



**WORKFORCE DEVELOPMENT BOARD**  
OF SOLANO COUNTY

## POLICY ISSUANCE

Date: May 17, 2019    Number: 2019-06

### WIOA YOUTH SERVICE DELIVERY

#### INTRODUCTION

This policy of the Workforce Development Board (WDB) of Solano County provides guidance for staff to provide services to Workforce Innovation and Opportunity Act (WIOA)-eligible local youth participants. The purpose of WIOA youth services is to assist young people, ages 14-24, who face significant barriers to succeeding in the labor market, by providing resources and support to overcome those barriers and successfully transition to self-sufficient adulthood. WIOA youth programs provide a comprehensive array of services, including career exploration and guidance, continued support of educational attainment, employment assistance, and mediation of barriers to employment. Both in-school youth (ISY) and out-of school youth (OSY) are eligible for WIOA youth services.

#### QUESTIONS

Questions relating to this policy should be directed to Marion Aiken at (707) 863-3594 or at [maiken@solanowdb.org](mailto:maiken@solanowdb.org).

#### ATTACHMENTS

- Attachment A: Definition of Key Terms

#### POLICY

The WIOA Youth Program service provision, under Title I of the Workforce Innovation and Opportunity Act (WIOA), is designed to:

- Assist eligible ISY and OSY who are seeking assistance in achieving academic and employment success, with effective and comprehensive services and activities that include a variety of options for improving educational and skill competencies and provide effective connection to educational institutions and employers, including small employers in in-demand industry sectors and occupations in the local and regional labor markets;
- Implement integrated strategies for career pathway approaches that support postsecondary education, training, and employment;
- Implement work-based training strategies and employment approaches to help participants develop essential skills that are best learned on the job;
- Implement progressive levels of education and training approaches that will help individuals with higher skill levels and experience earn marketable credentials; and

- Provide continued support services to individuals who need them to participate and succeed in work investment and training activities.

The WDB has the authority to provide some or all of youth activities funded under WIOA. If the WDB chooses to award a grant and/or contract to provide WIOA youth services, it must identify youth service providers based on criteria established in the State Plan and take into consideration the ability of the provider to meet performance accountability measures. The WDB must award services on a competitive basis following federal, state, and local procurement regulations and guidance. For further information on procurement, see WDB policy 2018-02 “Procurement.”

WIOA requires that the WIOA youth program function as a required one-stop partner and fulfill the roles and responsibilities of a one-stop partner. Connections may include coordination and provision of youth activities in the America’s Job Centers of California (AJCC), linkages to the job market and employers, access for eligible youth to the information and services required by WIOA youth referral requirements, AJCC services for non-eligible youth, and other services. WIOA youth services must either co-locate in the AJCC or ensure that AJCC staff are trained to serve youth and equipped to advise youth on WIOA Youth program eligibility and enrollment.

The WDB and/or youth services provider must provide linkages to community organizations and partners to provide appropriate connections between the youth program and the partners and community, which may include:

- Local area justice and law enforcement officials;
- Local public housing authorities;
- Local education agencies;
- Local human service agencies;
- WIOA Title II adult education providers;
- Local disability-servicing agencies;
- Job Corps representatives; and
- Representatives of other area youth initiatives, including those that serve the homeless and private youth initiatives.

### **FUNDING REQUIREMENTS**

The WDB must expend at least 75% of WIOA youth funds to provide services to OSY. The administrative costs of carrying out local workforce development activities are not subject to the OSY expenditure requirement. The WDB may implement Pay for Performance contracts to deliver any of the 14 Program Elements up to 10% of WIOA youth funds.

WIOA youth programs must expend at least 20% of the youth funds allocated to provide ISY and OSY with paid and unpaid work experiences. The percentage of funds spent on work experiences is calculated based on total youth funds expended, rather than separately on ISY and OSY.

Allowable expenditures that may be counted toward the work experience expenditure requirement includes the following:

- Wages/stipends paid for participation in a work experience;
- Staff time working to identify and develop a work experience opportunity, including staff time spent working with employers to identify and develop the work experience;
- Staff time working with employers to ensure a successful work experience, including staff time spent managing the work experience;
- Staff time spent evaluating the work experience;
- Participant work experience orientation sessions;
- Employer work experience orientation sessions;
- Classroom training or the required academic education component directly related to the work experience;
- Incentive payments directly tied to the completion of work experience; and
- Employability skills/job readiness training to prepare youth for a work experience.

The WDB and funded WIOA youth providers must track program funds spent on paid and unpaid work experiences, including wages and staff costs for the development and management of work experiences, and report such expenditures as part of the local WIOA youth financial reporting. Local administrative costs are not subject to the 20% minimum work experience expenditure requirement.

There are limited instances where WIOA youth funds may be expended on costs related to youth prior to enrollment in the WIOA youth program. Funds may be expended on outreach and recruitment or on assessment for eligibility determination prior to eligibility determination. Funds, however, may not be expended on youth program services, such as the 14 elements, prior to eligibility determination.

WDB staff and/or WDB funded youth service providers may braid funds and co-enroll participants in order to leverage resources. Different funding streams may be used together to support different needs for the same customer, if documentation is maintained to support the charging and allocation of costs to multiple programs or funding streams. If a cost benefits two or more projects or activities in proportions that can be determined without undue cost or effort, the cost must be allocated to the programs or activities based on the proportional benefit.

### **PROGRAM DESIGN**

Overall, program design is an essential element in the delivery of youth services and focus on comprehensive service strategies should be based upon individual needs. The WDB must involve parents, participants, and the community in design and implementation of youth services, which may include activities such as mentorship, tutoring, and/or input in program design and implementation strategies. In addition, staff and youth providers shall make opportunities available for WIOA youth program alumni to volunteer to help current youth participants.

### **Outreach and Intake**

The WDB incorporates intensive outreach efforts to non-profits, community groups, faith-based organizations, schools, and other support agencies who are able to provide youth services. Access points may include high schools with staff trained to assist youth in accessing all available services. Outreach efforts in multiple locations throughout the local area will target populations with barriers to employment including – but not limited to – offenders, homeless individuals, individuals with basic skills deficiency, English language learners, individuals aging out of foster care, pregnant or parenting individuals, and persons with disabilities.

An orientation must be provided to each eligible youth and include information on the full array of services that are available from the WDB, its contractors, and within the one-stop service delivery system in the local area. These services may include:

- Introduction of the program purpose;
- Program services and resources available;
- Responsibilities of other service providers;
- Program participant's responsibility;
- Information on follow-up services;
- Information on support services; and
- Referral to other appropriate services.

Intake involves registration, eligibility determination, and collection of documentation to support verification of eligibility for services. Further information on WIOA youth eligibility and enrollment can be found in WDB Policy 2018-08 "Youth Eligibility and Enrollment." Any participant deemed ineligible or who cannot receive services must be given referrals to appropriate services to obtain employment and/or educational support.

### **Youth Design Framework**

A Youth Design Framework must include the following:

- 1) Objective Assessment is a process that must identify service needs, academic levels, and skill levels, to include goals, interests, aptitudes, support service needs, basic skills, occupational skills, prior work experience, employability potential, and developmental needs for the purpose of identifying appropriate services and career pathways for participants.

Career Assessments may be used and help youth, including those with disabilities, understand how a variety of their personal attributes (e.g. interests, values, preferences, motivation, aptitude and skills) affect their potential success and satisfaction with different career options and work environments. Assessment results are generally used to develop the Individual Service Strategy, and must also consider a youth's strengths rather than just focusing on areas of improvement.

Youth services staff and providers may use recent assessments of participants that have been conducted by partner programs if the required objective assessment elements are included.

For the basic skills assessment portion of the objective assessment, staff and/or service providers are not required to use assessments approved by the Department of Education's National Reporting System (NRS), nor are they required to determine an individual's grade level equivalent or educational functioning level (EFL), although use of the tools are permitted. Programs may use other formalized testing instruments designed to measure skills-related gains, or less formal alternative assessment techniques. If staff or programs plan to track measurable skills gain for EFL gain, the Comprehensive Adult Student Assessment System (CASAS) assessment must be used. For more information on assessments, see WDB Policy 2018-10 "Assessments."

- 2) Individual Service Strategy (ISS) is the plan that identifies the employment goals, educational objectives, and prescribed appropriate services for the participant. The ISS is required and must identify service strategies for each participant that directly link to one or more of the indicators of performance. The strategy should also identify career pathways that include education and employment goals (including nontraditional employment as appropriate), appropriate achievement objectives, and appropriate services for the participant using the objective assessment as a reference.

A new ISS for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education training program.

- 3) Service Delivery to participants must include:
  - Activities leading to the attainment of secondary school diploma or its recognized equivalent, or a recognized post-secondary credential;
  - Preparation for post-secondary educational and training opportunities;
  - Strong linkages between academic instruction and occupational education that lead to the attainment of a recognized post-secondary credential;
  - Preparation for unsubsidized employment opportunities, in appropriate cases; and
  - Effective connections to employers, including small employers, in in-demand industry sectors and occupations of the local and regional labor markets.

Career Coaching must be provided via case management services to assist youth in making informed choices and successfully completing the program. Support may be provided on an individual or group basis and career coaching principles and methods must be incorporated throughout the program design. A case manager must be assigned to follow the progress of each youth from

enrollment to program exit, including follow-up services. Documentation of all services and activities must be recorded on the youth's ISS.

WIOA youth programs must provide services to a participant for the amount of time necessary to ensure successful preparation to enter post-secondary education and/or unsubsidized employment. While there is no minimum or maximum time a youth can participate in the WIOA youth program, programs must link participation to the individual service strategy and not the timing of youth service provider contracts or program years.

#### 14 PROGRAM ELEMENTS

WIOA Youth service delivery is based on the provision of 14 elements. In order to support the attainment of a secondary school diploma or its recognized equivalent, or entry into post-secondary education and career readiness for participants, all youth programs must make the following 14 elements available to each eligible youth participant as appropriate.

1) **Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies**

Strategies under this element must 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 postsecondary credential.

Tutoring, study skills training, and instruction services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies. This element may be provided one-on-one or in a group setting, through resources or workshops. This element does not include training services that lead to recognized postsecondary credentials.

Secondary school dropout prevention strategies intended to lead to a high school diploma include services and activities that keep a youth participant in school and engaged in a formal learning and/or training setting. Strategies include, but are not limited to, tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction.

2) **Alternative secondary school services, or dropout recovery services, as appropriate**

Alternative secondary school services, such as basic education skills training, individualized academic instruction, and English as a Second Language training, are those that assist youth who have struggled in traditional secondary education. Dropout recovery services, such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out of school. These services are to be provided with the goal of helping participants

to re-engage and persist in education that leads to the completion of a recognized high school equivalent.

3) **Paid and unpaid work experience**

Paid and unpaid work experience may include:

- a. Summer employment opportunities and other employment opportunities available throughout the school year;
- b. Pre-apprenticeship programs;
- c. Internships and job shadowing; and
- d. On-the-Job training opportunities

Labor standards apply in a work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists.

Work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. Further academic and occupational education may occur inside or outside the work site. The work experience employer can provide the academic and occupational component or it may be provided separately in the classroom of through other means. The academic and occupational education component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries and/or occupations.

4) **Occupational skills training**

Staff and/or youth service providers must give priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupation in the local area. Individual Training Agreements (ITAs) may be utilized for OSY. Although ISY may not use youth program-funded ITAs, ISY between the ages of 18 and 21 may co-enroll in the WIOA Adult program and may receive training services through an ITA funded by the adult program. For further information on ITAs, see WDB policy 2018-03 "Training Contracts."

5) **Education offered concurrently with workforce preparation activities and training for a specific occupation or occupational cluster**

This program element reflects an integrated education and training model and allows workforce preparation activities and/or basic academic skills to be taught within the same time frame and connected to hands-on occupational skills training in a specific occupation, occupational cluster, or career pathway.

6) **Leadership development opportunities, as appropriate**

Leadership development opportunities may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors. Activities may include:

- a. Exposure to postsecondary educational possibilities;
- b. Community and service learning projects;
- c. Peer-centered activities, including peer mentoring and tutoring;
- d. Organizational and team work training, including team leadership training;
- e. Training in decision-making, including determining priorities and problem solving;
- f. Citizenship training, including life skills training such as parenting and work behavior training;
- g. Civic engagement activities which promote the quality of life in a community; and
- h. Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.

7) **Supportive services**

For further detail on supportive services, including youth incentives, see WDB Policy 2018-09 “Supportive Services and Incentives.”

8) **Adult mentoring**

Adult mentoring must last at least 12 months and may take place during the period of participation or following program exit. Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of the company. WDB staff and/or youth providers should ensure appropriate processes are in place to adequately screen and select mentors. If mentors are sparse, case managers may service as mentors.

9) **Follow-up services**

Follow-up services are critical services provided for a minimum of 12 months after a youth exits from the program to help ensure the youth is successful in employment and/or postsecondary education. All youth participants must be offered an opportunity to receive follow-up services that align with their ISS and must be provided follow-up services for a minimum of 12 months unless the participant declines to receive follow-up services or the participant cannot be located or contacted. Follow-up services may be provided beyond 12 months at the WDB’s discretion. Since follow-up services are based on the needs of the

individual, the type and intensity of follow-up services may differ for each participant.

Follow-up services must include more than only a contact attempted or contact made for securing documentation in order to report a performance outcome.

Follow-up services may begin immediately following the last expected date of service in the youth program when no future services are scheduled. Follow-up services do not cause the exit date to change and do not trigger re-enrollment in the program.

Follow-up services may include (but must begin after exit to count as follow-up services):

- a. Regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise;
- b. Supportive services;
- c. Adult mentoring;
- d. Financial literacy education;
- e. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and
- f. Activities that help youth prepare for and transition to postsecondary education and training.

10) **Comprehensive guidance and counseling**

Comprehensive guidance and counseling provides individualized counseling to participants. This may include drug and alcohol abuse counseling and referral to partner programs, as appropriate. When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service.

11) **Financial literacy education**

Financial literacy education may include activities which:

- a. Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions;
- b. Support participants in learning how to effectively manage spending, credit, and debt; including student loans, consumer credit, and credit cards;
- c. Teach participants about the significance of credit reports and credit scores, what their rights are regarding their credit and financial information, how to determine the accuracy of a credit report and how to correct inaccuracies, and how to improve or maintain good credit;

- d. Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;
- e. Educate participants about identity theft, ways to protect themselves from identity theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data;
- f. Support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials;
- g. Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling;
- h. Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings; and
- i. Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels; including, where possible, timely and customized information, guidance, tools, and instruction.

12) **Entrepreneurial skills training**

Entrepreneurial training must develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to:

- a. Take initiative;
- b. Creatively seek out and identify business opportunities;
- c. Develop budgets and forecast resource needs;
- d. Understand various options for acquiring capital and the trade-offs associated with each option; and
- e. Communicate effectively and market oneself and one's ideas.

Approaches to teaching youth entrepreneurial skills include, but are not limited to, the following:

- a. Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and also may include simulations of business start-up and operation;
- b. Entrepreneurship development which provides supports and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business

operation and by providing more individualized attention to the development of viable business ideas; and

- c. Experiential programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

13) **Labor market and employment information**

Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area may include career awareness, career counseling, and career exploration services. Labor market information tools may be utilized to help participants make effective decisions about education and careers, as well as facilitate awareness of career fields that are likely to provide long-term employment and earnings in the local labor market.

Career awareness begins the process of developing knowledge of the variety of careers and occupations available. Career exploration is the process in which youth choose an educational path and training or a job that fits their interests, skills and abilities. Career counseling or guidance provides advice and support in making decisions about what career paths to take. Career counseling services may include providing information about resume preparation, interview skills, potential opportunities for job shadowing, and the long-term benefits of postsecondary education and training.

14) **Postsecondary preparation and transition activities**

This element includes activities that help youth prepare for and transition to postsecondary education and training after attaining a high school diploma or its recognized equivalent. These services include exploring postsecondary education options, including technical training schools, community colleges, four-year colleges and universities, and registered apprenticeships. Additional services include, but are not limited to, assisting youth to prepare for SAT/ACT testing; assisting with college admission applications, searching and applying for scholarships and grants, filling out financial aid applications, and connecting youth to postsecondary education programs.

Local programs are not required to provide every program service to each participant, but all elements must be available for participants. Only follow-up services must be provided to each participant. Staff and service providers should base services on each participant's objective assessment and individual service strategy. Staff and service providers may leverage partners' resources to provide some of the program elements that are readily available in the community. The WDB must ensure that if an element is not funded through the WIOA youth program that there is an agreement in place with a

partner organization to offer the service, and staff/providers must ensure that the element is closely connected and coordinated with the WIOA youth services.

### DISCLAIMER

This policy is based on WDB's interpretation of the statute, along with the Workforce Investment and Opportunity Act; Final Rule released by the U.S. Department of Labor and federal and state policies relating to WIOA implementation. This policy will be reviewed and updated based on any additional federal or state guidance.

### REFERENCES

#### Law

- [Workforce Innovation and Opportunity Act of 2014 \(WIOA\)](#)

#### Federal Guidance

- CFR 200 – [Department of Labor WIOA Final Rule](#)
- Training and Employment Guidance Letter (TEGL) 31-10 – [Increasing Enrollment and Improving Services to Youth with Disabilities](#)
- TEGL 21-16 – [Third Workforce Innovation and Opportunity Act \(WIOA\) Title I Youth Formula Program Guidance](#)

#### State Guidance

- Workforce Services Directive (WSD) 16-19 – [Youth Service Eligible Provider List](#)
- WSD 17-07 – [WIOA Youth Program Requirements](#)

#### Local Guidance

- Workforce Development Board (WDB) of Solano County's Policy 2018-02 – [Procurement](#)
- WDB Policy 2018-03 – [Training Contracts](#)
- WDB Policy 2018-08 – [Youth Eligibility and Enrollment](#)
- WDB Policy 2018-09 – [Supportive Services and Incentives](#)
- WDB Policy 2018-10 – [Assessments](#)

#### Approved by

Workforce Development Board of Solano County

## Definitions of Key Terms

**Comprehensive Guidance and Counseling** – as defined in the DOL Final Rule, Section 681.510, provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate.

**Entrepreneurial Skills Training** – as defined in the DOL Final Rule, Section 681.560, provides the basics of starting and operating a small business.

**Job Shadowing** – as defined in TEGL 21-16, is a work experience option where youth learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant. A job shadowing experience can be anywhere from a few hours, to a day, to a week or more.

**Leadership Development Opportunities** – as defined in the DOL Final Rule, Section 681.520, are opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors.

**Mentoring** – as defined in the DOL Final Rule, Section 681.490, must:

- a. Last at least 12 months and may take place both during the program and following exit from the program;
- b. 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 of the mentee; and
- c. Match the youth with an individual mentor with whom the youth interacts on a face to face basis (group mentoring activities and mentoring through electronic means are allowable as long as face-to-face interaction also occurs).

**Occupational Skills Training** – as defined in the DOL Final Rule, Section 681.540, is an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate, or advanced levels, with priority consideration to training programs that lead to recognized post-secondary credentials that align with in-demand industry sectors or occupations in the local area.

**Positive Social and Civic Behaviors** – as defined in the DOL Final Rule, Section 681.530, are outcomes of leadership opportunities, which are incorporated by local programs as part of their menu of services. Positive social and civic behaviors focus on areas that may include the following:

- a. Positive attitudinal development;
- b. Self-esteem building;
- c. Openness to work with individuals from diverse backgrounds;
- d. Maintaining healthy lifestyles, including being alcohol and drug-free;

## ATTACHMENT A: Definitions of Key Terms

- e. Maintaining positive social relationships with responsible adults and peers, and contributing to the well-being of one's community, including voting;
- f. Maintaining a commitment to learning and academic success;
- g. Avoiding delinquency; and
- h. Positive job attitudes and work skills.

**Pre-apprenticeship** – as defined in the DOL Final Rule, Section 681.480, is a program designed to prepare individuals to enter and succeed in an apprenticeship program registered under the National Apprenticeship Act of 1937 (referred to as a “registered apprenticeship” program) and includes the following elements:

- a. Training and curriculum that aligns with the skill needs of employers in the economy of the State or region involved;
- b. Access to educational and career counseling and other supportive services, directly or indirectly;
- c. Hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career;
- d. Opportunities to attain at least one industry-recognized credential; and
- e. A partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program.

**Supportive Services** – as defined in WIOA Law Section 3(59), means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this Act.

**Work Experiences** – as defined in the DOL Final Rule, Section 681.600, are a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector.



**WORKFORCE DEVELOPMENT BOARD**  
OF SOLANO COUNTY

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**EMPLOYEE ACKNOWLEDGEMENT OF RECEIPT AND UNDERSTANDING FOR:  
WIOA YOUTH SERVICES DELIVERY  
(Issued May 17, 2019)**

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The Workforce Development Board (WDB) of Solano County's WIOA Youth Service Delivery Policy contains important information pertaining to my employment and duties at the WDB.

A copy of this policy has been given to me to retain for future reference, and I have been provided with the location on the Shared Drive for the policy where I can obtain an electronic copy.

Since the information and policies described in the policy are necessarily subject to change, I acknowledge that revisions to the policy may occur. All such changes will be communicated through official notices. I understand that revised information may supersede, modify, or eliminate existing policies.

I have received the WIOA Youth Service Delivery Policy and I understand that it is my responsibility to read and comply with the information contained in this policy and any revisions made to it.

I understand that I should consult my supervisor if I have any questions about the information contained in the policy. I understand that failure to comply with the information contained in the policy could lead to disciplinary action or termination.

Employee's Name (printed): \_\_\_\_\_

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_