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# Workforce Innovation Opportunity Act

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Youth Program Elements  
**Technical Assistance Guide**

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NJ Department of Labor and  
Workforce Development  
**2026**

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## Index

<b>Introduction .....</b>	<b>2</b>
Program Element Table.....	3
<b>Program Element 1</b> Tutoring, Study Skills.....	4
<b>Program Element 2</b> Alternative Secondary School/Dropout Recovery .....	7
<b>Program Element 3</b> Paid and Unpaid Work Experiences.....	8
<b>Program Element 4</b> Occupational Skills Training .....	11
<b>Program Element 5</b> Education Concurrent with Workforce Prep Activities .....	12
<b>Program Element 6</b> Leadership Development Opportunities.....	13
<b>Program Element 7</b> Supportive Services .....	14
<b>Program Element 8</b> Adult Mentoring.....	15
<b>Program Element 9</b> Follow-up Services .....	16
<b>Program Element 10</b> Comprehensive Guidance and Counseling.....	18
<b>Program Element 11</b> Financial Literacy.....	19
<b>Program Element 12</b> Entrepreneurial Skills Training .....	21
<b>Program Element 13</b> Services that Provide Labor Market Information.....	22
<b>Program Element 14</b> Postsecondary Preparation and Transition Activities .....	23

## WIOA Required Youth Program Elements

### Introduction

The Workforce Innovation and Opportunity Act (WIOA) requires that every local workforce development area make 14 program elements available. These program elements are services that are intended to assist youth in preparing for the workforce. While all program elements must be made available in a local area, each youth does not have to receive all 14 elements (Local areas must make follow-up services available to all youth for at least 12 months after program exit).

In general, youth workers decide which program elements to provide to youth based on their objective assessment and record a plan to provide these services in the youth's Individual Service Strategy (ISS) that is directly tied to at least one indicator of performance. In general, it is expected that each youth will receive exposure to multiple program elements during their participation in the WIOA youth program. The ISS, which must be developed with input from the youth, must also have particular goals for each program element provided, and indicate the progress made by the youth towards these goals.

This guidance is intended to provide the following:

- Descriptions for each of each program elements, including the expected positive outcomes.
- Examples of activities that would or would not count as a service under that element.
- Guidance on which youth should receive the particular elements.
- Information on documenting each element.

To participate in WIOA Youth programs, a youth must be enrolled. Enrollment requires:

- 1) An eligibility determination
- 2) The provision of an objective assessment
- 3) Development of an Individual Service Strategy; and
- 4) Participation in any one of the 14 youth program elements

**Note on recording in America's One-Stop Operating System-**A service cannot be recorded as a particular program element if it does not meet the criteria provided in this guidance. For example, sending an e-mail message to a youth does not count as a follow-up service, and cannot be recorded as such in America's One-Stop Operating System (AOSOS).

Additionally, there is overlap between portions of some program elements. The Program Element Table below provides an overview and easy reference for finding applicable program element citations and identifies which program elements relate to one another. These clarifications will facilitate the consistent reporting of services across states and local areas and prevent duplicated reporting of the same service in multiple reporting categories.

## Program Element Table

WIOA Youth Program Element Section 129(c)(2)	Is the element further described in Final Rules? If so, applicable citations	Relates to or overlaps with other program element <sup>1</sup>
1. Tutoring, study skills training, instruction, and dropout prevention	No	Program elements 2 and 4
2. Alternative secondary school services or dropout recovery services	No	Program element 1
3. Paid and unpaid work experience	Yes, 681.600, 681.590, 681.480	
4. Occupational skills training	Yes, 681.540, 681.550	Program element 1
5. Education offered concurrently with workforce preparation and training for a specific occupation	Yes, 681.630	Program elements 2, 3, and 4
6. Leadership development opportunities	Yes, 681.520, 681.530	
7. Supportive services	Yes, 681.570	
8. Adult mentoring	Yes, 681.490	
9. Follow-up services	Yes, 681.580	Program elements 7, 8, 11, 13, and 14
10. Comprehensive guidance and counseling	Yes, 681.510	
11. Financial literacy education	Yes, 681.500	
12. Entrepreneurial skills training	Yes, 681.560	
13. Services that provide labor market information	Yes, 651.10	
14. Postsecondary preparation and transition activities	No	

<sup>1</sup> Section 7 of Training and Employment Guidance Letter 21-16 describes how overlapping portions of each element should be categorized.

**Monitoring**-The provision of program elements must be recorded in AOSOS. Any program element that is recorded in a youth’s record must meet the standards provided in this guidance. The Program Compliance Unit will review the provision of services to youth to ensure compliance.

**Documenting and Reporting Program Elements**- Documenting receipt of program elements is critical to ensure that youth who are actively participating in programs do not get unintentionally exited due to 90 days of no service.

In addition, note that case management is the act of connecting youth to appropriate services and not a program element. Case managers providing case management should not be reported as one of the 14 youth program elements in AOSOS.

**For more information and resources regarding the 14 WIOA Youth Program Elements**, visit Workforce GPS at <https://youth.workforcegps.org/resources/2017/01/19/13/56/WIOA-Youth-Program-Element-Resources>

## **WIOA Program Elements**

In order to support the attainment of a secondary school diploma or its recognized equivalent, entry into postsecondary education, and career readiness for participants, WIOA Youth programs shall provide elements consisting of—

### **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**

Such services focus on providing academic support, helping a youth identify areas of academic concern, assisting with overcoming learning obstacles, and providing tools and resources to develop learning strategies.

**Tutoring**— Tutoring involves a tutor and a youth. The tutor helps the youth acquire knowledge and skills in a specific area – math, reading, chemistry, for example. The tutor provides instruction and the youth practices knowledge and skills being taught while the tutor observes. The tutor provides feedback on the youth’s performance, allowing the youth to learn from his or her mistakes

### **Examples of Qualifying Services**

Actual instruction provided one-on-one, in a group setting, through resources and workshops.

Regular, structured sessions in which individualized instruction occurs.  
Instruction based on goals derived from the youth's individual service strategy (ISS).  
Instruction provided by a qualified instructor.  
Assessment to determine if youth is making progress.

### **Examples of Non-Qualifying Activities**

Meetings with teachers or tutors to discuss youth's progress (this may qualify as case management)  
Supplying books, school supplies (this qualifies as supportive services)  
Paying school fees (this qualifies as supportive services)  
Self-study  
Activities with no stated outcomes  
Activities provided without assessment  
Activities provided by and unqualified instructor

Tutoring should be part of the ISS for out-of-school youth (OSY) who are basic skills deficient and in-school youth who are behind academically in one or more subjects. Other youth may require tutoring based on the results of the objective assessment of their academic skill levels. Additional instructional assistance must be provided to youth with disabilities as necessary.

Attainment of academic goals stated in youth's ISS

- Increase in grade level or educational functioning level (EFL) in a specific academic skill area
- Attainment of a high school credit
- Attainment of a diploma or its equivalent
- Improvement in school grades

**Study Skills Training** should be provided to youth who have been determined to have difficulty learning on their own. For example, if an objective assessment indicates that a youth lacks good study habits, the youth worker should identify Study Skills Training as appropriate program element for the youth in the ISS.

### **Examples of Qualifying Activities**

Actual training provided one-on-one, in a group setting, through resources and workshops  
Training in a specific study skills model  
Teaching the importance of good study habits  
Instruction with practice  
Feedback after practice

### Examples for Non-Qualifying Activities

Providing calendars and notebooks (supportive service)  
Lecture without practice  
Practice without feedback

**Dropout Prevention Services-** Secondary school dropout prevention strategies include services and activities that keep a young person in-school and engaged in a formal learning and/or training setting.

### Examples of Qualifying Activities

Tutoring  
Literacy development  
Active learning experiences  
After-school opportunities  
Individualized instruction  
Placement in a program that has evidence it reduces dropouts  
Placement in an alternative secondary school services setting  
Placement in an alternative program for youth who are at risk of suspension or expulsion.

### Examples of Non-Qualifying Activities

Early intervention with no follow-up  
Single strategy programs  
Ability grouping  
Teaching basic skills  
Work experience without mentoring  
Adding classes or extending school day

**Workforce GPS provides additional resources for information and ideas on tutoring, study skills training, instruction, and dropout prevention including information on developing pathways, promising practices, and evidence-based strategies.**

<https://youth.workforcegps.org/resources/2017/03/14/11/17/Tutoring-Study-Skills-Training-Instruction-and-Dropout-Prevention>

### Overlap

*While dropout recovery strategies that lead to completion of a recognized high school equivalency are included in both the first program element and in program element 2 (below), those services are **not** reported under this program element. For documentation purposes, those services aimed at getting a youth who has dropped out of secondary education back into a secondary school or alternative secondary school/high school equivalency program and preparing them for high school equivalency attainment, should be counted under program element 2.*

*Furthermore, while the statutory and regulatory language for both program elements 1 and 4 include language discussing services leading to recognized postsecondary credentials, **training** services that lead to recognized postsecondary credentials should be reported under program element 4 (occupational skills training) to avoid duplicated reporting of services.*

## **Program Element 2**

### **Alternative secondary school services, or dropout recovery services**

**Alternative secondary school services**, such as basic education skills training, individualized academic instruction, and English as a Second Language training, are those that assist youth who have struggled in traditional secondary education. An alternative education program means a comprehensive educational program delivered in a nontraditional learning environment that is distinct and separate from the existing general or special education program.

**Dropout recovery services**, such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out of school.

While the activities within both types of services may overlap, each are provided with the goal of helping youth to re-engage and persist in education that leads to the completion of a recognized high school equivalent.

### **Qualifying Alternative Secondary School Services**

Second-chance programs for dropouts and out-of-school youth

Programs that use small learning communities

Technology-based alternative secondary school services

Basic education skills training

Individualized academic instruction

English as a Second Language training

Credit recovery

Counseling and educational plan development

*Youth who do not possess a high school diploma or its equivalent should be provided alternative secondary school services if it is determined they would benefit from the nontraditional school setting.*

### **Non-qualifying Alternative Secondary School Services**

Programs that do not lead to a high school diploma or equivalency

Programs that do not meet the academic standards of No Child Left Behind

**Workforce GPS provides additional resources for information and ideas on alternative secondary school and dropout recovery services, including guides, toolkits, promising practices and program models.**

<https://youth.workforcegps.org/resources/2017/03/14/10/14/Alternative-Secondary-School-and-Dropout-Recovery-Services>

### **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**

### **Work Experiences**

- Planned, structured learning experiences that provide the youth participant with opportunities for career exploration and skill development and that take place in a workplace for a limited period of time.
- May be paid or unpaid, as appropriate.
- 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 20 CFR 680.840 et. seq., 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.
- Helps youth understand proper workplace behavior and what is necessary in order to attain and retain employment. It can serve as a stepping stone to unsubsidized employment and is an important step in the process of developing a career pathway for youth.
- Should be made available to any youth who has been assessed as capable of participating in work activities. The particular activity (pre-apprenticeship, OJT, etc.) should be determined based on the objective assessment of the youth, and the justification recorded in the youth's ISS.
- Youth who could benefit from work activities include: No previous work experience; only informal work experience (mowing lawns, babysitting); unsuccessful work history (worked only for very short durations).

**Note on Work Experience:** WIOA and 20 CFR 681.590(a) require that local workforce development areas expend a minimum of 20 percent of their non-administrative youth funds on work experience. For additional information, see New Jersey Workforce Innovation Notice 20-16 <http://lwd.state.nj.us/labor/wioa/documents/techassistance/NJWIN20-16.pdf>

## Work Experiences Components

Local programs have the flexibility to determine the appropriate type of academic and occupational education necessary for a specific work experience. Work experiences must also include an educational component that:

- refers to contextual learning that accompanies a work experience
- consists of *both* academic and occupational education
- may occur concurrently or sequentially with the work experience
- may occur inside or outside the work site
- can be provided by the work experience employer, provided separately in the classroom or through other means. States and local areas have the flexibility to decide who provides the education component.

## Supportive Services?

*Supportive services are a separate program element and cannot be counted toward the work experience expenditure requirement even if supportive services assist the youth in participating in the work experience.*

## Work Experience 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 Section 3(44) and in 20 CFR 680.700.

*Example: If a youth is in a work experience in a hospital, the occupational education could be learning about the duties of different types of hospital occupations such as a phlebotomist, radiology tech, or physical therapist. Whereas, the academic education could be learning some of the information individuals in those occupations need to know such as why blood type matters, the name of a specific bone in the body, or the function of a specific ligament.*

## Job Shadowing

Job shadowing:

- Youth learn about a job by walking through the work day as a shadow to a competent worker. They witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options
- Temporary, unpaid exposure to the workplace in an occupational area of interest to the participant.

- Can be anywhere from a few hours, to a day, to a week or more.
- Provides an opportunity for youth to conduct short interviews with people in their prospective professions to learn more about those fields.

### **Pre- Apprenticeship Programs**

As discussed in 20 CFR 681.480, pre-apprenticeship is a program designed to prepare individuals to enter and succeed in an 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.

### **On-The-Job Training**

The term “on-the-job training” means training by an employer that is provided to a paid participant while engaged in productive work in a job that—

- (a) provides knowledge or skills essential to the full and adequate performance of the job;
- (b) is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, except as provided in section 134(c)(3)(H), for the extraordinary costs of providing the training and additional supervision related to the training; and
- (c) is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate

### **Legal Requirements**

Minors aged 14-17 must have a work permit

Employers must comply with all state and federal child labor laws

### **Examples of Qualifying Activities**

Employment for which youth are paid a wage

Employment that is linked to the career or employment goal as stated in the youth’s ISS

Academic and occupational skill training provided in conjunction with employment

### **Examples of non-Qualifying activities**

Stand-alone summer employment programs that are not linked to year-round programs

Employment that is not in the career field reflected in the youth's ISS

Tutoring activities that focus on graduation test preparation, high school equivalency preparation, or other academic support that is not directly related to the employment placement

Unpaid work experience

**Workforce GPS provides additional information and ideas on providing successful work experiences for youth including work-based learning, summer employment models, apprenticeship and internships.**

<https://youth.workforcegps.org/resources/2017/01/19/14/27/Paid-and-Unpaid-Work-Experience>

### **Program Element 4**

**Occupational skill training, which includes priority consideration for training programs that lead to recognized post-secondary credentials that align 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 WIOA sec. 123**

#### **Definition:**

As stated in 20 CFR 681.540 (a), occupational skills training is defined 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 post-secondary 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) result in attainment of a recognized post-secondary credential.

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

The United States Department of Labor allows Individual Training Accounts (ITAs) for WIOA-enrolled OSY, ages 16 to 24, using WIOA youth funds, when appropriate. To receive funds from an ITA, the training provider must be on the Eligible Training Provider List as outlined in 20 CFR 680.400 and 680.410.

In-school youth (ISY) cannot use youth program-funded ITAs. However, ISY between the ages of 18 and 21 may co-enroll in the WIOA Adult program if the young adult's individual needs,

knowledge, skills, and interests align with the WIOA adult program and may receive training services through an ITA funded by the adult program. The participant must meet the WIOA Adult eligibility requirements as well.

### **Examples of Non- Qualifying Activities**

Work Readiness Training

Training that is not tied to the career pathway identified in the youth's ISS

Training or education that does not lead to entry or advancement in a specific field

Training or education that does not result in a recognized post-secondary credential

**Workforce GPS provides information and ideas on providing occupational skills training for youth including sector-specific resources and American Job Center information.**

<https://youth.workforcegps.org/resources/2017/03/20/09/15/Occupational-Skills-Training>

### **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**

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.

While programs developing basic academic skills, which are included as part of alternative secondary school services and dropout recovery services (program element 2), workforce preparation activities that occur as part of a work experience (program element 3), and occupational skills training (program element 4) can all occur separately and at different times (and thus are counted under separate program elements), this program element refers to the *concurrent* delivery of these services which make up an integrated education and training model.

### **Examples of Qualifying Activities**

Programs that emphasize workforce preparation activities and basic academic skills concurrently.

**Workforce GPS provides information and ideas on education offered concurrently with workforce preparation and training including toolkits and webinars.**

<https://youth.workforcegps.org/resources/2017/03/20/09/14/Education-Offered-Concurrently-with-Workforce-Preparation-and-Training>

## **Program Element 6**

### **Leadership development opportunities, including community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors**

#### **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 post-secondary 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. (WIOA sec. 129(c)(2)(F))

#### **MORE LEADERSHIP DEVELOPMENT IDEAS...**

- Serving on task forces, policy boards, ad hoc committees, or as voting members on a boards of directors
- Helping to make hiring decisions at an agency
- Serving as staff to an agency
- Serving as peer mentors, conflict mediators, and educators
- Participating in peer courts
- Serving as advocates or community organizers
- Serving as youth researchers
- Serving as grant makers (youth philanthropy)
- Providing training
- Facilitating meetings or making presentations on behalf of an organization

#### **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;
  - (h) Postponing parenting and responsible parenting, including child support education;
  - (i) Positive job attitudes and work skills; and
  - (j) Keeping informed in community affairs and current events.
- (20 CFR 681.530)

### **Examples of Qualifying Activities**

Community volunteering

Service learning

Peer mentoring or tutoring

Character education

Citizenship education, including how and why to vote

Serving on youth council, community or advocacy organization boards, etc.

Leadership training, such as how to work in a team, how to run meetings, diversity training

Life-skills training, such as parent education, financial education, goal setting, conflict resolution

### **Examples of Non-Qualifying Activities**

Activities that do not encourage responsibility, employability, or positive social behaviors.

**Workforce GPS provides resources for information on leadership development ideas and program development models.**

<https://youth.workforcegps.org/resources/2017/03/02/11/13/Leadership-Development-Opportunities>

### **Program Element 7**

#### **Supportive services, including the services listed in 20 CFR 681.570**

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:

- Linkages to community services;
- Assistance with transportation;
- Assistance with child care and dependent care;
- Assistance with housing;
- Needs-related payments;
- Assistance with educational testing;
- Reasonable accommodations for youth with disabilities;
- Referrals to health care; and
- Assistance with uniforms or other appropriate work attire and work related tools, including such items as eye glasses and protective eye gear
- Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and
- Payments and fees for employment and training-related applications, tests, and certifications

### **Examples of Qualifying Activities**

Child care

Transportation  
Work attire or uniforms  
Tools  
Housing  
Referrals to other community services  
Referrals to medical services

### **Examples of Non-Qualifying Activities**

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

*Supportive services should be provided to address needs or issues that are identified during the intake and assessment process. Any issue that would hinder the ability of the youth to participate in WIOA youth services should be addressed through the provision of supportive services. A plan for what supportive services will be provided and how they are provided **must** be included in the youth's ISS.*

**Workforce GPS provides resources for information and ideas on providing supportive services to youth including information for low-income youth and youth with disabilities.**

<https://youth.workforcegps.org/resources/2017/01/24/16/00/Supportive-Services>

### **Program Element 8**

**Adult mentoring for a duration of at least 12 months that may occur both during and after program participation**

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;
- (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. Local programs should ensure appropriate processes are in place to adequately screen and select mentors.
- (4) Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company.

### **Examples of Qualifying Activities**

Participation in mentoring programs such as Big Brothers Big Sisters  
Virtual adult mentoring via e-mail, teleconferencing, or other electronic communication  
Long-term, structured programs that provide training and support to mentors as well as to youth  
Adult mentoring programs that foster career awareness or positive social behaviors  
Supplementing adult mentoring activities with additional materials and resources

### **Examples of Non-Qualifying Activities**

Programs designed to last fewer than 12 months  
Activities provided by case managers or service providers unless they meet the definition of adult mentoring  
Only supplying self-help materials on positive life skills  
Any activity that does not include a working relationship and rapport between a youth and an adult  
Case management activities  
Inconsistent or sporadic contact with youth

*DOL acknowledges that in a few areas of the country finding mentors may present a burden to a program. While DOL strongly prefers that case managers not serve as mentors, the final rule allows case managers to serve as mentors in areas where adult mentors are sparse.*

**Workforce GPS provides resources below for information on providing mentoring to youth including guides and best practices for mentoring as well ideas on how to recruit and train mentors.**

<https://youth.workforcegps.org/resources/2017/01/27/12/39/Adult-Mentoring>

### **Program Element 9**

**Follow-up services for not less than 12 months after the completion of participation, as provided in 20 CFR 681.580**

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 post-secondary education and training
- May include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise
- May begin immediately following the last expected date of service in the Youth program (and any other United States Department of Labor (DOL) program in which the participant is co-enrolled if the state is using a common exit policy as discussed in Training and Employment Letter (TEGL) 10-16) when no future services are scheduled
- Do not cause the exit date to change and do not trigger re-enrollment in the program

- Must be provided to **all** youth participants in some form for a minimum duration of 12 months, unless the participant declines to receive follow-up services or the participant cannot be located or contacted.
- May be provided beyond 12 months at the State or Local Board’s discretion; type and intensity of follow-up services may differ for each participant (based on the needs of the individual)
- Must include more than only a contact attempted or made for securing documentation in order to report a performance outcome
- May include:
  - (1) The leadership development and supportive service activities listed in 20 CFR 681.520 and 681.570;
  - (2) Regular contact with a youth participant’s employer, including assistance in addressing work-related problems that arise;
  - (3) Assistance in securing better paying jobs, career pathway development, and further education or training;
  - (4) Work-related peer support groups;
  - (5) Adult mentoring;
  - (6) Services necessary to ensure the success of youth participants in employment and/or post-secondary education.
  - (7) Supportive services;
  - (8) Adult mentoring;
  - (9) Financial literacy education;
  - (10) 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;
  - (11) Activities that help youth prepare for/ transition to postsecondary education and training

*The exit date is determined when the participant has not received services in the Youth program or any other DOL-funded program in which the participant is co-enrolled for 90 days and no additional services are scheduled. At that point, the date of exit is applied retroactively to the last date of service. Once 90 days of no services, other than follow-up services, self-service, and information-only services and activities, has elapsed and the participant has an official exit date applied retroactively to the last date of service, the program continues to provide follow-up services for the remaining 275 days of the 12-month follow-up requirement. The 12-month follow-up requirement is completed upon one year from the date of exit.*

Local programs should have policies in place to establish how to document and record when a participant cannot be located or contacted. At the time of enrollment, youth must be informed

that follow-up services will be provided for 12 months following exit. If at any point in time during the program or during the 12 months following exit the youth requests to opt out of follow-up services, they may do so. In this case, the request to opt out or discontinue follow-up services made by the youth must be documented in the case file.

**Workforce GPS provides resources below for information and ideas on providing follow-up services to youth. Many of these resources come from other programs, but are relevant for the WIOA youth program.**

<https://youth.workforcegps.org/resources/2017/03/20/09/12/Follow-up-Services>

## **Program Element 10**

### **Comprehensive Guidance and Counseling**

#### **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. (WIOA sec. 129(c)(1)(C)(J)) 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. When resources exist within the local program or its service providers, it is allowable to provide counseling services directly to participants rather than refer youth to partner programs.

All youth should receive career and academic counseling. Other counseling should be provided as necessary depending on the needs of the individual youth as determined through the intake and assessment process and as recorded in the youth's ISS.

#### **Examples of Qualifying Activities**

Drug and alcohol counseling  
Mental health counseling/therapy

#### **Examples of Non-Qualifying Activities**

Informal guidance and counseling from well-meaning but inexperienced individuals  
Conferences with youths' teachers without youth being present  
Initial assessment  
Post-test for literacy/numeracy gains  
Supplying self-help resources or materials without personal counseling

**Workforce GPS provides information and ideas on providing comprehensive guidance and counseling for youth including substance abuse, mental health and partner referrals.**  
<https://youth.workforcegps.org/resources/2017/03/20/09/13/Comprehensive-Guidance-and-Counseling>

**WHO SHOULD RECEIVE COMPREHENSIVE GUIDANCE AND COUNSELING?**

*All youth can benefit from a comprehensive guidance and counseling program. At-risk youth are in particular need of the educational, personal and social, and employability growth offered by comprehensive guidance and counseling. Whether youth plan to attend 2-year or 4-year colleges, join the military, work in apprenticeships, or go directly to work, they should do so based on information about themselves and knowledge about careers and the job market.*

**Program Element 11**

**Financial literacy education**

**What is financial literacy education?**

The financial literacy education program element includes 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) 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
- (h) 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.

### Examples of Qualifying Activities

Creating budgets

Setting up checking and saving accounts

Managing spending, credit, and debt

Understanding credit reports and credit scores, and protecting against identify theft

### Examples of Non-Qualifying Activities

Activities that do not provide youth with the knowledge and skills that they need to achieve long-term financial stability.

**Workforce GPS provides additional information regarding curricula, research, tools and models, as well as information and ideas on providing financial literacy education to youth.**

<https://youth.workforcegps.org/resources/2017/01/27/12/40/Financial-Literacy-Education>

### Additional Financial Literacy/Capability Tools & Resources

- National Endowment for Financial Education (NEFE)  
[www.nefe.org](http://www.nefe.org)
- Federal Deposit Insurance Cooperation (FDIC) MoneySmart Program [www.fdic.gov/moneysmart](http://www.fdic.gov/moneysmart)
- Consumer Financial Protection Bureau (CFPB) Your Money Your Goal <http://www.consumerfinance.gov/your-money-your-goals/>
  - Council for Economic Education (CEE)  
<http://councilforeconed.org/>
  - Paying for College <http://www.consumerfinance.gov>
  - Jump\$tart Coalition [www.jumpstart.org](http://www.jumpstart.org)
  - MyPath <http://mypathus.org/>
  - Doorways to Dream Fund (D2D)  
<http://www.d2dfund.org/> &  
<http://financialentertainment.org/>
  - The Urban Institute  
<http://www.urban.org/research/publication/evaluation-impacts-and-implementation-approaches-financial-coaching-programs>
  - Wise – Financial Education and Literacy <http://www.wise-ny.org/programs>

#### FOR EMPLOYERS...

*In November of 2016, the Financial Literacy Education Commission released a guide, "Incorporating Financial Capability into Youth Employment Programs," aimed at financial institutions interested in enhancing youth financial capability by partnering with youth employment programs. It maps how and why financial institutions engage in helping young people achieve greater financial well-being and employment success.*

## **Program Element 12**

### **Entrepreneurial skills training**

#### **What is entrepreneurial skills training and how is it taught?**

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

Such training must develop the skills associated with entrepreneurship and 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

#### **Examples of Qualifying Activities**

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 may also include simulations of business start-up and operation.

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.

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.

#### **Examples of Non-Qualifying Activities**

Activities that do not revolve around starting or operating a small business

**Workforce GPS provides additional resources and ideas on providing entrepreneurial skills training to youth, guides for program development, and program examples.**

<https://youth.workforcegps.org/resources/2017/03/02/10/51/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**

All WIOA youth participants should be provided labor market information. The method of delivery and the particular Services and information should be determined by the needs of the individual youth. Labor market information should be presented in formats that are easily understood and usable.

This element includes

- 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
- The body of knowledge that describes the relationship between labor demand and supply

*Labor market information* (LMI) tools can be used to help youth and young adults to make appropriate decisions about education and careers. LMI identifies in-demand industries and occupations and employment opportunities; and, provides knowledge of job market expectations including education and skills requirements and potential earnings. LMI tools also can aid in facilitating youth awareness of the career fields that are likely to provide long-term employment and earnings in local labor markets.

WIOA youth programs and providers should become familiar with state and federal LMI data and LMI tools, which are provided for free by agencies, in order to share relevant LMI with youth. Providing such readily available online services can be accomplished by connecting the youth with American Job Centers and other entities that have career exploration tools, ability and interest inventories, and provide related employment services. DOL electronic tools particularly relevant to youth include [My Next Move](#) and [Get My Future](#). In addition to connecting youth to self-service LMI tools, it is important for youth providers to share and discuss state and local LMI with youth participants.

#### **Career Awareness, Counseling, and Exploration**

In general, *career awareness* begins the process of developing knowledge of the variety of careers and occupations available, their skill requirements, working conditions and training prerequisites, and job opportunities across a wide range of industry sectors.

The process in which youth choose an educational path and training or a job which fits their interests, skills and abilities can be described as *career exploration*.

*Career counseling* or guidance provides advice and support in making decisions about what career paths to take. Career counseling services may include providing information about resume preparation, interview skills, potential opportunities for job shadowing, and the long-

term benefits of postsecondary education and training (e.g., increased earning power and career mobility).

#### **Examples of Qualifying Activities for Labor Market and Employment Information**

Career Counseling that includes job requirements and employment prospects  
Utilizing current LMI tools that are provided by State or Federal agencies

#### **Examples of Non- Qualifying Activities for Labor Market and Employment Information**

Providing information that is not linked to an official State or federal source  
Information that does not provide context to information (i.e. only providing listing of local job openings)

**Workforce GPS provides information and ideas on providing labor market and career information to youth including career awareness, exploration and planning strategies.**

<https://youth.workforcegps.org/resources/2017/01/27/12/41/Services-that-Provide-Labor-Market-Information>

#### **Program Element 14**

**Activities that help youth prepare for and transition to post-secondary education and training.**

Postsecondary preparation and transition activities and services prepare ISY and OSY for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent. These services include exploring postsecondary education options including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeship.

**Examples of Qualifying Activities for Activities that help youth prepare for and transition to post-secondary education and training.**

Assisting youth to prepare for SAT/ACT testing;  
Assisting with college admission applications;  
Searching and applying for scholarships and grants;  
Filling out the proper Financial Aid applications and adhering to changing guidelines;  
Connecting youth to postsecondary education programs.

**Examples of Non- Qualifying Activities for Activities that help youth prepare for and transition to post-secondary education and training.**

Activities not directly related to post-secondary education and training.

**Workforce GPS provides resources for information and ideas on postsecondary preparation and transition activities including information on financial aid, grants and scholarships.**

<https://youth.workforcegps.org/resources/2017/03/14/14/25/Postsecondary-Preparation-and-Transition-Activities>