

West Central Arkansas Workforce Development Board
Larry Carr, Chairman
P O Box 6409, Hot Springs, AR 71902

Additional Assistance Barrier

Purpose:

§ 681.300 - Either the State or Local level may establish definitions and eligibility documentation requirements for the “requires additional assistance to complete an educational program, or to secure and hold employment” barrier. In cases where the State Board establishes State policy on this criterion, the State Board must include the definition in the State Plan. In cases where the State Board does not establish a policy, the Local Board must establish a policy in their local plan if using this criterion.

Policy: and Procedures:

The West Central Arkansas Workforce Development Board has defined the criteria below to document the barrier as defined in § 681.210(c)(9) and § 681.220(c)(7) All youth using this barrier must be low-income. Documentation will include ADWS Form 2.6 for eligibility documentation and DOL data validation documentation.

1. Has a core GPA of less than 1.5. This can be a barrier because it can cause the youth to fall behind in their studies and not be able to graduate on time.
 - *Documentation to establish eligibility for the barrier:*
 - a. ADWS Form 2.6 with proper documentation.
 - *Documentation for Barrier:*
 - a. Participant’s file must contain a copy of transcript or statement from school showing the required GPA.
 - *Career advisor must record barrier information in case notes.*

2. Is an individual who is Limited English Proficient (LEP) that does not speak English as their primary language and who has a limited ability to read, speak, write or understand English. Research suggests that adverse events affect LEP patients more frequently, are often caused by communication problems, and are more likely to result in serious harm compared to those that affect English-speaking patients. Effective provider-patient communication is vital, especially in areas as critical as medication reconciliation, hospital discharge, informed consent, and surgical care (pre-, peri-, and post-op), to name a few. In fact, these communication-sensitive processes don’t just put patients with LEP at risk. Patients with limited health literacy, those who may be affected by disabilities, and those who are subject to other vulnerabilities face an increased risk of misunderstanding and, in turn, medical errors. This is only one part of an LEP’s barrier they may encounter. It can affect the youth as being a productive citizen in education and/or employment if they don’t understand what they read, speak or write.

References:

Attachment A: Improving Patient Safety Systems for Patients with Limited English Proficiency

Attachment B: 2015-2016 Arkansas Department of Education ESOL Guidance Handbook

- *Documentation to establish eligibility:*
 - a. ADWS Form 2.6 with proper documentation
- *Documentation for Barrier: Participant’s file must contain one of the following:*
 - a. Limited ability to read, write, speak or comprehend the English language – self-attestation or observation, document by case manager note

