

REQUIRED PROGRAM ELEMENTS

The following 14 components or activities are outlined in the WIOA law and must be available to youth participants. Service providers have the discretion of what specific services are provided to a youth, based on the individual's objective assessment and individual service strategy.

1. Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies;
2. Alternative secondary school services or dropout recovery services;
3. Paid and unpaid work experiences, including internships and job shadowing;
4. Occupational skill training;
5. Education offered concurrently and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
6. Leadership development opportunities, which may include such activities as positive social behavior and soft skills, decision making, team work and other activities;
7. Supportive services;
8. Adult mentoring for a duration of at least twelve (12) months, that may occur both during and after program participation;
9. Follow-up services;
10. Comprehensive guidance and counseling, including drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth.
11. Financial Literacy Education;
12. Entrepreneurial Skills Training;
13. 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; and
14. Activities that help youth prepare for and transition to postsecondary education and training.

The Mississippi Partnership has 2 locally required program elements for all C2C youth to receive:

15. WorkKeys testing and potential obtainment Career Readiness Certificate (CRC)
16. Work Ethics Training

A description of each element, its related activities, and pertinent policies and procedures are provided in this section.

Documentation Requirements of Program Elements:

C2C Youth Providers must fully and completely document the services that each C2C youth receives. Providers must follow all of the Mississippi Partnership's policies and procedures. Documentation may include: attendance records, grade reports, proof of attainment of credentials/certificates, case notes, progress notes, or collateral contacts with agencies providing the program elements. When a participant file is reviewed, the case worker or monitor should be able to fully follow the participant's progression through the C2C Youth Program.

1. Tutoring, Study Skills and Dropout Prevention Strategies

- a. Tutoring, study skills training, and dropout prevention and recovery strategies are meant to be provided to help the youth complete their high school diploma or its equivalent or recognized post-secondary credentials.
- b. Tutoring activities, if provided, must be performed weekly, at a minimum, and must be documented. It is recommended that the tutoring entity utilize volunteers to perform tutoring activities (such as a senior volunteer program) rather than expend WIOA dollars.
- c. Tutoring may be provided to enhance an individual's competency in one or more academic areas. Instruction can be provided one-on-one, in a classroom, with an adult mentor, or in a study group. Instruction may be provided in the following areas:
 - i. Math or reading;
 - ii. Communication;
 - iii. Social studies;
 - iv. Consumer education;
 - v. English for non-English speakers;
 - vi. GED preparation;
 - vii. Computer Literacy and Keyboarding;
 - viii. Job search skills; or
 - ix. Other academic areas in which the participant needs assistance which leads to academic completion.
- d. Study skills can be provided one-on-one, in a classroom or workshop, with an adult mentor or tutor, or in a study group.

- e. Service providers are encouraged to coordinate the WIOA Youth program with other youth design dropout prevention activities in their local areas. Activities should emphasize the linkages between academic achievement and preparation for employment.

2. Alternative Secondary School Opportunities or Dropout Recovery Services

- a. Alternative secondary schooling addresses the needs of students that typically cannot be met in a regular school program, also providing non-traditional education, and serving as an adjunct to a regular school program. This must fall outside of regular, special education, or a vocational education program;
- b. Participants may be enrolled in Alternative Secondary School Services where available.
- c. Alternative Secondary School Services include enrollment in:
 - i. an alternative high school;
 - ii. in an accredited secondary correspondence study; or
 - iii. in a home school.
- d. Youth enrolled into the C2C youth program must not be enrolled in any type of Alternative Secondary School when they are enrolled into the program.

3. Paid and Unpaid Work Experience

WIOA requires that at least 20% of the funds allocated to the local area shall be used to provide paid and unpaid work experience. In order to meet this federal requirement, the Mississippi Partnership requires that a minimum of 25% of the contracted budget must be used for paid work experience.

Before a youth receives paid work experience, the youth will be required to complete the Work Ethics Training describe in Program Element 16 on page 15 of this section.

All youth providers will use the worksite agreement format developed by the Fiscal Agent, and the worksite supervisor and the youth provider will sign the agreement. All participants and worksite supervisors must attend an orientation session. The orientation sessions may be done as a one-on-one session or as a group session.

- a. Work Experience is a planned, structured learning experience that takes place in a workplace for a limited period of time. A work experience workplace may be in the private for profit sector, the non-profit sector, or the public.
- b. Work experiences must include academic and occupational education.
- c. Work Experience may be full-time or part-time as appropriate to the needs of the participant.
- d. Work Experience shall be designed to enhance the employability of individuals through the development of good work habits and basic work skills.
- e. Work Experience shall be limited to persons needing assistance in becoming accustomed to basic work requirements, including basic work skills or those needing to obtain a job and advance in employment.
- f. Work Experience participation shall be for a reasonable length of time based on the needs of the participant, which shall be documented in the participant's IEP or ISS.
- g. I-9s are required for Work Experience employees. Providers are establishing an employer/employee relationship; therefore, an I-9 is required.
- h. Participant Benefits and Hours of Work:
 - i. Each participant will receive a maximum wage based on:
 - (1) applicable federal and state minimum wage; or
 - (2) the prevailing area rate for starting workers in like occupations or industries.
 - ii. Wages are subject to withholding for Social Security, Federal Income Tax, and State Income Tax. Transportation and/or supportive services, if paid, are over and above wages and are not subject to tax deduction.
 - iii. Work Experience Wages – WIOA work experience participants shall be paid an hourly wage for hours worked, rounded to the nearest half hour.
 - iv. These wages are subject to the payroll withholding provisions for Social Security and Federal/State Income Taxes. Participants are to be provided with Workers' Compensation, but because they are not considered employees participants cannot earn wage credits for Unemployment Insurance. Wages are considered a training or educational allowance.
- i. Injury - Providers who function as employers are to ensure that each Work Experience participant is covered by State Workers' Compensation Insurance or adequate injury insurance.

- j. Wage Credits - Wage credits for Unemployment Insurance cannot be earned on employment funded under Work Experience.
- k. Hours of Work - Full-time participation is defined as working 40 hours per week, or the same number of hours worked by regular employees at the worksite, not to exceed 40 hours per week. Neither overtime work nor overtime pay is allowable. Part-time Work Experience is encouraged, when appropriate, for participants who would otherwise be unable to participate in the work experience due to disability, single parent, or other.
- l. Worksite Supervision:
 - i. Providers should visit participants and their supervisors at their worksites on a regular basis to assist in job-related or personal counseling and job coaching.
 - ii. The performance and progress of the participant is to be monitored on a regular basis to determine if continued participation, transfer to another activity, placement in unsubsidized employment, or other action is most appropriate.
- m. Worksite Agreement
 - i. A Worksite Agreement must be completed for each cooperating agency prior to the placement of participants at a worksite.
 - ii. Only one agreement per worksite is required per program year and slots are open entry/open exit and can be refilled as participants are transferred to other activities.
 - iii. Union concurrence is to be completed for each agreement where a collective bargaining agreement covers the occupation in which the participant(s) are to be placed.

4. Occupational Skills Training

- a. All Occupational Skills Training provided to participants must be identified through assessment and recorded on the Individual Service Strategy (ISS);
- b. Occupational Skills Training is designed to provide individuals with the technical skills and information required to perform a specific job or group of jobs. It may also include specialized occupational skills training which is in a classroom setting. Occupational Skills Training should not be confused with Basic Skills or GED preparation training. Occupational Skills Training can take place at post-secondary institutions, trade schools, pre-apprenticeship training programs, industry specific/sponsored training, proprietary schools, correspondence courses, or service provider designed training programs. Occupational Skills Training programs must,

as part of their curriculum, lead to certification, credentialing, diploma or other written documentation of attainment of all skills necessary for the specific occupation.

- c. Occupational Skills Training objective is to provide additional skills training for an individual who complements their current employment or future employment goals, as identified on the Individual Service Strategy.
- d. Occupational Skills Training must:
 - i. Be outcome-oriented and focused on an occupational goal specified in the individual service strategy;
 - ii. Be of specific duration to impart the skills needed to meet the occupational goal
 - iii. Result in the attainment of a recognized post-secondary credential

5. Education offered concurrently and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster

This program element reflects the integrated education and training model and requires integrated education and training to occur concurrently and contextually with workforce preparation activities and workforce training. This program element describes how workforce preparations 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 career pathway.

6. Leadership Development Opportunities

Leadership development opportunities are opportunities that encourage responsibility, confidence, employability, self-determination and such other positive social behaviors such as:

- a. Exposure to postsecondary educational opportunities;
- 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;
- f. Citizenship training, including life skills training such as parenting, work behavior training and budgeting of resources;
- g. Civic engagement activities which promote the quality of life in a community

C2C youth providers should design programs that offer leadership development opportunities for youth, and should make every attempt to integrate the WIOA youth program with local non-WIOA youth resources. Leadership development opportunities may be provided in a variety of settings such as workshops, one-on-one, or non-WIOA youth group activity.

7. Supportive Services

A participant may waive WIOA payments (except for Work Experience) if accepting payment would mean the loss of other benefits. The participant may request the payment to start at a later date, but may not claim retroactive payments. Advances against future payments are not allowed.

- a. Supportive Services – Supportive Services should help to enable a WIOA participant who cannot afford to pay for such services to participate in a youth program funded under WIOA. The use of supportive services is encouraged to enable the hard-to-serve population to participate in longer-term interventions, and the provision of supportive services must be determined on an individual basis.
- b. Definitions
 - i. From the law – Sec. 3(59) Supportive services. – The term “supportive services” means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this title.
 - ii. From the interim regulations – Sec. 681.570 What are supportive services for youth? Supportive services for youth, as defined in WIOA section 3(59), are services that enable an individual to participate in WIOA activities. These services include, but are not limited to, the following: (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) Referrals to health care; and (i) Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eye glasses and protective eye gear.
- c. The provider is responsible for documenting that the payments for the service are not available from any other source before authorizing WIOA needs-related payments.

- d. All supportive services must have been approved by the fiscal agent prior to the participant receiving or obtaining the payments. When goods or services are purchased for participants, the required method of payment is for the providers to pay the vendors directly and obtain documentation of the goods or services purchased. For those participants assessed as needing Supportive Services payments and who have documentation that they are unable to obtain Supportive Services through other non-WIOA programs providing such services, the following supportive services are allowable. Other supportive services and/or needs-related payments will be considered if necessary depending upon the assessment of the individual.
 - i. Hardship Supportive Services - Hardship related payments include, but are not limited to, supportive services for items such as travel and childcare assistance.
 - ii. Work-related supportive services - Work-Related Supportive Services are paid directly to the vendor of the services. In order to qualify for work-related supportive services, a youth must be assessed as needing assistance with uniforms or other appropriate work attire and work-related tools necessary to enable the youth to participate in WIOA Title I activities, including such items as eyeglasses and protective eye gear.
 - iii. Educational related expenses – Educational related expenses, such as GED testing fees, ACT testing fees, college books, etc. may be purchased by the youth provider directly, purchased by use of vouchers, or reimbursed to the youth if the youth submits a receipt showing what items were purchased and the amount of the items.

8. Adult Mentoring

- a. Adult mentoring for youth must:
 - i. Last at least 12 months and may take place both during the program and following exit from the program;
 - ii. Be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee;
 - iii. Include a mentor who is an adult other than the assigned youth case manager; and

- iv. While group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the local youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis
- b. Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company.
- c. The purpose of mentoring activities in the WIOA Youth programs is to help youth succeed in the school or the workplace, facilitate positive social behaviors and learn leadership and citizenship skills. Mentoring is the deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed upon goal of having the lesser skilled person grow and develop with specific life/work skills and competencies.
- d. Service providers are encouraged to develop local mentoring programs. Community members, service club members, employers, former youth participants or others may provide support, guidance and encouragement. Mentoring can take place at the worksite (employer-based), in group settings (community-based or peer) or one-on-one. Mentors may offer counsel in the following areas:
 - i. Problem solving and coping skills;
 - ii. Stress management;
 - iii. Time management;
 - iv. Financial management;
 - v. Imparting and receiving constructive criticism;
 - vi. Maintaining professional work habits;
 - vii. Managing family issues (e.g., sick children, child care, elderly parents); and
 - viii. Getting along with co-workers.

9. Follow-Up Services

Follow-up services are critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or post-secondary education and training.

- a. Follow-up services must be provided for not less than 12 months after the completion of participation (or exit), as appropriate. All youth participants must receive some form of follow-up services for a minimum duration of 12 months, based on the needs of the individual. The types of services provided must be

determined based on the needs of the individual, and therefore, the type and intensity of follow-up services may differ for each participant.

- b. Regular contact with youth after their exit from WIOA must be documented by letter, phone call, office visits, etc., but only making contact with youth who have exited does not necessarily constitute the provision of services. The purpose of follow-up services is to ensure the success of youth after exit, and program providers should be willing to furnish whatever assistance is necessary to accomplish that end.
- c. Follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome.
- d. Follow-up services for youth may include:
 - i. The leadership development and supportive services described in the Youth Manual;
 - ii. Regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise;
 - iii. Assistance in securing better paying jobs, career development and further education;
 - iv. Work-related peer support groups;
 - v. Adult mentoring;
 - vi. Tracking the progress of youth in employment after training.
- e. The purpose of follow-up services is to provide continued support to enable the youth to succeed once the youth has completed the WIOA youth program.

Refer to the Youth Contact and Follow-Up Policy for further explanation.

10. Comprehensive Guidance and Counseling

- a. Local programs should determine which specific program services will be provided to a youth participant based on each participant's objective assessment and ISS (Individual Service Strategy).
- b. The counseling provided in WIOA programs varies in degree and kind. Employment counseling – as part of the intake, assessment, eligibility and referral process – is the most traditional of the counseling services. However, personal counseling in which the counselor acts as the client advocate is also a part of employment and training programs.
- c. Career and employment counseling includes the provision of career and occupational information. (See Program Element 13 for additional details)

- d. Personal counseling involves building participants' self-confidence, helping them articulate interests and aspirations, and asking them to begin planning for themselves. Counseling also identifies barriers to employment and brokers the services necessary to address the barriers. Some of the goals of case management may include, but are not limited to, helping the participant:
 - 1. Move into unsubsidized employment by building self-confidence;
 - 2. Cope with personal problems that could cause him/her to drop out of the program;
 - 3. Develop good work habits;
 - 4. Resolve common work-related problems, such as difficulties in relationships with supervisors and peers;
 - 5. Cope with the new environment (the work place);
 - 6. Understand and deal with values that are new or may seem alien;
 - 7. Assign participants to appropriate WIOA activities or refer to other employment and training programs or community resources; or
 - 8. Authorizing supportive services based on the participant need.

11. Financial Literacy Education

The financial literacy education program element includes activities which:

- 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 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;
- 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; and maintain good credit;
- 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.

12. **Entrepreneurial Skills Training**

- a. Entrepreneurial skills training provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Such skills include, but are not limited to, the ability to:
 - i. Take initiative;
 - ii. Creatively seek out and identify business opportunities;
 - iii. Develop budgets and forecast resource needs;
 - iv. Understand various options for acquiring capital and the trade-offs associated with each option; and
 - v. Communicate effectively and market oneself and one's ideas.
- b. Approaches to teaching youth entrepreneurial skills include, but are not limited to, the following:
 - i. 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.
 - ii. Enterprise development which provides supports 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 that are needed to begin business operation and by providing more individualized attention to the development of viable business ideas.
 - iii. Experiential programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participating in

the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

13. Labor Market and Employment Information Services

C2C youth provider must make available services that provide labor market and employment information about in-demand industry sectors or occupations available, such as career awareness, career counseling, and career exploration services.

Career and employment counseling includes the provision of career and occupational information. Labor Market Information (LMI) must be provided to participants in every program.

- a. LMI generally encompasses four major areas:
 - (1) National job trends, including supply and demand;
 - (2) Local job opportunities;
 - (3) Education and skill requirements for jobs; and
 - (4) Job seeking skills (writing resumes, job interview techniques, etc.).
- b. LMI can be obtained from DOL publications, including State Occupational Information Coordinating Committee (SOICC) publications, and through career awareness programs. The Mississippi Department of Employment Security provides LMI information on its website at www.mdes.ms.gov.
- c. Career awareness is information which assists participants in making career choices. It is any information related to occupations or careers and can be found in media ranging from pamphlets through audiovisual materials and career information systems. Career awareness should also include information on overcoming sexual bias and sex role stereotyping in the workplace.
 - (1) Participants need to know how to implement career choices, effectively locate job opportunities and how to get a job once located (job seeking skills). They also need information on continuing education, financial aid, apprenticeships and employability. Employability, besides basic skills, involves a set of values including a belief that work is important, that one should support oneself, and that employers have a right to a punctual, honest, appropriately dressed worker in return for a fair salary.
 - (2) Career awareness may be provided to participants in a variety of ways, including: guest speakers; "Career Days;" tours of business/industry and educational institutions; discussions with

worksite supervisors and others; counseling; job sampling or job shadowing; films and filmstrips; class/group discussions; newsletters or news articles; peer counseling; and career information systems.

- (3) A career information system is a plan that relates education, training and other information to a specific occupation. The best systems have three parts: (a) information component; (b) delivery component; and (c) user component. No one way is the best way to impart information to your participants. You will probably use many methods to provide the best career awareness information.

14. Activities that help youth prepare for and transition to post-secondary education and training

The C2C youth provider must make available activities that help youth prepare for and transition to post-secondary education and training. Activities may include:

- a. Guest speakers from local community colleges, universities, and other training providers.
- b. Tours of local community colleges, universities, and other training providers.
- c. Assistance with applications for financial aid and college/training admissions.
- d. Assistance with meeting admissions requirements for the selected training.

15. WorkKeys Testing and Career Readiness Certificate

This is a Mississippi Partnership Board approved locally required program element. More and more employers throughout our workforce area are requiring the attainment of the ACT Career Readiness Certificate (CRC). Therefore, all C2C youth must be assessed with the WorkKeys assessment.

To earn an ACT CRC, an examinee must successfully complete three ACT WorkKeys assessments: Applied Mathematics, Locating Information, and Reading for Information. These assessments measure a range of essential work skills, including the ability to:

- Perform basic mathematic operations relevant to the workplace
- Read and understand documents commonly found in the workplace
- Find information presented in common workplace graphics

- Set up and solve complex work-related math problems
- Determine the relevance of written information to work-related tasks
- Apply information derived from graphics to work-related problems

It is the intent of the Mississippi Partnership that **all** youth will receive a Career Readiness Certificate. There are four levels of the CRC, based on the scores achieved on the component assessments.

- Platinum: Scores of Level 6 or higher on all three exams
- Gold: Scores of Level 5 or higher on all three exams
- Silver: Scores of Level 4 or higher on all three exams
- Bronze: Scores of Level 3 or higher on all three exams

16. **Work Ethics Training**

This is a Mississippi Partnership Board approved locally required program element. All C2C youth are required to receive Work Ethics Training. A youth may not receive work experience without completing Work Ethics Training first.

This training should be structured and standardized for all youth in your C2C youth program. The fiscal agent staff shall be provided a copy of the curriculum used for this program element. At minimum topics to be included in the work ethics training are:

- Appearance/Dress
- Attitude and Body Language
- Attendance and Punctuality
- Communication and Following Instructions
- Dependability/Responsibility
- Time Management
- Decision Making and Problem Solving
- Leadership and Motivation
- Financial Knowledge and Management