



New Policy

Policy: Youth Program Service Design and Framework Policy

Adoption Date: December 15, 2020

What is the purpose of this policy?

This Youth Program Service Design and Framework policy outlines the required program framework for youth programs funded in whole or in part under Title I of WIOA. Funds allocated to the UCLWDB for eligible youth must include programs that provide assessments and develop service strategies linked to indicators of performance. These programs must also provide activities leading to the attainment of a secondary school diploma, preparation for postsecondary education and training opportunities, strong linkages between academic instruction and occupational education leading to the attainment of recognized postsecondary credentials, preparation for unsubsidized employment, and effective connections to employers.

Notable items this policy conveys:

- Required language regarding procuring, awarding, and terminating contracts of youth service providers.
- Sets youth providers' responsibility to ensure all youth have access and awareness of the required fourteen program elements.
- Outlines youth program design and delivery.

Action Required:

Within 15 days of the receipt of this policy it is the recipient's responsibility to ensure all staff are informed of the policy and create an internal process to ensure accountability.

Upper Cumberland
Local Workforce Development Board
POLICIES AND PROCEDURES

Title: **YOUTH PROGRAM SERVICE DESIGN AND FRAMEWORK**

Date of Adoption: December 15, 2020

PURPOSE: This policy outlines the required program framework for youth programs funded in whole or in part under Title I of WIOA. Funds allocated to the Upper Cumberland Local Workforce Area (LWDA) for eligible youth will include programs that provide assessments and develop service strategies linked to indicators of performance. These programs must also provide activities leading to the attainment of a secondary education diploma, preparation for postsecondary education and training opportunities, strong linkages between academic instruction and occupational education leading to the attainment of a recognized post-secondary credentials, preparation for unsubsidized employment, and effective connections to employers.

POLICY: The Youth Program and service provision under Title I of the Workforce Innovation and Opportunity Act (WIOA) is designed to:

- Assist eligible out-of-school youth (OSY) and eligible in-school youth (ISY), who are seeking assistance in achieving academic and employment success, with effective and comprehensive services and activities that include a variety of options for improving educational and skill competencies and provide an effective connection to educational institutions and employers, including small employers in in-demand industry sectors and occupations in the local and regional markets.
- Implement integrated strategies for career pathway approaches that support post-secondary education, training, and employment.
- Implement work-based training strategies and employment approaches to help participants develop essential skills that are best learned on the job.
- Implement progressive levels of education and training approaches that will help individuals with higher skill levels and experience earn marketable credentials.
- Provide continued support services to individuals who need them to participate and succeed in work investment and training activities.

Section I. Service Design

The Youth Program Design is an essential element to assist youth service providers to develop comprehensive service strategies based upon individual needs. The Upper Cumberland Local Workforce Development Board will work to develop intensive outreach efforts to non-profits, community groups, faith-based agencies, schools, and other support agencies who can provide youth services. The UCLWDB will work with the selected provider of youth services to establish Access Points in local area high school libraries with staff trained to assist youth in accessing all available services. Outreach programs will be implemented to target populations with barriers to employment (including but not limited to, offenders, homeless individuals, basic skills deficient, English language learners, individuals aging out of foster care, pregnant or parenting individuals, and persons with disabilities). The UCLWDB will monitor all youth programs through desktop files reviews and onsite assessments.

Section II. Program Framework

A. Intake:

An Orientation process must be provided to each potential eligible youth participant. Orientation must include information on the services that are available within the WIOA Title I youth program and the One-Stop Service Delivery system within the Upper Cumberland. These services may include, but are not limited to:

- Orientation/Introduction of the program purpose
- All program services and resources available
- Responsibilities of other service providers
- Program participant's responsibility
- Information on follow-up services
- Information on support services
- Referral to other appropriate services

The Intake involves registration, eligibility determination, and collection of documentation to support verification of eligibility for services. Other services also include referral for basic skills development and referral to other services as appropriate.

B. Assessments:

Assessment is a process that identifies service needs. An objective assessment must be administered to all eligible youth. The WIOA youth program design requires an objective assessment of academic levels, goals, interests, skills levels, abilities, aptitudes, and supportive service needs; it also measures barriers and strengths. Assessment results are used to develop the Individual Service Strategy (ISS). The results from the objective assessment must be entered into Jobs4TN.

C. Individual Service Strategy (ISS):

The Individual Service Strategy is the plan that identifies the employment goals, educational objectives, and appropriate services for the participants. Development and updating as necessary of an ISS is required for each participant. An ISS must be directly linked to one or more of the indicators of performance and identifies a career pathway that includes education and employment goals. Goals and objectives must be specific, measurable, achievable, relevant, and timely and align to the interest and career pathway

identified in the objective assessment. A new service strategy for a participant is not required if the provider carrying out such a program determines it is appropriate to use a recent service strategy developed for the participant under another education training program.

D. Career Coaching

Case management is more a process than a service, and typically includes non-instructional activities such as navigation to and arrangements for academic, career or personal counseling, financial aid, childcare, housing, and other financial assistance that can be critical to the success and continued engagement of the individual in pursuing their career pathway component. Youth programs must provide case management services to assist a youth participant in making informed choices and completing the program. Support may be provided on an individual or group basis. Career Coaching principles and methods must be incorporated throughout the program design. A case manager is assigned to follow the process of each youth participant from enrollment to program exit, including follow-up services.

Documentation of all services and activities must be recorded on the youth participant's ISS and in Jobs4TN. The UCLWDB requires case managers to contact youth participants every thirty calendar days, at a minimum. Case notes must, at a minimum, reflect who was assigned, why, when, and where the contact occurred and must be entered promptly with detailed information. Recording case notes is critical because it weaves each service element into the comprehensive service plan.

E. Supportive Services

Youth programs must provide supportive services to eligible youth participants that are necessary to enable an individual to participate in youth activities authorized under Title I of WIOA. Supportive services will be administered pursuant to the UCLWDB Supportive Services Policy.

F. Follow-Up Services

Follow-up services are critical services provided, for no less than 12 months, following a youth participant's exit from the program. Those services help ensure the youth is successful in employment and/or post-secondary education and training beyond their program completion. The youth service provider must establish and implement procedures to ensure that follow-up services are conducted and documented in Jobs4TN.

1. Follow-up services must include more than only a contact attempted or made for securing documentation to report a performance outcome. Where the participant can not be located or contacted, the UCLWDB will follow TDLWD Common Exit Policy contact attempt procedures. At the time of enrollment, youth must be informed that follow-up services will be provided for 12 months following exit. If at any point in time during the program or during the 12 months following exit the youth requests to opt-out of follow-up services, they may do so. In this case, the request to opt-out or discontinue follow-up services made by the youth must be documented in the case notes.
2. Allowable Follow-up Activities:
 - Supportive Services
 - Adult Mentoring
 - Financial Literacy Education
 - Services that provide Labor Market Information

- Activities that help youth prepare for and transition to postsecondary education and training.

Section III. Procurement for UCLWDB Youth Provider

The UCLWDB will identify an eligible youth provider by awarding contracts or grants on a competitive basis based on the recommendation of the standing youth committee. The competitive procurement process will adhere to the UCLWDB Procurement Policy and Procurement Manual procedures. Youth standing committee members must disclose any and all conflicts of interest with bidder's staff including, but not limited to, family ties (spouse, child, parent, sibling) fiduciary roles, employment or ownership interest in common.

When awarding contracts or grants for youth service providers, the UCLWDB will, at a minimum, require the following criteria:

- Proposals must include a detailed outline of how the bidder will execute youth elements identified within the RFP.
- Proposals must demonstrate the bidder's ability to deliver services to the targeted population in accordance with UCLWDB guidelines.
- Proposals must demonstrate whether the organization leverages community-based resources, including partnerships with organizations that provide leadership development, mentoring services and private sector employment involvement.
- Proposals must highlight the bidder's experience in engaging high-risk youth in similar activities.
- Proposals must illustrate the understanding of and commitment to meeting goals and objectives established by the UCLWDB.

The UCLWDB will ensure that the following activities are addressed in the resulting contract from the competitive procurement process between the UCLWDB and contracted service provider:

- Preparation for post-secondary educational opportunities.
- Occupational training services (that lead to the attainment of a recognized secondary credential).
- Work-based opportunities.
- Youth development services.
- Employment services.

Section IV. Program Elements

All 14 program elements must be made available to each eligible youth participant. In order to support the attainment of a secondary school diploma or its recognized equivalent, or entry into post-secondary education and career readiness for participants, all youth programs shall provide services consisting of the following programs elements:

1. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies 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 post-secondary credential.
2. Alternative secondary school services, or dropout recovery services, as appropriate.
3. Paid and unpaid work experience (WEX) that have an academic and occupational education component. The UCLWDB will ensure that the academic and occupational components are being

met with each work experience. WEX can include summer employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training opportunities.

4. Occupational skills training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area.
5. Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral as appropriate.
6. Leadership development opportunities which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors.
7. Supportive services.
8. Adult mentoring for the period of participation and subsequent period, for a minimum total of 12 months.
9. Follow-up services, for a minimum of 12 months, after the completion of participation.
10. Financial Literacy Education.
11. Entrepreneurial Skills Training.
12. 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.
13. Activities that help youth prepare for and transition to postsecondary education and training.
14. Education offered concurrently with, and in the same context of, workforce preparation activities and training for a specific occupation or occupational cluster.

ATTACHMENTS: None

EFFECTIVE DATE: January 1, 2020

DURATION: Indefinite

CONTACT: For questions regarding this policy, contact Becky Hull, Executive Director, Upper Cumberland Local Workforce Development Board at bhull@ucworkforce.org



Board Chairperson, UCLWDB