

**NORTEC
POLICY STATEMENT
STEPS PROJECT
SUMMER 2018**

Effective Date: May 14, 2018

PURPOSE

The purpose of this policy is to provide guidelines to the Service Providers (NORTEC Subcontractors) in the provision of services to students with disabilities (SWD) who are eligible for, and enrolled in, the 2018 STEPS program.

PARTICIPANT ELIGIBILITY

In order to be enrolled as a STEPS participant, each individual must be:

1. A student on the date of application¹; and
2. No younger than 16 and no older than 21 on the date of participation²; and
3. Able to document his/her right-to-work status in the United States³; and
4. Able to document compliance with selective service registration requirements if he is a male who has attained (or will attain during program participation) his 18th birthday; and
5. (a) Eligible for, and receiving special education or related services under Part B of the Individuals with Disabilities Education Act (20 U.S.C. 1411 et seq.); or
(b) An individual with a disability for purposes of Section 504⁴.

In addition to collecting documentation of the eligibility criteria shown above, each student file must also contain the following completed, appropriately signed forms. *Note: These forms shall be forwarded to your local DOR representative.*

1. DOR Student Services Request Form ([DR203](#)⁵); and
2. Consent to Release and Obtain Information Form ([DR260](#)⁶).

Work permits may be required for SWDs that are under the age of 18. Service Provider staff are responsible for determining if a work permit is necessary, and if it is, assisting the SWD to

¹ For this project, “school” is defined as public and private secondary schools, community colleges, registered home schools, and public and private four year colleges/universities.

² The date of participation is defined as the date of participation entered when an individual is enrolled in CalJOBS.

³ Right-to-work status is verified via collection of documents that meet the requirements for filling out an I-9 form: <https://www.uscis.gov/i-9>.

⁴ The Federal Ed Section 504 regulation defines a person with a disability as “any person who (1) has a physical or mental impairment which substantially limits one or more major life activities, (2) has a record of such an impairment, or (3) is regarded as having such an impairment.”

⁵ <http://ncen.org/images/documents/policies/DR203.pdf>

⁶ <http://ncen.org/images/documents/policies/DR260.pdf>

obtain such a permit. A copy of this permit must be contained in the participant file.

Information on the employment of minors in the State of California may be obtained here:
<https://www.dir.ca.gov/dlse/DLSE-CL.htm>

PROGRAM INFORMATION

A. Funding Level/Period of Performance/Number of Participants

Each Service Provider will be allocated a funding amount and a minimum number of participants to be served with this funding, including a minimum number of hours of paid work experience that must be provided. (This information will be communicated to Service Providers via email.)

The term of this agreement shall be from May 14, 2018 - October 31, 2018.

B. Assessment and ISS Development

Each SWD (Student with a Disability) shall be assessed to determine skill levels and abilities, supportive service needs, and occupational areas of interest. An ISS (Individual Service Strategy) shall be developed⁷ and kept in the participant file.

C. Workplace Readiness Training

Each enrolled SWD (Student with a Disability) must receive between 8-40 hours of “job exploration” and/or “workplace readiness/soft skills training.”

This training may be provided by service provider staff, school personnel, or other partners. The hours of training must be documented in the participant file and on the Monthly Progress Reports (also known as Monthly Invoice) in the month in which it happened. See the section below on Monthly Progress Reports/Monthly Invoices for more information.

D. Work Experience

Each SWD (Student with a Disability) must be offered 230 hours of paid work experience upon enrollment. If the student is unable to complete the full 230 hours during the program for any reason, the other hours may be given to another SWD, allowing him/her to work more than 230 hours. The decision to give up hours may be determined up-front, during the assessment process, or it may happen later in the program.

All students will be paid \$11.50 an hour or prevailing wage, whichever is greater.

Placement may be made with employers in the private, non-profit, or public sectors, although placements in the private and non-profit sectors are preferred. If possible, the work experience placement should be made with a business that is part of a career pathway that is of interest to the SWD.

⁷ The assessment process and ISS format does not have to be identical to that used under the Title I WIOA Youth program. An abbreviated version of both activities/documents may be used as long as it addresses the provision (and amount of hours) of Workplace Readiness Training, the provision of supportive services (if any), and the worksite placement. It shall also reflect a plan for the SWD at the conclusion of the STEPS program which may include plans to return to school, permanent employment, entry into a training program, enrollment into a DOR or WIOA Title I program, etc.

Hours worked and corresponding wage/fringe charges, as well as the name of the employer shall also be reported on the Monthly Progress Report/Monthly Invoice in the month in which they happened. See the section below on Monthly Progress Reports/Monthly Invoice for more information.

CALJOBS DATA ENTRY

A. Required Data Entry for STEPS Program in CalJOBS

The following information must be entered in CalJOBS for every SWD. (Note: How these data entry points will be entered in CalJOBS is shown below in parentheses after each data element.)

- ✓ Student's Name (*application in CalJOBS*)
- ✓ Birthdate (*application in CalJOBS*)
- ✓ School of Attendance (*case notes in CalJOBS system, giving the name and address of the school the student was attending that made him/her eligible at the point of application*)
- ✓ Type of proof used to document disability (*case notes in CalJOBS*)
- ✓ State date of service (*activities entered in CalJOBS*)
- ✓ End date of service (*activities entered in CalJOBS*)
- ✓ Name and Address of Employer Worksite⁸ (*required fields in activity code **425-Work Experience (Paid)***)
- ✓ Social Security Number (*application in CalJOBS*)
- ✓ Home and mailing address (*application in CalJOBS*)
- ✓ Contact number and, if available, email address (*application in CalJOBS*)
- ✓ Services provided (*activities entered in CalJOBS which include assessment, ISS development, work readiness training, incentive payments, work experience, and supportive services*)
- ✓ Cost of services provided (*in addition to outlining costs in monthly progress reports/monthly invoices, you must also enter through case notes for each participant in CalJOBS, the cost of each incentive payment, the total cost of work experience wages, the total cost of fringe, and the cost of each supportive service*).
- ✓ Outcome/Results (*closure information in CalJOBS*)

B. Application

All SWDs (Students with a Disability) shall have applications entered into the CalJOBS system by utilizing the procedure outlined in Attachment A. The SWD must be a student⁹ at the time of the application.

⁸ If a SWD works at more than one worksite, a **425-Work Experience (Paid)** activity code must be entered for each worksite.

⁹ For the purposes of this project, a student is defined as someone who meets the age criterion outlined in this policy, and is attending "school." School is defined as public and private secondary schools, community colleges, registered home schools, and public and private four year colleges/universities.

C. Grant Code and Activities

While the drop-down menu in CalJOBS will allow entry of any activity code (adult or youth), only those activity codes listed in Attachment B shall be utilized for STEPS participants.

Note: As with WIOA youth, all STEPS youth should have a **412-Objective Assessment and 413-Develop Service Strategies** entered in CalJOBS.

Note: If an incentive payment is made, only activity code **419-Incentive Payment** shall be used to document this activity.

D. Work Readiness/Soft Skills Training

There is no longer a code in CalJOBS for Pre-Employment/Work Maturity training. Utilize activity code **433-Career Awareness** for work readiness/soft skills training delivered in a workshop or boot camp setting. Additional activity codes listed in Attachment B can be used if the case manager deems appropriate.

MONTHLY PROGRESS REPORTS/MONTHLY INVOICES

A. Allowable Costs

All costs for this grant must be direct service costs. Charges to the funding shall only be made for (1) staff time and fringe for those who work directly with or on behalf of a STEPS participant; (2) SWD wages and fringe; (3) materials utilized in the delivery of work readiness/soft skills training; (4) incentive payments; and (5) supportive services. The associated costs of supervising staff, infrastructure, etc. may not be charged to this grant.

B. Ordering Cash

Cash for this project may be requested from NoRTEC in the same manner as WIOA funding sources. It shall be identified as "STEPS Funding."

C. Monthly Progress Reports/Invoices

Monthly Progress Reports/Invoices must be submitted to NoRTEC on a monthly basis and are not cumulative. These reports must be timely and accurate, as they are utilized by NoRTEC to request funding from the State to reimburse service provider costs under this grant and to report on the progress of each participant.

All costs reported in these Monthly Progress Reports/Monthly Invoices will be reconciled against cash requested and disbursed by NoRTEC at the end of the grant period. The expenditures reported in these monthly documents must exactly match the cash requested by the end of the project.

Each service provider was sent via email a template for this monthly reporting. Additional information on the Monthly Progress Reports/Monthly Invoices is contained in Attachment C

Due dates for each Monthly Progress Report/Monthly Invoice appears below and in Attachment C:

- May 2018 Report/Invoice – Due **Monday, June 4, 2018**
- June 2018 Report/Invoice – Due **Monday, July 2, 2018**

- July 2018 Report/Invoice – Due **Wednesday, August 1, 2018**
- August 2018 Report/Invoice – Due **Tuesday, September 4, 2018**
- September 2018 Report/Invoice – Due **Monday, October 1, 2018**
- October 2018 Report/Invoice – Due **Monday, November 1, 2018**

POLICY EXCEPTIONS

Service Providers (NoRTEC Subcontractors) may make exceptions to this policy only with prior written authorization from the NoRTEC Administrative Entity.

INSTRUCTIONS FOR ENTERING STEPS APPLICATIONS INTO CALJOBS

Utilize the WIOA application in CalJOBS, and enter the participant’s information.

After entering the application, you must make the participant eligible for the STEPS grant before activities associated under this grant can be added.

1. In the WIOA Application Wizard, select the ‘Eligibility and Grants’ tab:



2. Scroll down to the ‘Non-WIOA Grants’ Section and select ‘Yes’ for ‘Non-WIOA Special Grants:’

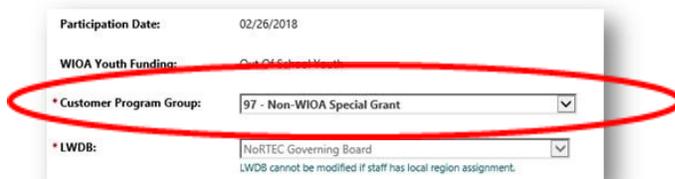


3. Next, scroll down to the list of Grants and select ‘Add’ next to Grant ID 634, ‘Summer Training & Employment Program for Students (STEPS), 2018’

Grant Type	Grant ID	Grant Name	Local Grant Code	Date Added	Action
National DW Grant (NDWG)	439	1028 Sector Partnership National Emergency Grant	1028		Add
National DW Grant (NDWG)	610	1114 - California Wildfires 2017	CA-30		Add
NonWIOA Special Grant	634	Summer Training & Employment Program for Students (STEPS), 2018	NA		Add

4. Exit the wizard.

5. Next, when you create an activity for that client, you can choose ‘97 – Non-WIOA Special Grant’ for the ‘Customer Program Group:’



And 'Summer Training & Employment Program for Students (STEPS), 2018' for the 'Grant:'

The image shows a screenshot of a web form titled "Enrollment Information". The form contains the following fields:

- Grant:** A dropdown menu with the selected option "Summer Training & Employment Program for Students (STEPS), 2018". This dropdown is circled in red.
- WIOA or Non-WIOA Partner Program:** A checkbox labeled "Yes, service is a WIOA or Non-WIOA Partner Program." which is currently unchecked.

CALJOBS ACTIVITY CODE DEFINITIONS

The following CalJOBS activity codes shall be utilized when tracking STEP participants (do not use any other codes unless prior approval is provided by NoRTEC):

<p>407</p>	<p>Financial Literacy Education</p> <p>A Youth participant completed Financial Literacy coursework that includes one or more of the following:</p> <ul style="list-style-type: none"> • Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions. • Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards. • 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. • Support a participant’s ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions. • Educate participants about identity theft, ways to protect themselves from identify 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. • 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. • Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling. • 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. • 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.
<p>409</p>	<p>Youth Job Shadowing</p> <p>A Youth participated in a job-shadowing experience in the private, for-profit, nonprofit, or public sector. Job shadowing is a work experience option that is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant. Youth witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. A job-</p>

	shadowing experience can be anywhere from a few hours, to a day, to a week, or more. <i>(Note: This code shall be used in students are taken on “field trips” to visit employers and learn about the work environment with an employer (single or multiple employer site visit(s)).</i>
410	<p>Leadership Development Services</p> <p>A Youth participated in leadership development opportunities that encourages leadership development, responsibility, confidence, employability, self-determination, and other positive social behaviors. Activities may include the following:</p> <ul style="list-style-type: none"> • Exposure to postsecondary educational possibilities. • Community and service learning projects. • Peer-centered activities, including peer mentoring and tutoring. • Organizational and team work training, including team leadership training. • Training in decision-making, including determining priorities and problem solving. • Citizenship training, including life skills training such as parenting and work behavior training. • Civic engagement activities which promote the quality of life in a community. • Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.
412	<p>Objective Assessment</p> <p>AJCC staff conducted an objective assessment of the Youth participant's academic levels, skill levels, and service needs, which included an assessment of basic skills, occupational skills, prior work experience, employability, interests, aptitudes (including interests and aptitudes for nontraditional jobs), supportive service needs, and developmental needs for the purpose of identifying appropriate services and career pathways. Assessments must also consider a youth’s strengths rather than just focusing on areas that need improvement.</p>
413	<p>Develop Service Strategies (IEP/ISS/EDP)</p> <p>AJCC staff developed individual strategies for the Youth participant that are directly linked to one or more performance indicator, and that identified career pathways that included education and employment goals, including, when appropriate, nontraditional employment, appropriate achievement objectives, and appropriate services that took into account the Youth's Objective Assessment.</p>
417	<p>Comprehensive Guidance and Counseling</p> <p>A Youth participant was provided one or more of the following:</p> <ul style="list-style-type: none"> • Activities leading to secondary school diploma attainment, or its equivalent; and preparation for post-secondary and training opportunities. • Strong linkages between academic instruction and occupational education that lead to the attainment of recognized post-secondary credentials. • Preparation for unsubsidized employment opportunities.

	<ul style="list-style-type: none"> • Effective connections to employers, including small employers, on in-demand industry sectors and occupations within the Youth's local and regional labor markets. • Drug and alcohol abuse counseling, mental health counseling, and referral to partner programs as appropriate. If referring a Youth 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.
<p>419</p>	<p>Incentive Payment</p> <p>At the discretion of the Local Board, a Youth participant received an incentive payment based on an incentive contract between a Youth and the Local Board in recognition of the Youth’s achievement directly tied to training activities, education and/or work experiences. The local program must have written policies and procedures in place governing the award of incentives and must ensure that such incentive payments are tied to the goals of the specific program; outlined in writing before the commencement of the program that may provide incentive payments aligned with the local program’s policies; and are in accordance with the requirements contained in 2 CFR part 200.</p> <p><i>Such an incentive differs from a supportive service, as a supportive service may only be made when deemed necessary for a Youth to participate in program activities.</i></p>
<p>425</p>	<p>Work Experience (Paid)</p> <p>A Youth participant took part in a paid, planned, structured learning experience that took place in a private, for-profit, nonprofit or public sector workplace for a limited period of time. The experience included such elements as employability skills instruction or generic workplace skills; exposure to various aspects of an industry; progressively more complex tasks; the integration of basic academic skills into work activities, work adjustment, and other transition activities; entrepreneurship; and service learning.</p>
<p>433</p>	<p>Career Awareness</p> <p>A Youth participant engaged in activities designed to developed knowledge of the variety of careers and occupational available their skill requirements, working conditions and training prerequisites, and job opportunities across a wide range of industry sectors.</p> <p><i>Note: This activity shall be used to report “soft skills training” activities provided in a group workshop or “boot camp” activity.</i></p>
<p>434</p>	<p>Career Exploration</p> <p>A Youth participant selected an educational path and training, or a job which fits their interests, skills and abilities.</p>

435	Career Counseling/Planning A Youth participant received advice and support in making decisions about what career paths to take. Career counseling services may include providing information about résumé preparation, interview skills, potential opportunities for job shadowing, and the long-term benefits of postsecondary education and training (e.g., increased earning power and career mobility).
481	Supportive Service: Transportation Assistance A Youth participant received assistance with transportation which enabled him/her to participate in activities authorized under WIOA Title IB.
487	Supportive Service: Tools/Clothing A Youth participant received assistance with employment-related attire or tools for the purpose of obtaining employment.

INSTRUCTIONS FOR MONTHLY PROGRESS REPORT/MONTHLY INVOICE

1. The form (sent via email in May 2018) must be completed on a monthly basis, and is due by 5:00 p.m. on the dates shown in number 2 below. ***There are no exceptions to these due dates. While you will be able to order "STEPS" funding during your regular cash request days, in order for NoRTEC to be reimbursed, we must submit the compiled progress reports to ETP by a certain date following the end of a month. If we miss activities in a particular month, we cannot request reimbursement until another month has passed.***
Please note that every charge your agency makes against this grant (including staff time and travel) must be outlined on the activity report for that month. If any charge is not listed in a particular month, we will not be reimbursed for it.
2. Report Due Dates:
 - May 2018 Report/Invoice – Due **Monday, June 4, 2018**
 - June 2018 Report/Invoice – Due **Monday, July 2, 2018**
 - July 2018 Report/Invoice – Due **Wednesday, August 1, 2018**
 - August 2018 Report/Invoice – Due **Tuesday, September 4, 2018**
 - September 2018 Report/Invoice – Due **Monday, October 1, 2018**
 - October 2018 Report/Invoice – Due **Monday, November 1, 2018**
3. You must fill out a separate worksheet for each month, and all charges are for that month only—NO cumulative charges should be reported on these worksheets. (A separate tab has been created for each of the reporting months on the attached worksheet.)
4. While you may extend the width of columns to accommodate long names or other information, do NOT change column headings or add or subtract columns.
5. Always include a row at the bottom of ***each student's section*** that totals the hours of training provided, the amount of incentive payments, the total hours of work experience, the total paid for work experience, the cost of additional supportive services, staff costs, and travel costs (see example on **May 2018** tab).
6. Separate each student's record, along with general charges from your entity for staffing and travel, with a thicker horizontal line (see example on **May 2018** tab).

Invoice/Progress Report Instructions

1. For all data entry points, refer to the student example provided on the May 2018 tab.
2. Enter the student's last name in **Column A**.
3. Enter the student's first name in **Column B**.
4. Enter the student's birthdate in **Column C**.
5. Enter the name of the school the student was attending when you conducted your eligibility in **Column D**. (Please include "high school" or "college" in the name.)

6. Enter the Type of Proof of Disability you used to determine eligibility in **Column E**. Examples may include: an IEP, 504 plan, school signature, etc. *Note: Do not enter what the disability is nor include a copy of the document used.*
7. In **Column F**, enter the Types of Training provided (with respect to Soft Skills/Job Readiness Training). Without getting too detailed, break out the training into topic areas and do your best to assign hours to each topic (enter hours for each topic in **Column G**). *The total number of hours listed for the topics must equal the total number of hours of overall "training" you provide to the student.*

If you break-out your incentive payment into modules or topic areas, you may assign an amount to each topic, or you must just list a total amount paid for the training received by that particular student (**Column H**). If you are not offering an incentive payment for these activities, enter a \$0 for a total for that student.

8. In **Column I**, enter the business name. If the student works at more than one business in a particular month, you must provide another entry for the second business. Include the business address in **Column J**, the hourly wage paid in **Column K**, the hours worked in **Column L**, and the total paid for each worksite for that month in **Column M**.
9. List the type of supportive service payment made on behalf of the student in **Column N**.
10. List the cost of the supportive service payment made on behalf of the student in **Column O**.
11. List your entity's staffing costs under **Column P**. Note that staff charges may only be made to this grant by staff that are directly working with students. You may not charge administrative or supervisory time to this grant. Be sure to break-out the costs by staff wages and staff benefits. Remember to provide a total for both.
12. List travel costs (that are not a supportive service for the SWD) under **Column Q**.
13. In **Column R**, list any programs the Youth are co-enrolled in.