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Assessment for Youth Attachment A: Self Council Membership

Category Required by WIA	Organizations and Individuals to Consider	Yes	No
(i) WIB members with special interest or expertise in youth policy, <i>i.e.</i> , educators, employers, and representatives of human service agencies	▪ Business Reps With Job Opportunities	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Organized Labor	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Community College or University Presidents	<input type="checkbox"/>	<input type="checkbox"/>
	▪ School District Superintendents	<input type="checkbox"/>	<input type="checkbox"/>
(ii) Representatives of youth service agencies, including juvenile justice and law enforcement	▪ Juvenile Justice Officials	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Probation or Juvenile Court Officials	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Police or Police Athletic League Officials	<input type="checkbox"/>	<input type="checkbox"/>
(iii) Representatives of local public housing authorities	▪ Administrators From Public Housing Authorities in the Area	<input type="checkbox"/>	<input type="checkbox"/>
(iv) Parents of eligible youth seeking services	▪ Parents of in-school eligible youth	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Parents of out-of-school eligible youth	<input type="checkbox"/>	<input type="checkbox"/>
(v) Individuals, including former participants, and representatives of organizations that have experience relating to youth activities	▪ Youth Bureau Director	<input type="checkbox"/>	<input type="checkbox"/>
	▪ WIA Youth Services Director	<input type="checkbox"/>	<input type="checkbox"/>
	▪ STW Coordinator	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Community-Based Organization Directors	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Former participants in youth programs	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Providers of substance abuse services	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Agencies that serve youth with disabilities	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Parks and Recreation Director	<input type="checkbox"/>	<input type="checkbox"/>
	▪ School District Guidance or Pupil Personnel Services Director	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Local Youth Program Operators such as YouthBuild/ Youth Service Corps etc.	<input type="checkbox"/>	<input type="checkbox"/>
	(vi) Representatives of the Job Corps	• Job Corps Director From the Area or Regional Office Representative	<input type="checkbox"/>
(vii) Other individuals who the chair of the local WIB, in cooperation with the chief elected official, determines to be appropriate	▪ Local Social Services Commissioner (TANF)	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Adult Education Director	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Alternative Education Director	<input type="checkbox"/>	<input type="checkbox"/>
	▪ One-Stop Career Center Manager	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Health Department Officials	<input type="checkbox"/>	<input type="checkbox"/>
	▪ Faith-Based Representatives	<input type="checkbox"/>	<input type="checkbox"/>

How does your Youth Council stack up to the Self Assessment for Youth Council Membership list? While one or two "No" responses may not be a reason for concern, a number of "No" responses do indicate that your Youth Council may be missing the boat. Remember, if you have omitted some of the key players, there is no reason why the WIB cannot appoint additional members. Any specific membership quotas or caps on the numbers of members do not bind the Youth Council but try to keep to a manageable size.

Attachment B: Exercise: Sample Vision Statements

Read the vision statements listed below.
Assess each one as it might apply to your local area.

I. All young people will be safe and happy.

	<u>Excellent</u>	<u>Good</u>	<u>OK</u>	<u>No Way</u>
Identifies Who	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
States Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brevity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will Foster "Buy-In"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. In order to address the youth issue and to reengage students who are dropping out and have dropped out of school, the County will create an effective network of alternative educational opportunities. The purpose of this network is to expeditiously match young people, who are both in and out-of-school, with appropriate and responsive learning options that:

- Promote staying in school,
- Reconnect them to education and life-long learning,
- Facilitate the earning of an educational credential, and
- Prepare them for life as productive and responsible citizens of the County.

The network must be an integrated partnership that includes all of the appropriate public and private providers of education, workforce and supportive services. It must be designed to:

- Achieve 100% participation of young people;
- Be an integral part of the County Public Schools System;
- Provide a variety of flexible options and strategies for improving educational and skill competencies;
- Coordinate other agencies' activities with the network to address all barriers;
- Offer "hands-on" experiential education in areas of labor market growth;
- Emphasize the significance of employment and career development and ensure the involvement of employers;
- Ensure a continuity of contact with caring adults;
- Foster the development of pathways for life-long learning;
- Afford opportunities for leadership development, self-governance and decision-making;
- Create and use consistent and rigorous criteria for ensuring accountability.

	<u>Excellent</u>	<u>Good</u>	<u>OK</u>	<u>No Way</u>
Identifies Who	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
States Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brevity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Will Foster "Buy-In"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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III. In order to address the youth issues in the County a youth service system must be established and maintained. This system must have the capacity to reengage youth who have dropped out of school or are in danger of leaving school before graduating. The purpose of this system is to expeditiously match young people with appropriate and responsive developmental options that enable them to prepare for successful careers.

The system must be an integrated partnership that includes all of the appropriate public and private providers of education, workforce and supportive services that share a goal of working together to enable all youth to obtain the tools they need to succeed.

	<u>Excellent</u>	<u>Good</u>	<u>OK</u>	<u>No Way</u>
Identifies Who	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
States Purpose	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Brevity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Clarity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Will Foster "Buy-In"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attachment C: Data Sources

Census Data - Part 1: As of 2000, the data is extremely dated. We are still working with data from 1990, and more current information will not be available until 2001. Using old data can present problems. Resources could be mistakenly targeted to a community that has gentrified since the last census, while missing one that has been impoverished by a major plant closing. And we must remember that a 19 year old in the 1990 Census is now 29.!

Program Data: Program databases are designed to reflect the data needs of the specific program. If the goal(s) and objectives of the Youth Council are not the goals/objectives that were established by the program in question, or if the definitions of "success" differ, then their database may be of limited value to the Youth Council

UI Wage records: The UI Wage Records provide quarterly earnings information on most people employed in a State (estimated at about 90% coverage). All states are required to maintain wage record data identified by social security number.

The School "Leavers" report: A report that most school systems maintain that identifies young people who dropped out of school prior to graduation.

The TANF database: Identifies and provide data on young TANF (welfare) recipients.

New Hire Registry: The new welfare reform law required every state to maintain a new hire registry on all employers. The registry provides information on all new hires in a state identified by social security numbers.

College enrollment and performance data: Most states maintain enrollment and performance data on students in their public two and four year colleges. This is an accessible and inexpensive source of information on post-secondary outcomes.

Attachment D: Resource Mapping Sample

Send this out to each service provider in the jurisdiction. Section C represents their perspective.

County Youth Service Provider Survey

A. Organization Information

Organization		Type	Public <input type="checkbox"/>	Non-Profit <input type="checkbox"/>	Profit <input type="checkbox"/>
Street Address		City			Zip
Completing Survey		Tel #	() _____ - _____		

- A.1. Does the organization provide employment and training services for youth ages 16 to 24? Yes
(_____) No (_____) _____
- A.2. Approximately what percentage of the organization's services is for youth? _____%
- A.3. Estimate the total number of youth who obtain any service each year: _____
- A.4. Estimate the total number of youth who obtain work force services each year: _____
- A.5. Estimate the total dollars spent on youth services each year: \$_____
- A.6. Estimate the total dollars spent on work force services for youth each year: \$_____

B. Services Provided:

B.1. Does the organization directly (or via a contract with another service provider) offer any of the services listed?

Work Force Services	Yes	No	%	Support Services	Yes	No	%
Assessment/Testing	<input type="checkbox"/>	<input type="checkbox"/>	_____	Child Care	<input type="checkbox"/>	<input type="checkbox"/>	_____
Vocational Skills Training	<input type="checkbox"/>	<input type="checkbox"/>	_____	Stipends	<input type="checkbox"/>	<input type="checkbox"/>	_____
Basic/Remedial Education	<input type="checkbox"/>	<input type="checkbox"/>	_____	Transportation	<input type="checkbox"/>	<input type="checkbox"/>	_____
English as a 2 nd Language	<input type="checkbox"/>	<input type="checkbox"/>	_____	Substance Abuse Services	<input type="checkbox"/>	<input type="checkbox"/>	_____
Work Experience	<input type="checkbox"/>	<input type="checkbox"/>	_____	Mentors	<input type="checkbox"/>	<input type="checkbox"/>	_____
On-The-Job Training	<input type="checkbox"/>	<input type="checkbox"/>	_____	Family Counseling	<input type="checkbox"/>	<input type="checkbox"/>	_____
Life Skills Training	<input type="checkbox"/>	<input type="checkbox"/>	_____	Financial Counseling	<input type="checkbox"/>	<input type="checkbox"/>	_____
Job Development	<input type="checkbox"/>	<input type="checkbox"/>	_____	Other/Specify:	<input type="checkbox"/>	<input type="checkbox"/>	_____
Job Club	<input type="checkbox"/>	<input type="checkbox"/>	_____				
Job Retention/ Follow-Up	<input type="checkbox"/>	<input type="checkbox"/>	_____	Other/Specify:	<input type="checkbox"/>	<input type="checkbox"/>	_____
Internship/Try Out Employment	<input type="checkbox"/>	<input type="checkbox"/>	_____				
Supported Employment	<input type="checkbox"/>	<input type="checkbox"/>	_____	Other/Specify:	<input type="checkbox"/>	<input type="checkbox"/>	_____
Other/Specify:	<input type="checkbox"/>	<input type="checkbox"/>	_____				

B.2. Is there a waiting list to enter the program or obtain services? Yes No

B.3. Are there eligibility criteria? Yes No If Yes, what are the eligibility criteria for the program?

B.4. How does a young person access the program?

B.5. By percentage, estimate the characteristics of the young people you serve?

Male _____ African American _____ Asian _____ Dropout _____ Employed _____

Female _____ Caucasian _____ Other _____ High School/GED _____ Unem-ployed _____

C. Ideas About the County Employment and Training System

C.1. Are there major gaps in the County's employment and training services for youth? Yes No

C.2. If yes, Please specify:

C.3. Do you think that there is any unnecessary duplication of services for youth in the County? Yes No

C.4. If yes, Please specify:

C.5. What would you do to improve the employment and training services for youth:

Attachment E: Exercise: Do the Goals/Objectives Apply?

Our vision is that all at-risk, out-of-school youth will become self-sufficient by obtaining the education and employment needed for them to support families.

Rate the following goals/objective as to their applicability to the vision.

- A goal or objective that is very applicable would be rated at 100%
- A goal or objective that is germane to the vision would be rated at 50%,
- A goal or objective that could have some impact on the vision would be rated at 25%, and
- Any goal or objective that does not relate to the vision at all would rate at 0%.

<u>Goal/Objectives</u>	<u>Applicability</u>			
	<u>100%</u>	<u>50%</u>	<u>25%</u>	<u>0%</u>
1. Increase the labor market participation rates for out-of-school youth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Lower the high school dropout rates by 5% per year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Increase the level of high school senior that are from TANF families that attend college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Provide summer jobs to 10% more junior high school students to assist them from dropping out of school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Provide apprenticeship training to an additional 50 out-of-school youth in the construction trades.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Link all youth with caring, adult mentors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Lower the teen pregnancy rate by 10%.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Transition 200 young males from jail to jobs with local employers that pay living wages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Increase the percentage of high wage jobs in the community where youth live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Provide a 35% increase in the utilization of the Earned Income Tax Credit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Attachment F: The Planning Template

The format for the guide is straightforward. Five topics are listed, By considering and responding to the topics raised in the guide, Youth Councils can begin to focus on major decision points and consider concrete issues that will impact upon the development and/or expansion of an youth service delivery system in their community.

The topics are:

- Identification of the target group(s)
- The Vision
- The Partnership
- Goals and Outcomes -- Short and Long Term
- The Service Needs of Youth --In-School and Out-Of-School

The Youth Council should consider and discuss the topics identified in the guide and develop a response to each one. These responses both provide a framework for the planning process and will assist the Council in identifying what issues they need to address.

Initial Planning Template

Identification of the youth target group(s)

How many young people reside in the area? _____

Are their specific subgroups of youth that warrant specific attention? Yes No

If yes, complete the matrix below:

Target Group	Age Range	Est. #	Specific Characteristics/Barriers

The Vision

What is the Council's vision for a youth service system?

Summarize how will the vision be achieved?

The Partnership

Specifically identify the Organizations that are (or should be) a part of the partnership to address youth issue(s).

Partner	What Resources/Services Does the Partner Bring?

Goal and Outcomes -- Short Term

Specifically identify short-term goals and outcomes (6 to 12 months)

Goal	Expected Outcome(s)

Goals and Outcomes -- Long Term

Specifically identify long-term goals and outcomes (1 year +)

Goal	Expected Outcome

The Service Needs of Youth --In-School

List the specific service needs for the in-school youth population.	
#	Service Items

Action Plan for the Service Needs of Youth -- In-School

For each of the items listed above, identify when it will be addressed, who is responsible and what resources will be needed.			
#	Timeline	Responsibility	Resources Needed

The Service Needs of Youth -- Out-of-School

List the specific service needs for the Out-of-School youth target population.	
#	Service Items

Action Plan for the Service Needs of Youth --Out-of-School

For each of the items listed above identify when it will be addressed, who is responsible and what resources will be needed.			
#	Timeline	Responsibility	Resources Needed

Attachment G: Youth Council Staff Estimates

		Your Estimate of Staff Days Needed
1	WIA Youth Planning Issues Data collection and analysis Research and report on best practices/policy issues Meetings with LEO Program and Administrative Staff Meetings with providers of services Prepare youth portion of WIA plan Other: _____	<input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/>
2	Youth Workforce System's Development and Advocacy Issues Networking with major stakeholder Research and report on best practices/policy issues Data collection and analysis Draft youth portions of the strategic-unified plan/5 year plan Meetings/Networking with state staff Community Meetings on Youth Issues Other: _____	<input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/>
3	Selection of Program Providers Develop draft RFP Review proposals for service and provide summaries Other: _____	<input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/>
4	Oversight and Performance Monitoring Quarterly data collection and analysis Regular field visits. Prepare semi-annual performance summaries Other: _____	<input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/>
5	Council Administration Meeting and Logistics Meetings with Chair Special Work Group Meetings Other: _____	<input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/>
6	Miscellaneous Personnel/Time sheets etc Other: _____	<input style="width: 100%; height: 15px;" type="text"/> <input style="width: 100%; height: 15px;" type="text"/>
Total Estimate Days		<input style="width: 100%; height: 15px;" type="text"/>
Divide By 240 To Calculate the # of Full Time Equivalent Staff		<input style="width: 100%; height: 15px;" type="text"/>

Attachment H: Sample Youth Council Orientation Agenda

<u>Time</u>	<u>Topic</u>
8:30 AM	Welcome and Introductions
8:40 AM	Background Briefing <ul style="list-style-type: none">➤ What is WIA?➤ The Youth Activities Under WIA➤ Performance Measures
11:00 AM	Overview of Our Area <ul style="list-style-type: none">➤ Youth Demographics in the Service Area➤ The Labor Market➤ Existing Programs Serving Youth
Noon	Lunch (Rubber Chicken of course)
1:00 PM	The Council's Role <ul style="list-style-type: none">➤ The Roles and Responsibilities of the WIB and Youth Council➤ The Mission and Scope of the Youth Council
2:00 PM	The Council's Organization <ul style="list-style-type: none">➤ Bylaws?➤ Subcommittees/Work groups➤ Oversight Procedures
3:00 PM	Future Meeting Dates and Agenda Topics

Attachment I: Pocket Guide

Pocket Guide to the Youth Sections in the Workforce Investment Act and Regulations Related To Youth

<u>Law</u>	<u>Topic/Issue</u>
Section 101	Includes Youth Program Specific Definitions
Section 112	State Plan
(112)(b)(18)(A,B,C,D)	Requirements for the Youth Program
Section 117	Local Workforce Investment Councils
(117)(d)(2)(B)	Selection of Youth Providers
(117)(h)(1)	Youth Council Establishment
(117)(h)(2)	Youth Council Membership
(117)(h)(3)	Youth Council Relationship To The Council
(117)(h)(4)	Youth Council Duties
(117)(i)	Alternative Entity
Section 118	Local Plan
(118)(b)(6)	References description and assessment of local youth activities
Section 123	Identification of Eligible Providers of Youth Activities
Section 126	General Authorization – Youth Activities
Section 127	State Allotments
(127)(b)(1)(A)	Youth Opportunity Grants
(127)(b)(1)(B)	Outlying Areas
(127)(b)(1)(C)	States
(127)(b)(2)	Definitions
(127)(b)(3)	Special Rule
(127)(b)(4)	Definition
(127)(c)	Reallotment Requirements and Procedures
Section 128	Within State Allocations
(128)(b)(1)	Methods For Within State Allocations For Youth Activities
(128)(b)(2)(B)	References of Applicable Terms
(128)(b)(2)(A)	Formula Allocation for Youth Activities
(128)(b)(3)	Youth Discretionary Allocation
(128)(b)(4)	Limitation Section
(128)(c)	Reallocation Among Local Areas

Section 129	Use of Funds for Youth Activities
(129)(a)	Purposes of Section
(129)(b)	Statewide Youth Activities
(129)(b)(2)	Required Statewide Youth Activities
(129)(b)(3)	Allowable Statewide Youth Activities
(129)(c)	Local Elements and Requirements:
(129)(c)(1)	Program Design
(129)(c)(2)	Program Elements
(129)(c)(3)	Additional Requirements
(129)(c)(3)(A)	Information and Referrals
(129)(c)(3)(B)	Applicants Not Meeting Enrollment Requirements
(129)(c)(3)(C)	Involvement In Design and Implementation
(129)(c)(4)	Priority
(129)(c)(4)(A)	30% Funding OSY
(129)(c)(4)(B) – (c)(5)	Exceptions
(129)(c)(6)	Prohibitions
(129)(c)(7)	Linkages
(129)(c)(8)	Volunteers
Section 136	Performance Accountability System
(136)(b)(2)(A)(i)	Core Performance Indicators Youth Age 19-21
(136)(b)(2)(A)(ii)	Core Performance Indicators Youth Age 14-18
Section 137	Authorization of Appropriations
(137)(a)	Youth Activities
Section 169	Youth Opportunity Grants
(169)(a)	Grants
(169)(b)	Use of Funds
(169)(c)	Eligible Local Councils
(169)(d)	Eligible Entities
(169)(e)	Application
(169)(f)	Performance Measures
(169)(g)	Role Model Academy Project
<u>Regulations</u>	<u>Topic/Issue</u>
Section 661	Statewide and local governance of the Workforce Investment System Under Title I of WIA
661.305(a)(3)+(b)	Youth program related roles of the Local Council
661.335	What is a youth council, and relationship to the local Council?
661.340	What are the responsibilities of the youth council?
661.350(a)(7)	Contents of local plan – description and assessment of youth activities in local area

Section 664	Youth Activities Under Title I of WIA
664.1	Youth Councils
664.2	Eligibility for Youth Services
664.3	Out-of-School Youth
664.4	Youth Program Design, Elements, and Parameters
664.5	Concurrent Enrollment
664.6	Summer Employment Opportunities
664.7	One Stop Services To Youth
664.8	Youth Opportunity Grants
Section 665	Statewide Activities Under Title I of WIA
665.20(b)(4)	List of Eligible Providers of Youth Activities
665.20(b)(g)	Additional Assistance Areas with High Concentrations of Eligible Youth
665.21(h)	Allowable Usage
Section 666	Performance Accountability
666.100(a)(3)(i)	For Eligible Youth 14-18
666.100(a)(3)(ii)	For Eligible Youth 19-21
Section 667	Administrative Provisions
667.100(b)	Youth Fund Availability
667.105 (f)	Youth Opportunity Grants
667.130 (c)	Youth Allocation Formula
667.140 (c)	No Transfer of Youth Funds

Attachment J: System Status Test

System Status Test				
	Possible Points	Yes	No	Points Earned
Leadership				
1	15	<input type="checkbox"/>	<input type="checkbox"/>	
2	25	<input type="checkbox"/>	<input type="checkbox"/>	
3	15	<input type="checkbox"/>	<input type="checkbox"/>	
4	20	<input type="checkbox"/>	<input type="checkbox"/>	
5	20	<input type="checkbox"/>	<input type="checkbox"/>	
Common Vision and Mission				
6	15	<input type="checkbox"/>	<input type="checkbox"/>	
7	20	<input type="checkbox"/>	<input type="checkbox"/>	
Integrated and Articulated Service Delivery				
8	20	<input type="checkbox"/>	<input type="checkbox"/>	
9	25	<input type="checkbox"/>	<input type="checkbox"/>	
10	10	<input type="checkbox"/>	<input type="checkbox"/>	
11	20	<input type="checkbox"/>	<input type="checkbox"/>	
12	25	<input type="checkbox"/>	<input type="checkbox"/>	
13	25	<input type="checkbox"/>	<input type="checkbox"/>	
14	25	<input type="checkbox"/>	<input type="checkbox"/>	
15	20	<input type="checkbox"/>	<input type="checkbox"/>	
16	20	<input type="checkbox"/>	<input type="checkbox"/>	
Accountability				
17	25	<input type="checkbox"/>	<input type="checkbox"/>	
Total Possible				345
Your Score				

Just like every good self-improvement magazine test, we have a chart with which to compare your score.

Score	Rating
300 - 345	Excellent -- Stop reading, it's a waste of your time, you should be writing the guide!
250 - 299	Great System -- Got a lot of good things going! Still some room for improvement though.
200 - 249	Good System -- Solid foundation, but don't stop now!
100 - 199	Starting System -- You have a start, now get in gear and build on it.
50 - 100	Needs Work -- While some of the foundation blocks are in place, your system needs a lot of work.
0 - 49	You Need Help!

Attachment 1: Allocation of Funds

Read the vision and goals then fill out the allocation form on the following page.

The vision of our Youth Council is to provide an effective youth service system that can improve high school graduation rates and assist disadvantaged youth start careers that offer opportunity for high wages and career growth opportunities.

Goal 1: Lower the dropout rate by 15% a year.

Objective A: Provide in-school services that will lower the number of dropouts by 100 per year.

Objective B: Using alternative options, reengage 100 dropouts in educational programs so that they can obtain their high school diploma.

Goal 2: Provide education, training and employment assistance that will assist out-of-school young people who are out of work obtain career-starting jobs.

Objective A: Provide comprehensive services that will enable 150 unemployed youth to obtain jobs at least \$1 above minimum wage.

Objective B: Assist 50 young males who are currently incarcerated at the youth detention center to obtain jobs and make the transition from jail to job.

Now, here are some of the factors that will shape the allocation of resources:

Your total allocation of WIA youth funds for Program Year 2000 is 3.2 million dollars (the same level of funds that you received under the JTPA Summer program in 1999). The JTPA summer program was focused on in-school youth who were 14 and 15, economically disadvantaged and considered by the school to be at-risk of dropping out of school. The old JTPA year round program served 40 high school dropouts and was able to assist half of them to obtain a GED and achieved a job placement rate of 70%. In conjunction with the WIB, an allocation of \$300,000 of the adults ITA funds have been set-aside for older youth. Your RFP for youth services provided vendors with the opportunity to address both or one of the goals stated above. If the vendor opts to address the out-of-school goal, they are required to take advantage of the adult ITA funds that the WIB has allocated for older youth.

Your performance levels that have been negotiated with the State are:

Younger Youth Skill Attainment Rate: 68%

Younger Youth Diploma or Equivalent Attainment Rate: 35%

Younger Youth Retention Rate: 75%

Older Youth: Entered Employment Rate: 50%

Older Youth: Employment Retention Rate: 65%

Older Youth: Earnings Gain: \$1000

Below are responses to your RFP. Indicate which ones you will fund, what level of funds will be allocated to the program and how they will assist the program.

Proposals	Funding Status and Rationale	Funds Allocated
<p>A local CBO submitted a proposal to work with 40 TANF, out of school youth to place them as day care aides at their day care centers. The completion rate will be 75% and placement rates will be 100% of all the youth completing the program and the jobs will be minimum wage but include day care benefits. The cost of the program is \$3000 per person.</p>	<p><input type="checkbox"/> Fund</p> <p><input type="checkbox"/> Do Not Fund</p>	
<p>The local school system has asked for a million dollars for after school and special support for disadvantaged, in-school high school youth to assist them to stay in school and achieve a high school degree. The program will engage 750 youth and none will dropout of school. 150 will graduate and 50 job placements will be made and another 75 young people who graduate will go on to post-secondary education.</p>	<p><input type="checkbox"/> Fund</p> <p><input type="checkbox"/> Do Not Fund</p>	
<p>The community college has submitted a proposal to work with the juvenile justice detention center to provide on-site world of work orientation and career development classes to 100 youth at the center. The juvenile system has the authority to award high school diplomas and 50 of the youth will be credentialed before release. The college will also assist youth get jobs and/or continue at the college upon release. The cost is \$4500 per enrolled youth. Twenty-five will get jobs at \$1 over minimum wage and 40 will continue on to college if they can obtain grants and loans for support.</p>	<p><input type="checkbox"/> Fund</p> <p><input type="checkbox"/> Do Not Fund</p>	

<p>The Job Service has submitted a program to offer an eight week employment assessment and a job club to 1000 youth. They will also refer youth who need support or other services to the appropriate organization. The placement rate will be 25%, all in jobs that exceed the minimum wage by \$1.00. The cost is \$250 per enrollee.</p>	<input type="checkbox"/> Fund <input type="checkbox"/> Do Not Fund	
<p>A local CBO and hospital submitted a proposal to enroll and train 75 youth with the expectation of employment for 50 as certified nursing assistants at \$2 over minimum wage. The program has an educational component and will also assist 30 enrollees obtain their GED and offers a direct career ladder to the Practical Nurse occupation. The cost of the 26-week program is \$8575 per enrollee (due to a weekly stipend of \$75).</p>	<input type="checkbox"/> Fund <input type="checkbox"/> Do Not Fund	
<p>A consortium of local agencies has submitted a proposal to provide a six week summer work experience program to 1500 younger (14 and 15) students that also includes an academic enrichment program. The cost of the program, including the wages and fringe costs is \$1600 per youth.</p>	<input type="checkbox"/> Fund <input type="checkbox"/> Do Not Fund	
<p>A local private school has proposed to develop a full service program that will train 50 youth high school graduates to be Computer A+ technicians and will place the graduates at \$5 over minimum wage and provide the ongoing support to keep them employed following graduation. Only half the class will successfully complete the 15 week course. The tuition cost for the enhanced program is \$9500 per youth.</p>	<input type="checkbox"/> Fund <input type="checkbox"/> Do Not Fund	
<p>The adult education department of the local school system has asked for \$750,000 dollars for a alternative school program for dropouts that will provide them with a full range of educational and support services leading to a high school diploma and a job paying at least \$1 over minimum wage. They project that 80 young people will be engaged in the program during the year and that half of them will successfully complete the program and go on to college.</p>	<input type="checkbox"/> Fund <input type="checkbox"/> Do Not Fund	

One Suggested Funding Scenario

Proposals	Funding Status and Rationale	Funds Allocated
A local CBO submitted a proposal to work with 40 TANF . . . (Does not fit the program objectives as per wage levels.)	<input type="checkbox"/> Fund <input checked="" type="checkbox"/> Do Not Fund	\$0
The local school system has asked for a million dollars . . . (Assists the accomplishment of Goal # 1)	<input checked="" type="checkbox"/> Fund <input type="checkbox"/> Do Not Fund	\$1,000,000
The community college has submitted a proposal to work . . . (Assists the accomplishment of Goal 2 and directly related to Objective B)	<input checked="" type="checkbox"/> Fund <input type="checkbox"/> Do Not Fund	\$450,000
The Job Service has submitted a program to offer an eight . . . (While cost is good, outcomes are not and the Job Service should be providing this type of service for free!)	<input type="checkbox"/> Fund <input checked="" type="checkbox"/> Do Not Fund	\$0
A local CBO and hospital submitted a proposal to enroll . . . (Fits the Goals and Objective for the program and while the cost is high, the opportunity is an excellent one.)	<input checked="" type="checkbox"/> Fund <input type="checkbox"/> Do Not Fund	\$643,125
A consortium of local agencies has submitted a proposal to . . . (Generally fits Goal #1. Have them scale the program back to 600 kids.)	<input checked="" type="checkbox"/> Fund <input type="checkbox"/> Do Not Fund	\$960,000
A local private school has proposed to develop a full service . . . (Fits the Goals and Objective for the program and while the cost is high, the opportunity is an excellent one. Use the adult funds the WIB has allocated here.)	<input checked="" type="checkbox"/> Fund <input type="checkbox"/> Do Not Fund	\$475,000
The adult education department of the local school system has . . . (At a cost of \$18,750 per success the cost benefit is suspect.)	<input type="checkbox"/> Fund <input checked="" type="checkbox"/> Do Not Fund	\$0
	Total	\$3,528,125

Attachment 2: Who Are The Youth Partners?

Pick out the most likely organizations to be interested in partnering on youth services. Give a rationale for your decisions.

Partner	Yes?	No?	Why?
The WIA partner,	<input type="checkbox"/>	<input type="checkbox"/>	
The Job Service	<input type="checkbox"/>	<input type="checkbox"/>	
Adult Education and Literacy Provider	<input type="checkbox"/>	<input type="checkbox"/>	
Vocational Rehabilitation	<input type="checkbox"/>	<input type="checkbox"/>	
TANF partner	<input type="checkbox"/>	<input type="checkbox"/>	
Senior Employment Programs	<input type="checkbox"/>	<input type="checkbox"/>	
Career Education under the Perkins Act	<input type="checkbox"/>	<input type="checkbox"/>	
Trade Act Programs	<input type="checkbox"/>	<input type="checkbox"/>	
Veterans Programs	<input type="checkbox"/>	<input type="checkbox"/>	
Community Services Block Grant Employment and Training Programs	<input type="checkbox"/>	<input type="checkbox"/>	
HUD Employment and Training programs	<input type="checkbox"/>	<input type="checkbox"/>	
UI programs.	<input type="checkbox"/>	<input type="checkbox"/>	

Who are other likely youth service providers partners in your area?

Attachment 3: WIA Performance Numerators and Denominators

Younger Youth Skill Attainment Rate	Numerator	Total number of attained basic skills + the number of attained work related skills + number attained occupational skills
	Denominator	Total number of attained basic skills goals + the number of attained work related skills goals + number attained occupational skills goals
Younger Youth Diploma or Equivalent Attainment Rate	Numerator	Number who attained secondary school diploma or equivalent during the quarter
	Denominator	Number who did not attain diploma/equivalent and who exited during the quarter (except those still in secondary school) + number who have attained diploma/equivalent during the quarter
Younger Youth Retention Rate	Numerator	Number of participants found in one of the following in the 3 rd quarter after exit: post secondary education, advanced training, employment, military service or qualified apprenticeships
	Denominator	Number of younger youth who exited during the quarter (except those still in secondary school)
Entered Employment Rate	Numerator	Of those who are not employed at registration: the number of individuals who have entered employment by the end of the 1 st Qtr. After exit (youth measure excludes those that moved on to post-secondary education or advanced training)
	Denominator	The number of individuals who exit during the quarter (youth measure excludes those that moved on to post-secondary education or advanced training)
Employment Retention Rate	Numerator	Of those who are employed at registration or in 1 st Qtr. after exit, the number of individuals who are employed in 3 rd Qtr. after exit (youth measure excludes those that moved on to post-secondary education or advanced training)
	Denominator	The number of individuals who exit during the quarter (youth measure excludes those that moved on to post-secondary education or advanced training)
Earnings Change	Numerator	Of those who are employed at registration or in 1 st Qtr. after exit (youth measure excludes those that moved on to post-secondary education or advanced training), [Total Post-Program Earnings (earnings in Qtr 2 + Qtr 3 after exit)] Minus [Pre-Program Earnings (earnings in Qtrs 2 + 3 prior to registration)]
	Denominator	number of individuals who exit during the quarter (youth measure excludes those that moved on to post-secondary education or advanced training)
Older Youth Credential Rate	Numerator	The number of older youth who were in employment/post-secondary education/advanced training by the end of the first Qtr. after exit and received a credential by the end of 3rd Qtr. after exit
	Denominator	The number of older youth who exited during the quarter

Attachment 4: What Factors Applies?

In that the adult measures are only applicable when adult WIA money is used, that is the determining factor as to when the adult parameters apply. Consequently, a number of interesting combinations could arise. Using the same example noted in the Cookbook (page 31), and factoring in that WIA adult funds were used in the program when the youth was placed in a job, try an exercise to determine which of the statements below is true or false.

1. Only the “Younger Youth” performance indicators apply. True False
2. Both the “Younger Youth” and the “Older Youth” indicators apply.
True False
3. Only the Adult performance indicators apply. True False
4. Both the “Younger Youth” and the adult performance indicators apply.
True False
5. They all apply. True False

Answer Key!

Attachment 5: The 10% Cap Computations

Here is a "typical" local area funding allocation under JTPA and WIA that shows administration.

<u>Fund Source</u>	<u>Allocation</u>	<u>JTPA Admin</u>	<u>WIA Admin</u>
Title II-A	\$3,500,000	\$700,000	\$350,000
Title II-C	\$250,000	\$50,000	\$25,000
Summer Youth	\$2,000,000	\$300,000	\$200,000
Dislocated Worker	\$2,750,000	\$412,500	\$275,000
Totals	\$8,500,000	\$1,462,500	\$850,000

Below is a typical JTPA budget.

	<u>Cost</u>	<u>Admin</u>	<u>Program</u>
WIB Director	\$65,000	\$65,000	\$0
Clerical Staff	\$70,000	\$70,000	\$0
Planning and Council/WIB Staff (1)	\$120,000	\$120,000	\$0
Fiscal/Accounting Staff	\$125,000	\$125,000	\$0
Monitoring Staff (2)	\$125,000	\$125,000	\$0
Field Supervisors	\$185,000	\$185,000	\$0
Central Office Non Personnel Costs			
= 15% of staff costs	\$103,500	\$103,500	\$0
Subcontracts (Allows 5% Admin)	\$7,606,500	\$380,325	\$7,226,175
Audits	\$15,000	\$15,000	\$0
MIS Cost (3)	\$85,000	\$85,000	\$0
Totals	\$8,500,000	\$1,273,825	\$7,226,175

Now lets look how these costs are allocated using the new (and proposed) WIA definitions:

Same Local Area Budget Under WIA			
	<u>Cost</u>	<u>Admin</u>	<u>Program</u>
WIB Director	\$65,000	\$65,000	\$0
Clerical Staff	\$70,000	\$70,000	\$0

Planning and Council/WIB Staff (1)	\$120,000	\$60,000	\$60,000
Fiscal/Accounting Staff	\$125,000	\$125,000	\$0
Monitoring Staff (2)	\$125,000	\$62,500	\$62,500
Field Supervisors	\$185,000	\$0	\$185,000
Central Office Non Personnel Costs = 15% of staff costs	\$103,500	\$57,375	\$46,125
Subcontracts	\$7,606,500	\$0	\$7,606,500
Audits	\$15,000	\$15,000	\$0
MIS Cost (3)	\$85,000	\$42,500	\$42,500
Totals	\$8,500,000	\$497,375	\$8,002,625
(1) Proposed in draft final regulations -- 50% to Council Support			
(2) Monitoring staff track participant outcomes 50% of time			
(3) MIS costs are 50% participant tracking and performance related			

Attachment I: Effective National Program Models

YouthBuild is a comprehensive youth and community development program that focuses on real-life productivity and simultaneously addresses several core issues facing low-income communities: education, housing, jobs, and leadership development. With support from HUD, private foundations, corporations and local communities, there are now 129 YouthBuild programs across the country. Both YouthBuild and the Youth Conservation and Service Corps (of which there are over 100 programs covering 33 states and the District of Columbia) emphasize important youth development strategies, creating mini-communities within their program framework to counteract the pull of the streets. They both stress visible and constructive activities that add value to the young people involved and to the communities in which they work. Both programs have strong academic components, leading to either a GED or high school diploma in sponsored charter schools with direct connections to community colleges. The Youth Service Corps have recently added a Corps to Career component to emphasize the importance of pathways to post secondary education. Some Youth Service Corps are part of state government, but most are community-based non-profits which perform environmental work and an array of neighborhood revitalization and human service needs. Funding sources are diverse: state, county and municipal appropriations, federal, corporate and fee for service contracts add up to a nationwide total of over 225 million dollars.

The Center for Employment Training (CET) is distinguished by its integrated approach to academic and skill training and unusually strong links to local employers. Their educational emphasis is not linked to an educational credential, but rather to gaining the academic knowledge needed by a particular vocational skill, as articulated by local employers. There are no prerequisites for entry, instruction is individualized and self-paced, the course work is industry focused and competency based, with the focus on employment. CET's flagship site in San Jose, California had an over 25 year track record in building employer confidence, before embarking on national replication with support from the Department of Labor. Obviously the success of this model depends heavily on replicating a high level of employer confidence in local communities across the country.

STRIVE has based its strategy and success on short term 'in-your face' techniques designed to produce attitudinal change, with long term (two year) support after job placement. STRIVE

candidly admits that its program is not for everyone. Participants must understand that commitment means hard work and those who stay through the early weeks of confrontation do so because they feel they need attitudinal retraining and because they really want to work. In this manner, the program engages the participants in their own development. The model can be adjusted to meet the needs of different demographics. Interestingly, almost half the staff are STRIVE graduates. Participants who retain employment for one year are now eligible for skill training to improve their long term prospects for self sufficiency. STRIVE is beginning national replication and has been funded entirely from broad foundation and corporate support.

Quantum Opportunities Program (QOP) developed a structured after school model for in school at risk youth designed to mold the whole person, both academically and developmentally. The overall goal is to increase high school completion and post secondary attainment and program activities span the four years of high school. Working in small groups with a mentor/coordinator, students are exposed to 750 hours of highly structured activities each year, evenly divided into educational opportunities, developmental and cultural enrichment opportunities and community service. The QOP pilot sites were foundation supported; the replication has been funded by the Department of Labor.

Job Corps is the senior member of the group, having opened its first residential center in 1965. Job Corps is a national program, supported by generous congressional appropriations, reaching 1.3 billion dollars in the current fiscal year. There are 115 Job Corps centers across the country, reaching every state with the exception of Wyoming and New Hampshire. Job Corps focuses on 16-24 year old at-risk young adults and through its residential program helps young people develop the personal qualities, academic, social and occupational skills they will need in the workplace. Youth earn stipends, bank a readjustment allowance and receive full medical and dental care. Since the passage of WIA, Job Corps is striving to become a more integral part of local workforce development systems, through participation in the one-stops and membership on Youth Councils. Many communities are beginning to see the benefits of utilizing this rich resource through the process of co-enrollment of youth in a community based program and Job Corps (on a non-residential basis). This strategy has many advantages for many youth who cannot or do not want to participate in a residential program.

What are the lessons learned? First of all, there is no cookie cutter approach to either youth development strategies or comprehensive system building. Success will depend on the quality of the service provider as much as what he proposes to provide. So what should you look for in a

potential service provider, in addition to their proposing strategies that embody the basic principles we have all agreed upon?

Attachment II: Philadelphia Youth Council