

CHAPTER THREE:

***ONESOURCE
PROGRAM BASICS***

ELIGIBILITY

While the OneSource System seeks to meet the needs of all youth, WIA youth funds may only be used for WIA eligible youth.

Youth who cannot be served by the Network must be referred to another appropriate program.

Eligible Youth

(Note: see MIS Manual for specific requirements)

To be eligible for WIA youth services, the youth must meet the following criteria:

- Low Income (poverty level)
Note: up to 5% of youth may be exempt from this requirement if they meet other requirements as specified in the Act
- Live in the City of Los Angeles
- Live, or attend school, in the area the Network is funded to serve
- Age 14-21 *at the time of enrollment*
- Meet one or more of the following barriers:
 - a) Deficient in basic literacy skills (reads and/or computes at or below 8.9 grade level)
 - b) School dropout
 - c) Homeless, runaway, or foster child
 - d) Pregnant or parenting
 - e) Offender
 - f) Requires additional assistance to complete an educational program or to secure and hold employment due to barriers such as emancipated youth, youth with a disability (as defined by the LAUSD or the Department of Rehabilitation), youth with Limited English Proficiency (as defined by LAUSD), youth with a family history of chronic unemployment, including long term public assistance, and youth whose parent or guardian met and or meets one of these and/or one of the first five barriers (a-e)

Out-of-School Youth

WIA requires that at least 30% of the youth funds must be spent on out-of-school youth. The City has set a higher minimum contractual expenditure rate of 50% for the OneSource System. Your network's specific expenditure rate must equal or exceed the percent of out-of-school youth you are contracted to serve. Out-of-school youth status is determined at the time of enrollment.

An Out-of-School is defined as an individual who is:

- An eligible youth who is a high school dropout; or
- An eligible youth who has either graduated from high school or holds a GED, but is basic skills deficient, unemployed, or underemployed [WIA Sec. 101(33)]

Please reference WIA Information Bulletin 05-34 and WIA Directive 05-15 for more information on classifying and obtaining documentation for out-of-school youth.

Some examples of classifying Out-of-School youth are provided below:

- A 14-year-old who is not attending school is an out-of-school youth;
- A 19-year-old who has graduated from high school or has attained a GED but is still basic skills deficient and is attending school is an out-of-school youth;
- An 18-year-old who is attending an alternative school or continuation school is an in-school youth.
- A 19-year-old high school graduate who reads above 8.9 and is attending community college is in-school.

In-school or out-of-school status is determined at the time of enrollment. If the young person is enrolled during their school vacation, they are still considered in-school. If a young person who meets the "out-of-school" definition at time of enrollment later returns to school, they are still considered an "out-of-school" youth for purposes of the out-of school expenditure requirements.

CO-Enrollment of Youth Ages 18-21

Under the Workforce Investment Act, youth 18-21 may be served from either youth or adult funds or be co-enrolled in both. While some older youth are most appropriately served through the WorkSource Centers, other youth in this age group are more appropriate for services provided through youth agencies. It is the policy of the City of Los Angeles to encourage co-enrollment when it will result in the best mix of services for the client. In addition, older youth who do not meet the eligibility requirements for youth services should be referred directly to a WorkSource Center.

*Remember, co-enrolled youth cannot be exited unless they have completed all OneSource **and** WorkSource program services!*

REQUIRED SERVICE ELEMENTS

The Department of Labor (DOL) and the City have established a list of service elements that each Network must make available to any client who, based on assessment, is in need of them.

Members of the Network or other entities may provide these services from WIA or Non-WIA funds. If they are provided by other entities from non-WIA funds, a formal MOU must be developed with that entity in order to report that activity in ISIS and on the MIS forms.

Federal Service Elements

1. Tutoring, study skills training, and instruction leading to completion of secondary school, including dropout prevention strategies.
2. Alternative secondary school services
3. Summer employment opportunities directly linked to academic and occupational learning.
4. Paid and unpaid work experiences, including internships and job shadowing
5. Occupational skills training
6. Leadership and youth development opportunities, which include community service and peer-centered activities encouraging responsibility and other positive social behaviors during non-school hours
7. Support Services
8. Adult Mentoring
9. Follow-up services for *at least* 12 months after exit
10. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referrals. *(Please note that WIA case management does not qualify as comprehensive guidance and counseling)*

Local Service Elements

1. English for non-English speakers
2. Computer literacy

Other Service Elements

There are other service elements that have been identified in past program years, through such City-issued documents as contract boilerplates and requests for proposals. These service elements, although subcategories of the above required service elements, merit separate notation here due to the important role they can play in the system.

1. Contextual Basic Skills
2. Preparation for post-secondary education
3. Job Placement
4. Work Readiness Skills
5. Further assessment where needed
6. Financial Literacy Skills
7. Labor Market Information
8. Entrepreneurial Skills Training

Additional Requirements

Services to all youth enrolled in the WIA OneSource Youth Opportunity System must include:

- WIA Orientation: Information on the full array of applicable or appropriate services;
- Referral, when needed, to appropriate training and educational programs that have the capacity to serve that young person;
- Preparation for unsubsidized employment; and
- Incentives for recognition and achievement.

In addition, parents, youth and community members with youth program experience must be involved in the design and implementation of the youth program.

All youth under 18 must have at least one goal set and if deficient in basic skills must have a Basic Skills goal.

All WIA OneSource networks should have strong linkages between academic and occupational learning and also strong links to the job market and employers.

SCANS

“A strong back, the willingness to work, and a high school diploma were once all that was needed to make a start in America. They are no longer. A well-developed mind, a passion to learn, and the ability to put knowledge to work are the new keys to the future of our young people, the success of businesses, and the economic well-being of the nation.”

From “What Work Requires of Schools – A SCANS Report for America 2000”

In 1991, the Secretary of Labor and the Secretary of Education appointed the Secretaries’ Commission on Achieving Necessary Skills (SCANS) to identify the skills that employers need in their workers.

SCANS research verifies that what some call “workplace know-how” defines effective job performance today. This know-how has two elements: a *foundation* and *competencies*. The Commission identified a three-part foundation of skills and personal qualities and five competencies that lie at the heart of job-

performance. These eight requirements are essential preparation for all youth, both those going directly to work and those planning further education.

The **foundation skills** are as follows:

BASIC SKILLS
<p>Reading – Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.</p> <p>Writing – Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.</p> <p>Arithmetic – Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.</p> <p>Listening – Receives, attends to, interprets, and responds to verbal messages and other cues.</p> <p>Speaking – Organizes ideas and communicates orally.</p>
THINKING SKILLS
<p>Creative Thinking – Generates new ideas.</p> <p>Decision Making – Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.</p> <p>Problem Solving – Recognizes problems and devises and implements plan of action.</p> <p>Seeing Things in the Mind's Eye – Organizes and processes symbols, pictures, graphs, objects, and other information.</p> <p>Knowing How to Learn – Uses efficient learning techniques to acquire and apply new knowledge and skills.</p> <p>Reasoning – Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.</p>

PERSONAL QUALITIES

Responsibility – Exerts a high level of effort and perseveres towards goal attainment.

Self-Esteem – Believes in own self-worth and maintains a positive view of self.

Sociability – Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings.

Self-Management – Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.

Integrity/Honesty – Chooses ethical courses of action.

The **competencies** are personal qualities that are needed to succeed in the workplace. The competencies differ from a person's technical knowledge, in that they are general attributes that employers seek in employees. They are grouped as Resources, Interpersonal, Information, Systems and Technology:

RESOURCES

Allocates Time. Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares, and follows schedules.

Allocates Money. Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.

Allocates Material and Facility Resources. Acquires, stores, and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.

Allocates Human Resources. Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

INTERPERSONAL

Participates as a Member of a Team. Works cooperatively with others and contributes to group with ideas, suggestions, and effort.

Teaches others. Helps others learn.

Serves Clients/Customers. Works and Communicates with clients and customers to satisfy their expectations.

Exercises Leadership. Communicates thoughts, feelings, and ideas to justify a position, encourages, persuades, convinces, or otherwise motivates an individual or groups, including responsibly challenging existing procedures, policies, or authority.

Negotiates. Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.

Works with Cultural Diversity. Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

INFORMATION
<p>Acquires and Evaluates Information. Identifies need for data, obtains it from existing sources or creates it, and evaluates its relevance and accuracy.</p> <p>Organizes and Maintains Information. Organizes, processes, and maintains written or computerized records and other forms of information in a systematic fashion.</p> <p>Interprets and Communicates Information. Selects and analyzes information and communicates the results to others using oral, written, graphic, pictorial, or multimedia methods.</p> <p>Uses Computers to Process Information. Employs computers to acquire, organize, analyze, and communicate information.</p>
SYSTEMS
<p>Understands Systems. Knows how social, organizational, and technological systems work and operates effectively within them.</p> <p>Monitors and Corrects Performance. Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.</p> <p>Improves and Designs Systems. Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.</p>
TECHNOLOGY
<p>Selects Technology. Judges which set of procedures, tools, or machines, including computers and their programs, will produce the desired results.</p> <p>Applies Technology to Task. Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.</p> <p>Maintains and Troubleshoots Technology. Prevents, identifies, or solves problems in machines, computers, and other technologies.</p>

Thus, the foundation and the competencies (all said, a total of 36 skills) should be taught and understood in an integrated fashion that reflects the workplace contexts in which they are applied.

The SCANS are woven into the skill sets identified as goals in the WIA youth system. If young people are to become competitive in the labor market, they must possess all of these skills. While the three WIA skill attainment areas (Basic Skills, Work Readiness, and Occupational Skills) provide a framework for skill development, SCANS constitute the foundation on which the framework stands. In other words, the three skill areas provide the context for the training and SCANS provides the content.

UNIFORM FILE FORMAT

As of July 1, 2004, all WIA OneSource Youth General Contractors were required to follow a uniform file format (*See WIA Directive #04-22, dated June 10, 2004*). Such uniformity throughout the system ensures that all contractors are aware of the required documentation that the City expects to see in every client file.

The Uniform File is broken down into six sections. Following are examples of the types of documentation that should be found in client files, where applicable. This information has been updated from *WIA Directive #04-22*. More detailed lists for service element and goal-specific paperwork can be found in Chapter Five, *Goal Attainments and the Foundation Activities*; and in Chapter Six, *Leadership, Mentoring, and the Support Activities*:

Section 1 – ISS/Assessment

- Printout of current Assessment Page from ISIS – in the past, all the elements of the Assessment were contained in the “Individual Service Strategy.” This document included the various participant “inventories” (Interest & Activities, Educational, Occupational Skills & Employment, Career Goals, and Life & Family Support). Now, all of that information is contained electronically in ISIS, under the “Assessment” tab.
- Printout of current ISS from ISIS – the new “ISS” is the tab in ISIS that takes the place of the old “ISS Personal Goals and Service Plan.” It sets the path of service for each client.
- Employability Interest/Aptitude – These are additional assessment tools that are used and include the “Finding Work,” “Imagine Your Future” and “Career Key” documents.
- Other Miscellaneous assessment tools used by your agency or in concert with services provided by other programs for a certain individual

Section 2 – Case/Progress Notes

- Monthly Case Notes printed out *quarterly* from ISIS
- Monthly Follow-along
- Other Miscellaneous documentation associated with tracking the progress of the individual

Section 3 – Basic Skills/Work Readiness

For youth with a Basic Skills goal or Basic Skills Training set as part of their service plan:

- CASAS ECS Appraisal *and* CASAS Level Pre-Tests OR IEP documenting basic skills levels

- Basic Skills work samples or Sign-in Sheets, to document the Service Element was provided
- Documentation of tutoring (or indication of regular communication with non-network organization providing the service)
- Documentation of Alternative Secondary School Services
- High School Diploma or GED
- CASAS Level Post Tests indicating a 5-point gain OR documentation of completion of functionally applied goals (based upon IEP)

For youth with a Work Readiness Goal or Work Readiness Training set as part of their service plan:

- Transition and Job-Getting Skills Checklists, as appropriate
- Supporting Documentation to prove the attainment of Transition and Job-Getting Skills (resume, cover letter, documentation of mock interviews, etc.)
- Other Certificates
- Other Miscellaneous documentation associated with achievement of basic skills and work readiness goals

Section 4 – Other Service Elements

- Occupational Skills documentation (Labor Market Condition analysis, OST curriculum, class progress reports, certificates of completion, etc.)
- Leadership Training samples and documentation
- Support Services/Needs Based Payment documentation (including determinations, approvals and receipts)
- Proof of Mentoring activities
- Referrals to Comprehensive Guidance and Counseling
- Computer Literacy documentation (work samples, certificates)
- Proof of ESL activities
- Post-Secondary Preparation documentation (assistance with college applications, registration forms, etc.)
- Proof of work on Financial Literacy, Entrepreneurial Skills Training, and Labor Market Information

Section 5 – MIS/Eligibility/Orientation

- MIS Application, Eligibility, Goals, Exit and Follow-up forms
- Pre-application
- Eligibility documentation (*Note: see MIS Manual for specific requirements*)
- Orientation forms, including Complaint Resolution Procedures sign-off and Post Program Follow-up form

Section 6 – Work Related Documentation

- Job-Keeping Presumptive Needs Checklist and Job-Keeping Skills Checklist, as appropriate
- 10 Skills Worksheet, as appropriate
- Worksite Training and/or On-The-Job Training (OJT) Agreements
- Supporting Documentation to prove the attainment of 10 selected Job-Keeping Skills
- Monthly Worksite Training Performance Evaluations of the Participant, as appropriate
- Time Cards
- Check stubs/check copies
- Work Permits
- Certificates
- Employment Verification Letters (EVL's)
- Supplementary Employment Data
- Other work related documentation