WIOA Title I Youth Program │ October 2, 2015

TO: Division of Workforce Development and Adult Learning (DWDAL) staff and Local Workforce Development Area (LWDA) directors
Local Administrators of WIOA Title II Adult Education provider programs

FROM: Division of Workforce Development and Adult Learning
Maryland Department of Labor, Licensing and Regulation

SUBJECT: WIOA Title I Youth Program

PURPOSE: To provide comprehensive policy guidance on the Workforce Innovation and Opportunity Act (WIOA) Title I Youth Program

ACTION: Local Workforce Development Area directors, American Job Center (AJC) administrators, Local Administrators of WIOA Title II Adult Education provider programs, and DWDAL central office managers will ensure all employees and existing WIOA Title I Youth Program service providers are aware of and receive copies of this policy. DWDAL policies are available on the DLLR website.

EXPIRATION: Until cancelled and replaced

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CANCELLATIONS

The following are hereby **cancelled and replaced** by this policy issuance:

- Policy Issuance (PI) 2015-05, Interim Youth Policy, dated July 2, 2015;
- PI 2014-10, Policies and Procedures for Individual Services Strategies for Youth in the State, dated June 12, 2014;
- PI 2014-06, PY 14 Maryland Summer Youth Connection Grants, dated May 7, 2014;
- PI 2013-4, Award & Evaluation of Youth Grants, dated September 10, 2013;
- Workforce Investment Field Instructions (WIFI) 14-12, "Maryland Summer Youth Connection PY 2013," dated May 17, 2013;
- WIFI 06-12, "Assessment Tools for Determining Educational Functioning Levels for Youth," dated November 19, 2012;
- WIFI 01-12, "Maryland Summer Youth Connection PY 2012," dated July 9, 2012;
- WIFI 15-09, "Maryland Summer Youth Connection PY 10/FY 11," dated June 18, 2010;
- WIFI 13-08, "Maryland Summer Youth Connection PY 09/FY 10," dated June 26, 2009;
- WIFI 05-07, "Maryland Summer Youth Connection PY 08," dated May 5, 2008;
- WIFI 11-06, "Maryland Summer Youth Connection FY 2008," dated May 7, 2007;
- WIFI 13-05, "Maryland Summer Youth Connection Program 2006," dated June 16, 2006;
- WIFI 16-05, "Common Measures- Assessment Tools for Determining Educational Functioning Levels for Youth," dated June 2, 2006;
- WIFI 15-05, "Common Measures for Youth - Definition of Certificate," dated June 2, 2006;
- WIFI 19-04, "WIA Waiver to Use Individual Training Accounts (ITAs) for Youth Participants," dated October 28, 2005;
- WIFI 07-00, "Maryland Forward Summer Youth Program," dated May 10, 2001;
- WIFI 13-99, "Maryland Forward Summer Youth Program," dated May 30, 2000;
- WIFI 02-99, "Participant Eligibility Policies - Adult, Youth, and Dislocated Workers," dated December 6, 1999.

Archived policies are available at: http://www.dllr.state.md.us/employment/.

GENERAL INFORMATION

WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA)

The Workforce Innovation and Opportunity Act (WIOA) was signed into law on July 22, 2014 and went into effect July 1, 2015. WIOA supersedes the Workforce Investment Act of 1998 (WIA) and amends the Adult Education and Family Literacy Act, the Wagner Peyser Act, and the Rehabilitation Act of 1973. To help both businesses and job seekers with their needs, the workforce system established under WIOA is integrated by design, with meaningful partnerships between business, job seekers, and workforce, education, human services, and economic development entities to ensure optimum results and leveraging of resources. The law addresses the needs of job seekers through establishing a workforce system that helps them access employment, education, training and support services to succeed in the labor market. Through American Job Centers (AJCs), WIOA works to address employer needs by matching them to the skilled workers they need to compete in the global economy.

WIOA TITLE I YOUTH PROGRAM

WIOA outlines a broader youth vision that is grounded in evidence-based strategies to support a service delivery system that is dedicated to achieving high-levels of performance, accountability and quality in preparing young people for the workforce.

Through the WIOA Title I Youth Program, WIOA places a greater emphasis on supporting the educational and career successes of Out-of-School Youth (OSY). A minimum of 75 percent of WIOA Title I Youth Program funds is required to be spent on OSY, which is an increase from the minimum of 30 percent under WIA. The law also expands the Youth Program's key elements to include dropout recovery strategies and services, education offered concurrently with workforce activities and training, financial literacy education, entrepreneurship, postsecondary transitional support, and labor market information. Local Workforce Development Areas (LWDAs) now must spend at least 20 percent of WIOA Title I Youth Program funds on work experiences that incorporate academic and occupational education.

The WIOA Youth Program is designed to support eligible youth in reaching their educational and career goals. To meet this aim, LWDAs and local provider that are awarded competitive contracts, must:

1. Conduct an **objective assessment** of the participant's skills;
2. Develop an **Individual Service Strategy (ISS)** with the participant; and,
3. Utilize WIOA's **14 Youth Program elements** to support the participant in reaching his or her career and academic goals.

SELECTING SERVICE PROVIDERS

DLLR encourages Local Workforce Development Boards (Local Boards) to develop formal partnerships, through a competitive process, to select WIOA Youth Program service providers that will allow multiple agencies and organizations to fund different aspects of the WIOA Youth Program. Each local system of services can be coordinated through a combination of contracts and Memoranda of Understanding (MOUs) between the participating entities. As a result of this strategy, funds from federal agencies like the Department of Justice (under programs for incarcerated youth on probation) or the Department of Health and Human Services (under programs for homeless or foster youth), or other USDOL programs (WIOA Title II Adult Education programs) could be leveraged to provide certain services for WIOA Youth Program participants to help them reach their educational and career goals.

In granting or contracting WIOA Youth Program services, Local Boards must award grants or contracts on a competitive basis to providers of youth workforce investment activities identified based on the criteria identified in the State Plan and taking into consideration the ability of the providers to meet performance accountability measures (See page 20-21 for additional details on performance measures). In an effort to foster WIOA partnerships, DLLR has a preference for the Title II Adult Education service providers for instruction to help youth participants prepare for the GED® and National External Diploma Program® (NEDP®) programs.

A Local Board may award grants or contracts on a sole-source basis only if it determines there is an insufficient number of eligible providers of youth workforce investment activities in the LWDA (such as a rural area) for grants and contracts to be awarded on a competitive basis.

It is important to incorporate the major changes in WIOA into Requests for Proposals (RFPs) and youth provider contracts immediately. For example, if a LWDA issues separate RFPs for In-School Youth (ISY) and Out-of-School Youth (OSY), they should be structured in a way to ensure LWDAs are moving toward implementation of the 75 percent OSY expenditure minimum. LWDAs should similarly incorporate the 20 percent work experience expenditure minimum into RFPs and new service provider contracts.

For DLLR's records, LWDAs must provide DLLR with timely copies of the selected service providers' contracts or grant agreements. DLLR encourages LWDAs that grant or contract out Youth Program services to include DLLR's Youth & Disability Coordinator in the RFP evaluation and selection process.

OPTION-YEAR CONTRACTS

LWDAs must incorporate WIOA requirements by amending or modifying the option years of current contracts, provided that such changes are permissible under the contract (i.e., if the contract includes legislation, regulation, or requirements). In competing new contracts, USDOL and DLLR encourage LWDAs to employ one-year contracts which may contain additional option years, rather than multi-year contracts, at the beginning of WIOA implementation. Given how resource-intensive the RFP process may be, option year contracts are a strategy to ensure maximum flexibility while final regulations are published and program guidance is issued. They also provide added flexibility to LWDAs during a time of transition when regulations and guidance will be issued that could provide information necessary for future service provider contracts.

PROGRAM ELIGIBILITY

Effective July 1, 2015, to participate in the WIOA Youth Program, at a minimum, a youth must:

1. Be a U.S. citizen or non-citizen authorized to work in the U.S.;
2. Register for Military Selective Service, if applicable;[1] and,
3. Meet the WIOA In-School Youth (ISY) or Out-of-School Youth (OSY) eligibility criteria specified in this Policy Issuance.

The remainder of this section provides eligibility guidance on transitioning from WIA to WIOA, ISY and OSY, and other eligibility.

TRANSITIONING FROM WIA TO WIOA

The United States Department of Labor (USDOL) and DLLR recognize that LWDAs may still be serving large numbers of ISY, as they transition into WIOA. LWDAs should not prematurely exit ISY from the program due to the shift in emphasis under WIOA to OSY. At the same time, new enrollments must reflect the shift in emphasis to OSY programs.

All WIA youth participants who were still enrolled in the WIA Youth Program must be grandfathered, by the respective LWDA into the WIOA Youth Program, even if the participant would not otherwise be eligible for WIOA. LWDAs are not required to complete an eligibility redetermination if the participant has been previously determined eligible and enrolled under WIA. Further, these participants must be allowed to complete the WIA services specified in their Individual Service Strategy (ISS).

OUT-OF-SCHOOL YOUTH (OSY)

An OSY is defined by WIOA Section 129(a)(1)(b) as an individual who is:

1. Not attending any school;
2. Between the ages of 16-24 at time of enrollment (Note: Participants may continue to receive services beyond the age of 24 once they are enrolled in the program, because age eligibility is based on age at enrollment.); and,
3. One or more of the following:
   - A school dropout;
   - A youth who is within the age of compulsory school attendance,[2] but has not attended school for at least the most recent complete school year calendar quarter. School year calendar quarter is based on how a local school district defines its school year quarters. (NOTE: In line with WIOA, in providing assistance to an OSY who is required to attend school under Maryland law, the priority in providing such assistance shall be for the individual to attend school regularly);
   - A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is either basic skills deficient or an English Language Learner (ELL);
   - An individual who is subject to the juvenile or adult justice system;

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[1] If a male youth turns 18 while participating in a WIOA funded program, he must register for Selective Service within 30 days of age change.

[2] Effective July 1, 2015, each child who resides in Maryland and is 5 years old or older and under 17 shall attend a public school regularly during the entire school year, unless the child is otherwise exempted due to attainment of a high school diploma or GED; is receiving regular, thorough instruction during the school year in the studies usually taught in the public schools to children of the same age or has completed such instruction; is married; is active military; attends an alternate education program; or is within any other exemptions listed in Education Article, §7-301, Annotated Code of Maryland. Effective July 1, 2017, the age for compulsory public school attendance will change to ages 5-18. (Source: Education Article, §7-301, Annotated Code of Maryland (Age for Compulsory Public School Attendance)).

- A homeless individual, a runaway, an individual who is 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 an individual who is in an out of home placement;
- An individual who is pregnant or parenting;
- An individual with a disability; and/or,
- A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment, as defined by the LWDA Local Plan.

IN-SCHOOL YOUTH (ISY)

An ISY is defined by WIOA Section 129(a)(1)(c) as an individual who is:

1. Attending school;
2. Between the ages of 14-21 at the time of enrollment;[3]
3. Low-income; and
4. One or more of the following:
   - Basic skills deficient;
   - An English language learner;
   - An offender;
   - A homeless youth or a runaway, in foster care or has aged out of the foster care system;
   - Pregnant or parenting;
   - A youth who is an individual with a disability; and/or,
   - An individual who requires additional assistance to complete an educational program or to secure or hold employment, as defined by the LWDA Local Plan.

OTHER ELIGIBILITY

In each LWDA, not more than 5 percent of youth participants may be persons who are not low-income individuals, but who would be an ISY, or an OSY with a secondary school diploma (or its recognized equivalent) and is basic skills deficient, an English Language Learner (ELL), or an individual who requires additional assistance to enter or complete an educational programs or to secure or hold employment.

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[3] Unless the youth is an individual with a disability, who is attending school under Maryland law

CO-ENROLLMENT

Given WIOA's focus on providing an integrated service delivery system that leverages resources across the State, DLLR encourages LWDAs to co-enroll youth participants in both the WIOA Youth Program and other related programs when appropriate. The following list provides examples of programs where co-enrollment may make sense for the youth participant:

- DLLR's WIOA Title I Adult Program;
- DLLR's WIOA Title I Dislocated Worker Program;
- DLLR's WIOA Title II Adult Education Program;
- DHR's Temporary Assistance for Needy Families (TANF) Program;
- DHR's Supplemental Nutrition Assistance Program (SNAP);
- Maryland State Department of Education (MSDE)'s Division of Rehabilitation Services (DORS) Program;
- DLLR's Jobs for Veterans State Grant Program;
- DLLR's Trade Adjustment Assistance (TAA) Program; and/or,
- DHR's John H. Chafee Foster Care Independence Program.

Youth participants must meet eligibility criteria for participation within each program before co-enrollment occurs.

OBJECTIVE ASSESSMENT

Once eligibility has been determined, LWDAs shall ensure that each WIOA Youth Program provider consistently conducts an objective assessment of each participant's academic levels, skill levels, and service needs to properly identify the appropriate services and career pathways.

The assessment must include a review of:

- Basic skills;
- Occupational skills;
- Prior work experience;
- Employability;[4]
- Interests;
- Aptitudes, including interests and aptitudes for nontraditional jobs[5];
- Supportive Service needs; and,
- Developmental needs.

If the participant has been assessed by a provider to pursue another education or training program within the last year, the WIOA Youth Program provider may use that existing assessment to fulfill program requirements. When used, the provider must retain copies of previous assessment(s) and/or assessment result(s) in the participant's case file.

EDUCATIONAL FUNCTIONING LEVELS (EFLs)

Annually, the U.S. Department of Education (DoED) Secretary announces tests, test forms, and delivery formats that the Secretary has determined to be suitable for use in the National Reporting System for Adult Education (NRS). Approved assessments of Educational Functioning Levels (EFLs) through February 2, 2017 are published in the Federal Register at: http://federalregister.gov/a/2015-19847.

Effective July 1 2015, DLLR requires Maryland WIOA Adult Education providers to assess Adult Basic Education (ABE) or Adult Secondary Education (ASE) learners with either the:

- Comprehensive Adult Student Assessment Systems (CASAS); or,
- Tests of Adult Basic Education (TABE).

WIOA adult education providers are required to assess English Language Acquisition (ELA) learners' EFL with either the:

- CASAS;
- TABE;
- TABE Complete Language Assessment System-English (TABE/CLAS-E);
- Basic English Skills Test (BEST) Literacy; or,
- BEST Plus.

LWDAs shall ensure that participants are assessed for academic levels by using a test approved by the DoED. DLLR requires LWDAs to assess learners with the same approved tests that WIOA Title II Adult Education providers use, as a means to align services and to increase the likelihood that customers will stay engaged with the overall workforce system. Collaboration among WIOA partner programs regarding assessment selection will

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[4] Recommended goals for youth with disabilities can be found at: http://www.ncwd-youth.info/guideposts.
[5] WIOA defines "Non-Traditional Employment" as occupations or fields of work, for which individuals from the gender involved comprise less than 25 percent of the individuals employed in each such occupation or field of work.

decrease the likelihood of customers having to complete multiple assessments to achieve the same purpose, and will ultimately create greater efficiency in the overall workforce system.

The following chart provides the scoring scales for assessments approved by DLLR's Office of Adult Education and Literacy Services (AELS) for WIOA Title II Adult Education providers, as they relate to NRS EFLs. *Attachment A—NRS Test Benchmarks for Educational Functioning Levels*[6] provides additional details.

Scoring Scales for Recommended Academic Assessments				
ABE/ASE NRS EFL	**CASAS** Scale Score Ranges	**TABE** Scale Score Ranges (Reading)	**TABE** Scale Score Ranges (Total Math)	**TABE** Scale Score Ranges (Language)
Beginning Literacy ABE	200 & below	367 & below	313 & below	389 & below
Beginning Basic Education ABE	201-210	368-460	314-441	390-490
Intermediate Low ABE	211-220	461-517	442-505	491-523
Intermediate High ABE	221-235	518-566	506-565	524-559
Low ASE	236-245	567-595	566-594	560-585
High ASE	246 & above	596 & above	595 & above	586 & above

ELA NRS EFL	**CASAS** **Reading** Scale Score Ranges	**CASAS** **Listening** Scale Score Ranges	**TABE CLAS-E** Scale Score Ranges		**BEST** Scale Score Ranges	
			Reading & Writing	Listening & Speaking	Literacy	Plus
Beginning Literacy ELA	180 & below	180 & below	225-394	230-407	0-20	400 & lower
Low Beginning ELA	181-190	181-189	395-441	408-449	21-52	401-417
High Beginning ELA	191-200	190-199	442-482	450-485	53-63	418-438
Intermediate Low ELA	201-210	200-209	483-514	486-525	64-67	439-472
Intermediate High ELA	211-220	210-218	515-556	526-558	68-75	473-506
Advanced ELA	221-235	219-227	557-600	559-600	76-78	507-540

Reasonable Accommodations

LWDAs shall ensure that reasonable accommodations are provided to youth with disabilities, which may mean utilizing alternative methods of presentation and/or method of response, providing an alternate test setting, or allowing extended time for testing. Accommodations are not designed to lower expectations for performance; rather, they are designed to mitigate the effects of a disability and to level the playing field. It is important that LWDAs and/or Youth Program providers select accommodations carefully based on the knowledge, skill or ability being tested, since an accommodation may be valid for assessing some skills, but not others. For DLLR assistance with reasonable accommodations, contact the Disability & Youth Services Coordinator whose phone number and email address are located on page 1 of this policy.

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[6] Scores below Low ASE are considered to be Basic Skills Deficient. Per WIOA Section 3(5), an individual is to be considered basic skills deficient if he or she is an individual: (1) who is a youth, that 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 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.

INDIVIDUALIZED SERVICE STRATEGY (ISS)

The Individualized Service Strategy (ISS) serves as a guide for both the participant and staff by outlining the necessary and recommended next steps. Through the ISS, staff should aim to identify the appropriate combination and sequence of services to help the participant fulfill goals and program requirements. Of critical importance to the development of an effective ISS, staff must interpret assessment results and incorporate those results into service planning and activities. This will help to ensure that youth achieve established goals and obtain desired career and educational outcomes. Taking into account individual needs, abilities and goals, the ISS must map out anticipated progress.

LWDAs must ensure that each WIOA Youth Program provider develops an Individualized Service Strategy (ISS) with each youth participant after he or she has been objectively assessed. When developing the ISS, the Youth Program career planner and participant must jointly take the objective assessment results into account. The career planner must also take the performance measures into account when developing goals for the ISS. Pages 20-21 provide further information on performance.

In the ISS, career pathways must be identified and must, at a minimum, include an examination of short-term and long-term:

- Education goals;
- Employment goals;[7]
- Appropriate achievement objectives or benchmarks/milestones; and,
- Appropriate services.

Once completed, LWDAs must ensure that the ISS is signed by the Youth Program career planner and the participant. LWDAs must ensure that each participant receives a signed copy of his or her ISS as record.

If an ISS has been developed for a participant to pursue another education or training program within the last quarter, then the WIOA Youth Program provider may use the existing ISS to fulfill program requirements.

The Youth Program career planner must review the ISS with each youth participant every 90 days, at a minimum, to review progress and make necessary adjustments. As the ISS is a living document that should be adjusted as the participant and case manager deem necessary, Youth Program career planners should update the document to reflect changes. Examples of updates include, but are not limited to: participant progress; completed activities or benchmarks; rewriting new goals once objectives have been met; outlining a clear direction or career pathway for the participant; changes to household status; legal name changes; address changes; and, other updates to contact information.

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[7] Recommended goals for youth with disabilities can be found at: http://www.ncwd-youth.info/guideposts.

YOUTH PROGRAM ELEMENTS

Based on assessment results and the ISS, LWDAs must ensure that providers offer youth participants access to WIOA Youth Program elements that will support attainment of a secondary school diploma, entry into postsecondary education, and career readiness. All activities must be documented within the Maryland Workforce Exchange. For additional information on performance requirements, refer to pages 20-21.

The WIOA Youth Program consists of 14 key program elements:

1. Tutoring, skills training, and dropout prevention;
2. Alternative secondary school services;
3. Paid and unpaid work experiences;
4. Occupational skills training;
5. Leadership development opportunities;
6. Supportive services;
7. Mentoring;
8. Follow-up services;
9. Counseling;
10. Concurrent education and workforce preparation activities;
11. Financial literacy education;
12. Entrepreneurial skills training;
13. Labor Market Information (LMI);
14. Preparing for Post-Secondary Education and training.

Whereas program elements 1-9 were offered under the Workforce Investment Act (WIA), elements 10-14 are new with WIOA. The remainder of this policy section provides details on the 14 program elements.

1. TUTORING, SKILLS TRAINING & DROPOUT PREVENTION

Tutoring, study skills training, instruction and evidence-based dropout prevention and recovery strategies 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. Maryland offers a High School Diploma to those who successfully pass the GED® or the National External Diploma Program® (NEDP). In an effort to foster WIOA partnerships, DLLR has a preference for the Title II adult education service providers for instruction to help youth participants prepare for the GED® and NEDP® programs.

2. ALTERNATIVE SECONDARY SCHOOL SERVICES

At the federal level, an alternative school is defined as a public secondary school that addresses needs of students that typically cannot be met in a regular school, provides nontraditional education, serves as an adjunct to a regular school, or falls outside the categories of regular, special, or vocational education.

As of September 2014, Maryland offers 89 alternative education programs in 22 of the State's 24 local school systems. Of these programs, most target students with behavioral issues, students who were in contact with law enforcement, and/or students who were having academic difficulties, as evidenced by low grades or being behind grade level. Many also target students with attendance problems.

3. PAID & UNPAID WORK EXPERIENCES

Paid and unpaid work experiences, which involve academic and occupational education, are prioritized under WIOA. Annually, LWDAs must spend a minimum of 20 percent of non-administrative funds on work experience, which may include:

- Summer employment opportunities;
- Employment opportunities during the school year;
- Pre-Apprenticeship programs;
- Internships;
- Job shadowing; and,
- On-the-job training (OJT) opportunities.

DLLR encourages LWDAs to coordinate work experiences, particularly summer employment, with other organizations and agencies that serve youth, which could include the Maryland Department of Human Resources (DHR)'s Temporary Assistance for Needy Families (TANF) Program, the Maryland State Department of Education (MSDE)'s Division of Rehabilitation Services (DORS) Program, the Maryland Department of Housing and Community Development's Community Services Block Grant (CSBG) Program, and Community Development Block Grant (CDBG) Program, community colleges, and local governments.

4. OCCUPATIONAL SKILLS TRAINING

Occupational skills training is training typically delivered to participants through community-college, industry partners, and/or private career schools to provide them with employer-driven, specific vocational skills at entry, intermediate or advanced levels. Occupational skills training leads participants to proficiency in performing actual tasks and technical functions that are required by certain industries. After completing this training, participants may receive industry recognized certificates.

LWDAs shall give priority consideration for training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area involved.

5. CONCURRENT EDUCATION & WORKFORCE PREPARATION ACTIVITIES

When offered concurrently, evidence suggests that the combination of education and workforce preparation activities and training, for a specific occupation, is beneficial to WIOA Youth Program participants. Examples include, but are not limited to:

- Internships or job shadowing combined with GED® classes;
- Computer training coupled with basic skills training or literacy activities;
- Summer work activities coupled with contextual learning on the job;
- Job readiness activities (resume writing, interviewing skills, applying for jobs online) combined with GED® classes or tutoring; or,
- Occupational skills training coupled with intensive medical terminology tutoring (i.e., Certified Nursing Assistant/Geriatric Nursing Assistant training).

6. LEADERSHIP DEVELOPMENT OPPORTUNITIES

Leadership development opportunities encourage responsibility and immerse participants in positive social and civic behaviors. Examples include, but are not limited to:

- Exposure to postsecondary educational opportunities;
- Community and service learning projects;

- Peer-centered activities, including peer mentoring and tutoring;
- Organizational and team work training;
- Training in decision making, including determining priorities;
- Life skills training such as parenting, work behavior training, and budgeting of resources;
- Civic engagement activities; or,
- Activities which put youth in a leadership role.

7. SUPPORTIVE SERVICES

Supportive services provide financial assistance to participants who would not be able to participate otherwise. As needed, the WIOA Youth Program may offer supportive services to eligible participants with transportation, business attire, tools, work or training equipment, child or dependent care, graduation fees, union fees, clothing for interviews or job fairs, and more.

Before a participant is approved for supportive services, LWDA staff should ensure that other resources have been explored and no other resource is available to pay for the necessary service. LWDAs should ensure that all LWDA supportive service policies on submission procedures and payment issuance are followed and conform with this Policy Issuance and WIOA. LWDAs should also ensure that approval forms, receipts, and supporting documentation are available for review.

In the absence of an appropriately updated LWDA Supportive Services policy filed with the DWDAL Monitoring and Compliance Manager, LWDAs must adhere to the following parameters and payment guidelines. When using the parameters outlined below, LWDAs should note that other supportive service payments may be allowable with written DLLR approval. DLLR-approved exceptions should be documented and available for review in applicable participant and fiscal files.

Transportation Allowance

Transportation allowances may be available to participants who are in approved training programs. The transportation allowance may only cover the cost of traveling to and from Youth Program-related activities.

Payment Guidelines: Transportation allowance can be used for public transit users, for drivers, or for Paratransit or Taxi Access for individuals with disabilities.

For public transit users, the WIOA Youth Program may cover the expenses for bus, light rail, metro subway, MARC train, Washington Transit, or Commuter Choice Maryland.

For drivers, participating LWDAs must base travel allowance on the following rate:

Per Day: $0.56 per mile X the round trip miles

The maximum allowable payment is $20 per day, with a maximum of $100 per week. Google Maps or MapQuest must be used to determine daily mileage. Mileage is calculated from the participant's home address to the training, interview, job fair, or job site.

Business Attire, Tools, and Related Equipment

The WIOA Youth Program may assist participants with the costs of business attire, tools and/or equipment that are required for participation in approved training programs or new, full-time jobs. Examples of covered items include: uniforms, steel toe boots, nursing scrubs, stethoscopes, blood pressure cuffs, and worker tools.

Payment Guidelines: LWDAs must base payments on the services identified on the ISS or documented follow-up activities. Payments must be made based on the market value for uniforms, tools and/or related equipment. The maximum allowable payment is $100 for uniforms, $100 for tools and/or $100 for related equipment ($300 combined).

Academic Fees

The WIOA Youth Program may assist its participants with graduation fees, exam fees, and certificate fees that directly relate to a participant's ISS.

Payment Guidelines: LWDAs must make payments based on the costs of academic fees for the participant's degree or certificate program.

Union Fees

The WIOA Youth Program may assist participants with union fees, which are the costs associated with joining a union, to obtain employment.

Payment Guidelines: Participating LWDAs must make payments based on the costs of union fees. The maximum allowable payment is $100.

Clothing for Interviews and Job Fairs

The WIOA Youth Program may assist participants with the costs associated with clothing for job interviews and/or job fairs. Examples of the items that this supportive service covers include: dress shirts, ties, business suits or suit coats, dresses, dress pants, and dress shoes.

Payment Guidelines: LWDAs should base the supportive service payment on documentation of an upcoming interview or job fair. The payment must be made on the market value of the item. The maximum allowable payment is $100 per participant.

Child or Dependent Care

When daycare costs for a child or dependent exceed the amount subsidized by the Maryland State Department of Education (MSDE) Child Care Subsidy (CCS) Program, the WIOA Youth Program may assist participants with the additional costs.

To receive this payment, the dependent needing daycare must be:

1. Under the age of 13;
2. A spouse who is physically or mentally incapable of self-care and has the same principal address of the program participant; or,
3. A parent who is physically or mentally incapable of self-care.

Payment Guidelines: LWDAs must base payments on services identified on the ISS of actively engaged youth participants, or as part of documented follow-up activities. The maximum allowable payment is $20 per day, with a maximum of $100 per week. LWDAs must only approve daycare costs for days that the participant is in training or at work. Before submitting a payment request, participating LWDAs must determine that all of the following conditions are met.

To receive child care payments, the participant must complete ALL of the following steps:

1. Apply for purchase of care subsidy through the CCS Program;
2. Provide application results to Youth Program career planner;
3. Provide proof that participant has contracted with a State-approved child care provider; AND,
4. Document relationship to person in care.

To receive dependent care payments, the participant must complete ALL of the following steps:

1. Provide legal proof of adult dependent's condition that causes the need for care;
2. Provide proof that participant has contracted with a with a State-approved daycare provider; AND,
3. Document relationship to person in care.

8. MENTORING

Adult mentoring should occur both during and after program participation, for a duration of at least 12 months. Mentoring should be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character or the mentee. It should include a mentor who is an adult other than the assigned youth case manager. While group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the local youth program should match the youth with an individual mentor with whom the youth interacts on a face-to-face basis. Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company.

9. FOLLOW-UP SERVICES

After a youth participant's completed the program, the LWDA shall ensure that applicable follow-up services occur for at least 12 months to assist with the participant's long-term success. Examples of follow-up services include, but are not limited to:

- Transportation assistance;
- Childcare or dependent care assistance;
- Housing assistance;
- Referrals to community resources;
- Referrals to medical services;
- Assistance with uniforms or other work attire and work-related tools;
- Tracking progress on the job;
- A work-related peer support group;
- Assistance in securing a better paying job, career development, or further education;
- Assistance with work-related problems;
- Adult mentoring;
- Tutoring; or,
- Leadership development.

10. COUNSELING

Counseling and comprehensive guidance should be offered to youth participants as needed, and could include drug and alcohol abuse counseling or referrals to counseling outside of the WIOA Youth Program.

11. FINANCIAL LITERACY EDUCATION

WIOA recognizes that establishing good financial knowledge and behaviors early in life is important for achieving long-term personal financial well-being. Research on knowledge retention and program effectiveness suggests that people may absorb information and advice best when it is most relevant to their lives. This suggests that the most effective programs for youth participants would focus on decisions regarding bank account, debit and credit cards, consumer rights and protections, interest rates, budgeting in the short- and long-run, paychecks and benefits, emergency savings and retirement funds, housing, health coverage and student financial aid including loan disbursement and repayment.

12. ENTREPRENEURIAL SKILLS TRAINING

WIOA identifies entrepreneurship and small business development as an important employment option for populations that have barriers to employment. Youth may benefit from the leadership and financial management skills provided by entrepreneurship work experience, particularly in a tight labor market where traditional jobs for youth may be scarce. For unemployed youth, entrepreneurship may offer an income stream to support a family in the interim. Self-employment may offer youth participants with disabilities greater workplace flexibility and income opportunities. Similarly, youth participants in rural areas may have geographic and transportation barriers to employment, or they may have to travel outside of the region for employment. Entrepreneurship may allow these individuals to work locally, even at home, to contribute to their economic stability.

Entrepreneurship comes in many forms, and results in businesses that range in size and scope from very small, low-cost ventures, to large, high-cost ventures. Approaches to training and support for entrepreneurship vary greatly along this continuum. Microenterprise typically refers to very small businesses with just a few employees that require very little capital to start. The term encompasses businesses such as repair or cleaning services, pet-grooming, computer technology, specialty foods, jewelry, arts and crafts, gifts, clothing and textiles, childcare, environmental products and services, etc. These small companies create employment for the owner and often other family members, or they may grow large enough to employ other members of the community. On the other end of the size and scope spectrum, entrepreneurship takes the form of high growth/high-value companies that focus on innovation and growth. These companies facilitate the transfer of innovative research to the commercial marketplace and generate jobs and tax revenue. Between microenterprise and high-growth/high-value companies are the many small businesses that employ between 10 – 100 employees.

13. LABOR MARKET INFORMATION (LMI)

Labor Market Information (LMI) is important, as data provide clear insight into a local area's current and projected in-demand industry sectors, employment, unemployment, wages, jobs, and more. Additional information on Maryland's LMI can be accessed at: https://mwejobs.maryland.gov/analyzer/default.asp?fromaltentry=1.

14. PREPARING FOR POST-SECONDARY EDUCATION & TRAINING

Post-secondary education and training afford participants long-lasting economic and job opportunities. Therefore, activities that help youth prepare for, and transition to, post-secondary education and training are key.

INDIVIDUAL TRAINING ACCOUNTS (ITAs) & TRAINING CONTRACTS

LWDAs may provide for 18-24 year old OSY youth participants training services through either an Individual Training Account (ITA) or a training contract, when determined appropriate through the objective assessment and ISS. Under WIOA, training services may be provided if the staff determine that the individual:

- Is unlikely or unable to obtain or retain employment that leads to economic self-sufficiency or wages comparable to, or higher than, wages from previous employment;
- Is in need of training services to obtain or retain employment that leads to economic self-sufficiency or wages comparable to, or higher than, wages from previous employment;
- Has the skills and qualifications, with or without reasonable accommodations, to successfully participate in the selected program of training services.

Training services must be linked to in-demand employment opportunities in the LWDA or the geographic area in which the participant is willing to commute or relocate. The selection of training services must be:

1. Conducted in a manner that maximizes customer choice;
2. Linked to in-demand occupations, based on LMI;
3. Informed by the performance of relevant training providers; and,
4. Coordinated with other sources of assistance to the extent possible.

INDIVIDUAL TRAINING ACCOUNTS (ITAs)

An eligible OSY youth participant who seeks training services and may, in consultation with the Youth Program provider and the participant's ISS, select an eligible training provider (ETP) from the Maryland Eligible Training Provider List (ETPL). Upon selection, the LWDA shall refer the youth participant to the ETP and shall arrange for payment through the ITA.

TRAINING CONTRACTS

Certain circumstances may instead deem a contract for training services appropriate. The following instances may warrant a training contract versus an ITA:

- OJT, which may include placing participants in a Registered Apprenticeship (RA) program;
- Customized training;
- Incumbent worker training;
- Transitional jobs;
- If the Local Workforce Development Board (Local Board) determines that there is an insufficient number of ETP services to use ITAs;
- If there is a training service program of demonstrated effectiveness that is offered in a LWDA by a community-based organization, a private organization, or an EARN Maryland program;
- If the Local Board determines that the most appropriate training could be provided by an institution of higher education to train multiple individuals for jobs in in-demand sectors or occupations;
- If the Local Board determines that a pay-for-performance contract is the most effective means of providing training services;[8]
- If the Local Board determines that providing training through a combination of ITAs and contracts is the most effective approach to placing a participants in a program, such as a RA or other similar training.

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[8] No more than 10 percent of a LWDA's funds may be spent on pay-for-performance contract strategies, as they are defined in WIOA Section 3(47).

REPORTING

REPORTING IN THE MARYLAND WORKFORCE EXCHANGE (MWE)

DLLR requires LWDAs to record youth participants' information into the Maryland Workforce Exchange (MWE) in a timely manner. To comply with regulatory reporting requirements and to determine the success of the WIOA Youth Program's investments, LWDAs must ensure that the following data are reported into the MWE System:

- Participant characteristics;
- Participant services received; and,
- Participant outcomes.

LWDA Directors must ensure that data are entered into the MWE within 14 days of activity. LWDA Directors must also ensure that all WIOA Youth Program participants are fully enrolled in the MWE System.

FISCAL REPORTING

Quarterly, LWDAs must submit a Quarterly Status Report (QSR) on administrative and program costs no later than the thirtieth date after the quarter ends (July 30th, October 30th, January 30th, and April 30th).

Attachment B— Sample Template for Quarterly Fiscal Reporting provides a reporting template for the Youth Program QSR. This template must be used beginning with the reporting period July 1, 2015-September 30, 2015, which is due to DLLR by October 30, 2015.

LWDAs must provide all signed fiscal reports by mail to the following:

> Dorothee Schlotterbeck
> Office of Fiscal Administration
> DLLR-DWDAL
> 1100 N. Eutaw Street, Room 209
> Baltimore, MD 21201
> Dorothee.Schlotterbeck@maryland.gov

DLLR-DWDAL's Office of Fiscal Administration must provide electronic copies of fiscal reports to DLLR-DWDAL Office of Workforce Development's Disabilities & Youth Services Coordinator each quarter.

Transitioning from WIA to WIOA

LWDAs must work towards spending 75 percent of PY 2015 funds on OSY. If a LWDA cannot meet the 75 percent requirement for its 2015 funds, it must demonstrate progress towards meeting this minimum expenditure rate through increased expenditures on OSY compared to the previous year. The increased expenditures must be a minimum increase of 10 percentage points compared to the previous year and no lower than a 50 percent OSY expenditure rate.

If a LWDA cannot meet the OSY expenditure rate with their PY 2015 funds, it must be prepared to describe to DLLR and/or USDOL:

- How it will achieve the 75 percent OSY expenditure requirement;
- Strategies taken to comply with the requirement and to secure contractors, solidify partnerships, and transition from a focus on ISY to OSY programs.

PERFORMANCE

The performance accountability system is critical in assessing the effectiveness of programs with the goal of ensuring that participants gain the skills needed to succeed in the 21st century economy.

Through June 2016, the Title I Youth Program's performance will be measured with WIA performance indicators. DLLR Policy Issuance 2014-07, "Maryland's Program Year 2015 Performance Goals for Title 1B Programs and Wagner-Peyser Funded Activities," provides further details: http://www.dllr.state.md.us/employment/mpi/mpi7-15.pdf.

Effective July 1, 2016, the WIOA Title I Youth Program's performance is measured by the following six indicators of performance:

1. Placement in employment, education, or training during 2nd quarter after exit;
2. Placement in employment, education, or training during 4th quarter after exit;
3. Median earnings;
4. Credential rate;
5. Measurable skills gain; and,
6. Effectiveness in serving employers.

DLLR anticipates that USDOL will soon provide further guidance on the WIOA Youth Program's performance measures via Training and Employment Guidance Letters (TEGLs) and Training and Employment Notices (TENs). Therefore, this information is subject to change. DLLR will ensure that current information is disseminated to LWDAs timely.

1. **Placement in Employment, Education or Training – Q2 after Exit**

   This performance indicator measures the percentage of program participants who are in education or training activities, or in unsubsidized employment, during the *second quarter* after exit from the program.

2. **Placement in Employment, Education or Training – Q4 after Exit**

   This performance indicator measures the percentage of program participants who are in education or training activities, or in unsubsidized employment during the *fourth quarter* after exit from the program.

3. **Median Earnings**

   This performance indicator measures the median earnings of program participants who are in unsubsidized employment during the second quarter after exit from the program. This indicator measures earnings in the second quarter after exit, which is the same time frame in which states will measure if program participants are in education or training activities or subsidized employment.

4. **Credential Rate**

   This performance indicator measures the percentage of program participants who obtain a recognized postsecondary credential, or a secondary school diploma or its recognized equivalent, during participation in or within 1 year (365 days) after exit from the program.

   Program participants who obtain a secondary school diploma or its recognized equivalent shall be included in the percentage counted as meeting the criterion only if such participants, in addition to obtaining the diploma or its recognized equivalent, have obtained or retained employment, or are in an education or

training program leading to a recognized postsecondary credential within 1 year after exit from the program.

5. **Measurable Skills Gain**

   This performance indicator measures the percentage of program participants who, during a program year, were in an education or training program that leads to a recognized postsecondary credential or employment, and who are achieving measureable skill gains toward such a credential or employment goal.

   NOTE: USDOL guidance is forthcoming on how to report and document skills gain toward credential and employment.

6. **Effectiveness in Serving Employers**

   USDOL guidance is forthcoming on this performance measure.

CONSEQUENCES OF NON-PERFORMANCE

USDOL has expectations that the State of Maryland will use the WIOA Title I Youth Program funding to provide the quality service that has been outlined within this policy. As such, DLLR must commit to USDOL that it will monitor LWDAs to ensure performance goals are being met. Per USDOL guidance, the State shall take corrective action with any LWDA that is not meeting the State's expectations in terms of performance, tracking data in the MWE, and in reporting.

To assist LWDAs in meeting performance, DLLR will provide technical assistance to any LWDA that fails to meet performance requirements in any given program year. Technical assistance may include:

- Assistance in the development of a performance improvement plan;
- The development of a modified local or regional plan; or
- Other actions designed to assist the LWDA in improving performance.

Per USDOL guidance, if a LWDA fails to meet performance for a third consecutive program year, then the Governor must take further corrective action. The corrective actions shall include the development of a reorganization plan under which the Governor:

- Requires the appointment and certification of a new Local Board;
- Prohibits the use of eligible providers and AJC partners that have been identified as achieving poor levels of performance; and,
- Takes such other significant actions as the Governor determines are appropriate.

MONITORING

The State of Maryland acknowledges that the USDOL has the authority to monitor and assess the services and requirements of Title I Youth program to ensure that Federal awards are used for authorized purposes in compliance with Final Rules, federal regulations, and State policies, and that those laws and regulations are enforced properly.

To ensure that policies are being followed and expectations are being met, LWDAs and WIOA Title I Youth Program providers should also expect DWDAL to conduct program monitoring.

LWDAs are similarly required to monitor Youth Program providers. For DLLR's records, LWDAs must provide DLLR-DWDAL's Office of Monitoring & Compliance with timely copies of Youth Program monitoring reports and results. DLLR-DWDAL's Office of Monitoring & Compliance must provide timely electronic copies of monitoring reports to DLLR-DWDAL Office of Workforce Development's Disabilities & Youth Services Coordinator.

REFERENCES

LAW

- WIOA (Pub. L 113-128) Title I, Section 116, Section 123, Sections 126-129, dated July 22, 2014.

REGULATION

- Notice of Proposed Rulemaking (NPRM): 677 – Incentives and Sanctions for Local Performance for Workforce Innovation and Opportunity Act Title I Programs, dated April 16, 2015.
- NPRM: 681 - Youth Activities under Title I Workforce Innovation and Opportunity Act, dated April 16, 2015.
- Federal Register- Volume 77, Number 151, Tests Determined to Be Suitable for Use in the National Reporting System for Adult Education, dated August 6, 2012.

USDOL GUIDANCE

- Training and Employment Guidance Letters (TEGL) 4-15, Vision for the One-Stop Delivery System under the Workforce Innovation and Opportunity Act (WIOA), dated August 13, 2015;
- TEGL 3-15, Guidance on Services Provided through the Adult and Dislocated Worker Program under the Workforce Innovation and Opportunity Act (WIOA or Opportunity Act) and Wagner Peyser, as Amended by WIOA, and Guidance for the Transition to WIOA Services, dated July 1, 2015;
- TEGL No. 01-15, Operations Guidance Regarding the Impact of the Workforce Innovation and Opportunity Act Implementation on Waivers Approved Under the Workforce Investment Act, dated July 1, 2015;
- TEGL No. 38-14, Operational Guidance to Support the Orderly Transition of Workforce Investment Act Participants, Funds, and Subrecipient Contracts to the Workforce Innovation and Opportunity Act Federal Law, dated June 8, 2015;
- Training and Employment Notice (TEN) 32-14, Release and Availability of a Report, *"Services for Youth with Disabilities Provided under Title I of the Workforce Investment Act: Results from a Survey of Local Workforce Investment Boards"*, dated June 2, 2015;
- TEGL 23-14, Workforce Innovation and Opportunity Act (WIOA) Youth Program Transition, dated March 26, 2015;
- TEN 24-14, New Research Report: Adapting to Local Context: Findings from the YouthBuild Evaluation Implementation Study, dated March 6, 2015;

- TEGL 19-14, Vision for the Workforce System and Initial Implementation of the Workforce Innovation and Opportunity Act, dated February 19, 2015;

- TEGL 12-14, Allowable Uses and Funding Limits of Workforce Investment Act (WIA) Program Year (PY) 2014 funds for Workforce Innovation and Opportunity Act (WIOA) Transitional Activities, dated October 28, 2014;

- TEN 01-14, Strategies for Using Workforce Investment Act (WIA) youth Formula Funds to Serve Court-Involved youth and youth At-Risk of Offending, dated July 7, 2014;

- TEN 32-13: Supporting Successful Transition to Adulthood for Current and Former Youth in Foster Care Through Coordination with the John H. Chafee Foster Care Independence Program, dated May 28, 2014;

- TEN 46-11: Announcement of the Workforce Investment Act (WIA) Youth Program Reference Tool, dated May 16, 2012;

- TEN 31-12: Release and Availability of Employment and Training Administration's (ETA) First Step: A Youth Practitioner's Resource Guide to Supportive Services, dated April 12, 2013;

- TEN 28-13: Release and Availability of a Report, "Mentoring Youth and Young Parents: A Guidebook for Programs Helping Youth and Young Parents Navigate a Pathway to Self-Sufficiency", dated April 9, 2014;

- TEN 33-11: Partnering with Temporary Assistance for Needy Families (TANF) Jurisdictions, State Community Services Block Grant (CSBG) Offices, and local CSBG Entities to Create or Expand Summer youth Employment Opportunities, dated March 26, 2012;

- TEGL 18-11, Improving Literacy and Numeracy Gains of Workforce Investment Act (WIA) youth Program Participants, dated March 2, 2012;

- TEN 23-11, New Research Reports on Summer and Post-Summer youth Employment Initiatives under the American Recovery and Reinvestment Act of 2009 (Recovery Act), dated January 9, 2012;

- TEGL 31-10: Increasing Enrollment and Improving Services to Youth with Disabilities, dated June 13, 2011;

- TEN 12-10: Supporting Entrepreneurial and Self-Employment Training through the Workforce Investment System, dated November 15, 2010;

- TEN 10-10: Release and Availability of Employment and Training Administration (ETA) Occasional Paper 2010-09, *Innovating Under Pressure: The Story of the 2009 Recovery Act Summer Youth Employment Initiative: Chicago, Detroit, Indianapolis & Marion County, Phoenix & Maricopa County,* dated October 19, 2010;

- TEN 33-09, Release and Availability of Employment and Training Administration (ETA) Occasional Paper 2010-03: *Reinvesting in America's youth: Lessons from the 2009 Recovery Act Summer youth Employment Initiative*, dated March 19, 2010;
- TEGL 13-09, Contracting Strategies That Facilitate Serving the Youth Most In Need, dated issued February 16, 2010;
- TEN 24-09, Joint Letter from the Employment and Training Administration (ETA) and the U.S. Department of Health and Human Services Administration for Children and Families (ACF) regarding youth subsidized employment opportunities under the Temporary Assistance for Needy Families (TANF) Emergency Contingency fund, dated January 19, 2010;
- TEN 10-09, Toolkit and White Paper on Improving Transition Outcomes of Youth with Disabilities through Apprenticeship, dated September 21, 2009;
- TEN 28-07, The Shared youth Vision: A Collaborative Approach to Prepare youth for Success in a Global, Demand-Driven Economy, dated January 31, 2008;
- TEN 18-05, John H. Chafee Foster Care Independence Program, dated January 26, 2006;
- TEN 15-05, Providing Employment and Training Services to Homeless and Runaway youth, dated January 6, 2006;
- TEN 01-02, New Publication-*The Youth Council Toolkit: Tools to help youth councils build effective operational youth delivery systems*, dated July 23, 2002;
- TEN 04-01, New Publication *- How Youth Programs Manage Intake, Individual Services Strategies and Case Files*, dated March 20, 2002.

OTHER REFERENCES

- The U.S. Financial Literacy and Education Commission, *Opportunities to Improve the Financial Capability and Financial Well-being of Postsecondary Students*, dated 2015.
- ICF International, *How do states define alternative education?*, prepared for the Maryland State Department of Education (MSDE), dated September 2014.

ATTACHMENTS

Attachment A— NRS Test Benchmarks for Educational Functioning Levels
Attachment B— Sample Template for Quarterly Fiscal Reporting

**National Reporting System
for Adult Education**

A Project of the U.S. Department of Education

NRS Test Benchmarks for Educational Functioning Levels
Updated February 2015

Adult Basic Education

Please refer to the attached Federal Register notice for a list of NRS approved tests and test forms.

Educational Functioning Level	Test Benchmarks
Beginning ABE Literacy	**TABE[1] (9–10) scale scores (grade level 0–1.9):** Reading: 367 and below Total Math: 313 and below Language: 389 and below **CASAS[2] scale scores:** Reading: 200 and below Math: 200 and below **Wonderlic GAIN[3] scale scores:** English: 200-406 Math: 200-314
Beginning Basic Education	**TABE (9–10) scale scores (grade level 2–3.9):** Reading: 368–460 Total Math: 314–441 Language: 390–490 **CASAS scale scores:** Reading: 201–210 Math: 201–210 **Wonderlic GAIN scale scores:** English: 407-525 Math: 315-522 **MAPT[4] scale scores:** All tests: 200-299

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[1] TABE = Tests of Adult Basic Education
[2] CASAS = Comprehensive Adult Student Assessment System
[3] GAIN = General Assessment of Instructional Needs
[4] MAPT = Massachusetts Adult Proficiency Test

Educational Functioning Level	Test Benchmarks
Low Intermediate Basic Education	**TABE (9–10) scale scores (grade level 4–5.9):** Reading: 461–517 Total Math: 442–505 Language: 491–523 **CASAS scale scores:** Reading: 211–220 Math: 211–220 **Wonderlic GAIN scale scores:** English: 526-661 Math: 523-669 **MAPT scale scores:** All tests: 300-399
High Intermediate Basic Education	**TABE (9–10) scale scores (grade level 6–8.9):** Reading: 518–566 Total Math: 506–565 Language: 524–559 **CASAS scale scores:** Reading: 221–235 Math: 221–235 **Wonderlic GAIN scale scores:** English: 662-746 Math: 670-775 **MAPT scale scores:** All tests: 400-499

Educational Functioning Level	Test Benchmarks
Low Adult Secondary Education	**TABE (9–10): scale scores (grade level 9–10.9):** Reading: 567–595 Total Math: 566–594 Language: 560–585 **CASAS scale scores:** Reading: 236–245 Math: 236–245 **Wonderlic GAIN scale scores:** **English: 747-870** Math: 776-854 **MAPT scale scores:** All tests: 500-599
High Adult Secondary Education	**TABE (9–10): scale scores (grade level 11–12):** Reading: 596 and above Total Math: 595 and above Language: 586 and above **CASAS scale scores:** Reading: 246 and above Math: 246 and above **Wonderlic GAIN scale scores:** English: 871-1000 Math: 855-1000 **MAPT scale scores:** All tests: 600-700

English as a Second Language

Please refer to the attached Federal Register notice for a list of NRS approved tests and test forms.

Educational Functioning Level	Test Benchmarks
Beginning ESL Literacy	**CASAS scale scores:** Reading: 180 and below L&W Listening: 162-180 **BEST[5] Plus:** 400 and below (SPL 0–1) **BEST Literacy:** 0–20 (SPL 0–1) **TABE CLAS-E[6] scale scores[7]:** Total Reading and Writing: 225-394 Total Listening and Speaking: 230-407
Low Beginning ESL	**CASAS scale scores:** Reading: 181–190 L&W Listening: 181–189 **BEST Plus:** 401–417 (SPL 2) **BEST Literacy:** 21-52 (SPL 2) **TABE CLAS-E scale scores:** Total Reading and Writing: 395-441 Total Listening and Speaking: 408-449
High Beginning ESL	**CASAS scale scores:** Reading: 191–200 L&W Listening: 190–199 **BEST Plus:** 418–438 (SPL 3) **BEST Literacy:** 53–63 (SPL 3) **TABE CLAS-E scale scores:** Total Reading and Writing: 442-482 Total Listening and Speaking: 450-485

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[5] BEST = Basic English Skills Test

[6] TABE CLAS–E = Test of Adult Basic Education Complete Language Assessment System – English

[7] Refer to the TABE CLAS–E Technical Manual for score ranges for individual reading, writing, listening and speaking tests. Table shows only total scores.

Educational Functioning Level	Test Benchmarks
Low Intermediate ESL	**CASAS scale scores:** Reading: 201–210 L&W Listening: 200–209 **BEST Plus:** 439–472 (SPL 4) **BEST Literacy:** 64– 67 (SPL 4) **TABE CLAS-E scale scores:** Total Reading and Writing: 483-514 Total Listening and Speaking: 486-525
High Intermediate ESL	**CASAS scale scores:** Reading: 211–220 L&W Listening: 210–218 **BEST Plus:** 473–506 (SPL 5) **BEST Literacy:** 68-75 (SPL 5) **TABE CLAS-E scale scores:** Total Reading and Writing: 515-556 Total Listening and Speaking: 526-558
Advanced ESL	**CASAS scale scores:** Reading: 221–235 L&W Listening: 219–227 **BEST Plus:** 507–540 (SPL 6) **BEST Literacy**[8]: 76-78 (SPL 6) **TABE CLAS-E scale scores:** Total Reading and Writing: 557-600 Total Listening and Speaking: 559-600

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[8] Students can be placed into advanced ESL using Best Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.

MARYLAND DEPARTMENT OF LABOR, LICENSING AND REGULATION
DIVISION OF WORKFORCE DEVELOPMENT AND ADULT LEARNING
QUARTERLY GRANT STATUS REPORT
Revised 8/10/15

GRANT NUMBER:	
GRANT TITLE:	WIOA YOUTH
REPORT PERIOD:	
GRANTEE NAME AND ADDRESS:	

TOTAL FEDERAL FUNDS AVAILABLE	$	12,123.00
TOTAL CASH RECEIVED	$	0.00
TOTAL CASH DISBURSEMENTS	$	0.00
TOTAL CASH ON HAND	$	0.00
FEDERAL PROGRAM OUT-OF-SCHOOL ACCRUED EXPENDITURES (minimum 75% of program expenditures)	$	0.00
FEDERAL PROGRAM IN-SCHOOL ACCRUED EXPENDITURES (maximum 25% of program expenditures)	$	0.00
FEDERAL ADMIN ACCRUED EXPENDITURES	$	0.00

	Prgm Budgeted Expenditures	Out-of-School Prgm Accrued Expenditures	In-School Prgm Accrued Expenditures	Total Prgm Accrued Expenditures	Prgm Budget v. Actual Variance
				$ 0.00	
a. Salary	$ 0.00	$ 0.00	$ 0.00	$ -	$ 0.00
b. Fringe	$ 0.00	$ 0.00	$ 0.00	$ -	$ 0.00
c. Travel	$ 0.00	$ 0.00	$ 0.00	$ -	$ 0.00
d. Participant Training	$ 0.00	$ 0.00	$ 0.00	$ -	$ 0.00
e. Supportive Services	$ 0.00	$ 0.00	$ 0.00	$ -	$ 0.00
e. Equipment	$ 0.00	$ 0.00	$ 0.00	$ -	$ 0.00
f. Supplies	$ 0.00	$ 0.00	$ 0.00	$ -	$ 0.00
g. Contractual	$ 0.00	$ 0.00	$ 0.00	$ -	$ 0.00
h. Other *	$ 0.00	$ 0.00	$ 0.00	$ -	

(Itemize "Other" in "Remarks" Section Below)

	Admin Budgeted Expenditures	Admin Accrued Expenditures		Admin Budget v. Actual Variance
a. Salary	$ 0.00	$ 0.00		$ 0.00
b. Fringe	$ 0.00	$ 0.00		$ 0.00
c. Travel	$ 0.00	$ 0.00		$ 0.00
d. Equipment	$ 0.00	$ 0.00		$ 0.00
e. Supplies	$ 0.00	$ 0.00		$ 0.00
f. Contractual	$ 0.00	$ 0.00		$ 0.00
g. Other *	$ 0.00	$ 0.00		$ 0.00

(Itemize "Other" in "Remarks" Section Below)

TOTAL FEDERAL CASH EXPENDITURES (This is a sub-set of the Accrued Expenditures)	$	0.00
TOTAL FEDERAL ACCRUED EXPENDITURES	$	0.00
WORK EXPERIENCE EXPENDITURES (minimum 20% of Program Expenditures) (This is a sub-set of the Accrued Expenditures)	$	0.00
PAY-FOR-PERFORMANCE CONTRACT EXPENDITURES (This is a sub-set of the Accrued Expenditures)	$	0.00
TOTAL PROGRAM UNLIQUIDATED OBLIGATIONS	$	0.00
TOTAL ADMIN UNLIQUIDATED OBLIGATIONS	$	0.00
TOTAL FEDERAL UNLIQUIDATED OBLIGATIONS	$	0.00
UNLIQUIDATED OBLIGATIONS FOR PAY-FOR-PERFORMANCE CONTRACTS (This is a sub-set of the Unliquidated Obligations)	$	0.00
TOTAL FEDERAL OBLIGATIONS	$	0.00
PROGRAM INCOME EARNED	$	0.00
PROGRAM INCOME EXPENDED	$	0.00
TOTAL OTHER FEDERAL FUNDS EXPENDED (LEVERAGED)	$	0.00
LOCAL STAND-IN COSTS	$	0.00

REMARKS:

WIOA TRANSITION EXPENDITURES: 0.00

CERTIFICATION: I CERTIFY THAT TO THE BEST OF MY KNOWLEDGE AND BELIEF, THE INFORMATION PROVIDED IS COMPLETE AND ACCURATE.

SIGNATURE AND TITLE	DATE	TELEPHONE#

MARYLAND DEPARTMENT OF LABOR, LICENSING AND REGULATION
DIVISION OF WORKFORCE DEVELOPMENT AND ADULT LEARNING

INSTRUCTIONS FOR COMPLETING THE
WIOA YOUTH QUARTERLY STATUS REPORT

GRANT NUMBER: Enter the grant number per the most recent Notice of Grant Award. For example: POOB1100111, Mod 3.

GRANT TITLE: Enter the grant title. For example: WIA Youth Grant. Enter the year of the funding (it is either PY or FY not both).

REPORT PERIOD: Enter the beginning date of the most recent Notice of Grant Award and the ending date of the report period.

GRANTEE NAME AND ADDRESS: Enter the current name and address of the grantee.

TOTAL FEDERAL FUNDS AVAILABLE: Enter the amount of Total Funds per the most recent Notice of Grant Award.

TOTAL CASH RECEIVED: Enter the amount of Total Cash Received as of the end of the report period.

TOTAL CASH DISBURSEMENTS: The amount of Total Cash Disbursed as of the end of the report period. The cell formula is protected and will calculate for you.

TOTAL CASH ON HAND: This is figure is the sum of the Total Cash Received minus Total Cash Disbursements. The cell formula is protected and will calculate for you.

FEDERAL PROGRAM OUT OF SCHOOL EXPENDITURES: This figure is the sum of the federal programmatic out of school accrued program expenditures. This expenditure must be at least 75% of the accrued program expenditures. The cell formula is protected and will calculate for you.

FEDERAL PROGRAM IN SCHOOL EXPENDITURES: This figure is the sum of the federal programmatic in school accrued program expenditures. This expenditure cannot exceed 25% of accrued program expenditures. The cell formula is protected and will calculate for you.

FEDERAL ADMIN ACCRUED EXPENDITURES: This figure is the sum of the federal administrative accrued expenditures and the federal program accrued expenditures. The cell formula is protected and will calculate for you.

> The Program Budgeted and Accrued expenditures are a sum of the breakdown of categories (a. – h). The breakdown of this category is:
>
> a) Salary: This is the salary and fringe for all staff. When calculating salaries, you must include staff that is hired on a contractual basis. However, this line should not include consultants.
> b) Fringe: This line is for fringe benefits paid. When calculating salaries, you must include staff that is hired on a contractual basis (if applicable). However, this line should not include consultants.
> c) Travel: These are cost of staff travel.
> d) Participant Training: This line is for the cost of training clients. These costs should include but not be limited to, supplies that are for the client's training, classes taken by the client, Consultants used to teach clients, etc.
> e) Supportive Services: These costs should include payments made to the client, or on behalf of the client, for transportation, child care, etc.
> f) Equipment: Please list any equipment you will need to purchase. The Uniform Guidance defines Equipment at 2 CFR 200.94 and 2 CFR 200.33as tangible, nonexpendable personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.
> g) Supplies: List all supplies that you will need for operating. NOTE: Supplies specifically that will be given to the client for training will be counted towards training.

h) Contractual: This line item should include any services that you contract out. This does not include contracts for training clients but it does include contracts for training your staff.

i) Other: This line should report the cost of Overhead, indirect costs and any other expense that does not logically fit in the above categories. Please provide comments in the remarks section describing these costs.

The Admin Budgeted and Accrued expenditures are a sum of the breakdown of categories (a. – h). The breakdown of this category is as follows:

a) Salary: This is the salary and fringe for all staff. When calculating salaries, you must include staff that is hired on a contractual basis. However, this line should not include consultants.

b) Fringe: This line is for fringe benefits paid. When calculating salaries, you must include staff that is hired on a contractual basis (if applicable). However, this line should not include consultants.

c) Travel: These are cost of staff travel.

j) Equipment: Please list any equipment you will need to purchase. ==The Uniform Guidance defines Equipment at 2 CFR 200.94 and 2 CFR 200.33as tangible, nonexpendable personal property having a useful life of more than one year and an acquisition cost of $5,000 or more per unit.==

d) Supplies: List all supplies that you will need for operating.

e) Contractual: This line item should include any services that you contract out.
  Other: This line should report the cost of Overhead, indirect costs and any other expense that does not logically fit in the above categories. Please provide comments in the remarks section describing these costs

TOTAL FEDERAL CASH EXPENDITURES: This figure is the total cash disbursed. (It is a sub-set of the Total Accrued Expenditures).

TOTAL FEDERAL ACCRUED EXPENDITURES: This figure is the sum of the program and admin accrued expenditures. This cell formula is protected and will calculate for you.

==**WORK EXPERIENCE EXPENDITURES:** This is the amount expended for Work Experience Activities. This must be at least 20% of Program Expenditures. This expenditure is a sub-set of the TOTAL FEDERAL ACCRUED EXPENDITURES.==

==**PAY-FOR-PERFORMANCE CONTRACT EXPENDITURES:** This is the amount expended for Pay for Performance Contracts. This expenditure is a sub-set of the TOTAL FEDERAL ACCRUED EXPENDITURES.==

TOTAL PROGRAM UN-LIQUIDATED OBLIGATIONS: Enter the amount of federal program un-liquidated obligations.

TOTAL ADMIN UN-LIQUIDATED OBLIGATIONS: Enter the amount of federal administrative un-liquidated obligations.

TOTAL FEDERAL UNLIQUIDATED OBLIGATIONS: This figure is the sum of the federal administrative un-liquidated expenditures and the federal program un-liquidated expenditures. The cell formula is protected and will calculate for you.

==**UNLIQUIDATED OBLIGATIONS FOR PAY-FOR-PERFORMANCE CONTRACTS:** Enter the amount of federal un-liquidated obligations for Pay-For-Performance Contracts. This figure is a subset of the Total Federal Unliquidated Obligations.==

TOTAL FEDERAL OBLIGATIONS: This figure is the sum of the total federal accrued expenditures and the total federal un-liquidated obligations. The cell formula is protected and will calculate for you.

PROGRAM INCOME EARNED: Enter the amount of program income earned as of the end of the report period.

PROGRAM INCOME EXPENDED: Enter the amount of program income expended as of the end of the report period.

TOTAL OTHER FEDERAL FUNDS EXPENDED (LEVERAGED): Enter the amount of other federal funds that have been used to enhance this grant as of the end of the report period

STAND-IN COSTS: Enter the amount of stand-in costs expended as of the end of the report period.

REMARKS: Provide any comments, as appropriate.

WIOA TRANSITION EXPENDITURES: Enter the total of the expenditures that have been used for WIOA Transition Activities.

CERTIFICATION: An authorized representative of the grantee should affix their signature, their title, and the date signed. (This MUST be an original signature.)