

## Workforce Innovation and Opportunity Act, Title 1b Youth Program Guidance - 15 Basic Elements



The Workforce Innovation and Opportunity Act (WIOA) requires that basic program elements are made available to youth program participants. Youth service providers must possess the necessary resources and/or partnerships to deliver these elements and have the discretion to determine which elements will be provided to a participant based on needs identified through an assessment and listed in the youth's individual service strategy.

- 1. Tutoring, study skills training, instruction, and evidence-based dropout prevention and recovery strategies** that lead to completion of the requirements for a secondary school diploma or its recognized equivalent (including a recognized certificate of attendance or similar document for individuals with disabilities) or for a recognized postsecondary credential.

Tutoring, study skills training, and instruction focus on providing academic support, helps a youth identify areas of academic concerns, assist with overcoming learning obstacles and provides tools and resources to develop learning strategies. These services can be provided one-on-one, in a group setting, or through resources and workshops.

Secondary school dropout prevention strategies include services and activities that help keep a youth in school and engaged in a formal learning and/or training setting. These types of services include but are not limited to tutoring, literacy development, active learning experiences, after school opportunities and individualized instruction.

### Qualifying Activities

- Actual instruction
- Regular, structured sessions in which individualized instruction occurs
- Scheduled sessions during which youth may drop in for tutoring
- Instruction based on goals derived from the youth's (ISS)
- Qualified instructor
- Tracked Progress
- Instruction in how to organize study time
- Teaching the importance of organizing

#### Documentation

- Appropriate case note outlining plan and objectives
- Copy of certificate of completion from study skills program
- Attendance sheets and performance records

2. **Alternative secondary school services or dropout recovery services** offers specialized structured curriculum inside or outside of school system which may provide work/study and/or high school equivalency diploma preparation for youth. Alternative secondary school assist youth who have struggled in traditional secondary education and includes services such as basic education skills training, individualized academic instruction and English as a Second Language training.

Dropout recovery services assist youth who have dropped out of school and includes services such as credit recovery, counseling and educational plan development. These activities provide a goal of helping youth re-engage in their education which leads to the completion of a recognized high school equivalency.

#### Qualifying Activities

- Basic education skills training program that leads to GED attainment
- Individualized academic instruction that meets academic content standards for alternative school classification
- English as a second language training
- Credit recovery
- Services that lead to completion of a high school equivalency

#### Documentation

Appropriate case notes, for example

- Enrollment in school X alternative school
- Improvement in test scores, attendance, class grades

Include other documentation as appropriate in paper case file, for example

- Copy of high school diploma
- Attendance sheets and performance records

3. **Paid and unpaid work experiences** are a planned, structured learning experience that takes place in a workplace to provide the youth with opportunities for career exploration and skill development.

Work experience must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. The academic

component may occur inside or outside the work site. The academic and occupational education components refer to the contextual learning that accompanies a work experience and includes information necessary to understand and work in specific industries or occupations. The employer can provide both components or it may be provided separately in a classroom or through other means.

Examples of work experience include summer employment opportunities (between May 15<sup>th</sup> and September 30<sup>th</sup>), employment opportunities available throughout the school year, pre-apprenticeship programs designed to prepare individuals to enter a Registered Apprenticeship program, job shadowing and internships where youth learn about an occupation by shadowing an experienced worker to understand the work environment and the skills needed for the occupation and potential career options, and formal on-the-job training where a structured curriculum is in place to train the youth for a specific job.

#### Qualifying Activities

- Paid or unpaid work in the private, for-profit, non-profit, or public sectors with a planned start and end date
- Pre-apprenticeship programs designed to prepare individuals to enter a Registered Apprenticeship program,
- Job shadowing and internships
- Developing work readiness or employability skills, such as dressing appropriately or answering phones, in a real workplace setting
- Formal on-the-job training where a structured curriculum is in place to train the youth for a specific job.
- Developing academic or occupational skills as they relate to a workplace
- Career exploration in a workplace setting

#### Documentation

- Appropriate case note describing worksite activity, structure, payment rate, and time frame
- Completed Worksite Agreement form
- Time sheets, attendance sheets, and performance records
- Work permit when applicable, based on state child labor standards.
- ICM start and end dates

**For youth who receive a wage (not a stipend), include copies of:**

- I-9, Employment Eligibility Verification Form
- W-4, Employee's Withholding Allowance Certificate

- 4. Occupational skills training** is 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 level. Training programs that lead

to recognized postsecondary credentials aligned with in-demand industry sectors or occupations are given priority. Occupational training must:

1. be outcome-oriented and focused on an occupational goal specified in the individual service strategy;
2. be of sufficient duration to impart the skills needed to meet the occupational goal; and
3. lead to the attainment of a recognized postsecondary credential.

Individual Training Accounts (ITAs) may be utilized for out-of-school youth ages 16-24 to pay for occupational training. To utilize an ITA, the training program must be on the Eligible Training Provider List located at <http://labor.alaska.gov/bp/>. In-school youth are not eligible for ITAs; however in-school youth between the ages of 18 and 21 may co-enroll in the WIOA adult program at the job center to receive training services through an ITA funded by the adult program.

#### Qualifying Activities

- Training programs that lead to the attainment of an industry recognized credential necessary to enter or advance in a specific occupation
- Participation in programs such as Job Corps
- Registered Apprenticeship programs

#### Documentation

- Appropriate case note indicating need and plan for occupational skill training
- Occupational skill training service in ICM, including start date, end date, and cost
- Attendance sheets and performance records
- Copy of industry recognized credential earned

- 5. Education offered concurrently with workforce preparation and training for a specific occupation** is an integrated education and training model that requires integrated education and training to occur concurrently with workforce preparation activities and workforce training. This program element 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.

#### Qualifying activity

- Concurrent delivery of basic skills, workforce preparation, and occupational skills training, for example:
  1. High school completion service;
  2. Workforce preparation service; and
  3. Occupational skills training

#### Documentation

- Appropriate case note outlining needs, service plan, and objectives
- Attendance sheets and performance records
- Copy of industry recognized credential earned
- Services identified in ICM with start date, end date, and costs

6. **Leadership development opportunities** encourages responsibility, confidence, employability, self-determination and other positive social behaviors. Leadership activities may include, and are not limited to exposure to postsecondary educational possibilities; participation in community and service learning projects; engagement in peer-centered activities, including peer mentoring and tutoring; organizational and team work and team leadership training; decision-making, including determining priorities and problem solving; citizenship and life skills training such as parenting and appropriate work behavior; civic engagement activities which promote the quality of life in a community; and other activities that place youth in a leadership role such as serving on a youth leadership committee.

#### Qualifying Activities

- exposure to postsecondary educational possibilities;
- participation in community and service learning projects;
- engagement in peer-centered activities, including peer mentoring and tutoring; organizational and team work and team leadership training;
- decision-making, including determining priorities and problem solving;
- citizenship and life skills training
- activities that place youth in a leadership role such as serving on a youth leadership committee.
- Life-skills training, such as parent education, financial education, goal setting, conflict resolution

#### Documentation

- Appropriate case note outlining needs, service plan, and objectives
- Services identified in ICM with start date, end date, and costs
- Attendance sheets and performance records and/ or any other form of participation
- Certifications and awards

7. **Supportive services** enables a youth to participate in program activities. Support services may include providing linkages to community services; assistance with transportation, child care and dependent care, and housing costs; assistance with educational testing; assistance with acquiring reasonable accommodations for youth with disabilities; legal aid services; referrals to health care;

assistance with uniforms or other appropriate work attire, work-related tools, eyeglasses 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.

#### Qualifying Activities

- Linkages to community services
- Assistance with transportation
- Assistance with child care and dependent care
- Assistance with housing
- Referrals to medical services
- Assistance with uniforms or other appropriate work attire and work-related tool costs, including such items as eye glasses and protective eye gear

#### Documentation

- Case note Justification of the need for purchased services or items
- List start date, end date, and cost in ICM
- Case note supportive services from other funding sources
- Include other documentation as appropriate in paper case file, i.e. receipts
- Must be provided in combination with a training service

8. **Adult mentoring** is a formal, in-person, 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. This activity must last for a period of 12 months and may occur during the program year or follow-up period. Group mentoring and mentoring through electronic means are allowed however, the youth program provider must match the participant with an individual mentor with whom the youth can interact with on a face-to-face basis. WIOA does not encourage, but allows case managers to serve as mentors in areas where adult mentors are sparse.

#### 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

#### Documentation

- Appropriate case note outlining needs, service plan, and objectives
- Schedule and description of mentoring activities
- Include other documentation as appropriate in paper case file

9. **Follow-up services** are provided after a youth is exited from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services must be provided for 12 months after the youth obtains employment and/or upon completion of participation. Follow-up services may include the provision all program elements with the exception of training services as this will require a change to the agreed upon individual service strategy. In this situation, the participant should be un-exited and a new individual service strategy created.

Program providers should make regular contact with the participant and if employed, the participants employer to identify and assist with any work-related problems. Additionally follow-up services may include providing information on labor market and employment conditions, career counseling and exploration services, and/or assisting a youth to prepare for and transition to postsecondary education and training. The frequency of the follow-up contact should be determined based on needs of youth but must be quarterly at a minimum.

All attempts to contact youth to provide follow-up services should be documented in the case management system.

#### Allowable Follow Up Activities

- Supportive services
- Adult mentoring
- Financial literacy education
- Services that provide labor market and employment information such as career awareness, career counseling, and career exploration services
- Activities that help youth prepare for and transition to postsecondary education and training

#### Documentation

- Enter case management service with one year time frame from start to end date
- All Services types listed as (F) for follow up
- Track progress in case notes: monthly, bi-monthly, or quarterly

10. **Comprehensive guidance and counseling** is individualized to each participant and may include drug and alcohol abuse counseling, mental health counseling and referrals to other

programs as appropriate. If referring participants to counseling that cannot be provided by the youth provider, the youth provider must coordinate with the organization to ensure continuity of services.

#### Qualifying Activities

- Drug and alcohol counseling
- Mental health counseling/therapy
- Career counseling
- Educational counseling
- Supplementing guidance and counseling activities with additional materials and resources

#### Documentation

- Appropriate case note outlining needs, service plan, and objectives
- Include other documentation as appropriate in paper case file.
- Service identified in ICM with start date, end date, and costs

**11. Financial literacy education** helps youth gain the skills needed to create household budgets, initiate savings plans, and make informed financial decisions about education, retirement, home ownership, wealth building, or other savings goals. Specifically:

- helps participants to learn how to effectively manage spending, credit and debt, including student loans, consumer credit, and credit cards and teaches 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;
- supports participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;
- educates 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;
- supports 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;
- supports activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling;
- provides 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
- implements 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.

#### Qualifying Activities

- How to effectively manage spending, credit and debt
- Ability to understand, evaluate, and compare financial products
- Activities that address the particular financial literacy needs of non-English speakers,
- Address the particular financial literacy needs of youth with disabilities
- Provides financial education that is age appropriate, timely, and provides opportunities to put lessons into practice

#### Documentation

- Appropriate case note outlining needs, service plan, and objectives
- Include other documentation as appropriate in paper case file.
- Service identified in ICM with start date, end date, and costs

**12. Entrepreneurial skills training** provides basic skills training for starting and operating a small business. The training must develop the skills associated with entrepreneurship, which includes and is not limited to, the ability to take initiative; creatively seek out and identify business opportunities; develop budgets and forecast resource needs; understand various options for acquiring capital and the trade-offs associated with each option; and communicate effectively to market oneself and ideas.

#### Qualifying Activities

- Take initiative;
- Creatively seek out and identify business opportunities;
- Develop budgets and forecast resource needs;
- Understand various options for acquiring capital and the trade-offs associated with each option; and
- Communicate effectively and market oneself and one's ideas

#### Documentation

- Appropriate case note outlining needs, service plan, and objectives
- Include other documentation as appropriate in paper case file.
- Service identified in ICM with start date, end date, and costs

- 13. Services that provide labor market information (LMI)** on in-demand industries, occupations and employment opportunities. LMI includes job market expectations and associated education and skill requirements, potential earnings and job growth and decline forecasts. LMI describes the relationship between labor demand and supply and many tools exist to facilitate youth awareness of the career fields that are likely to provide long-term employment and earnings and make appropriate decisions about education and careers. Alaska LMI may be found on the Departments Research and Analysis website <http://laborstats.alaska.gov/> and the Alaska Commission on Postsecondary Education AKCIS system. [https://acpe.alaska.gov/PLANNING/Education\\_Planning/AKCIS](https://acpe.alaska.gov/PLANNING/Education_Planning/AKCIS)

#### Qualifying Activity

- State Resources
  - Local Job Center
  - Alexsys
  - AKCIS
  - Job Fairs
- Federal Resources
  - mynextmove.org
  - careeronestop.org

#### Documentation

- Appropriate case note outlining needs, service plan, and objectives
- Include other documentation as appropriate in paper case file.
- Service identified in ICM with start date, end date, and costs

- 14. Postsecondary preparation and transition activities** help youth prepare for and transition to postsecondary education and training after attaining a high school diploma or its recognized equivalent. These services include but are not limited to exploring postsecondary education options including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeship; 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; and connecting youth to postsecondary education programs

#### Qualifying Services

- Exploring postsecondary education/training options
- Assisting youth to prepare for SAT/ACT testing
- Assisting with college applications

- Searching and applying for scholarships and grants
- Assistance with financial aid applications

#### Documentation

- Appropriate case note outlining needs, service plan, and objectives
- Include other documentation as appropriate in paper case file.
- Service identified in ICM with start date, end date, and costs

**15. Suicide prevention activities** that include education to raise awareness among participants about the signs of suicide, ways to help individuals contemplating suicide, and information about local resources available to help prevent suicide.

#### Qualifying Services

- Education to raise awareness among participants about the signs of suicide, ways to help individuals contemplating suicide, and information about local resources available to help prevent suicide.

#### Documentation

- Case notes