

West Central Arkansas Workforce Development Board
Lisa Greene, Chairperson

YOUTH COUNCIL AGENDA
West Central Arkansas Planning & Development District, Inc.
1000 Central Avenue, Hot Springs, AR 71901
Thursday, June 26, 2025, 10:30 a.m.

Call to Order.....Kimberly Darling, Chair

Agenda Item 1 – Informational..... Kimberly Darling, Chair

- Review of the Functions and Roles of the Youth Council
- Discussion on Youth Program Design
- Scheduling Future Meeting

Adjournment

West Central
Arkansas Workforce
Development Area

Program Title: “Ready4Work: West Central Arkansas Youth Success Program”
Serving the Full West Central Arkansas Workforce Development Area (WCAWDA)

I. Program Overview

Mission: To empower youth in the ten-county region of WCAWDA to achieve meaningful education and employment outcomes through tailored career pathways, supportive services, and strong regional partnerships.

Counties Served:

- Clark, Conway, Garland, Hot Spring, Johnson, Montgomery, Perry, Pike, Pope, Yell

Target Youth:

- **Out-of-School Youth (OSY)** ages 16–24
- **In-School Youth (ISY)** ages 14–21 (priority to those with barriers)

Regional Challenges Addressed:

- High youth unemployment in rural and semi-urban pockets
- Disengaged youth in tourism-heavy and post-industrial areas
- Transportation barriers and limited access to broadband
- Substance abuse and mental health issues

Disproportionate impact on foster, homeless, and justice-involved youth

II. Regional Economic Alignment

High Growth Industries in Expanded Area:

Sector	Counties	Examples
Healthcare	Clark, Garland, Pope	CNA, LPN, medical billing
Hospitality & Tourism	Garland, Hot Spring, Montgomery	Hotel operations, food service
Manufacturing	Clark, Pike, Yell	Timber, paper, poultry, plastics
Skilled Trades	All	Welding, HVAC, plumbing
Forestry/Agriculture	Montgomery, Pike, Yell	Logging, small farm entrepreneurship
Logistics/Transportation	Garland, Johnson, Pope	CDL, warehouse tech

III. WIOA Youth Elements

Customized activities for counties like **Hot Springs (tourism)**, **Clark (industrial growth)**, and **Montgomery/Pike (rural outreach)**.

Element #	WIOA Element	Regional Strategy
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 or for a Recognized Postsecondary Credential	Mobile tutors & rural broadband workarounds (hotspots/laptops)
2	Alternative secondary school offerings, or dropout recovery services, as appropriate	Regional Adult Education centers located at the following campuses: Clark County - Ouachita Area Adult Education, Conway and Perry Counties - U of A Community College at Morrilton and Literacy Action of Central AR, Garland County - National Park College Adult Education and Literacy Council of the Ouachitas, Hot Spring County - ASU Three Rivers Ouachita Area Adult Education, Montgomery County – U of A Rich Mountain, Pike County – UA Cossatot Community College Program, Pope County – Russellville School District, Yell County – Danville Adult Learning Center and Dardanelle Adult Education Center

3	Paid and unpaid work experiences that have a component academic and occupational education, which may include – 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	Tourism (hotels, spas), manufacturing, clinics, city gov etc.
4	Occupational skill 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 involved, if the local board determines that the programs meet the quality criteria described in section 123	CNA, CDL, Welding, Hospitality, Business Admin etc.
5	Education offered concurrently with and in the same context as workforce preparation activities and training for as specific occupation or occupational cluster	Dual enrollment with Adult Education and local colleges
6	Leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate	Regional youth leadership conferences, service projects
7	Supportive services	Travel, uniforms, trauma-informed care, bus passes (HS) etc.
8	Adult mentoring for a period of participation and a	Career-aligned mentors from local industries

	subsequent period, for a total of not less than 12 months	
9	Follow-up services for not less than 12 months after the completion of participation, as appropriate	In-person/virtual hybrid model due to large service area
10	Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate	Partners: Ouachita Behavioral Health, Harbor House, Mid-South
11	Financial literacy education	Sessions by local banks (e.g., Southern Bancorp, Regions), Credit Unions, etc.
12	Entrepreneurial skills training	Workshops with Chamber of Commerce
13	Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services	Job market data from all WIOA Partners
14	Activities that help youth prepare for and transition to postsecondary education and training	Exploring postsecondary education options, assisting youth to prepare for SAT/ACT test, assisting with college admission applications searching and applying for scholarships and grants

IV. Local Partners (Sample)

Partner	Counties	Role
Arkansas State University at Three Rivers (ASUTR)	Hot Spring	Technical training & dual enrollment
National Park College (NPC)	Garland	Hospitality, CNA, workforce prep
SAU Tech	Clark	Industrial maintenance, CDL
Adult Education Centers	All	GED, HiSET, basic ed
Workforce Centers	All	Co-enrollment, referrals

Chambers of Commerce	All	Internships, business engagement
Behavioral Health Partners	Clark, Garland, Pope	Trauma support, mental health, substance use

V. Staffing Model (Adapted for Geographic Coverage)

Role	Coverage Strategy
Director of Workforce Development	Based in Central Office -
Assistant Director of Workforce Development	Based in Central Office -
Program Services Coordinator	Based in Morrilton – responsible for the day-to-day supervision of program staff who work with workforce services
Career Advisor	Based in local workforce centers - responsible for working with eligible and suitable WIOA youth, adults, and dislocated worker applicants and participants. Services include eligibility verification, case management, interviewing, assessment, basic career services, individualized career services, and training.
Intake Specialist	Based in Hot Springs - Conduct applicant interviews to determine needs and requirements. Determine and explain eligibility requirements with each individual applicant. Complete intake paperwork, including application, with potential clients.
Resource Facilitator	Based in Morrilton and Russellville – provides support and assistance to customers utilizing the workforce center
Business Development and Communications Coordinator	Develop and execute strategies for job Development and placement, Build collaborative relationships with employers

VI. Funding & Budget Allocation (Sample)

Category	% Allocation	Example
Staffing	35%	7 Staff working multiple counties

Training/Education	15%	Tuition, supplies for occupational training
Work Experience	30%	Paid work experience, summer employment, internships, On-the-Job training
Supportive Services	10%	Transportation, clothing, mental health, etc.
Administration	10%	Audit, compliance, reporting, payroll, etc.

VII. Outreach & Engagement Strategy

COUNTY	OUTREACH APPROACH
Clark	
Conway	
Garland	
Hot Spring	
Johnson	
Montgomery	
Perry	
Pike	
Pope	
Yell	

VIII. Outcomes & Metrics (Aligned to WIOA Performance Goals)

YOUTH			
Measures	PY 24 Negotiated	PY 24	PY 25
Employment Rate 2nd quarter after exit	76.60%	56%	76.6%
Employment Rate 4th quarter after exit	79%	53.13%	79.0%
Median Earnings in the 2nd quarter after exit	\$3,950.00	\$4,103.93	\$3,950
Credential Attainment Rate	60%	37.50%	60.0%

Measurable Skill Gains	67.90\$	55%	67.9%
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PREPARING AMERICANS FOR HIGH-PAYING SKILLED TRADE JOBS OF THE FUTURE

By the authority vested in me as President by the Constitution and the laws of the United States of America, it is hereby ordered:

Section 1. Purpose. To maximize my Administration's historic investments in America's reindustrialization and economic growth, my Administration will fully equip the American worker to produce world-class products and implement world-leading technologies. My Administration will also consolidate and streamline fragmented Federal workforce development programs that are too disconnected from propelling workers into secure, well-paying, and high-need American jobs.

Sec. 2. Policy. It is the policy of the United States to optimize and target Federal investments in workforce development to align with our country's reindustrialization needs and equip American workers to fill the growing demand for skilled trades and other occupations. My Administration will further protect and strengthen Registered Apprenticeships and build on their successes to seize new opportunities and unlock the limitless potential of the American worker.

Sec. 3. Comprehensive Worker Investment and Development Strategy. Within 90 days of the date of this order, the Secretary of Labor, the Secretary of Commerce, and the Secretary of Education shall review all Federal workforce development programs and submit to the Assistant to the President for Domestic Policy and the Director of the Office of Management and Budget a report setting forth strategies to help the American worker. That report shall identify the following:

(a) Opportunities to integrate systems and realign resources to address critical workforce needs and in-demand skills of emerging industries and companies investing in the United States as determined, to the extent permissible by law, by prospective employers. The report shall include:

- (i) administrative reforms to agency policies and programmatic requirements;
- (ii) process improvements to better the experience for program participants; and
- (iii) recommendations to further restructure and consolidate programs.

(b) Federal workforce development and education programs, or related spending within these programs, that are ineffective or otherwise fail to achieve their desired outcomes. Each identified program should be accompanied by a proposal to reform the program, redirect its funding, or eliminate it.

(c) Available statutory authorities to promote innovation and system integration in pursuit of better employment and earnings outcomes for program participants.

(d) Opportunities to invest in the upskilling of incumbent workers to meet rapidly evolving skill demands of their industries, including the use of Artificial Intelligence in the workplace.

(e) Strategies to identify alternative credentials and assessments to the 4-year college degree that can be mapped to the specific skill needs of prospective employers.

(f) Efficiencies to streamline information collection, including through:

(i) harmonizing performance measures;

(ii) reducing the burden on grantees; and

(iii) ensuring that performance outcomes are measured using the most reliable data sources.

Sec. 4. Expanding Registered Apprenticeships. Within 120 days of the date of this order, the Secretary of Labor, the Secretary of Commerce, and the Secretary of Education shall submit to the Assistant to the President for Domestic Policy and the Director of the Office of Management and Budget a plan to reach and surpass 1 million new active apprentices. That plan shall identify the following:

(a) Avenues to expand Registered Apprenticeships to new industries and occupations, including high-growth and emerging sectors.

(b) Measures to scale this proven model across the country, improve its efficiency, and provide consistent support to program participants.

(c) Opportunities, including through the Carl D. Perkins Career and Technical Education (Perkins V) Act and Federal student aid, to enhance connections between the education system and Registered Apprenticeships.

Sec. 5. Delivering Unprecedented Transparency and Accountability. The Secretary of Labor, the Secretary of Commerce, and the Secretary of Education shall improve transparency on the performance outcomes of workforce development programs and credentials supported through Federal investments, including earnings and employment data, for all Federal workforce development programs.

Sec. 6. General Provisions. (a) Nothing in this order shall be construed to impair or otherwise affect:

(i) the authority granted by law to an executive department or agency, or the head thereof; or

(ii) the functions of the Director of the Office of Management and Budget relating to budgetary, administrative, or legislative proposals.

(b) This order shall be implemented consistent with applicable law and subject to the availability of appropriations.

(c) This order is not intended to, and does not, create any right or benefit, substantive or procedural, enforceable at law or in equity by any party against the United States, its departments, agencies, or entities, its officers, employees, or agents, or any other person.

DONALD J. TRUMP

THE WHITE HOUSE,

April 23, 2025.

The WIOA ([Workforce Innovation and Opportunity Act](#)) Youth program mandates an objective assessment for each participant to evaluate their academic levels, skill levels, and service needs. This assessment helps identify appropriate services and career pathways, and informs the development of an [Individual Service Strategy](#) (ISS). The assessment should consider various factors, including basic skills, occupational skills, prior work experience, employability, interests, aptitudes, supportive service needs, and developmental needs.

Key Components of the WIOA Youth Objective Assessment:

- **Basic Skills:** Reading, writing, and math skills.
- **Occupational Skills:** Skills related to specific jobs or career fields.
- **Prior Work Experience:** Previous employment history and skills gained.
- **Employability:** Ability to find and keep a job, including skills like interviewing and resume writing.
- **Interests:** Areas of work or study that the youth finds engaging.
- **Aptitudes:** Natural talents or abilities.
- **Supportive Service Needs:** Needs beyond academic and occupational skills, such as transportation, childcare, or housing.
- **Developmental Needs:** Areas where the youth needs to grow or improve, such as social skills or time management.
- **Strengths:** Positive attributes and skills that the youth possesses.

Purpose of the Assessment:

- **Identify appropriate services:**

The assessment helps determine which WIOA program elements and services best match the youth's needs.

- **Inform the ISS:**

The assessment's findings are used to develop an individualized ISS that outlines the youth's goals and the steps needed to achieve them.

- **Track progress:**

The ISS is a living document that is updated as the youth progresses, and the assessment helps track their skill gains and other achievements.

- **Ensure accountability:**

The assessment and ISS help ensure that WIOA programs are effective in helping youth achieve their goals.

Important Considerations:

- The assessment should be conducted early in the enrollment process, ideally within 60 days of eligibility for fiscal services.
- While some components are objective (like academic levels), others may be subjective (like supportive service needs).
- The assessment should consider the youth's strengths, not just areas needing improvement.
- Tools used for the assessment should be valid, reliable, appropriate, fair, cost-effective, well-matched to the administrator's qualifications, and easy to administer and interpret.
- Alternative assessment methods, like observation or folder reviews, can be used to assess skills-related gains.
- The assessment should be youth-friendly and empowering, giving the youth ownership of the process.

§ 681.480 What is a pre-apprenticeship program?

A pre-apprenticeship is a program designed to prepare individuals to enter and succeed in an apprenticeship program registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; [29 U.S.C. 50](#) *et. seq.*) (referred to in this part as a “registered apprenticeship” or “registered apprenticeship program”) and includes the following elements:

- (a) Training and curriculum that aligns with the skill needs of employers in the economy of the State or region involved;
- (b) Access to educational and career counseling and other supportive services, directly or indirectly;
- (c) Hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career;
- (d) Opportunities to attain at least one industry-recognized credential; and
- (e) A partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program.

§ 681.490 What is adult mentoring?

- (a) Adult mentoring for youth must:
 - (1) Last at least 12 months and may take place both during the program and following exit from the program;
 - (2) Be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee; and
 - (3) While group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the local youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis.
- (b) Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company.

§ 681.500 What is financial literacy education?

The financial literacy education program element may include activities which:

- (a) Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions;
- (b) Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
- (c) Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit;
- (d) Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;
- (e) Educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data;
- (f) Support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials;
- (g) Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling;
- (h) Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings; and
- (i) Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.

§ 681.510 What is comprehensive guidance and counseling?

Comprehensive guidance and counseling provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service.

§ 681.520 What are leadership development opportunities?

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

- (a) Exposure to postsecondary educational possibilities;
- (b) Community and service learning projects;
- (c) Peer-centered activities, including peer mentoring and tutoring;
- (d) Organizational and team work training, including team leadership training;
- (e) Training in decision-making, including determining priorities and problem solving;
- (f) Citizenship training, including life skills training such as parenting and work behavior training;
- (g) Civic engagement activities which promote the quality of life in a community; and
- (h) Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.

§ 681.530 What are positive social and civic behaviors?

Positive social and civic behaviors are outcomes of leadership opportunities, which are incorporated by local programs as part of their menu of services. Positive social and civic behaviors focus on areas that may include the following:

- (a) Positive attitudinal development;
- (b) Self-esteem building;
- (c) Openness to work with individuals from diverse backgrounds;
- (d) Maintaining healthy lifestyles, including being alcohol- and drug-free;
- (e) Maintaining positive social relationships with responsible adults and peers, and contributing to the well-being of one's community, including voting;
- (f) Maintaining a commitment to learning and academic success;
- (g) Avoiding delinquency; and
- (h) Positive job attitudes and work skills.

§ 681.540 What is occupational skills training?

- (a) The Department defines occupational skills training as an organized program of study that provides specific vocational skills that lead to proficiency in performing actual tasks and

technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Local areas must give priority consideration to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area. Such training must:

(1) Be outcome-oriented and focused on an occupational goal specified in the individual service strategy;

(2) Be of sufficient duration to impart the skills needed to meet the occupational goal; and

(3) Lead to the attainment of a recognized postsecondary credential.

(b) The chosen occupational skills training must meet the quality standards in WIOA sec. 123.

§ 681.550 Are Individual Training Accounts permitted for youth participants?

Yes. In order to enhance individual participant choice in their education and training plans and provide flexibility to service providers, the Department allows WIOA Individual Training Accounts (ITAs) for OSY, ages 16 to 24 using WIOA youth funds when appropriate.

§ 681.560 What is entrepreneurial skills training and how is it taught?

Entrepreneurial skills training provides the basics of starting and operating a small business.

(a) Such training must develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to:

(1) Take initiative;

(2) Creatively seek out and identify business opportunities;

(3) Develop budgets and forecast resource needs;

(4) Understand various options for acquiring capital and the trade-offs associated with each option; and

(5) Communicate effectively and market oneself and one's ideas.

(b) Approaches to teaching youth entrepreneurial skills include, but are not limited to, the following:

(1) Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and also may include simulations of business start-up and operation.

(2) Enterprise development which provides supports and services that incubate and help youth develop their own businesses. Enterprise development programs go beyond entrepreneurship education by helping youth access small loans or grants that are needed to begin business operation and by providing more individualized attention to the development of viable business ideas.

(3) Experiential programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

§ 681.570 What are supportive services for youth?

Supportive services for youth, as defined in WIOA sec. 3(59), are services that enable an individual to participate in WIOA activities. These services include, but are not limited to, the following:

- (a) Linkages to community services;
- (b) Assistance with transportation;
- (c) Assistance with child care and dependent care;
- (d) Assistance with housing;
- (e) Needs-related payments;
- (f) Assistance with educational testing;
- (g) Reasonable accommodations for youth with disabilities;
- (h) Legal aid services;
- (i) Referrals to health care;
- (j) Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear;
- (k) Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and

(l) Payments and fees for employment and training-related applications, tests, and certifications.

§ 681.580 What are follow-up services for youth?

(a) Follow-up services are critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise.

(b) Follow-up services for youth also may include the following program elements:

(1) Supportive services;

(2) Adult mentoring;

(3) Financial literacy education;

(4) Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services; and

(5) Activities that help youth prepare for and transition to postsecondary education and training.

(c) All youth participants must be offered an opportunity to receive follow-up services that align with their individual service strategies. Furthermore, follow-up services must be provided to all participants for a minimum of 12 months unless the participant declines to receive follow-up services or the participant cannot be located or contacted. Follow-up services may be provided beyond 12 months at the State or Local WDB's discretion. The types of services provided and the duration of services must be determined based on the needs of the individual and therefore, the type and intensity of follow-up services may differ for each participant. Follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome.

§ 681.590 What is the work experience priority and how will local youth programs track the work experience priority?

(a) Local youth programs must expend not less than 20 percent of the funds allocated to them to provide ISY and OSY with paid and unpaid work experiences that fall under the categories listed in [§ 681.460\(a\)\(3\)](#) and further defined in [§ 681.600](#).

(b) Local WIOA youth programs must track program funds spent on paid and unpaid work experiences, including wages and staff costs for the development and management of work experiences, and report such expenditures as part of the local WIOA youth financial reporting.

The percentage of funds spent on work experience is calculated based on the total local area youth funds expended for work experience rather than calculated separately for ISY and OSY. Local area administrative costs are not subject to the 20 percent minimum work experience expenditure requirement.

§ 681.600 What are work experiences?

(a) Work experiences are a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Consistent with [§ 680.840 of this chapter](#), funds provided for work experiences may not be used to directly or indirectly aid in the filling of a job opening that is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage. Work experiences provide the youth participant with opportunities for career exploration and skill development.

(b) Work experiences 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.

(c) The types of work experiences include the following categories:

- (1) Summer employment opportunities and other employment opportunities available throughout the school year;
- (2) Pre-apprenticeship programs;
- (3) Internships and job shadowing; and
- (4) On-the-job training (OJT) opportunities as defined in WIOA sec. 3(44) and in [§ 680.700 of this chapter](#).

§ 681.610 Does the Workforce Innovation and Opportunity Act require Local Workforce Development Boards to offer summer employment opportunities in the local youth program?

No, WIOA does not require Local WDBs to offer summer youth employment opportunities as summer employment is no longer its own program element under WIOA. However, WIOA does require Local WDBs to offer work experience opportunities using at least 20 percent of their funding, which may include summer employment.

§ 681.620 How are summer employment opportunities administered?

Summer employment opportunities are a component of the work experience program element. If youth service providers administer the work experience program element, they must be selected by the Local WDB according to the requirements of WIOA sec. 123 and [§ 681.400](#), based on criteria contained in the State Plan. However, the summer employment administrator does not need to select the employers who are providing the employment opportunities through a competitive process.

§ 681.630 What does education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster mean?

This program element reflects an integrated education and training model and describes how workforce preparation activities, basic academic skills, and hands-on occupational skills training are to be taught within the same time frame and connected to training in a specific occupation, occupational cluster, or career pathway.

§ 681.640 Are incentive payments to youth participants permitted?

Yes, incentive payments to youth participants are permitted for recognition and achievement directly tied to training activities and work experiences. The local program must have written policies and procedures in place governing the award of incentives and must ensure that such incentive payments are:

- (a) Tied to the goals of the specific program;
- (b) Outlined in writing before the commencement of the program that may provide incentive payments;
- (c) Align with the local program's organizational policies; and
- (d) Are in accordance with the requirements contained in [2 CFR part 200](#).

§ 681.650 How can parents, youth, and other members of the community get involved in the design and implementation of local youth programs?

Local WDBs and programs must provide opportunities for parents, participants, and other members of the community with experience working with youth to be involved in the design and implementation of youth programs. Parents, youth participants, and other members of the community can get involved in a number of ways, including serving on youth standing committees, if they exist and they are appointed by the Local WDB. They also can get involved by serving as mentors, serving as tutors, and providing input into the design and implementation of other program design elements. Local WDBs also must make opportunities available to successful participants to volunteer to help participants as mentors, tutors, or in other activities.



Memorandum of Understanding /Youth Services

This Memorandum of Understanding (MOU) is between West Central Arkansas Workforce Development Board (WCAWDB), West Central Arkansas Planning and Development District (WCAPDD), and _____.

Purpose of MOU

The purpose of this MOU is to ensure that young people participating in the WIOA Youth Program in West Central's local area have access to the services they need.

We'll offer parts of our program to people referred by WCAPDD staff if they meet our requirements. Our services are for young people aged _____.

We provide services in the following counties:

Garland

Montgomery

Pike

Pope

Conway

Johnson

Clark

Yell

Perry

Hot Spring

Other _____

The following three pages consist of the WCAPDD 14 Program Elements. Boxes checked indicate that we offer said element. Any other elements or similar we provide will be listed here:

14 Program Element Chart

Program element #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 postsecondary credential

Program element #2 – Alternative secondary school services, or dropout recovery services, as appropriate.

Program element #3 – Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, which may include the following types of work experiences: (i) Summer employment opportunities and other employment opportunities available throughout the school year; (ii) Pre-apprenticeship programs; (iii) Internships and job shadowing; and (iv) On-the-job training opportunities.

Program element #4 – Occupational skill training, which includes priority consideration for training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area involved, if the Local WDB determines that the programs meet the quality criteria described in WIOA sec. 123

Program element #5 – Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster

Program element #6 – Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors.

Program element #7 - Supportive services, including the services listed in §681.570

Program element #8 – Adult mentoring for a duration of at least 12 months, that may occur both during and after program participation

Program element #9 – Follow-up services for not less than 12 months after the completion of participation, as provided in §681.580

Program element #10 – Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling, as well as referrals to counseling, as appropriate to the needs of the individual youth

Program element #11 – Financial literacy education

Program element #12 – Entrepreneurial skills training

Program element #13 – Services that provide labor market and employment information about in-demand industry sectors or occupations available in the local area, such as career awareness, career counseling, and career exploration services

Program element #14 – Activities that help youth prepare for and transition to postsecondary education and training

Additional Terms

It is understood and agreed to by the parties that:

- If _____ is unable to provide services identified in this MOU to a participant, then _____ will provide WCAPDD staff an explanation of why the services were not able to be provided immediately.
- This MOU is not an obligation of funds to either party.
- Modification of this agreement may be made by mutual agreement between either party. An amended agreement must be signed at that time.
- If either party would like to terminate this MOU, both parties agree to make a good-faith effort to notify the other party within 30 days.

This MOU becomes effective on _____ and expires on 06/30/2028. WCAPDD staff must review the MOU with the Partner Provided Authorized Representatives on an annual basis to ensure the services are still available. This must be done through email or by letter for documentation purposes. If there is no change, redoing the signatures is not applicable. If there are changes then a new MOU will need to be completed and signed by all parties. This must be submitted to the Administrative Entity within 10 days of signatures.

By signing this MOU, _____ acknowledges they have received guidance and definitions for each program element listed in this agreement and will provide WCAPDD contact names addresses and phone numbers of each representative that will be providing services to youth.



WCAPDD Authorized Representative Signature

Print Name

Email Address

(West Central Arkansas Planning & Development District)

Organization

Date

Title

Telephone Number

Partner Provider Authorized Representative

Print Name

Email Address

Organization

Date

Title

Telephone Number

For community service project ideas for teens, consider options like volunteering at a soup kitchen, helping out at an animal shelter, or organizing a neighborhood cleanup. Other possibilities include tutoring younger students, assisting with tasks for elderly or disabled neighbors, or participating in a community garden.

Here's a more detailed breakdown:

Supporting People:

- **Soup Kitchen/Homeless Shelter:** Prepare and serve meals, sort donations, or organize activities for residents.
- **Nursing Homes/Assisted Living:** Visit with residents, play games, read, or help with activities.
- **Hospitals:** Assist with tasks like delivering flowers, helping visitors, or working in gift shops.
- **Tutoring:** Offer academic support to younger students or peers.
- **Special Olympics:** Help with sporting events or other activities for people with disabilities.
- **Refugee Resettlement:** Assist with tasks like language translation, education, or providing basic necessities.
- **Food Banks:** Organize food drives, sort and pack donations.
- **Domestic Violence Shelters:** Donate clothing, toiletries, or food items.
- **Job Skills Training:** Help with resume building or other job search activities.
- **Community Outreach:** Create care packages or deliver meals to homebound individuals.

Supporting the Environment:

- **Neighborhood Cleanups:** Organize a group to pick up litter in parks or public spaces.
- **Recycling Campaigns:** Educate others and organize collection drives.
- **Community Gardens:** Help plant, maintain, or harvest produce.
- **Tree Planting:** Participate in planting trees or other landscaping projects.

Supporting Animals:

- **Animal Shelters:** Walk dogs, clean cages, or assist with adoptions.

- **Wildlife Sanctuaries:** Help with habitat restoration or animal care.
- **Fostering Animals:** Provide temporary care for shelter animals.

Other Ideas:

- **Fundraising:** Organize events to raise money for a local cause.
- **Political Causes:** Engage in advocacy or volunteer for a local campaign.
- **Tech Support:** Offer basic tech help to seniors or others needing assistance.
- **Writing Letters:** Send letters or cards to deployed troops, veterans, or first responders.
- **Creative Projects:** Paint murals, create kindness rocks, or organize a craft project for residents of nursing homes.
- **Donation Drives:** Collect items for local shelters or organizations.
- **Lending Library:** Build a small lending library for your neighborhood.