WORKFORCE INVESTMENT COUNCIL
DISTRICT OF COLUMBIA

WIC Policy No.	Subject	Date
2013.014	WIA YOUTH PROGRAM DESIGN AND OUTCOME REQUIREMENTS	10/8/2013

ISSUING ENTITY:
Workforce Investment Council

SCOPE:
Workforce Investment Council, DC WIA Administrative Entity, One-Stop Operators, Mandatory Partner Programs, and Youth Service Providers

REFERENCES:
Title I of the WIA of 1998 (Public Law 105-220, 29 U.S. C. et.seq; Final Rule at Title I, Chapter 4, "Youth Activities," Sections 126 through 129 and in the Federal Register Volume 65, Number 156, dated August 11, 2000, Part 661, "Statewide and Local Goverance of the Workforce Investment System Under Title I of the Workforce Investment Act," Part 664, "Youth Activities Under Title I of the Workforce Investment Act, " any amendments to the aforementioned references, Section 506(c); Pub. L. 105-220; 20 U.S.C. 9276(c)

EFFECTIVE DATE:
January 1, 2014

OBJECTIVE:
To establish the District of Columbia's requirements for WIA year-round programs for Out-of-School Youth (OSY) and In-School Youth (ISY).

BACKGROUND:

Under section 129 of the Workforce Investment Act (WIA), the District is required to provide services for eligible youth. WIA regulations at 20 CFR 664.405 and 20 CFR 664.410 provide guidance on how youth programs must be designed, and the services that must be offered through youth programs.

In 2012, the Workforce Investment Council and the Department of Employment Services undertook a significant redesign of WIA Youth programs that incorporated nationally-recognized best practices in youth service delivery while also ensuring compliance with WIA law and regulations. This policy outlines the required services under the Out-of-School Youth and In-School Youth programs.

OUT OF SCHOOL YOUTH PROGRAMS

The Out-of-School Youth (OSY) program is aimed at youth who are school dropouts, or who have received a secondary school diploma or GED but are basic skills deficient, unemployed, or underemployed. The OSY Program includes two program models: Occupational Training and GED to College. Youth service providers seeking to receive funding under an OSY Request for Applications (RFA) must offer programs offering the required services under section A.1, and the relevant model-specific services and elements described in Section A.2 or A.3.

A. **Required Services for All OSY Programs**. The following services must be made available under either the Occupational Training model or the GED to College model:

1. **Outreach and Recruitment**. All youth service providers must provide outreach and recruitment services designed to identify appropriate youth participants and enroll them in the OSY program. Outreach and recruitment strategies may include partnering with schools, agencies and organizations that can identify targeted youth and connect them to the program; employing dedicated staff and/or peer outreach workers; participating in relevant school and community events or information fairs; and other activities. Outreach and recruitment activities should provide prospective youth participants with information about the program, its activities, and expectations.

2. **Assessment, Enrollment, and Orientation**. Youth may access services through DOES or through a youth service provider. When DOES is the initial contact with a youth, an initial assessment must be conducted and eligibility determined prior to referring the youth to an appropriate service provider. All youth service providers must have assessment, enrollment, and orientation services for youth participants. All youth participants must receive an objective assessment of academic levels, skills levels, and service needs, which may be used to determine eligibility and suitability of youth for enrollment in the program, and development of an Individual Service Strategy (ISS). Assessment activities offered by the youth service provider should not duplicate any assessment activities provided by DOES.

   Orientation services should be utilized to prepare participants for successful entry into the program, and must include a minimum five-day probationary period incorporated at the beginning of the program to ensure that participants are a good fit for the program.

3. **Individual Planning and Case Management**. All youth service providers must provide individual planning and case management services to program participants. These services are intended to ensure that the program experience and outcomes for each participant are aligned with the unique educational and occupational goals of the participant, and to ensure that services are provided in a manner that addresses the individual needs of each participant, including services designed to help individuals overcome barriers to post-secondary or employment success.

   Youth service providers must establish a unique ISS that is based on the objective assessment described in section A.1.b, and includes 1) an employment goal; 2) appropriate achievement objectives, including educational goals; and 3) appropriate services that take into account what is learned from the objective assessment. The ISS should be regularly updated by the youth service provider to reflect changes in strategies and activities.

   Youth service providers must provide case management services for each program participant, including tracking and documenting participant progress under the ISS, and coordinate services and activities – including services and activities provided by partner organizations – to support that progress. Youth service providers should also provide case management services to assist participants in addressing any requirements imposes by the educational system, criminal justice system, or other agency or systems that may impact participant progress.

4. **Supportive Services**. Youth service providers are required to make available to participants any supportive services that are necessary to help participants enter into and succeed in the program. These supportive services may be provided directly by the youth service provider, or through a partner entity. Supportive services may include:
    a. Tuition or training expenses
    b. Testing fees
    c. Child care services
    d. Transportation assistance
    e. Driver's license obtainment or driving record remediation
    f. Assistance in meeting child support arrears
    g. Drug testing
    h. Health insurance
    i. Legal assistance
    j. Housing assistance
    k. Mental health services
    l. Mentoring relationships
    m. Assistance with work-related expenses (uniforms, supplies, tools, etc.)

5. **Youth Engagement and Positive Relationships.** All youth service providers must provide implement program elements that provide opportunities for youth participants to make meaningful contributions to the program and to the community, promote the development of positive relationships with caring adults who will assist the participant in meeting life, career, or educational goals, and support positive peer-to-peer group relationships. At a minimum, youth service providers must provide access to adult monitoring for the period of participation and a subsequent period, for a total of not less than twelve (12) months.

6. **Follow-up Services.** All youth service providers are required to provide post-placement follow-up services for the twelve (12) month period following program completion, which at a minimum must include regular contact with program participants and maintenance of data on participant progress and status toward educational or occupational outcomes identified under the ISS.

B. Required Services and Elements for Occupational Training Programs. The Occupational Training model is designed to support eligible out-of-school youth who are seeking the occupational and work readiness skills necessary for immediate entry into unsubsidized employment or advanced occupational training. Participants should receive academic instruction and occupational skills training that leads to the attainment of a high school diploma, GED, and/or a post-secondary credential. In addition to obtaining a credential, successful participants will enter into employment or advanced occupational training in a WIC-approved target industry during or after completion of the program, and will maintain employment or enrollment following completion of the program. Partnerships with employers, industry associations, or similar stakeholders are integral to the success of these programs.

Required services under the Occupational Training model include:

1. Occupational skills training – including work-based learning experiences – that provides participants with the knowledge, skills and competencies necessary to obtain employment in the targeted industry or occupation.
2. Work readiness training that prepares participants for entry into and success in the labor market.
3. Academic instruction and other training that prepares participants to earn a secondary or post-secondary credential.
4. As needed, appropriate instructional strategies to help students increase literacy and numeracy skills.
5. Placement services designed to help participants apply for and obtain in-program or post-program employment, including assistance in resume building, completing job applications, and preparing for job interviews.

Occupational Training programs must be conducted in partnership with least one strategic partner, such as an employer, labor union, trade association, or similar entity - with a demonstrated connection to and expertise in a target industry or occupation. Strategic partners may support such activities as assisting with curriculum development or identification of existing curricula; offering staff and youth a thorough understanding of the industry and opportunities within the industry; assisting in delivering work readiness programming and/or occupational training to youth; providing work experiences to program participants and hiring graduates.

C. **Required Services and Elements for GED to College Programs.** The GED to College model is designed to support out-of-school youth who are seeking to obtain a high school diploma or GED and successfully transition to college. Participants must receive academic support and other services that enable them to obtain a secondary credential (high school diploma or GED) and prepare them to successfully enroll and persist in post-secondary education leading to a degree, certificate, or other post-secondary credential. Partnerships with institutions of higher education are an integral component of this model.

Required services under the GED to College model include:

1. Academic instruction and other training that prepares participants to successfully obtain a high school diploma or GED.
2. College readiness activities and services to enable participants to successfully transition, enroll in, and persist in post-secondary education, including services relating to obtaining financial aid and completing college applications.
3. As needed, appropriate instructional strategies to help students increase literacy and numeracy skills.
4. Placement services that enable participants to find part-time or full-time employment, both before and after post-secondary transitions.

GED to College programs must be conducted in partnership with at least one community college or other institution of higher education. Postsecondary partners may support such services as assistance with curriculum and program development, co-delivery of instructional services, helping participants apply for enrollment and financial aid, and the development of transfer agreements that enable participants to transition into post-secondary education upon program completion.

It is expected that participants in GED to College programs will earn a high school diploma or GED through participation in the program. Respondents are strongly encouraged to ensure that, in addition to a secondary credential, participants are eligible to obtain post-secondary credentials or instruction that are can be aligned with the educational requirements for an associate's or baccalaureate degree. These certifications must be integrated into the curriculum and scaffold student achievement toward identified outcomes relevant to student learning and post-secondary aspirations.

D. **Outcome Requirements** Under the OSY Program there are four youth outcome measures that will be used to evaluate whether youth are well-served as a result of their participation in the proposed program:

1. **Placement in Employment, Advanced Training, or Post-secondary Education.** This measure evaluates whether participants are enrolled in and engaged in coursework at an accredited post-secondary training program or institution, or attached to employment with an employer that pays Unemployment Insurance, in the first quarter after the program exit quarter. Positive outcomes include placement in:

   - Post-secondary education;
   - Advanced training (defined as an occupational skills employment/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).
   - Employment with an employer that pays Unemployment Insurance;
   - Military service; and
   - Registered apprenticeship.

   To demonstrate that a participant has achieved this outcome, youth service providers must submit one of the following pieces of documentation to DOES:

   - Paystub for most recent pay period;
   - Official letter of employment, including dates employed and position, from employer;
   - Official class schedule from accredited post-secondary or advanced training institution; or
   - Official letter from accredited post-secondary or advanced training institution, including dates of enrollment.

2. **Attainment of a Degree or Certificate.** This measure evaluates whether participants have attained a high school diploma or equivalent, such as a GED, and/or a postsecondary credential, prior to program completion. A qualifying postsecondary credential generally refers to an attestation of qualification or competence issued to an individual by a third party with the relevant authority or assumed competence to issue such a credential. Qualifying credentials can include educational degrees such as associate's or bachelor's degrees, educational diplomas and certificates, registered apprenticeship certificates, industry-recognized or professional association certifications, or similar credentials.

   Qualifying credentials must be awarded or approved by one of the following:

   - State educational or career and technical educational agencies;
   - Institutions of higher education;
   - Professional, industry or employer organizations;
   - Registered apprenticeship programs;
   - Public regulatory agencies;
   - Programs approved by the Department of Veterans Affairs;
   - Office of Job Corps; or
   - A tribal college or similar entity.

   It is anticipated that youth will attain the targeted credential during the grant period in which they are enrolled. If the program seeks to prepare youth to obtain an interim credential that is articulated with, or provides credit toward, attainment of a longer-term degree, certificate, or credential, respondents should include this information in the application. The WIC encourages incorporation of these types of interim credentials, when applicable.

   To demonstrate that a participant has achieved this outcome, youth service providers must submit one of the following pieces of documentation to DOES:

   - High School Diploma;
   - GED Certificate; or
   - Qualifying postsecondary credentials.

3. **Literacy and Numeracy Gains.** The Literacy and Numeracy Gains measure is only applicable to out-of-school youth who are basic skills deficient (i.e., test below 8th grade level in reading or math at program entry) and whose educational level increases by at least one level within one year of program participation. This measure evaluates whether participants have gained one or more educational functioning levels (EFLs) within one year of program participation. The measure is based on documented pre- and post-tests using the same approved assessment instrument. The current approved testing instrument in the District for literacy/numeracy skills is the Comprehensive Adult Student Assessment Systems (CASAS) Survey Achievement Tests.

   To demonstrate that a participant has achieved this outcome, youth service providers must submit the following documentation to DOES:

- Pre-test and post-test results from CASAS demonstrating gain of at least one (1) Educational Functioning Level within one year of program participation.

4. **Retention in Employment, Advanced Training, or Post-secondary Education.** This measure evaluates whether participants are in an accredited postsecondary training program or institution, or attached to employment with an employer that pays Unemployment Insurance, during the third quarter after the exit quarter. The placement does not have to be the same as the first.

   To demonstrate that a participant has achieved this outcome, youth service providers must submit one of the following pieces of documentation to DOES:

   - Paystub for most recent pay period;
   - Official letter of employment, including dates employed and position, from employer;
   - Official class schedule from accredited post-secondary or advanced training institution;
   - Official report card from accredited post-secondary or advanced training institution; or
   - Official letter from accredited post-secondary or advanced training institution, including dates of enrollment.

IN SCHOOL YOUTH PROGRAMS

The In-School Youth (ISY) Program is designed for District youth who are low-income DC Public Schools (DCPS), DC Public Charter School Board (PCSB), or alternative school students and who (1) are currently enrolled in the third year of secondary school or above; (2) have reading, writing, or math skills that are below grade level but at or above the 9th grade level; and (3) would benefit from intensive assistance to obtain their secondary school diploma and advance into employment or post-secondary education. The ISY Program includes two models: Industry Awareness and Postsecondary Preparation. Youth service providers seeking to receive funding under an ISY Request for Applications (RFA) must offer programs offering the required services under section B.1, and the relevant model-specific services and elements described in Section B.2 or B.3.

A. Required Services and Elements for All ISY Programs.

1. **Secondary School Partnership**. All youth service providers that are not a public, charter, or alternative secondary school must offer services in partnership with at least one public, charter, or alternative secondary school that will serve as the host secondary school for the funded program. When the provider is a public, charter, or alternative secondary school they will be considered the host secondary school. The host secondary school should be the primary location where program activities and services (excluding work experience) will be delivered, although some program activities or services may be delivered outside the host secondary school, as long as youth participants are reasonably able to access such activities or services with a minimum of disruption to their regular academic responsibilities.

The youth service provider and the host secondary school partner must have a memorandum of understanding (MOU) that clearly spells out roles and responsibilities of the applicant and the host secondary school, including:

- A description of the process that will be used by the youth service provider and the host secondary school to identify and enroll eligible participants in the program;
- A description of the process that will be used by the youth service provider and the host secondary school to ensure alignment, and prevent duplication, between core services and activities offered by the host secondary school and those offered by the youth service provider including how the applicant and the host secondary school will share individual and program data to support improved service delivery; and
- A description of the facilities, equipment, class release time, or other resources that the host secondary school will make available to the youth service provider to carry out program activities.

2. **Assessment, Enrollment, and Orientation.** All youth service providers must provide assessment, enrollment, and orientation services for youth participants. Youth providers must provide all youth participants with an objective assessment of academic levels, skills levels, and service needs of the participant, which may be used to determine eligibility and suitability of youth participants for enrollment in the program, and in the development of an Individual Service Strategy (ISS) for each enrolled participant. Assessment activities offered by the youth service provider should not duplicate any assessment activities provided by DOES.

   Orientation services should be utilized to prepare participants for successful entry into the program, and must include a minimum five-day probationary period incorporated at the beginning of the program to ensure that participants are a good fit for the program.

3. **Individual Planning and Case Management**. All youth service providers must provide individual planning and case management services to program participants. These services are intended to ensure that the program experience and outcomes for each participant are aligned with the unique educational and occupational goals of the participant, and to ensure that services are provided in a manner that addresses the individual needs of each participant, including services designed to help individuals overcome barriers to post-secondary or employment success.

   Youth service providers must establish a unique ISS that is based on the objective assessment described in section A.1.b, and includes 1) an employment goal; 2) appropriate achievement objectives, including educational goals; and 3) appropriate services that take into account what is learned from the objective assessment. The ISS should be regularly updated by the youth service provider to reflect changes in strategies and activities.

   Youth service providers must provide case management services for each program participant, including tracking and documenting participant progress under the ISS, and coordinate services and activities – including services and activities provided by partner organizations – to support that progress. Youth service providers should also provide case management services to assist participants in addressing any requirements imposes by the

educational system, criminal justice system, or other agency or systems that may impact participant progress.

4. **Supportive Services.** Youth service providers are required to make available to participants any supportive services that are necessary to help participants enter into and succeed in the program. These supportive services may be provided directly by the youth service provider, or through a partner entity. Supportive services may include:

    a. Tuition or training expenses
    b. Testing fees
    c. Child care services
    d. Transportation assistance
    e. Driver's license obtainment or driving record remediation
    f. Assistance in meeting child support arrears
    g. Drug testing
    h. Health insurance
    i. Legal assistance
    j. Housing assistance
    k. Mental health services
    l. Mentoring relationships
    m. Assistance with work-related expenses (uniforms, supplies, tools, etc.)

5. **Leadership Activities and Mentoring.** All youth service providers must provide implement program elements that provide opportunities for youth participants to make meaningful contributions to the program and to the community, promote the development of positive relationships with caring adults who will assist the participant in meeting life, career, or educational goals, and support positive peer-to-peer group relationships. At a minimum, youth service providers must provide access to adult monitoring for the period of participation and a subsequent period, for a total of not less than twelve (12) months.

6. **Follow-up Services**. All youth service providers are required to provide follow-up services for the twelve (12) month period following program completion, which at a minimum must include regular contact with program participants and maintenance of data on participant progress and status toward educational or occupational outcomes identified under the ISS.

B. Required Services and Elements for Industry Awareness Programs. The Industry Awareness program model is intended to provide at-risk in-school youth with a mix of academic instruction and targeted work experiences in a high-demand industry sector that prepares them for secondary school graduation and direct entry into unsubsidized employment or advanced occupational training after graduation.

Required services under the Industry Awareness model include:

1. Work readiness training that orients participants to general and industry-specific workplace expectations.
2. Career planning activities to support participants in identifying suitable career pathways within the target industry.

3. Academic instruction to increase literacy and numeracy skills and enable secondary school graduation.
4. Service learning projects that enable youth participants to develop leadership, teamwork, and other life skills during the first year of program participation.
5. Work experiences in the target industry during the summer between the first and second year of program participation (youth participants will be co-enrolled in the Summer Youth Employment Program).
6. Paid internships or other after-school work experience in the target industry during the second year of program participation.
7. Placement assistance into employment or further education and training.

Industry Awareness programs must be conducted in partnership with least one industry partner, such as an employer, labor union, trade association, or similar entity, with a demonstrated connection to and expertise in a target industry or occupation. Industry partners may support such activities as assisting with curriculum development or identification of existing curricula; offering staff and youth a thorough understanding of the industry and opportunities within the industry; assisting in delivering work readiness programming and/or occupational training to youth; providing work experiences to program participants and hiring graduates.

C. **Required Services and Elements for Postsecondary Preparation Programs**. The Postsecondary Preparation program model is designed to provide at-risk in-school youth with a mix of academic instruction and other supportive services that enable them to obtain a secondary diploma or a recognized equivalent and prepare them to successfully enroll and persist in post-secondary education leading to a degree, certificate, or other credential. Partnerships with institutions of higher education are an integral component of this model.

Required services under the Postsecondary Preparation model include:

1. College readiness activities that prepare participants to enroll and persist in post-secondary education, including services relating to financial aid and completing college applications
2. Academic instruction to increase literacy and numeracy skills and enable secondary school graduation;
3. In coordination with the post-secondary partner, dual or concurrent enrollment opportunities that allow youth to experience college-level courses while potentially earning post-secondary credit;
4. Service learning projects that enable youth participants to develop leadership, teamwork, and other life skills during the first year of program participation;
5. Work experiences in the target industry during the summer between the first and second year of program participation.
6. Paid internships or other after-school work experience during the second year of program participation

Postsecondary Preparation programs must be conducted in partnership with at least one accredited community college or other institution of higher education. Postsecondary partners may support such services as assistance with curriculum and program development, co-delivery of instructional services, helping participants apply for enrollment and financial aid, and the development of transfer agreements that enable participants to transition into post-secondary education upon program completion.

It is expected that participants in Postsecondary Preparation programs will earn a high school diploma or GED through participation in the program. Youth service providers are strongly encouraged to ensure that, in addition to a secondary credential, participants are eligible to obtain post-secondary credentials or instruction that are can be aligned with the educational requirements for an associate's or baccalaureate degree. These certifications must be integrated into the curriculum and scaffold student achievement toward identified outcomes relevant to student learning and post-secondary aspirations.

D. **Outcome Measures.** Under the ISY Program there are four youth outcome measures that will be used to evaluate whether youth are well-served as a result of their participation in the proposed program:

1. **Attainment of a Secondary School Diploma or Recognized Equivalent.** This measure evaluates whether participants have attained a secondary diploma or recognized equivalent (such as a GED) within two (2) years of entering the program. Youth service providers will be expected to work with host secondary schools to ensure that the applicant's academic instruction and other program elements complement regular instruction offered through the host secondary school, and address deficits that might prevent the youth participant from graduation.

   To demonstrate that a participant has achieved this outcome, the youth service provider must present the following documentation to DOES:

   - A secondary diploma or recognized equivalent issued by the District of Columbia; or
   - An official secondary school transcript showing date of completion.

2. **Placement in Full-Time Employment, Advanced Training, or Post-Secondary Education.** This measure evaluates whether participants are enrolled in and engaged in coursework at an accredited post-secondary training program or institution, or attached to employment with an employer that pays Unemployment Insurance, in the first quarter after the program exit quarter.

   Positive outcomes include placement in:

   - Post-secondary education;
   - Advanced training and additional occupational skills training;
   - Employment with an employer that pays Unemployment Insurance;
   - Military service; and
   - Registered apprenticeship.

   To demonstrate that a participant has achieved this outcome, youth service providers must submit one of the following pieces of documentation to DOES:

   - Paystub for most recent pay period;
   - Official letter of employment, including dates employed and position, from employer;

- Official class schedule from accredited post-secondary or advanced training institution; or
- Official letter from accredited post-secondary or advanced training institution, including dates of enrollment.

Youth participants who achieve a secondary school diploma or its recognized equivalent and successfully transition to employment or post-secondary educational opportunities prior to the end of the grant period (regardless of program length) may be considered as having achieved a positive placement outcome if such placement is consistent with program design and student objectives.

3. **Literacy and Numeracy Gains.** The Literacy and Numeracy Gains measure evaluates whether participants have gained one or more educational functioning levels (EFLs) during the course of program participation, with progress evaluated through testing at regular intervals. The measure is based on documented pre- and post-tests using the same approved assessment instrument.

   To demonstrate that a participant has achieved this outcome, youth service providers must submit the following documentation to DOES:

   - Pre-test and post-test results from CASAS demonstrating gain of at least one (1) Educational Functioning Level after the first twelve (12) months of program participation.

COORDINATION WITH DC AMERICAN JOB CENTERS. The WIC and DOES shall work together to ensure that any youth that meets the minimum income criteria specified in WIC Policy No. 2013-012 shall be provided with information on the full array of applicable or appropriate services that are available through the DC American Job Center system or other eligible providers or mandatory partner programs. DOES shall ensure that all eligible youth receive referrals to appropriate training and educational programs that have the capacity to serve the youth applicant, including any youth service providers selected through the competitive process described in WIC Policy No. 2013-013.

RESCISSIONS:
None.

CONTACT ENTITY:
Inquiries regarding this rule should be directed to the Executive Director for the Workforce Investment Council.

APPROVAL:

Michael N. Harreld
Chair, Workforce Investment Council
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