

Workforce Innovation and Opportunity Act YOUTH SERVICES SCOPE OF WORK

PURPOSE:

The purpose of the Scope of Work is to define the parameters of work, and to clarify the Northwest Region Workforce Development Board's expectations of service providers. The Workforce Innovation and Opportunity Act and State of Missouri have specified certain actions that must be taken by the Local Workforce Development Board (LWDB), and by service provider under contract to the Local Workforce Development Board (LWDB). When actions are defined in Department of Labor (DOL) Training and Employment Guidelines (TEGLs) and in Division of Workforce Development (DWD) Issuances, those documents will be passed directly to service provider for implementation when they affect the parameters of work.

Additional parameters or requirements will be identified and communicated by the LWDB on a continuous basis. These changes or additions may be the result of changes in policies and regulations, or changes needed in order to address issues uncovered in state and sub-state monitoring of provider activities. These requirements provide guidance as service providers verify the eligibility of and provide services to participants for the Adult, Dislocated Worker and Youth programs; assure qualified employees when hiring Workforce Innovation and Opportunity Act (WIOA) Case Managers and other counselors; assure equal access to services by those with disabilities; and assure equal employment opportunities in both hiring practices and in serving participants, as defined by Federal law.

The Scope of Work is not meant to rewrite the Federal and State laws, regulations, or policies, but is designed to inform service providers of actions the LWDB expects in order to be in compliance with those laws.

Youth Services are to provide eligible youth, ages 14-24, with effective and comprehensive program activities designed to enhance and improve their opportunities to obtain and complete education and training programs that will provide them with job readiness skills and competencies. These opportunities are to include a wide variety of options for achieving success, and are to provide effective connections to employers. WIOA Youth will focus on out-of-school youth, high school dropout recovery and achievement of recognized postsecondary credentials. Career Pathways and work-based learning will be promoted as leading approaches. Additional resources are available online through DOL/ETA.

Workforce Innovation and Opportunity Act identifies the following purposes to be provided to eligible youth:

- To provide to eligible youth who are seeking assistance in achieving academic and employment success, effective and comprehensive activities, which shall include a variety of options for improving educational and skill competencies and provide effective connections to employers;
- To ensure on-going mentoring opportunities for eligible youth with appropriate adults committed to providing such opportunities;
- To provide opportunities for training to eligible youth;
- To provide continued supportive services for eligible youth;
- To provide incentives for recognition and achievement to eligible youth; and

- To provide opportunities for eligible youth in activities related to leadership development, decision-making, citizenship, financial literacy, entrepreneurial skills training, labor market information, career counseling, and community service.

To achieve these purposes the following 14 program elements **must be** available for youth:

WIOA Youth Program Elements:

1. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its equivalent or for a recognized postsecondary credential;
2. Alternative secondary school services, or dropout recovery services, as appropriate;
3. Paid and unpaid work experiences that have as a component academic and occupational education, which may include summer employment opportunities and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships, job shadowing, and on-the-job training opportunities;
4. Occupational skill training, which may include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area;
5. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
6. Leadership development opportunities, which may include community service and peer centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate;
7. Supportive services;
8. Adult mentoring for the period of participation and subsequent period, for a total of not less than 12 months after the completion of participation, as appropriate;
9. Follow-up services for not less than 12 months after the completion of participation, as appropriate;
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
14. Activities that help youth prepare for and transition to postsecondary education and training.

The Northwest Region and Workforce Innovation and Opportunity Act (WIOA) service providers will form linkages with local education agencies, service providers and other mandated partners to effectively utilize existing services and develop comprehensive service strategies.

Coordination and Integration of Services

Program service providers are encouraged to assure seamless integration and coordination of services for participants and business customers utilizing services provided by local, regional, state, and federal sources.

Participants receiving WIOA services authorized under this subtitle, including the provision of employment, education and training, transportation, supportive, and business services should be able to access services through a fully-integrated, single-point-of-contact system.

The key to having a fully-integrated system is making customer service the centerpiece of the provider's organization goals for the WIOA programs. This requires transparent boundaries and provision of services through team work and development of effective relationships across agencies.

Dual WIOA Enrollment

- Under this Act eligible youth are ages 14-24 years. Adults are defined as individuals age 18 and older, thus individuals age 18-24 may be eligible for multiple WIOA program enrollments.
- Eligible youth who are 18-24 years old may participate in adult, dislocated worker and youth programs concurrently.
 - a. Such youth must be eligible under the criteria applicable to the services received.
 - b. Local program service providers should determine the appropriate level and balance of youth, adult, and dislocated worker services.

Core Partner Co-Enrollment

- One strategy to maximize youth access to the fourteen (14) required program elements is to develop procedures for co-enrollment in Vocational Rehabilitation, Adult Education and Literacy Program and Job Corps Programs.
- By leveraging multiple youth program funding sources for needed services, including those available from other public and private organizations, the service provider can further ensure that youth will successfully achieve their education and skills training goals.

Eligibility

In order to be eligible for any WIOA Youth Services the following parameters must be met:

Out-of-School Youth

- I. Not attending any school (as defined under State law); and
- II. Not younger than age 16 or older than age 24; and
- III. One or more of the following:
 - a. A school dropout;
 - b. A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter;
 - c. A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is:
 - i. Basic skills deficient or a youth who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society; or
 - ii. An English language learner;
 - d. An individual subject to the juvenile or adult justice system;
 - e. A homeless individual, a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
 - f. An individual who is pregnant or parenting;

- g. A youth who is an individual with a disability;
 - h. A low-income individual who require additional assistance to enter or complete an educational program or to secure or hold employment. The individual must have one (1) of the following barriers:
 - Fired / Terminated;
 - No employment history (supported by applicant statement or UI wage data);
 - Substance Abuse;
 - Lacks occupational goals/skills;
 - Incarcerated parent(s); or
 - Domestic violence
- IV. All males who are at least 18 years old, born after December 31, 1959, and who are not in the armed services on active duty, must be registered with the Selective Service System. (DWD Issuance 13-99, page 13). Refer to Selective Service System website for more details, www.sss.gov; N/A for females; males turning 18 during enrollment in the Youth program must register after their 18th birthday to remain eligible for WIOA Youth services.

In-School Youth

- I. Attending school (as defined by State law); and
- II. Not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21; and
- III. A low-income individual (includes free/reduced lunch and living in high poverty area); and
- IV. One or more of the following:
 - a. Basic skills deficient or a youth who is unable to compute or solve problems, or read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society; or
 - b. An English language learner;
 - c. An offender;
 - d. A homeless individual, a homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement;
 - e. An individual who is pregnant or parenting;
 - f. A youth who is an individual with a disability;
 - g. A low-income individual who require additional assistance to enter or complete an educational program or to secure or hold employment. **This barrier requires WDB approval and the individual must have one (1) of the following barriers:**
 - Fired / Terminated;
 - At risk of drop out (letter from school official);
 - Behavioral problems at school;
 - Substance Abuse;
 - Incarcerated parent(s); or
 - Domestic violence

- V. All males who are at least 18 years old, born after December 31, 1959, and who are not in the armed services on active duty, must be registered with the Selective Service System. (DWD Issuance 13-99, page 13). Refer to Selective Service System website for more details, www.sss.gov; N/A for females; males turning 18 during enrollment in the Youth program must register after their 18th birthday to remain eligible for WIOA Youth services.

Eligibility Exceptions

Up to five percent (5%) of youth assisted region wide may be individuals who do not meet the minimum income criteria. To be considered eligible, such individuals ***must be approved by the LWDB prior to registration in the Youth Program.***

Service Priority

- I. At a minimum, seventy five percent (75%) of the funds shall be used to provide activities to Out-of-School Youth
- II. At least twenty percent (20%) of local youth formula funds must be used for paid and unpaid work experiences, as described under the Youth Program Elements.

Youth Program Design Requirements

Program services for eligible youth must include:

1. Objective Assessment which will provide assessment of the academic level, skill levels, and service needs of each participant, which shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and development needs of such participant;
2. Development of individual service strategies and goals directly linked to one or more of the performance indicators. The ISS shall identify career pathways that include education and employment goals, appropriate achievement objectives, and appropriate services for the participant taking into account the objective assessment conducted;
3. Activities leading to attainment of a secondary school diploma or its recognized equivalent, or a recognized postsecondary credential;
4. Preparation for postsecondary educational and training opportunities;
5. Strong linkages between academic instruction (based on State academic content and student academic achievement standards established under section 1111 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311));
6. Occupational education that leads to the attainment of recognized postsecondary credentials;
7. Preparation for unsubsidized employment opportunities, in appropriate cases; and Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.

Other Requirements

1. **Information and Referrals** - Local regions shall ensure that each eligible youth applicant shall be provided:
 - Information on the full array of applicable or appropriate services that are available through the local board or other eligible providers or one-stop partners, including those providers or partners receiving funds under this subtitle; and

- Referral to appropriate training and education programs that have the capacity to serve the participant either on a sequential or concurrent basis.
- 2. **Applicants not meeting enrollment requirements**
 - Each eligible provider of a program of youth workforce investment activities shall ensure that an eligible applicant who does not meet the enrollment requirements of the particular program, or who cannot be served, shall be referred for further assessment, as necessary, and referred to a program appropriate to meeting the basic skills and training needs of the applicant.
- 3. **Involvement in design and implementation**
 - The local region shall ensure that parents, participants, and other members of the community with experience relating to programs for youth are involved in the design and implementation of the youth program design requirements.
- 4. **Noninterference and non-replacement of regular academic requirements**
 - No funds shall be used to provide an activity for eligible youth who are not school dropouts if participation in the activity would interfere with or replace the regular academic requirements of the youth.
- 5. **Linkages**
 - Local regions shall establish linkages with local educational agencies responsible for services to participants as appropriate.
- 6. **Volunteers**
 - The local region shall make opportunities available for individuals who have successfully participated in programs carried out under this section to volunteer assistance to youth participants in the form of mentoring, tutoring, and other activities.

WIOA Youth Activity Definitions

- **Tutoring and Study Skills Training**
- **Dropout Prevention and Recovery**
 - **Definition:** Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential
- **Alternative Secondary School Services**
 - **Definition:** Educational opportunities in institutions or settings that differ from traditional secondary school education but still provide a secondary school diploma or its equivalent. These may include, but are not limited to, private schools, Adult Education and Literacy, home school, and institutional learning programs.
- **Dropout Recovery Services**
 - **Definition:** Alternative secondary school services, or dropout recovery services
- **Work Experience**
 - **Definition:** A short-term pre-vocational service designed to instill work habits and work ethics. Work Experience positions are short-term placements with public or private not-

for-profit employers or in the form of limited internships with private for-profit employers

- **Summer Employment Opportunities**
 - **Definition:** Subsidized or unsubsidized employment for youth during the months of May through September. Such employment may be either full time or part time, in the public or private sector and may last for all or a part of the summer months. An academic and occupational education component must be included.
- **Pre-apprenticeship Programs**
 - **Definition:** Pre-Apprenticeship services and programs are designed to prepare individuals to enter and succeed in Registered Apprenticeship programs. These programs have a documented partnership with at least one Registered Apprenticeship program sponsor, and together, they expand the participant's career pathway opportunities with industry-based training coupled with classroom instruction.
- **On-the-Job Training Opportunities**
 - **Definition:** Training by an employer that is provided to a paid participant while engaged in productive work in a job that provides knowledge or skills essential to the full and adequate performance of the job; provides reimbursement to the employer of up to 50% of the wage rate of the participant, for the extraordinary costs of providing the training and is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.
 - Additional guidance available in the NW LWDB On the Job Training Policy (P6).
- **Internships and Job Shadowing**
 - **Definition:** Not previously defined in WIA nor defined in WIOA
- **Occupational Skill Training**
 - **Definition:** Occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria described in section 123 of WIOA
- **Education for Workplace Preparation**
 - **Definition:** Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
- **Leadership Development**
 - ❖ **Definition:** Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate - services intended to develop the potential of Youth as citizens and leaders. Programs will be structured to provide Youth with leadership experiences at the workplace and in other program activities. Leadership activities may include, but are not limited to, community and service learning projects; peer mentoring and tutoring; organizational and team leadership training; citizenship training; and training in decision-making.
- **Supportive Services**

- ❖ **Definition:** Services such as transportation, childcare, housing, medical care, uniforms, tools, and equipment that are necessary to enable an individual to participate in activities authorized under and consistent with Title I of WIA. Post-employment services may also be provided to ensure success at the worksite. Local program operators are encouraged to develop a network of existing Supportive Services to assist as needed. These may include clothing, temporary shelter, family planning services, legal aid, emergency food, and heating and cooling assistance.
- ❖ Additional guidance available in the NW LWDB Supportive Service Policy (P2).
- **Adult Mentoring**
 - ❖ **Definition:** Adult mentoring for the period of participation and a subsequent period for a total of not less than 12 months. The teaming of Youth with responsible adults that will serve as role models and teach the Youth skills, work habits, and/or responsible behavior.
- **Follow-up Services**
 - ❖ **Definition:** Follow-up services for not less than 12 months after the completion of participation, as appropriate
- **Financial Literacy Education**
 - ❖ **Definition:** Financial literacy education
- **Entrepreneurial Skills Training**
 - ❖ **Definition:** Entrepreneurial skills training
- **Labor Market Information**
 - ❖ **Definition:** Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services
- **Transition to Postsecondary Education**
 - ❖ **Definition:** Activities that help youth prepare for and transition to postsecondary education and training

Career Pathways

WIOA places a strong emphasis on Career Pathways as defined as, “a combination of rigorous and high quality education, training and other services that:

- Aligns with the skill needs of industries in the economy of the State or regional economy involved;
- Prepares an individual to be successful in any of a full range of secondary or postsecondary education options;
- Includes counseling to support an individual in achieving the individual’s education and career goals;
- Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- Organizes education, training and other services to meet particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- Enables an individual to attain secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and
- Helps an individual enter or advance within a specific occupation or occupational cluster.”

Individual Training Accounts

- a. Youth program funding may be used to provide Individual Training Accounts (ITAs) to older out-of-school youth.
- b. Youth under the age of 18 continue to be precluded from using an ITA.
- c. Guidelines to provide ITAs can be found in the NW LWDB ITA policy (P1).

Work Based Learning

WIOA requires that not less than 20% of funds allocated to the local area must be spent on activities supporting paid and unpaid work experience that have as a component academic and occupational education. This may include, summer employment, and other employment opportunities available throughout the year such as pre-apprenticeship programs, internships, job shadowing and on the job training opportunities. Accordingly, The LWDB requires that all programs incorporate work-based learning strategies and devote 20% of their budget to these initiatives. According to the Training Employment and Guidance Letter WIOA No, 23-14, Operating Guidance for the Workforce Innovation and Opportunity Act, “program expenditures on the work experience program element include wages as well as staffing costs for the development and management of work experience.” These work-based learning strategies must serve as a next step in career development, whether the desired outcome is employment or enrollment in post-secondary education or advanced training.

Incentives

Incentives are a way to encourage workforce participants’ participation or to reward participants for achieving specific elements indicated in the participants’ employment plan. An incentive is a payment to a WIOA Youth registrant for the successful participation and achievement of expected outcomes as defined in the individuals Individual Service Strategy. The incentive must be linked to an achievement and must be tied to training and education, work readiness skills and/or an occupational skills attainment goal as identified in the ISS. Such achievements must be documented in Toolbox 2.0 Leadership Development Service 506 or 509 (as appropriate) and in the participants file as the basis for an incentive payment. Additional guidance available in the NW LWDB Incentive Policy (P4).

Planned Gap in Services

1. To be used for participants whose services need to be interrupted for health/medical reasons, incarceration or waiting for a planned training element to begin. It is not to be used as “holding” while waiting to see if the participant finds a job.
2. Individuals are not to be placed into a Planned Gap if they are receiving non-WIA services such as Trade Act/NAFTA or Vocational Rehabilitation funded training. These partners require WIA subcontractors to document training and supportive service activities to prevent the participant from soft exiting in Toolbox.

3. Planned Gaps can only be set in 90-day increments.
4. Staff must document in the “service notes”, why they are placing the participant in a Planned Gap. If the period of no services extends beyond the original estimated time needed, Staff must also document the reason for creating another Planned Gap in the service notes.
5. No WIA services are to be provided during a Planned Gap. This includes WIA training funded Supportive Services.

Equal Opportunity and Complaint and Grievance

Service providers must provide a copy of BOTH the Equal Opportunity Notice (DWD 120) and the Complaint and Grievance Notice (DWD121) to each employee, applicant, registrant, eligible applicant/registant, and participant; and retain original signed copies in that individual’s file.

WIOA Performance

PY16 Performance Benchmarks	WIOA Youth Program
Employment Rate <i>measured second (2nd) quarter after exit</i>	73.5%
Employment Rate <i>measured fourth (4th) quarter after exit</i>	70.3%
Median Earnings <i>measured second (2nd) quarter after exit</i>	TBD
Credential Attainment <i>attained up to one (1) year after exit</i>	76%
Measurable Skill Gain <i>during program participation</i>	TBD
Repeat Employer Customers	TBD
Employer Penetration Rate	TBD