

NORTH CENTRAL ARKANSAS WORKFORCE DEVELOPMENT BOARD

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WDB Policy #: 3.20

Effective Date: 9/10/2014 (WIA)

Revision Date(s): 6/08/2016, 12/14/2016, 12/13/2017, 6/13/2018

SUBJECT Additional Assistance – Barriers for Youth

PURPOSE

The purpose of this policy is to define the additional assistance barriers participants have to enter or complete an educational program or to secure and hold employment. The Workforce Innovation and Opportunity Act (WIOA) requires these barriers to be defined at the state or local level.

BACKGROUND

As required under WIOA, this policy provides the guidelines for youth qualifying for program services through the Youth Additional Assistance Barrier. The "additional assistance" barrier policy will be utilized by all Youth (In-School and Out-of-school). Any exception to all Youth will be noted in the barrier.

1. In School Youth (ISY) is an individual who requires additional assistance to complete an educational program or to secure or hold employment (129)(a)(1)(C)(iv)(VII). ISY Limitation- Not more than five percent of new enrolled ISY served during a program year may be eligible based on this policy.
2. Out of school Youth (OSY) is an individual who is low income and requires additional assistance to enter or complete an educational program or to secure or hold employment (129)(a)(1)(B)(iii)(VIII). There is no limitation for OSY.)

REFERENCES: OSY - WIOA Section 129(a)(1)(B)(iii)(VIII); 681.210(c)(8); ISY - Section 129(a)(1)(C)(iv)(VII); 681.220(d)(7); and TEGL 8-15

DOCUMENTATION:

The additional assistance barrier(s) is documented on the applicant's registration form. Documentation will follow state eligibility documentation and DOL data validation documentation.

ADDITIONAL ASSISTANCE BARRIERS:

The North Central Arkansas Workforce Development Board defines an individual who needs additional assistance to enter or complete an educational program or to secure or hold employment as having one of the following characteristics:

1. Barrier- Has no or less than six month's work history.

According to "Helping OSY Attain Labor Market Success" report @ www.nyu.edu/gsas/dept/politics/faculty, employers that offer jobs with good wages and advancement opportunities are reluctant to hire youth with no or limited work history. These youth are often in short-term positions and fail to gain the training and valuable skills for careers.

2. Barrier-A youth who was raised or lives in a single parent household

The website, <http://datacenter.kidscount.org/data/tables/106-children-in-single-parent-families#detailed/1/any/false/573,869,36,868,867/any/429,430>, states, "Children growing up in single-parent families typically do not have the same economic or human resources available as those growing up in two-parent families. Compared with children in married-couple families, children raised in single-parent households are more likely to drop out of school, to have or cause a teen pregnancy and to experience a divorce in adulthood."

3. Barrier-Youth who was raised by or lives with grandparent(s) or caretaker (other than natural parent)

The website, <http://www.prb.org/Publications/Articles/2012/US-children-grandparents.aspx>, provides the following supporting information: -

1. By contrast, skipped-generation or custodial grandparent households made up of grandparents and grandchildren only, and are frequently the result of the grandchild's parents' substance abuse but also incarceration, death, mental illness, or child neglect, reported Smith. Often a grandparent will take in a grandchild to prevent the child from being placed in foster care; and state welfare agencies have actively sought out grandparents to raise children whose parents could no longer do so.
2. Although fewer than one in three children supported by their grandparents have no parent in the household, they are a focus of growing concern. Difficult family circumstances often lead to custodial grandparent care, and custodial grandchildren have higher levels of emotional and behavioral problems than children in the overall U.S. population, according to a study Smith conducted with support from the National Institute of Mental Health.

4. Barrier- Children of incarcerated parents

According to <http://www.prb.org/Publications/Articles/2014/incarcerated-parents-and-childrens-health.aspx>, children of incarcerated parents are an extremely vulnerable group, and much more likely to have behavioral problems and physical and mental health conditions than their peers, reports Kristin Turney, a University of California-Irvine sociologist. All of these conditions can affect the youth's ability to gain meaningful training and valuable skills for careers.

5. Barrier- Children of Addicted Parents

According to the National Association for Children of Alcoholics, children of addicted parents are the highest risk group of children to become alcohol and drug abusers due to both genetic and family environment factors. Sons of alcoholic fathers are at fourfold risk compared with the male offspring of non-alcoholic fathers. Use of substances by parents and their adolescent children is strongly correlated; generally, if parents take drugs, sooner or later their children will also. The influence of parental attitudes on a child's drug taking behaviors may be as important as actual drug abuse by the parents. An adolescent who perceives that a parent is permissive about the use of drugs is more likely to use drugs. <http://nacoa.org/wp-content/uploads/2016/08/Children-of-Addicted-Parents-Important-Facts-NACoA.pdf>

6. Barrier- Children who are Addicted

Most kids grow dramatically during the adolescent and teen years. Their young brains, particularly the prefrontal cortex that is used to make decisions, are growing and developing, until their mid-20's. Long-term drug use causes brain changes that can set people up for addiction and other problems. Once a young person is addicted, his or her brain changes so that drugs are now the top priority. He or she will compulsively seek and use drugs even though doing so brings devastating consequences to his or her life, and for those who care about him. <https://www.getsmartaboutdrugs.gov/consequences/how-drugs-alter-brain-development-and-affect-teens>

Approved by the NCAWDB on June 13, 2018

NCAWDB Chair Signature: Danila Williams