

WIOA Youth Program Services Brief


Cliffs' Notes or a summary of Workforce Innovation and Opportunity Act (WIOA) Youth Program services with:

- Key concepts for youth engagement, case management/life coaching, administration, design framework, and elements
- Accurate reporting of Service Types, Programs Service Types, and Programs in the One-Stop Operating System (OSOS)
- Successful practices and example services
- Guidance regarding Comments in OSOS or other case management tools
- Ideas to avoid duplicative reporting of one service into many elements
- Detailed description of case management/life coaching and incentives to avoid their reporting as elements
- Critical components of Memorandum of Understandings as it relates to services

Contact Us: Questions? Comments or example services for the improvement of this comprehensive brief?

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Organization of Information

 **Service Category (Element # as in WIOA)**

OSOS Program Service Type: _____ | Program: _____

Service Type (Youth)

Key Concepts:

- ✓ Important concepts from WIOA regarding the program element


Example Services:

- Example services that are part of this program element

Reporting:

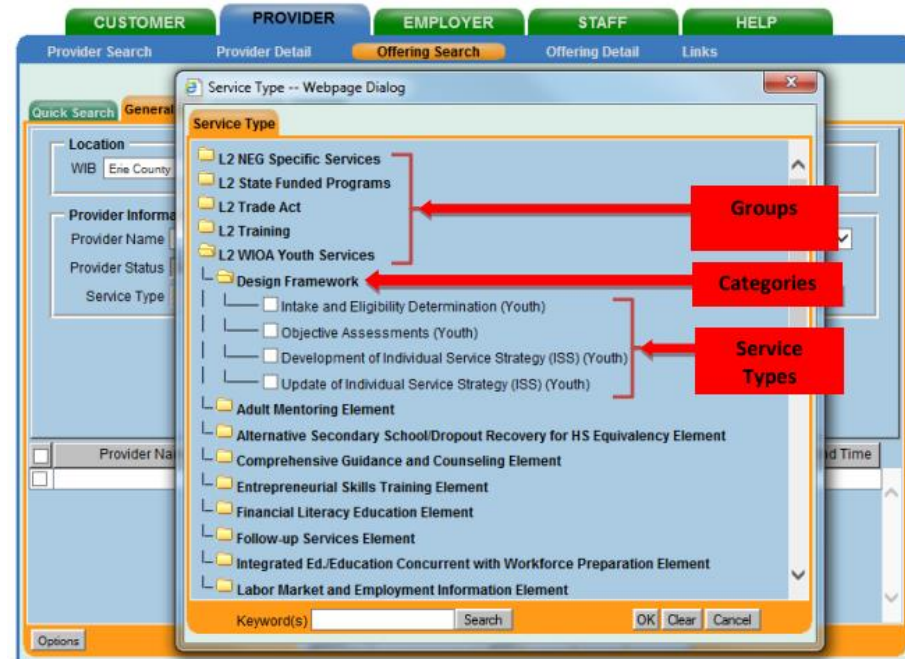
- Critical aspects for the reporting of this program element

Reminder to check a specific [TEGL](#) or [Webinar](#) for details

 USDOL Successful Practices or Resources for [this element](#)

Note:

- All WIOA Youth Program Service Types end with Youth in parentheses, expect the Occupational Skills Training Service Type
- Service Categories and Types are distinguished in the adjacent image from OSOS
- Following terms represent non-exhaustive list or examples:
 - Such as
 - For example,/ e.g.
 - Including
 - Including, but not limited to
- Meaning of the following terms notes the degree of requirement in an action:
 - May – allows for discretion in an action
 - Should – an expected action
 - Must – an action required by law/policy
 - Highly encouraged/recommended/give priority consideration – suggests a successful practice for an action



WIOA Youth Program Model (Table of Contents)

Ctrl + click a hyperlink to go to the appropriate page or Ctrl + F for keyword search.

Youth Engagement, Pathways Coaching, Administration and Partnerships

[Avoiding Duplicate Data Entry](#) and [Comments](#), p5 & p6

[Case Management/ Life Coaching](#), p6

[Incentives](#), p7

[MOU/MOA](#), p7

Program Elements are:

Design Framework	Program Elements are:				
	Services , p8	Education Focused , p11	Employment & Training Focused , p16	Well-Being Focused , p24	Growth Focused , p28
Intake & Eligibility , p9	Alternative Secondary Ed. , p12	Labor Market & Employment Information , p17	Comprehensive Guidance & Counseling , p25	Adult Mentoring , p29	
Objective Assessment , p9	Integrated Ed. (Education Concurrent w/ Workforce Prep) , p13		Financial Literacy Education , p26	Entrepreneurial Skills Training , p30	Follow-up , p33
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Youth Engagement, Life Coaching, Administration and Partnerships

Youth Engagement, Life Coaching, Administration, and Partners includes a variety of tasks and activities that program staff need to perform to support the WIOA youth program and maintain partnerships:

- Avoiding Duplicate Data Entry
- Comments
- Life Coaching or Case Management
- Incentives
- MOU/MOA

Avoiding Duplicative Entry of Service Types in OSOS

Some program elements overlap with other elements and often a service provided to the youth might be a combination of multiple elements. Use your best judgment to:

- ✓ Establish effective ways to truly represent the elements you are offering
- ✓ Prevent duplicative reporting of a service in multiple Service Types by reporting the service with most appropriate element or Service Type
- ✓ Facilitate the consistent reporting of services
- ✓ Provide a detailed and appropriate SENSE Comments in Customer Module, Customer Detail Window, Comments Tab to track service history
- ✓ Include accurate planned end date and next contact date to ensure continuity of service provided to the youth
- ✓ Enter Service Types with appropriate frequency to document accurate provision of services , instead of long-term or 12-month long Service Type entries.
 - Follow-up Service Type must be entered each time it is offered to the youth and not as long-term Service Type.
 - For elements other than Follow-up, enter the appropriate time frame/length of the Service Type into OSOS, to accurately document services provided to the youth. Note that services with:
 - Established start and end dates should be reported with those dates and must include a SENSE Comment
 - Regularly scheduled activities should be reported with appropriate timeframes (except follow-up) and must include a SENSE Comment for each instance
 - Unscheduled/unplanned activities must be entered at each instance and must include a SENSE Comment
- ✓ Use the [OSOS Provider Search and Documenting Services to Youth Program Customers Guide](#)
- ✓ Ensure accurate Service Type is reported, by customizing your search results to include Service Type column in your results
- ✓ Use Management Reports to see the trends, errors, and successful practices in data entry of Service Types by your area

Comments in OSOS

Key Concepts:

- ✓ Must detail the actual service provided, including all interactions with youth and other entities related to attainment of youth’s goals
- ✓ Use [Situation, Evaluation, Next Steps, Sufficient Information and Employment Related \(SENSE\)](#) model for writing Comments
- ✓ Enter SENSE Comments in Customer Module, Customer Detail Window, Comments Tab in OSOS
- ✓ Collective Comments should provide a track record or story, or history of services provided to the youth
- ✓ Case management, incentives and services that do not fit any elements should be noted as a SENSE Comment in OSOS
- ✓ Information unrelated to employment goals or confidential information should not be noted in Comments and should be kept in the case file

Case Management/Life Coaching

Program Service Type: N/A | Program: N/A | OSOS Comment

Key Concepts:

- ✓ Not a program element
- ✓ Should continue through recruitment, enrollment and follow-up
- ✓ Provides an opportunity for staff to build a working relationship with the participant and with key organizations to assist the youth in meeting youth’s goals

Example Case Management Services:

- Assessment and interpretation of needs and results
- Providing tools and resources to overcome personal barriers
- Documenting youth participation
- Case note and file maintenance
- Referral outcomes
- Service decisions with youth
- Summaries of one-on-one meetings and achievements
- Activities for rapport and trust building to retain the youth in the program
- General encouragement, support and relationship building

Reporting:

- Not reported as a Service Type in OSOS
- Reported through OSOS with a SENSE Comment

 [Case Management Successful Practices and Resources](#)

Incentives

Program Service Type: N/A | Program: N/A | OSOS Comment

Key Concepts:

- o Permitted to be offered to the youth for recognition and achievement of milestones in the program tied to: Training activities; Education; and Work experiences
- ✓ Based on the written and approved local policy
- ✓ Compliance with cost principles in 2 CFR part 200:
 - o Does not include entertainment (tickets or gift cards for movie, sporting event, or other venues with the sole purpose of entertainment)
 - o Includes internal controls to safeguard cash
- ✓ Federal funds not permitted for incentivizing the following:
 - o Recruitment
 - o Submission of eligibility documentation
 - o Participation in the program
- ✓ Braiding of funds allowed
- ✓ Use of private funds is allowed to incentivize activities WIOA cannot fund

Example milestones for incentives:

- Completion of a training milestone
- Good reviews/evaluation from work experience supervisor
- High attendance and punctuality at work experience
- Achievement of a personal goal related to training, education or work experience
- Achievement of job after the work experience
- Update of resume and interview strategy after work experience

Reporting:

- Not reported as a Service Type in OSOS
- Reported through a SENSE Comment in OSOS, noting the benchmark and value of the incentive

Memorandum of Agreements (MOA) for services not funded through WIOA

Key Concepts:

- ✓ Memorandum of Agreements (MOAs) must be developed with the providers who are offering program elements and are not funded through WIOA.
- ✓ MOAs should include:
 - o Names of partnering organizations;
 - o Details of WIOA service elements provided with resources expended and frequency of service offered;
 - o Number of youths to be served;
 - o Duration and process for termination of the MOA;
 - o Description of the referral process and coordination for continuity of service and case management;
 - o Processes for data and performance reporting;
 - o Roles and responsibilities of the partners; and
 - o Signatures of decision-making authority representatives of LWDB and the agency providing services


Design Framework

Design Framework services encompasses the process of on-boarding a new youth, rapport building, getting to know the youth, and conducting objective assessments to develop a service plan and goals with a youth.

The Service Types outlined below provide key concepts, example services and reporting highlights.

Design Framework, p8

- [Intake and Eligibility Determination \(Youth\)](#)
- [Objective Assessment \(Youth\)](#)
- [Individual Service Strategy \(ISS\) \(Youth\)](#)
- [Update Individual Service Strategy \(ISS\) \(Youth\)](#)

 Design Framework		Program Service Type: Youth Services Program: N/A	
<input checked="" type="checkbox"/> Intake and Eligibility Determination (Youth)			
Key Concepts: <ul style="list-style-type: none"> ✓ Basic information collected ✓ Youth Program eligibility determination ✓ Opportunity to build rapport ✓ Orientation is recommended 	Example Services: <ul style="list-style-type: none"> ▪ Activities, documents, or interactions explaining WIOA services, follow-up, program participation expectations, peer-interaction, etc. ▪ Collect information on at least five contacts in case youth is unreachable, in future 	Reporting: <ul style="list-style-type: none"> ▪ Enter all information in the Customer Detail and Comp Assess Windows, before any Service Types are entered ▪ Maintain appropriate documentation in the Youth’s case file ▪ This Service Type does not create a WIOA Youth Program enrollment for performance. Youth is entered in performance only when a program element Service Type is recorded 	
<input checked="" type="checkbox"/> Objective Assessments (Youth)			
Key Concepts: <ul style="list-style-type: none"> ✓ Assessments and review of youth’s: <ul style="list-style-type: none"> ○ Academic and basic skills ○ Strengths ○ Occupational skills ○ Work/volunteer/life experiences ○ Employability ○ Interests and aptitudes ○ Supportive service needs ○ Developmental needs ✓ Informs Individual Service Strategy (ISS) ✓ Purpose is to identify appropriate services 	Example Services: <ul style="list-style-type: none"> ▪ Individual or group assessments ▪ Observations ▪ Gather input from other service providers, youth and family ▪ Documentation ▪ CareerZone/ JobZone Career Assessments ▪ Academic assessments, if not available from partners 	Reporting: <ul style="list-style-type: none"> ▪ Enter data in the Comp Assess Window ▪ Academic skills assessment results can be used if conducted within the past six months. ▪ Service Type does not create a WIOA Youth Program enrollment for performance ▪ Enter a SENSE Comment 	
TEGL 21-16 for details			

 **Design Framework**

Individual Service Strategy (ISS) (Youth)

Key Concepts:

- ✓ Created in partnership with the youth to ensure youth buy-in and commitment and identifies:
 - Results of objective assessment
 - Youth’s career interests
 - Career pathways with education and employment goals
 - Information linking to the indicators of performance
 - Summary of career planning
 - Specific, Measurable, Achievable, Realistic, and Timed (SMART), short and long-term goals of youth
 - Service needs and next steps
 - Strategies needed to help youth achieve their goals
 - Signatures of program staff and participant, documenting an agreed-upon strategy

Example Services:

- ISS developed individually, paying attention to individual’s specific needs
- Groups sessions, when appropriate and utilizing positive peer interactions to create individualized or tailored strategy based on youth’s needs and strengths

Reporting:

- Enter relevant data in the Comp Assess and Customer Detail Window
- Enter relevant Achievement Objectives Tab in the Services Window
- Must have both a youth and program staff/case manager signed copy in the case file
- This Service Type does not create a WIOA Youth Program enrollment for performance
- Enter a SENSE Comment, as appropriate

Update Individual Service Strategy (ISS) (Youth)

Key Concepts:

- ✓ ISS is a living/working document, which must be updated on an ongoing basis
- ✓ Documents the services/strategies/life changes affecting goal attainment
- ✓ Documents any referrals, with contact information, for services obtained from partner organizations

Reporting:

- Enter relevant data in the Comp Assess Window
- Update Achievement Objective Tab in the Services Window
- This Service Type does not create/extend a WIOA Youth Program enrollment
- Enter a SENSE Comment
- Keep documentation of youth’s agreement to the update of ISS, as appropriate

[TEGL 21-16](#) for details

 [Individual Service Strategy](#)

Education Focused Elements

Education focused elements assist youth with achieving their educational goals to enhance their careers.

The Service Types outlined below provide key concepts, example services and reporting highlights.

 **Alternative Secondary School/Dropout Recovery for HS Equivalency Element (#2), p12**

- [Alternative Secondary School/Dropout Recovery for HS Equivalency \(Youth\)](#)

 **Integrated Ed./Education Concurrent with Workforce Preparation Element (#5), p13**


- [Integrated Ed./Education Concurrent with Workforce Preparation \(Youth\)](#)

 **Postsecondary Education/Training Preparation and Transition Element (#14), p14**

- [Postsecondary Education/Training Preparation and Transition \(Youth\)](#)

 **Tutoring, Study Skills Instruction/Dropout Prevention for HS Diploma Element (#1), p15**

- [Tutoring, Study Skills Instruction/Dropout Prevention for HS Diploma \(Youth\)](#)

 **Alternative Secondary School/Dropout Recovery for HS Equivalency Element (#2)**

Program Service Type: Youth Services | Program: N/A

Alternative Secondary School/Dropout Recovery for HS Equivalency (Youth)

Key Concepts:

- ✓ Education/training for youth who have struggled in traditional secondary education leading to recognized *NYS High School (HS) Equivalency* and not HS diploma or credential
- ✓ Dropout recovery services or alternative secondary school services with a goal of helping the youth to re-engage and persist in education that leads to the completion of a recognized high school equivalent

Example Services leading to HS equivalency:

- Basic education skills training
- Individualized Instruction
- English as a Second Language training
- [HS Equivalency pathways approved by NYS Department of Education](#), e.g.:
 - Test Assessing Secondary Completion (TASC)
 - Regents-TASC preparation
 - National External Diploma Program
 - College Credit and Out-of-State Testing
- Remedial academic instruction
- Career Development and Occupational Studies (CDOS) with HS equivalency education
- Education plan development for youth who have dropped out of school
- Educational credit recovery for youth who have dropped out of school

Reporting:

- Enter a SENSE Comment/details
- Alignment/Update of ISS
- Develop MOAs as necessary
- To avoid duplicative reporting, education/training that leads to:
 - HS diploma should be reported with [Tutoring, Study Skills Instruction/Dropout Prevention](#) Service Type
 - HS equivalency should be reported with Alternative Secondary School/Dropout Recovery Service Type
 - Recognized credentials should be reported with [Occupational Skills Training](#) Service Type

[TEGL 21-16](#) for details

 [Alternative Secondary Education Successful Practices and Resources](#)

Integrated Ed./Education Concurrent with Workforce Preparation Element (#5)

Program Service Type: Youth Services | Program: N/A

Integrated Ed./Education Concurrent with Workforce Preparation (Youth)

Key Concepts:

- ✓ Three components offered concurrently, or within the same time frame and as part of a planned study/training:
 1. Basic academic skills education
 2. Workforce preparation activities and
 3. Hands-on occupational skills training
- ✓ Connection to training in specific occupational cluster or career pathway
- ✓ Integrated education and training model is not any of the following which occur separately and at different times:
 - Occupational skills training that includes hands-on component, such as CNA
 - Alternative secondary school services with basic academic education component
 - Work experience with hands-on occupational skills training and/or workforce preparation
- ✓ Preferably provides a certificate in career/technical program


Example Services:

- Integrated Basic Education and Skills Training (IBEST) programs
- Career Pathways Programs with three components of Integrated Education

Reporting:

- Enter a SENSE Comment
- Alignment/Update of ISS
- Develop MOAs as necessary
- When the three components of integrated education are offered separately and not as a planned combined training then report the services as appropriate individual elements, such as:
 - [Alternative secondary education for HS Equivalency](#),
 - [Occupational Skills Training](#),
 - [Tutoring for HS diploma](#) or
 - [Work Experience](#)

[TEGL 21-16](#) for details

 [Integrated Education Successful Practices and Resources](#)

Postsecondary Education/Training Preparation and Transition Element (#14)

Program Service Type: Youth Services |
Program: N/A

Postsecondary Education/Training Preparation and Transition (Youth)

Key Concepts:

- ✓ Activities that help youth prepare for and transition to postsecondary education and training
- ✓ Adheres to changing guidelines and connects youth postsecondary educational programs

Example Services:

- Exploration of postsecondary education, including technical training, community colleges, 4-year colleges, universities, and registered apprenticeships
- Assistance with preparing for SAT/ACT testing
- Development of college admission applications
- Searching/applying for scholarships and grants
- Preparation of financial aid paperwork
- Basic skills education for youth with high school diploma or equivalency
- Basic computer training

Reporting:

- Enter a SENSE Comment
- Alignment/Update of ISS
- Develop MOAs as necessary

[TEGL 21-16](#) for details

 [Postsecondary Preparation and Transition Activities Successful Practices and Resources](#)

Tutoring, Study Skills Instruction/Dropout Prevention for HS Diploma Element (#1)

Program Service Type: Youth Services |
Program: N/A

Tutoring, Study Skills Instruction/Dropout Prevention for HS Diploma (Youth)

Key Concepts:

- ✓ Tutoring, study skills training, instruction, and secondary school dropout prevention strategies that lead to a *high school (HS) diploma* and not high school equivalency or credential
- ✓ Activities to keep a youth in-school and engaged in a formal learning and/or training setting

Example Services that lead to high school diploma:

- Literacy development
- Active learning experiences
- After-school opportunities
- Individualized instruction
- Remedial academic instruction
- Career Development and Occupational Studies (CDOS) with HS diploma education
- Academic supports
- Identify academic concerns
- Develop learning strategies
- Secondary school dropout prevention strategies

Reporting:

- Enter a SENSE Comment/details
- Alignment/Update of ISS
- Develop MOAs as necessary
- To avoid duplicative reporting, education/training that leads to:
 - HS diploma should be reported with Tutoring, Study Skills Instruction/Dropout Prevention Service Type
 - HS equivalency should be reported with [Alternative Secondary School/Dropout Recovery](#) Service Type
 - Recognized credentials should be reported with [Occupational Skills Training](#) Service Type

[TEGL 21-16](#) for details



[Tutoring, Study Skills Training, Instruction and Dropout Recovery Successful Practices and Resources](#)

Employment Focused Elements

Employment focused elements help a youth build the knowledge, skills and experience necessary to attain their long-term and short-term career development goals.

The Service Types outlined below provide key concepts, example services and reporting highlights.

Labor Market and Employment Information Element (#13), p17

- [Labor Market and Employment Information \(Youth\)](#)

Integrated Ed./Education Concurrent with Workforce Preparation Element (#5), p13


- [Integrated Ed./Education Concurrent with Workforce Preparation \(Youth\)](#)

Occupational Skills Training Element (#4), p19

- [Occupational Skills Training](#)

Work Experience Element (#3), p20

- [Employment/Internships, Not Limited to Summer \(Youth\)](#)
- [Job Shadowing \(Youth\)](#)
- [On-the-Job Training \(Youth\)](#)
- [Pre-Apprenticeship Programs \(Youth\)](#)
- [Summer Employment/Internships, Summer Only \(Youth\)](#)
- [Other Work Experience Type \(Youth\)](#)

 **Labor Market and Employment Information Element (#13)**

Program Service Type: Youth Services | Program: N/A

Labor Market and Employment Information (Youth)

Key Concepts:

- ✓ Provides labor market and employment information, including:
 - *Career Awareness:* develops knowledge of the variety of careers and occupations available, their skill requirements, working conditions and training prerequisites, and job opportunities across industries and occupations that are in-demand in the state and local area
 - *Career Exploration:* Assists youth with choosing an education/training or job which fits their interests, skills and abilities
 - *Career Counseling or Guidance:* provides advice and support in making decisions about what career paths to take

Example Services:


- Explore earning potential, education and skills requirements, career pathways, job openings, job application process, potential earnings, and more
- Job search workshops
- Exploration of careers on CareerZone/JobZone
- Participation in job club
- Tour of a business
- Mock interviews and interviewing skills development preparation
- Discussion of assessment results
- Attendance of an alumni presentation on their career journey
- Career assessments to identify interests, values, abilities, and aptitudes
- Resume and cover letter preparation
- long-term benefits of education and training
- Understanding process of maintaining professional references
- Online social media job club
- Discussing job opportunities

Reporting:

- Document the use of [CareerZone](#) or [JobZone](#) module(s) in relation to the ISS
- Enter a SENSE Comment
- Alignment/Update of ISS
- Develop MOAs as necessary

[TEGL 21-16](#) for details


 [Labor Market Information Successful Practices and Resources](#)

 **Integrated Ed./Education Concurrent with Workforce
Preparation Element (#5)**

Program Service Type: Youth Services | Program: N/A

[Integrated Ed./Education Concurrent with Workforce Preparation \(Youth\), p13](#)

This element focuses on education and employment and details are provided under Education Focused Elements.

 **Occupational Skills Training Element (#4)**

ITA Occupational Skills Training – Program Service Type: Youth Services | Program: Youth ITA Waiver
 Occupational Skills Training not funded by ITA – Program Service Type: Youth Services | Program: N/A

Occupational Skills Training

Key Concepts:

- ✓ Organized program of study providing specific vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields
- ✓ Must give priority consideration to occupational skills trainings that are:
 - Aligned with local area in-demand industry sectors and occupations
 - Outcome-oriented
 - Aligned with ISS
 - Lead to a recognized postsecondary credential
- ✓ WIOA funds are provided through Individual Training Accounts (ITAs) for customers to participate in occupational skills training(s):
 - With Youth Program funds only Out-of-School Youth (OSY) are allowed to receive an ITA
 - In-School Youth (ISY) may receive an ITA only from Adult/Dislocated Worker Program funds, if they are co-enrolled

Example Services:


- National Institute for Automotive Service Excellence
- National Institute for Metalworking Skills, Inc., Machining Level I
- Microsoft Certified IT Professional
- Certified Novell Engineer
- Sun Certified Java Programmer
- Federal Aviation Administration aviation mechanic license
- State-licensed asbestos inspector
- Certified Nursing Assistant
- Licensed Practical Nurse
- ServSafe Food Handler, OSHA 10, CPR Training (these are not a WIOA credential for performance)

Reporting:

- Enter a SENSE Comment
- Alignment/Update of ISS
- Develop MOAs as necessary
- To avoid duplicative reporting, education/training that leads to:
 - HS diploma should be reported with [Tutoring, Study Skills Instruction/Dropout Prevention](#) Service Type
 - HS equivalency should be reported with [Alternative Secondary School/Dropout Recovery](#) Service Type
- Recognized credentials should be reported with Occupational Skills Training Service Type
- ITA must be entered in OSOS through ETP autoloan

[TEGL 21-16](#) and [TEGL 10-16, Change-1](#) for details

 [Occupational Skills Training Successful Practices and Resources](#)

 **Work Experience Element (#3)**

Program Service Type: Youth Services | Program: N/A

Key Concepts:

- ✓ Characteristics of work experience:
 - Planned, structured learning experience
 - Paid or unpaid
 - For a limited period-of-time
 - Compliant with labor standards laws
- ✓ Connected with career interests of youth or provides transferrable skills
- ✓ Three required simultaneous or sequential work experience components:
 - Work at a work site
 - Academic education at or away from work site
 - Occupational education at or away from work site
- ✓ Local areas have the flexibility to decide who provides the academic and occupational components
- ✓ Provides the youth with opportunities for career exploration, skill development, and to reflect on personal, job-specific and transferrable skills
- ✓ 20% of local area funds must be spent on this element, excluding supportive services assisting the youth in participating in work experience

Reporting:

- Enter Work Experience in the Customer Module, Customer Detail Window, Work History Tab
- Enter a SENSE Comment; include academic and educational components, work location and work details
- Use Achievement Objective Tab in the Customer Module, Services Window, Services Tab
- Alignment/Update of ISS
- Report Work Experience each time a youth receives it. Other services such as orientation, and contextual learning such as academic and occupational components, should be noted in Comments
- Interactions with businesses to develop work experiences:
 - Should be entered as a Comment
 - Could be noted in the Employer module with help from the Business Service Representative
 - Must not be entered as a Service Type for youth

Employment/Internships, Not Limited to Summer (Youth)


Key Concepts:

- ✓ Work experience placement that is not limited to the summer months:
 - Internships
 - Work-based learning
 - Job

Reporting:

- Enter one Employment/Internship Service Type each time a youth receives it
- Other staff activities to support and develop the work experience should be listed in Comments

[TEGL 21-16](#) for details

 [Work Experience Successful Practices and Resources](#)

 **Work Experience Element (#3)**

Program Service Type: Youth Services | Program: N/A

[\(Work Experience Element Key Concepts\)](#)

Job Shadowing (Youth)

Key Concepts:

- ✓ Youth learn about a job by witnessing the work day as a shadow of a competent worker
- ✓ Temporary, unpaid exposure to workplace
- ✓ Experience in occupational area of interest to participants
- ✓ Youth witness firsthand the:
 - Work environment
 - Employability and occupational skills in practice
 - The values of professional training
 - Potential career options
- ✓ Youth conduct informational interviews of staff at job shadowing site

Reporting:

- Enter one Job shadowing Service Type each time a youth receives it
- Other staff activities to support and develop the work experience should be listed in Comments

On-the-Job Training (Youth)

Key Concepts:

- ✓ Occupational training is provided for the participant in exchange for wage reimbursement
- ✓ Hands-on, productive work
- ✓ Limited duration as appropriate to the occupation
- ✓ Requires a contract with the business or registered apprenticeship program sponsor in the public, private non-profit, or private sector

Reporting:

- Enter one On-the-Job Training each time a youth receives it
- Other staff activities to support and develop the work experience should be listed in Comments

[TEGL 21-16](#) for details

 [Work Experience Successful Practices and Resources](#)

Work Experience Element (#3)

Program Service Type: Youth Services | Program: N/A

[\(Work Experience Element Key Concepts\)](#)

Pre-Apprenticeship Programs (Youth)

Key Concepts:

- ✓ Prepares youth to enter and succeed in a registered apprenticeship program
- ✓ Should include opportunities to attain at least one industry-recognized credential
- ✓ Requires a partnership with one or more registered apprenticeship programs for placement of pre-apprenticeship program participants into a registered apprenticeship
- ✓ Training and curriculum based on the skill needs of businesses in the region and state
- ✓ Includes educational and career counseling and supportive services
- ✓ Involves 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 to future career

Reporting:

- Enter one Pre-Apprenticeship Service Type each time a youth receives it
- Other staff activities to support and develop the work experience should be listed in Comments

Summer Employment/Internships, Summer Only (Youth)

Key Concepts:

- ✓ Summer employment/internship experiences during the summer

Example Services:

- Summer Youth Employment Program
- Summer internship
- Summer job

Reporting:

- Enter one Summer Employment/Internships, Summer Only Service Type each time a youth receives it
- Other staff activities to support and develop the work experience should be listed in Comments

[TEGL 21-16](#) for details

 [Work Experience Successful Practices and Resources](#)

Work Experience Element (#3)

Program Service Type: Youth Services | Program: N/A

[\(Work Experience Element Key Concepts\)](#)

Other Work Experience Type (Youth)

Key Concepts:

- ✓ Experience that is not Summer Employment, Internship, Pre-apprenticeship, On-the-Job Training, Job Shadowing, and Employment/Internship

Example Services:

- Any other work experiences that meet the characteristics of work experiences
- Registered Apprenticeship

Reporting:

- Enter only one Other Work Experience Service Type if the youth received it once
- Other staff activities to support and develop the work experience should be listed in Comments

[TEGL 21-16](#) for details

 [Work Experience Successful Practices and Resources](#)

Well-Being Focused Elements

Well-being focused elements enable the youth to participate in WIOA youth program activities by removing obstacles and supporting their strengths to live a self-sufficient lifestyle.

The Service Types outlined below provide key concepts, example services and reporting highlights.

Comprehensive Guidance and Counseling Element (#10), p25


- [Comprehensive Guidance and Counseling \(Youth\)](#)

Financial Literacy Education Element (#11), p26

- [Financial Literacy Education \(Youth\)](#)

Supportive Services Element (#7), p7

- [Supportive Services – Child Care \(Youth\)](#)
- [Supportive Services – Dependent Care \(Youth\)](#)
- [Supportive Services – Housing \(Youth\)](#)
- [Supportive Services – Needs-Related Payments \(Youth\)](#)
- [Supportive Services – Transportation \(Youth\)](#)
- [Supportive Services – Other \(Youth\)](#)

 **Comprehensive Guidance and Counseling Element (#10)**

Program Service Type: Youth Services | Program: N/A

Comprehensive Guidance and Counseling (Youth)

Key Concepts:

- ✓ Provides *therapeutic professional* counseling
- ✓ Referral to therapeutic and professional counselling with required coordination and follow-up with partnering organization to ensure continuity of service and case management
- ✓ Does not include typical case management or supportive services

Example Services:


- Substance abuse prevention counseling
- Mental health counseling, for example:
 - Domestic violence prevention
 - Anger management
 - Trauma-informed counseling
 - Behavioral health treatment

Reporting:

- Enter a SENSE Comment
- Information unrelated to employment goals or confidential information should not be noted in Comments and should be kept in the case file
- Alignment/Update of ISS
- Develop MOAs as necessary

[TEGL 21-16](#) for details

 [Comprehensive Guidance and Counseling Successful Practices and Resources](#)

 **Financial Literacy Education Element (#11)**

Program Service Type: Youth Services | Program: N/A

Financial Literacy Education (Youth)

Key Concepts:

- ✓ Helps youth gain knowledge, skills and the confidence to make informed financial decisions
- ✓ Helps youth attain greater financial health and stability using tools, strategies and training that is:
 - High quality
 - Age-appropriate
 - Relevant
 - Places lessons into practice
 - Timely
- ✓ Provides comprehensive financial literacy education based on the needs of the youth, instead of only teaching them budgeting

Example Services:


- Opening a bank account
- Effectively managing credit, debt, student loans, consumer credit and credit cards
- Understanding credit score and reports to ensure their accuracy
- Understanding, evaluating, and comparing financial products, services, and opportunities
- Developing a savings plan
- Educating about identity theft
- Benefits planning and work incentives
- Meeting financial literacy needs of non-English speakers with appropriate training and materials
- Budget creation, for example with Dollars and \$ense in CareerZone/JobZone
- [Financial Literacy Guide](#)

Reporting:

- Enter a SENSE Comment
- Alignment/Update of ISS
- Develop MOAs as necessary

[TEGL 21-16](#) for details

 [Financial Literacy Education Successful Practices and Resources](#)

Supportive Services Element (#7)		Program Service Type: Youth Services Program: N/A
<p>Key Concepts:</p> <ul style="list-style-type: none"> ✓ Enables youth to participate in WIOA activities, with specifics from the local area supportive services policy 	<p>Reporting:</p> <ul style="list-style-type: none"> ▪ Enter a SENSE Comment with dollar amount, if applicable and reason for providing supportive service ▪ Alignment/Update of ISS ▪ Develop MOAs as necessary 	
<p><input checked="" type="checkbox"/> Supportive Services – Child Care (Youth)</p>	<p>Example Services: Assistance with childcare</p>	
<p><input checked="" type="checkbox"/> Supportive Services – Dependent Care (Youth)</p>	<p>Example Services: Assistance with dependent care</p>	
<p><input checked="" type="checkbox"/> Supportive Services – Housing (Youth)</p>	<p>Example Services: Assistance with housing</p>	
<p><input checked="" type="checkbox"/> Supportive Services – Needs-Related Payments (Youth)</p> <ul style="list-style-type: none"> ✓ Financial assistance to participants for enabling them to participate in training, who are not (or no longer) qualifies for unemployment compensation 	<p>Example Services:</p> <ul style="list-style-type: none"> ▪ Financial assistance to participate in training 	
<p><input checked="" type="checkbox"/> Supportive Services – Transportation (Youth)</p>	<p>Example Services: Assistance with transportation</p>	
<p><input checked="" type="checkbox"/> Supportive Services – Other (Youth)</p>	<p>Example Services:</p> <ul style="list-style-type: none"> ▪ Services that do not fit any of the above Service Types, but not limited to: <ul style="list-style-type: none"> ○ Assistance with books, fees and school supplies ○ Purchase of uniform/proper work attire ○ Legal aid services ○ Fees for Record for Arrests and Prosecutions (RAP) sheet requests ○ Payments for fees for employment and training-related applications, tests, and certifications ○ Linkages to community services ○ Job coaching 	
<p>TEGL 21-16 for details</p>		<p> Supportive Services Successful Practices and Resources</p>

Potential Focused Elements

Potential focused elements help youth realize their full potential by gaining essential skills with the help of caring adults, business building skills and leadership opportunities.

The Service Types outlined below provide key concepts, example services and reporting highlights.

Adult Mentoring Element (#8), p29



[Adult Mentoring \(Youth\)](#)


Entrepreneurial Skills Training Element (#12), p30

[Entrepreneurial Skills Training \(Youth\)](#)

Leadership Development Opportunities Element (#6), p31

[Leadership Development Opportunities \(Youth\)](#)

 Adult Mentoring Element (#8)		Program Service Type: Youth Services Program: N/A
<input checked="" type="checkbox"/> Adult Mentoring (Youth)		
<p>Key Concepts:</p> <ul style="list-style-type: none"> ✓ Formal relationship between youth and an adult mentor ✓ Must last at least 12 months ✓ Face-to-face, one-on-one interactions ✓ Structured activities with guidance, support, and encouragement to develop the competence and character of the mentee ✓ Building meaningful trust with the youth ✓ Mentoring by program staff/case manager is highly discouraged ✓ Adequate screening and selection of mentors 	<p>Example Services:</p> <ul style="list-style-type: none"> ▪ Workplace mentoring ▪ One-on-one mentoring ▪ Group mentoring ▪ Mentoring via electronic means 	<p>Reporting:</p> <ul style="list-style-type: none"> ▪ Enter a SENSE Comment for each mentoring activity ▪ Alignment/Update of ISS ▪ Develop MOAs as necessary
TEGL 21-16 for details		 Adult Mentoring Successful Practices and Resources

 **Entrepreneurial Skills Training Element (#12)**

Program Service Type: Youth Services | Program: N/A

Entrepreneurial Skills Training (Youth)

Key Concepts:

- ✓ Offers *entrepreneurship education, enterprise development and experiential programs* to help the youth start and operate a small business
- ✓ Develops skills such as, but not limited to:
 - Taking initiative
 - Developing budgets
 - Forecasting resource needs
 - Understanding various options for acquiring capital and the trade-offs associated with each option
 - Communicating effectively and marketing oneself and one’s ideas

Example Services:


- *Entrepreneurship Education:*
 - Introduction to the values and basics of starting and running a business
 - Development of business budgets
 - Guidance in development of a business plan
- *Enterprise Development:*
 - Supports and services that incubate and help youth develop their own businesses
 - Assistance with obtaining small business loans or grants
- *Experiential programs:*
 - Creation of a youth-run business for youth to experience day-to-day operations
 - Facilitate placement in apprentice or internship positions with adult entrepreneurs

Reporting:

- Enter a SENSE Comment
- Alignment/Update of ISS
- Develop MOAs as necessary

[TEGL 21-16](#) for details

 [Entrepreneurial Skills Training Successful Practices and Resources](#)

 **Leadership Development Opportunities Element (#6)**

Program Service Type: Youth Services | Program: N/A

Leadership Development Opportunities (Youth)

Key Concepts:

- ✓ Opportunities that encourage:
 - Responsibility
 - Confidence
 - Employability
 - Self-determination
 - Positive social behaviors


Example Services:

- Exposure to postsecondary educational possibilities
- Community and service-learning projects
- Peer-centered activities, including peer mentoring and tutoring
- Civic engagement activities which promote the quality of life in a community
- Trainings for, but not limited to:
 - Organizational and teamwork
 - Decision-making
 - Team leadership
 - Citizenship
 - Life skills
 - Determining priorities
 - Problem solving
 - Parenting skills
 - Work behavior
- Serving on youth leadership committees, such as a Standing Youth Committee

Reporting:

- Enter a SENSE Comment
- Alignment/Update of ISS
- Develop MOAs as necessary

[TEGL 21-16](#) for details

 [Leadership Development Successful Practices and Resources](#)

Transition Focused Elements

Transition focused elements ensure that youth are supported as they transition out of the youth program. These supports require maintaining a meaningful connection with the youth to offer concrete services as needed . Such services could include allowable elements or re-assessment for possible re-enrollment in the WIOA Youth Program if further needs arise.

The Service Types outlined below provide key concepts, example services and reporting highlights.

Follow-Up Services Element (#9), p33

- [Follow-Up Adult Mentoring \(Youth\)](#)
- [Follow-Up Financial Literacy \(Youth\)](#)
- [Follow-Up Supportive Services \(Youth\)](#)
- [Follow-Up Labor Market and Employment Information \(Youth\)](#)
- [Follow-Up Postsecondary Transition \(Youth\)](#)
- [Follow-Up Non-Element \(Youth\)](#)

Follow-Up Services Element (#9)

Program Service Type: Follow Up | Program: N/A

Key Concepts:

- ✓ During design framework, youth should be informed of 12-month post-exit follow-up services
- ✓ Begins immediately after the last expected date of service in the Youth Program or any other DOL-funded program in which the participant is co-enrolled
- ✓ Use of a [follow-up agreement](#) with the youth to ensure their buy-in and clarify expectations a few months before exit
- ✓ Post-exit or after last date of service, follow-up services include, provision of:
 - Concrete services that are not any of the 13 WIOA Youth Program elements and help youth with success in employment or training and is reported as Follow-Up Non-Element (Youth) Service Type in OSOS or
 - 5 allowable program elements as is reported as Follow-Up xyzzy (Youth) Service Type in OSOS
- ✓ If youth needs any of the other 8 WIOA Youth Program non-allowable elements, a new eligibility determination should be done, and youth is re-enrolled as appropriate
- ✓ Follow-up service must not include, post-exit contacts attempted or made for the sole purpose of securing documentation to report performance or getting an update without provision of a concrete follow-up services
- ✓ Required for at least 12 months after the last planned service end date or when no future services are scheduled
- ✓ The type, frequency, and intensity of follow-up must align with needs and strengths of each youth and the local follow-up policy

Reporting:

- Enter a SENSE Comment with details of contacts or attempts to contact youth and service provided
- Does not extend enrollment
- Aligns with ISS
- Follow-up services must be entered at each time when a follow-up service is provided to the youth

Follow-Up Adult Mentoring (Youth)

Follow-Up Financial Literacy (Youth)

Follow-Up Supportive Services (Youth)

Follow-Up Labor Market and Employment Information (Youth)

Follow-Up Postsecondary Transition (Youth)

Example Services:

- Same services as in the respective element (Adult Mentoring, Financial Literacy, Supportive Services, LMI and Postsecondary Transition, but post-exit services or after last expected date of service


Follow-Up Non-Element (Youth)

- ✓ Concrete follow-up service that does not fit any of the 13 elements

Example Services:

- Contact with training provider/college advisor and subsequent interaction with youth
- Regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise

[TEGL 21-16](#) for details

 [Follow-Up Successful Practices and Resources](#)