closed after I was there a few years.

I couldn't find a job in the rural community in which I lived that paid enough for me to make my mortgage and car loan payments. With a family support and no job, when I learned that a friend was doing quite well making and selling methamphetamine, I agreed to become a partner in the business. Things went well for about 8 months until police raided my house and discovered lab equipment and a newly completed production run in my basement.

Several months after that, I were convicted for manufacturing meth. I was released 4 months ago after serving 3 years of a five-year term.

A cousin agreed to let me live in her basement for a couple of months when I were released (my soon-to-be ex-spouse told me I'm not welcome home) but I've overstayed my welcome and am moving out next week. I'm not sure where I'll be sleeping.

Since my release, I've applied for over four dozen jobs... every vacancy I've seen online or in the local newspaper. I was called in for 5 interviews, but I was not able to make it to two of the interviews (I don't have a car and must rely on others for rides).

In the other three interviews, when the question of a criminal record came up, I froze and mumbled something, and the interview ended shortly after that.

As eager as I am to get a job, the idea of an employer asking me if I have a criminal record in a job interview is demoralizing.

I use the computers at a nearby library to search for jobs online, and I've got a standard résumé that I completed in a pre-release workshop in prison. Many of the vacancies I find while searching job listings at the library have online application forms. I frequently leave sections of the online form blank when I can't remember the details, and I abandon any forms that ask about previous convictions.

While in prison, I joined a religious study group, and when I was released I connected with a nearby faith-based support group. They've offered to assist me, but I've been reluctant to accept their offers, since I've always prided myself on being self-sufficient.

The support group *did* provide me with a cell phone last month, telling me in this day and age I need a way for potential employers to get in touch with me 24-7.

I've got one set of fairly presentable "business casual" clothes that I wore to the three interviews.

While inside, I worked in the prison's furniture restoration shop, refurbishing office furniture for state and county government agencies and large companies. I got pretty good at it, and in general I like working with my hands.

At this point I'm willing to take almost any job.



Global Fulfillment Services

WAREHOUSE ASSOCIATE

Global Fulfillment Services recognizes that talented people are the cornerstone of our success. At every level, our team members create and maintain our reputation and fuel our growth. That's why we pursue outstanding people and provide challenging and rewarding work experiences.

As a warehouse associate, you will be responsible for retrieving items from supply racks and delivering them to a packaging station, packing and palletizing shipments to individual clients, and delivering them to the load dock.

We operate seven days a week and operate three daily shifts (8-12 hours per shift).

KEY DUTIES & RESPONSIBILITIES:

Adhere to all safety procedures outlined in our Employee Handbook and our Injury and Illness Handbook

Perform all activities in accordance with standard operating procedures

Prepare orders for shipment by pulling items from shelves and placing them in bins to be packed and sent to customers

Ensure loads are accurate and complete

Secure loads in proper fashion to minimize damage and breakage

Must be a team player and demonstrate effective communication and problem solving skills

Assist with inventory procedures as requested

Maintain a clean work area to help ensure that merchandise remains clean and to help prevent work related injuries

Maintain appropriate attendance standards

Performs related duties as assigned

ESSENTIAL ABILITIES

Use hand held scanning units

Read and understand the English language for the purpose of comparing and reading product descriptions names and shelf labels

Compute basic math problems to include fractions, addition, subtraction, multiplication and division

Work within, and promote, a team environment

Demonstrate strong interpersonal skills; develop and maintain cooperative working relationships with others

Demonstrate strong organizational skills and attention to details

Basic computer knowledge required. Proficiency with Microsoft Excel a plus

Previous experience in warehouse environment a plus

EDUCATION/TRAINING

High School Diploma or GED preferred

Forklift certification is a plus

PHYSICAL REQUIREMENTS

Prolonged standing and repetitive motions, bending, stooping, pushing and pulling

Good hand and eye coordination and the ability to discern colors

Required to repetitively lift up to 40 lbs depending on the job

Ability to operate power equipment at high levels (20'-40') such as picker machines

Work surfaces are concrete. Personnel will stand while performing their respective job functions, for up to 12 hours a day.

WORK ENVIRONMENT

Hearing protection and safety glasses required. Additional safety equipment may be required for specific jobs.

Overtime may be required, including some weekends.

BENEFITS

Full Medical, Dental, Vision benefits after 90 days

401k with company match

Prescription coverage

Short-term, long-term disability

Company Paid Life Insurance

Safety & Referral Bonus Programs

Generous Vacation/Holiday package

Global does not tolerate discrimination of any type, and offers equal employment opportunity to all qualified persons without regard to race, color, religion, sex, natural origin, age, disability or medical condition, sexual orientation, marital status, veteran status or any other considerations made unlawful by Federal, State or local laws.

KANSAS
DEPARTMENT OF CORRECTIONS

*Employment
Program*



Student Manual

*Offender
Workforce
Development
Student Manual*

"THE 3 R'S": RESPONSIBILITY, REGRET AND REDEMPTION

The first knock-out question most ex-offenders face often appears on an application form or in the job interview: "Have you ever been convicted of a felony? If yes, give details."

If you have been convicted, how should you best respond to this question on an application form? **You basically have four choices:**

1. Lie by saying "no".
2. Don't respond; just leave it blank and go on to another question.
3. Be truthful by saying "yes" and giving the details.
4. Be truthful by saying "yes" and then follow up by saying "details provided at the interview."

Do not lie. Lying will just delay the inevitable; the employer will most likely find out about your conviction during a background check. **Your best course of action would be #4 - inform the employer that you will provide details at the interview.** You want to do this because you need to be in control of the story relating to your conviction. This part of your story may take three to five minutes. But again, don't talk too much - just enough to let the employer know you are a new and potentially very productive person.

Once you get to the interview, the interviewer may ask about your conviction. **This is the time to follow "The 3 R's": Responsibility, Regret and Redemption.**

- 1. Responsibility:** Take responsibility for your actions. Give a very brief overview of what happened to you -the crime, the conviction, the outcome. You should be able to do this in less than a minute.
- 2. Regret:** Honestly express being sorry about what you did. But then quickly move to the third "R".
- 3. Redemption:** Focus on how you have changed your life for the better because of this experience. Remember, the employer wants to hire your future, not your past. Let him know you.

Employers are like many other people: sympathetic to those who have made mistakes but who are willing to take responsibility and make sincere efforts to change their lives. It's part of our culture of forgiveness, redemption, and self-transformation.

"THE 3 R'S": RESPONSIBILITY, REGRET AND REDEMPTION continued...

Whatever you do, make sure you stress your future rather than dwell on your past. But let's also acknowledge that some criminal activities are difficult to deal with in the job market. For example, if you have been convicted of assault, murder, or a sex crime, your red flag is bigger than most red flags of ex-offenders. These are frightening crimes for many employers, who do not want the liability of such individuals working next to other employees. If you've done time for such crimes, you'll need to put together a rehabilitation portfolio as well as seek jobs with employers who are known to work with such ex-offenders.

Here is an example of how the conversation can go during a job interview:

Employer: I've noticed that you've marked "yes" in the area regarding if you have ever been convicted of a felony; can you please explain?

Ex-offender: Last year I became involved with a new group of friends. Even though my friends were negative influences, the choices I made were my own fault and I don't blame anyone but myself. As a result, I was convicted of burglary and vandalism. I am now under supervision by the court, but that supervision has saved my life by getting me back on track, including passing in school and benefiting from other services given to me. I worked hard this year to understand the poor choices I made and to learn new ways to prevent making those kinds of choices again. I caught up in school by taking on extra work through a school program. I deeply regret the harm that I have caused, but I've learned a valuable lesson. I'm a hard worker; learn new things very quickly, and from what I know about your company, I believe I could be an asset to your business. You won't find anyone who will work harder than me to deserve your trust.

Now your turn:

Employer: I've noticed that you've marked "yes" in the area regarding if you have ever been convicted of a felony; can you please explain?

Your response: "In _____, I was convicted of _____.
(year) (crime(s) that you were convicted of)

I have _____ as a result of my poor decisions. As a result, I have
(supervision, etc.)
the opportunity to improve my life by focusing my attention on _____
(programs, etc.)

_____. I deeply regret the harm I have caused, but have learned a valuable lesson. I'm _____
(state specific skills and abilities)
_____, and from what I know about your company, I believe I would be an asset to your business."

Interviewing/If Asked Were you Incarcerated?

When interviewing you don't want to repeatedly put emphasis on the word "incarcerated." Furthermore, you only need to say "incarcerated" once; don't continually remind them of your incarceration. In the conversation say something like "during that time in my life"... "Never, ever say" I was in jail, prison, the dungeon, the hole or anything that sounds negative. You don't want to intimidate the interviewer.

- I did spend some time at an adult correctional facility for some bad choices I made.
- I took advantage of education offered and by participating in various courses (name a few) and volunteering to work while I was there.
- My time there helped me to focus and set new goals.
- I'm ready to work hard and do a good job.

Remember: Once you get the job, the word may get out that you are an ex-offender. Stay professional never discuss your past with fellow workers.

Don't lie; don't give details; don't get defensive; don't volunteer information; keep your answers brief and to the point!

Keep in mind that the question about your conviction/ or arrest on most job applications can be asked a number of different ways; the question may ask:

- have you ever been charged with a crime?
- have you ever been arrested?"
- have you ever been convicted?
- have you ever been convicted of a crime?
- have you ever been convicted of a felony?
- or "list all convictions
- have you been convicted in the last seven or 10 years

Remember if the question is asking about your conviction in regards to years past or present; do not, ever answer NO! Briefly write a statement in regards to explaining this in an interview. Even if this is true for you and you haven't been incarcerated in 10, 15 or 20 years your incarceration history will show up when they check. So, it's better to be honest up front.

Sample statements you could write are:

- I have not been convicted in the past___years. However, I would like to discuss this in an interview
- I have not been convicted in the past___years as specified on the job application.

If the question is limited to felonies, you are not required to list any misdemeanors.

Interviewing/Discussing Your Conviction Record

Be aware that the law prohibits felons from holding some types of jobs. However, there are many jobs available for offenders. Remember it is most important to tell the truth.

For many just out of prison and applying for a job, the most difficult part is facing the question on the application, “Have you ever been convicted of a felony?” Let’s say the employer needs someone with your energy and skills. He or she says “I see that you checked ‘yes’ on the felony question. Can you please tell me about that?” What will you say?

Three Choices for Discussing Your Record

1. Tell the truth—always the best choice.
2. Lie about it—and get disqualified or fined.
3. Avoid the subject—refusing to discuss it will “kill” the interview.

Steps to Discussing your Conviction Record

Step 1: Own it. Take responsibility for your actions

Show them you are owning up to your behavior. Statements should begin with “I.” Placing blame on someone or something else (it wasn’t my fault or I didn’t know) is the worst thing you can do. Suggested openers could be: In the past...

- I made some bad choices.
- I made bad judgments.
- I made a bad decision.
- I did something I shouldn’t have.

Step 2: State the positive changes you have made since the conviction:

- Completed GED.
- Completed a Critical Thinking Skills course.
- Paid restitution.
- Participated in counseling or treatment. Maintained aftercare.

Step 3: Tell them what you have learned or realized:

- Express your regret and speak about the lessons you have learned
- I’m not proud of what I’ve done; I’m sorry it ever happened.
- I wanted fast money and now I see it was wrong.
- I wish I had realized sooner just how immature and irresponsible I was being.
- I lost sight of what was really important; my priorities were really mixed up.

Step 4: Talk about the new goals you have and how that part of your life is over.

I now have new goals in life. I’m very focused on establishing a successful career. I’m moving forward and am willing to work hard to make it happen. I can’t un-do the past, but I did learn from it and will not repeat the same mistake.

Right to Know: The employer has a right to know about your incarceration. He is the one paying your wages and taking a chance on you.

Sincere: Be sincere. The employer wants to know that you have taken responsibility for your actions and that you are sorry for what you did. This shows him that you are on the path to rehabilitation.

Learn: What have you learned from your experience? List the positives things you have done and the changes you have made in your thinking and life.

Action -What actions are you taking now in your life?

HOW CAN I EXPLAIN MY OFFENSE?

Pick a suggestion from the following or come up with your own from each category.

A.

- * *In the past*
- * *One time*
- * *When I was young and stupid*
- * *Twenty years ago*
- * (_____)

B.

- * I made some poor choices
- * I made a bad decision
- * I did something I should not of
- * (_____)

C.

Tell them what you have learned or realized.
Some suggestions include..... CAN YOU PICK ONE

I'm not proud of what I've done; I'm sorry it ever happened.

I wanted fast money and now I see it was wrong.

*I wish I had realized sooner just how immature and irresponsible I was being
I lost sight of what was important; my priorities were really mixed up.*

D.

How can I explain my offense? CAN YOU PICK YOURS

Which sounds better to you???? I am a thief...? Or.....

THEFT - I took something that didn't belong to me.

SEX OFFENSE - I did something inappropriate with someone who was not yet of age.

PROSTITUTION - I used my body as a way to support myself.

POSSESSION - I had some _____ (marijuana usually ok to mention but cocaine is NOT)

SALES - I was looking for some fast, easy money.

TERRORIST THREAT - I got angry and said some things I should not have said.

DUI - I drove my car when I shouldn't have.

MENTAL HEALTH - I was struggling at the time.

VIOLENT - I was involved in a situation that got out of hand and someone ended up getting hurt, and I am sorry for what happened..

You might volunteer **GANG ACTIVITY** by saying, "I got involved in a group of people that I never should have been".

Or pick a "lighter" version of the offense.

E. State the positive changes you have made since the conviction.

Since then I have completed:

Completed my GED Completed a critical Thinking Skills Course

Paid restitution

Participated in counseling or treatment

Maintained aftercare

MANY OTHER POSITIVE THINGS YOU HAVE ACCOMPLISHED

F. Talk about goals you have and how that part of your life is over.

Suggestions.....

I now have new goals in my life. I am very focused on establishing a successful career. I am moving forward and am willing to work hard to make it happen. I can't un-do my past, but I did learn from it and will not repeat the same mistake.

EXAMPLE OF FULL FELONY SPEECH:

In the past, I made some poor choices. I am not proud of what I've done and see it was wrong. I drove my car when I shouldn't have. Since then I have paid restitution and completed my GED in hopes to better my position and grow as a person. Now my goal is to do a good job at work and be the person that I need to be for my family and myself.

Great Plains Emergency Response



GLER handles your emergency spill from start to finish with various processes, including the following:

- Establishment of secondary containment for leaking containers
- Deployment of containment and sorbent booms and pads
- Protection of sensitive areas
- Removal of contaminated soil, debris and materials
- Transportation and disposal of contaminated materials and wastes
- Thorough post-cleanup documentation



GLER serves a variety of customers, including transportation companies, energy companies, industrial facilities, chemical companies, railroads, spill management companies and local, state and federal government agencies.

GLER responds to a broad range of incidents, including the following:

- Transportation accidents
- Storm damage
- Derailments
- Pipeline ruptures
- Illegal drug labs



- Saddle tank spills
- Leaking drums
- Tanker truck rollovers
- Natural disasters



Emergency Response Case Studies

Railroad locomotive terminal

GLER's emergency response division responded to a large gasoline spill at a locomotive terminal caused by a leaking petroleum pipeline that ran through the terminal. Approximately 100,000 gallons of gasoline was discharged to a drainage ditch located on the property which discharged to a retention basin. GLER crews worked around the clock (12 hour shifts) and through the weekend for 5 days vacuuming gasoline from the retention pond and the drainage ditch. Over 4,000 tons of impacted soil as well as 500,000 gallons of water and product was removed for offsite disposal.



Storm damage at 37 transformer spill sites

As a result of a severe windstorm, GLER responded to multiple locations where transformers had released PCB and Non-PCB oils. Several GLER crews with proper personal protective equipment (PPE) worked seven (7) days a week to complete site cleanup, waste management and thorough site documentation for a total of 37 spill sites. Many of the sites had unique circumstances including dealing with homeowners who had been without power for several days, terrain that was only accessible on foot, road conditions that were difficult to navigate, poor or non-existent communication and late night/early morning operations in isolated wooded areas.

Roadside spill

GLER responded to a tractor/trailer accident involving 1300 cases of engine oil and more than 150 gallons of diesel fuel from saddle tanks. GLER was contracted to properly handle the environmental cleanup of all damaged goods and impacted soil and water as well as the proper characterization, transportation and disposal of the waste generated from the clean up.



Here are some notes the LVER or Business Service Rep took when visiting **Great Plains Emergency Response**.

1. Members of the response team (RT) are on a rotating “on call” status for emergencies. They have to be willing to work on weekends and holiday, and sometimes for extended hours. When they’re in the middle of a cleanup, 12-hour shifts are the norm. They work at remote sites, for as long as a week or two at a time.
2. They provide new hires with technical training on their equipment and methods for containing and cleaning spills.
3. Team members need to be able to operate light trucks; check vehicles to ensure mechanical, safety and that emergency equipment is in good working order; maneuver vehicles in and out of tight places, and maintain vehicle logs and immediately report vehicle defects, accidents, traffic violations, or damage to the vehicles.
4. RT members need to be team players and good communicators.
5. One skill set that’s in short supply among team members is a knack for interacting with the public, including local officials, the news media, and people who live or work near a spill site. A hazardous spill always creates a lot of fear and confusion in a community, and the best way to minimize the stress level of everyone affected is to provide as much accurate and understandable information as quickly and as often as possible.
6. Every spill situation is unique, so RT members need to be self-motivated and organized, and able to prioritize tasks and exercise independent judgment while maintaining safety. They need to have strong problem-solving and troubleshooting skills.
7. They need to be comfortable performing physical labor while wearing protective suits, boots, gloves, and respirators for several hours at time, in all kinds of weather.
8. They have to be safety minded: able to read, understand, and comply with OSHA safety regulations, as well as company SOPs.
9. After the cleanup is complete, RT members have to decontaminate their personal protective suits and clean contaminated equipment using detergents, solvents, and steam cleaners
10. Everyone needs to pass a pre-employment drug screen.
11. Good recording keeping skills are essential; they have to document everything they do.
12. Having the 40-Hour Hazwoper (Hazardous Waste Operations and Emergency Response) certification is big a plus for job applicants.
13. All new hires need to have a High School diploma or equivalent.

Outside Territory Sales Representative

Metro Hospital Supplies

This is an outside sales position responsible for promoting the company's products and services and for building relationships with new and existing accounts. The main focus is to help Metro customers—hospitals, extended care facilities and nursing homes—succeed while achieving sales and profit goals established by the company.

This position involved travel across Nebraska or adjoining states and often requires working non-traditional hours (evening, weekends and holidays) in order to successfully meet customers' needs.

Responsibilities: An individual must be able to satisfactorily perform each essential duty listed below. The requirements listed are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Essential Skills and Knowledge

- Develop new business, penetrate existing accounts, and minimize lost business to achieve profitable sales growth and special objectives within assigned territory.
- Seek and qualify prospects in accordance with Company account goals.
- Research customer business needs and develop a mix of products and service to meet needs.
- Evaluate market trends and recommend products to customers, based on business needs and goals.
- Be informed of market conditions, product innovations, and competitors' products, prices, and sales; share information with customers as part of value-added services provided.

Essential Duties

- Meet with prospects and customers and educate them about our products, prices, availability, and product uses.
- Provide product information and practical training in the use of products to customer personnel.
- Deliver group presentations at trade shows, customer association meetings, or conventions.
- Manage deliveries to the routing schedule published by the transportation department; troubleshoot any problems that occur during the order process (for example, out of stock items, special order items, low inventory, etc.).
- Participate in company functions, promotions, customer visits, and customer events.
- Attend and participate in general sales and district meetings.

- Review and analyze daily and weekly reports such as special order requests, customer bid files, and sales/gross profit margin data.
- Perform administrative duties, such as preparing sales budgets and reports, maintaining sales records, processing credits and pick-up requests, preparing sales quotes and menu suggestions, and filing reports.
- Participate in ongoing training sessions.
- Assist with the training of new employees as requested.
- Other duties may be assigned.

Qualifications:

- High school diploma or general education degree (GED)
- Basic computer skills and proficiency with MS Outlook, PowerPoint, Word, and Excel
- Valid driver's license with a “clean” driving record (including no single DUI in the last 3 years and no multiple DUIs within the last 7 years)
- Must pass pre-employment testing (Drug Screen, Background Check)

Competencies

To be successful in this position, the individual performing the duties must successfully demonstrate the following competencies:

- Building Trust
- Building Customer Loyalty
- Follow-up
- Sales Ability / Persuasiveness
- Managing Work
- Adaptability
- Communication

Extract of a typical VMET

VERIFICATION OF MILITARY EXPERIENCE AND TRAINING		
1. LAST NAME - FIRST NAME - MIDDLE NAME SAMPLE USAF ENLISTED	2. PAY GRADE E-7	3. YEAR(S) IN SERVICE 23
4. MILITARY SERVICE AND COMPONENT AIR FORCE, ACTIVE		5. DATE OF INFORMATION 2011 OCT 01
6. EXPERIENCE AND TRAINING HISTORY (<i>In reverse chronological order</i>) AND RELATED INFORMATION		
EXPERIENCE HISTORY:		
OCCUPATION: 1A371, Airborne Communications And Electronics Systems Craftsman		
PRIMARY OCCUPATION:		
AIR FORCE, ACTIVE: MASTER SERGEANT, Pay Grade E-7 SEP 1996 - DEC 2002 (6 Years 3 Months), 1A371		
AIR FORCE, ACTIVE: TECHNICAL SERGEANT, Pay Grade E-6 OCT 1993 - SEP 1996 (2 Years 11 Months), 1A371		
DUTY OCCUPATION:		
AIR FORCE, ACTIVE: MASTER SERGEANT, Pay Grade E-7 SEP 1996 - DEC 2002 (6 Years 3 Months), 1A371		
AIR FORCE, ACTIVE: TECHNICAL SERGEANT, Pay Grade E-6 OCT 1993 - SEP 1996 (2 Years 11 Months), 1A371		
OCCUPATION DESCRIPTION FROM SERVICE FILE FOR: 1A371 (Description dates OCT 1993 - SEP 2005)		
Performs aircrew functions on various airborne platforms. Operates, inspects, troubleshoots, and performs maintenance on airborne communication and electronic systems. Performs preflight and postflight inspections of communications and electronic systems. Supervises and instructs communications and electronic systems personnel in operation, repair and test procedures.		
2. Duties and Responsibilities:		
2.1. Performs preflight, inflight and post flight inspections. Analyzes and monitors airborne communications and electronic equipment for proper operation. Establishes and maintains voice and data communications circuits or links. Operates aircraft emergency systems.		
2.2. Performs and supervises airborne equipment operations and maintenance. Initializes, operates, inspects, monitors, tests, troubleshoots, isolates malfunctions and repairs radio, audio, distribution, data, cryptologic, satellite communications, multiplex, electronic warfare (EW), intercept, analysis, recording, broadcasting, imaging, and computer equipment. Monitors displays and indicators for equipment status using technical orders and manuals, test equipment, software diagnostics, voltage checks, resistance measurements, waveform observations, or other tests. Installs, operates, and monitors special support		

systems.

2.3. Performs aircraft scanner duties. Scans during aircraft movement for obstacle, terrain, and threat avoidance. Monitors aircraft systems to include engine, propeller, hydraulic, pneumatic, electrical, and flight control systems. Supervises airborne communications systems operations. Checks methods used in transmitting, receiving, and recording airborne communications signals. Conducts communications briefings. Determines training requirements. Supervises communications activities.

2.4. Installs and removes communications and electronic equipment. Checks equipment for serviceability. Configures and operates cryptographic devices. Verifies configuration of installed equipment and software. Operates and aligns equipment. Adheres to operations security (OPSEC) procedures and manages communications security (COMSEC) subaccounts.

RELATED CIVILIAN OCCUPATIONS FOR: 1A371

Air Crew Members (ONET 55-3011.00)
Communications Electrician Supervisor (DOT 823.131-010)
Communications, Transportation, And Utilities Operations Managers (OES 15023)
Manager, Communications Station (DOT 184.167-062)
Radiotelephone Operator (DOT 193.262-034)
Supervisor, Avionics Shop (DOT 823.131-018)

OCCUPATION: 11670, Airborne Communications Systems Technician Craftsman

PRIMARY OCCUPATION:

AIR FORCE, ACTIVE: TECHNICAL SERGEANT, Pay Grade E-6
DEC 1989 - OCT 1993 (3 Years 10 Months), 11670

AIR FORCE, ACTIVE: STAFF SERGEANT, Pay Grade E-5
MAR 1984 - DEC 1989 (5 Years 9 Months), 11670

DUTY OCCUPATION:

AIR FORCE, ACTIVE: TECHNICAL SERGEANT, Pay Grade E-6
MAR 1992 - OCT 1993 (1 Year 7 Months), 11670
DEC 1989 - MAR 1992 (2 Years 3 Months), 11650

AIR FORCE, ACTIVE: STAFF SERGEANT, Pay Grade E-5
DEC 1984 - DEC 1989 (5 Years), 11650
SEP 1984 - DEC 1984 (3 Months), 11630
MAR 1983 - SEP 1984 (1 Year 6 Months), 11650

OCCUPATION DESCRIPTION FROM SERVICE FILE FOR: 11670

(Description dates OCT 1987 - JUN 1994)

Operates transmitting and receiving equipment on airborne platforms to conduct air-to-ground, and air-to-air communications; and operates airborne electronic reconnaissance equipment. Performs preflight and post flight inspections of flight director, navigation, and weather radar systems and all airborne communications systems. Supervises airborne communications systems operations.

RELATED CIVILIAN OCCUPATIONS FOR: 11670

Communications, Transportation, And Utilities Operations Managers (OES 15023)
Electronic Intelligence Operations Specialist (DOT 193.382-010)
Manager, Communications Station (DOT 184.167-062)
Radio Operators (OES 39008)

Personal Action Plan

Goal (including Outcomes)

Action Steps

**Potential
obstacles**

**Help or Resources
I'll need**

Target Date

**Date
Achieved**