



Mississippi Valley Workforce Development Board

Youth Committee Meeting Agenda

Monday, May 8 at 5:00 p.m.

Join Zoom Meeting

<https://us02web.zoom.us/j/83923925051?pwd=EF0H1i03mZVFhvoVgKT6jUn7nsMJOE.1>

Meeting ID: 839 2392 5051 Passcode: 655847

One tap mobile: +13126266799,,83923925051# US

Called to Order	Jacob Nye
Roll Call	Mandy Tripp
*Excused Absences	Jacob Nye
*Approval of Agenda	Jacob Nye
*Approval of Previous Meeting Minutes	Jacob Nye
 STANDING REPORTS	
Equus April Youth Report	Kendra Schaapveld
Virtual Reality Metrics Report	Kendra Schaapveld
 NEW BUSINESS	
*Youth Work Experience Policy Mod	Miranda Swafford
VR Preset Onboarding	Kendra Schaapveld
Work-based Learning Intermediary	Miranda Swafford
Youth TEGL	Miranda Swafford
Fall Youth Fest	Mandy T/Kendra S.
 Other Business	
Public Comment	
Adjourn	Jacob Nye

*Items Requiring a Vote ** Items Requiring a Roll Call vote

Accommodations

Accommodations are available upon request for individuals with disabilities. If you need accommodation, please contact Andrea Taylor at associate@mississippivalleyworkforce.org or at 1-844-967-5365 option 2



Mississippi Valley Workforce Development Board

Youth Committee Meeting Minutes

Monday, April 10, at 5:00 p.m., via Zoom

Members Present: Jacob Nye, Rebecca Ruberg, Regina Matheson, Heather Halbrook, Carol Reynolds, and Andy Sokolovich

Members Absent: Patrick Stock, and Tim Brown

Staff Present: Andrea Taylor, Associate Director, and Mandy Tripp, Executive Assistant

CEO Present: Shane McCampbell

Equus Staff: Kendra Schaapveld, Title One Director, Taylor Longstreth, Title One Operations Manager, Shannon Weaver, Title One Operations Manager, Tabytha Seigfried, Quality Assurance, and Dashawn Banks, Youth Outreach Specialist

One-stop Operator: Nick Clayton

CALLED TO ORDER

Nye called the meeting to order at 5:00 p.m.

QUORUM

There was a quorum to conduct business.

EXCUSED ABSENCES

There were no excused absences, Tim Brown and Patrick Stock had unexcused absences.

APPROVAL OF AGENDA

Matheson made a motion to accept the agenda, seconded by Sokolovich, and the motion carried.

APPROVAL OF MINUTES

Ruberg made a motion to approve the previous meeting minutes, seconded by Matheson, and the motion carried.

EQUUS MARCH YOUTH REPORT

Schaapveld reported 9 out-of-school youth enrollments for March and 1 entered into Occupational Skills Training. 38 stipends and 17 incentives were paid out in March. Schaapveld also reported outcomes for March: 1 OJT started, 1 Phlebotomy certificate, 1 HISED completion, 1 High School Diploma, 3 measurable skill gains, 2 credentials, and 10 unsubsidized employments. The customer satisfaction survey was 93.63% in March. Schaapveld advised the challenge they are facing is still participant follow-through.

VIRTUAL REALITY METRICS REPORT

Schaapveld stated they had 59 unique users, 72 SIMS started, and 46 sims completed. The most popular sims were First Responders, Robotics Specialist, Hotel Front Desk, and Auto Service Tech. The virtual training facility had 5 users with 50 sims completed.

YOUTH ELIGIBILITY&LMI

Weaver covered the Out of School Youth Eligibility requirements and discussed eligibility versus suitability, just because they are eligible does not mean they are suitable for the programs if they are not willing to try to do the work. Siegfried shared data that showed the majority of the OSY are basic skills deficient which is less than 8th grade. Weaver posed the question about what youth population we want to focus our efforts on, after sharing the data from Jobs EQ and the eligibility, the group agreed that the focus should be on dropouts, parenting youth, basic skills deficient, and those in the rural counties with higher levels of socially disconnected youth. No decisions were made, and more discussion will take place at the next meeting. The Jobs EQ data was sent via email to the committee during the meeting.

OTHER BUSINESS

There was no other business.

PUBLIC COMMENT

There was no public comment.

ADJOURN

Matheson made a motion to adjourn, seconded by Reynolds and the motion carried. Nye adjourned the meeting at 5:57 p.m.

***Youth WEP Modification**



Mississippi Valley Workforce Development Board

Youth Work Experience Policy

Amendment Date: March 28, 2022

Approved Date: February 15, 2021

Effective Date: December 6, 2022

Purpose

To provide policy direction for the implementation of Work Experiences (WEP) for WIOA-eligible youth in the Mississippi Valley Workforce Development Area (MVWA).

Policy

WIOA Youth WEP is defined in Interim 20 CFR Section 681.600 as a planned, structured learning experience that takes place in a workplace for a limited period of time. WEP may be paid or unpaid, as appropriate.

A WEP may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any WEP where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable state law, exists.

WEP provides the youth participant with opportunities for career exploration and skill development. WEP must include academic and occupational education.

- The educational component may occur concurrently or sequentially with the work experience.
- Further academic and occupational education may occur inside or outside the work site.

When due to the rural nature of a local area or during times of a pandemic (such as COVID-19), if it is not possible to provide WEP on a work site, it may be acceptable to provide remote or virtual WEPs for youth.

Virtual or remote work experiences must have prior approval from the MVWDB executive director and the Youth Committee chair. A waiver must be submitted with justification for providing a virtual or remote work experience.

WEP must be used for individuals who have limited work experience or have been out of the labor force for an extended period of time including, but not limited to, students, school dropouts, and individuals with disabilities.

WEP must be limited to career exploration and persons who need assistance to become accustomed to basic work requirements, including basic work skills, to successfully compete in the labor market.

A WEP must not be used as a substitute for Public Service Employment (community service) activities as a result of court adjudication. WEP may be used to provide:

- Instructions concerning work habits and employer and employee relationships
- An improved work history and work references
- An opportunity to actively participate in a specific field

WEP employers provide a participant with the employability skills and knowledge of employer expectations required for unsubsidized employment, as well as the specific skills or knowledge needed to perform the daily duties and tasks of a specific career.

Each measurable skill to be learned is listed in the WEP Agreement under Participant Training Plan when applicable.

The type and length of WEP training should be based on an objective assessment and service strategy identified in the youth's Individual Service Strategy (ISS) (i.e., youth exploring careers may be interested in shorter WEP than youth needing to learn good work habits). WEPs must be based on the identified needs of the individual youth but are not required to be tied to the youth's career or employment goal.

Types of Work Experience

WEPs may include the following types:

- Summer employment opportunities, and other employment opportunities available throughout the school year.
- Pre-apprenticeship programs.
- Internships and job shadowing; and
- On-the-job training opportunities (Procedures outlined in the MVWDB OJT Policy)

WIOA Expenditure Requirements

WIOA prioritizes WEPs with the requirement that local areas must spend a minimum of twenty (20) percent of local area funds on WIOA youth WEPs. WIOA youth program funds spent on paid and unpaid WEPs, including wages and staff costs must be tracked and reported monthly as part of the local WIOA youth financial reporting. Allowable expenditures include:

- Wages/stipends paid for participation in a WEP.
- Staff time working to identify and develop a WEP opportunity, including staff time spent working with employers to identify and develop the WEP.
- Staff time working with employers to ensure a successful WEP, including staff time spent

managing the WEP.

- Staff time spent evaluating the WEP.
- Participant in WEP orientation sessions.
- Employer WEP orientation sessions.
- Classroom training or the required academic education component directly related to the WEP.
- Incentive payments directly tied to the completion of WEP; and
- Employability skills/job readiness training to prepare youth for a WEP.
- Supportive services that enable WIOA participants to participate in a WP.

Commented [MS1]: Proposing this addition to the policy based on the latest TEGL released.

Worksite Agreement

Every WEP opportunity will include a written, signed WEP agreement between the authorized youth services provider representative and an authorized employer representative before the start of work.

A WEP Agreement provides the roles and responsibilities of the WIOA youth services provider and the employer relating to the provision of WEPs.

A WEP agreement will assure that participants enrolled in a paid WEP shall not be compensated at a rate that is higher than the employer's entry-level wage for an equivalent position.

Commented [LR2]: These requirements are listed under Wages and Funding Limits section(s) and should be here in order to be included in Worksite agreement

WIOA requires WEP employers to provide certain assurances as part of the agreement, including an assurance that placement of a participant will not result in a reduction of hours or displacement of employed workers, impairment of existing contracts or collective bargaining agreements, and/or infringement upon the promotional opportunities of current employees. WEP participants are authorized to work voluntary overtime up to 10 hours a week. Service providers will not knowingly place youth in work experiences where mandatory overtime is required. Additionally, the employer will assure that all overtime will be offered to current employees before being covered by a WEP.

The WEP Agreement contains a Participant Training Plan to document the occupation, skills, and competencies to be learned and the length of time the training will be provided (WIOA Section 194(1)). In addition, the WEP Agreement contains a participant Evaluation Form that documents the participant's progress at the mid-point and completion of the WEP. Work readiness evaluation (other than the mid-point and the final evaluation) is conducted in a way preferred by the employer. These evaluations will be documented as case notes in the case management system.

A WEP program is not intended for long-term continued training within the occupation. A WEP contract must be limited to the period of time required for a participant to gain employability skills and knowledge of employer expectations required for unsubsidized employment, as well as the specific skills or knowledge needed to perform the daily duties and tasks of a specific career.

In determining the appropriate length of the contract, consideration should be given to the skill requirements of the occupation, the academic and occupational skill level of the participant, prior work experience, and the participant's ISS. All determinations must be documented.

Procedural Guidance

WEP participants must meet WIOA program eligibility requirements, be enrolled in the WIOA youth program, and have received an assessment resulting in the development of an ISS that documents the participant's need for a WEP. The WIOA youth services provider and participant mutually review and determine the feasibility of utilizing a WEP activity. The activity must focus on the development of appropriate work habits and ethics to include an understanding of employer/employee relationships.

The selection of a worksite for a paid or unpaid WEP is determined by the needs of the participant and the WEP employer. When a youth services provider identifies a potential worksite match between a participant and employer, the service provider staff will review the WEP opportunity with the participant and evaluate the participant's interest. For the WEP, the youth provider will:

- Arrange worksite interview(s) with the employer
- Complete a WEP Agreement
- Submit, update, and/or modify the ISS
- Ensure that the justification for the WEP is in the participant's file and case notes (i.e., describe how the WEP matches the participant's needs and interests).

Employer Eligibility

The WEP Employer:

- Must be a legal business/entity by all federal, state, and local laws.
- Every employer of employees subject to the Fair Labor Standards Act's minimum wage provisions must post, and keep posted, a notice explaining the Act in a place in all their establishments to permit employees to readily read it.
- Must have safe and healthy working conditions with no previously reported OSHA violations that have been reported but have not been corrected.
- Does not illegally discriminate in training or hiring practices because of race, color, sex, national origin, religion, physical or mental disability, political beliefs or affiliations, or age; WIOA Sec. 188(a)(2)
- Shall not terminate the employment of any of their current employees or otherwise reduce its workforce either fully or partially (such as reduction in hours or benefits) with the intention of filling the vacancy with a WEP participant or as the result of having a WEP participant; 20 CFR 683.270

- Shall not allow the WEP activity to result in the infringement of promotional opportunities of their current employees; 20 CFR 683.270
- Shall not allow the participant to be involved in the construction, operation, or maintenance of any part of any facility that is used, or to be used, for religious instruction or as a place for religious worship; WIOA Sec. 188(a)(3)
- The employer must not currently be involved in a labor dispute or have workers currently in layoff status. 20 CFR 680.840

Documentation

The Youth services provider will record all WEP activities in Iowa *WORKS*. Participant-scanned files must contain the required WEP documentation:

- WEP Agreement, including completed Participant Training Plan, WEP Training Evaluation Form (mid-point and Final)
- Participant's WEP Timesheets (which include work readiness evaluation by the employer)
- Any modifications to the WEP signed and dated by all parties before the effective date of the modification.

Duration and Limits

The participant may enter into more than one paid WEP activity before exiting from the WIOA youth program. A WEP agreement at one worksite can be written for a maximum of 13 calendar weeks unless the agreement is for a part-time WEP of fewer than 520 hours, then the WEP activity period can be extended to a maximum of 26 weeks.

WEP is subject to a minimum duration of 20 hours. When determining the duration of a WEP activity, the following should be considered:

- Objectives of the WEP.
- Length of time necessary for the participant to learn the skills identified in the ISS; and
- The employer has a sufficient quantity of meaningful work activities for the participant.

Wages

Wages are provided by the WIOA service provider and paid directly to the participant, developing an employer/employee relationship between the Mississippi Valley Workforce Development Board (MVWDB) youth services provider and the WEP participant. Labor standards apply where an employee/employer relationship exists, as defined by the Fair Labor Standards Act. Participants in WEP are exempt from unemployment compensation insurance. Therefore, unemployment compensation costs are not allowable. Employers are not monetarily compensated for worksite training services provided as part of the WEP.

Funding Limits

Youth may participate in multiple WEP opportunities with documented needs as outlined in the Individual Service Strategy. WEP is subject to a maximum of \$10,000 per program participation. Participants enrolled in a paid WEP shall not be compensated at a rate that is higher than the employer's entry-level wage for an equivalent position. WEP participants are authorized to work voluntary overtime up to 10 hours a week. Service providers will not knowingly place youth in work experiences where mandatory overtime is required. WEP participants shall not be compensated for:

- Sick leave
- Vacation
- Lunch breaks or
- Holidays recognized by the service provider or employer as a "paid holiday"

Participants shall be paid wages for time worked during the WEP as documented on the participant's timesheet or for other activities incorporated into their WEP plan. Virtual Reality can be incorporated into a WEP if the VR training is related to the WEP placement. Up to 10 hours of related VR training can be paid as part of the WEP and if appropriate and justifiable more VR hours can be incorporated into the WEP.

Under certain conditions, participants in a wage-paying WEP may be paid for time spent attending other activities. Such payments may only be made if WEP participation is scheduled for more than 50 percent of the scheduled training time in all activities. Usually, the participant will be enrolled simultaneously in both the WEP activity and the other activity.

Monitoring

WEP monitoring will be completed to ensure compliance with federal, state, and local policy and follow the procedures outlined in the local Monitoring and Oversight Policy.

Exceptions

Any exceptions to this policy must be approved by the MVWDB Executive Director in consultation with the Youth Committee Chair and must be documented in both the participant's and WEP Employer's files.

Equal Opportunity Programs/Employer – Auxiliary aids and services available upon request for individuals with disabilities

VR Preset Onboarding



**VR Experience Package:
Overview - Basic Electrical Construction**

Duration: 2.7 Hours | Instructions: Explore the Virtual Reality Simulations in the Order Below.

#	Simulation Name	Learning Objectives	Average SIM Duration	SIM Location / Module Name
1	Intro to Simon, and Accidents and Injury Prevention	Trainee will learn and demonstrate accident and injury prevention awareness, including identifying fire hazards; safe lifting; basic lockout-tagout procedures; and workplace hazards.	18	The Skilled Trades / Construction Safety
2	Job Site Safety - Situational Awareness	Trainee will learn and demonstrate job site situational awareness.	18	The Skilled Trades / Construction Safety
3	Materials Handling: Manual Lifting	Trainee will learn and demonstrate safe manual lifting techniques.	8	The Skilled Trades / Construction Safety
4	Protective Equipment: Eye, Hearing, Hand, and Foot Protection and Hearing Conservation	Trainee will learn and demonstrate personal protective equipment (PPE) usage.	12	The Skilled Trades / Construction Safety
5	Energy Related Hazards (Electrical Safety, GFCI, and Electric Shock)	Trainee will learn and demonstrate awareness of energy-related hazards and the techniques to avoid or mitigate them.	10	The Skilled Trades / Construction Safety
6	Ladder Safety: A-Frame Stepladders	Trainee will learn and demonstrate how to inspect, safely set up, and properly use an A-frame stepladder.	10	The Skilled Trades / Construction Safety
7	Hand Tools: Using Hand Tools Correctly	Trainee will learn and demonstrate how to use the following common hand tools: channel locks, Phillips head screwdriver, sheet metal shears, torque wrench, utility knife, and wrench.	15	The Skilled Trades / Construction Safety
8	Fractional Inch Rule	Trainee will learn to take measurements with a fractional inch rule.	7	The Skilled Trades / Precision Measurements
9	Construction Drawings 1	Trainee will learn and demonstrate how to identify various types of construction drawings, as well as interpret their purpose and fundamental components.	16	The Skilled Trades / Blueprint Reading - Tech Drawings



**VR Experience Package:
Overview - Basic Electrical Construction**

Duration: 2.7 Hours | Instructions: Explore the Virtual Reality Simulations in the Order Below.

10	Construction Drawings 2	Trainee will read construction drawings and measure dimensions with an architect's scale.	12	The Skilled Trades / Blueprint Reading - Tech Drawings
11	Power Tools/Electrical Safety: Electric Drill	Trainee will learn and demonstrate how to inspect and safely use an electric drill.	11	The Skilled Trades / Construction Safety
12	Electrical Fundamentals - Circuits & Ohm's Law	Trainee will learn and demonstrate knowledge of electrical/electronic series, parallel, and series-parallel circuits using principles of electricity (Ohm's Law).	25	The Skilled Trades / Electrical Fundamentals
			162	minutes
			2.7	hours

Youth TEGL

TEGL 9.22 Summary

Full TEGL Available at <https://www.dol.gov/agencies/eta/advisories/tegl-09-22>

1. **Action Requested.** Share with all staff who administer the WIOA Youth program. States and local areas should review their youth program policies and procedures to comply with this guidance.
2. **Priorities and Policy Clarifications:** ETA has set a vision and several priorities for youth workforce development, including priorities of advancing equity, ensuring job quality, addressing mental health, and elevating youth voice. The overarching vision is to achieve a no-wrong-door workforce system with critical partners committed to quality career pathways and paid work experiences. States and local workforce boards are encouraged to incorporate this vision and priorities in their planning and implementation of programs.

Additional Clarifications

- a. *Mental Health Assessment, Referrals, and Training for Staff.* The youth workforce system plays a critical role in supporting the mental health of participants through assessments, comprehensive guidance and counseling, including referrals to partner organizations, as well as providing sufficient supportive services to help alleviate additional barriers to education and work. Understanding the challenges and building new or strengthening existing partnerships with local mental health agencies and organizations can help ensure that youth are receiving the support and treatment they need.

In its August 2022 survey, the National Youth Employment Coalition found that most youth employment programs indicated that their youth cannot access mental health services when they need them. Sixty percent of respondents estimated that fewer than half the youth could access mental health support in their community when needed. Two other major findings from the survey include:

- 64% of respondents did not have a process for screening and/or monitoring young people for mental health needs. Moreover, 60% of these respondents estimated that more than half of their youth need mental health support.
- 89% of respondents indicated they did not have sufficient resources to deliver quality mental health training to staff. 72% of respondents do not track if youth receive needed mental services.

It is important to note that while youth workforce development practitioners are not expected to be experts in mental health, there are many ways to assess mental health needs at program enrollment and throughout their participation in the program and that mental health assessments are an allowable cost under WIOA. ETA strongly encourages integrating mental health assessments into the objective assessment process to identify potential mental health needs that must be addressed through mental health services or through referrals to mental health professionals for youth to be successful in the program.

- b. *Virtual Work Experiences.* Virtual work experiences are allowable under the WIOA

youth program. With COVID-19 pandemic, virtual services, such as virtual work experiences, became necessary. Virtual work experiences can offer more flexibility and broaden work experience opportunities, particularly in rural areas. They can also promote equity and access for youth that might not otherwise have the opportunity for certain types of work experiences.

- c. *Supportive Services.* Supportive services allow participants to persist in and complete program activities and are vital ingredients in youth success.
 - i. *Supportive services as an allowable work experience expenditure:* TEGL 21-16 stated that “supportive services are a separate program element and cannot be counted toward the work experience expenditure requirement even if supportive services assist the youth in participating in the work experience.” However, ETA’s policy on this issue has evolved. ETA recently determined that supportive services that enable WIOA participants to participate in training can count toward training expenditures. Therefore, to be consistent with this policy, supportive services that enable WIOA participants to participate in work experience can now count toward the work experience expenditure requirement.
 - ii. *Food.* A frequently asked question is whether food is an allowable cost for youth participants in WIOA. ETA’s policy continues to be that on a limited basis and in certain situations, food at a reasonable cost may be provided to youth-serving program participants as a supportive service. Food may be provided to eligible youth when it will assist or enable the participant to participate in allowable youth program activities and to reach his/her employment and training goals, thereby achieving the program’s overall performance goals. The use of grant funds for food should be limited to reasonable and necessary purchases that are coordinated, when possible, with other community, state, or federal services that provide food for low-income individuals. Local areas should have written policies and procedures in place for purchasing and distributing food to ensure consistent treatment of these types of expenses. When developing written policies and procedures, please review the Uniform Guidance at 2 CFR 200.403.
- d. *Follow-up Services and Mentoring Reporting.* In reviewing reporting data, ETA observed fewer participants than expected receiving the program elements of mentoring and follow-up services. Only 10 percent of youth nationally are reported as receiving mentoring in the current program year and nine states report zero participants receiving mentoring services. In addition to those nine states, 17 more states report fewer than three percent of participants as receiving mentoring services. Likewise, only 18 percent of youth nationally are reported as receiving follow-up services despite follow-up services being a required program element for all participants. Five states reported zero youth as receiving follow-up services, an additional nine states reported less than five percent of participants receiving follow-up services, and 13 more states reported less than 10 percent of participants receiving follow-up services.