3.4.2 REQUIRED YOUTH ELEMENTS

WIOA specifies 14 youth elements that must be made available to WIOA eligible youth,~~.~~ and shifts the primary focus of youth formula funds to support the educational and career success of Out-of-School Youth (OSY). As such, at least 75% of the WIOA youth formula allocation must be spent on OSY. Local administrative expenses are not included in the 75% calculation; therefore, the LWDAs OSY expenditure rate is calculated after subtracting funds spent on administrative costs. NOTE: The USDOL, Employment & Training Administration (ETA) has approved a waiver request regarding the 75/25 percent split for youth funds. ETA approved the requested waiver for Program Years 2018 and 2019 (July 1, 2018 through June 30, 2020). As such, OWD has lowered the target expenditure rate for local youth formula funds and Governor's reserve youth funds to 50% for OSY.

NPRM § 681.470 states while all 14 youth elements must be made available to youth, they do not all have to be funded through WIOA youth funds. LWDAs may leverage partner resources to provide program elements that are available in the LWDA. The 14 youth elements are detailed below.

3.4.2.1 TUTORING, STUDY SKILLS TRAINING, INSTRUCTION AND EVIDENCE BASED DROPOUT PREVENTION AND RECOVERY STRATEGIES. The Tutoring, Study Skills Training, Instruction and Evidence based Dropout Prevention and Recovery Strategies must lead to the completion of 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.

3.4.2.2 ALTERNATIVE SECONDARY SCHOOL SERVICES OR DROPOUT RECOVERY SERVICES. Alternative Secondary School Services or Dropout Recovery Services provide options for students who are at risk of dropping out of high school to remain engage in an alternative learning environment that focuses on their particular skills, abilities, and learning style.

3.4.2.1.3 PAID AND UNPAID WORK EXPERIENCES. Paid and Unpaid Work Experiences are planned, structured learning experiences that take place in a workforce for a limited period of time. A work experience may take place in the private for-profit sector, the non-profit sector, or the public sector. Labor standards apply in any work experience where an employee/employer relationship, as defined by the Fair Labor Standards Act or applicable State law, exists. Work experiences provide the youth participant with opportunities for career exploration and for skill development. The types of youth work experiences include the following categories:

A. Summer employment opportunities and other employment opportunities available throughout the school year; summer employment opportunities are a component of the work experience program element.

B. Pre-apprenticeship programs; a pre-apprenticeship is a program or set of strategies designed to prepare individuals to enter and succeed in a registered apprenticeship program and has a documented partnership with at least one, if not more, registered apprenticeship program;
C. Internships and job shadowing; and
D. On-the-job training opportunities.

For full policy, see state policy section 3.4.1.5.

3.4.2.4 OCCUPATIONAL SKILLS TRAINING. 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 levels. The LWDA must give priority consideration to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the LWDA. For full policy, see section 3.4.1.1.

In order to enhance individual participant choice in their education and training plans and provide flexibility to service providers, WIOA allows ITAs for out-of-school youth, ages 18 - 24, using WIOA youth funds when appropriate.

3.4.2.5 EDUCATION OFFERED CONCURRENTLY WITH AND IN THE SAME CONTEXT AS WORKFORCE PREPARATION. **THIS** program element reflects the integrated education and training model and requires integrated education and training to occur concurrently and contextually 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. WIOA § 129(c)(2)(E)

3.4.2.6 LEADERSHIP DEVELOPMENT. Leadership Development includes community service and peer-centered activities encouraging responsibility and focusing on other positive social and civic behavior opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as:

A. Exposure to postsecondary educational possibilities;
B. Community and service learning projects;
C. Peer-centered activities, including peer mentoring and tutoring;
D. Organizational and team work training, including team leadership training;
E. Training in decision-making, including determining priorities and problem solving;

F. Citizenship training, including life skills training such as parenting and work behavior training;
G. Civic engagement activities which promote the quality of life in a community; and
H. Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee. WIOA § 129(c)(2)(F)

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. Responsible parenting, including child support education;
I. Positive job attitudes and work skills; and
J. Keeping informed in community affairs and current events.

3.4.2.7 SUPPORTIVE SERVICES. Supportive Services are services that enable a youth to participate in WIOA activities. For full policy, see state policy section 3.4.4.

3.4.2.8 ADULT MENTORING. Adult Mentoring must occur for a duration of at least 12 months and may occur both during and after program participation. Adult mentoring for youth must:

A. Last at least 12 months, be documented, and may take place both during the program and following exit from the program;
B. 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;
C. Include a mentor who is an adult other than the assigned youth case manager; and

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.

Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company.

3.4.2.9 COMPREHENSIVE GUIDANCE AND COUNSELING. Comprehensive Guidance and Counseling provides individualized counseling to participants. This includes career and academic counseling, drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. WIOA § 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.

3.4.2.10 FINANCIAL LITERACY EDUCATION. Financial Literacy Education 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 providing 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.

3.4.2.11 ENTREPRENEURIAL SKILLS TRAINING. Entrepreneurial Skills Training should provide the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Some examples of entrepreneurial skill development include, but are not limited to, the ability to:

A. Take initiative;
B. Creatively seek out and identify business opportunities;
C. Develop budgets and forecast resource needs;
D. Develop a customer-centered environment;
E. Understand various options for acquiring capital and the tradeoffs associated with each option; and
F. Communicate effectively and market oneself and one's ideas.

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

G. 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.
H. Enterprise development which provides support 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 assist in the development of viable business ideas.

3.4.2.12 LABOR MARKET AND EMPLOYMENT INFORMATION SERVICES. Labor Market and Employment Information Services 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 Labor Market Area is an economically-integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence.

3.4.2.13 ACTIVITIES THAT PREPARE FOR TRANSITION TO POSTSECONDARY EDUCATION AND TRAINING. Activities that Prepare for Transition to Postsecondary Education and Training include career exploration and research. LWDAs are encouraged to provide youth with relevant information and opportunities.

LWDAs may utilize case managers to assist students with gaining entrance into postsecondary education and training and financial aid applications.

LWDAs may provide access to postsecondary education and training entrance examination preparation, and may also provide access to the remedial coursework necessary to gain entrance into post-secondary education and training.

3.4.2.14 FOLLOW-UP SERVICES. Follow-up Services are 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. For full policy, see section 3.4.6.