

Youth Supportive Services Policy

Purpose:

The purpose of this policy is to establish guidelines for the provisions of WIOA Title 1 Youth Services.

An individual who is between and including ages 14 through 24, shall be eligible to participate in the WIOA Title 1 Youth Program, such individuals:

- *(Out of School Youth -- 16 years through age 24)*
- *(In School Youth – 14 years through age 21 (unless an individual with a disability who is attending school under State law)).*

AND

Meets general eligibility, which consists of providing verification source for each applicable category:

- Citizenship or eligible to work Act 188 (a)(5)
- Selective Service registrant (if applicable) Act 189 (h)

AND/OR

- **For Out-of-school Youth Act 129(a)(1)(B); 20 CFR 681.210:**
Meets the definition and provides a verification source for one or more of the following Barrier categories:
 - not attend any school, (as defined under State law);
 - between and including the ages of 16 through 24;
 - and one or more of the following:
 - A high school dropout;
 - 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. 20 CFR 681.250
 - A recipient of a secondary school diploma or its recognized equivalent who is low- income individual and is- (aa) basic skills deficient; or (bb) an English language learner.
 - An individual who is subject to the juvenile or adult justice system.
 - A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6)), a homeless child or youth (as defined in section 725(2) of the McKinney- Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), 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.
 - An individual who is pregnant or parenting.
 - A youth who is who is an individual with a disability.
 - A low-income individual who required additional assistance to enter or complete an educational program or to secure or hold employment.

OR

- **For IN-school Youth Act 129(a)(1)(C); 20 CFR 681.220 :**

Meets the definition and provides a verification source for one or more of the following Barrier categories:

- attending school (as defined by state law) (20 CFR 681.230);
- between and including the ages of 14 through 21 (unless an individual with a disability who is attending school under State law);
- a low-income individual (20 CFR 681.250);
- one or more of the following:
 - Basic skills deficient.
 - An English language learner.
 - An offender.
 - A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6)), a homeless child or youth (as defined in section 725(2) of the McKinney- Vento Homeless Assistance Act (42 U.S.C. 11434a(2)), 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.
 - Pregnant or parenting.
 - A Youth who is an individual with a disability.
 - A Youth who requires additional assistance to complete an educational program or to secure or hold employment.

BUT there are exceptions and limitations:

EXCEPTION – not more than 5% of participants assisted under the youth program in each local area may be individuals who do not meet the low-income criteria to be considered eligible youth, where applicable.

LIMITATION – In each local area, not more than 5 percent of the in-school youth assisted under WIOA may be determined eligible under the barrier – “An individual who requires additional assistance to complete an educational program or to secure or hold employment” (Sec 129(a)(3)(B))

EXCEPTION - A disabled youth, whose family does not meet income criteria, is considered low income if the individual’s own income, separate from the household’s, meets the income eligibility guidelines by not exceeding the higher of:

- The poverty line; or
- 70 percent of the lower living standard income level. (VWL 15-03 Poverty and 70% Lower Living Standard)

Up to five percent of youth participants served by youth programs in a local area may be individuals who do not meet the income criteria for eligible youth, provided that they are within one or more of the following categories:

- School dropout (a youth attending an alternative school is not a drop out under the WIOA)
- Basic skills deficient
- Are one or more grade levels below the grade level appropriate to the youth’s age
- Pregnant or parenting
- Possess one or more disabilities (including learning disabilities)
- Homeless or runaway
- Offender
- Face serious barriers to employment such as:
 - Is habitually truant as defined by state law
 - Has failing grades as defined by having failed a minimum of three classes in most recent grading period
 - Did not pass the Literacy Passport Test given in the ninth grade or the last Standard of Learning test given
 - Has not made substantial progress in mastering skills that are appropriate for students of his or her age Poor work history for older youth (has not worked 13 consecutive weeks of 30 hours or more in the last calendar year)

For a Youth to be considered under the five percent (5%) rule, the youth contractor must make a formal written request to the WPWDB staff. The contractor must receive written approval from the WPWDB staff before the youth can be registered to receive program services.

Individuals **must** meet General Eligibility, which consists of Citizenship or Eligible to Work, Selective Service Registration and Low Income Individual (where applicable). Contractors should consider the definitions applicable to eligible youth services under WIOA. (VWL 15-02)

Youth Program Design, Elements and Parameters

Local Youth programs must be designed and built around the following framework:

Provide an objective assessment of the academic levels, skill levels and service needs of each participant. This assessment shall include a review of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs and developmental needs of such youth. A new assessment of a youth is not required if the provider carrying out such a program determines it is appropriate to use a recent assessment of the youth conducted as part of another education or training program; and includes a review of the academic as well as the service needs for each youth. Recent assessment means any assessment conducted within the last six months by an educational or training program; and includes a review of the academic as well as the service needs of each youth. Assessments should be used to develop the necessary service strategies appropriate for each youth that identifies an employment goal (including participation in nontraditional employment opportunities), achievement objectives, and services for the participant utilizing the results of an objective assessment process. A new service strategy for a youth is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the youth under another education or training program; and Recent service strategy means any service strategy developed within the last six months by an educational or training program; and includes a review of the academic as well as the service needs of each youth. Service strategies should document preparation for postsecondary educational opportunities, in appropriate cases; strong linkages between academic and occupational learning; preparation for unsubsidized employment opportunities, in appropriate cases; and effective connections to intermediaries with strong links to the job market and local and regional employers.

The Test of Adult Basic Education, (TABE), will be the primary tool for assessing youth basic skill levels and will include the locator test. The Career Scope along with TABE will be the primary tools for assessing youth interest and aptitude levels. Test of Adult Basic Education (TABE) is required for both IN and OUT of school youth.

Availability of 14 program elements

The 14 required program elements in the Youth service delivery framework are:

- Paid and unpaid work experiences;
- Occupational skills training;
- Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupation cluster;
- Entrepreneurial skills training;
- 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;
- Tutoring, study skills training, instruction, 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, or drop out recovery services;
- Activities that help youth prepare for and transition to postsecondary education and training;
- Supportive service;
- Adult mentoring;
- Follow-up services;
- Comprehensive guidance and counseling;
- Leadership development opportunities;
- Financial literacy education.

While the 14 program elements shall be available to the Youth in each local workforce area, the services provided to each Youth must meet the individual's needs. All Youth barriers must be identified in each participants Individual Service Strategy (ISS), prioritized, and addressed through services provided to the Youth participant.

Additional Requirements:

- Information and Referrals -- Participant or applicants who meet the minimum income criteria to be considered an eligible youth should be provided with information on the full array of applicable or appropriate services that are available through the local workforce area, including eligible providers or one stop operators, and those receiving funds under this subtitle; and
- Referral to appropriate training and educational programs that have the capacity to serve the participant or applicant either on a sequential or concurrent basis.

For applicants not meeting the enrollment requirements:

- Each eligible provider of a program of youth 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 appropriate programs to meet the basic skills and training needs of the applicant.

Involvement in Design and Implementation

Parents, participants, and other members of the community with experiences relating to programs for youth should be involved in the design, implementation and evaluation of youth programs.

Priority

At a minimum, 75 percent of the local workforce area youth funds shall be used to provide youth activities to out of school youth.

For Youth Services, a Self-Sufficiency Analysis must be performed for ALL YOUTH prior to participating in any services. The case manager MUST develop a Self-Sufficiency Analysis and review with the client, both case manager and client must sign the Self-Sufficiency Analysis and provide a copy to be placed in client's file.

Supportive Services for Youth

Supportive services may include the following:

- Linkages to appropriate community services
- Assistance with child care and dependent care costs
- Assistance with housing costs
- Referrals to medical services
- Transportation assistance
- Assistance with uniforms or other appropriate work attire and work-related tool costs, including items such as eyeglasses and protective eye gear (Sec 134 (2)(A)(ix)(I))

Youth In Need of Additional Assistance

Any youth service provider wanting to make a youth eligible under this barrier, must meet one of the following requirements:

To complete an educational program:

- In-school suspension
- Verified credits – Sol's
- Interpersonal skills (Seen principal, disruptive to class, letter from counselor)
- Placement in an alternative school
- Attendance
- Expulsion/discipline (per school board/system requirements)
- Housing
- Head of the family
- Difficulty dealing with a traumatic event

To secure and hold employment:

- Employer rejection letter
- Validating seeking employment
- No work readiness skills (number of jobs applied for, length of time out of work, feedback from employer)
- No soft skills (use checklist to document soft skills)
- Needs additional job readiness developed beyond high school activities (VWL 14-04)

Employability and Positive Skills

Positive social skills – the term “positive social skills” means those soft skills that may be incorporated into local programs as part of a menu of services. These skills may include:

- Positive attitudinal development
- Self-esteem building
- Cultural diversity training
- Work simulation activities

Additional guidance to assist in ensuring positive employment impacts:

- Regular contact with a youth participant's employer, including assistance in addressing work- related problems
- Assistance in securing better paying jobs, career development and further education
- Work-related peer support groups
- Adult mentoring
- Tracking the progress of youth in employment after training, and
- All youth participants must receive some form of follow-up services for a minimum duration of 12 months

Work Experiences for Youth

Work experiences are well-planned and structured learning opportunities that take place in a local workplace for a limited period of time. These activities are designed to provide youth with exposure to “real world” work experiences and introduce them to the responsibilities and demands that will be expected from them on a daily basis. These valuable work experiences will assist our youth in gaining the necessary personal attributes, knowledge and skills needed to obtain a job in today's workforce and advance in employment. These experiences may be paid or unpaid.

Work experiences may occur in the private, for profit sector; the nonprofit section; or the public sector under

WIOA and should be based on the needs identified by the objective assessment of the individual youth participant and documented in the youth's individual service strategy.

Under the WIOA youth program, work experience is one of the 14 required program elements that must be made available to all youth. WPWDB requires Youth contractors to use the following guidelines when assigning hours for all paid work experience:

- The maximum number of hours that may be assigned/completed for any single work experience assignment at any worksite is 500 hours.
- The minimum number of hours that may be assigned is 250 hours. (Note: the minimum amount may be negotiated under special circumstances.) If the work experience is solely for career exploration purposes, less hours may be assigned.
- When determining the number of hours to be assigned for any single work experience assignment at any worksite, contractors must evaluate the participants' needs and the job that is being assigned based on the following:
 - Past Work Experience – if a participant has no work experience or a poor work history, then more hours are justified. On the other hand, if a participant has a good work history, then fewer hours should be assigned.
 - Barriers – if a participant has multiple barriers, such as a criminal record, a severe learning disability, is a teen parent, etc. then more hours should be assigned. If a participant has few barriers, then fewer hours should be assigned.
 - Complexity of the Tasks to be Learned – the higher the O*Net Job Zone for the job assigned, the higher the hours assigned. If a job has a low O*Net Job Zone then the fewer hours should be assigned.
 - The Goal of the Work Experience – if the work experience is to be used to help aid the participant in learning good work habits, then more hours are justified. Conversely, if the goal of the work experience is to provide career exploration, then no more than 300 hours should be assigned. As mentioned herein, fewer than 250 hours may be assigned if the purpose of the work experience is solely for career exploration.

The WPWDB will allow the contractor to determine the number of hours that will be assigned for each work experience; however, the WPWDB will also require the contractor to justify the reason for the hours assigned in the Youth ISS. Finally, a waiver to the above maximum specifications may be requested from the WPWDB CEO on an individual case-by-case basis. The need for additional assistance must be sufficiently justified in order for a waiver to be considered.

Required documentation for any work experience includes worksite agreement, progress report, attendance sheets and statement of employability skills. A worksite supervisor orientation must be completed prior to the beginning of any work experience. Each worksite supervisor must be present for the orientation and each worksite supervisor's signature must be obtained on the worksite agreement and worksite manual.

Contractors are required to visit the work site at least once during the duration of the work experience to evaluate the progress of the participant. The progress report must be completed by the worksite supervisor upon completion of the work experience.

Attendance sheets are to be retrieved at the end of each contractor pay period and should contain the signature of the participant, worksite supervisor and contractor. Attendance sheets should never be completed or signed prior to the end of the pay period. At the completion of the work experience, the statement of employability skills should be completed by the worksite supervisor to evaluate the participant's employability skill proficiency levels. The supervisor's evaluation of the participant's employability skills will be used to determine

if the work experience was completed successfully. A client must demonstrate some proficiency in each assigned employability skill in order for the work experience to be considered a successful completion. Feedback gathered from the progress report and statement of employability skills should be provided to the participant so that it can be used to further develop the skills of the youth.

Concurrent Enrollment for Youth

For purposes of WIOA, eligible Youth are 14 through 24 years of age. Adults are defined as individuals 18 and older. Individuals 18 through 24 may be eligible for both adult and youth programs.

Eligible individuals who are 18 through 24 years old may concurrently participate in adult and youth programs. These individuals must meet the eligibility requirements of both the youth and adult programs applicable to the services they are receiving.

One Stop Services to Youth

Connections between local youth programs and local One Stop Systems should be developed to accommodate older youth and facilitate:

- The coordination and provision of youth activities.
- Linkages between the job market and employers.
- Access for eligible youth to information and services, to include the 14 required program elements described above.
- Other activities designed to achieve the purposes of the youth programs in the local areas.
- One-Stop services for non-eligible youth must be funded by programs that are authorized to provide services to non-eligible youth.

Out of School Youth

During active enrollment all contractors must have verified literacy and numeracy gains for all out of school youth determined to be basic skills deficient. (VWL #12-07, <http://vwn.vccs.edu/wp-content/uploads/2011/04/Testing-out-of-school-youth-VWL-12-071.pdf>) (VWL #10-02, <http://vwn.vccs.edu/wp-content/uploads/2011/04/common-measures.pdf>). Contractors will make every effort to ensure that out of school youth who are basic skills deficient achieve a literacy and numeracy gain according to the requirements of Common Measures. Services provided to out of school youth will be limited to those services which will contribute to achieving the required gain in Literacy/Numeracy during the required work period. Work experiences and Post-secondary training assistance can only be provided while a youth is working on a Literacy/Numeracy gain if the youth demonstrates active engagement in activities that will result in a gain or Basic Skills proficiency prior to and during enrollment in those activities.

In School Youth

All youth from ages 14-21 who meet eligibility criteria for WIOA may be provided services through contracted providers, however, preference will be given to those students that are considered with the status of "Junior" or "Senior" at the high school level for in school youth.

Youth Follow-Up and Performance Accountability

WIOA Final Rule requires that all youth participants receive some form of follow-up services for a minimum duration of 12 months following exit from program and program activities. The goal of follow-up services is to ensure job retention, wage gains and career progress. The types of services provided, and the duration of services must be determined based on the needs of the individual.

For example: A participant who has multiple employment barriers and a limited work history may need significant follow-up services to ensure long-term success in the labor market. However, a participant that has few barriers to employment may need less follow-up services.

Follow-up services should include, but are not limited to:

- Leadership development and referral to supportive services available in the community
- Regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise
- Assistance in securing better paying jobs, career development and additional education
- Work-peer support groups
- Adult mentoring
- Tracking the progress of youth in employment after training

The policy of the WPWDB is to follow the spirit of the law and make follow-up services available to each youth participant after they have exited the program. The extent of the specific follow-up services offered to each participant is at the discretion of the contractor. The WPWDB requires at least one personal contact every four weeks for the first nine months for all participants to ensure employment or education retention.

For the remainder of the required follow-up period, the WPWDB requires that at least two valid contacts are made during this three-month period. If participants require more assistance, it is the responsibility of the contractor to see that the assistance is provided.

Participants will have a follow-up log located in their client folder indicating, at a minimum, the date the follow-up contact was made, initials of the follow-up interviewer and the results of the follow-up contact. It is at the contractor's discretion as to what format the follow-up log will be created. Follow up activities must be entered quarterly into Virginia Workforce Connect (VaWC) system.

Performance and Data Collection

VaWC will be used to assess the effectiveness of local areas in achieving continuous improvement activities. To assist, the WPWDB in achieving continuous improvement, it is the responsibility of the contractor to track and gather data on youth

performance. It is critical that all performance data is entered into VaWC. Therefore, all performance data must be entered in the VaWC as supplemental data will be used to determine performance outcomes. Data entry of performance information should occur at the time performance verifications are obtained.

All Youth

The WPWDB requires that all contractors collect the following performance data on all youth participants during the follow-up period:

- During the first four weeks of the first, second, third and fourth quarter after exit, contractors must verify if participants are in one of the four categories list below:
 - Attending post-secondary education or advanced training/occupational skills training – a program at an accredited degree-granting institution that leads to an academic degree (i.e., AA, AS, BA, BS). Programs offered by degree granting institutions that do not lead to an academic degree (i.e., certificate programs) do not count as placement in post-secondary education but may count as a placement in “advanced training/ occupational skills training.” To count as a placement for the Youth Common Measures, advanced training constitutes an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational field at entry, intermediate or advanced levels. Such training should include – (1) be outcome-oriented and focused on a long-term goal as specified in the Individual Service Strategy, (2) be long-term in nature and commence upon program exit rather

than being short-term training that is part of service received while in enrolled in ETA-funded youth programs and (3) result in the attainment of a certificate.

- **Employed** – the individual is considered employed in a quarter after the exit quarter if wage records for that quarter show earnings greater than zero. When supplemental data sources are used, individuals should be counted as employed if:
 - in the calendar quarter of measurement, after the exit quarter, they did any work at all as paid employees (i.e., received at least some earnings),
 - worked in their own business, profession or worked on their own farm.
- In the military
- In a qualified apprenticeship program – a program approved and recorded by the ETA Bureau of Apprenticeship and Training or by a recognized state apprenticeship agency or council. Approval is by certified registration or other appropriate written credential.

If a participant is not in one of the four categories listed above at the beginning of the first quarter after exit, then it is the responsibility of the contractor to make every effort to assist the participant in obtaining employment or enrolling in one of the categories previously mentioned. The effort made by the contractor must be documented in a follow-up log. Prior to the end of the first of each quarter, contractor must verify each participant's employment and/or education status. For the quarter. Performance data and follow-up results should be entered in VaWC.

Out of School Youth

In addition to the performance data listed above, the WPWDB requires that all contractors collect the following performance data on all out of school youth prior to the follow-up period:

- At time of exit, all contractors must have verified literacy and numeracy gains for all out of school youth determined to be basic skills deficient. Contractors should make every effort to ensure that out of school youth who are basic skills deficient demonstrate literacy and numeracy gains.

Approved Documentation for Performance Data

Employment – in order to ensure the accuracy of customer employment status at the time of closure and during the applicable performance time period, the WPWDB requires that one of the following supplemental sources be used to verify employment:

- An employer written affidavit/signed employment verification.
- Documentation of telephone conversation with employer indicating that customer was employed during the period(s) required by the applicable measure. Telephone contact must document the name and title of the employer representative who verified the information. (Note: If documentation of telephone conversation with employer is used for any reason other than case closure, reasonable efforts must be made to obtain the employer written affidavit/signed employment verification. Follow-up log should clearly document the efforts made to obtain the aforementioned form of verification.)
- Copy of paycheck stub covering the period required by the applicable measure. (Note: Self-attestations should only be used as a last resort and only after reasonable efforts have been made to obtain the employer written affidavit/signed employment verification, documentation of telephone conversation and a copy of paycheck stub. Follow-up log should clearly document the efforts made to obtain the aforementioned forms of verification.)
- For those self-employed – self-attestation covering the period required by the applicable measure. Tax returns will be preferred supporting document for those self-employed.

Degree or Certificate – the WPWDB requires that one of the following sources be used by the contractors to verify degrees and certificates:

- Diplomas
- Certificates
- Licenses
- Training provider records
- A copy of a participant's examinee form or certificate may be used to verify a GED

Literacy and Numeracy Gains – The WPWDB requires that one of the following sources be used by Contractors to verify literacy and numeracy gains:

- Copy of pre-test and post-test. Post-test scores must demonstrate an increase of one educational functioning level beyond the level of the initial pre-test. For subsequent participant years, the most recent test must be used to determine if the post test results in an increase of one educational functioning level.

Career Readiness Certificates (CRC) – the Virginia Workforce Council has established the attainment of a CRC as a performance measure. The WPWDB requires that the following sources be used by contractors to verify degrees and certificates:

- Copy of the CRC that contains the signature of the Governor of Virginia Performance Reports – it will be the responsibility of the contractor to provide the WPWDB with monthly status reports on youth programs. In addition, the contractor is required to maintain a file on each participant in which all performance verification and follow-up logs must be kept.

Global Exclusions – youth are excluded from common measures/performance calculations if any of the following conditions/circumstances occur during participation or up to the third quarter after exit:

- Invalid or missing social security number
- Institutionalized
- Health/medical or family care
- Deceased
- Reservists called to active duty
- Relocation to a residential or non-residential program (such as foster care)

(Note: Condition/circumstance must be expected to last for at least 90 days. Documentation of the condition/circumstance and the expected timeframe is required. If condition/circumstance is discovered during the follow-up period, documentation should be obtained, and the global exclusion entered in VaWC.)

Supportive Services

Supportive services may only be provided to WIOA participants who are participating in WIOA programs and who are unable to obtain supportive services through other programs. No program operator may provide supportive services funded by a WIOA program until other local area programs (that generally provide the supportive service needed by the client) have been contacted.

If a non-WIOA program is capable of providing the supportive service needed by the client, a referral will be made by the program operator. However, if alternative resource can't be found, then supportive services will be provided using WIOA funds if it is necessary to enable eligible individuals to participate in youth program activities under WIOA. A financial award analysis sheet must be completed on all participants receiving support services through WIOA funds. Supportive Services may be provided either in-kind or through cash assistance. In order to obtain payment for any Supportive Service, the participant or the service- providing vendor must provide appropriate documentation. Such documentation will include at a minimum the following:

- Justification for the need of Supportive Service (which may include training attendance records, documentation of miles traveled, receipts, etc.);

- A description of the Supportive Service provided and why Supportive Service could not be obtained through other programs and;
- An invoice or Receipt for Payment Received (itemized and dated) for the Supportive Service.

PAYMENT LEVELS AND DURATION OF PAYMENTS

Supportive Services - Payments for Supportive Services will not exceed \$2,500 within a 12-month period during any training program, except as approved by the WPWDB CEO.

Needs-Related Payments – For qualified out of school youth, the payment must not exceed the following levels and WPWDB approved form must be used for documentation of attendance of training prior to benefit payment:

For qualified participants the weekly payment may not exceed the poverty level for an equivalent time period. Payments for Supportive Services will not exceed \$2,500 within a 12-month period during any training program, except as approved by the WPWDB CEO. The weekly payment level must be adjusted to reflect changes in total family income as determined by Local Board policies and reduced by other cash payments from other sources.

For qualified participants the weekly payment may not exceed the poverty level for an equivalent time period. Payments for Supportive Services will not exceed \$2,500 within a 12-month period during any training program, except as approved by the WPWDB CEO. The weekly payment level must be adjusted to reflect changes in total family income as determined by Local Board policies and reduced by other cash payments from other sources.

Family Size	Poverty Guidelines	Weekly Payment
1	11,770.00	226.35
2	15,930.00	306.35
3	20,090.00	386.35
4	24,250.00	466.35
5	28,410.00	546.35
6	32,570.00	626.34
7	36,730.00	706.34
8	40,809.00	786.35

(For family units with more than 8 members, add \$80.00 per week for each additional member.) (Payments will not continue beyond participation in an approved training program.)

ADMINISTRATION OF SUPPORTIVE SERVICES

Supportive Services may only be provided to WIOA customers who are participating in WIOA programs and who are unable to obtain supportive services through other programs. No Program Operator may provide Supportive Services funded by a WIOA program until other local area programs (that generally provide the Supportive Service needed by the client) have been contacted. If a non-WIOA program is capable of providing the Supportive Service needed by the client, a referral will be made by the Program Operator. However, if an alternative resource cannot be found, then Supportive Services will be provided using WIOA funds if it is necessary to enable eligible individuals to participate in WIOA Title I program activities under WIOA. A financial award analysis sheet must be completed on all participants receiving support services through WIOA funds.

Supportive Service may include such services as:

- Transportation (Mileage)
- Child Care/Dependent Care
- Assist with the purchase of uniforms for occupational skills training or appropriate work attire for work activities, training/work related tools, and other reasonable expenses required, to keep a participant in intensive services, training or other program activities, for example auto repairs, test fees, rent, or housing costs.
- Emergency Allowance

CATEGORIES

Mileage: Travel Allowance will be paid for travel to and from the training facility or Workforce Center. Payment will be based on a set rate per mile. The set rate will be set per mile by WPWIB CEO x the round-trip miles per day. Reimbursable mileage will not exceed 70 miles per day.

Child Care/Dependent Care: To receive child care or dependent care payments, the participant must show evidence of need, and such payments can be made only when the participant cannot afford to pay the childcare or dependent care themselves. Childcare/Dependent Care payments will not exceed \$300 per week. Payment will be made only for the days the participant attends training.

Assistance with training uniforms, work attire and related tools: To receive assistance with training uniforms or appropriate work attire and training/work related tools, the participant must show evidence of need, and such assistance can be made only when the participant cannot afford to pay for the items themselves. Documentation will consist of a completed Supportive Service documentation and an invoice (itemized and dated) for the items purchased.

Emergency Cost Allowance: (Needs related payments)

The following restrictions were established for needs related payments:

- Referred to agency partners where possible
- Client was unable to obtain services through other programs
- The funds are necessary for the client to participate in title one activities
- Payments provided to a third party (VWL 08-05)

Post-Employment Placement Transportation Services: As part of its follow-up services to ensure employability and job retention for recently employed individuals, WPWDB will provide transportation services to certain individuals who have been placed in employment.

Benefits:

- Eligible individuals will be paid the Travel Allowance (as described above) for up to three months following the first day of employment in order to give the individual adequate time to establish a network for carpooling or to save sufficient earnings to secure his or her own transportation.
- Requests for payment of the Travel Allowance for more than three months will be evaluated on a case by case basis.

LIMITATIONS AND EXCEPTIONS

Supportive Services can only be provided on days in which participants are participating in a WIOA activity, including training, work experience, leadership development, etc. Participants are not guaranteed support service for the entire duration of training employment. Supportive services are based on the availability of funding. The CEO of the WPWDB can approve a deviation from these regulations in exceptional circumstances, with appropriate documentation.

Approval Signature: _____



Revision Date: June, 2017

YOUTH IN NEED OF ADDITIONAL ASSISTANCE

(Barrier Verification to support Youth In Need of Additional Assistance)

Student Name: _____

The student named above has applied for the WIOA program. A youth that is identified as needing additional assistance must meet one or more of the following requirements.

Please check all that apply:

- Jeopardy of not completing education
- In School Suspension
- Verified Credit's – SOL'S Interpersonal Skills (Seen principal, disruptive to class, letter from counselor)
- Placement in an Alternative School
- Attendance
- Expulsion/Discipline (per school board/system requirements)
- Housing
- Head of the Household
- Difficulty dealing with traumatic event
- Unable to secure and hold employment
- Employer rejection letter
- Validating seeking employment
- No work readiness skills (number of jobs applied, length of time out of work, Feedback from employer)
- No Soft Skills (Subject but not limited to: Problem Solving, Communication skills, Conflict resolution, Adaptability, Teamwork)
- Needs additional job readiness development beyond high school activities Due to the above characteristics, our school is of the opinion that this individual requires additional assistance to complete an education program and/or obtain employment.

Client Name (Please Print)

Client Signature

Date

Official Title

Organization

Parent / Guardian Signature

Date
