Mayor's Office of WORKFORCE DEVELOPMENT

WORKFORCE INNOVATION AND OPPORTUNITY ACT

PROGRAM GUIDE

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The Mayor's Office of Workforce Development
A Division of BRA/EDIC

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PREFACE

The WIOA Program Guide serves as a handbook for contracted service providers to implement the Workforce Innovation and Opportunity Act (WIOA). This guide includes a description of WIOA, grant requirements, as well as information about MOSES, the Individual Service Strategy (ISS), testing options, and other fundamental items. For a sequence of services, refer to Section IV. All key terms throughout the guide (bolded and underlined) are defined in the glossary.

All sample forms and reference materials are located in the Attachments section following the glossary. All forms included in the back of this guide are also listed on the Mayor's Office of Workforce Development website, owd.boston.gov, under Partner Forms/WIOA Youth.

OWD has created other materials for your reference, including: a WIOA Youth MOSES Guide, a MOSES Reports Guide, and an Invoicing/Budgets Guide.

If the guide fails to answer your questions, please do not hesitate to contact OWD or staff at other WIOA-funded programs that are experienced in WIOA. OWD contacts are included in Section VII: Administration; contact information for staff of current WIOA-funded programs is in Attachment 6: Programs Descriptions and Contacts.

I. WHAT IS WIOA?

In 2014, President Obama signed the **Workforce Innovation and Opportunity Act** into law, superseding the **Workforce Investment Act (WIA)** of 1998. WIOA took effect on July 1, 2015.

FOR MORE INFORMATION

visit www.doleta.gov/wioa.

WIOA aims to:

- Increase access to education, training, and employment.
- Create a comprehensive, high-quality workforce development system by aligning workforce investment, education, and economic development.
- Promote improvement in the structure and delivery of services.
- Increase the prosperity of workers and employers.
- Reduce welfare dependency, increase economic self-sufficiency, meet employer needs, and enhance the productivity of the nation.

Some key changes under the WIOA Title I Youth Services, include

- Increased percentage of funds to be spent on out-of-school youth from 30% to 75%.
- Extended out-of-school age limit from 21 to 24 years.
- Streamlined process for documenting eligibility.
- New fund allotment for work experiences at 20%.

II. HOW IS WIOA FUNDING ALLOCATED?

The federal Workforce Innovation and Opportunity Act (WIOA) offers a broad range of *interconnected, year-round services*. In Boston, the Mayor's Office of Workforce Development (OWD), the Boston WIOA Youth Council, and the Boston Private Industry Council (PIC) all share responsibility for the Act's success.

The Office of Workforce Development (OWD), previously known as the Mayor's Office of Jobs and Community Services (JCS), is an innovative public agency that seeks to promote economic self-sufficiency to ensure the full participation of all Boston residents in the city's economic vitality and future, seeking to connect low-income residents with job training and employment opportunities and to promote lifelong literacy and educational pathways. The primary focus of OWD is to enable competitive workforce development initiatives and policies to put Boston's youth and adults on career paths toward economic security.

OWD uses city, state, and federal funding to support programs in their goals. One such funding source is the Workforce Innovation and Opportunity Act (WIOA). WIOA is a formula fund, calculated in part based on unemployment data from the previous year. It originates at the US Department of Labor, is distributed to the Massachusetts Department of Career Services, and then to the state's sixteen local service delivery areas, one of which is Boston.

OWD leads the procurement process. In conjunction with the **Boston Private Industry Council (PIC)**, OWD makes WIOA funding recommendations that are approved by the Boston Youth Council. These recommendations are lastly approved by the Workforce Investment Board (WIB).

OWD also works jointly with the Department of Career Services (DCS) and the US Department of Labor (DOL). **Department of Career Services (DCS)** oversees Massachusetts's network of One Stop Career Centers which assist programs and businesses with career guidance as well as job and training referrals. Programs are encouraged to use DCS Career Centers as a resource for youth to utilize. **US Department of Labor (DOL)** works to regulate, promote and foster the success of the US workforce.

SERVICE PROVIDER PROCUREMENT

Fiscal Year 2016 is an open and competitive year, meaning that OWD issues a **Request for Proposal (RFP)** to qualifying service agencies. Based on the assessment of the given program, OWD will reward WIOA contracts for a one-year period. Fiscal Year 2017 is a refunding year. Depending on the availability of funding, proof of adequate performance, and the submission of a refunding application, programs are awarded a second year of funding. Programs can then reapply for funding by responding to the next competitive RFP in FY18.

CONTRACTING

OWD will notify programs if they have been awarded WIOA funding. After being awarded, programs must work with OWD to develop their contract. In the contracting process, programs and OWD will come to an agreement on the number of participants to be served in the fiscal year. There are also several other uniform contract forms that programs must complete. Visit OWD's website for the most up-to-date forms.

III. REQUIREMENTS OF AWARDED PROGRAMS

All WIOA-Youth funded programs in Boston must:

- Use at least 75% of WIOA funds to serve out-of-school youth (OSY).
- Use 20% of funds on work experiences.
- Make available the **Fourteen Elements of Youth Services** either in-house or through partnerships and referrals with other organizations (Section III and Attachment 4).
- Develop strong connections to local employers and post-secondary education and training institutions, including the adult career center and training system. If not already established, service providers can access these connections through organizations such as the **Boston PIC** or the **Boston Youth Service Network (BYSN)**.
- Provide **Follow-Up Services t**o participants for at least 12 months after program completion.
- Use **Massachusetts One Stop Employment System (MOSES)** to record participant data (Section III).
- Use the **Individual Service Strategy (ISS)** to develop a career plan with the participant (Step Four).

MASSACHUSETTS ONE STOP EMPLOYMENT SYSTEM (MOSES)

The Massachusetts One Stop Employment System (MOSES) database is used for service providers to enter data, update client progress, report outcomes, run reports, and any other aspects of MIS needs. The MOSES youth file consists of the youth's basic information, education level and history, work experience, barriers, academic test scores, goals, notes, and case plan. MOSES reports that OWD runs are used to monitor data entry. To access the database, program staff must attend a MOSES 101 training to be certified by DCS.

In order to utilize MOSES, programs must:

- Have access to the Internet.
- Have a computer capable of displaying data 800x600.
- Possess communication speed equal to or better than a DSL communication link.
- Provide their own anti-virus protection.
- Have a desktop computer available for MOSES use, for security purposes.

MOSES provides a tool for case management. The **Case Plan**, an aspect of MOSES, can be used to enter youth goal information, task, services, events, and notes. For further information on the MOSES Case Plan, see Attachment 21.

FOURTEEN ELEMENTS OF YOUTH SERVICES

Under the provisions of WIOA, all fourteen elements must be available as needed to prepare youth participants for employment, improve educational competencies, and provide support to youth.

WIOA Elements of Service can be provided as part of the in-house program offerings, through collaborations with other organizations, or through referral mechanisms. Service providers record the WIOA elements youth receive in MOSES and the Individual Service Strategy (ISS). Program elements can happen concurrently or sequentially depending on the needs of the youth.

Once youth have been deemed eligible and enrolled in WIOA, they must be informed of the broad range of services available to them. The appropriate blend of services needed by the youth is determined by objective assessment, ISS, and youth input.

FOURTEEN ELEMENTS OF SERVICE

For more details, see Attachment 4.

1. Tutoring, study skills training, etc.	Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential
2. Alternative Education	Alternative secondary school services or dropout recovery services, as appropriate
3. Paid and Unpaid Work Experience	Paid and unpaid work experiences that have as a component academic and occupational education, which may include summer employment opportunities and other employment opportunities available throughout the school year; pre-apprenticeship programs; internships and job shadowing; on-the-job training opportunities
4. Occupational Skills Training	Occupational skill training, with a focus on recognized post-secondary credentials and in-demand occupations
5. Education offered concurrently with workforce preparation	Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupation cluster
6. Leadership Development	Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate
7. Support Services	Youth receive support with child care options, linkages to community service, assistance with transportation, assistance with housing, referrals to medical services, behavioral health services, and assistance with work related attire.
8. Adult Mentoring	Adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months
9. Follow-Up Services	Follow-up services for at least 12 months after program completion
10. Comprehensive Guidance and Counseling	Comprehensive guidance and counseling, including drug and alcohol abuse counseling and other counseling referrals
11. Financial Literacy Education	Financial literacy activities
12. Entrepreneurial Skills Training	Entrepreneurial Training
13. Labor Market Information	Services that provide labor market information about in-demand industry sectors and occupations such as career awareness, career counseling, and career exploration services
14. Post-secondary Preparation	Post-secondary preparation and transition activities

IV. SEQUENCE OF SERVICES

STEP ONE: INTAKE

Intake is used to determine the participant's suitability for the grant and the program. Program staff typically conduct an initial interview and describe the program and grant requirements to the youth. It is the responsibility of the service provider to determine the initial assessment process. At this point a youth file is developed. For an example of a completed youth file, see the Youth File Attachments 8-24.

1. Equal Employment Opportunity

Before grant enrollment, program staff must review Equal Employment Opportunity and the Grievance process. Youth then sign the WIOA Grievance Procedures Form, which is kept in their Youth File. (See Attachment 17 for a sample Grievance Procedures Form). WIOA-funded organizations must include the Equal Opportunity Notice and Policy Complaint Process posters that must be put up in a visible place at the program's location. They can be found in Attachments 29-30.

2. Probation Period

Service providers are permitted to allow a probation period (typically just two to four weeks) prior to WIOA enrollment, where youth may participate in the program. The probation period provides the service provider and the youth with an opportunity to determine whether the program is a good match. **However, WIOA funding cannot pay for participant costs (stipends, etc.) until OWD has approved the individual's eligibility and s/he has been enrolled in the WIOA in MOSES.**

3. WIOA Dual Enrollment & Referrals

If a youth is already enrolled in WIA/WIOA at another program, the participant does not need to re-determine eligibility in WIOA. Simply enroll the participant in the appropriate element. Both agencies must collaborate to engage the participant. Both agencies should review the ISS and enter appropriate services and notes in MOSES. The agency that initially enrolled the participant remains the lead agency until the participant exits from the grant.

In other instances, a youth may choose to change service providers altogether. Should such a circumstance arise, the service provider should assure that the case manager appropriately transfers the youth's ISS files to the new service provider organization and to a newly designated case manager.

4. Requires Additional Assistance Limit: In accordance with WIOA Sec. 129 (a)(3)(B), not more than 5 percent of the in-school youth may be an individual who requires additional assistance to complete an education program or to secure or hold employment.

STEP TWO: ELIGIBILITY

Eligibility is determined in order to enroll the participant in WIOA. Once grant eligibility is approved, it applies until the participant completes the goals in their ISS or drops out. Re-determining eligibility is only needed if the participant has exited.

For example, if an OSY enrolls at 23, is determined eligible, but stays in the program until 25 or 26, that is allowable, as long as s/he continues working on ISS goals. If an ISY is enrolled and then enrolls in post-secondary, for WIOA purposes, they remain an ISY.

The service provider will determine eligibility for youth that are an appropriate service match.

Eligibility determination includes:

- **Out-of-school youth** between the ages of 16 – 24, or **In-school-youth** between the ages of 14-21;
- Resident of Boston;
- **Low-Income Individual,** if applicable;
- U.S. Citizenship or Right to Work Documentation;
- Selective Service registration for males 18 and older;
- Having one or more **barriers**, as listed below.

PUERTO RICAN BIRTH CERTIFICATES

For eligibility documentation purposes, Puerto Rican birth certificates are not acceptable if **issued prior to September 30, 2010**.

Mass Workforce Issuance 10-77: New Puerto Rican Birth Certificate Requirement, Revised

In-School Youth:

(A) attending school (as defined by State law);
(B) not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21;
(C) a low-income individual; AND one or more of the following:

- Basic skills deficient.
- An English language learner.
- An offender.
- A homeless individual including homeless children or youth
- A runaway, in foster care or has aged out of the foster care system, a child eligible for assistance, or in an out-of-home placement.
- Pregnant or parenting.
- A youth who is an individual with a disability.
- An individual who requires additional assistance to complete an educational program or to secure or hold employment:
    - Youth who failed the MCAS in the last round,
    - youth who has been identified as truant or as having as significant school attendance problem based on the BPS standard or law enforcement referral,
    - Youth who requires English as a Second Language instruction,
    - Youth who resides in a single parent household, or
    - Youth who resides in a public housing development.

Out-of-School Youth:

(A) not attending any school (as defined under State law);

(B) not younger than age 16 or older than age 24; and one or more of the following:

- A school dropout.
- A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
- A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is basic skills deficient; or an English language learner.
- an individual who is subject to the juvenile or adult justice system.
- a homeless individual including homeless children or youth
- a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance, or in an out-of-home placement.
- an individual who is pregnant or parenting.
- a youth who is an individual with a disability.
- a low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment:

    - Youth who failed the MCAS in the last round,
    - youth who has been identified as truant or as having as significant school attendance problem based on the BPS standard or law enforcement referral,
    - Youth who requires English as a Second Language instruction,
    - Youth who resides in a single parent household, or
    - Youth who resides in a public housing development.

1. Eligibility Documentation and Approval

To demonstrate youth eligibility under WIOA, supporting documents must be submitted electronically to OWD for approval. See Attachment 1: Allowable Eligibility Documents as a guide to collecting the proper documents. Completed eligibility documents can be sent on a rolling basis. Once OWD approves the participant to enroll in WIOA, program staff can then enroll the participant in the grant in MOSES. This becomes the WIOA grant enrollment date.

Participants are the responsibility of the organization until approved by OWD. Any youth who is not found to be eligible for WIOA funding becomes the responsibility of the program, and will not be covered by WIOA funding.

Sample forms are included in the Attachments section; the most up-to-date forms can be downloaded from OWD's website. All eligibility documents are kept as part of the youth file.

Eligibility documents should be emailed to Dee Dee Allen deedee.allen@boston.gov and to Cassie White cassondra.white@boston.gov. Please send the checklist as a Word document and the rest of the eligibility documents as a PDF. If changes are requested, please resubmit the entire PDF.

2. Proving Low-Income Eligibility

With WIOA's focus on serving Out-of-School Youth with barriers to employment and education, low-income eligibility is not always necessary.

Participants must be proven low-income only if:

- they are an In-School Youth
- they are an Out-of-School Youth **and their barrier is one of the following:**
  - one of the locally defined barriers under **Requires Additional Assistance:**
    - failed the MCAS in the last round,
    - identified as truant or as having as significant school attendance problem based on the BPS standard or law enforcement referral,
    - requires English as a Second Language instruction,
    - resides in a single parent household, or
    - resides in a public housing development.
  - Diploma/HiSET/GED and English Language Learner
  - Diploma/HiSET/GED and Basic Skills Deficient

One of the following methods proves that the participant is low-income:

1. **Public Assistance:** Receives or is a member of a family that receives, or in the past 6 months has received, Supplemental Nutrition Assistance Program (**SNAP**) assistance, or the Supplemental Security Income (**SSI**) program, or State or local income-based public assistance.

   If the participant's name is not on the public assistance letter, documentation must be submitted that shows the recipient and the participant share a household or are related.

2. **High Poverty Area:** Follow the directions on Attachment 16: Poverty Threshold Census Tract to see if the participant lives in a High Poverty Area. If the participant "passes", the census website and the Poverty Threshold form are both printed and kept in the youth file.

3. **Family income:** Is in a family with total income that does not exceed the higher of the poverty line or 70 percent of the lower living standard income level. See Attachment 2 for Youth Family Income Limits.

   Use Attachment 15 Family Income Eligibility Worksheet and collect 6 months of proof of income for the entire family. In cases where six months of income is unavailable, program staff can reference Attachment 3: Methods for Calculating Annualized Income sheet.

4. **A homeless individual**.

5. Receives or is eligible to receive **free or reduced price lunch**.

6. A **foster child** on behalf of whom State or local government payments are made.

7. **Disability:** Is an individual with a disability whose own income meets the requirements of (3): Family income.

3. Exceptions to Low-Income Eligibility

If the participant is not low-income and it is a requirement for their eligibility, participants may still be able to enroll in WIOA through the use of the 5% Window (see Attachment 28 for the 5% Window Policy). Each local area is allowed up to 5% of its overall participants to be ineligible as a low income individual. Use of the 5% Window Policy can be requested through checklist in the eligibility approval process (see Attachments 9 & 10). Granting this exception is left to the discretion of the Office of Workforce Development and is based on availability.

4. Selective Service

According to federal law, all male-born individuals, regardless of gender identity must be registered for Selective Service. If the youth is enrolled at 17 and turns 18 while in the program, it is the responsibility of the staff to ensure that they register for Selective Service within 30 days of their 18th birthday.

Service providers are encouraged to use the Selective Service Commitment Form (Attachment 13) for males enrolling in WIOA who are not yet 18 years of age.

For reference, see Attachment 28: Boston's local Selective Service Policy or Mass Workforce Issuance 19.101: WIOA Title I Youth Eligibility.

5. Eligibility Reference Forms:

Attachment 1: Allowable Eligibility Documents lists all components of eligibility and a comprehensive list of documents that can be used to prove eligibility. (Supporting documents can be used to prove more than one element of eligibility. For example, a MA birth certificate can prove age as well as U.S. Citizenship.)

Attachment 2: Youth Family Income Limits gives thresholds for maximum income that a participant can have to be considered low-income, and is dependent on family size. The figures are updated every year.

Attachment 3: Methods for Calculating Annualized Income describes other methods for calculating annualized income when six months of documentation is not available.

Attachment 28: Boston Residency Policy states that all WIOA participants must be Boston residents and lists appropriate documentation to prove residency.

Attachment 28: Income Calculation Policy describes how family income is calculated to prove low-income.

Attachment 28: Selective Service Policy describes the requirements for selective service registration including which WIOA participants must be registered and when.

Attachment 28: Social Security Policy describes that OWD safeguards social security numbers of WIOA participants by not accepting documentation with social security numbers, including social security cards.

Attachment 28: 5% Window Policy outlines appropriate use the 5% window to potentially provide services for a participant who is otherwise not economically eligible.

Attachment 28: Applicant Statement Policy describes how applicant statement forms are to be used, in a limited way, to document the following eligibility items: family income, residency, family size, pregnancy/parenting, homelessness, offender, and school dropout.

Attachment 28: Requires Additional Assistance Policy defines requires additional assistance to complete an educational program or to secure or hold employment and outlines allowable documentation:

- Youth who failed the MCAS in the last round,
- Youth who has been identified as truant or as having as significant school attendance problem based on the BPS standard or law enforcement referral,
- Youth who requires English as a Second Language instruction,
- Youth who resides in a single parent household, or
- Youth who resides in a public housing development.

6. Eligibility Forms:

Attachment 9: WIOA Youth Enrollment Checklist (Out-of-School Youth) guides program staff to ensure that all elements of eligibility for each Out-of-School Youth are met and indicates which documents are included to prove each element of eligibility.

Attachment 10: WIOA Youth Enrollment Checklist (In-School Youth) guides program staff to ensure that all elements of eligibility for each In-School Youth are met and indicates which documents are included to prove each element of eligibility.

Attachment 11: Telephone Verification Form can prove eligibility when no other methods of information verification are available. The information obtained must be documented on the standardized form. Information recorded must be adequate to enable the monitor or auditor to trace back to the cognizant agency or the document used. Telephone verification must include the name of the agency representative providing the verification information.

Attachment 12: Applicant Statement Form may be used to document eligibility for family income, residence, and proof of family size when all other attempts to secure documentation have been exhausted.

Attachment 14: Document Inspection Verification Form proves the validity of all eligibility documents. This form is only to be used for documents for which it is unlawful to photocopy (e.g. a birth certificate).

Attachment 15: Family Income Eligibility Worksheet records economic eligibility based on family income.

Attachment 16: Poverty Threshold Census Tract proves that the participant lives in a **High Poverty Area** and therefore is proven low-income.

7. MOSES Entry

All appropriate eligibility information must be entered into MOSES prior to eligibility approval and grant enrollment. Upon receipt of eligibility documents, OWD will review MOSES data to ensure proper data entry. Please refer to the MOSES Guide for details.

STEP THREE: GRANT ENROLLMENT

Participants can enroll in the WIOA grant **only after** their eligibility documents have been approved by OWD. See the MOSES Guide for steps on grant enrollment in MOSES.

STEP FOUR: DEVELOPING THE INDIVIDUAL SERVICE STRATEGY (ISS)

As stated in Mass Workforce Issuance 14-77, the Individual Service Strategy (ISS) is the basis for the entire case management strategy. It is designed to be developed in partnership with the participant and reflect the needs indicated by the objective assessment and the expressed interests of the participant. The ISS is the framework for justifying decisions concerning the appropriate service mix and sequence of services.

The ISS is developed with the participant upon the enrollment into a WIOA Title I Youth program. It is reviewed and updated regularly as the youth participates in the program, and reviewed formally at least twice annually.

The ISS must:

- Include goals and service plans that are open-ended
- Map services that are consistent with participant needs and goals
- Contain both short and long term goals that are measurable and have target completion dates
- Be customizable to meet the needs and strengths of each participant
- As appropriate, include referrals made to entities external to the program
- Service element are associated with the goals
- Service plan is drafted in cooperation with the participant
- Include documentation of periodic review in cooperation with the participant
- Include participant and program representative signatures demonstrating mutual commitment
- Include date initially developed, review dates, and date of completion

The ISS captures: education history, work history, basic academic skills, career interests and skills, occupational skills, assets and strengths, labor market information, support services, goals with a plan of action, fourteen elements activities, and progress notes.

The **Massachusetts Career Information System (MassCIS**) is an online resource that can be used by program participants to explore their interests and career options. Programs must utilize some type of career/interest profiling system. The MassCIS is a popular choice, however programs may use other tools, such as Career Cruising, upon approval.

For more details, see the Mass Workforce Issuance 14-77: Youth Individual Service Strategy Requirements or Attachment 28: Boston's Individual Service Strategy policy and Instructions.

FOR MORE INFORMATION

To access the MassCIS Interest Profile, go to: https://masscis.intocareers.org/materials/portal/home.html

To access the MassCIS Skills Assessment, go to: https://masscis.intocareers.org/skills/skills.aspx.

1. ISS Sections

- ***Personal Information***: include name, contact information, MOSES ID, case manager, educational background, and work experience.
- ***Educational Background:*** include whether ISY/OSY, high school, post high school, etc.
- ***Work Experience***: include employer, job title, wage, etc.
- ***Career Interests:*** The **Interest Profiler** is an online tool designed to help youth identify interests and potential careers. Youth complete the Interest Profiler by rating their interest in activities related to various careers. The Interest Profiler organizes the youth's interests into six broad categories of work. Youth can complete the Interest Profiler in approximately 20 minutes.

  Based on the results from the Interest Profiler, youth investigate occupations that match their career interest by clicking on an interest. Once the youth click on an interest area, a link will bring them to a list of occupations associated with the interest area.

  Results from the Interest Profiler are used as a conversation starter between the youth and case manager to set short and long term goals that will lead to employment, post- secondary education, or training.

  Once youth complete the online Interest Profiler assessment, a hard copy of the assessment must be kept in the youth's file. The top three interests and the top career choice from each of the interest areas are recorded in the ISS.

- ***Occupational Skills***: The **Skills Assessment** in MassCIS can be used to identify occupational skills. Youth begin the assessment by selecting skills that they feel are very satisfying, moderately satisfying, or somewhat satisfying. The Skills Assessment tool then rates the skills selected and calculates the youth results. The assessment takes about twenty minutes. The Skills Assessment is intended to be a conversation starter between the youth and the case managers to discuss assets and strengths.

  A hard copy of the Skills Assessment must be printed and kept in the youth's file. The top five skills are recorded in the ISS.

- ***Basic Education Skills***: The following assessment tools are approved for use by the National Reporting System (NRS):

  Comprehensive Adult Student Assessment Systems (CASAS): CASAS assessments are available online. OWD purchases CASAS eTests on behalf of providers. See Attachment 19 for a sample CASAS assessment. In order to gain rights to administer tests in CASAS, program staff need to go through a series of training and assessments.

  Tests of Adult Basic Education (TABE): a paper test designed to assess participants' math and reading proficiency levels in order to understand their assets and challenges, and therefore better plan their goals for the program. **TABE 9&10 is the approved version.**

  Massachusetts Adult Proficiency Test (MAPT) and General Assessment of Instructional Needs (GAIN) are also approved tests that assess math and reading proficiency levels.

  Test dates, pre-test scores, and post-test scores are recorded in the ISS. **Hard copies of all completed assessments must be kept in the Youth File.**

Literacy and numeracy proficiency is measured as part of one of the three performance measures. See Section VI.

- ***Labor Market Information***: Participants research labor market growth for careers or fields they are interested in to understand salary and growth trends. Record the results of LMI research and the name of the Labor Market Inventory Tool. A copy of the Labor Market research is kept in the Youth File.

  Some options for labor market research are:
  - Career OneStop - www.careeronestop.org
  - Workforce One - www.workforce3one.org
  - US Department of Labor - www.doleta.gov/usworkforce
  - US Bureau of Labor Statistics - www.bls.gov

- ***Work Readiness:*** **The MA Work-Based Learning Plan (WBLP)** is one option to measure work readiness. A condensed version of the WBLP is in Boston's ISS; the full WBLP can be found at: skillspages.com/masswbl. Record the dates of each review. At least two reviews should be completed throughout the program period to measure participant progress.

- ***Support Services/Special Considerations***: identify youth's needs, applicable services, service provider, and notes/considerations.

- ***Personal Interests***: record youth's personal interests.

- ***Goals***: record both short-term and long-term goals (basic skills, occupational, and work readiness goals), summary of goals, dates established and attained, and plans of action.

- ***Fourteen Elements of Youth Services***: confirm that youth has an understanding of the fourteen elements. Record all elements that are provided to the youth and list the service provider, start and end dates, and comments. (See Section III for details.)

- ***Youth Progress Notes***: Record the service, date of entry, progress, amendments to plan, and case manager initials with each new item. Alternatively, notes can be kept in MOSES and printed upon request.

2. ISS Development

After reviewing results from the assessments, the case manager and the youth meet to identify and mutually agree upon a mix of services necessary to attain the youth's short and long term goals. The ISS is then signed and dated by both the youth and their case manager.

Information collected in the ISS must also be entered into MOSES and included in the Youth File. Please refer to the MOSES Guide, the ISS for directions.

MOSES Case Plan: Alternatively, program staff may choose to enter all appropriate information in MOSES and then generate and print the MOSES Case Plan through the Job Seeker/Documents/Job Seeker Case Plan feature in MOSES.

The following is entered in MOSES:

- Work Experience
- Education Information
- Testing and Assessments (pre- and post-test scores and dates)
- Labor Market Information
- Goals (including a description and plan of action)
- Barriers
- Services
- Notes

And the following is written or typed into the Case Plan once generated:

- Skills
- Strengths and Assets
- Youth and case worker signatures

The Work Readiness assessment is completed separately and kept in the youth file.

3. Ongoing ISS Management

Case managers meet with the youth regularly to review and determine progress towards goals. These items must be updated in both MOSES and the ISS in a timely manner.

Additionally, case managers must be mindful of confidential information. If the information is not deemed appropriate to be recorded in the ISS, it should be maintained in a secure location.

4. ISS Closure

A youth's case plan may be closed for one or more of the following reasons:

- After the appropriate follow-up period and verification that a youth has achieved his/her goals as described in the youth's ISS file.
- After verification that a youth has moved out of the area and will no longer participate in the program services as described in the ISS file.
- After verification from a youth that he or she has decided to no longer participate in the program of services described in the ISS file.
- After a 90 day period following the case manager's last contact with a youth who has ceased to participate in the planned services, and who has not achieved their stated goals or other unanticipated circumstances may also warrant formal case plan closure in the ISS.

STEP FIVE: CASE MANAGEMENT

In order for youth to best utilize the fourteen elements of service, programs must organize and implement a case management system. **Case management** is a method of providing youth with a formal, structured plan of action designed specifically to empower them to overcome any barriers to attaining their goals. Within the program, it is strongly recommended that each youth be assigned a case manager that serves to assist them in these objectives. The case management model implies a partnership between the case manager and the youth. All case management-related matters should be recorded in the ISS, which can then be recorded in the MOSES case plan section. For details on the ISS, refer to Step Four; for MOSES assistance, refer to the MOSES Guide.

STEP SIX: EXITING WIOA AND PROVISION OF FOLLOW-UP SERVICES

A participant exits the WIOA system when s/he has successfully satisfied the short and long term goals defined in the ISS, or when a period of 90 days has elapsed during which the participant has failed to stay in contact with the program. MOSES has an automatic exit function known as an "auto-exit". Service providers should enter the last service the youth received and then start the 12 months of monthly follow-up 30 days later. The grant exit date will be backdated to the date of the last service.

Follow-up is one of the WIOA fourteen elements that must be provided to all participants upon program exit for a period of twelve months. Follow-up must occur whether the youth has completed the program successfully or not. Programs are encouraged to consider the needs of individual youth in determining the appropriate level and type of follow-up services. Follow-up is also an opportunity to gather information in outcomes (employment, education, etc.). All follow-up activity must be recorded in MOSES. At minimum, follow-up should entail monthly progress in relationship to his or her ISS goals and, where necessary, a recommendation for obtaining additional services. When the youth does not receive service for longer than 90 days but then returns for additional service, they will have exited from MOSES; the eligibility process must begin again for them to be re-enrolled.

Service providers are encouraged to use a variety of outreach methods as a means to conduct the required follow up.

Methods of follow-up include:

- Contact via telephone conversations;
- Email or texting;
- The use of social media, such as Facebook or Twitter;
- Alumni events;
- Correspondence or newsletters, and;
- Contact with friends and family.

V. MONITORING

SITE VISITS

Site visits to WIOA funded service providers are conducted at least once per year. The purpose of a site visit is to determine the level of service providers' success in their delivery of WIOA services.

The **Administrative Review** site visit consists of a list of questions intended to determine whether the program is delivering services according to their proposed plan.

The **File Review** consists of reviewing the youth eligibility documentation, the Individual Service Strategy (ISS) forms, and to locate the posted Grievance Procedures and Equal Employment Opportunity (EEO) law information. OWD may review a sample or all WIOA Youth Files, in hard copy and/or in MOSES. See the Youth File Checklist (Attachment 8) for reference.

A **Classroom Observation** may be requested. The Classroom Observation could consist of speaking with the youth in the program regarding their opinion of the quality of the services delivered. Youth may be asked to share and provide feedback about their experience in the program.

Other site visits could include help with the MOSES database, other technical assistance as requested, and/or presence at program events such as graduations or special performances.

DCS MONITORING

Each year the MA Department of Career Services (DCS) monitors local areas, including Boston. DCS staff meet with OWD staff to discuss policies and procedures. DCS staff also review youth hard copy and MOSES files. DCS creates a random list of a sample of youth files. OWD then requests a copy of those youth files from program staff. Program staff should verify that the youth's file is complete and matches the MOSES file. DCS may request additional documents, and program staff are expected to comply in a timely manner.

CORRECTIVE ACTION

Corrective Action is the process that occurs prior to contract suspension and/or termination and the de-obligation of funds, and after all other technical assistance efforts have proven to be ineffective in reaching a resolution.

EDIC Program Management will initiate corrective action in the following situations:

- When a regulatory violation has occurred;
- When participants' health or safety is threatened;
- When primary contracted services have not been delivered;
- When funds have been improperly expended; or
- In the event that performance is significantly below plan.

VI. PERFORMANCE

COMMON MEASURES

Common Measures are the performance measures established by the Department of Labor to evaluate performance of WIOA programs. The common measures are reported to Congress, stakeholders, and the public to indicate how well the workforce system is meeting the needs of the target population served.

The group of youth participants that is placed in a given measure is called a **cohort**. Youth will be subject to the common measures depending on their employment and educational status at the time of enrollment. Each measure is calculated independently of one another; for example, youth can achieve one positive and one negative out of two possible outcomes, or three positive out of three outcomes.

The three common measures are detailed below, and exclusions of the measures are listed to the right.

PERFORMANCE MEASURE EXCLUSIONS

Youth are excluded from the performance measure if they are:

- institutionalized/incarcerated
- relocated to a mandated residential program or
- exited for health/medical reasons
- deceased
- called up for active duty

Must be identified and documented by the end of the 3rd quarter after exit.

PERFORMANCE QUARTERS

If a participant exited on May 10th, the performance quarters would be as follows:

JAN	FEB	MAR	Exit Quarter			1st Quarter after Exit			2nd Quarter after Exit		
			APR	MAY EXIT: May 10	JUN	JUL	AUG	SEP	OCT	NOV	DEC
3rd Quarter after Exit			4th Quarter after Exit			JUL	AUG	SEP	OCT	NOV	DEC
JAN	FEB	MAR	APR	MAY	JUN						

COMMON PERFORMANCE MEASURES: THRU FY16

	1. PLACEMENT IN EMPLOYMENT OR EDUCATION	2. ATTAINMENT OF DEGREE OR CERTIFICATE	3. LITERACY OR NUMERACY GAIN
Who qualifies for the cohort?*	Youth not in post-secondary education or employment at start date	Youth enrolled in education prior to or during WIOA program	Out-of-school youth who are basic skills deficient**
What is considered a positive outcome?	Gain employment, enter the military, enroll in post-secondary education or advanced training	Attainment of a diploma, HiSET, GED or certificate	Increase one or more educational functioning levels See Attachment 5 for EFL levels
When is the outcome measured?	First quarter after exit	At any point during the WIOA program, up to the third quarter after exit	One year after youth start date
Required MOSES Data Entry	-Enter employment or educational attainment as an outcome. -Enter follow-up or retention after exit from the grant.	-Enter attainment as an outcome. -Enter retention after exit from the grant.	Pre-Test and Post-Tests

*Outcomes are only measured for youth in the cohort, according to MOSES reports and determined by the information entered into MOSES

**After a first year in the program, youth are only included in the cohort if they complete a full second year of participation

COMMON PERFORMANCE MEASURES: BEGINNING FY17

	1. PLACEMENT IN EMPLOYMENT OR EDUCATION	2. ATTAINMENT OF DEGREE OR CERTIFICATE	3. MEASURABLE SKILL GAIN	4. MEDIAN EARNINGS	5. EMPLOYER MEASURE
Who qualifies for the cohort?*	All participants	Enrolled in education at grant start or during program	Participants enrolled in an educational component		
What is considered a positive outcome?	Gain employment, enter the military, enroll in post-secondary education or advanced training	Attainment of a diploma, HiSET, GED or certificate **and** are either employed or enrolled in post-secondary or advanced training	-increased one EFL -for one year achieves academic standards (transcript/report card) -satisfactory progress toward established milestone from an employer/training provider (OJT, apprenticeship program) -completed an exam required for a particular occupation (knowledge-based exams)		
When is the outcome measured?	2nd and 4th quarter after exit	At any point during the WIOA program, within one year of exit	One year after youth start date	Second quarter after exit	
Required MOSES Data Entry	-Enter employment or educational attainment as an outcome. -Enter follow-up or retention after exit from the grant.	-Enter attainment as an outcome. -Enter retention after exit from the grant.	-Pre-Test and Post-Tests -New MSG tab in MOSES		

VII. ADMINISTRATION

REPORTS

Service providers submit a **Program Report** (Attachment 25) each month or quarter, depending on the invoicing schedule determined by the program. Program Reports describe participant progress, important program developments, and areas of challenge or success.

A Service Plan (Attachment 26) is updated and submitted to OWD each quarter. Service Plans track progress toward enrollment and outcomes goals.

INVOICES

Programs are expected to complete an **invoice** detailing their expenses each month or quarter. The invoicing schedule is determined by the program. An invoice cannot be processed without receipt of a Program Report. For details, see OWD's Invoice Guide.

OWD CONTACTS

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GLOSSARY

Administrative Review: part of a site visit. This review is performed by the Office of Workforce Development. It consists of a list of questions intended to determine whether the program is delivering services according to their proposed plan.

Barriers: situations which create obstacles in the way of educational, financial, and/or workforce success for a given individual. Participants must have at least one documentable barrier in order to enroll in WIOA. *For In-School Youth and Out-of-School Youth barriers, see definitions of ISY and OSY.*

Basic Skills Deficient: "with respect to an individual—
(A) who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
(B) who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society."

Boston Private Industry Council (PIC): the local organization that serves Boston's Workforce Investment Board, overseeing much of the funds flowing through OWD. OWD works with the PIC on program development and policy development for youth programming in Boston. Service providers are encouraged to use PIC as means to connect to these resources.

Boston Youth Service Network (BYSN): is the network of nonprofit service providers who offer alternative education, career exploration, and summer job programs for youth in Boston. OWD funds these organizations and works with them on program development and policy development. For more information, visit bysn.org.

Comprehensive Adult Student Assessment Systems (CASAS): "a nonprofit organization that focuses on assessment and curriculum development of basic skills for youth and adults. CASAS is used by federal and state government agencies, business and industry, community colleges, education and training providers, correctional facilities, and technical programs."[3] The OWD has approved CASAS as a method of testing, and allocates a portion of the WIOA funds for this assessment.

Case Plan: is a feature in MOSES that generates youth personal information, assessments, goal information, services, and notes. OWD allows for the case plan to take place of the ISS as long as all sections are completed and appropriately documented.

Case Management: a method of providing youth with a formal, structured plan of action designed specifically to empower them to overcome any barriers to attaining their goals. Each youth must be assigned a case manager to assist them. For more information on case management, please see Section IV, Step Five.

Classroom Observation: could be an element of a site visit. A classroom observation consists of speaking with the youth in the program regarding their opinion of the quality of the services delivered. Youth may be asked to share and provide feedback about their experience in the program.

Cohort: a group of youth participants that is placed in any one of three measures: Placement in Employment or Education, Attainment of Degree or Certificate, or Literacy or Numeracy Gain.

Common Measures: the performance measures established by the Department of Labor to evaluate performance of programs with similar goals. Common measures are reported to Congress, stakeholders, and the public to indicate how well the workforce system is meeting the needs of the target population served.

Corrective Action: the process that occurs prior to contract suspension and/or termination and the de-obligation of funds, and after all other technical assistance efforts have proven to be ineffective in reaching a resolution.

Department of Career Services (DCS): oversees Massachusetts's network of One Stop Career Centers which assist programs and businesses with career guidance as well as job and training referrals. Programs are encouraged to use DCS Career Centers as a resource for youth to utilize.

Department of Labor (DOL): consists of several boards which work to regulate, promote and foster the success of the US workforce.

File Review: An element of the annual site visit or upon request. Review is performed by OWD; it consists of reviewing the youth eligibility documentation, the Individual Service Strategy (ISS) forms, and to locate the posted Grievance Procedures and Equal Employment Opportunity (EEO) law information.

Follow-Up Services: One of the Fourteen Elements of Youth Services. Entails servicing and contacting the youth subsequent to their exit from the program. According to WIOA protocol, follow-up must begin 30 days after the participant has officially received their last WIOA service. Follow-up must continue monthly for 12 months.

Fourteen Elements of Youth Services: the fourteen areas of opportunity which programs must offer to youth participants. Programs may outreach to other organizations to provide the complete array of items. Includes: 1) Tutoring, study skills training, etc. 2) Alternative Education, 3) Paid and Unpaid Work Experience, 4) Occupational Skills Training, 5) Education Offered Concurrently with Workforce Preparation, 6) Leadership Development, 7) Support Services, 8) Adult Mentoring, 9) Follow-Up Services, 10) Comprehensive Guidance and Counseling, 11) Financial Literacy Education, 12) Entrepreneurial Skills Training, 13) Labor Market Information, 14) Post-Secondary Preparation. For details on each element, see Section III or refer to Attachment 4.

High Poverty Area: "a youth who lives in a High Poverty Area is automatically considered to be a low-income individual. A High Poverty Area is a Census Tract, a set of contiguous Census Tracts, Indian Reservation, tribal land, or Native Alaskan Village or county that has a poverty rate of at least 30 percent as set every 5 years using American Community Survey 5-Year data." The Poverty Threshold Census Tract is used to determine and document whether a participant lives within a High Poverty Area.

In-School Youth: "an individual who is—

(A) attending school (as defined by State law);

(B) not younger than age 14 or (unless an individual with a disability who is attending school under State law) older than age 21;

(C) a low-income individual; AND one or more of the following:

- Basic skills deficient.
- An English language learner.
- An offender.
- A homeless individual including homeless children or youth
- A runaway, in foster care or has aged out of the foster care system, a child eligible for assistance, or in an out-of-home placement.
- Pregnant or parenting.
- A youth who is an individual with a disability.
- An individual who requires additional assistance to complete an educational program or to secure or hold employment."

Individual Service Strategies (ISS): a standard hard copy form used to document individual strategies for each youth. Sections include Personal Information, Skills, Labor Market Information, Work-Based Learning Competencies, Support Services, Goals, Fourteen Elements, and Youth Progress Notes. For an in depth description, see Step Four of Section IV, and/or refer to Attachment 20 for a sample of the form.

Intake: used to determine the participant's suitability for the program. A service provider typically conducts an initial interview and describes the program to the youth.

Interest Profiler: a portion of the Massachusetts Career Interest Systems (MassCIS) designed to help youth identify interests and potential careers. Youth complete the Interest Profiler by rating their interest in activities related to various careers. The Interest Profiler organizes the interests into six broad categories of work. The Interest Profiler can be completed in approximately 20 minutes.

Invoicing: programs must submit monthly or quarterly to receive cost-reimbursement payments. For more information, see the Invoicing Guide online on the OWD website under Partner Forms.

Low-Income Individual: "an individual who—

(A) receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008.

(B) is in a family with total family income that does not exceed the higher of

- the poverty line; or
- 70 percent of the lower living standard income level;

(C) is a homeless individual including homeless children or youth.

(D) receives or is eligible to receive a free or reduced price lunch.

(E) is a foster child on behalf of whom State or local government payments are made; or

(F) is an individual with a disability whose own income meets the income requirement of clause, but who is a member of a family whose income does not meet this requirement."

Massachusetts Adult Proficiency Test (MAPT): a test designed to assess participants' math and reading proficiency levels in order to understand their assets and challenges, and therefore better plan their goals for the program. MAPT is approved by the OWD as an option for methods of testing, however unlike CASAS programs must provide the funding for MAPT themselves.

Massachusetts Career Information System (MassCIS): "designed to provide occupational and educational information to help people make better-informed career and school choices…a comprehensive, interactive system developed by intoCareers. Thousands of schools, state agencies, and individuals throughout the United States use CIS products. DCS provides the occupational and school information for Massachusetts" MassCIS is one of the tools you can use to create an interest/skill assessment profile for youth. For more information, see the MA CIS Guide and Attachments 23-24.

Massachusetts One Stop Employment System (MOSES): the database used for contractors to enter data, update client progress, report outcomes, run reports, and any other aspects of MIS needs. The MOSES youth file consists of the youth's basic information, education level and history, work experience, barriers, academic test scores, goals, notes, and case plan. For more information on MOSES, see Section III or refer to the MOSES Guide

Massachusetts Work-Based Learning Plan (WBLP): "is used to structure youth employment placements, including summer jobs, internships, cooperative education placements, volunteer and service learning experiences, and more" It is one option to measure work readiness. A condensed version of the WBLP is in Boston's ISS; the full WBLP can be found at: skillspages.com/masswbl.

Office of Workforce Development (OWD): is an innovative public agency that seeks to promote economic self-sufficiency to ensure the full participation of all Boston residents in the city's economic vitality and future, seeking to connect low-income residents with job training and employment opportunities and to promote lifelong literacy and educational pathways. The primary focus of OWD is to enable competitive workforce development initiatives and policies to put Boston's youth and adults on career paths toward economic security. While OWD continues to support adult basic education, ESOL and Hi-set related programs, OWD

stresses the importance of collaboration with the city's workforce development and education initiatives, with an overall emphasis on empowering Bostonians to fulfill their educational and employment aspirations.

Previously, OWD was known as the Mayor's Office of Jobs and Community Services (JCS).

Out-of-School Youth: "an individual who is—

(A) not attending any school (as defined under State law);

(B) not younger than age 16 or older than age 24; and one or more of the following:

- A school dropout.
- A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
- A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is basic skills deficient; or an English language learner.

(C) an individual who is subject to the juvenile or adult justice system.

(D) a homeless individual including homeless children or youth

(E) a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance, or in an out-of-home placement.

(F) an individual who is pregnant or parenting.

(G) a youth who is an individual with a disability.

(H) a low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment."[9]

Program Report: a required review filled out by programs each quarter. Service providers must account for program updates, analysis of strengths and challenges, use of MOSES and the ISS, and additional comments and questions. After completed, all reports must be sent to OWD.

Request for Proposal (RFP): a funding opportunity an agency publicizes to elicit bids from service providers.

Requires Additional Assistance: "to complete an educational program, or to secure and hold employment." Each local area defines Requires Additional Assistance Barriers. They must not be duplicative of the WIOA in-school and out-of-school eligibility barriers and describe a population of youth who may benefit from WIOA Title I activities but would otherwise be excluded based on eligibility

Site Visits: are conducted at least annually by OWD to monitor WIOA service providers. The purpose of site visits is to determine the level of service providers' success in their delivery of WIOA services. The main site visit consists of an Administrative Review and a File Review. Other site visits may include technical assistance, or attendance of program events (graduations, presentations, performances, etc.)

Skills Assessment: a portion of the Massachusetts Career Interest Systems (MassCIS) designed to help youth identify interests and potential careers. Youth begin the assessment by selecting skills that they feel are very satisfying, moderately satisfying, or somewhat satisfying. The Skills Assessment tool then rates the skills selected and calculates the youth results. The Skills Assessment takes about 20 minutes.

Tests of Adult Basic Education (TABE): a test designed to assess participants' math and reading proficiency levels in order to understand their assets and challenges, and therefore better plan their goals for the program. TABE is approved by OWD as an option for methods of testing, however unlike CASAS programs must provide the funding for TABE themselves.

Workforce Investment Act (WIA): the previous version of WIOA (Workforce Innovation and Opportunity Act), enacted in 1998 and replaced in 2014. For changes from WIA to WIOA, see definition of WIOA.

Workforce Innovation and Opportunity Act (WIOA): replaced the 1998 Workforce Investment Act (WIA). WIOA is "designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy."[11] WIOA maintains the goal of assisting individuals to find and retain jobs through provisions of employment training, education, and support services. Key changes include: increasing the percentage of funds to be spent on out-of-school youth from 30% to 75%, extending the out-of-school age limit from 21 to 24 years, and streamlining the process for documenting eligibility. Additionally, 20% of funds must be spent on work experiences.

Work Experience: "paid and unpaid work experiences that have as a component academic and occupational education, including: summer employment opportunities and employment throughout the year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities" A minimum of 20% of Boston's local area funds must be spent on work experience. This must be tracked on each invoice and submitted to OWD.

5% Window Policy: If not economically eligible, participants may be able to participate in the program through the use of the 5% Window (see Attachment 28). Each local area is allowed for up to 5% of its overall participants to be ineligible as a low income individual. Granting individual eligibility status using this exception is left to the discretion of the Office of Workforce Development. Use of the 5% Window Policy can be requested through the checklist in the eligibility approval process (see Attachment 8).

Attachments

Section 1: References

Attachment 1: Allowable Eligibility Documents

Attachment 2: Youth Family Income Limits

Attachment 3: Methods for Calculating Annualized Income

Attachment 4: WIOA Youth Fourteen Elements

Attachment 5: Educational Functioning Levels for NRS-Approved Tests

Attachment 6: Program Descriptions and Contacts

Attachment 7: WIOA Multiple Choice Assessment

Attachment 1: Allowable Eligibility Documents

Out-of-School Youth Eligibility	
Eligibility requirements	*Only one of the following documents is required for each criterion.*
Not attending any school Not enrolled in an education program at WIOA enrollment	1. Verification from school (dropout or diploma) 2. Upon request (with applicant name and birth date), OWD will contact BPS for verification
Residency Must have Boston residency	1. Letter from a government agency (DTA, DYS, SSA, etc.) 2. Government-issued ID (Driver's License, MA ID, etc.) 3. Lease 4. Boston Housing Authority Verification 5. Landlord statement 6. Utility bill 7. Homelessness documentation 8. Recent pay stub or bank statement 9. Residence or Auto Insurance Policy 10. Letter from school 11. Medicaid or Medicare card 12. Postmarked mail addressed to applicant 13. Selective service registration card 14. Applicant statement form
Age Not younger than 16 or older than 24 at the time of enrollment	1. Baptismal Record 2. Birth Certificate 3. DD-214, Report of Transfer or Discharge Paper 4. Driver's License (with Photo and Date of Birth) 5. Federal, State or Local Government ID Card that includes a birth date 6. Selective Service Card 7. Hospital Record of Birth 8. Passport (as long as the passport includes the date of birth) 9. Public Assistance\Social Service Records 10. School Records\Identification Card 11. Unexpired Alien Registration Card/Documents indicating authorization to work in the US I-179, I-197, I-551, I-688, I-688A, I-688B, I-766, Certificate of Naturalization (Form N-565 or N-570), I-94 Arrival/Departure Form
U.S. Citizenship *or* Authorization to Work in the United States A citizen or national of the United States, lawfully admitted permanent resident alien, refugee, asylee, and parolee, and other immigrant authorized by the Attorney General to work in the United States	1. U.S. Baptismal Certificate (if place of birth is shown) 2. U.S. Birth Certificate 3. U.S. Hospital Record of Birth 4. U.S. Passport (either current or expired) 5. Certificate of Naturalization (Form N-565 or N-570) Unexpired Alien Registration Card/Documents indicating authorization to work in the Unites States (INS Forms I-179, I-197, I-327, I-551, I-571, I-688, I-688A, I-688B, I-766, an unexpired I-94 Arrival/Departure form that includes an endorsement (stamped) of the individual's status as authorized to work in the United States when accompanied with an unexpired temporary foreign passport that has the same name as the I-94, an unexpired temporary foreign passport stamped with an I-155 Work Authorization stamp

Selective Service compliant All males who at the time of enrollment are 18 - 26 must register for Selective Service at: www.sss.gov.	1. Printout from www.sss.gov stating selective service registration. Males who are enrolled in WIOA prior to turning 18 years of age must register for Selective Service within 30 days of turning 18 years of age in order to continuing participation in WIOA funded activities.	
ONE of the following barriers (1-8):		
(1) **School Dropout** *Upon request (with applicant name and birth date), OWD will contact BPS for verification.*	1. Attendance Letter from school 2. Dropout Letter from school 3. Eligibility Verification Letter from a recognized community or youth organization (if other documents are not available) 4. Applicant Statement 5. Telephone verification 6. Document Inspection	
(2) **No school attendance**	*N/A for MA*	
(3) **Diploma, low income, and basic skills deficient OR ELL** a. Recipient of a secondary school diploma or its recognized equivalent; b. **low-income**; and c. basic skills deficient OR an English language learner	Recipient of secondary school diploma or its recognized equivalent	1. Copy of Secondary School Diploma or equivalent
	Low-income	See "Economic Eligibility"
	Basic Skills Deficient	1. Assessed by a Generally Accepted Standardized Test 2. School Records
	English Language Learner	1. Letter from school official 2. Statement from recognized community youth organization
(4) **Subject to the juvenile or adult justice system**	Court Involved	1. Court Documents 2. Halfway House Resident 3. Letter of Parole 4. Letter from Probation Officer 5. Police Records 6. Applicant Statement 7. Telephone verification 6. Document Inspection
	State Custody Youth (DYS)	1. Court Contact 2. Court Documentation 3. Verification of Payments made on Behalf of the Child 4. Written Statement from State\Local Agency 5. Agency Telephone verification 6. Document Inspection

<table>
<tr><td rowspan="2">(5) <u>Homeless, runaway or in foster care</u>

A homeless child or youth, a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement</td><td>Foster Child</td><td>1. Court Contact
2. Court Documentation
3. Medical Card
4. Verification of Payments made on Behalf of the Child
5. Written Statement from State\Local Agency
6. Telephone verification
6. Document Inspection</td></tr>
<tr><td>Homeless</td><td>1. Written Statement from an Individual Providing Temporary Residence
2. Written Statement from Shelter/Social Service Agency
3. Mckinney Vento Homeless Act Authorization Form
4. Applicant Statement
5. Telephone verification
6. Document Inspection</td></tr>
<tr><td>(6) <u>Pregnant or parenting</u></td><td colspan="2">1. Birth Certificate
2. Hospital Record of Birth
3. Medical Card
4. Physician’s Note
5. Referrals from Official Agencies
6. School Program for Pregnant Teens
7. School Records
8. Statement from Social Services Agency
9. Applicant Statement
10. Telephone verification
11. Document Inspection</td></tr>
<tr><td>(7) <u>An individual with a disability</u></td><td colspan="2">1. Letter from Drug or Alcohol Rehabilitation Agency
2. Letter from Child Study Team Stating Specific Eligibility
3. Observable Condition
4. Physician Statement
5. Psychiatrist’s/Psychologist’s Diagnosis
6. Rehabilitation Evaluation
7. School Records
8. Sheltered Workshop Certification
9. Social Service Records\Referral
10. Social Security Administration Disability or Veterans Admin. Records
11. Vocational Rehabilitation Letter
12. Workers Compensation Record
13. Applicant Statement
14. Telephone verification
15. Document Inspection</td></tr>
</table>

(8) **Requires additional assistance** to enter or complete an educational program or to secure or hold employment a. **Low-income individual** AND b. one of the following: 1 Failed MCAS in the last round 2 Identified as truant 3 Requires ELL instruction 4 Resides in a single parent household 5 Resides in a public housing development	**Low-income**	See "Economic Eligibility"
	Failed MCAS in the last round	1. MCAS test results 2. Letter, report, or email from BPS, another school district, or program staff 3. Telephone verification from BPS, school district, or staff
	Identified as truant	1. Report card with attendance information from BPS, another school district, or program 2. Letter, report, or email from BPS, another school district, or program 3. Letter, report, or email from law enforcement official 4. Telephone verification from BPS, another school district, program or law enforcement official
	Requires ELL instruction	1. Letter, report, or email from BPS, another school district, or program 2. Letter from a recognized community or youth organization (if other documents are not available) 3. Easily discernable need for English as a Second Language instruction (documented by statement from intake/assessment staff)
	Resides in a single parent household	1. Lease or landlord statement 2. Medical card 3. Divorce decree 4. Statement from DSS 5. Telephone verification 6. Applicant statement with parent signature
	Resides in a public housing development	1. Lease 2. Computer printout from other government agency 3. Driver's license 4. Postmarked mail addressed to applicant 5. Utility bill

In-School Youth Eligibility	
Eligibility requirements	*Only one of the following is required for each criterion*
Attending school Enrolled in an educational program at WIOA enrollment.	None required.
Age Not younger than 14 or (unless an individual with a disability who is attending school under State law) older than 21 at the time of enrollment	1. Baptismal Record 2. Birth Certificate 3. DD-214, Report of Transfer or Discharge Paper 4. Driver's License (with Photo and Date of Birth) 5. Federal, State or Local Government Identification Card that includes a birth date 6. Selective Service Card 7. Hospital Record of Birth 8. Passport (as long as the passport includes the date of birth) 9. Public Assistance\Social Service Records 10. School Records\Identification Card 11. Unexpired Alien Registration Card/Documents indicating authorization to work in the US I-179, I-197, I-551, I-688, I-688A, I-688B, I-766, Certificate of Naturalization (Form N-565 or N-570), I-94 Arrival/Departure Form
Residency Must have Boston residency	1. Letter from a government agency (DTA, DYS, SSA, etc.) 2. Government-issued ID (Driver's License, MA ID, etc.) 3. Lease 4. Boston Housing Authority Verification 5. Landlord statement 6. Utility bill 7. Homelessness documentation 8. Recent pay stub or bank statement 9. Residence or Auto Insurance Policy 10. Letter from school 11. Medicaid or Medicare card 12. Postmarked mail addressed to applicant 13. Selective service registration card 14. Applicant statement form
U.S. Citizenship *or* Authorization to Work in the United States A citizen or national of the United States, lawfully admitted permanent resident alien, refugee, asylee, and parolee, and other immigrant authorized by the Attorney General to work in the United States . §188(a)(5)	1. U.S. Baptismal Certificate (if place of birth is shown) 2. U.S. Birth Certificate 3. U.S. Hospital Record of Birth 4. U.S. Passport (either current or expired) 5. Certificate of Naturalization (Form N-565 or N-570) Unexpired Alien Registration Card/Documents indicating authorization to work in the Unites States (INS Forms I-179, I-197, I-327, I-551, I-571, I-688, I-688A, I-688B, I-766, an unexpired I-94 Arrival/Departure form that includes an endorsement (stamped) of the individual's status as authorized to work in the United States when accompanied with an unexpired temporary foreign passport that has the same name as the I-94, an unexpired temporary foreign passport stamped with an I-155 Work Authorization stamp

Selective Service compliant All males who at the time of enrollment are 18 - 26 must register for Selective Service at: www.sss.gov.	2. Printout from www.sss.gov stating selective service registration. Males who are enrolled in WIOA prior to turning 18 years of age must register for Selective Service within 30 days of turning 18 years of age in order to continuing participation in WIOA funded activities.	
Low-income	See "Economic Eligibility"	
And ONE of the following barriers (1-7):		
(1) **Basic Skills Deficient**	1. Assessed by a Generally Accepted Standardized Test 2. School Records	
(2) **An English Language Learner**	1. Letter from school official 2. Statement from recognized community youth organization.	
(3) **An Offender**	1. Court Documents 2. Halfway House Resident 3. Letter of Parole 4. Letter from Probation Officer 5. Police Records 6. Applicant Statement 7. Telephone verification 8. Document Inspection	
(4) **Homeless, a runaway, in foster care** or has aged out of foster care system, a child eligible for assistance under 477 of the Social Security Act (42 U.S.C), or in an out-of-home placement.	Foster Child	1. Court Contact 2. Court Documentation 3. Medical Card 4. Verification of Payments made on Behalf of the Child 5. Written Statement from State\Local Agency 6. Telephone verification 7. Document Inspection
	Homeless	1. Written Statement from an Individual Providing Temporary Residence 2. Written Statement from Shelter/Social Service Agency 3. Mckinney Vento Homeless Act Authorization Form 4. Applicant Statement 5. Telephone verification 6. Document Inspection
(5) **Pregnant or parenting**	1. Birth Certificate 2. Hospital Record of Birth 3. Medical Card 4. Physician's Note 5. Referrals from Official Agencies 6. School Program for Pregnant Teens 7. School Records 8. Statement from Social Services Agency 9. Applicant Statement 10. Telephone verification 11. Document Inspection	

<table>
<tr><td>(6) <u>An individual with a disability</u></td><td colspan="2">1. Letter from Drug or Alcohol Rehabilitation Agency
2. Letter from Child Study Team Stating Specific Eligibility
3. Observable Condition
4. Physician Statement
5. Psychiatrist's/Psychologist's Diagnosis
6. Rehabilitation Evaluation
7. School Records
8. Sheltered Workshop Certification
9. Social Service Records\Referral
10. Social Security Administration Disability or Veterans Admin. Records
11. Vocational Rehabilitation Letter
12. Workers Compensation Record
13. Applicant Statement
14. Telephone verification
15. Document Inspection</td></tr>
<tr><td rowspan="5">(7) <u>Requires additional assistance</u> to complete an educational program or to secure or hold employment.

One of the following:
1 Failed MCAS in the last round
2 Identified as truant
3 Requires ELL instruction
4 Resides in a single parent household
5 Resides in a public housing development</td><td>Failed MCAS in the last round</td><td>1. MCAS test results
2. Letter, report, or email from BPS, another school district, or program staff
3. Telephone verification from BPS, another school district, or program staff</td></tr>
<tr><td>Identified as truant</td><td>1. Report card with attendance information from BPS, another school district, or program
2. Letter, report, or email from BPS, another school district, or program
3. Letter, report, or email from law enforcement official
4. Telephone verification from BPS, another school district, program or law enforcement official</td></tr>
<tr><td>Requires ELL instruction</td><td>1. Letter, report, or email from BPS, another school district, or program
2. Letter from a recognized community or youth organization (if other documents are not available)
3. Easily discernable need for English as a Second Language instruction (documented by statement from intake/assessment staff)</td></tr>
<tr><td>Resides in a single parent household</td><td>1. Lease or landlord statement
2. Medical card
3. Divorce decree
4. Statement from DSS
5. Telephone verification
6. Applicant statement with parent signature</td></tr>
<tr><td>Resides in a public housing development</td><td>1. Lease
2. Computer printout from other government agency
3. Driver's license
4. Postmarked mail addressed to applicant
5. Utility bill</td></tr>
</table>

Economic Eligibility *Only one of the following is required to prove economic eligibility*		
High Poverty Area Lives in a census tract with a 30% poverty rate or higher, according to ACS Survey 5-year data	1. Printout from the Poverty Threshold Census Tract Database stating "PASS" http://www.mass.gov/massworkforce/programs/youth/ The poverty rate map can be used only as a **tool:** http://boston.maps.arcgis.com/apps/SimpleViewer/index.html?appid=7835399d89d848a29bc3dc69e6c3427e	
SNAP, SSI, State or local public assistance Receives, or in the past 6 months received, or is a member of a family that is receiving or in the past 6 months has received, assistance through SNAP, or the supplemental security income program established under Title XVI of the Social Security Act, or State or local income-based public assistance	Supplemental Nutrition Assistance Program (SNAP)	1. Current Authorization to obtain SNAP 2. SNAP Card with Current Date 3. Public Assistance Records\Printout
	Cash Public Assistance **NOTE:** The listed items of documentation are acceptable for any individual listed on grant.	1. Copy of Authorization to Receive Cash Public Assistance 2. Copy of Public Assistance Check 3. Medical Card showing Cash Grant Status 4. Public Assistance Identification Card showing Cash Grant Status 5. Public Assistance Records/Printout/Master File
Individual/Family Income Is in a family with total income that does not exceed the higher of: (I) The poverty line or (II) 70 percent of the lower living standard income level	Individual/Family Income	1. Alimony Agreement 2. Award letter from Veterans Administration 3. Bank Statements (Direct Deposits) 4. Compensation Award Letter 5. Court Award Letter 6. Employer Statement/Contact 7. Business Financial Records 8. Housing Authority Verification 9. Pay Stubs 10. Pension Statement 11. Quarterly Estimated Tax for Self-Employed Persons 12. Social Security Benefits 13. Unemployment Insurance Documents 14. Written statement from Federal, State or Local agency 15. Applicant Statement 16. Telephone verification 17. Document Inspection
	Individual Status/Family Size	1. Birth Certificate 2. Decree of Court 3. Disabled 4. Divorce Decree 5. Lease or Landlord Statement 6. Marriage Certificate 7. Medical Card 8. Public Assistance/Social Service/Public Housing Agency Records 9. Applicant Statement 10. Telephone verification 11. Document Inspection

A homeless individual	1. Written Statement from an Individual Providing Temporary Residence 2. Written Statement from Shelter/Social Service Agency 3. Mckinney Vento Homeless Act Authorization Form 4. Applicant Statement 5. Telephone verification 6. Document Inspection	
Free or reduced price lunch Receives or is eligible to receive free or reduced price lunch	1. Verification from School 2. **TBD**	
Foster Child A foster child on behalf of whom State or local government payments are made	1. Court Contact 2. Court Documentation 3. Medical Card 4. Verification of Payments made on Behalf of the Child 5. Written Statement from State\Local Agency 6. Telephone verification or Document Inspection	
Disability Is an individual with a disability whose own income meets the income requirements	Disability	1. Letter from Drug or Alcohol Rehabilitation Agency 2. Letter from Child Study Team Stating Specific Eligibility 3. Observable Condition 4. Physician Statement 5. Psychiatrist's/Psychologist's Diagnosis 6. Rehabilitation Evaluation 7. School Records 8. Sheltered Workshop Certification 9. Social Service Records\Referral 10. Social Security Administration Disability or VA Records 11. Vocational Rehabilitation Letter 12. Workers Compensation Record 13. Applicant Statement 14. Telephone verification 15. Document Inspection
	Individual income	1. Alimony Agreement 2. Award letter from Veterans Administration 3. Bank Statements (Direct Deposits) 4. Compensation Award Letter 5. Court Award Letter 6. Employer Statement/Contact 7. Business Financial Records 8. Housing Authority Verification 9. Pay Stubs 10. Pension Statement 11. Quarterly Estimated Tax for Self-Employed Persons 12. Social Security Benefits 13. Unemployment Insurance Documents 14. Written statement from Federal, State or Local agency 15. Applicant Statement 16. Telephone verification 17. Document Inspection

WIOA-Youth Family Income Limits
Boston

Revised April 3, 2015

Family Size	Family Income
1	$11,770
2	$18,509
3	$25,413
4	$31,366
5	$37,017
6	$43,286
Over 6 Increment	$6,269

METHODS FOR CALCULATING ANNUALIZED INCOME

When calculating income, States and SDAs are encouraged to use any one of the following methods as appropriate. The examples are illustrative only and SDAs should obtain as many pay stubs as possible.

1. STRAIGHT PAY OR SALARY METHOD

Under the Straight Pay Method, the participant supplies a sample of pay stubs covering the most recent six months of family income. Upon reviewing the pay stubs the intake worker determines that the wage information on the pay stubs is the same. There is no variation in the wages for any of the pay stubs submitted for the income verification.

The intake worker will calculate the income based upon the wages indicated on one of the pay stubs, since there are no variations in the gross income on the pay stubs. Based upon the length of the pay period represented by the pay stubs, (usually weekly, bi-weekly or monthly) the gross income is multiplied by the number of pay periods in a year. That is, 52 x gross wages, 26 x gross wages, or 12 x gross wages respectively. The result will be the annualized income used to determine eligibility.

EXAMPLE:

Five (5) pay stubs are provided indicating gross wages of $548.00 each. The pay stubs are sporadic and cover a period of 3 months. The pay frequency is bi-weekly. An intake worker would multiply the gross wages indicated on the pay stub by the frequency occurrence.
26 X $548 = $14,248

2. AVERAGE PAY METHOD

Under the Average Pay Method, a sample of six pay stubs are submitted which show variations in the gross earnings. The variations may result from overtime, lost time or work for different employers.

In calculating the annualized income, the intake worker must determine the average gross earnings based upon the number of pay stubs provided. To determine the average gross earnings, the intake worker must total the gross earnings of all the pay stubs provided and divide the result by the number of pay stubs. The result will be the average gross earnings per pay period. After determining average gross earnings the intake worker will then determine the pay frequency and multiply the gross average earnings by the number of pay periods in a year.

EXAMPLE:

Participant provides intake worker with six (6) pay stubs with gross earnings of; $534.00, $475.00, $398.00, $534.00, $498.00, and $534.00. The pay frequency is weekly. The intake worker should do the following:

Add: $534 + $475 + $398 + $534 + $498 + $534 = $2973.00
Divide: $2973/6 = $495.50 = Average gross earnings
Multiply: $495.50 x 52 = $25,766 Annualized gross income

3. YEAR-TO-DATE METHOD

Under the Year-To-Date Method of calculating annualized gross income, the participant provides recent pay stubs with cumulative year-to-date gross earnings indicated on the pay stub. The cumulative year-to-date gross earnings indicate the gross earnings up to the date of the pay period ending date on the pay stub. To compute the annualized income, the intake worker counts the number of pays that have occurred since January 1, and divides that number into the gross year to-date earnings indicated on the pay stub. [After this computation, the steps are the same as for the average pay method.] The result of this computation (average gross income per pay period) is then multiplied by the number of pay periods in a year to determine the annualized gross earnings.

EXAMPLE:

Participant provides the intake worker with a recent pay stub whose gross year-to-date earnings are $13,756. The pay period ended September 30, 1992. The pay frequency is bi-weekly. Upon counting the number of pays that have occurred since January 1, 1992, the intake worker has determined that the participant has been paid 19 times. Calculation of the gross annualized income would be done as follows:

Divide $13,756 by 19 bi-weekly pays = $724.00
Multiply $724.00 by 26 = $18,824 (based upon bi-weekly pay frequency 26 pays per year) or
Divide $13,756 by 38 weekly pays = $362.00
Multiply $362.00 by 52 = $18,824 (based upon weekly pay frequency 52 pays per year)

4. INTERMITTENT WORK METHOD

When an applicant has not had steady work with one or more employers, she/he should supply as many pay stubs as possible and complete an Applicant Statement explaining all missing pay stubs and non-work periods during the last six months. In such cases the intake worker should total all wages for the six month period and multiply the result by two to annualize the wage income.

If the applicant reports little or no includable income, as shown above, she/he should indicate other resources relied upon for life support during the last six months on the Applicant Statement Such resources may include such things as unpaid debts, gifts, loans, unemployment compensation, etc.

	Add as a course/activity enrollment
	Add as a service under Services/General
	No action required

WIOA Youth Program Elements

Element	Description	MOSES Entry
1. Tutoring	Study skills training, instruction, and evidence-based dropout prevention and recovery strategies that lead to completion of the requirement for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized post-secondary credential	YOU – Tutoring
2. Alternative Secondary School	Alternative secondary school services, or dropout recovery services, as appropriate	*None – integrated into the core program*
3. Paid and Unpaid Work Experiences	Paid or unpaid work experiences that have as a component academic and occupational education, which may include (1) summer employment opportunities and other employment opportunities available throughout the school year; (2) pre-apprenticeship programs; (3) internships and job shadowing; and (4) on-the-job training opportunities	YOU – Work Experience OR integrated into the core program
4. Occupational Skills Training	Occupational skills training which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved.	*None – integrated into the core program*
5. Education Concurrently with Workforce Prep	Education offered concurrently with and in the same context as workforce preparation activities and training specific occupation or occupational cluster	*None currently*
6. Leadership Development	Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate	YOU – Leadership Development

Element	Description	MOSES Entry
7. Supportive Services	Supportive services	Category: Supportive Services, Service Detail: meals, child care, housing, etc. OR Category: Counseling Service Detail: Referred to Supportive Services
8. Adult Mentoring	Adult Mentoring for the period of participation and a subsequent period, for a total of not less than 12 months.	YOU – Mentoring
9. Follow-up Services	Follow-up services for not less than 12 months after the completion of participation, as appropriate	Category: Follow-up (including WIOA), Service Detail: Follow-up month
10. Guidance and Counseling	Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral as appropriate	YOU - Guidance and Counseling
11. Financial Literacy Education	Financial Literacy Counseling	Category: Counseling, Service Detail: Financial Counseling
12. Entrepreneurial Skills Training	Entrepreneurial Training	YOU- Entrepreneurial Training
13. Labor Market/ Employment	Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services	Category: Job Search, Service Detail: Automated Labor Exchange, Job Order Search, Labor Market Information or Resource Room
14. Post-Secondary Education/Training	Activities that help youth prepare for the transition to postsecondary education and training.	Category: Counseling, Service Detail: Transition to Post-Secondary Training

Attachment 5: Educational Functioning Levels for NRS-Approved Tests

Test Name	Test Type	Test Forms	Test Scores		Grade Levels	EFL Level	Educational Functioning Level
CASAS-Comprehensive Adult Student Assessment Systems	ABE Reading	Reading for Language Arts - Secondary Level Forms 27, 28, 81, 82, 81X, 82X, 83, 84, 85, 86, 185, 186, 187, 188, 310, 311, 513, 514, 951, 952, 951X, and 952X	0	200	0 - 1.9	3	Beginning ABE Literacy
			201	210	2 - 3.9	4	Beginning Basic Education
			211	220	4 - 5.9	5	Low Intermediate Basic Education
			221	235	6 - 8.9	6	High Intermediate Basic Education
			236	245	9 - 10.9	7	Low Adult Secondary Education
			246	999	11 - 12	8	High Adult Secondary Education
CASAS- Comprehensive Adult Student Assessment Systems	ABE Math	Life Skills Math Assessments--Application of Mathematics (Secondary Level) Forms 31, 32, 33, 34, 35, 36, 37, 38, 505, and 506	0	200	0 - 1.9	3	Beginning ABE Literacy
			201	210	2 - 3.9	4	Beginning Basic Education
			211	220	4 - 5.9	5	Low Intermediate Basic Education
			221	235	6 - 8.9	6	High Intermediate Basic Education
			236	245	9 - 10.9	7	Low Adult Secondary Education
			246	999	11 - 12	8	High Adult Secondary Education
TABE- Test of Adult Basic Education	ABE Reading	Forms 9 and 10	0	367	0 - 1.9	3	Beginning ABE Literacy
			368	460	2 - 3.9	4	Beginning Basic Education
			461	517	4 - 5.9	5	Low Intermediate Basic Education
			518	566	6 - 8.9	6	High Intermediate Basic Education
			567	595	9 - 10.9	7	Low Adult Secondary Education
			596	999	11 - 12	8	High Adult Secondary Education
TABE- Test of Adult Basic Education	ABE Math	Forms 9 and 10	0	313	0 - 1.9	3	Beginning ABE Literacy
			314	441	2 - 3.9	4	Beginning Basic Education
			442	505	4 - 5.9	5	Low Intermediate Basic Education
			506	565	6 - 8.9	6	High Intermediate Basic Education
			566	594	9 - 10.9	7	Low Adult Secondary Education
			595	999	11 - 12	8	High Adult Secondary Education

Test Name	Test Type	Test Forms	Test Scores		Grade Levels	EFL Level	Educational Functioning Level
MAPT- Massachusetts Adult Proficiency Test	ABE Reading	Computer only	200	299	2 - 3.9	4	Beginning Basic Education
			300	399	4 - 5.9	5	Low Intermediate Basic Education
			400	499	6 - 8.9	6	High Intermediate Basic Education
			500	599	9 - 10.9	7	Low Adult Secondary Education
			600	700	11 - 12	8	High Adult Secondary Education
MAPT- Massachusetts Adult Proficiency Test	ABE Math	Computer only	200	299	2 - 3.9	4	Beginning Basic Education
			300	399	4 - 5.9	5	Low Intermediate Basic Education
			400	499	6 - 8.9	6	High Intermediate Basic Education
			500	599	9 - 10.9	7	Low Adult Secondary Education
			600	700	11 - 12	8	High Adult Secondary Education
GAIN- General Assessment of Instructional Needs	ABE English	Forms A and B	407	525	2 - 3.9	4	Beginning Basic Education
			526	661	4 - 5.9	5	Low Intermediate Basic Education
			662	746	6 - 8.9	6	High Intermediate Basic Education
			747	870	9 - 10.9	7	Low Adult Secondary Education
			871	1000	11 - 12	8	High Adult Secondary Education
GAIN- General Assessment of Instructional Needs	ABE Math	Forms A and B	315	522	2 - 3.9	4	Beginning Basic Education
			523	669	4 - 5.9	5	Low Intermediate Basic Education
			670	775	6 - 8.9	6	High Intermediate Basic Education
			776	854	9 - 10.9	7	Low Adult Secondary Education
			855	1000	11 - 12	8	High Adult Secondary Education

WIOA Title I Youth | Funded Programs in FY16

Alternative Education

Action for Boston Community Development - University High School (UHS) is a secondary program developed through a unique partnership with community-based organization Action for Boston Community Development and Boston Public Schools. UHS provides Boston students, 16-22 years old, with a dynamic opportunity to reengage in their learning through an accelerated educational pathway and earn their high school diploma. Students seeking admission into ABCD University High School have fallen behind at least one grade level in high school AND have an interest in pursuing post-secondary educational options (community college, 4 year college/ university, technical and/ or vocational job training certification). At ABCD University High School the students and faculty believe, We RISE! Through Resilience, Integrity, Scholarship and Empowerment our students will graduate with a high school diploma, an educational plan, knowledge, skills, and the support to achieve their goals, as lifelong learners, in education, a career, and civic participation.
EDCO Youth Alternative is an alternative high school program that has operated in association with the Boston Public Schools (BPS) since 1979. The mission of EDCO Youth Alternative is to educate young people and guide them toward their goals of a high school diploma and a successful step beyond graduation. We seek to create a diverse community and supportive environment that empowers students to work through difficulties, learn academic and life skills, and become advocates for a promising future. EDCO serves students ages 16-20 who need a smaller, more supportive environment in order to be successful. Completion of the program leads to a BPS diploma.
El Centro del Cardenal-Youth Education of Catholic Charities offers students both English and Spanish HiSET preparation in a culturally sensitive setting that seeks to connect school to the world of work through career plan development and community service projects.
Notre Dame Education Center (NDEC) offers a year-round Youth Services Program consisting of a High School Diploma Program (for students aged 16-21) and a HiSET Program (for students aged 16-24). Diploma classes meet in the afternoon (1:00 - 5:30) and HiSET classes meet in the morning (11:00 - 1:00). NDEC incorporates school to work activities such as a workforce skills curriculum, career and higher education counseling and placement, internships/job shadowing, and a summer computer training into its programs.
X-Cel Education's mission is to make high school completion and college-level study more accessible to low-income adults in Greater Boston by providing flexible, customized instruction at no cost in convenient community locations. Our high school equivalency and college prep classes have made a difference to more than 900 students who have increased their reading and math levels by at least one grade.

Career Exploration and Employment

Action for Boston Community Development – Career Exploration older youth explore careers in Health Careers, Financial Services, Multimedia Building Trades and Green Jobs, Early Childhood Education, Culinary Arts and others. Learn basic skills, visit worksites, receive job placement and case management services. SummerWorks is a jobs and mentoring program for Boston Youth ages 14-21.
College Bound Dorchester - Maritime Apprentice Program (MAP) The Hull Lifesaving Museum's Maritime Apprentice Program (MAP) is a Career Exploration program offering intensive, year-round training for young men and women in the custody of the Department of Youth Services. MAP operates out of the Museum's Seaport Boat shop in downtown Boston's Marine Industrial Park. MAP creates viable, entry-level employees for the vibrant Marine Trades industry in the Port of Boston. Caseworkers are invited to inquire about program openings.
More Than Words is a social enterprise that empowers youth ages 16-21 who are in the foster care system, court-involved, homeless or out-of-school youth to take charge of their lives by taking charge of a business. The MTW model is premised on the belief that an actual job, one which provides a hands-on, real-world training combined with high expectation, accountability and opportunities for personal development, is the best way to equip youth with marketable skills critical for success in school, work, and life. What began with a pile of books by the side of the road in 2004 is now a successful business with a codified model, theory of change, and a proven track record of success in both social impact and business metrics.
Sociedad Latina - Health Careers for Youth the Pathways to Success program offered through Sociedad Latina provides a unique and innovative solution to empower youth ages 10-21. The daily programs are centered on some of the most challenging subject areas including Education, Workforce Development, Civic Engagement, and Arts & Culture. The program staff recognizes the common barriers that students face in schools and the community and provides them with resources needed to succeed and to build a positive future. Youth leaders at Sociedad Latina work to improve the conditions of Latinos in Boston, connect with their cultural identity, and learn skills necessary to be successful in the 21st century. By encouraging individuals to take pride in their decisions, Sociedad Latina seeks to create a new generation of self-sufficient and confident youth.
Year Up Boston is a research-validated, high caliber program that endeavors to move traditionally underserved Boston-area young adults from poverty to professional careers and higher education in one year. To do this, we combine five months of classroom-based technical (hard) and professional (soft) skill development, a six-month, full-time professional internship at one of our employer partner sites, college credits, and an educational stipend in a high expectation, high support environment.
YouthBuild Boston YouthBuild Boston (YBB) was founded in 1990 with the goal of providing underserved young people with the support and credentials needed to successfully enter the trades. While YBB promotes the core values of youth development and community service. It stands out as an innovative non-profit offering a hands-on approach to building trades training. Students are put on a career path through highly successful programs, from construction training to sustainable landscape design. Not only do these programs provide opportunities in vocational education, but also academic instruction, counseling and other life skills that readily strengthen and prepare students for the workforce upon graduation.

Skills Training

East Boston Neighborhood Health Center trains young adults as Home Health Aides and Certified Nurse's Aides (CNAs). In partnership with the health center, Maverick Landing Community Services staff will provide ongoing case management, tutoring and counseling. EBNHC itself is an employer for the CNA track. Bunker Hill Community College offers developmental courses in math and English and a college-level Medical Terminology course.

Organization	Program	Program Details	Street	City	Zip	Name	Title	Phone	Email
Action for Boston Community Development- ABCD	Career Exploration	Criminal Justice, Child Care, Building Trades, Health Care, Culinary Arts	200 Tremont Street	Boston	02111	Jessica Rosario	Director of Youth Services	617-348-6541	jessica.rosario@bostonabcd.org
Action for Boston Community Development- ABCD	University High	BPS Diploma	200 Tremont Street	Boston	02111	Sherann Jackson	Principal	617-348-6520	sherann.jackson@bostonabcd.org
College Bound Dorchester	Maritime Apprenticeship Program	Career Exploration	22 Drydock Ave.	Boston	02210	Ed Norton	Maritime Prog. Director	617-980-8149	enorton@collegebounddorchester.org
East Boston Neighborhood Health Center	CNA Program	CNA and Home Health Aide	10 Gove St.	E. Boston	02128	Peter Hunt		617-568-6492	huntp@ebnhc.org
EDCO	Youth Alternative	BPS Diploma	650 Beacon Street	Boston	02215	Ajay Trivedi	Program Director	617-262-9562	atrivedi@edcollab.org
El Centro del Cardenal-Catholic Charities	Youth Education Program	HiSET, Spanish & English	185 Columbia Rd.	Boston	02121	Verena Neiderhofer	Program Coordinator	617-506-6684	verena_niederhofer@ccab.org
More Than Words	Career Exploration	Business Training	376 Moody Street	Waltham	02453	Courtney James Brown	Government Contracts and Recruiting Manager	617-674-5560	cbrown@mtwyouth.org
Notre Dame Education Center	High School Diploma	Cardinal Cushing Diploma	200 Old Colony Ave.	S.Boston	02127	Emily MacMillan	Program Manager	617-268-1912 X384	emacmillan@ndecboston.org
Sociedad Latina	Health Careers for Youth	Internships at local hospitals and health centers	1530 Tremont Street	Roxbury	02120	Shynnah Monge	Program Assistant	617-442-4299 x113	shynnah@sociedadlatina.org
X-Cel Education	Alternative Education	HiSET	7 Glenvale Street	Jamaica Plain	02130	Don Sands	Executive Director	617-522-2590	dsands@x-celeducation.org
Year Up	Year Up Boston	Career Exploration	45 Milk Street	Boston	02109	Claire Solomon	Grants Management Coordinator	857-702-0207	csalomon@yearup.org
YouthBuild Boston	Pre-Apprenticeship Program	HiSET & construction, landscaping, etc.	27 Centre Street	Boston	02119	Alison Carter Marlow	Director of Programs and Operations	617-445-8887 ext. 103	amarlow@ybboston.org

Attachment 7: WIOA Multiple Choice Assessment

This assessment can be used to assure that program employees understand the WIOA guide content.

1. Which of the following is a change in service requirements from WIA to WIOA?

A) Participants must be between ages 16-21.
B) Programs must allot 75% of funds to out-of-school youth.
C) Funds are no longer to be spent on In-School Youth.
D) Participants without health insurance can no longer be supported by WIOA.

2. If a youth participant is determined eligible as an out-of-school youth and then enrolls in a college course, the organization must then count the participant as an in-school-youth.

A) True: the eligibility determination can change after the participant enrolls.
B) False: the eligibility determination does not change after the participant enrolls.

3. Jasmine, a program participant, discloses to her case manager that she wasn't attending the program because she had a miscarriage. What would be the appropriate measure for her case manager to take?

A) Do not record this information anywhere for any reason.
B) Keep detailed notes of Jasmine's miscarriage in her confidential file and in MOSES.
C) State that Jasmine missed program time because of a medical issue in MOSES and in her confidential file.
D) Keep detailed notes in Jasmine's confidential file but do not record in MOSES.

4. When should the ISS be completed?

A) At time of enrollment
B) It is initiated upon enrollment, completed at the beginning of participation in the program, and updated regularly
C) At the beginning of each fiscal year
D) Any time before program completion

5. For how long and how often must Follow-Up Services occur after the participant has exited the program?

A) Six months; weekly
B) Six months; monthly
C) Twelve months; monthly
D) Eighteen months; quarterly

6. Which youth participant would be placed in a cohort for Literacy/Numeracy Gain?

A) A participant who excels in Literacy/Numeracy and is determined eligible to assist other participants.
B) A participant who is out-of-school and needs to be tested for Literacy/Numeracy skills.
C) A participant who is out-of-school and was determined to be basic skills deficient.
D) Every participant is placed in this cohort.

7. Is the Massachusetts Career Information System (MassCIS) required by WIOA?

A) Yes, you must use the MassCIS.
B) No, it is not required in any way.
C) Objective assessments are required, however it does not have to be through MassCIS.
D) The MassCIS is outdated and cannot be used.

8. Once completed, how must eligibility documentation be submitted to OWD, and how often?

A) Electronically; upon enrollment and upon request.
B) Hard copies; upon enrollment and upon request.
C) Electronically; annually.
D) Hard copies; every two years.

9. When is it appropriate to use the Applicant Statement Form?

A) Every participant must fill it out.
B) It may only be used in extenuating circumstances if every other option for gathering documentation has been exhausted.
C) It is only to be filled out by applicants with two or more established barriers.
D) It is to be filled out when a participant is deemed suitable for the 5% Window Policy.

10. Which of the following are parts of the Fourteen Youth Elements of Service? Select all that apply.

A) Alternative Education.
B) Adult Mentoring.
C) Parental Counseling.
D) Entrepreneurial Skills.

11. Which of the following are not barriers?

A) A displaced homemaker.
B) Someone who has been court-involved.
C) A veteran.
D) Someone who is in or who has been in the foster care system.

12. How often must Program Reports be completed and submitted to OWD?

A) On the 10th business day of each month.
B) On the 10th business day following each quarter.
C) Annually.
D) On the 10th business day of each month or on the 10th business day following each quarter

13. Case Example: Former-youth participant Felix has exited the program and is currently receiving follow-up services. What is an appropriate way for his case manager to contact him?

A) Telephone conversations.
B) Email and texting.
C) Contact through friends and family.
D) All of the above.

14. Which of the following are *not* an eligibility requirement for each participant?

A) Must be a Resident of Boston.
B) Must have one or more barriers.
C) Must be between the ages of 12-20.
D) Must be a Low-Income Individual.

15. If a youth is already enrolled in a WIOA program and wants to participate in another WIOA program, can they co-enroll?

A) No; co-enrolling is discouraged.
B) Yes; both programs must submit eligibility documentation to OWD, develop an ISS and enter data in MOSES.
C) Yes; the initial WIOA program takes the lead on eligibility, ISS development, and MOSES entry. The two programs work together to share information to best support the youth to achieve their goals.
D) Yes; the first program submits eligibility documentation and both programs complete the ISS to ensure that the youth has a complete file.

16. How should programs perform academic assessment?

A) Programs must create their own assessment process based on the population of their participant pool for that year.
B) Programs assess all students with one of the NRS-approved tests, including CASAS, TABE, GAIN, or MAPT.
C) Programs assess only OSY participants with one of the NRS-approved tests, including CASAS, TABE, GAIN, or MAPT.
D) Programs do not have to use an academic assessment if they are not an academic program.

17. How must programs provide the Fourteen Elements of Youth Services to their youth participants?

A) Programs may collaborate with other agencies and organizations to provide all fourteen.
B) Programs must apply for city-ordained services to fill in the areas they cannot provide themselves.
C) Programs must provide every service in-house.
D) It is allowable if programs do not have the resources to provide all fourteen services.

Multiple Choice Answer Key:

1) B	6) C	11) A & C	16) B
2) B	7) C	12) D	17) A
3) C	8) A	13) D	
4) B	9) B	14) C & D	
5) C	10) A, B & D	15) C	

Attachments

Section 2: Youth File

Attachment 8: Youth File Checklist

Attachment 9: WIOA Youth Enrollment Checklist Sample (Out-of-School Youth)

Attachment 10: WIOA Youth Enrollment Checklist Sample (In-School Youth)

Attachment 11: Telephone Verification Form Sample

Attachment 12: Applicant Statement Form Sample

Attachment 13: Selective Service Commitment Form

Attachment 14: Document Inspection Verification Sample

Attachment 15: Family Income Eligibility Worksheet Sample

Attachment 16: Poverty Threshold Census Tract Sample

Attachment 17: Receipt of WIOA Grievance Procedures Sample

Attachment 18: MOSES "Job Seeker Training Details" Sample

Attachment 19: Academic Assessment Test Scores (CASAS) Sample

Attachment 20: ISS Form Sample

Attachment 21: MOSES Case Plan

Attachment 22: MA CIS Career Assessment Sample

Attachment 23: MA CIS Skills Assessment Sample

Attachment 24: Labor Market Information Sample

Mayor's Office of WORKFORCE DEVELOPMENT

WIOA Youth File Checklist

Please be sure to include each of the following in the Youth File:

☐**Eligibility checklist** – with OWD approval date

☐**Eligibility documentation**

☐**Grievance form** – signed

☐**MOSES** "**Job Seeker Training Details**" printout – signed

☐**All Academic Assessment test scores** (CASAS, TABE)

☐**Individual Service Strategy** (ISS) – signed

☐**Case notes** (from MOSES, last page of ISS, etc.)

☐**Career Assessment** (MA CIS, etc.)

☐**Skills Assessment** (MA CIS, etc.)

☐**Labor Market research results**

☐**HiSET or diploma** (as applicable)

Attachment 9: WIOA Youth Enrollment Checklist Sample: Out-of-School Youth (Fill electronically)

Organization: Resources for Youth Prepared By: Sonia Chien

Client Name: Joseph Scott MOSES ID#: 91011121 Date: 12/04/2015

Eligibility Criteria	Type of Documentation Submitted	Document Submitted	Entered in MOSES
Out of School Youth	HS diploma	☐	☐
Boston Residency	Utility bill	☐	☐
Age (16-24)	Birth certificate	☐	☐
US Citizen / Work Eligible	Birth certificate	☐	☐
Selective Service Compliant	SS Printout	☐	☐
Economic Eligibility only if using barrier # 2 or 7 -6 months income and family size -Public benefits OR -High poverty area	n/a	☐	☐
5% Waiver request, if applicable	Yes ☐ No ☒	n/a	☐
Barrier (from list below): Offender	Letter from Probation Officer	☐	☐

Barriers:

*Note: If multiple eligibility barriers are used, **all** must be documented in the youth file and recorded in MOSES*

1. School Dropout
2. Diploma, low income, and basic skills deficient or ELL
3. Offender
4. Homeless, runaway, or foster care
5. Pregnant/Parenting
6. Disability
7. Requiring Additional Assistance and low-income:
   a. Failed MCAS
   b. Truant
   c. ELL Instruction
   d. Single Parent Household
   e. Public Housing

Entered in MOSES							
Family size ☐	EEO Rights ☐	Ed. History ☐	Youth Goals ☐	Work History ☐	Reading Score ☐	Math Score ☐	Eligibility Criteria ☐

OWD Use Only

☐ **Approved** ☐ **Not eligible** ☐ **Resubmit with revisions**

OWD Comments:

Date Reviewed: Reviewed By:

Attachment 10: WIOA Youth Enrollment Checklist Sample: In-School Youth (Fill electronically)

Organization: Resources for Youth Prepared By: Sonia Chien

Client Name: Maria Chavez MOSES ID#: 12345678 Date: 12/04/2015

Eligibility Criteria	Type of Documentation Submitted	Document Submitted	Entered in MOSES
In School Youth	HS transcript	☐	☐
Boston Residency	MA ID	☐	☐
Age (14-21)	Passport	☐	☐
US Citizen / Work Eligible	U.S. Birth Certificate	☐	☐
Selective Service Compliant	n/a	☐	☐
Economic Eligibility -6 months income and family size -Public benefits OR -High poverty area	DTA letter (SNAP)	☐	☐
5% Waiver request, if applicable	Yes ☐ No ☒	n/a	☐
Barrier (from list below): Disability	Psychologist Diagnosis	☐	☐

Barriers:

*Note: If multiple eligibility barriers are used, **all** must be documented in the youth file and recorded in MOSES*

1. Basic Skills Deficient
2. English Language Learner
3. Offender
4. Homeless
5. Pregnant/Parenting
6. Foster Child
7. Disability
8. Requiring Additional Assistance:
   a. Failed MCAS
   b. Truant
   c. ELL Instruction
   d. Single Parent Household
   e. Public Housing

Entered in MOSES							
Family size ☐	EEO Rights ☐	Ed. History ☐	Youth Goals ☐	Work History ☐	Reading Score ☐	Math Score ☐	Eligibility Criteria ☐

OWD Use Only

☐ **Approved** ☐ **Not eligible** ☐ **Resubmit with revisions**

OWD Comments:

Date Reviewed: Reviewed By:

Attachment 11: Telephone Verification Form Sample

TELEPHONE VERIFICATION FORM

WIOA Title I Eligibility Verification by Telephone

Maria Chavez (MOSES ID #12345678)
Applicant's name and other identifying information

Organization providing verification Resources for Youth

Organization area code & telephone number 02114 617-123-4567

Organization representative verifying eligibility item Sonia Chien

Date of verification 12/04/15

Primary eligibility items verified Individual with disability

Additional eligibility items verified _____

Additional eligibility items verified _____

Additional eligibility items verified _____

Additional eligibility items verified _____

Additional eligibility items verified _____

Verification

I attest that the information recorded by me on this document was obtained through telephone contact on the above date from data previously determined and recorded in the applicant's records at the organization providing the eligibility verification.

Eligibility\intake worker name (print) Sonia Chien

Eligibility\intake worker signature _____

Date 12/04/15

Attachment 12: Applicant Statement Form Sample

APPLICANT STATEMENT FORM

The applicant statement may be used to document eligibility for family income, residence, and proof of family size when all other attempts to secure documentation have been exhausted.

I certify, under penalty of perjury that

I live with my sister & mother (making our family size 3) at 123 Center St, Boston MA 02114. My family makes a total of $1,163.00 per month.

(If applicant cannot obtain a satisfactory witness or provide a telephone contact, explain above.)

Applicant's Signature Maria Chavez Date 12/04/2015

Applicant's Address, City, State, Zip 123 Center St, Boston MA 02114

Corroborating Witness Signature [illegible] Date 12/04/2015

Witness' Relationship to Applicant mother

Office Use Only

The above applicant statement is being utilized for documentation of the following eligibility criteria:

Family size, Boston residency, & family income

Signature of eligibility/intake worker [illegible]

Date 12/04/2015

Attachment 13: Selective Service Commitment Form

Commitment to Register for Selective Service

Workforce Innovation and Opportunity Act - Youth

I understand that as part of my participation in a federally funded Workforce Innovation and Opportunity Act Youth program, I must register for the U. S. Selective Service within 30 days of turning 18 years old, and I agree to do so.
I understand that failure to do so will result in termination from the program.

Date of 18th birthday _____

Print name _____

Signature _____

Date _____

Attachment 14: Document Inspection Verification Form Sample

DOCUMENT INSPECTION VERIFICATION FORM

WIOA Title I Eligibility Verification by Document Inspection

Only to be used for documents for which it is unlawful to photo-copy

Maria Sanchez
Customer name and other identifying information

Organization conducting document verification: Resources for Youth

Telephone number: 617-123-4567

Name of person verifying eligibility document: Sonia Chen

Date of document verification: 12/04/2015

Primary eligibility document viewed: Birth certificate

Additional eligibility document viewed: _____

Additional eligibility document viewed: _____

Pertinent eligibility information verified:
Full name, mother's name, date of birth, US Citizenship

Verification

I attest that, under penalty of perjury the information recorded by me on this document was obtained on the above date through viewing and verification of an eligibility document for which it is unlawful to make a photo-copy.

Signature of eligibility document reviewer: _____

Date: 12/04/2015

Attachment 15: Family Income Eligibility Worksheet Sample (Electronic with Hand-Written Signature)

Date of Submission: 12/04/2015

Youth Name: Maria Chavez

Calculation Method: [x] Straight Pay or Salary [ ] Average Pay [ ] Year-To-Date Method [ ] Intermittent

Month	February	March	April	May	June	July	Total
Youth							
Maria Chavez	$0.00	$525.20	$525.20	$525.20	$525.20	$525.20	$2,626.00
Family Members							
Ariana Chavez	$637.80	$637.80	$637.80	$637.80	$637.80	$637.80	$3,826.80
Lucia Chavez	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
							$0.00
							$0.00
							$0.00
Total	$637.80	$637.80	$637.80	$637.80	$637.80	$637.80	$3,826.80
Title I Inclusions							
Soc Sec Retirement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Pensions							$0.00
Worker Comp							$0.00
Alimony							$0.00
Interest and dividends							$0.00
Veterans Payment							$0.00
Soc Sec Disability Ins							$0.00
Net Rental Income							$0.00
Other:							$0.00
WIOA Eligibility Total	$637.80	$1,163.00	$1,163.00	$1,163.00	$1,163.00	$1,163.00	$6,452.80
Title I Exclusions							
Unemployment Comp	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
Child support							
TAFDC							
SNAP	$ 146.50	$ 146.50	$ 146.50	$ 146.50	$ 146.50	$ 146.50	
Supplemental SSI							
SSI/survivor benefits							
Other:							
	$146.50	$146.50	$146.50	$146.50	$146.50	$146.50	

WIOA Title I Eligibility

Family Size: 3 Annualized total gross income (x2): $12,905.60 Max Family Income for Family Size: $25,413

Income Eligible: Yes [X] No [ ]

Youth Signature & Date: Maria Chavez 12/04/2015 Staff Signature: [signature]

FOR OWD USE ONLY

Income Eligible: Yes [ ] No [ ]

OWD : Date: _____

Attachment 16: Poverty Threshold Census Tract Sample

Poverty Threshold Database.xlsx - Excel

FILE | HOME | INSERT | PAGE LAYOUT | FORMULAS | DATA | REVIEW | VIEW | PICTURE TOOLS FORMAT

Picture 1

Commonwealth of Massachusetts Census Tract Poverty Threshold Assessment*

Step 2

Census tract : 303

Type in Census Tract Number & hit Enter

Step 1

Address Census Tract Look Up web site:

http://factfinder.census.gov/faces/nav/jsf/pages/searchresults.xhtml?ref=addr&refresh=t

Census Tract	County	Maximum Population Estimate	Maximum Percent Below Poverty	Poverty Threshold Results^^
303	Suffolk	1,035	7%	fail

PASS = 29.5% or more of population in poverty
na = not applicable; too few residents to report threshold
^^15% of Massachusetts's nearly 1,500 census tracts PASS the poverty threshold
**Based on Census Table S1702 American Community Survey 12 Month Family Poverty Status 2009 - 2013; 5 - Year Estimates*

Instructions:

To determine if a youth resides in a high poverty area for Workforce Innovation and Opportunity Act eligibility purposes, please follow these two steps:

1. Copy and paste the Address Census Tract Look Up web site in a web browser (e.g., Internet Explorer, Firefox). Enter the individual's complete home address (Street Address, City, State, & Zip) in the gray bordered box, then press the gray "GO" button to the right.

A blue "*Geography Results*" box will appear. Five rows down the middle "*Geography Type*" column note the words "*Census Tract*." **The column to the LEFT also contains the words Census Tract followed by a number,** county name, and state. Write the number down.

2. Type the number supplied by step one in the pink shaded box above and hit enter. Results will appear in the table. To permanently record results click the "*File*" tab in the far top left corner then select print.

MAIN | COMMUNITY FACTS | GUIDED SEARCH | ADVANCED SEARCH | DOWNLOAD CENTER

Search - Use the options on the left (topics, geographies, ...) to narrow your search results

Your Selections
'Your Selections' is empty
load search | save search

Search using the options below:
- Topics (age, income, year, dataset, ...)
- Geographies (states, counties, places, ...)
- Race and Ethnic Groups (race, ancestry, tribe)
- Industry Codes (NAICS industry, ...)
- EEO Occupation Codes (executives, analysts, ...)

To search for tables and other files in American FactFinder:

1 Enter search terms and an optional geography and click GO

Select Geographies

List | Name | Address | Map

Enter a street address, city and state, or a street address and ZIP code. Click 'Go'.

Note: address search will use the latest available address data beginning with **2014** and working backwards, based on the conte

street address: 43 hawkins street | city: boston | state: Massachusetts | zip: 02114 | GO

Geographies containing **43 Hawkins St, BOSTON, MA, 02114:**
Select geographies to add to Your Selections

Geography Results:

Geography Name	Geography Type	Geography Code	Abo
Massachusetts	State	040	
Suffolk County, Massachusetts	County	050	
Boston city, Suffolk County, Massachusetts	County Subdivision	060	
Block Group 3, Census Tract 303, Suffolk County, Massachusetts	Block	100	
Census Tract 303, Suffolk County, Massachusetts	Census Tract	140	
Block Group 3, Census Tract 303, Suffolk County, Massachusetts	Block Group within Census Tract	150	
Boston city, Massachusetts	Place within State	160	
Boston-Cambridge-Newton, MA-NH Metro Area	Metro/Micro Statistical Area	310	
Boston, MA Metro Division; Boston-Cambridge-Newton, MA-NH Metro Area	Metro Division within Metro Statistical Area	314	
Boston-Cambridge-Nashua, MA-NH Metropolitan NECTA	NECTA	350	
Boston city, MA; Boston-Cambridge-Nashua, MA-NH Metropolitan NECTA	Principal City (or part) within State within NECTA	352	
Boston-Cambridge-Newton, MA NECTA Division; Boston-Cambridge-Nashua, MA-NH Metropolitan NECTA	NECTA Division within NECTA	355	
Boston--Worcester--Lawrence--Lowell--Brockton, MA--NH NECMA	NECMA	370	
Boston--Worcester--Lawrence, MA--NH--ME--CT CMSA	MSA/CMSA	380	

Attachment 17: Receipt of WIOA Grievance Procedures Sample

Receipt of WIOA Grievance Procedures

I hereby certify that I have received information regarding my rights to Equal Opportunity/Nondiscrimination and how to file a grievance, including a copy of the Equal Opportunity is the Law notice and how to file a WIOA Complaint and Grievance.

Maria Chavez
I. Signature

12/04/2015
I. Date

Maria Chavez
I. Print Name

MASSACHUSETTS ONE STOP EMPLOYMENT SYSTEM
JOB SEEKER TRAINING REGISTRATION DETAILS

GENERAL INFORMATION

Name: Maria Chavez
Date of Birth: 01/01/1998
Gender: Female
Ethnicity: Hispanic or Latino
Citizenship: US Citizen

Job Seeker ID: 12345678

Race: Information Not Available
Alien Registration Number:
Selective Service Compliant: Yes

Military:

Disability:

STREET ADDRESS

Street Address: 123 Center Street
City: Boston
Zip Code: 02114
Home Phone: 617-123-4567

State: MA
Mailing Address: Same
Other Phone:

MAILING ADDRESS (If different)
Street Address:
City:
Zip Code:

State:

LABOR FORCE

Employed: No
Labor Force Status: No, unemployed

Dislocated Worker: No
Layoff Status: Not Applicable

EDUCATION

In-School: yes
Reading Level: 10
Reading Test Name: CASAS
Math Level: 8
Math Test Name: CASAS
ESL Level: Reading: 7
Math: 6

Highest Degree:
Reading Test Date:

Math Test Date:

FAMILY

Family Size: 3

Family Status: Other Family Member

6 Month Family Income (Annualized): $12,905.60

Economically Disadvantaged: yes
Number of Dependent Children:

* Note: Handwritten here but MOSES will auto-fill. Youth & case manager must sign by hand. (As well as a parent/guardian if youth is under 18.)

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Page 1 of 2

PUBLIC ASSISTANCE

TAFDC: NO
EAEDC: NO
Refugee Assistance: NO
DTA Case Number:
TANF Exhaustee: NO
TANF 12 Months NO
Time Limit:
Months Remaining:

Long Term TAFDC: NO
SSI: NO
Food Stamps: yes
DTA Case Closed Date:
ESP Registered: NO
DTA Post Employment
Eligibility: NO
Non Custodial Parent: NO

BARRIERS
Disability
Limited Basic Educational Skills
Below Grade Level
Lack of Transportation
Financial
POTENTIAL ELIGIBILITY SOURCES

WORK EXPERIENCE
Job Title: Barista
Start Date: 11/05/2014
Company Name: Starbucks Corp.
Salary: $9.00/Hour
SIC Code: 0000

End Date: 01/20/15
State: MA
Salary unit: Hour
SOC Code: 12345678

Job Seeker Certification : My signature below indicates that I have been informed of and understand the information contained on this form. I certify under penalty of perjury that all of the above information is true and complete. I agree that any information that I have supplied is subject to verification. I understand that falsification of any item is grounds for termination from the program and may result in action to recover any monies paid to me while participating.

Signature of Job Seeker	Date	Intake/Eligibility Certifier	Date	Staff ID#
Marea Chavez	12/04/15	[signature]	12/04/15	

Signature of Parent/Guardian	Date	Thirty Day Reviewer	Date	Staff ID#
[signature]	12/04/15			

CASAS

Individual Skills Profile

06/07/2011
15:51:28

Page 1 of 1
ISP

John Morris

ID# 1593579

Agency: 4908 - Rolling Hills Adult School
Program: GED

Most Recent	Form	Date	Scale Score	NRS * Level	Form Level	Number of Items Total	Correct	Attempted	Grade Equiv.
Math	017M	11/12/2010	246	6	D	34	23	32	11.1
Reading	187R	11/11/2010	242	5	D	34	21	32	10.3

Reading Competencies	N	Correct
Consumer Economics	9	77 %
Community resources	24	66 %
Health	13	76 %
Employment	29	75 %
Government and law	12	50 %
Learning to learn	19	78 %

Reading Content Standards	N	Correct
Vocabulary	29	68 %
General reading comprehension	51	72 %
Text in format	8	62 %
Reference materials	5	80 %
Reading strategies	21	80 %
Reading and thinking skills	16	68 %

Math Competencies	N	Correct
Compute using whole numbers	6	100 %
Compute using decimal fractions	20	65 %
Compute using fractions	9	88 %
Compute with percents, rate, ratio, and proportion	14	78 %
Use expressions, equations, and formulas	13	76 %
Demonstrate measurement skills	23	82 %
Interpret data from graphs and compute averages	7	100 %
Use statistics and probability	2	50 %

Math Content Standards	N	Correct
Number sense	43	79 %
Algebra	15	80 %
Geometry	11	90 %
Measurement	30	80 %
Data	20	75 %
Probability	2	50 %

Reading Tasks	N	Correct
Forms	2	50 %
Charts, maps, consumer billings, matrices, graphs, tabl	13	69 %
Articles, paragraphs, sentences, directions, manuals	44	77 %
Signs, price tags, advertisements, product labels	1	100 %
Measurement scales, diagrams	0	N/A

John Morris has a likelihood of ...	to pass this GED subsection
70 %	Language Arts, Writing
84 %	Science
84 %	Social Studies
75 %	Language Arts, Reading
97 %	Math

NRS Educational Functioning Levels		CASAS Score Ranges	
EFL	ABE	R,M,L	Writing
1	Beginning ABE Literacy	<=200	<=200
2	Beginning Basic Education	201-210	201-225
3	Low Intermediate Basic Education	211-220	226-242
4	High Intermediate Basic Education	221-235	243-260
5	Low Adult Secondary Education	236-245	261-270
6	High Adult Secondary Education	246-275	271-280

TOPSpro Enterprise 1.5 build 109

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Prepared by: Admin

Individualized Service Strategy (ISS) for Youth
Workforce Innovation and Opportunity Act (WIOA)

Youth's Name: Maria Chavez Date 08/04/2015

Phone: 617-123-4567 E-Mail: mariachavez@owd.org

Address: 123 Center Street

City: Boston State: MA Zip Code: 02114

Age: 17 Date of Birth: 01/01/1998 MOSES ID # 12345678

Case Manager: Sonia Chien

Educational Background:

In-School Youth ☑ Out-of-School Youth ☐

High School Graduated Yes ☐ No ☑
Obtained GED ☑ Dropped Out ☑

School name and location Center Street High School

Highest grade completed 9th Date Completed 06/20/2015

Degree/Certification received GED

Post High School ☑ YES, currently attending ☐ YES, not currently attending ☐ No

Name of Institution Roxbury Community College Date Completed

Degree/Certificationreceived n/a

Work Experience:

Have you had any work experience? (include internships and job shadowing) Yes ☑ No ☐

Employer Starbucks

Job Title Barista Dates of employment 11/05/14-01/20/14

Hours per Week 20 Hourly Wage $9

Internship Title Dates of internship

Hours per Week Stipend

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Basic Education Skills:

Test Name CASAS

Reading (grade level) 10 Scale Score 242 EFL Level 7

Math (grade level) 8 Scale Score 228 EFL Level 6

Career Interests and Skills:
Name of Career Interest Inventory MA CIS Interest Profiler Date Completed 08/04/2015

Include a copy of the assessment results in the youth's file and also add the results in MOSES.
Go to the Testing tab and choose "category" then select Career Information Systems. Go the "service detail" and select the Interest Profiler. List the top three occupations in the occupation section.

Top Three Interest Areas	Choose the Top Choice from Each Interest Area
1. Artistic	Graphic Designer
2. Social	Social Worker
3. Investigative	Animal Scientist

Occupational Skills Assessment:
Name of Occupational Skills Assessment Tool MA CIS Skills Date Completed 08/04/2015

Include a copy of the assessment results in the youth's file and also add the results in MOSES.
Go to the Testing tab and choose "category" then select Career Information Systems. Go the "service detail" and select Skills. List the top five very satisfying skills.

Top Five Very Satisfying Skills	
1. Social Perception	4. Speaking
2. Visualizing	5. Using Knowledge
3. Writing	

Assets and Strengths:
Name of Assets and Strengths Assessment Tool CASAS Date Completed 08/04/2015

Top Five Assets and Strengths	
1. Learning to learn	4. Reference materials
2. Compute using whole numbers	5. Geometry
3. Signs, price tags, advertisements, product labels	

Labor Market Information:

Name of Labor Market Inventory Tool Career OneStop Date Completed 09/04/2015

Include a copy of the Labor Market Information in the youth's file also add the results in MOSES. Go the Case Plan tab and click on the Assessment tab. Enter the Labor Market Information results in the Labor Market for Skills section.

Labor Market Information Results: In 2012, the annual job opening for probation officers and correctional treatment specialist was 90,300. By 2022, this number is projected to decrease by 1% to 89, 300 openings.

Massachusetts Work-Based Learning Competencies

		Needs Development	Competent	Proficient	Advanced
Attendance and Punctuality	1st Review	☑	☐	☐	☐
	2nd Review	☐	☑	☐	☐
Workplace Appearance	1st Review	☐	☐	☑	☐
	2nd Review	☐	☐	☑	☐
Accepting Direction and Constructive Criticism	1st Review	☐	☐	☑	☐
	2nd Review	☐	☐	☑	☐
Motivation and Taking Initiative	1st Review	☑	☐	☐	☐
	2nd Review	☐	☐	☑	☐
Understanding Workplace Culture, Policy, and Safety	1st Review	☐	☑	☐	☐
	2nd Review	☐	☐	☑	☐
Speaking	1st Review	☐	☑	☐	☐
	2nd Review	☐	☐	☐	☐
Listening	1st Review	☐	☐	☑	☐
	2nd Review	☐	☐	☐	☑
Interacting with Co-Workers	1st Review	☐	☐	☑	☐
	2nd Review	☐	☐	☑	☐

Date of 1st Review 08/20/2015 Date of 2nd Review 01/25/2016

SUPPORT SERVICES

Needs	Recommended Services	Referral
1. Transportation	monthly T Pass	provided through Resources for Youth
2. Pregnant/parent		
3. Probation/Court Involvement		
4. Disability		
5. Health		
6. Housing	in need of stable housing	referred to BHA- put on waitlist
7. Alcohol/Substance Abuse		
8. Child Care		
9. Other		

SPECIAL CONSIDERATIONS

PERSONAL INTERESTS

Art, animals, social work

BASIC, OCCUPATIONAL, AND WORK READINESS GOALS:

Type of Goal	Goal Summary	Date Established	Date Attained
1. Basic	finish degree at RCC	09/04/2015	
2. Occupational	find a part-time job	09/04/2015	
3. Work Readiness	Improve attendance and punctuality	09/04/2015	

ISS PLAN OF ACTION TOWARDS BASIC SKILLS GOALS

Work on showing up to class, paying for courses, tutoring to succeed in courses

ISS PLAN OF ACTION TOWARDS OCCUPATIONAL GOALS

Assess type of job desired and find/apply to jobs, work on attendance, proficient management of funds

ISS PLAN OF ACTION TOWARDS WORK READINESS GOALS

Assess reasons for absences and work on overcoming them

FOURTEEN ELEMENTS OF YOUTH SERVICES

Youth are required to have access to all fourteen elements provided in-house or through partnerships and referrals. Enrollment into the fourteen elements must be documented in MOSES.

Service Element	Comments	Provider	Start Date	End Date
1. Tutoring	Weekly tutoring for both math and reading.	Resources for Youth	12/10/2015	
2. Alternative Education				
3. Paid and unpaid work experience	Subsidized summer employment placement	YouthWorks	06/24/2016	
4. Occupational Skills Training	work on attendance.	Resources for Youth	12/10/2015	
5. Education with workforce preparation				
6. Leadership Development Opportunities				
7. Supportive Services				
8. Adult Mentoring	Paired with a mentor to assist in exploring career interests (curriculum developed with MA	Resources for Youth & MA Mentoring Partnership	12/05/2015	
9. Follow-Up Services				
10. Comprehensive Guidance and Counseling				
11. Financial literacy	A series of 3 monthly workshops on savings, accounts, and credit	Citizens Bank	09/15/2015	11/15/2015
12. Entrepreneurial skills training				
13. Labor market information				
14. Post-secondary preparation				

Maria Chavez 12/04/15 — 12/04/15

Youth Signature Date — Case Manager Signature Date

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YOUTH PROGRESS NOTES

Date of Entry	Service	Progress and/ or Amendment to Plan	Case Manager
08/30/2015	Tutoring	responding well to tutoring. assessment shows improvements in reading proficiency, still struggling with math	Sonia Chien
09/30/2015	Paid work experience	still working on finding a part-time job that fits into youth's schedule.	Sonia Chien
10/30/2015	Occupational Skills Training	still needs improvement on attendance.	Sonia Chien
11/30/2015	Adult Mentoring	mentor reports positive engagement and progress in student/mentor bonding	Sonia Chien
12/30/2015	Financial Literacy	showing improvements in management of funds.	Sonia Chien

MASSACHUSETTS ONE STOP EMPLOYMENT SYSTEM
PLAN FOR SUCCESS

Customer Name:
MOSES Job Seeker ID: Case Plan Number:
Caseworker Name:

SECTION I – ASSESSMENT

I. WORK EXPERIENCE

Company Name	Job Title	Salary	Unit	Start Date	End Date

JOB TITLES AND SKILLS SELECTION

Job Title	Months Experience	Certified ?	Match ?

SKILLS

OTHER SKILLS

EDUCATION INFORMATION

DEGREES

Institution	Degree Type	Major Course Title	Start Date	End Date

LICENSES, CERTIFICATIONS AND REGISTRATIONS

Title	Type	Date Awarded	Date Expired

VOCATIONAL TRAINING

Institution	Course Name	Start Date	End Date

Caseworker Name:

TESTING / ASSESSMENT

Service Result	Service Date	Description

CAREER OBJECTIVE

LABOR MARKET INFORMATION SUPPORTING THIS GOAL

SECTION II – GOALS AND PLAN OF ACTION

EMPLOYMENT GOALS

Goal Due Date	Goal Type	Goal Status	Task Due Date	Task

WORK READINESS GOALS

Goal Due Date	Goal Type	Goal Status	Task Due Date	Task

OCCUPATIONAL SKILLS GOALS

Goal Due Date	Goal Type	Goal Status	Task Due Date	Task

BASIC SKILLS GOALS

Goal Due Date	Goal Type	Goal Status	Task Due Date	Task

INDIVIDUAL GOALS

Goal Due Date	Goal Type	Goal Status	Task Due Date	Task

Individual Tasks

Due Date	Individual Task Details

SECTION III – STRENGTHS AND ASSETS

TOP THREE STRENGTHS TO SUPPORT GOALS:

1.

2.

3.

TOP THREE PERSONAL ASSETS TO SUPPORT GOALS

1.

2.

3.

FAMILY AND COMMUNITY ASSETS TO SUPPORT GOALS

1.

2.

3.

SECTION IV – BARRIERS AND TRAINING JUSTIFICATION

II. BARRIERS TO ACHIEVING GOALS

	Barrier Name

Barrier Notes:

TRAINING JUSTIFICATION (IF NEEDED)

	Training Item	Description

Caseworker Name:

SECTION V – SERVICES PROVIDED

III. GENERAL SERVICES

Service Date	Staff ID	Category	Service Detail	Career Center	Hours

TRAINING / ACTIVITY SERVICES

Last Update Date	Staff ID	Course	Provider	Status

EMPLOYMENT SERVICES

Service Date	Staff ID	Service Type	Service Result	Employer Name	Phone

Caseworker Name:

SECTION VI – NOTES

Case No.	Created Date	Created By	Notes	Confidential

SECTION VII – SIGNATURES

I have assisted in completing this case plan, and I agree with the goals and actions listed in it. I am aware of my responsibility to continue to seek unsubsidized employment. I agree to the plan and to the level of cooperation and participation needed for me to complete this plan. I will meet with my caseworker on a periodic basis to discuss my progress in meeting my goals. I understand that my caseworker may need to meet with other staff or agencies on my behalf to help me reach my goals.

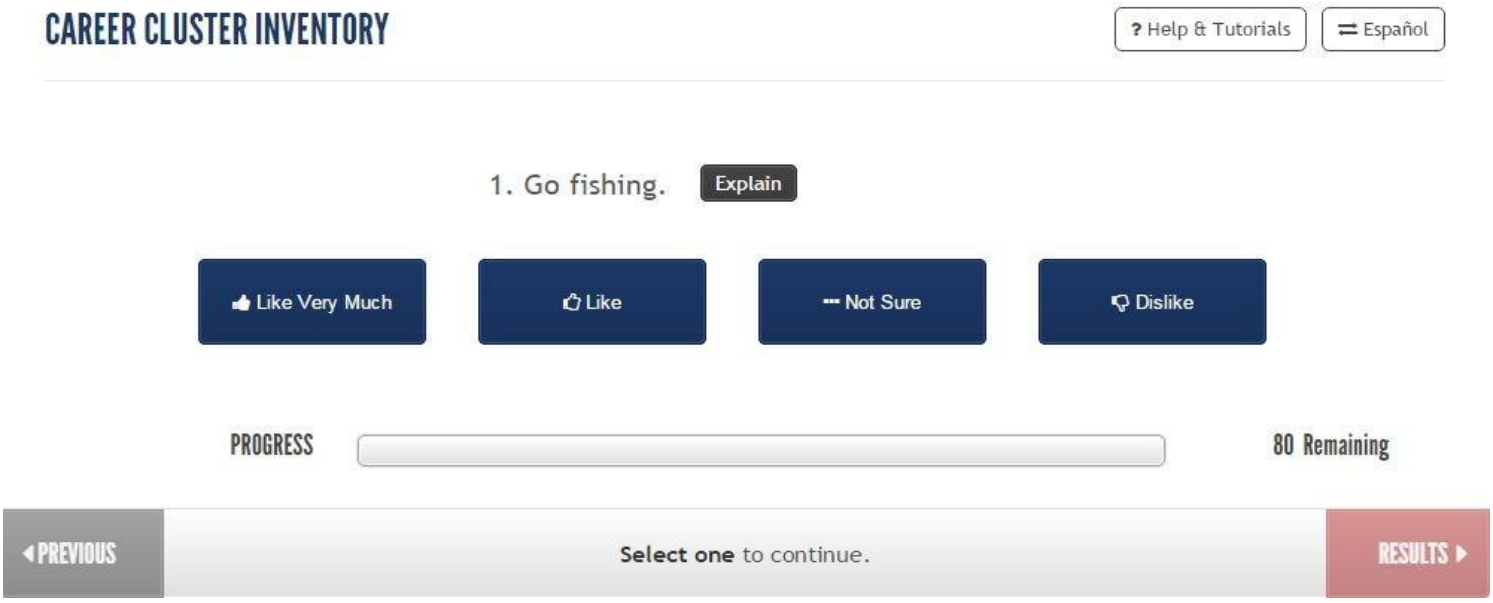
Signatures:

Customer: _____ Date:_____

Caseworker: _____ Date:_____

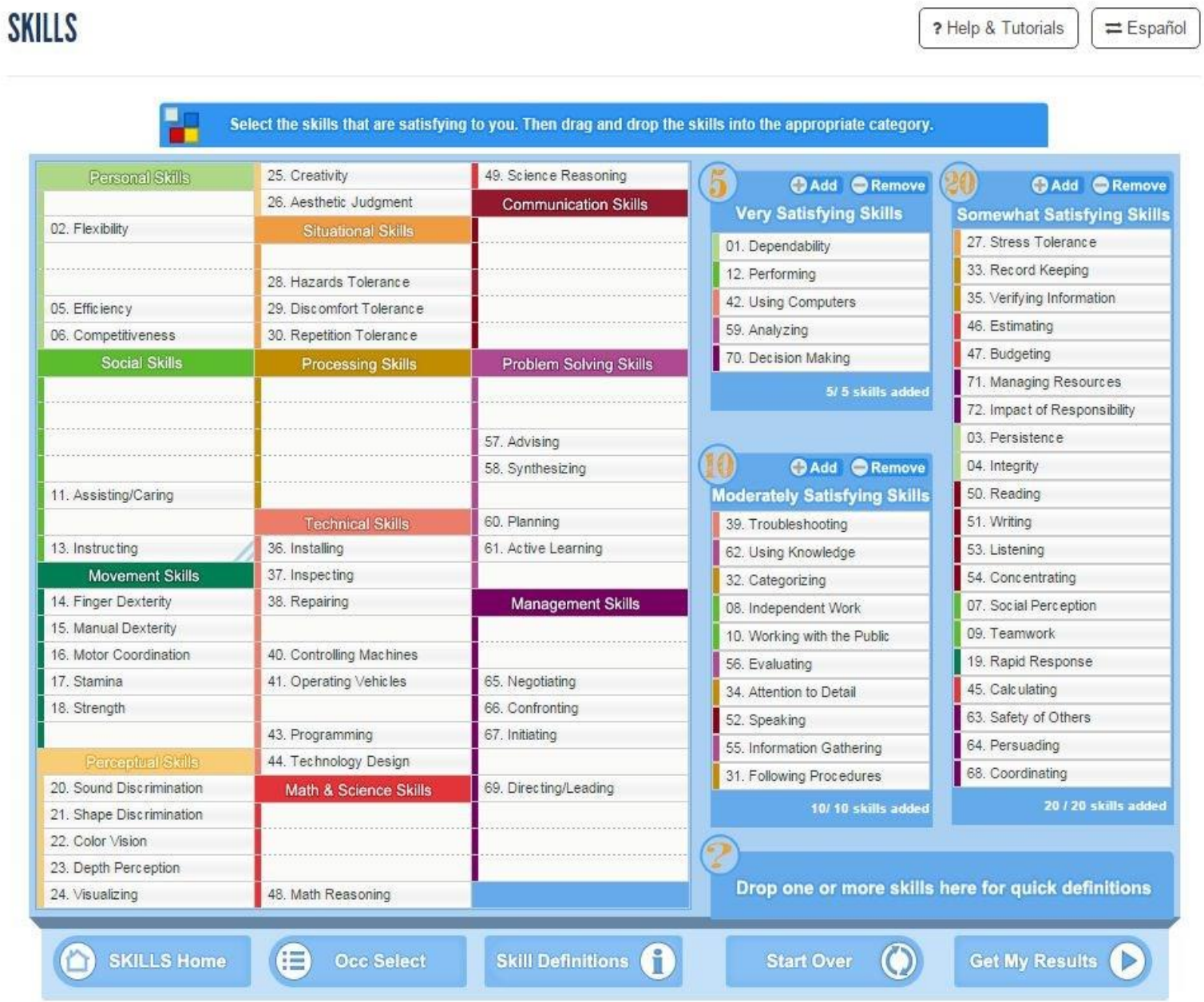
Attachment 22: MA CIS Career Assessment Sample

The Career Cluster Inventory can be found on the MA CIS website https://masscis.intocareers.org/materials/portal/home.html under Assessments.



Attachment 23: MA CIS Skills Assessment/Interest Profiler Sample

The Skills Assessment can be found on the MA CIS website https://masscis.intocareers.org/materials/portal/home.html under Assessments.



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MassCIS
Career Information System

Interest Profiler Short Form

Using Your Interests to Explore Occupations

You can use your interests to explore careers. Interests are good to use because you probably will find that occupations that meet your interests will be more satisfying and rewarding for you than occupations that don't meet your interests.

Remember, though, that interests are just some of the information that you can use to explore careers. Other useful information about yourself: your abilities, work values, experience, education, and motivation are also important in exploring careers. The more aspects of yourself that you use to explore careers, the better chance you have of finding satisfying work.

You can think of the occupational interests as your liking or preference for certain work activities. The Interest Profiler measures interests in each of six Interest Areas described below. Read over the definitions to get a better understanding of your occupational interests.

The links for each Interest Area will display a list of occupations that match that interest. You can then use the occupation links to learn more about the occupation.

Investigative **Your Score : 39**
People with investigative interests like work activities that have to do with ideas and thinking more than with physical activity. They like to search for facts and figure out problems mentally rather than to persuade or lead people.

Realistic **Your Score : 32**
People with realistic interests like work activities that include practical, hands-on problems and solutions. They enjoy dealing with plants, animals, and real-world materials, like wood, tools, and machinery. They enjoy outside work. Often people with realistic interests do not like occupations that mainly involve doing paperwork or working closely with others.

Enterprising **Your Score : 32**
People with enterprising interests like work activities that have to do with starting up and carrying out projects, especially business ventures. They like persuading and leading people and making decisions. They like taking risks for profit. These people prefer action rather than thought.

Social **Your Score : 31**
People with social interests like work activities that assist others and promote learning and personal development. They prefer to communicate more than to work with objects, machines, or data. They like to teach, to give advice, to help, or otherwise be of service to people.

Conventional **Your Score : 28**
People with conventional interests like work activities that follow set procedures and routines. They prefer working with data and detail more than with ideas. They prefer work in which there are precise standards rather than work in which you have to judge things by yourself. These people like working where the lines of authority are clear.

Artistic **Your Score : 26**

People with artistic interests like work activities that deal with the artistic side of things, such as forms, designs, and patterns. They like self-expression in their work. They prefer settings where work can be done without following a clear set of rules.

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[Change Skills | Summary | Holland Personality Types | Occupational Clusters | *Top 30 Occupations

Summary of Selected Skills

Very Satisfying Skills	Moderately Satisfying Skills	Somewhat Satisfying Skills
Dependability	Categorizing	Performing
Teamwork	Evaluating	Budgeting
Working with the Public	Analyzing	Writing
Listening	Planning	Speaking
Negotiating	Confronting	Concentrating

Attachment 24: Labor Market Information Sample

The Official Website of the Executive Office of Labor and Workforce Development (EOLWD)

Labor and Workforce Development

Home > Labor Market Information > Employment and Job Statistics

Employment and Job Statistics

Current Employment Statistics (CES-790)

A monthly survey of more than 8,000 employers provides estimates of employment by industry for the state and for seven Metropolitan New England City and Town Statistical Areas (NECTA). The Boston-Cambridge-Quincy, MA-NH Metropolitan NECTA includes six Metropolitan Statistical Divisions in which employment estimates are produced for Massachusetts. Statewide hours and earnings data are published for selected industries within the manufacturing super sector. The Current Employment Statistics program data is based on the North American Industrial Classification System (NAICS).

NOTE TO DATA USERS, as of March 6, 2014:

NOTE TO DATA USERS; as of March 10, 2015: Statewide data series have been revised to reflect annual benchmark revisions and seasonal adjustments for 2009 to 2014.
As of March 12, 2015 New England City and Town Area estimates have been revised back to 1990. Seasonally adjusted total jobs data for selected areas are available. This year the 2010 Census area delineations have been implemented resulting in changes to the geographic composition of sub-state areas. This realignment has allowed for the publication of each of the NECTA divisions in the newly defined Boston-Cambridge-Nashua MA-NH Metropolitan NECTA. The area with the largest geographical change is the Springfield MA-CT Metropolitan NECTA.
Access 2010 area information and map

For historical data or assistance, please email detlmi@detma.org.

Access Current Employment Statistics

All Employee Hours and Earnings (AEPP)

All Employee Hours and Earnings Payroll series are now available for the private sector. The statewide and metropolitan statistical area series provide estimates for average weekly hours, average weekly earnings and average hourly earnings.

To access the Massachusetts data click on the BLS Data Tool

Employment and Wages by Industry and Area (ES-202)

Quarterly data is derived from more than 150,000 Massachusetts employers subject to unemployment compensation laws. Industry employment and payroll information is produced both quarterly and annually for the state, New England City and Town Statistical Areas, labor market areas, workforce investment areas, counties, cities and towns. Annual files contain more up-to-date data than previously released quarterly files. NAICS based employment and wage data are available beginning with the first quarter of 2001.

Access Employment and Wages by Industry and Area
All Towns Employment and Wages excel files
Establishments and Employment by Size

Business Employment Dynamics (BED)

Business Employment Dynamics data track the expansion and contraction of employment for private businesses. Over the quarter changes in gross job gains (expansions and openings) and gross job losses (reductions and closures), and the net change in employment at the establishment level are available through this new series.

Business Employment Dynamics Data news release
Massachusetts Business Employment Dynamics State Data

This workforce product was funded by a grant awarded by the U.S. Department of Labor's Employment and Training Administration. (more...)

Attachments

Section 3: Monitoring

Attachment 25: Program Report

Attachment 26: Service Plan

Attachment 27: Site Visit Form

Attachment 25: Program Report

Agency & Program:

Staff name: Month(s) & Year:

In addition to answering the questions below, please update and submit your service plan each quarter.

1. *In what ways has your program grown this quarter? (i.e. collaborations, changes in strategy, advancement of participants) Highlight some accomplishments this report period.*

2. *What are some best practices that you'd like to share? (recruiting OSY, developing employer partnerships, providing new WIOA elements, managing WIOA requirements)*

3. *What challenges have you faced this report period? How have you responded to them? How can OWD support you? What areas would you like more support in?*

4. *Were there any changes within the program (program design, staffing, curriculum, spending plan, etc.)? How does this impact program delivery?*

5. *What has been your experience with youth engagement (enrollment and participation) this report period? If there have been problems, what has been your response?*

6. *What is the most recent date that your staff updated MOSES? Has an ISS been completed with each participant?*

7. *Please share any additional comments, thoughts, or recommendations.*

Attachment 26: Service Plan

Agency _____ Funding Source _____

Program _____ Planned Participants [ ]

	1st Quarter *July- Sept*			2nd Quarter *Oct-Dec*			3rd Quarter *Jan-March*			4th Quarter *Apr-June*			Total	% of Goal
	Plan	Actual	% Goal	Plan	Actual	% Goal	Plan	Actual	% Goal	Plan	Actual	% Goal		
Continuing from previous quarter														
New enrollments														
Program exits														
Total participants														
Out-of-school youth														

Outcomes

	Annual Plan	Actual	% of Goal
Obtain diploma			
Obtain HiSET			
Increases in one or more grade levels in academic skills			
Obtain employment while enrolled in program			
Obtain employment upon completion of program			
Enroll in post-secondary training			
Enroll in post-secondary education			
Obtain post-secondary credentials or industry-recognized credentials			
Retention in program into next fiscal year			
Enter Military			
Neutral			
Negative Exit			

Attachment 27: Site Visit Form

Site Visit Report: WIOA

Agency:

Program:

Date:

OWD Staff:

OWD Site Visit Preparation

Enrollment goal: Current Enrollment:

Is MOSES data accurate and up to date? ☐ Yes ☐ No

Are invoices up to date? ☐ Yes ☐ No

Are Program Reports up to date? ☐ Yes ☐ No

Comments:

Persons Interviewed: *Name and title*

1.
2.
3.

☐ Interviewed Staff
☐ Participant File Review
☐ Class/Activity Observation

Site Visit Summary (including classroom observation, if applicable)

Positive feedback:

Area for improvement – and work plan, if needed:

Technical Assistance Requested?	☐ Yes	☐ No
Corrective Action Required?	☐ Yes	☐ No

Describe:

Transition to WIOA

1. How have you changed your recruitment approach to meet 75% OSY expenditures?

2. How are you tracking Work Experience expenditures and Out-of-School youth expenditures?

3. How have you adjusted to new eligibility requirements?

4. How are you strengthening career pathways and employer partnerships?

Administrative

1. How do your staff manage MOSES data entry and quality control?

2. How have you built the ISS and its corresponding assessments into the program?

3. How do you track which students need to be tested when?

4. How do you track who is in the program, receiving other services, or in "follow-up"?

5. How do you ensure that outcomes are accurately recorded?

6. How do you ensure that all staff are up-to-date on grant requirements?

WIOA Framework Services

- ☐ Outreach and recruitment
- ☐ Intake and enrollment
- ☐ Objective assessment
- ☐ Individual Service Strategy (goal setting)
- ☐ Referrals for non-enrolled applicants

Fourteen WIOA Elements *(*new)*

Check if the following is provided directly by the program. Describe challenges, strengths, partnerships.

- ☐ Tutoring

☐ Alternative secondary school

☐ Paid and unpaid work experiences

☐ Occupational skills training

☐ *Education concurrently with workforce prep

☐ Leadership development

☐ Supportive services: *Describe your referral network. How do you actively expand it?*

☐ Adult mentoring

☐ Follow-up services: *On average, how long do you stay in touch with participants after exit?*

☐ Guidance and counseling

☐ *Financial Literacy Education

☐ *Entrepreneurial Skills Training

☐ *Labor Market/Employment

☐ *Post-secondary education/training transition

Were posters for EEO and complaint process located?	☐ Yes	☐ No
Is the site safe, clean, and conducive to the program services?	☐ Yes	☐ No

Sample File Review

The number of files reviewed will vary from agency to agency. Agencies will be notified of specific files at the site visit. MSOES files will be reviewed prior to the site visit.

Name	MOSES file	Eligibility docs	ISS	Career Assess.	Academic Assess.	Work Readiness	Skills	Labor Market	EEO Waiver	Moses App	Comments
1.											
2.											
3.											
4.											
5.											

Overall comments:

Attachments

Section 4: Policy

Attachment 28: Boston Local Policies

- Boston Residency Policy
- Income Calculation Policy
- Individual Service Strategy Policy and Instructions
- Social Security Policy
- Selective Service Policy
- Youth Supportive Services and Needs-Related Payments
- 5% Window Policy
- Applicant Statement Policy
- Requires Additional Assistance Barrier Policy

Attachment 29: Policy Complaint Process Poster

Attachment 30: Equal Opportunity Notice Poster

I. Boston Residency Policy

Each WIOA Title I Youth participant must be a Boston resident at the time of eligibility certification. Exceptions can be made for participants who are homeless and placed outside of Boston. In this case, Boston residency prior to placement, homelessness, and intent to return to Boston must be documented. *Documentation must include the participant's name and his/her Boston address.* Documentation can be sourced from any of the following:

1. Letter from a Government Agency (DTA, DYS, SSA, etc.)
2. Government-issued ID (Driver's License, MA ID, etc.)
3. Lease
4. Boston Housing Authority Verification
5. Landlord Statement
6. Utility Bill
7. Homelessness Documentation
8. Recent pay stub or bank statement
9. Residence or Auto Insurance Policy
10. Letter from school
11. Medicaid or Medicare Card
12. Postmarked Mail Addressed to Applicant
13. Selective Service Registration Card
14. Applicant Statement Form (See VIII: Applicant Statement Policy)

II. Income Calculation Policy

As stated in Mass Workforce Issuance 19.101, youth may need to be proven low-income in order to be eligible to receive WIOA services. If program staff use the 6 months of family income method to prove low-income status, the OWD Family Income Eligibility Worksheet must be used when determining eligibility.

All income, both inclusions and exclusions, must be entered on the Worksheet, as listed according to Mass Workforce Issuance 01-08. Income inclusions and exclusions must also be documented. **If a family member has no income, an applicant statement form must also explain the extent to which program staff verified documents for family members that have no income.** (See VIII: Applicant Statement Policy.)

The Worksheet auto-calculates and annualizes income entered. Participants must document and verify their family size, which is also entered into the Worksheet. The maximum allowable income for the family size entered displays on the worksheet. If the participant's annualized income is lower than the maximum allowable income, the youth is determined low-income. OWD updates the Worksheet each year to reflect updated income guidelines. If not all documents are available for the six-month period, the program staff uses OWD Methods for Calculating Annualized Income sheet to find the most appropriate method and follows those directions.

The program staff sends the Income Calculation Worksheet with backup documentation and the applicant statement, if applicable, to OWD as part of the eligibility documents for review and approval.

References: Mass Workforce Issuance 19.101: WIOA Title I Youth Eligibility
Mass Workforce Issuance 01-08: Income Inclusions/Exclusions

Attached: OWD Family Income Eligibility Worksheet
Methods for Calculating Annualized Income

WIOA-Youth Family Income Eligibility Worksheet

Date Of Submission:	08/11/15	Need Income From:	02/09/15
Youth Name:	*Youth Name*	MOSES ID:	*ID Number*

Calculation Method:	x	Straight Pay or Salary		Year -To- Date Method
		Average Pay		Intermittent

Month	*February*	*March*	*April*	*May*	*June*	*July*	Total
Youth							
Youth Name	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Family Members							
Name & relationship	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
							$0.00
							$0.00
							$0.00
							$0.00
Total	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Title I Inclusions							
Soc Sec Retirement	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Pensions							$0.00
Worker Comp							$0.00
Alimony							$0.00
Interest and dividends							$0.00
Veterans Payment							$0.00
Soc Sec Disability Ins							$0.00
Net Rental Income							$0.00
Other:							$0.00
WIOA Eligibility Total	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Title I Exclusions							
Unemployment Comp	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
Child support							
TAFDC							
SNAP							
Supplemental SSI							
SSI/survivor benefits							
Other:							
	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

WIOA Title I Eligibility

		Annualized total gross income (x2):	$0.00
Family size:	2	Max. family income for family size:	$18,509.00
Income Eligible:	Yes X		No

CERTIFICATION: I attest that all information provided above is true to the best of my knowledge and that there is no intent to commit fraud.

Youth Signature & Date Staff Signature

FOR OWD USE ONLY

Income Eligible: Yes No

OWD : _____ Date: _____

METHODS FOR CALCULATING ANNUALIZED INCOME

When calculating income, States and SDAs are encouraged to use any one of the following methods as appropriate. The examples are illustrative only and SDAs should obtain as many pay stubs as possible.

1. STRAIGHT PAY OR SALARY METHOD

Under the Straight Pay Method, the participant supplies a sample of pay stubs covering the most recent six months of family income. Upon reviewing the pay stubs the intake worker determines that the wage information on the pay stubs is the same. There is no variation in the wages for any of the pay stubs submitted for the income verification.

The intake worker will calculate the income based upon the wages indicated on one of the pay stubs, since there are no variations in the gross income on the pay stubs. Based upon the length of the pay period represented by the pay stubs, (usually weekly, bi-weekly or monthly) the gross income is multiplied by the number of pay periods in a year. That is, 52 x gross wages, 26 x gross wages, or 12 x gross wages respectively. The result will be the annualized income used to determine eligibility.

EXAMPLE:

Five (5) pay stubs are provided indicating gross wages of $548.00 each. The pay stubs are sporadic and cover a period of 3 months. The pay frequency is bi-weekly. An intake worker would multiply the gross wages indicated on the pay stub by the frequency occurrence.
26 X $548 = $14,248

2. AVERAGE PAY METHOD

Under the Average Pay Method, a sample of six pay stubs are submitted which show variations in the gross earnings. The variations may result from overtime, lost time or work for different employers.

In calculating the annualized income, the intake worker must determine the average gross earnings based upon the number of pay stubs provided. To determine the average gross earnings, the intake worker must total the gross earnings of all the pay stubs provided and divide the result by the number of pay stubs. The result will be the average gross earnings per pay period. After determining average gross earnings the intake worker will then determine the pay frequency and multiply the gross average earnings by the number of pay periods in a year.

EXAMPLE:

Participant provides intake worker with six (6) pay stubs with gross earnings of; $534.00, $475.00, $398.00, $534.00, $498.00, and $534.00. The pay frequency is weekly. The intake worker should do the following:

Add: $534 + $475 + $398 + $534 + $498 + $534 = $2973.00
Divide: $2973/6 = $495.50 = Average gross earnings
Multiply: $495.50 x 52 = $25,766 Annualized gross income

3. YEAR-TO-DATE METHOD

Under the Year-To-Date Method of calculating annualized gross income, the participant provides recent pay stubs with cumulative year-to-date gross earnings indicated on the pay stub. The cumulative year-to-date gross earnings indicate the gross earnings up to the date of the pay period ending date on the pay stub. To compute the annualized income, the intake worker counts the number of pays that have occurred since January 1, and divides that number into the gross year to-date earnings indicated on the pay stub. [After this computation, the steps are the same as for the average pay method.] The result of this computation (average gross income per pay period) is then multiplied by the number of pay periods in a year to determine the annualized gross earnings.

EXAMPLE:

Participant provides the intake worker with a recent pay stub whose gross year-to-date earnings are $13,756. The pay period ended September 30, 1992. The pay frequency is bi-weekly. Upon counting the number of pays that have occurred since January 1, 1992, the intake worker has determined that the participant has been paid 19 times. Calculation of the gross annualized income would be done as follows:

Divide $13,756 by 19 bi-weekly pays = $724.00
Multiply $724.00 by 26 = $18,824 (based upon bi-weekly pay frequency 26 pays per year) or
Divide $13,756 by 38 weekly pays = $362.00
Multiply $362.00 by 52 = $18,824 (based upon weekly pay frequency 52 pays per year)

4. INTERMITTENT WORK METHOD

When an applicant has not had steady work with one or more employers, she/he should supply as many pay stubs as possible and complete an Applicant Statement explaining all missing pay stubs and non-work periods during the last six months. In such cases the intake worker should total all wages for the six month period and multiply the result by two to annualize the wage income.

If the applicant reports little or no includable income, as shown above, she/he should indicate other resources relied upon for life support during the last six months on the Applicant Statement Such resources may include such things as unpaid debts, gifts, loans, unemployment compensation, etc.

III. Individual Service Strategy Policy and Instructions

As stated in Mass Workforce Issuance 14-77, the Individual Service Strategy (ISS) is the basis for the entire case management strategy. It is designed to be developed in partnership with the participant and reflect the needs indicated by the objective assessment and the expressed interests of the participant. The ISS is the framework for justifying decisions concerning the appropriate service mix and sequence of services.

The ISS is developed with the participant upon the enrollment into a WIOA Title I Youth program. It is reviewed and updated regularly as the youth participates in the program, and reviewed formally at least twice annually.

The ISS must:

- Include goals and service plans that are open-ended
- Map services that are consistent with participant needs and goals
- Contain both short and long term goals that are measurable and have target completion dates
- Be customizable to meet the needs and strengths of each participant
- As appropriate, include referrals made to entities external to the program
- Service element are associated with the goals
- Service plan is drafted in cooperation with the participant
- Include documentation of periodic review in cooperation with the participant
- Include participant and program representative signatures demonstrating mutual commitment
- Include date initially developed, review dates, and date of completion

The ISS captures: education history, work history, basic academic skills, career interests and skills, occupational skills, assets and strengths, labor market information, support services, goals with a plan of action, fourteen elements activities, and progress notes.

Objective assessments are completed with the following tools:

1. Basic/Academic skills: CASAS, TABE 9/10, GAIN, or MAPT
2. Career Interests: Mass CIS Interest Profiler
3. Occupational Skills: Mass CIS SKILLS
4. Assets and Strengths: Mass CIS SKILLS
5. Labor Market Information: Mass CIS Career InfoNet
6. Work Readiness: Massachusetts Work Based Learning Plan

Other objective assessment tools can be used, upon approval by OWD. Copies of the assessment results are kept in the youth's file <u>and</u> inputted into MOSES.

WIOA Youth-funded programs are given the option to use either the hard copy ISS form or the MOSES Case Plan as part of the youth file. If a program decides to use the ISS form, all information must also be entered into MOSES. See OWD's MOSES Guide for reference.

If a program decides to use the MOSES Case Plan in place of the ISS form, the following is entered into MOSES:

- Work Experience
- Education Information
- Basic/Academic skills assessments (add in pre- and post-test scores and test dates)
- Career interests assessments

- Labor Market Information
- Goals (add a description and plan of action)
- Barriers
- Services and corresponding notes

The Case Plan is then generated and printed through the Job Seeker/Documents/Job Seeker Case Plan feature in MOSES.

Once generated, the following is written or typed into the Case Plan:

- Skills
- Strengths and Assets
- Personal Interests
- Youth and case worker signatures

The Work Readiness assessment is completed separately and kept in the youth file.

References: Mass Workforce Issuance 14-77: Youth Individual Service Strategy Requirements

Attached: Individual Service Strategy form

Individualized Service Strategy (ISS) for Youth

Workforce Innovation and Opportunity Act (WIOA)

A. Personal Information

Youth's Name:_____Date_____

Phone: _____ E-Mail: _____

Address: _____

City: _____State: _____ Zip Code: _____

Age:_____ Date of Birth:_____ MOSES ID #_____

Case Manager:_____

Educational Background:

In-School Youth ☐ Out-of-School Youth ☐

High School: Graduated Yes ☐ No ☐

Obtained GED Yes ☐ Dropped Out ☐

School name and location_____

Highest grade completed_____ Date Completed_____

Degree/Certification received_____

Post High School: ☐ YES, currently attending ☐ YES, not currently attending ☐ No

Name of Institution_____ Date Completed_____

Degree/Certificationreceived_____

Work Experience:

Have you had any work experience? (include internships and job shadowing) Yes ☐ No ☐

Employer_____

Job Title_____ Dates of employment_____

Hours per Week_____ Hourly Wage_____

Internship Title _____ Dates of internship_____

Hours per Week_____ Stipend_____

B. Skills

Basic Education Skills:

Test Name_____

Reading (grade level)_____ Scale Score_____ EFL Level _____

Math (grade level) _____Scale Score _____ EFL Level _____

Career Interests and Skills:

Name of Career Interest Inventory_____ Date Completed_____

Include a copy of the assessment results in the youth's file and also add the results in MOSES.
Go to the Testing tab and choose "category" then select Career Information Systems. Go the "service detail" and select the Interest Profiler. List the top three occupations in the occupation section.

Top Three Interest Areas	Choose the Top Choice from Each Interest Area
1.	
2.	
3.	

Occupational Skills Assessment:

Name of Occupational Skills Assessment Tool _____ Date Completed _____

Include a copy of the assessment results in the youth's file and also add the results in MOSES.
Go to the Testing tab and choose "category" then select Career Information Systems. Go the "service detail" and select Skills. List the top five very satisfying skills.

Top Five Very Satisfying Skills	
1.	4.
2.	5.
3.	

Assets and Strengths:

Name of Assets and Strengths Assessment Tool _____ Date Completed _____

Top Five Assets and Strengths	
1.	4.
2.	5.
3.	

C. Labor Market Information

Name of Labor Market Inventory Tool _____ Date Completed _____

Include a copy of the Labor Market Information in the youth's file also add the results in MOSES. Go the Case Plan tab and click on the Assessment tab. Enter the Labor Market Information results in the Labor Market for Skills section.

Labor Market Information Results: _____

_____

_____

_____

_____

D. Massachusetts Work-Based Learning Competencies

		Needs Development	Competent	Proficient	Advanced
Attendance and Punctuality	1st Review 2nd Review	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Workplace Appearance	1st Review 2nd Review	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Accepting Direction and Constructive Criticism	1st Review 2nd Review	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Motivation and Taking Initiative	1st Review 2nd Review	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Understanding Workplace Culture, Policy, and Safety	1st Review 2nd Review	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Speaking	1st Review 2nd Review	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Listening	1st Review 2nd Review	☐ ☐	☐ ☐	☐ ☐	☐ ☐
Interacting with Co-Workers	1st Review 2nd Review	☐ ☐	☐ ☐	☐ ☐	☐ ☐

Date of 1st Review _____ Date of 2nd Review _____

E. Support Services

Needs	Recommended Services	Referral
1. Transportation		
2. Pregnant/parent		
3. Probation/Court Involvement		
4. Disability		
5. Health		
6. Housing		
7. Alcohol/Substance Abuse		
8. Child Care		
9. Other		

SPECIAL CONSIDERATIONS

PERSONAL INTERESTS

F. Goals

Type of Goal	Goal Summary	Date Established	Date Attained
1.			
2.			
3.			

ISS PLAN OF ACTION TOWARDS BASIC SKILLS GOALS

ISS PLAN OF ACTION TOWARDS OCCUPATIONAL GOALS

ISS PLAN OF ACTION TOWARDS WORK READINESS GOALS

G. Fourteen Elements of Youth Services

Youth are required to have access to all fourteen elements provided in-house or through partnerships and referrals. Enrollment into the fourteen elements must be documented in MOSES.

Service Element	I. Comments	II. Provider	Start Date	End Date
1. Tutoring				
2. Alternative Education				
3. Paid and unpaid work experience				
4. Occupational Skills Training				
5. Education with workforce preparation				
6. Leadership Development Opportunities				
7. Supportive Services				
8. Adult Mentoring				
9. Follow-Up Services				
10. Comprehensive Guidance and Counseling				
11. Financial literacy				

12. Entrepreneurial skills training				
13. Labor market information				
14. Post-secondary preparation				

_____ _____

Youth Signature Date Case Manager Signature Date

H. Youth Progress Notes

Date of Entry	Service	Progress and/ or Amendment to Plan	Case Manager

IV. Social Security Policy

In order to help safeguard the personal information of prospective WIOA participants, *OWD does not accept social security cards as an allowable document in the eligibility process*. Any documents submitted to OWD with a social security number will be returned and/or deleted.

All MOSES Reports generated by OWD are reflective of this policy and only show the last four digits of the participant's social security number.

V. Selective Service Policy

Selective Service registration is required for all WIOA Youth participants who are male-born and 18 years old or older. *If a youth is not registered for Selective Service, he cannot become, or continue to be, a participant in the WIOA Youth program.* If a participant is 18 or older upon enrolling in a WIOA Youth program, the participant must be registered prior to WIOA grant enrollment.

Each WIOA Youth participant who is male-born and is not yet 18 years old is encouraged to sign the Commitment to Register for Selective Service form stating that he will register for Selective Service within 30 days of his 18th birthday as a condition for participation in the WIOA Youth program. When a youth turns 18 while enrolled in the WIOA grant, it is the responsibility of the participant to register and the responsibility of the WIOA-funded program to document and verify that the individual has registered.

Visit www.sss.gov to register online or to check a registration. It will verify SSS verification with the individual's social security number.

References: Mass Workforce Issuance 19.101: WIOA Title I Youth Eligibility

Attached: Commitment to Register for Selective Service form

Commitment to Register for Selective Service

Workforce Innovation and Opportunity Act - Youth

I understand that as part of my participation in a federally funded Workforce Innovation and Opportunity Act Youth program, I must register for the U. S. Selective Service within 30 days of turning 18 years old, and I agree to do so.

I understand that failure to do so will result in termination from the program.

Date of 18th birthday _____

Print name _____

Signature _____

Date _____

VI. Youth Supportive Services and Needs-Related Payments

In accordance with Mass Workforce Policy Issuance 07-56, the Economic Development & Industrial Corporation (Fiscal Agent), through its Office of Workforce Development (OWD), has established guidelines for youth supportive services, including needs-based payments. The section on youth from Policy Issuance 07-56 are as follows:

Supportive Services

Supportive services for youth are defined for youth in the WIA Rules and Regulations at §664.420 and §664.440 as including, but not limited to the following:

§664.420

(a) Exposure to secondary education opportunities;
(b) Community and service learning projects;
(c) Peer-centered mentoring and tutoring services;
(d) Organizational and team work training, including team leadership;
(e) Training in decision-making, including determining priorities; and
(f) Citizenship training such as parenting, work behavior training and budgeting.

§664.440

(a) Linkages to community services;
(b) Assistance with transportation costs;
(c) Assistance with child care and dependent care costs;
(d) Assistance with housing;
(e) Referrals to medical services; and
(f) Assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eyeglasses and protective eye gear.

Supportive services may only be provided to eligible youth who have been determined to be in need of such services for program participation, based on each youth's objective assessment and individual service strategy. Title I funded supportive services should be provided only to participants who are unable to obtain supportive services through other programs providing such services, and when they are necessary to enable youth to participate in Title I activities. Local boards may establish limits on the provision of supportive services or provide service providers with the authority to establish such limits, including a maximum amount of funding and maximum length of time for supportive services to be available to participants.

Needs-Related Payments

Needs-related payments provide financial assistance to individuals for the purpose of enabling them to participate in training and are one of the supportive services authorized by WIOA. The requirements for implementing needs-related payments for youths are:

(a) Have been determined to be eligible for WIA Title I services.
(b) Have received an Objective Assessment pursuant to WIA Section 129 (c)(1)(A).
(c) Be enrolled in a program of services as determined by and documented in the Individual Service Strategy.

Needs-related payments may be provided to Youth who are enrolled in program services. Local Boards may establish procedures to allow youth service providers to provide payments under appropriate circumstances such as periods of inactivity between program activities.

Boston's Supportive Services & Needs-Based Payments Policy

Neither OWD nor the Boston Workforce Investment Board directly provides services to WIOA-eligible youths. Service providers are selected through a competitive Request for Proposal (RFP) process, usually conducted on a biennial basis. Selected service providers, must provide or make available, either directly or through referral, all of the required fourteen (14) elements of youth services as mandated by the law and as specified the RFP documents. The specific mix of services, including those specified in §664.420, is determined by the Case Manager, with the participant, as part of the development of an Individual Service Strategy.

Access to additional supportive services, such as those specified in §664.440, is also provided by the service provider, either in-house or through outside referrals. Service providers bear the cost of these supportive services, and they are instructed that non-WIA funds must be accessed first, although if needed, WIA funds may be used. Boston has chosen not to establish financial or time limits for supportive services for youth, including needs-related payments. Within the guidelines established under WIA law and regulations, and as further defined under Mass Workforce Policy Issuance 07-56, Boston allows the service provider case management staff to determine the need for such services, the amount and time duration, and where to allocate the cost of those services.

Appropriate guidance to current and potential service providers is provided through the RFP document, the Mass Workforce Policy Issuance, and through the monitoring process where applicable.

References: Mass Workforce Issuance 07-56: Supportive Services and Needs-related Payments for Title I Adults, Dislocated Workers and Youth

VII. 5% Window Policy

Boston Workforce Investment Board

I. Purpose

The purpose of this policy is to provide guidelines for the appropriate use of the 5% Window in providing eligibility documentation for youth Workforce Investment Act (WIA) clients in the Boston Workforce Investment Area.

II. Permitted Use of the 5% Window

In order for a Title I Youth to be eligible, the participant must meet each of the following criteria:

1. For youth served with allocated formula funds, the youth must be age 14 through 21 years of age [§101(13)]. For youth served with Recovery Act funds only, the upper age limit is extended through age 24 [American Recovery and Reinvestment Act of 2009 Title VIII (2)].

2. A citizen or national of the United States; lawfully admitted permanent resident alien, refugee, asylee, parolee, or other immigrant authorized by the Attorney General to work in the United States. §188(a)(5)

3. In compliance with the Military Selective Service Act. §189(h)
   (This applies to males 18 or older who were born on or after January 1, 1960).

5% Window – §129(c)(5) - Not more than 5 percent of participants assisted in each local area may be individuals who do not meet the minimum income criteria to be considered for eligible youth, if such individuals are within one or more of the following categories:

(A) Individuals who are school dropouts.
(B) Individuals who are basic skills deficient.
(C) Individuals with educational attainment that is one or more grade levels below the grade level appropriate to the age of the individual.
(D) Individuals who are pregnant or parenting.
(E) Individuals with disabilities, including learning disabilities.
(F) Individuals who are homeless or runaway youth.
(G) Individuals who are offenders.

(H) Other eligible youth who face serious barriers to employment as identified by the local board (the specifics of "serious barriers" must be included in the five year plan).

Boston's locally defined "serious barriers" from (H) above:

a) Youth who failed the MCAS in the last round,
b) Youth who has been identified as truant or as having as significant school attendance problem based on the BPS standard or law enforcement referral,
c) Youth who requires English as a Second Language instruction,
d) Youth who resides in a single parent household, or
e) Youth who resides in a public housing development.
f) Youth who is a foster child.

Up to 5% of the WIA Youth may be determined to be eligible if they meet all of the eligibility criteria except for income and if they possess at least one of the barriers in (A)-(H) above including Boston's locally defined "serious barriers".

III. Policy

In determining eligibility for Boston WIA Youth clients up to 5% of the WIA Youth may be determined to be eligible if they meet all of the eligibility criteria except for income and if they possess at least one of the barriers in (A)-(H) above including Boston's locally defined "serious barriers". This use of the 5% Window must be requested in writing by the direct service provider to Jobs and Community Services.

Questions should go to Larry Smith at 617-918-5262 or Larry.Smith.JCS@cityofboston.gov.

5% Window

In order to document eligibility for Boston WIA youth who meet all criteria except income, those who meet one of the locally defined and approved criteria below can document their eligibility by using one of the means below for the chosen criteria.

1) Youth who failed the MCAS in the last round
   A) MCAS test results
   B) Letter, report, or email from BPS, another school district, or program staff
   C) Telephone verification from BPS, another school district, or program staff

2) Youth who has been identified as truant or as having a significant school attendance problem based on the BPS or other school district standard, or law enforcement referral
   A) Report card with attendance information from BPS, another school district, or program
   B) Letter, report, or email from BPS, another school district, or program
   C) Letter, report, or email from law enforcement official
   D) Telephone verification from BPS, another school district, program or law enforcement official

3) Youth who requires English as a Second Language instruction
   A) Letter, report, or email from BPS, another school district, or program
   B) Letter from a recognized community or youth organization (if other documents are not available)
   C) Easily discernable need for English as a Second Language instruction (documented by statement from intake staff)

4) Youth who resides in a single parent household
   A) Lease or landlord statement
   B) Medical card
   C) Divorce decree
   D) Statement from DSS
   E) Telephone verification
   F) Applicant statement with parent signature

5) Youth who resides in a public housing development
   A) Lease
   B) Computer printout from other government agency
   C) Driver's license
   D) Postmarked mail addressed to applicant
   E) Utility bill

6) Foster Child: As from State Issuance 09-20, attachment F:
   A) Court contact
   B) Court documentation
   C) Medical card
   D) Verification of Payments made on behalf of the child
   E) Written statement from state/local agency
   F) Letter from the state of Mass. EOHHS agency
   G) Telephone verification if other forms of documentation are not readily available
   H) Document inspection if provided document cannot be legally photocopied

VIII. Applicant Statement Policy

Boston Workforce Investment Board

I. Purpose

The purpose of this policy is to provide guidelines for the appropriate use of an Applicant Statement in providing eligibility documentation for youth Workforce Investment Act (WIA) clients in the Boston Workforce Investment Area.

III. Permitted Use of Applicant Statements

Applicant statements may be used, in a limited way, to document those items that, in some cases, are not verifiable or may cause undue hardship for individuals to obtain. Consistent with requirements described in USDOL Technical Assistance Guide (TAG) JTPA Title II Eligibility Documentation Guide (published in 1993 and adopted by USDOL for use in determining eligibility under Title I of the Workforce Investment Act), an applicant statement may be used *as the sole source document only* for determining family income, residence and family size or in determining whether a customer is to be considered "hard to serve" because of barriers of pregnancy/parenting or his/her status as "homeless', an "offender" or a school "dropout", and *may not be used as the sole source document* for any other eligibility criteria. Local Boards must develop policies that describe how applicant statements are used in conjunction with practicable attempts to secure recommended documentation. Applicant statements should be supported by a documented corroborative contact or reliable witness attesting to the accuracy of the statement. The corroboration may be via witness signature on the applicant statement form or supporting telephone verification form.

Example: Use of the sample APPLICANT STATEMENT FORM (Issuance 9-20, Attachment I) is as follows: If an applicant states that he/she is unable to provide evidence that no income was received during the past six months, and that he/she was unemployed for that period, the blank spaces following the words ***"I certify, under penalty of perjury, that I"*** may be completed, for example, as follows: ***"have received no income from any source during the past six months, that I have been unemployed during that time, and have been supported by donations/contributions from relatives and friends."*** This should be corroborated by the person(s) providing the support.

IV. Policy

Applicant statements may be used, in a limited way, to document those items that, in some cases, are not verifiable or may cause undue hardship for individuals to obtain. an applicant statement may be used *as the sole*

source document only for determining family income, residence and family size or in determining whether a customer is to be considered "hard to serve" because of barriers of pregnancy/parenting or his/her status as "homeless', an "offender" or a school "dropout", and *may not be used as the sole source document* for any other eligibility criteria. Applicant statements should be supported by a documented corroborative contact or reliable witness attesting to the accuracy of the statement. The corroboration may be via witness signature on the applicant statement form or supporting telephone verification form.

Questions should go to Larry Smith at 617-918-5262 or Larry.Smith.JCS@cityofboston.gov.

APPLICANT STATEMENT FORM

The applicant statement may be used to document eligibility for family income, residence, and proof of family size when all other attempts to secure documentation have been exhausted.

I certify, under penalty of perjury that I _____

_____

_____

_____

_____

_____

_____

(If applicant cannot obtain a satisfactory witness or provide a telephone contact, explain above.)

Applicant's Signature_____ Date_____

Applicant's Address, City, State, Zip _____

Corroborating Witness Signature_____ Date_____

Witness' Relationship to Applicant_____

Office Use Only

The above applicant statement is being utilized for documentation of the following eligibility criteria:

_____

_____

_____

Signature of eligibility/intake worker _____

Date_____

IX. Requires Additional Assistance Barrier Policy

Boston Workforce Investment Board
Requires Additional Assistance Barrier Policy

I. Purpose

The purpose of this policy is to provide guidelines for the appropriate use of Requires Additional Assistance as a Barrier in providing eligibility documentation for youth Workforce Investment Act (WIA) clients in the Boston Workforce Investment Area.

IV. Permitted Use of Requires Additional Assistance as a Barrier

In order for a Title I Youth to be eligible, the participant must meet each of the following criteria:

4. For youth served with allocated formula funds, the youth must be age 14 through 21 years of age [§101(13)]. For youth served with Recovery Act funds only, the upper age limit is extended through age 24 [American Recovery and Reinvestment Act of 2009 Title VIII (2)].

5. A citizen or national of the United States; lawfully admitted permanent resident alien, refugee, asylee, parolee, or other immigrant authorized by the Attorney General to work in the United States. §188(a)(5)

6. In compliance with the Military Selective Service Act. §189(h)
   (This applies to males 18 or older who were born on or after January 1, 1960).

7. A low income individual. §101(13)

8. An individual who is one or more of the following: §101(13)
   - (i) Deficient in basic literacy skills.
   - (ii) A school dropout.
   - (iii) Homeless, a runaway, or a foster child.
   - (iv) Pregnant or a parent.
   - (v) An offender.

(vi) An individual who *requires additional assistance* to complete an educational program, or to secure and hold employment (see Definitions).

Requires Additional Assistance to complete an educational program, or to secure and hold employment (the sixth barrier). The definition of a youth that requires additional assistance will include an individual that:

(A) is one or more grade levels below their age-appropriate grade level;* or
(B) has a disability, including a learning disability;* or
(C) requires additional assistance as defined by the youth council and approved by the local board. (Long term unemployment may not be used as a criterion to meet this definition of eligible youth.)*

**As adopted by the WIA Youth Subcommittee and approved by the WIA Steering Committee*

V. Policy

In determining eligibility for Boston WIA Youth clients to document a barrier for the youth, one of the barriers from 09-20, #5 above can be used. As approved by the Boston WIB Board and Youth Council, the following are also considered to be part of the definition of "5(vi) an individual who requires additional assistance to complete an education program, or to secure and hold employment":

a) Youth who failed the MCAS in the last round,
b) Youth who has been identified as truant or as having as significant school attendance problem based on the BPS standard or law enforcement referral,
c) Youth who requires English as a Second Language instruction,
d) Youth who resides in a single parent household, or
e) Youth who resides in a public housing development.

Questions should go to Larry Smith at 617-918-5262 or larry.r.smith@boston.gov

Requires Additional Assistance Documentation

For each of the locally defined barriers by the Boston WIB and youth Council as part of the definition of a "youth who requires additional assistance", the possible documents to prove the eligibility criteria are given below.

1) Youth who failed the MCAS in the last round
   A) MCAS test results
   B) Letter, report, or email from BPS, another school district, or program staff
   C) Telephone verification from BPS, another school district, or program staff

2) Youth who has been identified as truant or as having a significant school attendance problem based on the BPS or other school district standard, or law enforcement referral
   A) Report card with attendance information from BPS, another school district, or program
   B) Letter, report, or email from BPS, another school district, or program
   C) Letter, report, or email from law enforcement official
   D) Telephone verification from BPS, another school district, program or law enforcement official

3) Youth who requires English as a Second Language instruction
   A) Letter, report, or email from BPS, another school district, or program
   B) Letter from a recognized community or youth organization (if other documents are not available)

C) Easily discernable need for English as a Second Language instruction (documented by statement from intake/assessment staff)

4) Youth who resides in a single parent household
   A) Lease or landlord statement
   B) Medical card
   C) Divorce decree
   D) Statement from DSS
   E) Telephone verification
   F) Applicant statement with parent signature

5) Youth who resides in a public housing development
   A) Lease
   B) Computer printout from other government agency
   C) Driver's license
   D) Postmarked mail addressed to applicant
   E) Utility bill

UNIFIED WORKFORCE INVESTMENT SYSTEM COMPLAINT PROCESS

EDIC, is required to comply with provisions of the Workforce Innovation and Opportunity Act (WIOA), its regulations, grants or other agreements. If you have a complaint about EDIC, its programs or activities which does not involve questions of equal opportunity or criminal activity, you may file a complaint with the EDIC Complaint Officer within one year of the alleged violation:

Complaint Officer
EDIC
43 Hawkins Street
Boston, Massachusetts 02114-2907
(617) 918-5200 - Ext. 5231

The Complaint Officer has 15 days from the date a written complaint is received to resolve the complaint. If the Complaint Officer has made a written request to the complainant (or the complainant's authorized representative) for additional information, the 15-day period does not begin until the local Complaint Officer has received the requested information. If the local Complaint Officer has requested additional information from the complainant or the complainant's authorized representative and does not receive a response within 20 days from the date the request was made the complaint is considered resolved. If EDIC does not provide a written decision within 15 days, you may request a review by the state Division of Career Services (DCS) within 15 days of the date you were entitled to a decision. If you are dissatisfied with the EDIC decision, within 20 days of receipt of the decision you may submit a written request for a review by DCS:

Department of Career Services
Charles F. Hurley Building
19 Staniford Street-1st Floor
Boston, Massachusetts 02114
Attention: Jose V. Ocasio, State Monitor Advocate

After 30 working days if resolution has not been accomplished at the State level, the State Complaint Officer will issue to the complainant and respondent, by certified mail, a written determination regarding the complaint. The written determination must include: 1) the results of the State level investigation; 2) conclusions reached on the allegations; and 3) an explanation as to why the complaint was not resolved.

Criminal Complaints

All information and complaints involving criminal fraud, waste, abuse or other criminal activity must be reported immediately to the United States Department of Labor Office of the Inspector General:

USDOL Office of the Inspector General
Office of Investigation
200 Constitution Avenue, Room S-5514
Washington, D.C. 20210
Telephone: 1-800-347-3756
Fax: 202-693-5210 Online: http://www.oig.dol.gov

with a copy to

Office of Internal Control & Security
Charles F. Hurley Building – 4th Floor
19 Staniford Street
Boston, MA 02114

Verizon Telephone Relay Service: Voice - 1-800-439-0183 TDD/TTY - 1-800-439-2370

EDIC/Boston is an Affirmation Action/Equal Opportunity Employer.
Auxiliary aids and services are available upon request to individuals with disabilities.

EQUAL OPPORTUNITY IS THE LAW

This recipient (EDIC) is prohibited from discriminating on the ground of race, color, religion, sex, national origin, age, ancestry, gender, genetics, sexual orientation, disability, political affiliation or belief, retaliation, background checks, and for beneficiaries only, citizenship or participation in programs funded under the Workforce Innovation and Opportunity Act (WIOA), as amended, in admission or access to, opportunity or treatment in, or employment in the administration of or in connection with, WIOA-funded program or activity. If you think that you have been subjected to discrimination under a WIOA-funded program or activity, you may file a complaint within 180 days from the date of the alleged violation with the EDIC Equal Opportunity Officer (see address below), or you may file a complaint directly with the Director, Civil Rights Center (CRC):

Moran Elitsur, Director, Human Resources
Boston Redevelopment Authority
EDIC Equal Opportunity Officer
43 Hawkins Street-Floor 2A
Boston, MA 02114
(617) 918-5449
or via Verizon Telephone Relay Service
1-800-439-0183 (Voice) – 1-800-439-2370 (TDD/TTY)

Director, Civil Rights Center
U. S. Department of Labor
200 Constitution Avenue N.W.
Room N-4123
Washington, D.C. 20210

If you elect to file your complaint with EDIC, you must wait until EDIC issues a decision or until 90 days have passed, whichever is sooner, before filing with the CRC (see address above). If EDIC has not provided you with a written decision within 90 days of the filing of the complaint, you need not wait for a decision to be issued, but may file a complaint with the CRC within 30 days of the expiration of the 90-day period. If you are dissatisfied with EDIC's resolution of your complaint, you may file a complaint with the CRC. Such complaint must be filed within 30 days of the date you received notice of EDIC's proposed resolution.

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IGUALDAD DE OPORTUNIDAD ES LA LEY

El recipiente (EDIC) está impedido de discriminar por razón de raza, color, religión, sexo, origen nacional, edad, el linaje, el genero, genetica, orentacion sexual, impedimento físico o mental, afiliación política o creencia, las represalias, verificación de antecedents, y en el caso de beneficiarios solamente, ciudadanía o participación en programas subvencionados bajo la ley "Workforce Innovation and Opportunity Act", según enmendada (WIOA), en la admisión o acceso a, oportunidad o trato en, o empleo en la administración de o relacionado con un programa o actividad sufragado bajo WIOA. Si usted piensa que ha sido objecto de disciminación por un programa o actividad sufragado con fondos de WIOA, usted puede radicar una querella dentro de los 180 días desde la fecha de la alegada violación ante el Oficial de Igualdad de Oportunidad del EDIC (see address below), o usted puede radicar una querella directamente con el Director, Civil Rights Center (CRC):

Moran Elitsur, Director, Human Resources
Boston Redevelopment Authority
EDIC Equal Opportunity Officer
43 Hawkins Street-Floor 2A
Boston, MA 02114
(617)918-5449
or via Verizon Telephone Relay Service
1-800-439-0183 (Voice) – 1-800-439-2370 (TDD/TTY)

Director, Civil Rights Center
U. S. Department of Labor
200 Constitution Avenue N.W.
Room N-4123
Washington, D.C. 20210

Si usted opta por radicar su querella ante EDIC, usted debe esperar hasta que el recipiente emita su decisión o hasta que hayan transcurrido 90 días, cualquiera que sea antes, antes de radicar ante el CRC (ver dirección arriba). Si EDIC no le ha contestado su decisión por escrito dentro de los 90 días después de radicada su querella, usted no necesita esparar por que se emita la decisión, sino que puede radicar su querella ante el CRC dentro de 30 días de la fecha de expiración del periodo de 90 días. Si usted no está de acuerdo con la decisión del EDIC/Boston sobre su querella, usted puede radicar una querella ante el CRC. Dicha querella debe ser radicada dentro de 30 días de recibida la notificación de la resolución propuesta por EDIC.

Patrono/Programa con igualdad de oportunidad. Sistemas y servicios auxiliares disponibles para personas con impedimentos si se solicitan.