

Supportive Services and Community Resources

*Accessing supportive services through AJCs/WDBs and
leveraging wraparound supports in your community*

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Part 1: WIOA Title I Supportive Services

Supportive services typical to WIOA Title I providers, WIOA Title I Required Partners, and Examples of Local Additional Partners & Programs

WIOA Title I and Supportive Services (1 of 3)

Workforce Innovation and Opportunity Act (WIOA) Definition:

Supportive services are services that are necessary to enable an individual to successfully participate in activities authorized under WIOA Title I Programs.

Supportive Services provide participants with key assistance beyond career and training services necessary to achieve success. They allow participants to successfully engage with programs that are vital to entering or re-entering the workforce.

WIOA Title I and Supportive Services (2 of 3)

About Supportive Services

Local Workforce Development Boards (WDBs), in consultation with the one-stop partners and other community service providers, have supportive service policies that ensure resource and service coordination in the local area. Policies address procedures for referral to such services, including how such services will be funded when they are not otherwise available from partners or other sources.

WDBs may establish limits on the provision of supportive services or provide American Job Centers (AJCs) with the authority to establish such limits, including a maximum funding limit and a maximum length of time that supportive services are available to participants. Procedures may also be established to allow AJCs to grant exceptions to those limits.

They include, but are not limited to, the following:

WIOA Title I and Supportive Services (3 of 3)

- Referrals to community services
 - Transportation Assistance
 - Child/Dependent Care Assistance
 - Housing Assistance
 - Assistance with Educational Testing
 - Reasonable accommodations for persons with disabilities
 - Referrals to legal aid services
- Needs-related payments:
 - Uniforms, work attire, work-related tools, protective and other safety gear
 - Assistance with books, fees, school supplies, and other necessary items for students enrolled
 - Payments and fees for employment and training-related applications, tests, and certifications

One-Stop (AJC) Required Partners

- WIOA Providers Titles I-IV
 - Title I: Workforce Development (AJCs/WDBs)
 - Title II: Adult Education (Adult Schools)
 - Title III: Wagner Peyser (EDD Workforce Services)
 - Title IV: Vocational Rehabilitation (DOR)
- Senior Community Service Employment Program (SCSEP, AARP)
- Career and Technical Education (CTE) Programs
- Trade Adjustment Assistance (TAA, EDD)
- Jobs for Veterans State Grants (EDD, Community Colleges)
- Community Service Block Grant (CSBG, CAAs)
- HUD Employment and Training activities (CAAs and other CSBG providers)
- Unemployment Compensation programs (EDD, ETP)
- Second Chance Programs
- Temporary Assistance for Needy Families (TANF, DSS, County Welfare Offices)

Additional Partners/ Programs

(Non-WIOA,
Unrequired)

DISCLAIMER: Examples from my own experience at my AJC, not necessarily the same across the board

- Head Start
- County Refugee Programs
- Community Health Centers
- Regional Centers
- Ticket to Work
- Disabled Student Programs and Services
- Programs for the Deaf and Hard of Hearing
- County Probation
- Chambers of Commerce
- Integrated Employment and Training Programs
- Volunteers of America
- Housing and Homeless Programs
- Local CBOs/Non-profits and other organization with population-specific expertise

Group Chat and Discussion

What about you?

1. First, any questions on supportive services you might access through the AJCs/WDBs and typical to WIOA Title I providers?
2. From both a WDB and a CBO perspective, what kind of supportive services does your program offer participants, either directly or through formal/informal referral?
3. Looking to AB1111, are any of your AB1111 participants receiving supportive services? What services, and are they provided directly or by a partner?
4. Overlaying COVID-19, has your organization discovered any new partnerships which have become integral to service delivery during and since the Pandemic? Who are they and what services do they provide?

Part 2: Best Practices in Leveraging Wraparound Supports

Life Domain Assessment, Program Navigators, Integrated Resource Team (IRT) and Co-Enrollment, IRT Examples

Where to
Start?

Why, the
customer, of
course!

Life Domain Matrix Assessment Tool

The Life Domain Matrix is a tool to help case managers, Navigators, identify customer barriers to program persistence. The results of this assessment help guide connections to community services, and resources. Pre/post assessments of these tools can provide insight into how customers are progressing on different life domains that potentially influence their ability to succeed and thrive when they leave our programs.

Ten life domains are outlined in the following document, including educational resources, housing, transportation, financial management, work history and marketable skills, childcare, health care access, mental health, life skills management and support systems.

Why use a tool like this?

- Tracks the needs and over time status of customers on multiple life domains and/or work;
- Allows customers and case managers to set goals to promote progress on selected life domains;
- Identifies service gaps and Informs referrals to services in different domains;
- Serves as a communication tool for case managers to use with partners;
- Informs strategies to address customer barriers;
- Offers customers an opportunity to celebrate their progress and see how their work in one domain influences their progress in others; and
- Provides “need” data that can be used for case making for flex/support funds and/or developing new strategies and partnerships.

Life Domains (1 of 6)

EDUCATIONAL RESOURCES



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Always able to independently pursue tuition assistance or other college resource options
Stable (4)	Pursues tuition assistance/other college resource options most of the time
Safe (3)	Knows where to turn for tuition assistance or other college resources; needs help to pursue resources
PREVENTION LINE	
Vulnerable (2)	Has limited knowledge of tuition assistance or other college resources; can identify areas of assistance but needs help to follow through
In-Crisis (1)	Has no knowledge of tuition assistance or other college resources

HOUSING



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Living in unsubsidized housing
Stable (4)	Living in subsidized housing for longer than the next twelve months
Safe (3)	Living in subsidized housing sustainable for at least the next twelve months
PREVENTION LINE	
Vulnerable (2)	Living in substandard housing; transitional/time limited housing; subsidized housing at risk of losing due to noncompliance with program rules
In-Crisis (1)	Living in emergency shelter, the street, or other place not meant for human habitation; served with eviction notice; at risk of losing housing within two weeks and have no other place to go

Life Domains (2 of 6)

TRANSPORTATION



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Always has transportation needs met through public transportation, a car, or a regular ride
Stable (4)	Has most transportation needs met
Safe (3)	Has some transportation needs met
PREVENTION LINE	
Vulnerable (2)	Rarely has transportation needs met
In-Crisis (1)	Does not have transportation needs met and has no available public transportation, a car or a regular ride

FINANCIAL MANAGEMENT SKILLS



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Sticks to a budget; has access to checking and savings accounts
Stable (4)	Uses budgeting skills; has access to checking and savings accounts
Safe (3)	Knowledge of budgeting skills; has access to checking account
PREVENTION LINE	
Vulnerable (2)	No or limited budgeting skills; reliant on predatory banking institutions
In-Crisis (1)	No budgeting skills or knowledge; no access to banking institutions

Life Domains (3 of 6)

WORK HISTORY AND MARKETABLE SKILLS



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Work history of a year or longer; demonstrated significant marketable skills
Stable (4)	Work history of six months to a year; demonstrated some marketable skills
Safe (3)	Limited but consistent work history; possesses some marketable skills
PREVENTION LINE	
Vulnerable (2)	Limited and/or inconsistent work history; limited marketable skills
In-Crisis (1)	No work history and/or negative work history; no marketable job skills

CHILDCARE



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Ample resources to support choice of licensed childcare or dependable friends/family options that provide safe settings with adequate supervision
Stable (4)	Sufficient resources to support limited choice of licensed childcare or dependable friends/family option that provide safe settings with adequate supervision
Safe (3)	Limited resources to support narrow choice of licensed childcare or dependable friends/family option that provide safe settings with adequate supervision
PREVENTION LINE	
Vulnerable (2)	Insufficient resources. Qualifies for subsidized childcare that provides safe settings with adequate supervision. Insufficient resources, barriers exist
In-Crisis (1)	No access to childcare. Child has minimal supervision. Child is unsupervised and unsafe.

Life Domains (4 of 6)

HEALTH CARE ACCESS



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	All family members have broad access to medical/dental services; no member of household requires treatment and/or current insurance provides full coverage for required treatment and follow-up care; all family members have choice of providers for both medical and dental services
Stable (4)	All family members have adequate access to medical/dental services; no member of household requires treatment and/or current insurance provides full coverage for required treatment and follow-up care; some family members have choice of providers for either medical and/or dental services
Safe (3)	All family members have partial/limited access to medical/dental services; current insurance provides full coverage for required treatment; adequate coverage but restricted in choice of provider
PREVENTION LINE	
Vulnerable (2)	Medical benefits available but not accessed; requires medical/dental treatment but coverage does not fully cover; relies upon urgent care centers (not emergency departments) for primary care; have subsidized health insurance but is inadequate for regular exams/check-ups
In-Crisis (1)	Requires immediate medical/dental treatment with no means to pay; relies upon emergency department as primary source of medical/dental care; not able to pay for medical/dental treatment and not eligible for benefits

Life Domains (5 of 6)

MENTAL HEALTH



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	No problems in school, work, social settings
Stable (4)	No or minimal problems in school, work, or social settings
Safe (3)	Mild to occasional problems with school, work, or social settings
PREVENTION LINE	
Vulnerable (2)	Has great difficulty caring for self or others; significant problems with school, work, or social settings
In-Crisis (1)	Cannot care for self or family; at clear risk of harm to self or others

LIFE SKILLS (SETTING GOALS AND RESOURCEFULNESS)



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Always able to set goals and be resourceful
Stable (4)	Frequently able to set goals and be resourceful
Safe (3)	Usually able to set goals and be resourceful
PREVENTION LINE	
Vulnerable (2)	Understands how to but seldom sets goals or is resourceful
In-Crisis (1)	Has not learned how to set goals and be resourceful

Life Domains (6 of 6)

SUPPORT SYSTEM



Dimensions/ Benchmarks	Scale Elements (mark on the above chart)
Thriving (5)	Is able to give support as well as receive support; always has support
Stable (4)	Has a healthy support system most of the time
Safe (3)	Has a healthy support system only in times of crisis
PREVENTION LINE	
Vulnerable (2)	Has a healthy support system but is unreliable; has a support system but it is unhealthy and limited
In-Crisis (1)	Does not have a support system

LIFE DOMAIN ASSESSMENT CLIENT TRACKING WORKSHEET

Client Name: _____

Life Domain Area	Thriving	Stable	Safe	Vulnerable	In-Crisis
Educational Resources					
Housing					
Transportation					
Financial Management Skills					
Work History and Marketable Skills					
Childcare					
Health Care Access					
Mental Health					
Life Skills					
Support System					
Date:					
Additional Comments:					

So then, who
herds the cats?

Program Navigators

If possible, particularly in efforts targeted specific populations, try to designate a program navigator or lead case manager whose primary function within the initiative is to coordinate and convene partners involved in customer service delivery. Navigators seek to achieve the following:

- To promote cross-systems collaboration and create more entry points for participants with particular barriers
- To promote the social and income mobility of targeted individuals
- To practice and promote cultural competency
- To promote integration of service access, shared decision-making, and success principles
- To minimize service fragmentation and increase the streamlining of resources to support participant success

Program Navigator Functions

1. Coordinate wraparound services and referrals for participants and to coordinate co-enrollment with partner agencies through system navigation
2. To promote participant success by participating in an interdisciplinary team (or interdisciplinary teams) that may be made up of the client, workforce and education staff, CBOs, family members, employers, etc.

How does it all fit together?

Integrated Resource Team (IRT) and Co-Enrollment:

The Integrated Resource Team (IRT) approach involves diversified service systems coordinating services and leveraging funding in order to meet the needs of a participant.

An IRT begins with a customer who is determined eligible for services in multiple systems (two or more) and has established an employment goal that requires resources from all of these systems. The navigator or other service provider may support the customer in approaching and/or coordinating these services to ensure that the plan is fully resourced and has the best chance at a successful outcome.

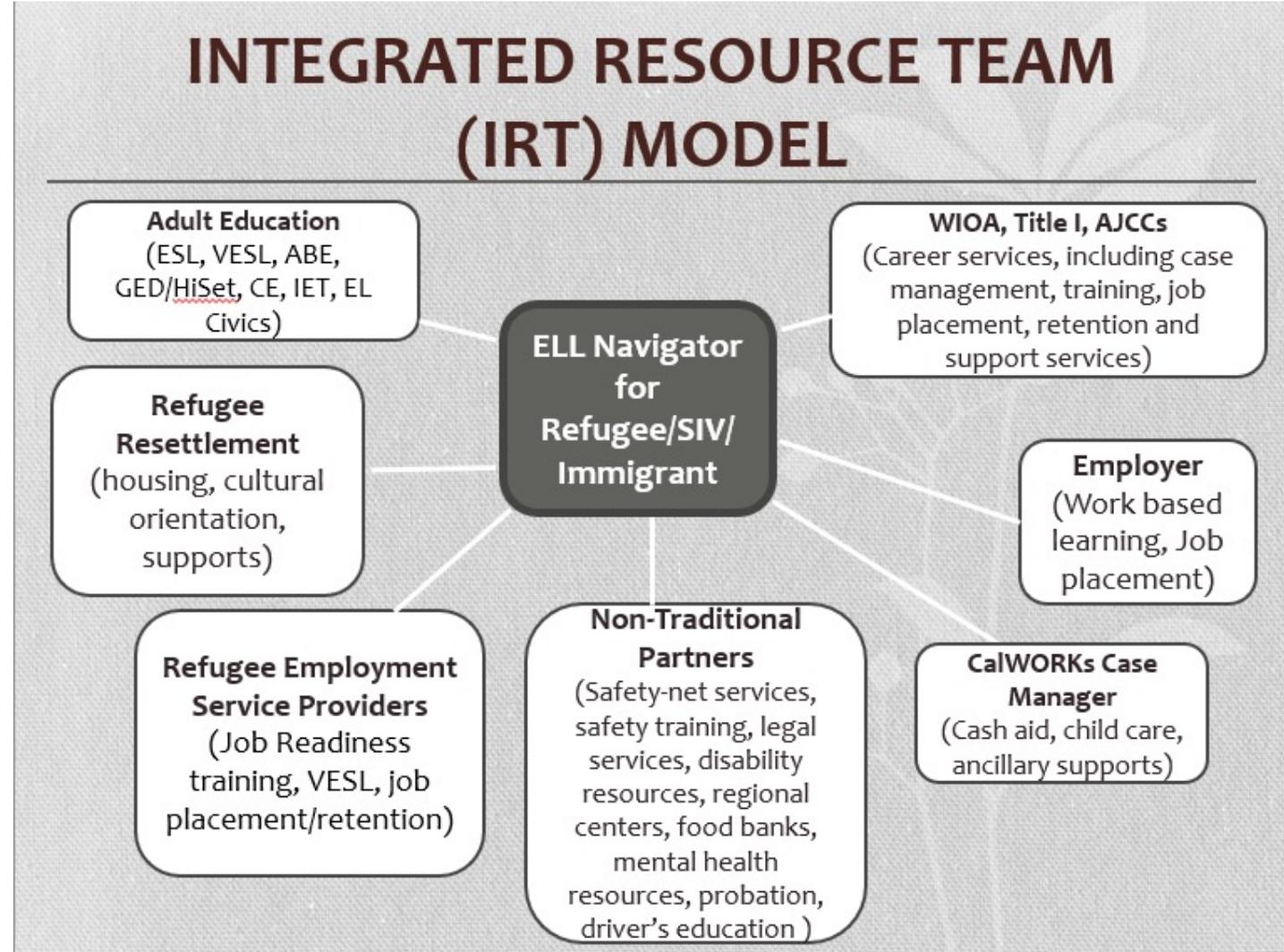
Integrated Resource Team (IRT) Approach to Co-enrollment

- Ensures a client-centered approach – a participant is the primary member in an IRT
- Builds an IRT based on a client's life domain assessment
- “Pulls in” partners and resources versus “refers out”
- Identifies roles of the IRT members – may change as a participant moves through their service plan
- Coordinates the development of service plans and timelines and convenes partners when necessary
- Identifying opportunities for and facilitating cross-system co-enrollment (multiple funding streams)

Benefits of IRT Approach

- Stronger mutually beneficial, less transactional partnerships
- Division of labor and responsibilities
- Development of longer-term service plans
- Fill service gaps in your program
- Increase flexibility to provide just-in-time interventions
- Shared outcomes and performance
- Reduced cost per participant across providers

Example: IRT and Co-enrollment Model for ELL Pilot



IRT in Action (1 of 2)

Customer 1 Service Plan and Outcome:

SIV from Guatemala seeking citizenship and employment as a Class A Truck Driver. Customer 1 achieved High School Diploma in Guatemala with limited work experience. Customer 1 is the only individual authorized to work in his household. Life Domain Assessment identifies need for the following interventions: housing, food assistance, household assistance in various forms, VESL, HiSET, Vocational Training, Career Services/Case Management, and Referral to Refugee Services.

Customer IRT established, service plan developed. As a result, customer obtains High-School equivalency and VESL certification, moves on to achieve Class A licensing, and receives significant housing assistance through various targeted local, County, and State resources. Customer family members connected with various resources including health care and Refuge Cash Assistance to help support customer through the various plan components. Customer is now working full-time as a truck driver and is in the process of becoming an American citizen. Their family is exploring rental options in unsubsidized housing.

Customer 1 IRT Service Partners:

AJC (WIOA Title I), WDB (Refugee Program), Adult School (CAEP or WIOA Title II), IRC (Refugee Resettlement), CalWORKs (RCA, CalFRESH)

Customer co-enrolled in 5 funding streams for non-duplicative services with shared positive outcomes across all partners.

IRT in Action (2 of 2)

Customer 2 Service Plan and Outcome:

Person with ID/DD seeking community and meaningful work. Customer has no work experience but demonstrates strong attention to detail and proclivity to act out of empathy. Life domain assessment identifies need for the following interventions: GED, Skills/interest exploration, Work Experience or OJT, Life Skills Coaching, Job Coaching, Transportation Assistance, Vocational Training, Placement Assistance, Retention Services. Matching interests with local labor market, customer identifies long-term care as a field of interest and hopes to begin on his path as a CNA.

Customer 2 fit eligibility criteria for various programs and, as a result, received services through a 2-year coordinated service plan which would see them achieve GED and CNA certification with concurrent supervised work experience through provision of an OJT opportunity in long-term care where they started working part-time in the kitchen of a local facility. Today, Customer 2 is working full-time as a resident CNA with the same facility and has aspirations to continuing their education. Customer no longer requires dedicated on-site job coach and within 9-months following exit received a raise for excellent performance.

Customer 2 IRT Service Partners:

AJC (WIOA Title I), WDB (DEA), Adult School (CAEP or WIOA Title II), DOR (WIOA Title IV), Regional Center (On-Site Job Coach/Developer), SSA (Ticket to Work)

Customer co-enrolled in 6 separate funding streams for non-duplicative services with shared positive outcomes across all partners.

Thank you!

On to Q&A/Discussion

Slideshow and resources will be shared following PLC