

WIOA Youth Workgroup

July 31, 2015

Meeting Notes

Members in Attendance: *Mary Giordano (Lawrence Adult Learning Center), Tricia Lucier (Employment and Training Resources), John Niles (Commonwealth Corporation), John Oliveira (Mass Commission for the Blind), Vicky Palantzas (Brockton Area Workforce Investment Board), Joan Phillips (Mass Rehabilitation Commission), Marry Sarris (North Shore Workforce Investment Board), Olivia Steele (Adult Community Learning Services), Shailah Stewart (Department of Elementary and Secondary Education), Sacha Stadhard (Department of Career Services)*

Non-Members in Attendance: *Amanda Green (Department of Elementary and Secondary Education), Jennifer Stewart (Federation for Children with Special Needs), Joe Heisgler (DTA for Kimberly Rowe-Cummings)*

DISCUSSION TOPICS:

June 26, 2015 Meeting Notes – Approved

A correction was made to the June 26th meeting notes. Mary Giordano's name was added to *Members in Attendance* to reflect her attendance at the June 26th meeting.

Overview of WIOA Workgroups:

The WIOA Steering Committee of the MAWIB sets the vision for the State in regards to implementation of WIOA. Three functional workgroups have been created assist with implementation of WIOA. The three workgroups are listed below. The JS&E workgroup is the overarching workgroup to address operational issues and has 4 subcommittees:

- Employer Training Provider List (ETPL) Workgroup
- Youth Workgroup
- Job Seeker and Employer Workgroup
 - a. Career Center Standards
 - b. Business Engagement
 - c. Performance Measures
 - d. Workforce Development Board

All of the work happening in the workgroups and subcommittees will inform that State plan. The workgroups will meet to discuss cross cutting themes as well as to align the work within each workgroup.

Increasing Services to Youth with Disabilities Subgroup: *Amanda Green (Department of Elementary and Secondary Education), John Niles (Commonwealth Corporation), John Oliveira (Mass Commission for the Blind), Joan Phillips (Mass Rehabilitation Commission), Sacha Stadhard (Department of Career Services), Jennifer Stewart (Federation for Children with Special Needs)*

On July 14th, the subgroup discussed key items for increasing services to individuals with disabilities. Key items identified included a shared intake form, customer data sharing, sharing of best practices, staff trainings, information sharing, and system coordination.

A working document was produced which outlines the key items for increasing services to individuals with disabilities, a brief rationale for each key item, and action steps. An agency collaboration column was created to identify potential collaborations for implementation of the key items.

Discussion:

- Intake forms are not standard throughout the local areas and standardizing intake forms may be useful in capturing information such as involvement with other social service agencies and whether accommodations are necessary to meet service needs of youth with disabilities.
- Standardizing a set of questions on the intake forms may inform staff of other partners or resources already attached to the youth.
- The Individual Service Strategy Plan is the document which would capture information related to additional support service needs. Also, youth are usually not willing to disclose information to staff until they develop a level of comfort and trust with staff and that usually happens after time spent in the program.
- Individuals have the right to choose whether they want to disclose a disability and if they choose to disclose then additional questions are asked to identify additional needs and supports.
- Are youth aware of the technical terms used to describe a disability? Most youth are not aware of technical terms; however most know whether they have an ILP.
- If developing a common intake form, consideration needs to be made for youth who are under the age of 18 and may need to have parental consent when providing specific information on forms.
- We want to make sure that youth are screened-in and not screened-out. We need to make attempts to screen youth in.
- Consider aligning questions on DOE's Individual Learning Plan with the common intake questions.
- Initiative from DOE is to help students to take more of a role in their ILP meetings – it aligns with student self-determination and advocacy.
- ACLS - Family plan which includes goals - adapted into two pages to make it more concise. Possible tool for that could be used as samples for standardizing question on the intake form.
- There would be a need to do training regarding a common intake form if it is decided to use a standardized form.
- The referring agency needs to take a stronger role in making sure that the youth is knowledgeable about the right questions to ask when seeking services. Youth may already be in the system and receive support through a different core partner. Collaboration is key and it depends on the agency that has the expertise to provide a particular set of services.
- WIOA intake staff should not do a diagnosis but rather be equipped with information to know whether the youth is connected with another social service agency such as Voc Rehab. It is important to draw on the strengths of each organization to provide the most comprehensive services for the individual.

- Joan is developing a list of best practices between the career centers and MRC and will share with the group.
- It is important to help staff develop relationships with businesses as well as help staff communicate better with businesses and sharing data. Data sharing capability is important so staff will already know what services youth are receiving.
- Universal work readiness assessment tools would be helpful with work placement. Additional key item for increasing services to individuals with disabilities would be universal assessments.
- Caution was raised around the term work readiness based on the history of the term being used to delay people with disabilities for work. Possibly use the term skills assessments.
- A simple referral form that can be developed so that a youth can take with them to the career center that will already contain needed information such as assessment information and services that they are already receiving. Some of the items that might be included on the form are assessments, income determination, or components of the ISS already developed in a different setting, as well as to have contact information for the referring agency.
- Performance measures are not specific to individuals with the disabilities. Individuals with disabilities are included in the aggregate.

Career Pathways:

During the WIOA Youth Workgroup meeting in March the group discussed the CLASP Career Pathway Model and decided to upgrade the model based on the WIOA definition of a career pathway as well to reflect the target population of youth served and to depict system alignment of the workforce partners. During subsequent Youth Workgroup meetings a list of upgrades to the CLASP model were made.

The following two models were developed based on input from the WIOA Youth Workgroup.

WIOA Career Pathway Model - Very WIOA youth specific and outlines how an individual can move through a career pathway that will lead to employment.

Discussion:

- Youth need to receive foundation skills that are transferable. Soft skills might be renamed to read social, personal skills. It was suggested that using common language when describing skills might be helpful.
- Occupational Skills needs to be added to the visual as it is important for youth to receive occupational skills training prior to moving into the work experiences such as OJT.

MA Career Pathways Blue Print - A systemic model which depicts an individualized service sequence. The model is generic which allows for it to be a system that does not need to be specific to any one target population or partner.

Discussion:

- The Blue Print model provides a broad overview of the different pathways available to youth.

- Support services should be a key feature on the Blue Print model.

The group is in agreement of adopting both models. The WIOA Youth model is appropriate for local level practitioners and the CP Blue Print model is appropriate for State level practitioners.

The next steps would be to look at the mechanics of specific career pathways that include industry specific information.

Resource Mapping:

The Youth Workgroup agreed to do a resource mapping exercise to get a visual of where State level programs and resources intersect as well as to identify where gaps in services may exist as it relates to providing the services required by WIOA. A document which lists the Core Partner Required Activities was developed for the group.

Discussion:

- Change information on Voc Rehab sections to reflect youth population served is students 16 -22 years old. Also, add Pre-employment Transitional Services for youth 14-24 years old .
- It was suggested that all the state level programs and agencies are listed. Local areas would be able to customize the information to their local areas in a functional way. A template should be designed to organize and capture the information. The initial resource map would act as a resource guide. The information could be entered online and could be easily updated.
- John Niles, Shailah Stewart, and Sacha Stadhard agreed to meet to work on a template and bring the template back to the larger youth group for discussion.

Expanding Services to Out-of-School Youth:

An Out-of-School youth subgroup was proposed to WIOA Youth Workgroup to document sharable service strategies for OSY and older youth. The OSY subgroup will identify outreach and recruitment strategies, best practices, as well as system alignment and collaboration for serving OSY.

Tricia Lucier, Mary Giordano, John Niles, and Sacha Stadhard will participate on the OSY subgroup.

Next Meeting:

The next WIOA Youth Workgroup will meet Friday, August 21st from 10:00 – 12:00 pm at the Employment Training Resource in Framingham located at 1671 Worcester, Road in Framingham, MA 01701.