

**WORKFORCE INVESTMENT ACT OF 1998,
As Amended (PL 105-220) WIA Section 129**

**EMPLOYMENT AND TRAINING
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 Investment Board's expectations of contractors / program providers. The Workforce Investment Act of 1998 and State of Missouri have specified certain actions that must be taken by the Local Workforce Investment Board, and that must be taken by program providers under contract to the Workforce Investment Board (WIB). 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 program providers for implementation when they affect the parameters of work.

Additional parameters or requirements will be identified and communicated by the WIB 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 subcontractors verify the eligibility of and provide services to customers for the Adult, Dislocated Worker and Youth programs; assure qualified employees when hiring Workforce Investment Act (WIA) 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 customers, 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 contractors of actions the WIB expects in order to be in compliance with those laws.

Youth Services are to provide eligible youth, ages 14-21, 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. In addition, youth services program activities are to:

1. Ensure on-going mentoring opportunities for eligible youth with adults who are committed to the success of youth.
2. Provide continued Supportive Services for eligible youth.
3. Provide incentives and opportunities for recognition and achievement to eligible youth.

4. Provide opportunities for eligible youth to participate in and learn through activities related to leadership development, decision-making, citizenship, and community service.

Requirements:

The Workforce Investment Act of 1998, as amended (PL 105-220), Missouri State, and Local Northwest Region Workforce Investment Board policy clarifications to that act require the following actions and services of Employment and Training Adult and Dislocated Worker and Youth Program providers.

Coordination and Integration of Services:

Program subcontractors are encouraged to assure seamless integration and coordination of services for individual employment, education and training customers, and business customers utilizing services provided by local, regional, state, and federal sources. Customers receiving workforce investment 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 WIA programs. This requires transparent boundaries and provision of services through team work and development of effective relationships across agencies. Services to be provided and their definitions follow.

In-school or Out-of-school Determination

In-School Youth

- Attending secondary (middle or high) school.
- High school graduate (or attained a GED) attending post-secondary education and not basic skills deficient.
- Attending an alternative school.

Out-of-School Youth

- An eligible youth who is a school dropout; or
- A high school graduate (or attained a GED) attending post-secondary education, but is basic skill deficient, unemployed, or underemployed.

A. Eligibility

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

- Individuals served must between the ages of 14-21.
- 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.

- Eligible Youth must be low income individuals, as defined in WIA Section 101(25);
 - a. Receive Federal, State, or local government cash payments for which eligibility is determined by a needs or income test;
 - b. Have a total family* income for the six-month period prior to application, that in relation to family size, does not exceed the higher of:
 - poverty guidelines established by the Office of Management and Budget, OR
 - 70% of the lower living standard income level;

***Note: “Family” mean two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:**

 - A husband, wife, and dependent children
 - A parent or guardian and dependent children
 - A husband and wife

And must be supported by an Applicant Statement and documentation; DWD Issuance 13-99
 - c. Receive Food Stamps;
 - d. Qualify as a homeless individual (Stewart B. McKinney Act-Section 103(a)(c));
 - e. Are a foster child on behalf of whom state or local government payments are made; or
 - f. Are a disabled individual whose income would meet one of the first two conditions in this list, but is a member of a family which income does not meet such requirements.
- AND in one or more of the following categories:
 - a. Deficient in basic literacy skills (at or below 8th grade level skills in English, writing, reading or computing); or
 - b. School dropouts; or
 - c. Homeless, runaway, or foster child; or
 - d. Pregnant or parenting; or
 - e. Law offender; or
 - f. Individuals, including those with disabilities, who require additional assistance to complete an educational program, or to secure and retain employment.

Proof of the *need for additional assistance* will require documentation of past failed efforts to complete an education program or secure employment after having been served by at least two (2) other service strategies. Documentation may consist of:

- Test results
- Job losses
- Case notes or signed statements from other independent service sources;

OR

If two (2) independent providers have not worked with the youth, referrals to two (2) appropriate non-WIA providers will be made prior to enrollment in WIA. (Examples but not limited to: juvenile justice system, education entities, and TANF)

B. 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 fall within one or more of the following categories and must be approved by the LWIB prior to registration in the Youth Program:

1. School dropout; or
2. Basic skills deficient (skills at or below 8th grade level in English, writing, reading and computing); or
3. Educational attainment that is one or more grade levels below the grade level appropriate to the age of the individual; or
4. Pregnant or parenting teen; or
5. Individual with disabilities including learning disabilities; or
6. Homeless, run away, or foster child; or
7. Law offender; or
8. Youth who face serious barriers to employment, as identified by the NW WIB:
 - a. Individuals within families that receive food stamps
 - b. Individuals who have participated in Job Corps
 - c. Limited English language proficiency
 - d. Youth who are not runaway, but have been “kicked out” or rejected by their parent(s) and are living elsewhere
 - e. Alcohol and drug abusers
 - f. Minorities
 - g. Youth with negative work histories, i.e., terminated due to performance or other work-related issues

C. Service Priority

At a minimum, thirty-five percent (35%) of the funds shall be used to provide activities to out-of-school youth who meet at least one of the following criteria:

1. Have dropped out of school; or

2. Have a high school diploma or GED, but are still basic skills deficient, unemployed, or under-employed.

D. Program Design

Program services for eligible youth must include objective assessment of academic levels, skill levels, and service needs of each participant. Objective assessment is an examination of the capabilities, needs, and vocational potential of the youth.

1. Objective Assessment will provide assessment of the academic levels, skill levels, and service needs of each participant, which assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive services needs, and developmental needs of such participant, except that a new assessment of a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the participant conducted pursuant to another education or training program

In-School Youth: for those in-school youth that do not have a school IEP (which identifies academic level, basic skills, and developmental needs), those areas will be assessed utilizing either TABE or WorkKeys or CASA or other identified assessment approved by the NW WIB. WIA IEP identifies service needs, academic level (grade level), prior work experience, employability, and supportive services needs.

Out of School Youth: as of July 1, 2006, all Out of School Youth are being TABE tested to assess the youth's basic skills through our local AEL/Subcontractor MOU.

For both In-School and Out of School Youth:

Interests and Aptitudes will be identified by using either Choices or Cops/Copes/Caps or Missouri Connections or other identified assessment approved by the NW WIB.

2. The assessment is to be customer-centered, and is a diagnostic evaluation of educational and employment barriers, taking into account their:
 - a. Family situation;
 - b. Work history;
 - c. Education;
 - d. Occupational skills;
 - e. Interests;
 - f. Aptitudes;
 - g. Attitudes toward work;
 - h. Motivation;
 - i. Behavior patterns affecting employment potential;
 - j. Financial resources and needs;

- k. Supportive service needs;
 - l. Personal employment information as it relates to the local labor market.
3. There are three categories within skill attainment goals for youth: basic skills, work readiness, and occupational skills.
 4. A basic skills goal is required of all younger youth (ages 14 to 18) who are determined to be deficient in basic skills (defined as an individual who has English reading, writing or computing skills at or below 8th grade level as scored on a generally-accepted standardized test or a comparable score on a criterion-referenced test).
 - a. While the basic skills goal should be the first goal set for the Younger Youth, it does not have to be the first goal achieved, when other goals are also set.
 - b. For those youth who are basic skills deficient, at least one goal must be set upon initial assessment of the youth.
An example of a basic skills goal that can be set while the Case Manager gets to know the youth is: "Increase reading skills one grade level by enrolling in an AEL class by (date) and completing the class with assessment documenting improvement within 12 months."
 - c. Once goals have been set, the youth has one year in which to achieve each goal (DWD Issuance 11-01).
 5. An occupational skills goal or a work-readiness skills goal is needed per DWD Issuance 11-01 if the youth is an in-school or out-of-school younger youth who is not basic skills deficient. If the participant is an out-of-school youth (not in need of basic skills), it is a local option whether or not a work readiness skills goal and/or an occupational skills goal is necessary.

An example of an occupational skills or work-readiness skills goal that can be set is: "On time for meetings with Case Manager scheduled for every other Tuesday at 4:00 p.m., beginning (date)."
 6. New goals may be set as initial goals are achieved. However, for performance results, each participant is allowed only three goal attainments within 12 months of the dates the goals were set.
 7. Youth participants may have any combination of the three types of skill goals: three in the same category; two goals in one category, one goal in another; or one skill goal in each category. However one skill goal must be related to the barrier that determined youth eligibility.

8. Needs and skills assessments must include a review of:
 - a. Prior work experience;
 - b. Employability interests and aptitudes (including interests and aptitudes for non-traditional jobs);
 - c. Supportive Service needs; and
 - d. Development needs.

9. Individual Service Strategies are developed for each participant that shall identify an employment goal (including, in appropriate circumstances, nontraditional employment), appropriate achievement objectives, and appropriate services for the participant taking into account the assessment conducted pursuant to the Objective Assessment, except that a new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education or training program.

All ISS services will be presented to participants to address education goals, employment goals and other service needs. This will be accomplished with clear, detailed Toolbox data entry (case note, ISS activity) and appropriate documentation in client file.

The ISS activity will be used to link youth academic and employment goals by using the school IEP, if available, and/or the WIA basic skills assessment and WIA IEP employment goals. By linking these together we will be able to assist the youth in setting attainable goals, become more employable, as well as, work with the education system to obtain the academic goals. The ISS will be updated to reflect changes in participant goals or needs as identified during regular customer contact.

10. A new ISS is not required if the program subcontractor determines it is appropriate to use a recent ISS developed for the youth under another education or training program providing:
 - a. Preparation for postsecondary educational opportunities as appropriate;
 - b. Strong linkages between academic and occupational learning;
 - c. Preparation for unsubsidized employment opportunities as appropriate;
 - d. Effective connections to intermediaries with strong links to the job market and local and regional employers.

11. The following elements/services must be available to Youth participants:
 - a. Tutoring, study skills training, and instruction leading to secondary school completion, including drop-out prevention strategies.
 - Activities and instruction one-on-one or in a group setting, designed to assist youth in completion of secondary education.

- b. Alternative secondary school services.
 - 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 Basic Education, institutional education programs, and basic skills training.
- c. Summer employment opportunities that are directly linked to academic and occupational learning, and may include:
 - 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 last for all or a part of the summer months.
- d. Paid and unpaid work experience.
 - Work experience is a short-term pre-vocational service designed to instill work habits and work ethics.
 - Work experience positions are fully subsidized short-term placements with public or private not-for-profit employers or, in the form of limited internships, with private for-profit employers, including internships, job shadowing; and paid and unpaid community service programs.
 - Work experiences are appropriate and desirable activities for many youth throughout the year.
 - On-the-Job-Training (OJT) (WIA) (See DWD Issuance 04-04, page 2, and Attachments 18, and 20):
 In most cases, OJT positions for youth are not an appropriate work experience activity for participants under age 18. Local program subcontractors may choose to use this service strategy for eligible youth when it is appropriate based on the needs identified by the objective assessment of an individual youth participant.
- e. Occupational Skills Training: Occupation-specific training provided by a public or private vendor with demonstrated training capability.
- f. Leadership Development Opportunities.
 - Services intended to develop the potential of youth as citizens and leaders.
 - Programs will be structured to provide 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;
 - Training in decision making; and
 - Activities encouraging responsibility and other positive social behaviors; during non-school hours, as appropriate.

g. Supportive services such as:

- Needs related payments, transportation, child care, 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 WIA.
- Post-employment services may also be provided to ensure success at the worksite.
- Subcontractors 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.

h. Adult mentoring

- The teaming of youth with responsible adults who will serve as role models and teach skills, work habits, and/or responsible behavior, for a total of not less than 12 months.

i. Follow-up services

- Regularly scheduled informational and workplace counseling contact with youth, who have exited the program.
- Follow-up should be for not less than 12 months after the date of exit.
- Follow-up services for youth may include supportive services, employer services, further career and/or educational development, peer support, mentoring, tutoring and progress tracking; and

j. Comprehensive guidance and counseling

- Services designed to benefit youth by addressing career, personal and educational needs.
- Development and sequential counseling activities will be designed to assist students in acquiring knowledge of self and others, and educational and vocational development.
 - Local, state, and national career and labor market information will be used to facilitate the career planning process. Networking among Youth programs, business, labor and post-secondary institutions will also assist youth with career planning.

Incentives may be provided to youth to encourage participation and success in obtaining education and training goals. Detailed case notes must provide justification of incentives provided.

12. Each participant or applicant who meets the minimum income criteria to be considered an eligible youth shall be provided:

- a. Information on the full array of services that are available through local Missouri Career Center (MCC), other eligible providers or MCC partners (see Attachment 33);

- b. Referral to appropriate training and education programs that have the capacity to serve the participant or applicant either on a sequential or concurrent basis (see Forms for Referral Form);
 - c. Youth, 18-21 years of age, who are high school dropouts, high school graduates or seniors in high school will be provided information on available Job Corps services by their Case Manager, or Job Corps staff on an individual basis or in a group presentation.
 - Printed brochures on Job Corps are available through the Job Corps staff with the One-Stop Career Center in St. Joseph.
 - Job Corps information will be provided to the youth and will be documented in Toolbox.
13. Each subcontractor of youth services and 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.
- a. Parents, participants and other members of the community with experience relating to programs for youth are to be involved in the design and implementation of program services being offered.
 - b. 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.

E. Goal Setting and Attainment

1. Each youth is allowed only (3) goal attainments for the 12 months from the dates the goals were set, for performance results. (See Attachment 30 for worksheet)
2. The goals may be any combination of the three (3) types of skills goals: basic skills goal; work readiness skill goal; or occupational skill goal.
3. Attainment of a goal is counted as it is achieved (i.e., goal attainment counted in the quarter in which the goal was achieved).
4. If the goal is not achieved by the one-year anniversary of the dates the goal was set the failure is counted in the quarter of the anniversary date.
5. Close attention is to be paid to when one-year anniversary dates will end so the opportunity to count a skill attainment is not lost.
6. New goals may be set as initial goals are achieved (DWD Issuance 11-01)

F. Recruiting and Retaining Out-of-School Youth

1. WIA services for out-of-school youth should continue to focus on approved educational and occupational skills training that will prepare them for post-secondary education, advanced training, and jobs with a career path.
2. Service strategies which may be useful in serving out-of-school youth:
 - a. Help them find gainful employment (full-time or part-time), and provide available support services, such as child care;
 - b. Help the youth understand that securing employment and increasing one's career potential are directly related to completing education and/or skills training, and attainment of educational and or employment credentials;
 - c. While employed, provide approved education and skills training to attain credentials, participate in post-secondary education, and become gainfully employed in a career with advancement opportunities;
 - d. Focus on retention of those out-of-school youth engaged in the required education and skills training activities until program completion;
 - e. Ask the youth to serve as an Outreach Worker and Recruiter (with incentives provided for recruiting friends into the program);
 - f. Work with the local Juvenile Justice System to sponsor alternative sentencing programs for first-time offenders;
 - g. Enroll youth returning from correctional facilities in the program; and
 - h. Obtain lists of dropouts from high schools, etc. (TEGL 28-01)
3. Strategies to connect out-of-school youth to One-Stop Career Centers or satellite sites:
 - a. Develop One-Stop Career Centers specifically designed to engage out-of-school youth;
 - b. Establish convenient and extended hours for youth (e.g., youth who have jobs);
 - c. Conduct Out-of-School Forums and Focus Groups; and
 - d. Provide information presentations by One-Stop Staff in neighborhood places frequented by out-of-school youth. (TEGL 28-01)

G. In-school and Out-of-School Youth Marketing Strategies

1. Develop and use youth-focused outreach marketing materials;
2. Develop youth-based information websites;
3. Presentations to youth and their families in traditional and non-traditional places; and
4. Design and develop training programs for out-of-school youth that incorporate the required elements. (TEGL 28-01)

H. Engaging Community and Faith-Based Organizations

1. The promotion of greater participation of faith-based and community organizations in the delivery of WIA services to eligible youth is now being strongly encouraged.
2. Community and faith-based organizations can play an integral role in the delivery of training services under WIA, by providing (TEGL 28-01):
 - a. Tutoring
 - b. Literacy and math skills
 - c. Training services
 - d. Community service opportunities
 - e. Leadership development opportunities
 - f. Adult mentoring
 - g. Specific guidance and counseling
 - h. Child care
 - i. Transportation
 - j. Housing
 - k. Supportive services
3. No religious instruction or religious information may be imparted by community or faith-based organizations during provision of these services.

I. Dual Enrollment

1. Under this Act eligible youth are ages 14-21 years. Adults are defined as individuals age 18 and older, thus individuals ages 18-21, may be eligible for both adult and youth programs.
2. Eligible youth who are 18-21 years old may participate in adult and youth programs concurrently.
 - a. Such youth must be eligible under the criteria applicable to the services received.
 - b. Local program subcontractors may determine the appropriate level and balance of youth and/or adult services.

DWD Issuance 08-06 allows Individual Training Accounts (ITA) for Older and Out-of-School Youth without the need to co-enroll under the Adult program:

Training services shall be directly linked to occupations that are in demand in the local area, or in another area to which an Adult, Youth, or Dislocated Worker receiving such services is willing to relocate, or a WIB approved training service for occupations determined by the Board that have a high potential for sustained demand or growth in the local area.

Reference Local WIB ITA Policy approved 6/06

1. Training services shall be provided through the use of an ITA, and shall be provided to eligible individuals through the local MCC. WIA Section 134 provides certain

- exceptions to the general use of the ITA. Exceptions ~ Training services authorized under this Paragraph may be provided pursuant to a contract for services in lieu of an ITA if the requirements of (F: Consumer Choice Requirements) are met and if
- a. such services are on-the-job training provided by an employer or customized training.
 - b. the local board determines there are an insufficient number of eligible providers of training services in the local area involved (such as in a rural area) to accomplish the purposes of a system of ITAs; or
 - c. the local board determines that there is a training services program of demonstrated effectiveness offered in the local area by a community-based organization or another private organization to serve special participant populations that face multiple barriers to employment
2. Title I operators will provide support up to a prescribed amount not to exceed \$5,000 per year per customer. Exceptions to this ceiling require written approval of the Workforce Investment Board (WIB). When possible the support should be obligated through the use of a DESE 6 and/or should be a direct reimbursement to the WIA approved institution. This support may be used only for the following related education costs:
 - a. Tuition
 - b. Books
 - c. Fees
 3. The voucher amount will be reduced proportionate to other financial resources available to the customer. The voucher will also have an expiration period, determined by the issuing Title I Operator. (Taken from the Northwest Region 5-Year Plan). The WIB allows for special funding directives which provide unlimited funds or higher caps for classroom and occupational training (from revised Northwest Region Policy on Individual Training Accounts, approved by WIB 6/06).
 4. Training services shall be directly linked to occupations that are in-demand in the local area, or in another area to which an Adult or Dislocated Worker receiving such services is willing to relocate and are WIA approved through the Department of Elementary and Secondary Education (DESE) and is an in-demand occupation. The local WIB may approve Training Services for occupations determined to be in sectors of the economy that have a high potential for sustained demand or growth in the local area. Acceptable documentation for in-demand occupations include: Missouri Economic Research and Information Center (MERIC) data, intent or letter of hire, posted job openings

J. Co-Enrollment

1. One strategy to maximize youth access to the ten (10) required program elements is to develop procedures for co-enrollment in Youth Opportunity Grants and Job Corps Programs.
 - a. For example, an ISS for a co-enrolled youth could include basic skills and occupational skills training in Job Corps.
 - b. Upon graduation from Job Corps, WIA Formula Grant Funds could be used to provide services such as further leadership training, an occupational training mentor, and/or Supportive Services.
2. By leveraging multiple youth program funding sources for needed services, including those available from other public and private organizations, the Case Manager can further ensure that youth will successfully achieve their education and skills training goals (TEGL 28-01).

K. Supportive Services

1. These funds are allocated to provide supportive services to youth who are:
 - a. Participating in authorized programs; and
 - b. Unable to obtain Supportive Services through other programs providing such services.
2. Supportive Services for youth may include the following:
 - a. Assistance with transportation costs;
 - b. Assistance with child care and dependent care costs;
 - c. Assistance with housing costs;
 - d. Linkages to community services;
 - e. Referral to medical services; and
 - f. Assistance with uniforms or other appropriate work attire and work-related tools costs, including eye glasses.

L. Needs-Related Payments

1. Needs-Related Payments are intended to enable youth to participate in programs of training services.

M. Planned Gap in Services

1. To be used for customers 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 customer 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 customer from soft exiting in Toolbox.

3. Planned Gaps can only be set in 30-day increments and have at least one activity posted between Planned Gap periods. There is no limit to the number of Planned Gaps that can be used.
4. Staff must document in the “case notes”, why they are placing the customer 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 case notes.
5. No WIA services are to be provided during a Planned Gap. This includes WIA training funded Supportive Services.

N. Complaint and Grievance

A Complaint and Grievance must be completed for each individual that is enrolled in WIA services. Each Individual Training Account (ITA) needs to have a Complaint and Grievance attached. In cases where an individual, agency or institution is working with more than one client of ours an original must be signed and copies may be placed in the appropriate files. For these files a case note needs to explain why a copy instead of the original of the Complaint and Grievance is being placed in the file.

O. State Performance Measures

The core indicators of performance for youth, who are eligible youth ages 14-18, for youth activities authorized under Section 129, shall include:

- a. Attainment of basic skills and, as appropriate, work readiness or occupational skills;
- b. Attainment of a degree or certificate;
 - Post-Secondary Education - A program at an accredited degree-granting institution that leads to an academic degree (e.g., AA, AS, BA, BS). Does not include programs offered by degree-granting institutions that do not lead to an academic degree.
 - Advanced Training - An occupational skills employment and training program not funded under Title I of the WIA, which does not duplicate training received under Title I. Includes only training outside of the One-Stop, WIA and partner system, i.e., training following exit .
 - Military Service - Reporting for duty.
 - Employment
 - Qualified Apprenticeship - Programs approved and recorded by the employment and Training Administration/Bureau of Apprenticeship and Training, or by a recognized State Apprenticeship Agency (State

Apprenticeship Council). Approval is by certified registration or other appropriate written credential.

1. The core indicators of performance for older youth, aged 19-21 for activities authorized under Section 129 are:
 - a. Entry into Unsubsidized Employment verified with acceptable documentation. (TEGL 17-05):
 - Wage records
 - Unemployment Insurance Wage Records
 - State government employment records;
 - Local government employment records;
 - Judicial employment records; and
 - Public school employment records
 - Additional Wage Records
 - Wage Record Interchange System (WRIS)
 - U.S. Office of Personnel Management (OPM)
 - U.S. Postal Service
 - U.S. Department of Defense
 - Railroad Retirement System
 - State New Hires Registry
 - State Department of Revenue or Tax (for individuals who are self-employed, information must be obtained through record-sharing or automated matching of state tax records)
 - Supplemental Sources (*All supplemental data and methods must be documented and are subject to audit*)
 - Case management notes
 - Automated data base systems
 - One-Stop operating systems' administrative records
 - Surveys of participants
 - Contact with employers
 - b. Retention in unsubsidized employment 6 months after entry into employment (see above for acceptable documentation). Retention is defined as sustained employment and connection to the workforce and /or continued participation in a long-term education or job training program until completion.
 - c. Earnings received in unsubsidized employment 6 months after entry into employment;
 - d. Attainment of a recognized credential relating to achievement of educational skills, which may include:
 - attainment of a secondary school diploma or its recognized equivalent, or
 - occupational skills by youth who enter unsubsidized employment, or
 - by participants who are eligible youth age 19-21 who enter post-secondary education, advanced training, or unsubsidized employment.

COMMON MEASURES **Effective at time of Reauthorization*

The following is in accordance with TEGL 17-05 and provides further definition/clarification.

There is no longer a distinction between younger/older youth under Common Measures and will include all youth. However, Literacy/Numeracy Gains apply only to out-of-school youth.

Participant:

A participant is an individual who is determined eligible to participate in the program and receives a service funded by the program in either a physical location (One-Stop Career Center or affiliate site) or remotely through electronic technologies.

Program Participation:

Following a determination of eligibility (if required), participation in a program commences when the individual begins receiving a service funded by the program. This phrase has the same meaning as the “date of participation” used in some of the measures. If the participant receives services from multiple programs, then states and grantees may use the earliest date of service as the “date of participation” when reporting on the measures in each program.

Program Exits:

The term program exit means a participant has not received a service funded by the program or funded by a partner program for 90 consecutive calendar days, and is not scheduled for future services.

Youth Measures**1. Placement in Employment or Education**

Youth who are not in post-secondary education or employment (including the military) at the date of participation.

- Individuals who are in post-secondary education or employment at the date of participation are excluded from this measure.
- Employment and education status at the date of participation are based on information collected from the individual.
- Individuals in secondary school at exit **will be included** in this measure.

2. Attainment of a Degree/Certificate

Youth who are enrolled in education (at the date of participation or at any point during the program). In accordance with TEGL 17-05 (Attachment B) “certificate” is awarded in recognition of an individual’s attainment of measurable technical or occupational skills necessary to gain employment or advancement with on occupation.

- Education refers to participation in secondary school, post-secondary school, adult education programs or any other organized program of study leading to a degree or certificate.
- Individuals in secondary school at exit will be included in this measure
- Diploma means any credential that the state education agency accepts as equivalent to a high school diploma (Associate Degree & Bachelor's Degree)
- Diplomas, GEDs, or certificates can be obtained while still receiving services or at any point by the end of the third quarter after exit.
- Certificates awarded by workforce investment boards and Work readiness certificates **will not** be accepted.

3. Literacy/Numeracy Gains

Out-of-school youth who are basic skills deficient.

- In-school youth are excluded from this measure. (Note: determination of in-school or out-of-school status is only made at point of program participation.)
- It is allowable to use pre-test that are administered up to six months prior to the date of first WIA youth service, if such pre-test scores are available. If prior pre-test are not available, administration of the pre-test must occur within 60 days following the date of first youth program service.
- This measure is based on “date of first youth program service” rather than date of participation.
- Individuals determined not to be basic skills deficient based on pre-test results are excluded from this measure.
- When administering assessment tools, individuals with disabilities should be accommodated.
- Included individuals who are given an initial assessment but either (1) do not post-test before exiting the program, or (2) exit before completing a year in the youth program.
- ***All*** out-of-school youth must be assessed in basic reading/writing and math. ***DWD Issuance 04-06, All*** Youth participants who receive their first WIA Youth service on or after July 1, 2006, ***MUST*** basic skills assessed. Assessments are to be administered within 60 days of the first Youth service or within six months if administered prior to that first service.

Documentation to support the assessment scores must be maintained in the participant's file and Toolbox case notes and **must** provide the name of the test, specific areas tested (reading, math, etc.), date the test was administered, “raw” test scores and name of the test administrator.

Sources of the documentation should include one or more of the following:

- A copy of the test score sheet

- School records
- Detailed case note entered by the case manager or test administrator documenting the name, title, and phone number of the person relaying the test scores
- Verification by telephone or document inspection (in accordance with the requirements outlined in the Division of Workforce Development's WIA Eligibility Technical Assistance Guide, Issuance 13-99 and 13-99, Change 1)

Assessments that may be used for this measure:

- TABE (Test of Adult Basic Education) The complete battery of TABE tests. (The TABE locator and the TABE survey tests are not acceptable for calculating this measure).
- CASAS (Comprehensive Adult Student Assessment System)
- WorkKeys (The full assessment, not the WorkKeys pre-test)

Any of the above tests must be administered by individuals that are ***certified*** to administer these tests.

Posting Assessment Results in Toolbox

All assessment scores will be posted in “**TEST SCORES**” on the youth’s ISS and may be accessed through the SAR (Staff Assisted Record) or IEP in Toolbox.

For those youth identified as ***Basic Skills Deficient***, assessment scores must also be posted in “**YOUTH ASSESSMENT**” located on the WIA Youth Registration front page.

P. Required Credential Attainment

1. In accordance with TEGL 17-05 (Attachment B), a “credential” is defined as :
A nationally recognized degree or certificate or state/locally recognized credentials that include but not limited to:
 - a. A high school diplomas
 - b. GED or other recognized equivalent
 - c. Post-Secondary degrees/certificates
 - d. Recognized skill standards
 - e. Licensure or industry-recognized certificates

(Please note: this term applies to the current WIA statutory adult, dislocated worker, and older youth measure only, it does not apply to the common measures.)
2. Methods that may be used to collect data:

- a. Case management, follow-up services, or customer surveys to determine customer has received a credential and written documentation of that credential;
- b. Record sharing agreements and/or automated record matching with administrative/other data bases to determine and document that the customer has received a credential. Databases may include:
 - State Board of Education;
 - State board governing community colleges;
 - State board governing universities;
 - State licensing boards for private schools;
 - State education associations, integrated postsecondary education reporting unit;
 - Higher education planning unit;
 - State Department of professional or occupational regulation (possibly other units such as Health Care Administration or specific boards like the “Board of Nursing”);
 - Employers;
 - Training institutions and providers; and/or
 - Adult Basic Education providers—GED or equivalent testing agencies.
- c. Computer records from automated record matching are considered a valid written record.
- d. A telephone response from the customer must be accompanied by a written document such as a certificate, degree, or other written documentation.
- e. Telephone contact forms documenting that either the training entity or the customer has been contacted, and the credential information is provided.
- f. A copy of the credential received.
- g. A letter from the institution or entity issuing the credential.

All data and methods to determine achievement of credentials must be documented. A statistically valid sample of the documentation of supplemental credential achievement shall be included as in the customer file review process (DWD Issuance 02-01).

Q. Customer Satisfaction Indicators

The customer satisfaction indicator of performance for services received from the MCC activities is measured through surveys conducted after the conclusion of participation in activities. The procedure for conducting Customer Satisfaction Surveys of individual participants and employers follows:

1. Customers must be informed during the registration process about the importance of satisfying customers and the possibility of being contacted for information on his/her experiences with the services.

2. Clients will receive questionnaires during their participation in the program at different service levels. The first questionnaire will be sent out after the completion of orientation, registration and an assessment (if applicable). The second questionnaire will be sent during intensive services, if they have been in this level for more than 30 days. The third questionnaire will be sent out while the client is enrolled in the training level of services. After the client has exited from the program we will attempt to make five phone contacts with the client to ask the appropriate questions and if we are unable to contact the client a final questionnaire will be sent out. All the questionnaires will be returned to the WIB office and the Operations Manager will tally the results and provide the information to the program directors on a monthly basis.
3. Customers must be informed they may also be called by DWD about their experiences with staff and the services provided to them.
4. Customers must be told the survey is voluntary, and responses are confidential.
 - Staff will need the consent of a youth's guardian or parent to survey youth under 18 years. Inform the youth by letter in advance that they have been randomly selected, and will be receiving a telephone call to survey their satisfaction with the provided services.
5. Customer satisfaction responses must be collected by phone interviews. In-person interviews and mail questionnaires may only be used in situations where the customer does not have a phone.
6. Contact within 60 days after the last date of service, the client will turn red in Toolbox. Make a phone contact attempt, minimum of five, prior to mail out questionnaire.
7. Send the Customer Satisfaction Report, including comments, to the WIB office 40 days after the end of the quarter (the 10th day of the appropriate month).

R. Volunteers

Opportunities shall be made available for youth who have successfully participated in programs carried out through youth services, to volunteer assistance to participants in the form of mentoring, tutoring, and other activities.

S. Follow-up Services

1. Follow-up services will be provided for all youth for not less than 12 months after the completion of participation.

2. (DWD Issuance 10-06) Case managers are allowed the option of determining on a case-by-case basis, whether a youth requires some form of follow-up services for the minimum requirement of 12 months.
3. If the youth is unable to be located once they have completed WIA services if left the area with no forwarding contact information. After several attempts, the case manager will have the option of closing the file and discontinuing the follow-up activities. Staff must provide case notes as documentation of failed attempts to follow-up.
4. Follow-up services to be provided will be documented in the youth's Individual Service Strategy (ISS).
5. Follow-up may include:
 - a. Leadership development opportunities
 - Exposure to post-secondary educational opportunities;
 - Community service learning projects;
 - Peer-centered activities, including peer mentoring and tutoring;
 - Organizational and team work training, including team leadership training;
 - Training in decision-making, including determining priorities;
 - Citizenship training, including life skills training such as parenting
 - Work Behavior training and budgeting of resources;
 - Employability; and
 - Positive social and soft skills:
 - Developing a positive attitude;
 - Self esteem building;
 - Cultural diversity training; and
 - Work simulation activities.
 - b. Regular contact with a youth's employer, including assistance in addressing work-related problems that arise;
 - c. Assistance in securing better paying jobs, career development and further education;
 - d. Work-related peer support groups;
 - e. Adult mentoring; and
 - f. Tracking the progress of youth in employment after training.