

The primary goal of the delivery of the WIOA Youth Program 14 Elements by Virginia Career Works Central Region is to **inform, support, train and connect** all program participants so they may enter the program with barriers to earning a livable wage and exit as high-demand employees in Region 2000.

#### **INFORM:**

Literacy is implemented as foundational for delivery of the 14 Elements. The VWC Youth Program believes in cultivating independence, power, and autonomy in the lives of our participants. To inform is to provide knowledge. To provide knowledge is to provide power. Emphasis on literacy can be found specifically through provision of tutoring, financial literacy training, entrepreneurial literacy training, thorough exploration of career and training options, exploration of personal interest and aptitude for better understanding of self, provision of labor market information and teaching how to conduct labor market research, worksite tours and job shadowing and interviewing professionals. Career Navigators create Individual Service Strategies for each participant with a prioritization on providing thorough and accurate information as pertains to each individual career pathway.

#### **SUPPORT:**

The 7<sup>th</sup> Element, Supportive Services, is one of the primary reason's individuals enroll with Virginia Career Works. Participants receive supportive services as appropriate for assisting in the completion of training activities and the transition into employment. Often, even more so than the Supportive Services Element, the Career Navigator is as important in providing support to the participant. The role of the Career Navigator is to assess and understand the barriers, strengths, and goals of the participant and to support them through designing an Individualized Service Strategy and walking with them through each step of this strategy. The ISS is a living, breathing document, purposed to adjust with natural life changes. It is the responsibility of the Career Navigator to support participants in recognizing how to adjust with life changes and to understand how to create and achieve appropriate goals and milestones. The Career Navigator is also positioned as an advocate, helping to understand and actively navigate systems, applications, processes, and paperwork in a hands-on partnership with the participant.

#### **TRAIN:**

All training elements are delivered with high standards for empowering VCW Youth participants to be high-demand employees in our region. Different forms of training include work readiness, occupational skills, entrepreneurial skills, basic skills (math, reading), study skills, and more based on the Individual Service Strategy of each participant.

#### **CONNECT:**

As participants are informed, supported, and trained, the final pillar in thoroughly preparing VCW Youth Participants to be high-demand employees is to provide opportunity through connection. Just as knowledge is power, who you know is also power. The VCW Youth Program firmly believes in providing connections for our participants. The CN proudly lends the name of Virginia Career Works to the participant as they facilitate internships, apprenticeships, OJT, work experience and seek employment opportunities. The youth program coordinator, Business Engagement and Outreach Coordinator and all

program staff actively network with employers and partners in the region to generate opportunity to connect our participants based on career pathways and Individual Service Strategies.

### **Youth Career Navigator:**

These services are delivered directly to the participant through the services of a Youth Career Navigator. VCW Central Region serves Campbell County and Bedford County through one Career Navigator designated to each locality. Amherst County, Appomattox County and Lynchburg City are served by one Career Navigator and the Youth Program Coordinator. Career Navigators facilitate eligibility/school status, interest and aptitude and basic skills assessments at the front end of services. Following assessments, an Individualized Service Strategy (ISS) is developed in partnership between the participant and Career Navigator utilizing results of assessments, goals, in-depth assessment of one-to-three career pathway choices, labor market information, and candid discussion of barriers, needs, strengths and resources. The services the CN provides to each participant is specifically based on the content of each ISS but ultimately the Career Navigator is responsible for guiding the participant through each step of the plan leading towards the final outcome of an industry recognized credential and/or employment in a high-demand occupation resulting in a livable wage. Throughout enrollment the CN should make referrals as needed by the participant and should make them aware of community resources.

WIOA Youth Program Element Section 129 (c)(2)

## **1. Tutoring, study skills training, instruction, dropout prevention.**

All participants are required to have an established basic skill level before development of Individual Service Strategy. Career Navigators are required to address basic skill deficiency (BSD) for any participants who test below 8<sup>th</sup> grade in math and/or reading as part of the program plan. All participants who are enrolled as ISY, or OSY who are enrolled in OST are required to have a recorded measurable skill gain once each program year they are enrolled in training or in-school.

In-School Youth who test BSD:

All enrolled ISY who are BSD must have a plan for increasing the basic skill level during enrollment in the program. There are several different options for doing so.

### **Option One: Referral to School Counseling/Teachers**

CN's establish communication with teachers and guidance counselors to advocate for and request additional support from the teacher or peers. All schools in our region have acknowledged that no tutoring is provided other than peer-to-peer in some circumstances; however, students can request additional support from teachers. Career Navigators will establish an educational functioning level for

the measurable skill gain such as increased grade level in the subject the student was struggling in or tested BSD in. In many situations a student tests BSD but has A, B, C grades in school. In this case the CN will track progress reports and be prepared to offer additional assistance if needed.

#### Option Two: LEARN TO BE Tutoring Agency

VCW Youth Program is partnering with Learn to Be for virtual tutoring resources for any k-12 ISY who are BSD or request additional support through tutoring. Learn to Be is a non-profit that has supported over 2,000 k-12 students since 2012 through virtual tutoring. The VCW Youth Program Coordinator is an account administrator and can enroll students into tutoring as needed. Students are enrolled with information regarding specific tutoring needs. A tutor will select to work with the student if the skill set is a match for the needs of the student. Tutoring sessions are offered one-hour a week, all through a virtual format. The Program Coordinator and/or CN have access to provide school-specific materials with the tutor to increase the effectiveness of sessions. Students can request additional tutoring but may end up matched with a different tutor for an additional session each week.

Access: All students receiving tutoring services from Learn to Be will need access to a laptop or computer with a camera and Wifi. In the case of previous in-person tutoring, VCW YP was required to provide transportation for the participant to a central location to meet the tutor as well as facilitate a time when a parent or guardian can be present for any students under 18. With tutoring being provided virtually, the CN will still facilitate transportation to a location with computer and wifi access such as libraries or Virginia Career Works for all students who do not have wifi and/or computer access. CN will either directly provide transportation or provide funding for transportation through supportive services. Supportive services are still needed to facilitate tutoring; however, scheduling around the availability of a parent/guardian are no longer needed, resulting in more efficient service delivery.

Learn to Be:

Website: <https://www.learntobe.org/>

Founder and Point-of-Contact: Neeraj Kapoor, [Neeraj.kapoor@learntobe.org](mailto:Neeraj.kapoor@learntobe.org)

Mission: Learn To Be is a 501c.3 non-profit organization that brings 1-on-1, online tutoring to underserved youth around the nation.

Vision: Equal opportunity for all students to receive the skills needed to thrive.

Tutors: Our 1,500 volunteer tutors are comprised of knowledgeable high school students, college students, and young professionals. Each accepted tutor has filled out a detailed application and submitted to a background check.

Out-of-School Youth: all OSY are referred to Adult Education per locality based on a mandated partnership.

Up Foundation: TBD

## **2. Alternative secondary school services or dropout recovery services.**

See Elements 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13 and 14

## **3. Paid and Unpaid Work Experiences.**

Paid and unpaid work experience is one of the 14 program elements for the WIOA youth program. Work experience is a planned, structured learning experience that takes place in a workplace and provides youth with opportunities for career exploration and skill development. A work experience may take place in the private for-profit section, the non-profit sector, or the public sector. WIOA identifies four types of work experience for youth: summer employment and other employment opportunities available throughout the school year, pre-apprenticeship programs, internships and job shadowing, and on-the-job training.

### **What are the objectives of Youth Work Experience?**

The primary objective of the work experience program is to help the participant understand proper workplace behavior and what is necessary to attain and retain employment.

### **Program Term and Assignment Scheduling:**

At the present time, the length of the program is limited to a total of 320 hours overall and a weekly maximum of 40 hours per week. Aside from these limitations, all other scheduling is left up to the Worksite Supervisor in cooperation with the participant and Youth Career Navigator. Virginia Career Works Youth Program respectfully requests that host employers take the participants school obligations into account when scheduling their daily/weekly time.

### **Out-of-School Youth Work Experiences:**

Work Experiences are designed primarily for ISY. OSY may be enrolled in a work experience for the following reasons:

### **Determining Paid OSY Work Experiences:**

OSY work experiences will be unpaid unless it has been assessed that the participant is already working a 40-hour work-week and cannot afford to be paid for fewer than 40 hours/week and if it has been assessed that the job site does not already offer paid internships at that time. The following must also be assessed to place any OSY into any work experience:

### **An OSY work experience is acceptable if any of the following can be determined:**

1. Transition into employment earning a livable wage and concurrent with the participants career pathway is being offered at the end of the work experience pending the demonstration of work readiness by the participant.

2. The participant is struggling to gain employment due to significant lack of work history and it is assessed by VCW YP leadership that a work experience is a better option for gaining necessary experience over an OJT. This may be due to difficulty finding an OJT or extenuating circumstances.
3. The participant is undecided about a career path and can participate in a work experience as a means of career exploration before deciding upon a specific career path and transitioning into OST.

Any work experience must be aligned with the participants career pathway, interests and aptitude and have an attached academic component.

The duration of the work experience should be aligned with the length of time it will take to fulfill the academic component. If the work experience is paid it should not extend any longer than is required to fulfill the academic component.

OSY work experiences do not need to be restricted to summer programming.

#### **Service Delivery:**

Work Experience sites are found through business engagement done primarily by the Youth Program Coordinator, secondarily the Business Engagement and Outreach Coordinator and tertiarily, the Career Navigator. The Youth Program Coordinator will provide an orientation to all new businesses. Career Navigators will facilitate the specific details of individual work experiences such as the interview, signing paperwork, documenting the academic component, setting schedules, processing invoices and evaluations and tracking the work experience in VAWC.

Work Experience contracts will be completed and signed by the Program Director for paid and unpaid work experiences. The duration for paid work experiences is limited to 320 hours total, 40 hours/week and the incentive paid to the participant is \$8/hr. Unpaid work experiences will still be limited to the same time frame so as to keep in line with DOL labor laws. Time worked for unpaid work experiences will still be tracked by timesheets for tracking of time worked as well as oversight of compliance to labor laws. Liability will be covered by the program operator for paid and unpaid work experiences.

#### **In-School-Youth Work Experiences:**

ISY work experiences will be offered exclusively during summer months.

At this time, 18 ISY work experiences have been designated for PY 20-21. No new ISY work experiences will be implemented. A remaining budget of \$4,000.00 will be reserved for the implementation of ISY summer work experiences beginning in June 2021.

#### **June 2021 Summer Youth Work Experiences:**

ISY work experiences will be primarily delivered in a summer program model. Youth will be recruited for the spring-summer work readiness programs from January-April. The target audience will be Juniors and Seniors in high school and limited exceptions of sophomores who are assessed as high-risk and on the

verge of dropping out and are requiring a higher level of involvement beyond basic career services. The application, eligibility, enrollment, and ISS process will take place leading up to April. All participating youth will be a part of the VCW Youth Program 8-Week Work Readiness Cohort. The cohort will transition directly into a 6-week work experience. The aim will be to partner with businesses, local government and nonprofits that can host multiple numbers of participants per site.

The program coordinator will set up the work experiences and career navigators will assist in navigating transportation and purchase of clothing/uniform supportive services.

The work readiness cohorts will follow the model as described in this document.

#### **4. Occupational Skills Training.**

OST will continue to be provided through placement of OSY into the following options:

- a. Placement into an approved training provider/program
- b. On-the-Job Training
- c. Registered Apprenticeship (often combined with OJT or WIOA funding of approved training)
- d. Co-Enrollment of ISY into the Adult Program for OST funding

#### **5. Education offered concurrently with workforce preparation and training for a specific occupation.**

For more information on fulfillment of this element, please refer to Elements #3, 4, 6, 11, 12, 14

Education offered concurrently with workforce preparation is also referred to by the VWC Youth Program as work readiness and/or soft skills training. Work readiness training is delivered primarily through three distinct avenues:

1. Career Essentials: Details for Career Essentials can be found under Element 6: Leadership Development Activities.
2. Career Navigator: Details for Career Navigator support can be found in the introduction.
3. Work-Readiness Training: see below
4. Basic Career Services: see below

#### **Work-Readiness Training**

The Work Readiness Training is designed specifically for the VCW Central Region Youth Program. The following elements are encompassed within the training: leadership development, financial literacy, entrepreneurial skills training, and labor market information.

All participants are required to take part in either Career Essentials or the Work-Readiness Training. The training is designed to be deliverable in one-on-one settings or groups and the individual topics can be taught in a one-off setting. Career Essentials does not directly include certain program elements; therefore, Career Essentials participants may join several weeks of the training during or after they finish Career Essentials.

The WR Training will be delivered virtually in response to COVID-19 as well as for region-wide accessibility. Supportive Services, including the support of Career Navigators, will be deployed to assist participants in accessing a computer and wifi to join the training, if needed.

Topics covered during the training include:

- Interest and aptitude in relation to career pathway choice
- Self-Awareness and Personal Reflection activities
- Labor market information
- Soft-skills
- Resume writing
- Interview skills
- Financial literacy
- Entrepreneurial literacy
- Health and nutrition
- Leadership development

Either the Program Coordinator or Career Navigator will facilitate WR Training topics.

As participants complete the training, they will move on to next steps in the program through the guidance of a Career Navigator. All next steps are linked to a program element.

**Examples of next steps include:**

- **Career Essentials**
- Employment: WP Appointment; group job-search appointments
- **Tutoring**
- **OST Occupational Skills Training**
- **Entrepreneurial Skills Training** Co.Starters or Professional Mentoring
- Volunteering **Leadership Development**
- **WEX Paid and unpaid work experience**
- Registered Apprenticeship **Occupational Skills Training**
- Nutrition Class **Leadership Development**
- Professional Mentoring **Adult Mentoring**
- Job-Shadowing **Paid and Unpaid Work Experience**

**Associated Expenses:**

**Supportive Services:**

Participants may require transportation and childcare supportive services to complete the soft skills training. Each participant may also receive an interview outfit based on a supportive service needs assessment. Participants will need to have appropriate interview attire in order to leave the cohort as work-ready.

#### VAWC:

410-Leadership Development Code will be open throughout the duration and will close as successful upon completion of the cohort.

#### Basic Career Services

Basic Career Services are designed in response to a requested service from the Workforce Development Board in related to positions braided with Campbell County and Bedford County.

A referred individual may be a candidate for BCS for various reasons. Individuals who are enrolled in the 14-16 age range may be supported through BCS to provide guidance and career services until the individual reaches ideal enrollment age (16-24). An individual may be referred with only an interest in summer or part-time employment while in high school and may receive assistance in creating a resume and the basics of job searching and interview skills without going through the enrollment process. Some individuals may not be eligible for services and can receive BCS as an alternative. BCS may be provided to an ISY until they graduate and enroll into the program as an OSY. BCS may also be provided to youth on the verge of dropping out or disengaging as a form of support in the reengagement process but who may not fall within the ideal enrollment age. CNs may assess everyone with the program coordinator to determine if non-enrollment services are the optimal path for providing service.

BCS should only be provided through scheduled appointments. Career Navigators should limit making home visits to provide BCS. All BCS should not be associated with a cost. Career Navigators may enroll youth receiving BCS when they are in need of services requiring more time and funding and have a direct performance outcome related to closure.

#### Examples of Basic Career Services:

Service: Assessments and Service Strategy
<p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Interest and Aptitude (O*Net)</li> <li>• Personality Assessment(s)</li> <li>• WEX Work Readiness Assessment</li> <li>• Transportation Assessment</li> <li>• School status (ISY/OSY/BSL) and need for tutoring</li> <li>• Assess access to wifi, laptop, smart phone</li> </ul> <p><b>Individual Plan:</b></p> <ul style="list-style-type: none"> <li>• Individual Service Strategy</li> <li>• Schedule Goodwill classes <i>select classes based on WR Assessment results and discussion with participant</i></li> <li>• Determine location for meetings and mode for providing services (in-person, virtual, etc.)</li> </ul>



<b>Service: Work Readiness</b>
<p>Work Readiness:</p> <ul style="list-style-type: none"> <li>• Goodwill Classes <i>as scheduled</i></li> <li>• VCW Soft Skills Videos + Debrief with Career Navigator</li> <li>• Create Resume and Cover Letter</li> <li>• Create professional email address</li> </ul> <p>Interviews:</p> <ul style="list-style-type: none"> <li>• Attire</li> <li>• Canned responses</li> <li>• Process for following-up after placing an application</li> </ul>
<b>Service: Career Exploration</b>
<p>Labor Market Information/Research ONet/VAWC</p> <p>ETPL Programs</p> <p>Career Pathways</p> <p>Different types of OST</p>
<b>Service: Financial Literacy</b>
<p>Financial Literacy:</p> <ul style="list-style-type: none"> <li>• Udemy</li> <li>• Budgeting</li> <li>• Create financial goals</li> <li>• Set up bank account</li> <li>• Set up DMV appointment for ID</li> </ul>
<b>Service: Job Search</b>
<ul style="list-style-type: none"> <li>• Wagner-Peyser Appointments</li> <li>• Teach basics of job searching</li> <li>• Scheduled job search sessions with career navigator (group job search sessions if possible)</li> <li>• Refresh: canned response, organizing mock panel interviews, following up, answering phone calls, etc.</li> <li>• Reassess transportation needs</li> </ul>
<b>Service: Enrollment</b>
<ul style="list-style-type: none"> <li>• Is individual a candidate for enrollment? Proceed with enrollment process</li> </ul>

All Basic Career Services will be tracked through a SharePoint Excel sheet. Career Navigators will be tracking age, locality, type of services provided, duration of service and referral source. Career Navigators will also track duration of service on a time sheet provided by the Workforce Development Board.

Career Navigators will utilize BCS to provide services to individuals who do not need the extensive services linked to a need for enrollment. Individuals who are receiving BCS will also create a pipeline for enrollment in the future.

## 6. Leadership Development Opportunities.

### **Recognized/Incentivized Leadership Development Activities:**

Leadership Development activities cannot be based on attendance alone. The career navigator must provide verification of how the participant developed a leadership skill through the activity for an incentive to be awarded and for an activity to be recognized as leading to development of leadership skills. The leadership development activity must align with the occupational, educational and/or personal goals outlined in the participants Individual Service Strategy.

### **Examples of leadership development activities:**

- Completion of Skills USA Career Essentials
- Volunteering for a community organization (minimum 8 hours)
- Serving on a board or committee per the time-commitment required by said board or committee
- Career mentoring/guidance for other participants in the same career pathway. Participants should be paired, and conversations observed and facilitated by the career navigator
- Participation in a specifically assigned and detailed leadership role within a work-based learning experience
- Promotion to a supervisory position within the participants place of employment

Career Navigators may suggest leadership development activities that fit the Individual Service Strategy of a participant. All leadership development activities must be appropriately verified before an incentive can be paid:

Verification may be provided through the following documentation for a Leadership Development Activity to be incentivized:

- Written verification from an auxiliary supervisor stating the leadership skill gain observed in the participant from start to finish of the leadership development activity
- Completion of a reflection essay (5 paragraph minimum) describing the leadership development activity and the skills gained through participation in the activity
- Completion of a reflection video (5 minute minimum) recorded by the participant describing the leadership development activity and the skills gained through participation in the activity
- Completion of a reflection recording (5 minute minimum) recorded by the participant describing the leadership development activity and the skills gained through participation in the activity
- Certificate of completion or certification provided by the supervisor or instructor of the activity

### **Additional Information on Volunteering:**

VCW Youth Program has partnered with non-profits and local government offices for volunteer opportunities for participants. Both ISY and OSY will be encouraged and connected with opportunities for short and long-term volunteering. These volunteer opportunities will be designed for exposure to career pathway opportunities, hands-on volunteer experience, building resume content, creating connections, and developing leadership skills. Volunteer hours may be spent helping with daily operations of an organization and also may be spent serving on a youth council, advisory board, camp,

club or any opportunity assessed by the Career Navigator and Program Coordinator as useful in developing leadership skills.

Volunteer opportunities will be facilitated by the Program Coordinator and applicable Career Navigator. The Work-Based Learning packet will be utilized in the same way as it would be used for a work experience. The timesheet will also be used to monitor hours spent volunteering.

The VAWC code associated with volunteering is 410-Leadership Development. This code can be kept open for 90-days at a time and is closed as successful or unsuccessful based on the participants completion of the pre-determined volunteer hours. The code will be closed as unsuccessful if the participant does not complete the agreed upon timeframe and responsibilities, failure to adhere to the attendance policy, dress code and code of conduct of the volunteer site.

Additional WIOA 14 Elements related to Volunteer: **Unpaid Work Experience, Education Concurrent with Workforce Preparation, Activities that prepare youth to transition to post-secondary education and training**

#### **Additional Information on Career Essentials:**

##### **Career Essentials:**

According to CareerEssentials.org “In today’s world, it’s not enough for students to have just technical skills. If they want to advance their career potential and compete in today’s job market, they need to stand out, be distinct and be a step ahead. That is a tall order. How can you ensure students are career-ready? Here is how.

The SkillsUSA Career Essentials suite engages students in defining, implementing, and measuring their career-readiness skills along every point in their educational journey, whether it be middle-school, high-school, college/postsecondary including the adult learner. The curriculum generates high levels of student engagement and is built on evidence-based outcomes that support the industry-validated Career-Ready Assessment. Together, curricula and assessments work to culminate in students earning the industry-recognized Career Essentials credentials. No longer do you need to search for a curriculum that will meet the pressing needs of fulfilling national and state standards related to career readiness. The finest practitioners in the areas of career readiness and employability built the Career Essentials suite as a complete system and learning continuum to ensure your students are competitive in the global marketplace.”

##### **Service Delivery:**

Career Essentials classes are offered in an ongoing manner. Participants are required to attend class as well as complete activities outside of the class setting. Career Essentials does not exclude any participants. Participants are chosen for each cohort based on availability and commitment level. Career Navigators assess participants for readiness and availability before referring them to the instructor.

Career Essentials is offered to Youth Program participants at the Advanced level. Graphics and examples are geared toward high school and college students. Older program participants who are working adults and are not students can be placed in Adult level classes if space is available. Adult level classes are geared toward non-student, working adults.

Career Navigators assist the participant in finding transportation to and from class as part of WIOA supportive services funding. Supportive Service funding can also be used for tools/equipment required for the class, childcare, car repairs and any other approved supportive service as assessed through supportive services need assessment.

The VAWC code associated with Career Essentials is 410-Leadership Development. This code can be kept open for 90-days at a time and is closed as successful or unsuccessful based on the participants completion or failure to complete the Career Essentials class. The closure of career essentials as successful is directly linked to completing the class and is not linked to the passing rate of the final exam.

Additional WIOA 14 Elements related to Career Essentials: **Education Concurrent with Workforce Preparation, Activities that prepare youth to transition to post-secondary education and training**

**Associated Expenses:**

**Incentives:**

Participants may receive an incentive for completion of or progression through a leadership development activity.

**Supportive Services:**

Participants may receive supportive services throughout an ongoing leadership development activity such as Career Essentials or volunteering based on a supportive service needs assessment.

Career Navigators are required to project the amount needed for supportive services when establishing the Individual Service Strategy.

## **7. Supportive Services.**

All supportive services are provided within the context of an open activity VAWC code. A supportive service needs assessment must be completed prior to providing a service. Although each participant has \$2,500.00 allocated per program year, the actual amount spent per individual on supportive services should be in alignment with the program year budget and should be only directly related to the individuals ability to successfully complete a training program and/or gain employment. Supportive Services are available based on policy.

- Transportation: Automobile Repairs, Lyft Concierge, Mileage Reimbursement, Bus Pass
- Uniforms/Clothing/Shoes

- Child Care
- Medical Services
- Other: tools/equipment, testing and licensing fees, temporary housing

## 8. Adult Mentoring.

**Referrals:** participants will be made aware of mentoring agencies and opportunities and referrals will be made as requested.

- Open Table: <https://www.community-connected.org/vision-mission>
- Life Push: <https://www.lifepushllc.com/>
- Agape Christian Ministries: <https://www.agapecentersml.org/>
- Interfaith Outreach: <https://www.interfaithoutreach.org/>

The internal mentoring focus for the VCW Youth Program will be **Professional Mentoring**.

A professional mentoring application will be made available to all program participants as an opportunity to meet with a professional who is established in the participants career pathway, for a once a month mentoring session. Participants must apply for a mentor. The VCW Youth Team will assess the following to determine readiness for a professional mentor:

- Completion of Career Essentials or the Work-Readiness Cohort
- Responsive to communication throughout the enrollment process and work-readiness classes
- Commitment to exploring a specific career pathway choice with a professional mentor with the intention of following this career path.
- Ability to take next steps in the direction of a career choice within the next twelve months

Mentors will volunteer time and will not be paid. Mentors will be asked to commit to a 1-hour mentoring session once a month during business hours for twelve consecutive months as well as to provide tasks and challenges related to success within the applicable career pathway for the participant to complete throughout the month.

Mentors will also be asked to consider providing resources and connections to the participant as the mentorship progresses and the participant grows and demonstrates professionalism and engagement in the process.

An attendance policy will be implemented for participants and will be adhered to. Sessions can be in-person or virtual. The Career Navigator can facilitate virtual sessions. The mentoring sessions will be attended by a Career Navigator for all participants under the age of 18. Career Navigators will assist with scheduling sessions but will train participants to take ownership of scheduling meetings.

Professional Mentors will complete a mentor agreement and participants will complete a participant agreement. Liability insurance will be covered by the program operator.

The VCW Youth Program Coordinator will partner with the Chambers of Commerce, Rotarian Clubs, Workforce Development Board and partnering employers to identify professionals who will commit to a mentoring relationship.

Implementation of the VCW Youth Professional Mentoring Program is scheduled for January 2021. Prior to implementation of the program, the Program Coordinator will be recruiting mentors and creating handbooks and agreements for participants and employers.

## **9. Follow-Up Services.**

Upon case closure, all participants transition into a year of follow-up services with the same Career Navigator who they worked with while actively enrolled. Youth Career Navigators provide all follow-up services. Follow-up services include quarterly verification of employment and/or school status. Along with obtaining verification, Career Navigators will assess need for basic career services such as sending job postings, updating resumes, scheduling Wagner-Peyser job search appointments, providing career advisement and connecting participants to community resources. Career Navigators prioritize supporting the participant in gaining and maintaining employment in a high-demand occupation, earning a livable wage. Career Navigators also assist with drop-out prevention by helping to identify and address risk factors through connections to community resources and supports. Career Navigators may provide incentives based on the WDB incentive policy during follow-up but are not able to provide any other paid services.

## **10. Comprehensive Guidance and Counseling.**

Referrals will be made to the following agencies:

- Blackwater Counseling Center: <https://www.humankind.org/mental-behavioral-health/blackwater-counseling/>
- Hope for Tomorrow Counseling: <https://patrickhenry.org/services/hope-for-tomorrow-counseling/>
- The UP Foundation: <http://www.upwithrecovery.org/licensed-clinical-psychologist-counselors>
- Horizon Behavioral Health: <https://www.horizonbh.org/>

## **11. Financial Literacy Education.**

Financial Literacy Education will be delivered primarily through the Work-Readiness Cohort. All Financial Literacy services are as follows:

- Eric Garland: Budgeting
- Udemy Personal Finance: 17-Chapter Financial Literacy Course
- Banking: All participants who do not have a bank account will have the option of assistance with making an appointment/transportation to open bank account
- Government ID: all participants who are unable to open a bank account will have assistance setting up an appointment with the DMV to get an ID.

## **12. Entrepreneurial Skills Training.**

Entrepreneurial Skills Training will be introduced to all program participants through the required work-readiness cohort at the beginning of enrollment.

A facilitator of the Lynchburg Office of Economic Development Co.Starters class will be a guest-speaker during the week of the work-readiness cohort designated specifically for Entrepreneurship Literacy. Co.Starters is designed for individuals who are ready to move forward with starting a business. This partnership is being overseen by Alisha Meador, Lynchburg Office of Economic Development and Sarah Grant, Youth Program Coordinator. The facilitator will share with a focus on entrepreneurship literacy by providing details of what is required of a small business owner. Participants who are particularly interested in entrepreneurship will be invited to set up a meeting with the facilitator for more in-depth Q+A. Co.Starters is available for 18+ Lynchburg Residents who are serious about starting a business.

A student-designed Co.Starters class is not a regular class version but is rather a 2-day training. The Office of Economic Development can also potentially train VCW staff to become facilitators of the student version of Co.Starters or develop something suited to the region, mimicking the Co.starters model. Co.Starters for students may be implemented upon demand.

Any participant who wants to specifically gain entrepreneurial skills training following the work-readiness cohort presentation and 1:1 Q+A with the facilitator will have the option to be connected with a professional career pathway mentor (see Element #8).

## **13. Services that Provide Labor Market Information.**

Career Navigators schedule an LMI session with each participant following Career Scope testing results. Labor Market Information is gathered for the individual through O\*Net and VAWC based on a minimum of top three areas of interest and aptitude. The participant is taught how to gather and understand LMI through this session. Labor Market Research is conducted in an ongoing basis as changes are made to the ISS and as career exploration is furthered.

## **14. Post-Secondary Preparation and Transition Activities.**

(See Elements 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13)

Post-secondary preparation and transition activities include providing supportive services prior to placing a participant into post-secondary training, including tools, uniforms and equipment required to enter a training. This element also includes applying for FAFSA, grants, loans, and applying for training programs.

Work-Based Learning:

All enrolled participants with any type of career exploration goals will be encouraged to participate in some form of work-based learning during the time in the program.

The Work-Based Learning (WBL) Program is a planned, structured learning activity that takes place in a workplace setting for a limited period. Work-Based Learning should help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment. WBL can serve as a steppingstone to employment and is a crucial step in the process of developing a career pathway for youth. All WBL should expose youth to realistic working conditions and tasks as much as possible.

Work-based learning is comprised of workplace experiences that are related to participants' career goals and/or interests, are integrated with a learning component, and are performed in partnership with local businesses and organizations. Different forms of work-based learning offered by the VCW Central Region Youth Program include:

1. Job Shadowing
2. Work Experience (Internship)
3. Leadership Development

Work Experience and Leadership Development have already been covered as they are specifically Elements #3 and #6.

Career Navigators will work with the Program Coordinator to facilitate job shadowing experiences with program participants as the first offered and the most highly prioritized work-based learning component. Job shadowing places students in workplaces to interact with and observe one or more employees. Based on a student's interest in a specific career/organization, a job shadowing experience can help the student learn more about the nature of the job and the work environment as well as the education and training required to succeed.



Career Navigators will work with the Program Coordinator to facilitate job shadowing experiences with program participants as the first offered and most highly prioritized work-based learning component.

*The objective of the job shadowing experience is for participants to observe the workplace and to have one-on-one interactions with employees for more in-depth exposure to both careers and workplaces.*

*Participants may complete several job-shadowing experiences, enabling them to compare careers and workplaces of interest.*

#### Program Term and Assignment Scheduling

Duration will vary according to the type of experience. Participants will not be paid for job shadowing. While there are no specific prerequisites to a job-shadowing experience, students who have already participated in some career awareness activities would benefit most from shadowing. As with other WBL activities, the content and expectations should reflect each student's needs for additional information about specific careers.