



Arkansas Workforce Center at Little Rock

LRWDB Program Directive

LITTLE ROCK WORKFORCE DEVELOPMENT BOARD

5401 South University Ave, Ste 146, Little Rock, AR 72209

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POL 2019 Customized Training	Customized Training Policy
Date of Issuance/Impact	POLICY IMPACT
May 23, 2019 <i>BD</i>	One Stop Career Center Operator
Effective Date	Revision Date
Immediately	

PURPOSE

The purpose of this policy is to describe and detail the regulations concerning customized training in accordance with the Workforce Innovation and Opportunity Act of 2014 (WIOA), the WIOA Final Rule, Training and Employment Guidance Letters (TEGLs) published by the Employment and Training Administration of the U.S. Department of Labor (ETA), and Arkansas Workforce Development Board policies.

Definition of Customized Training

Customized training is training that meets all of the following requirements [WIOA § 3(14); 20 CFR 680.760; TEGL 10-16; TEGL 19-16]:

1. Training is designed to meet the specific requirements of an employer or group of employers.
2. Training is conducted with a commitment by the employer to employ an individual upon successful completion of the training.
3. The employer or employers pay(s) a significant portion of the cost of the training.
 - a. If the training is to be conducted by employer(s) in one local area, the LRWDB determines the portion of the cost of training to be paid the employer(s), taking into account the size of the employer and other appropriate information, such as:
 - i. The number of employees participating in the training
 - ii. The wage and benefit levels of those employees (present and anticipated upon completion of the training)
 - iii. The relation of the training to the competitiveness of a participant
 - iv. Other employer-provided training
 - v. Advancement opportunities
 - b. If the training is to be conducted by an employer or employers in multiple local areas of Arkansas, the Governor shall determine the amount to be paid the employer, using the criteria outlined in (a) above.

Eligibility for Customized Training

Customized training, as described above, may be provided for an employed individual when all of the following conditions apply [20 CFR 680.770]:

1. The employee is not earning a self-sufficient wage, as defined by the LWDB, or wages comparable to or higher than wages from previous employment
2. Other requirements for training are met, including the requirements that
 - a. the individual is unable or unlikely to obtain or retain employment leading to self-sufficiency or wages comparable to or higher than wages from previous employment without the training, and

- b. the training leads to a job that provides economic self-sufficiency or pays wages comparable to or higher than wages from previous employment.
3. Customized training relates to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs that require additional skills, instruction in workplace literacy, or other appropriate purposes identified by the LRWDB

Funding Requirements for Customized Training

Customized training is provided through contracts instead of through ITAs [WIOA 134 (c)(3)(G)(ii)(II)]. Providers of customized training are not subject to the requirements applicable to entities listed on the eligible training provider list, and they are not necessarily included on the state list of eligible training providers and programs. If the State, however, decides to impose performance regulations, local areas must collect required performance data], and identify providers that meet required performance levels [20 CFR 680.530]. There is no prohibition on the combination of ITAs with customized training [Comments in WIOA Final Rule concerning §680.320].

No funds are to be provided to employers for work-based training or other work experience to be used directly or indirectly to assist, promote, or deter union organizing [20 CFR 680.830]. No funds are to be provided to employers for work-based training and other work experiences to be used directly or indirectly to aid in filling a job opening which is vacant because the former employer is on strike, the former employee is being locked out in the course of a labor dispute, or the job is vacant because of an issue in a labor dispute involving a work stoppage [20 CFR 680.840].

A participant in any workforce training activity must not displace any currently employed employee (as of the date of the participation). This includes a partial displacement, such as a reduction in the hours of non-overtime work, wages, or employment benefits. The workforce training activity must not impair existing contracts for services or collective bargaining agreements unless the appropriate labor organization and employer provide written concurrence before the activity begins. The participant may not replace an unsubsidized employee who was laid off from the same or any substantially equivalent job or who was terminated with the intention of hiring the participant. The participant may not be placed in a promotional line that infringes on the promotional opportunities of currently employed workers as of the date of the participation [20 CFR 683.270].

WIOA funds may not be used for the encouragement or inducement of a business or part of a business to relocate from any location in the United States if the relocation results in any employee losing his or her job at the original location. No individual may be placed in work experience in any business or part of a business that has relocated from any location in the United States until the company has operated at that location for 120 days if the relocation has resulted in any employee losing his or her job at the original location. To verify that a business that is new or expanding and is not relocating, in fact, relocating employment from another area, a standardized Arkansas pre-award review criteria must be completed and documented jointly by the local area and the business (FORM WIOA I-B – 4.1 Standardized Pre-Award Review Criteria) [20 CFR 683.260].

No funds may be used to pay a participant to construct, operate, or maintain any part of a facility used for sectarian instruction or religious worship, with the exception of maintenance of facilities that are not used primarily for sectarian instruction or worship that are operated by organizations providing services to WIOA participants [WIOA § 188 (a)(3); 20 CFR 683.255(a)].

No individual is be placed in a WIOA employment activity if a member of that person's immediate family is directly supervised by or directly supervises that individual [20 CFR 683.200(g)]. The Arkansas State definition of "immediate family" is (1) a spouse and (2) any other person residing in the same household as the participant, who is a dependent of the participant or of whom the participant is a dependent. Dependent means any person, whether or not related by blood or marriage, which receives from the participant, or provides to the participant, more than one-half of his/her financial support.

Participants must be paid at the same rates, including periodic increases, as trainees or employees who are similarly situated in similar occupations by the same employer and who have similar training, experience, and skills. Rates of pay must not be less than the higher of the applicable Federal, State or local minimum wage. Participants must receive benefits and working conditions at the same level and to the same extent as other trainees or employees working a similar length of time and doing the same type of work [20 CFR 683.275].

Health and safety standards established under Federal and State law otherwise applicable to working conditions of employees are equally applicable to working conditions of participants. To the extent that Arkansas workers' compensation law applies, workers' compensation must be provided to participants on the same basis as the compensation is provided to other individuals in Arkansas in similar employment [20 CFR 683.280].

Customized training is excluded from the credential attainment performance indicator because the training usually does not result in a credential, although participants are being trained in valuable skills. However, the LRWDB will consider customized training that results in an industry-recognized credential [TEGL 19-16].

Contact Person W. J. Monagle, Executive Director	Expiration Date Indefinite
Authorized By Bryan Day, Chair	Resolved

Policy Review Date: 5/23/2019

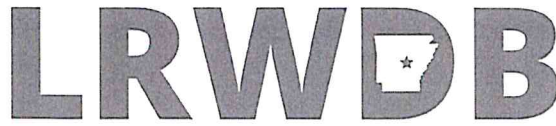


LITTLE ROCK WORKFORCE DEVELOPMENT BOARD

UNLIKELY TO RETURN TO PREVIOUS INDUSTRY OR OCCUPATION

The LRWDB defines the phrase "unlikely to return to a previous industry or occupation," as a determination of status given to a current or potential WIOA DW participant that meets one or more of the criteria listed below. The determination of likelihood to return to a previous industry or occupation is a matter of judgment, based on relevant circumstances. The list below identifies **some** factors the LRWDB, through its contracted service provider, may consider when deciding if an individual is unlikely to return to a previous industry or occupation:

- Skill Oversupply - state or local supply of persons with the specific skills of the applicant exceeds current demand for those skills (see LMI Supply and Demand Reports); or
- Obsolete Skills - Applicants can no longer meet the minimum requirements of jobs available in their field or occupation (e.g., clerical worker without word processing skills, a computer programmer of Fortran, etc.); or
- Adequate skills - but lacks a credential required by most employers.
- Only Stop-Gap Available - Jobs available to applicant would be temporary or substantially below applicant's accustomed skill, seniority, hour, or wage level, and/or is substantially different structurally or organizationally than his/her previous job. ; or
- Local Layoff Impact or There are Limited Employment Opportunities in the occupation or industry within the local area. A local plant or business closing or layoff has had a significant negative impact on the availability of jobs in the applicant's primary occupation and accustomed wage/hour/skill level; or
- No Job Offers Received - Applicant has been available and looking for work for a number of weeks and has not received an offer for work; "number of weeks" might range from 6 to 12 weeks, depending upon the occupation, economy, and/or applicant's verified job search efforts; or
- Physical Limitations or Disabilities - Newly acquired physical limitations or injuries occurring which limit the individual's ability to perform the job from which they were dislocated may make an individual unlikely to return to the previous occupation. Such individuals are eligible if they fit one of the categories of the WIOA dislocated worker program eligibility, but shall have a doctor's release to work; or
- Separating Service Member – Per USDOL policy guidance, a separating service member who has received his/her separation orders or DD214 (other than dishonorable) may generally be considered as meeting the unlikely to return criterion.
- Military Spouse – A spouse's cessation of employment is due to the service member's permanent change of military station or his/her discharge from the military, can be considered to meet the "unlikely to return to a previous industry or occupation" criterion.
- Other Factors - Factors that can be recorded in the client's file from written or verbal sources, including staff judgment, indicating "unlikely of returning to the previous industry or occupation." This may include demonstrating a pattern of layoff or a pattern of underemployment, such as going from full-time to part-time work or receiving pay cuts.
- Conversely, LRWDB considers someone **likely to return** to a previous industry or occupation if s/he has a specific recall date from the employer of the qualifying dislocation that is within 12 weeks of termination or layoff.
- If someone from an individual or small group layoff has a specific recall date, s/he should not be served as a dislocated worker during the period leading up to that date.



LITTLE ROCK WORKFORCE DEVELOPMENT BOARD

GENERAL ANNOUNCEMENT OF A PLANT CLOSING

The LRWDB defines “general announcement of a plant closing” to be consistent with WIOA sec. 3(15)(B)(ii) or (iii), and under WIOA Section 101(9)(B)(ii) or (iii): as an announcement of an upcoming plant or division closure as demonstrated by one of the following: (a) plant status as confirmed by written notice from employer of layoff or termination, (b) WARN notice, (c) newspaper article, (d) documentation that disaster necessitated business closure or layoff, (e) foreclosure notice, (f) self-certification in absence of other documents (self-certification must include reason why other documentation is unavailable).

UNEMPLOYED AS A RESULT OF GENERAL ECONOMIC CONDITIONS IN THE COMMUNITY IN WHICH THE INDIVIDUAL RESIDES OR BECAUSE OF NATURAL DISASTERS

The LRWDB defines the phrase “unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters,” for determining the eligibility of self-employed individuals, including family members and farm or ranch hands, under WIOA Section 101(9)(C): for a current or potential WIOA DW participant that meets one or more of the criteria listed below.

- Failure of one or more businesses to which the self-employed individual supplied a substantial proportion of products or services;
- Failure of one or more businesses from which the self-employed individual obtained a substantial proportion of products or services;
- Substantial layoff(s) from, or permanent closure(s) of, one or more plants or facilities that support a significant portion of the state or local economy; and/or
- Depressed price(s) or Market(s) for articles produced by the self-employed individual.

Where self-employed farmers; ranchers, or business operations are likely to be terminated as evidenced by one or more of the following conditions:

- Foreclosure or notice of intent to foreclose
- Inability of farm/ranch or business to turn a profit during preceding 12 months
- Entry of self-employed person into bankruptcy proceedings
- Inability to make four payments on loans secured by tangible business assets resulting in a loss that directly affects closure
- Inability to obtain capital necessary to continue operations
- Debt-to-asset ratio sufficiently high to be indicative of the likely insolvency of the farm/ranch or business.
- Other events indicative of the likely insolvency of the farm, ranch or business.

Natural disasters include: any hurricane, tornado, storm, flood, high water, wind driven water, tidal wave, tsunami earthquake, volcanic eruption, landslide, mudslide, snow storm, drought, fire, explosion, or other catastrophe.

Approved by:
Kristi Barr, Chair

April 23, 2020
Date



Arkansas Workforce Center at Little Rock

LRWDB Program Directive

LITTLE ROCK WORKFORCE DEVELOPMENT BOARD

5401 South University Ave, Ste 146, Little Rock, AR 72209

Tel: 501-682-0228/ TDD: (800) 250-6691

POL 2019 Youth Services

Date of Issuance/Impact

March 28, 2019

Effective Date

Immediately

Statement of Service for Youth

POLICY IMPACT

One Stop Career Center Operator

Revision Date

PURPOSE

The purpose of this policy is to describe and define the Little Rock Workforce Development Board's services for youth in accordance with the Workforce Innovation and Opportunity Act of 2014 (WIOA), the WIOA Final Rule, and Training and Employment Guidance Letters (TEGLs) published by the Employment and Training Administration of the U. S. Department of Labor (ETA).

POLICY

Both in-school youth (ISY) and out-of-school youth (OSY) are eligible for youth services [20 CFR 681.200]. The LRWDB works with its one-stop partner, WIOA Title I-B service provider, and other youth service providers to assist youth in obtaining the full array of needed services [WIOA §129(c)(3)(A); 20 CFR 681.420(c & d)].

The LRWDB also works with other appropriate entities in assessing additional needs of youth participants and creating strategies to meet those needs. The LRWDB works to ensure that any assessments and service strategies developed for youth participants by other entities are used appropriately [WIOA § 129(c)(1)(A & B); 20 CFR 681.420(h)].

Eligibility

Youth must register and be declared eligible before receiving services other than self-service or information-only [681.320(a)]. The LRWDB recognizes the following activities as required to establish a youth as an eligible participant in youth programs [20 CFR 681.320(b)]:

1. Low-income youth, as defined in WIOA § 3(36) and ADWS Policy No. WIOA I-B – 1.2 (Definitions)
2. Documentation to support an In-School Youth Eligibility Determination or Out-of-School Youth Eligibility Determination
3. A recent objective assessment (within the last 6 months), which may be an assessment by another entity [WIOA § 129(c)(1)(A); 20 CFR 681.420(h)]
4. An individual service strategy (within the last 6 months), which may be developed by another entity [WIOA § 129(c)(1)(B); 20 CFR 681.420(h)]
5. Willing to participate in one or more of the 14 WIOA Youth program elements

The LRWDB spends at least 75% of all local WIOA Title I-B Youth funds beyond administrative costs on OSY activities [WIOA §129(a)(4)(A); 20 CFR 681.410(d)]

If a student is required to attend school under state compulsory school attendance laws, the priority in providing assistance is for the individual to attend school regularly [WIOA §129(a)(5)].

Program Design

The LRWDB's youth programs are designed to meet the following guidelines:

[WIOA § 129(c)(1)]:

1. The LRWDB's youth programs are designed to provide service 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 youth program, the LRWDB works to link participation time to the individual service strategy and not the timing of youth service provider contracts or program years [20 CFR 681.450].
2. A youth need not exit the program if he or she reaches the maximum age or if an OSY enrolls in school. [20 CFR 681.210(b); 20 CFR 681.220(b); 20 CFR 681.240; Comments in WIOA Final Rule concerning §681.210].
3. In limited instances, WIOA youth funds may be expended on costs related to individuals who are not yet participants in the WIOA youth program. Such costs include outreach, recruitment and assessment for eligibility determination. Program expenditures prior to participation are not to be expended on youth program services, such as the 14 elements described below [TEGL 21- 16]
4. The design framework of service provides for an objective assessment of the academic levels, skill levels, and service needs of each participant, including a review of basic skills, occupational skills, prior work experience, employability, interests and aptitudes. The assessment also includes the supportive service and developmental needs of each participant to identify appropriate services and career pathways. Assessments consider a youth's strengths and areas of needed improvements. Youth programs use assessment instruments that are valid and appropriate for the target population. The LRWDB provides reasonable accommodation in the assessment process, if necessary, for individuals with disabilities [20 CFR 681.290].
5. The design framework of service calls for developing and updating an individual service strategy (ISS) for program participants based on the needs, interests, and aptitudes indicated in the assessments and also based on one or more of the youth performance measures [WIOA § 116(b)(2)(A)(ii)]:
 - a. Obtaining employment through education or training activities
 - b. Retaining employment through education or training activities
 - c. Increasing earnings in unsubsidized employment
 - d. Obtaining a recognized postsecondary credential
 - e. Obtaining a high school diploma or its recognized equivalent and either
 - f. obtaining and retaining employment or continuing education or training in
 - g. a postsecondary school
 - h. Obtaining measurable skills gains toward a postsecondary credential
 - i. program or employment

The ISS also identifies career pathways that include education and employment goals, that consider career planning and the results of the objective assessment, and that prescribe achievement objectives and services for the participant [20 CFR 681.420].

6. The design framework provides case management of youth participants, including follow-up services.
7. The LRWDB establishes appropriate links to entities that foster participation of eligible local area youth, including:
 - a. Local area justice and law enforcement officials
 - b. Local public housing authorities
 - c. Local education agencies
 - d. Local human service agencies
 - e. WIOA title II adult education providers
 - f. Local disability-serving agencies and providers and health and mental health providers
 - g. Job Corps representatives
 - h. Representatives of other area youth indicatives, such as YouthBuild, entities that serve homeless youth, and other public and private youth initiatives
8. The LRWDB works to ensure that WIOA youth program providers refer all youth participants to appropriate other entities where they can receive needed services [WIOA § 129(c)(3)(A)], including:
 - a. Providing participants with information about the full array of applicable or appropriate services through the one-stop system and other appropriate providers
 - b. Referring these participants to appropriate training and educational programs that have the capacity to serve them either on a sequential or concurrent basis.
9. If a youth applies for enrollment in a WIOA youth program and either does not meet the enrollment requirements for that program or cannot be served by that program, the youth is referred for further assessment, if necessary, or referred to appropriate programs to meet the skills and training needs of the youth.
10. The LRWDB works to ensure that parents, youth participants, and other members of the community with experience relating to youth programs are involved in the design and implementation of its youth programs.
11. The LRWDB reserves the right to forego the required objective assessment or required individual service strategy if a recent objective assessment or individual service strategy was developed (within the last six months) under another education or training program.

12. The LRWDB may implement a WIOA Pay-for-Performance contract strategy for the 14 program elements. Not more than 10% of the total youth funds will be used for this strategy [20 CFR 683.500].

14 Program Elements

The LRWDB leverages WIOA Youth funds and partners with existing local, state and national entities to provide the fourteen program elements that must be available to all Youth participants [[WIOA § 129(c)(2); 20 CFR 681.460(a)(c); 20 CFR 681.470; TEGL 23-14; TEGL 21-16].

The LWDB works to ensure that program elements provided by other entities are closely connected and coordinated with the WIOA Youth program [20 CFR 681.470].

The LRWDB and its partners determine the specific program services a youth participant receives based on each participant's objective assessment and individual service strategy.

Receipt of youth program elements are reported in AJL to ensure that youth who are actively participating in programs do not get unintentionally exited due to 90 days with no services.

Program Element 1:

Program Element 1 consists of tutoring, study skills training, instruction, and dropout prevention services that 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 [20 CFR 681.460(a)(1); TEGL 21-16].

The following services and activities are reported under Program Element 1 [TEGL 21-16]:

- a. Tutoring, study skills training, and instruction that lead to a high school diploma. Such 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. Tutoring, study skills training, and instruction may be provided one-on-one, in a group setting, through resources and workshops.
- b. Secondary school dropout prevention intended to lead to a high school diploma. Such services include services and activities that keep a young person 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.

The following strategies are listed in 20 CFR 681.460(a)(1), (Program Element 1), but

they overlap with other program elements and are reported under other program elements [TEGL 21- 16]:

- a. Dropout recovery strategies that are aimed at getting a youth who has dropped out of secondary education back into a secondary school or alternative secondary/ high school equivalency program and preparing them for high school equivalency attainment.
- b. Services, including training services, leading to recognized postsecondary credentials.

Program Element 2:

Program Element 2 consists of alternative secondary school services or dropout recovery services [20 CFR 681.460(a)(2); TEGL 22-16].

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 [TEGL 21-16].

Program Element 3:

Program Element 3 consists of paid and unpaid work experiences that have academic and occupational education as a component of the work experience. Work experience is defined as a planned, structured learning experience that takes place in a workplace for a limited period of time. The types of work experiences may include the categories of: [20 CFR 681.460(a)(3) & 681.600(c)]:

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

A pre-apprenticeship is a program designed to prepare individuals to enter and succeed in a registered apprenticeship program. It includes all of the following elements [20 CFR 681.480; TEGL 21- 16]:

- 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
- 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

Job shadowing is defined as a work experience option where youth learn about a job by walking through the work day as a shadow to a competent worker. It is a temporary, unpaid exposure to the workplace an occupational area of interest to the participant, where the youth experiences firsthand the work environment, occupational skills in practice, the value of professional training, and potential career options. It is designed to increase career awareness, help model the behavior through examples, and reinforce in the youth the link between academic classroom learning and occupational work requirements [TEGL 21-16].

Each youth who has been determined eligible as an In-school Youth or an Out-of-school Youth may receive OJT if appropriate. The appropriateness of this program element for an eligible youth is established through the participant's objective assessment and individual service strategy [20 CFR 681.460(b)]. Out-of-school Youth may participate in Registered Apprenticeship Programs [TEGL 13-16], which provide the required occupational and academic component required for Program Element 3. [TEGL 21-16].

A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as refined by the Fair Labor Standards Act or applicable State law, exists [20 CFR 681.600(a)].

Not less than 20% of the youth funds allocated to the LRWDB (minus area administrative costs) are to be spent to provide ISY and OSY with paid and unpaid work experiences. The LRWDB tracks program funds spent on paid and unpaid work experiences, including wages and staff costs for the development and management of work expenses, and reports such expenditures as part of the local youth financial reporting. The percentage of funds spent on work experience is calculated as the total amount spent on ISY and OSY work experience divided by the total allocated youth funds (minus administrative costs) [WIOA § 129(c)(4); 20 CFR 681.590; TEGL 23-14; TEGL 21-16].

Leveraged resources are not used to fulfill any part of the 20% minimum [TEGL 21-16]. The LRWDB includes allowable work experience expenditures in the 20% minimum [TEGLs 23-14, 8-15, & 21-16]:

- a. Wages/stipends paid for participation in a work experience (including employment costs such as FICA match and workers' compensation insurance)

- b. 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
- c. Staff time spent working with employers to ensure a successful work experience, including staff time spent managing the work experience
- d. Staff time spent evaluating the work experience
- e. Participant work experience orientation sessions
- f. Employer work experience orientation sessions
- g. Classroom training or the required academic education component directly related to the work experience
- h. Incentive payments directly tied to the completion of work experience
- i. Employability skills/job readiness training to prepare youth for a work experience

Since supportive services are a separate program element, funds spent for supportive services are not counted toward the 20% work experience work expenditure requirement, even if supportive services assist youth in participating in the work experience [TEGL 21-16].

The academic and occupational education component that must be included with work experiences refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries and/or occupations. The component may include learning the general duties of workers in the occupation, specific knowledge or specific skills needed to work in the occupation. The component is not general education, such as GED classes. The component may occur concurrently or sequentially with the work experience, inside or outside the work site. The work experience employer may provide the academic and occupational component, or such components may be provided separately in the classroom or through other means [20 CFR 681.600(b); TEGL 21-16].

Program Element 4:

Program Element 4 consists of occupational skill training, which includes priority consideration for training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area [20 CFR 681.540]; [20 CFR 681.540(a); TEGL 21-16].

The LRWDB determines whether the programs meet the quality criteria for eligible providers Of Youth workforce investment activities described in WIOA § 123 [20 CFR 681.460(a)(4) & 681.540(b); TEGL 21-16].

Occupational skills training is defined as 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.

Occupational skills training for youth must meet all of the following requirements:

- a. Be outcome-oriented and focused on an occupational goal specified in the individual service strategy
- b. Be of sufficient duration to impart the skills needed to meet the occupational goal
- c. Lead to the attainment of a recognized postsecondary credential

Individual Training Accounts (ITAs) may be provided to Out-of-School Youth (OSY) ages 16 to 24 with Youth funds [20 CFR 681.550; TEGL 21-16]. Youth funds may not be used to provide ITAs to In-School Youth (ISY), but ISY between the ages of 18 and 21 may co-enroll in the WIOA Adult program if the youth's needs, knowledge, skills, and interests align with the WIOA adult program, the youth meets priority requirements, and the ITA is funded by the Adult program [TEGL 21-16].

Program Element 5:

Program Element 5 consists of education offered concurrently with workforce preparation and training for a specific occupation or occupational cluster [20 CFR 681.460(a)(50); TEGL 21-16].

This program element reflects an integrated education and training model that describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or pathway [20 CFR 681.630].

Program Element 5 is the concurrent delivery of Program Element 2, Program Element 3, and Program Element 4 to create an integrated education and training model. When the program elements occur concurrently to train for a particular occupation, occupational cluster, or career pathways, the services are to be reported in Program Element 5. When the activities occur separately and at different times, they are reported in the Program Element 2, 3, or 4, as appropriate [TEGL 21- 16].

Program Element 6:

Program Element 6 consists of leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors [20 CFR 681.460(a)(6)]. Leadership development opportunities encourage responsibility, confidence, employability, self-determination, and other positive social behaviors. such as [20 CFR 681.520: TEGL 21-16]:

- 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 that promote the quality of life in a community
- h. Other leadership activities that place youth in leadership roles, such as serving on youth leadership committees, such as a Standing Youth Committee

Program Element 7:

Program Element 7 consists of supportive services that are necessary to enable an individual to participate in Youth activities [WIOA 3(59); 20 CFR 681.46], including, but not limited to [20 CFR 681.460(a)(7) & 681.570; TEGL 21-16]:

- a. Linkages to community services
- b. Assistance with transportation
- c. Assistance with child care and dependent care
- d. Assistance with housing
- e. Needs-related payments
- f. Assistance with educational testing
- g. Reasonable accommodations for youth with disabilities
- h. Legal aid services
- i. Referrals to health care
- j. Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear
- k. Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes
- l. Payments and fees for employment and training-related applications, tests, and certifications

Program Element 8:

Program Element 8 consists of mentoring (between a youth participant and adult mentor) for at least 12 months, which may occur during and following exit from the program. Mentoring must be a formal relationship with structured activities for the mentor to offer guidance, support, and encouragement to develop the competence and character of the mentee.

The LRWDB works to establish processes for adequately screening and selecting mentors [TEGL 21-16]. Group mentoring and mentoring through electronic means are allowed as part of mentoring activities. However, the LRWDB matches each youth with an individual mentor with whom he/she interacts on a face-to-face basis. Mentoring may include workplace mentoring where the LRWDB matches a youth participant with an employer or employee of a company [20 CFR 681.460(a)(8) & 681.490; TEGL 21-16].

In most situations, case managers do not serve as mentors; but case managers may serve as mentors in areas where adult mentors are sparse [TEGL 21-16].

Program Element 9:

Program Element 9 consists of follow-up services for not less than 12 months after completion of participation [20 CFR 681.460(a)(9)], to ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include, as appropriate [20 CFR 681.580]:

- a. Regular contact with a youth participant's employer
- b. Assistance in addressing work-related problems that arise
- c. Supportive services, as described in Program Element 7
- d. Adult mentoring, as described in Program Element 8
- e. Financial literacy education, as described in Program Element 11
- f. 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
- g. Activities that help youth prepare for and transition to postsecondary education and training

When these services are given as follow-up services (after the expected exit date), they are to be coded in AJL as follow-up services, as opposed to program services provided prior to exit. In addition, follow-up services should be documented in case files that they were provided as follow-up services post exit [TEGL 21-16].

Follow-up services may begin immediately following the last expected date of service in the programs included in the Common Exit date, when no future services are scheduled [TEGL 21-16].

Once 90 days of no services, other than follow-up services, self-service, and information-only services and activities, has elapsed and the participant has an official exit date applied retroactively to the last date of service, the program continues to provide follow-up services for the remaining 275 days of the 12-month follow-up requirement. The 12-month follow-up requirement is completed upon one year from the date of exit [TEGL 21-16].

All youth participants are offered an opportunity to receive follow-up services that align with their individual service strategies. Follow-up services do not have to be provided if the participant declines to receive services or if the participant cannot be located or contacted. Follow-up services may be provided beyond 12 months at the discretion of the LRWDB and the program provider. The types of services provided and the duration of the services are determined based on the needs of the individual. Follow-up services include more than a

contact attempted or made for securing documentation in order to report a performance outcome [20 CFR 681.580(c)].

Youth are to be informed at the time of enrollment that follow-up services will be provided for 12 months following exit. Documentation is placed in a youth's case file when he/she cannot be located or contacted or if a youth requests not to receive or continue follow-up services [TEGL 21-16].

The exit date is determined when the participant has not received services in the Youth program or any other program included in a common-exit program in which the participant is co-enrolled for 90 days, and no additional services are scheduled. At that point, the date of exit is applied retroactively to the last date of service [20 CFR 677.150(c)].

Program Element 10:

Program Element 10 consists of comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, mental health counseling and referral to partner programs, as appropriate to the needs of the individual youth.

When resources exist within the local workforce center or its service providers, the LRWDB seeks to provide counseling services directly to participants rather than refer youth to partner programs [TEGL 21-16]. When counseling cannot be provided through the local workforce center or its program providers, the LRWDB coordinates with the organization it refers to ensure continuity of service [20 CFR 681.510].

Program Element 11:

Program Element 11 consists of financial literacy education, which may include the following activities [20 CFR 681.460(a)(11) & 681.500; TEGL 21-16]:

- 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 protection 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. 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
- h. 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.

Program Element 12:

Program Element 12 consists of entrepreneurial skills training [20 CFR 681.460(a)(12)] that develops the skills associated of starting and operating a small business. Such skills may include, but are not limited to, the ability to [20 CFR 681.560(a)]:

- 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
- e. Communicate effectively and market oneself and one's ideas

Approaches to teaching youth entrepreneurial skills include, but are not limited to [20 CFR 681.560(b); TEGL 21-16]:

- 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 may also include simulations of business start-up and operation
- b. Enterprise development, which provides support 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 needed to begin business operation and by providing individualized attention to the development of viable business ideas
- c. Experiential programs that provide youth with experience in the day-to-day operation of a business. Some of these programs may involve the development of a youth-run business that young people participating in the program work in and manage. Other experiential programs may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

Program Element 13:

Program Element 13 consists of 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 [20 CFR 681.460(a)(13)].

The LRWDB and its partner program providers utilize state labor market information (LMI) tools to identify in-demand industries and occupations, employment opportunities, job market expectations, education, skill requirements, and potential earnings.

Such information can help youth make appropriate decisions about education and careers [TEGL 21-16].

Career counseling services may include providing information about resume preparation, interview skills, potential opportunities for job shadowing, and the long-term benefits of post-secondary education and training [TEGL 21-16].

Program Element 14:

Program Element 14 consists of post-secondary preparation and transition activities [20 CFR 681.460(a)(14)] that prepare youth for advancement to post-secondary education after attaining a high school diploma or its recognized equivalent, although the services may be given before a youth earns the diploma or GED.

These services include exploring post-secondary education options, such as technical schools, two-year colleges, four-year colleges and universities, and registered apprenticeships. Other services include, but are not limited to, assisting youth to prepare for SAT/ACT tests, assisting with college admission applications, searching and applying for scholarships and grants (including the FASFA), and connecting youth to postsecondary education programs [TEGL 21-16].

Incentive Payments

Refer to the Youth Incentive Payments Policy for more information. Incentive payments are to be in compliance with the Cost Principles in Uniform Guidance [2 CFR part 200].

Contact Person W. J. Monagle, Executive Director	Expiration Date Indefinite
Authorized By Bryan Day, Chair	Resolved

Policy Review Date: 3/28/2019