



YOUTH PROGRAM STATUS

WIA → WIOA Transition

October 19, 2015

GNWDB Members,

The following pages contain a grid that outlines the primary challenges the Youth Program faces as we transition from WIA to WIOA. You'll notice references to **TRAINING AND EMPLOYMENT GUIDANCE LETTER WIOA NO. 23-14 (TEGL 23-14)** in the left column within the document (pages 1-3). Please let us know via email if you would like to receive a complete copy of the TEG as well.

The middle (beige) column on pages 1-3 outlines Greater Nebraska's current status within that area of concern.

Page 4 of the document specifies Local Plan eligibility criteria that requires updating. The left column contains definitions carried over from the WIA Local Plan that are not aligned with WIOA policy. The right column provides samples of definitions for discussion.

We are sending this information to you in advance to facilitate understanding of the presentation to be provided by Terri Malek-Madani, WIOA Youth Program Coordinator. Terri will provide more detail and synthesis of the issues on Thursday.

We hope this helps!

2015 WIOA Youth Program Status Update

Program Development Design & Performance Challenges

Design Challenge	WIOA TEGL 23-14 REFERENCE	GREATER NEBRASKA STATUS		LINKS								
RECRUITING	<p>“Recruiting Additional OSY. Reengaging out-of-school youth can take many forms, including information sharing between schools as well as print and electronic media campaigns. Some school districts host expos and reengagement fairs. Local areas should partner with school districts, such as the partnership in Los Angeles highlighted in Section 9, in order to access youth who are currently not attending school or who have dropped out. In addition, many Temporary Assistance for Needy Families (TANF) participants may be eligible for the WIOA youth program given the OSY age increased under WIOA, and local areas should partner with local TANF agencies in order reach the TANF population. Community organizations can also be another strong partner in reaching out-of-school youth. Utilizing multiple methods to reach out-of-school youth ensures that as many OSY as possible are contacted.”</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%; text-align: center;">In-School H.S. or less</td> <td style="width: 30%; text-align: center;">27</td> </tr> <tr> <td style="text-align: center;">In-School Post H.S.</td> <td style="text-align: center;">37</td> </tr> <tr> <td style="text-align: center;">Not attending any school – H.S. Dropout</td> <td style="text-align: center;">3</td> </tr> <tr> <td style="text-align: center;">Not attending any school – H.S. Graduate</td> <td style="text-align: center;">50</td> </tr> </table>		In-School H.S. or less	27	In-School Post H.S.	37	Not attending any school – H.S. Dropout	3	Not attending any school – H.S. Graduate	50	<p>http://wdr.doleta.gov/directives/attach/TEGL/TEGL_23-14_Acc.pdf</p> <p>http://careersourcebrevard.com/job-seekers/youth-services/next-gen.</p> <p>http://www.npworkforcewv.org/</p>
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		<p style="text-align: center;">Active Enrolled NEWorks 7/01/2015 to 10/09/2015</p>										

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YOUTH COMMITTEE	<p><i>“Youth Standing Committees. Local Boards are responsible for the oversight of youth programs. Under WIA, Youth Councils were mandated to fulfill this function for the Board.(For the current national list of Youth Councils, please visit http://www.servicelocator.org/youthcouncil.asp.) While WIOA eliminates the requirement for Local Boards to establish a Youth Council, the Department encourages Local Boards to establish, “a standing committee to provide information and to assist with planning, operational, and other issues relating to the provision of services to youth, which shall include community-based organizations with a demonstrated record of success in serving eligible youth,” as permitted by Sec. 107(b)(4)(A)(ii) of WIOA.”</i></p> <p><i>“...Local Boards may create a new youth standing committee that has different membership than the Youth Council under WIA in order to design youth standing committee membership to meet the local area’s needs.”</i></p> <p><i>“...A Local Board may also choose not to establish a youth standing committee at all. If so, the Local Board is still responsible for conducting oversight of youth workforce investment activities under WIOA section 129(c) and identifying eligible providers of youth workforce investment activities in the local area by awarding grants or contracts on a competitive basis.”</i></p>	<p>We have been building relationships with young adults who have the potential and desire to serve GNWDB in some capacity.</p> <p>STANDING YOUTH COMMITTEE MODEL: recruit and train OSY & ISY young adults to serve as volunteer GNWDB Youth Committee interns. These individuals would provide necessary input and insight regarding Nebraska’s youth workforce issues. In return, the interns would receive invaluable leadership and community stewardship experience.</p> <p>YC Intern process/model</p> <ul style="list-style-type: none"> • Recruit young adults from across regions via application process – see draft attachments • Provide communication, board, and process training for interns • Match interns with Youth Committee mentor(or other Board members) • Interns attend YC meetings, providing valuable insight – without formal voting membership • Partner with NE Children & Families Foundation - provide stipend for interns to compensate for lost wages during board meetings. 	<p>http://wdr.doleta.gov/directives/attach/TEGL/TEGL_23-14_Acc.pdf</p>

Design Challenge	WIOA TEGL 23-14 REFERENCE	GREATER NEBRASKA STATUS	LINKS
<p>WORK EXPERIENE</p>	<p><i>“WIOA section 129(c)(4) prioritizes work experiences with the requirement that local areas must spend a minimum of 20 percent of non-administrative local area funds on work experience. Under WIOA, paid and unpaid work experiences that have as a component academic and occupational education may include the following four categories: summer employment opportunities and other employment opportunities available throughout the school year; pre-apprenticeship programs; internships and job shadowing; and on-the-job training opportunities. The Department encourages local programs to coordinate work experiences, particularly summer employment, with other youth serving organizations and agencies. As was encouraged through joint letters in past years with the Departments of Health and Human Services and Housing and Urban Development, coordinating with Temporary Assistance for Needy Families, Community Services Block Grant, and Community Development Block Grant programs can strengthen local summer jobs efforts.”</i></p>	<p>Current Youth Program model provides 2 separate tracks for youth – training (college) or work experience. Training is not directly tied to local employment/LMI. Work experience enrollments are not leading to skilled, long-term employment.</p> <p>Training/college outcomes:</p> <ul style="list-style-type: none"> • < 44% youth employed – training related • 28% unemployed • 28% other employed <p>Work Experience outcomes:</p> <ul style="list-style-type: none"> • 40% successful completions • No tracking – no formal strategy <p>outlining the function/goals of WE for youth</p> <p>How do we develop regional/local strategies for integrating training & work experience services for youth in a way that ties in directly to local markets?</p>	<p>http://wdr.doleta.gov/directives/attach/TEGL/TEGL_23-14_Acc.pdf</p> <p>http://michigan.gov/documents/wda/MWA_Talent_Tours_474732_7.pdf</p>
<p>EXAMPLES – Model Work Experience Programs</p>	<p>NORTH CENTRAL TEXAS WORKFORCE DEVELOPMENT BOARD</p> <p>Owens Corning and ASMO Manufacturing Inc. partner with Navarro College to provide job training for 220 new and incumbent workers using a \$283,273 Skills Development Fund grant from the Texas Workforce Commission (TWC). The grants will benefit workers in the Workforce Solutions for North Central Texas area.</p> <p>The grant will be used to provide specialized training in high-tech equipment operations, maintenance, troubleshooting, emergency response, supervision, quality assurance and computer software efficiency. Those trained will include mechanics, electrical specialists and machine operators. Upon completion, workers will earn an average hourly wage of \$26.55.</p>	<p>NORTHERN RURAL TRAINING & EMPLOYMENT CONSORTIUM</p> <p>Work Experience: If the youth is a dropout, they use the career exploration process to illustrate how important a diploma/HSE is, along with additional training—either worksite or classroom-based—in order to get a job that has career potential and the opportunity to advance and make more than minimum wage. A promise of incentive payments and a paid work experience assignment are often used to get the youth to participate in career exploration activities and complete their high school education. Work experience assignments are then developed, primarily in the private sector, in a career field in which the youth is interested. A relationship with local employers has been developed through a strong business services program, and is critical to placing these youth in employment upon program completion</p>	<p>http://ncen.org/</p> <p>https://www.dfwjobs.com/aboutus/documents/10302014OwensCorningASMOManufacturingIncPartnerSDGCheckPresentationPR.pdf</p>

DESIGN CHALLENGE	Nebraska State Policy on Eligibility for Youth Programs	IDEAS FOR DISCUSSION
<p>ELIGIBILITY CRITERIA</p>	<p>Requires Additional Assistance to Complete an Educational Program or to Secure and Hold Employment – Definitions and eligibility documentation requirements regarding the "requires additional assistance to complete an educational program or to secure and hold employment" criterion shall be established at the local level. However, the policy must be included in the *local plan.</p> <p>*Definition (under WIA) of "requires additional assistance to complete an educational program or to secure and hold employment"</p> <p>To meet this definition only one of the following barriers is required:</p> <ul style="list-style-type: none"> • Requires remedial training to obtain GED (OSY) • Youth with a disability, including a learning disability • Deficient in pre-employment or work maturity skills <i>This would include almost all youth</i> • Unable to obtain or maintain employment during the last 12 months • History of substance abuse by a parent or client – document? • One or more grade levels below level appropriate to client's age <i>Basic skills deficient</i> • Unlikely to graduate due to lack of school credits • Eligible to receive free or reduced priced lunch • Enrolled in an alternative education program • Native American Youth • Migrant family member • Requires English as a Second Language to enable the individual to read, write, and speak English that is necessary to function on the job, in the individual's family, and in society • Requires intensive case management (requires administrative approval). Intensive case management includes, but is not limited to: <ul style="list-style-type: none"> • Lack of family stability resulting from a nighttime residence that is not with an immediate family member <i>homeless</i> • Death of a parent – Document, when? • Incarceration of a parent • Gang involved/affiliated/affected • Victim of domestic violence/sexual or child abuse • Lacking significant or positive work history • Identified mental health issues – covered by "disability"? <i>Identified by whom?</i> • Lacking affordable housing • Major illness of a parent • Living in an Enterprise Zone – covered by high poverty area • First generation American citizen • First generation college student (1 in 3 according to Chronicle of Higher Education, 10/2015, http://chronicle.com/article/Think-of-First-Generation/135710/) • Other?? <p>DISABILITY – definition and documentation? BASIC SKILLS DEFICIENT – needs to be more robust</p>	<p>REQUIRES ADDITIONAL ASSISTANCE</p> <ul style="list-style-type: none"> • History of substance abuse by a parent or client • Native American Youth • Migrant family member • Requires intensive case management (requires administrative approval). Intensive case management includes, but is not limited to: <ul style="list-style-type: none"> ○ Death of a parent – Document, when? ○ Incarceration of a parent ○ Victim of domestic violence/sexual or child abuse ○ First generation American citizen <p>DISABILITY: (www.ada.gov)</p> <p><u>Q. Who is protected from employment discrimination?</u></p> <p>An individual is considered to have a "disability" if s/he has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment. Persons discriminated against because they have a known association or relationship with an individual with a disability also are protected.</p> <p>The first part of the definition makes clear that the ADA applies to persons who have impairments and that these must substantially limit major life activities such as seeing, hearing, speaking, walking, breathing, performing manual tasks, learning, caring for oneself, and working. An individual with epilepsy, paralysis, HIV infection, AIDS, a substantial hearing or visual impairment, mental retardation, or a specific learning disability is covered, but an individual with a minor, nonchronic condition of short duration, such as a sprain, broken limb, or the flu, generally would not be covered.</p> <p>The second part of the definition protecting individuals with a record of a disability would cover, for example, a person who has recovered from cancer or mental illness.</p> <p>The third part of the definition protects individuals who are regarded as having a substantially limiting impairment, even though they may not have such an impairment. For example, this provision would protect a qualified individual with a severe facial disfigurement from being denied employment because an employer feared the "negative reactions" of customers or co-workers.</p> <p><u>Q. Who is a "qualified individual with a disability?"</u></p> <p>A qualified individual with a disability is a person who meets legitimate skill, experience, education, or other requirements of an employment position that s/he holds or seeks, and who can perform the essential functions of the position with or without reasonable accommodation. Requiring the ability to perform "essential" functions assures that an individual with a disability will not be considered unqualified simply because of inability to perform marginal or incidental job functions. If the individual is qualified to perform essential job functions except for limitations caused by a disability, the employer must consider whether the individual could perform these functions with a reasonable accommodation. If a written job description has been prepared in advance of advertising or interviewing applicants for a job, this will be considered as evidence, although not conclusive evidence, of the essential functions of the job.</p> <p>http://www.ada.gov/q&aeng02.htm</p>