


# Elements of a WIA Youth Program: WIA 501B



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# The purpose of the WIA youth system

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- To assist young people who face significant barriers in making a successful transition to self-sufficient adulthood by successfully entering and being retained in the workforce, higher education, or advanced training.

# WIA is

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WIA is an *employment and training* program for low-income youth who face one or more barriers to employment.

# WIA Youth Program Requirements

- The local WIA youth system is required to provide
  - Pre-enrollment activities
  - Framework activities and case management
  - 10 program elements

# Program Elements

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- ❑ WIA requires 10 program elements be made available to all WIA youth participants in the local workforce investment area.
- ❑ Every participant does not have to receive services in all 10 elements.
- ❑ The elements in which a youth participates should be determined by the objective assessment and identified in the ISS.

# WIA funding and program elements

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- A program does not have to receive WIA funding to be counted as providing a WIA program element
- It must be
  - Available to WIA youth
  - Meet the intent and design criteria for WIA program elements
  - Lead to outcomes consistent with the intent of WIA

# 10 Program Elements

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- ❑ Supportive services
- ❑ Tutoring, study skills, and dropout prevention
- ❑ Alternative secondary school offerings
- ❑ Adult mentoring for at least 12 months
- ❑ Comprehensive guidance and counseling
- ❑ Follow-up services for no less than 12 months after exit
- ❑ Summer employment opportunities linked to academic and occupational skills
- ❑ Paid and unpaid work experience
- ❑ Occupational skill training
- ❑ Leadership development

# Documenting Services

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- All services must be documented in two places:
  - SCOTI
  - Case files
    - Documentation in case files is intended to validate SCOTI data and to provide additional detail about services and progress, not just duplicate the information in SCOTI

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# Supportive Services

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## Key Question

- Is the service necessary for the youth to participate in program activities?

# Purpose of supportive services

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- To remove or reduce barriers that prevent youth *from participating in WIA youth programs*

# Who should receive supportive services?

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- Any youth who has a need that prevents them from fully participating in the WIA program elements that are specified in their ISS

# Qualifying and non-qualifying activities

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## **Qualifying Activities**

- ❑ Child care
- ❑ Transportation
- ❑ Work attire or uniforms
- ❑ Tools
- ❑ Housing
- ❑ Other needs-related payments
- ❑ Referrals to other community agencies
- ❑ Referrals to medical services

## **Non-Qualifying Activities**

- ❑ Payments for activities that are not needed in order for the youth to participate in WIA youth services
- ❑ Purchase of items that are not necessary for the youth to participate in WIA youth services

# Documenting Services

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- Document in SCOTI
- Include in case files
  - ISS showing need for supportive services
  - Justification of need for purchase of services, uniforms, equipment, etc (how does the expense help youth participate in WIA programming)

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# Tutoring, study skills, and dropout prevention

# Tutoring

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- **Key Question:** Is instruction taking place?

# Purpose of tutoring

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- To help youth make needed improvements in academic skills

# Who should receive tutoring?

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Youth who

- ❑ Are basic skills deficient
- ❑ Are credit deficient
- ❑ Need additional help passing school subjects
- ❑ Are transitioning from secondary to postsecondary school

# Qualifying and non-qualifying activities

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## □ **Qualifying**

- Actual instruction
- Regular sessions with a tutor
- “Drop in” tutoring sessions
- Instruction that addresses goals tied to ISS
- Assessments that measure progress (

## □ **Non-Qualifying**

- Meetings with teachers or tutors to discuss progress
- Buying books, school supplies
- Paying school fees
- Self-study
- Not pre- and post-testing for performance purposes

# Documenting Tutoring

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- In SCOTI
  - Only note participation if the activity meets the design requirement for tutoring
  - Include start dates and end dates
- In case files
  - Reason(s) tutoring is appropriate
  - Academic areas
  - Evidence of participation, such as certificates of completion or attendance records
  - Evidence of achievement, such as improvement in test scores or class grades

# Study skills training

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- **Key questions:**

- Is instruction taking place?

# Purpose of study skills training

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- To help youth gain or improve the skills needed to learn and understand information

# Who should receive study skills training?

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- Youth who
  - Are hampered in their achievement by their lack of ability to learn on their own
  - Need remediation
  - Have difficulty on tests
  - Are transitioning from secondary to postsecondary school

# Qualifying and non-qualifying activities

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## □ **Qualifying**

- Training in a specific study skills model, note taking, or test taking strategies
- Time management training
- Teaching organizational skills

## □ **Non-Qualifying**

- Providing calendars or organizers
- Self-study
- Instruction not related to meeting a goal in youth's ISS

# Study Skills Training: Documenting Service

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- ❑ Document participation in study skills training in both case files and in SCOTI
- ❑ Include start and end dates
- ❑ Case file documentation can include case notes, examples of work, records of academic improvement, or other evidence that the element was provided.

# Dropout Prevention

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## □ **Key Questions:**

- Do the strategies address causes for each individual youth dropping out of school?
- Do the strategies actively engage youth in learning and school?

# Purpose of dropout prevention

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- Keep young people in high school until they graduate.

# Who should receive dropout prevention services?

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- Youth who exhibit warning signs such as
  - Frequently changing schools
  - Retention one or more grades
  - Frequent absences/truancy
  - Involvement in juvenile justice system
  - Runaway

# Qualifying and non-qualifying activities

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## Qualifying

- ❑ Participation in a program that has evidence that it reduces dropouts
- ❑ Alternative secondary school services setting
- ❑ Individualized approach based on youth's needs
- ❑ Multiple education pathways

## Non-Qualifying

Use of ineffective strategies such as

- ❑ Early intervention with no follow-up
- ❑ Single-strategy, "one size fits all" programs
- ❑ Ability grouping
- ❑ Low expectations for achievement, attendance, and behavior
- ❑ Teaching basic skills alone
- ❑ Adding classes or extending school day

# Drop Out Prevention: Documentation of Services

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- ❑ Record participation in SCOTI only if program meets design requirements
- ❑ Include start dates and end dates
- ❑ Include documentation in case files such as attendance records, copy of diploma, school schedules, registration in alternative school

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# **Alternative secondary school services**

# Alternative secondary school offerings

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## □ **Key questions**

- Does the program have a specialized, structured curriculum clearly distinguishable from the regular curriculum offered to students in corresponding grades or classes?
- Is the alternative school approved by the LEA?
- Does the program adhere to state academic standards?
- Does the program ultimately lead to a diploma or GED?

# Purpose of alternative secondary school services

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- ❑ To provide education and instruction that meets the needs of youth who have not been successful in traditional classroom settings
- ❑ Also known as multiple education pathways

# Is this the same as “alternative schools”?

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## □ **No**

- Alternative schools—or “alternative disciplinary schools”—operated by school districts or ESCs have a different purpose
- They are specifically alternatives to disciplinary procedures such as suspension or expulsion
- They are unlikely to meet the intent of this element, which is to provide alternatives to traditional classroom instruction for youth who have not been successful in traditional, comprehensive high schools

# Who should receive alternative secondary school services?

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- Any student who is not successful in a traditional high school setting, especially
  - Students with poor attendance
  - Students with behavior problems
  - Students with learning styles not addressed in traditional schools
  - Students who need an alternative pathway to graduation because of life circumstances

# Qualifying and non-qualifying activities

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## □ **Qualifying**

- Second chance programs for dropouts and out-of-school youth
- Programs that use small learning communities
- Technology-based alternative secondary school services

## □ **Non-Qualifying**

- Programs that do not ultimately lead to a diploma or GED
- Programs that do not meet the academic standards required by No Child Left Behind (NCLB)
- Alternative disciplinary schools

# Alternative secondary school: Documenting Services

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- ❑ Document in SCOTI only if the program meets the design requirements.
- ❑ Include a start and end date.
- ❑ Include case notes such as when youth enrolled in an alternative program, curriculum, record of academic progress, attendance records, required test scores (including OGT), etc.

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# Adult Mentoring

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## Key questions:

- Does the mentoring program last at least 12 months?
- Does the program match the youth with an adult who is committed to the program?

# Qualifying and non-qualifying activities

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## Qualifying

- ❑ Participation in mentoring programs such as Big Brothers/Big Sisters
- ❑ Virtual mentoring via email, teleconferencing, or other electronic means of communication
- ❑ Long-term, structured programs that provide training and support to mentors as well as to youth
- ❑ Mentoring programs that foster career awareness or positive social behaviors

## Non-Qualifying

- ❑ Short-term programs (less than 12 months)
- ❑ Case management activities
- ❑ Only supplying self-help materials on positive life skills
- ❑ Any activity that does not include a working relationship and rapport between a youth and an adult
- ❑ Inconsistent or sporadic contact with youth

# Documenting Services

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- Document in SCOTI, including start dates and end dates (must be at least 12 months)
- Include in case file documentation such as
  - ISS documenting need for adult mentoring
  - Schedules and descriptions of mentoring activities
  - Reflections from mentor and youth

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# Comprehensive Guidance and Counseling

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## Key Questions

- Is the youth receiving guidance or counseling?
- Is the guidance and counseling provided by an appropriately trained staff member or licensed counselor or social worker?

# Qualifying and non-qualifying activities

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## **Qualifying**

- ❑ Drug and alcohol counseling
- ❑ Mental health counseling/therapy
- ❑ Career counseling
- ❑ Educational counseling
- ❑ Supplementing guidance and counseling activities with additional materials and resources

## **Non-Qualifying**

- ❑ Conferences with youth's teachers
- ❑ Initial assessment
- ❑ Post-test for literacy/numeracy gains
- ❑ Only supplying self-help materials

# Documenting Services

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- ❑ Only record that the youth received guidance and counseling if it was provided by an appropriately trained adult
- ❑ Document in SCOTI with start and end dates
- ❑ Include case notes, including dates on which youth received counseling

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# Follow-Up Services

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## **Key Question:**

- Are consistent, on-going activities maintained to ensure that the youth has a successful transition to work or further education?

# Purpose of Follow-up

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- To provide continued assistance to youth for at least one year after exit to ensure their successful transition to employment or education

# When does follow-up begin?

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- ❑ Follow up begins at exit.
- ❑ Exit occurs 90 days after the date of last service when no further services are planned
- ❑ The date of exit is retroactive to the date of last service

# Does this mean that I have to wait 90 days to contact the youth?

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- No. Providing any of the following services does not prolong exit:
  - Case management activities, including career counseling and activities designed to promote job retention or career advancement
  - Supportive services
- Continue these services during the 90-day window to ensure that the youth remains connected to the program.

# What do I do after the 90 days is up?

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- After the youth exits, any of the following services may (and should) be provided:
  - Leadership development
  - Supportive services
  - Regular contact with youth's employer (with youth's permission)
  - Work-related peer support groups
  - Adult mentoring
  - Tracking progress of youth in employment after training

# Can I spend money on youth after exit?

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- Absolutely! **If local policy allows**, any expenses allowable under supportive service or leadership development, including needs-related payments or incentives tied to a goal in the youth's ISS
- **DOL interpretation:** *Any expense allowable during participation is also allowable during follow-up.*

# Effective follow-up activities

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- ❑ Create a follow up plan with youth for education or employment, as appropriate
- ❑ Make regular contact with appropriate frequency with
  - The youth
  - The youth's employer
  - The youth's postsecondary academic advisor
- ❑ Provide leadership development activities after completion of participation
- ❑ Provide incentives to attend activities
- ❑ Provide supportive services after completion of participation
- ❑ Continue case management activities

# Ineffective (and inappropriate) practices

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- It is inappropriate to limit youth follow up to activities such as
  - Quarterly phone calls to check if the youth is still working or still in school
  - Mail surveys to check if the youth is still working or still in school
  - Letters to inquire about status

# Hint:

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- Don't tell youth they've "exited."
- Explain that they are transitioning to another phase of service where they will become more and more independent, but that you are still there to help them if they need it.

# Questions?

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