

Next Generation Zone Services Catalog
Youth Services

Requirements to deliver service
• Requires WorkSourceWA.com registration.
• Must have a Full WIOA Title I eligibility determination for WIOA Youth.
• Must have a completed Objective Assessment, Individual Service Strategy, and be enrolled in a WIOA Youth program.

Service Description	Program Element	Definition	Duration Service	Triggers/Extends Participation	Triggers Inclusion in Credential Rate Measure	Triggers Inclusion in Measurable Skill Gains Measure
TUTORING, STUDY SKILLS TRAINING, INSTRUCTION, AND DROPOUT PREVENTION (YOUTH ONLY)	Program Element 1: Tutoring, study skills training, instruction, and dropout prevention services	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 post-secondary credential.	Y	Y	Y	Y
ALTERNATIVE SECONDARY SCHOOL SERVICES OR DROPOUT RECOVERY SERVICES (YOUTH ONLY)	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. Dropout recovery services, such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out of school. While such activities 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.	Y	Y	Y	Y
PAID AND UNPAID WORK EXPERIENCE WITH ACADEMIC/EDUCATION COMPONENT – internships or employment opportunities (YOUTH ONLY)	Program Element 3: Paid and unpaid work experience	Employment Opportunities and Internships: work experiences that are planned, structured learning experiences taking place in a workplace for a limited period of time, paid or unpaid. Internship: a work experience where youth work in a training position, paid or unpaid, at an organization in order to gain work experience or to satisfy requirements for qualification in a specific profession, trade, or vocation. An internship typically lasts between one and four months, but can be shorter or longer as necessary. Work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. Academic and occupational education may occur inside or outside the work site.	Y	Y	N	N
PAID AND UNPAID WORK EXPERIENCE WITH ACADEMIC/EDUCATION COMPONENT – job shadowing (YOUTH ONLY)	Program Element 3: Paid and unpaid work experience	Job shadow: a work experience where youth learn about a job by walking through the work day as a shadow to a competent worker. The job shadowing work experience is a temporary, unpaid exposure to the workplace in an occupational area of interest to the participant. Youth witness firsthand the work environment, employability and occupational skills in practice, the value of professional training, and potential career options. A job-shadowing experience can be anywhere from a few hours, to a day, to a week or more. Work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. Further academic and occupational education may occur inside or outside the work site.	Y	Y	N	N
PAID AND UNPAID WORK EXPERIENCE WITH ACADEMIC/EDUCATION COMPONENT - ON-THE-JOB TRAINING OPPORTUNITIES (YOUTH ONLY)	Program Element 3: Paid and unpaid work experience	On-the-job training means paid training by an employer or registered apprenticeship program sponsor that is provided to a 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 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. Work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. Further academic and occupational education may occur inside or outside the work site.	Y	Y	N	N
PAID AND UNPAID WORK EXPERIENCE WITH ACADEMIC/EDUCATION COMPONENT - pre-apprenticeship programs (YOUTH ONLY)	Program Element 3: Paid and unpaid work experience	Pre-apprenticeship programs are designed to prepare individuals to enter and succeed in a registered apprenticeship program and includes the following elements: (a) training and curriculum that aligns with the skill needs of employers in the economy of the State or region involved; (b) access to educational and career counseling and other supportive services, directly or indirectly; (c) hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career; (d) opportunities to attain at least one industry-recognized credential; and (e) a partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program. Work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. Further academic and occupational education may occur inside or outside the work site.	Y	Y	N	N

OCCUPATIONAL SKILLS TRAINING (YOUTH ONLY)	Program Element 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. Local areas must give priority consideration to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area. Such training must: (1) Be outcome-oriented and focused on an occupational goal specified in the individual service strategy; (2) Be of sufficient duration to impart the skills needed to meet the occupational goal; (3) Lead to the attainment of a recognized postsecondary credential; and (4) Meet the training program eligibility requirements detailed in ESD WS Polciy 5611, R2 - Governor's procedures for determining training program eligibility. Note: ITAs may be used to fund training programs for OSY ages 16 - 14 when appropriate. Note ISY funds may not be used for an ITA. Occupational skills training funded with an ITA must be provided in accordance with SWC Policy W417 - Individual Training Accounts - Youth.	Y	Y	Y	Y
EDUCATION OFFERED WITH WORKFORCE PREPARATION ACTIVITIES AND OCCUPATIONAL TRAINING (YOUTH ONLY)	Program Element 5: Education offered concurrently with workforce preparation and training for a specific occupation	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. Local Guidance: This service is used to document the workforce preparation activities portion of this program element. This service must be accompanied by two additional services that occur concurrently (each service's timeframe must overlap with at least one other): (1): Program element 2 - alternative secondary school services or dropout recovery services; and (2): Program element 4 - occupational skills training.	Y	Y	N	N
YOUTH LEADERSHIP DEVELOPMENT OPPORTUNITIES (2.0)	Program Element 6: Leadership development opportunities	Leadership development opportunities are opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as: (a) Exposure to postsecondary educational possibilities; (b) Community and service learning projects; (c) Peer-centered activities, including peer mentoring and tutoring; (d) Organizational and team work training, including team leadership training; (e) Training in decision-making, including determining priorities and problem solving; (f) Citizenship training, including life skills training such as parenting and work behavior training; (g) Civic engagement activities which promote the quality of life in a community; and (h) Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.	Y	Y	N	N
SUPPORT SERVICES - FEES, SUPPLIES, TEST, TRANSPORTATION, ETC. (YOUTH ONLY)	Program Element 7: Supportive services	Supportive services for youth are services that enable an individual to participate in WIOA activities. These services include, but are not limited to, the following: (a) Linkages to community services; (b) Assistance with transportation; (c) Assistance with child care and dependent care; (d) Assistance with housing; (e) Needs-related payments; (f) Assistance with educational testing; (g) Reasonable accommodations for youth with disabilities; (h) Legal aid services; (i) Referrals to health care; (j) Assistance with uniforms or other appropriate work attire and work related tools, including such items as eyeglasses and protective eye gear; (k) Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and (l) Payments and fees for employment and training-related applications, tests, and certifications. Supportive services and needs related payments must be provided in accordance with SWC Policy W409-R5 Supportive Services & Needs-Related Payments.	N	Y	N	N
NEEDS RELATED PAYMENTS (YOUTH ONLY)	Program Element 7: Supportive services	Needs-related payments provide financial assistance to participants for the purpose of enabling them to participate in training. Unlike other supportive services, in order to qualify for needs-related payments a participant must be enrolled in training. Only Out-of-School Youth ages 18-24 are eligible to receive needs-related payments. Supportive services and needs related payments must be provided in accordance with SWC Policy W409-R5 Supportive Services & Needs-Related Payments.	N	Y	N	N

MENTORING (YOUTH)	Program Element 8: Adult mentoring	<p>(a) Adult mentoring for youth must:</p> <p>(1) Last at least 12 months and may take place both during the program and following exit from the program;</p> <p>(2) Be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee; and</p> <p>(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.</p> <p>(b) Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company.</p> <p>Mentoring may not be done by WIOA Youth case managers unless an exception is approved by the SWC.</p>	Y	Y	N	N
FINANCIAL LITERACY IN FOLLOW-UP - effective budgeting and spending, etc. (YOUTH ONLY)	Program Element 9: Follow-up services	<p>The financial literacy education as a follow-up service may include activities which:</p> <p>(a) Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions;</p> <p>(b) Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;</p> <p>(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;</p> <p>(d) Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;</p> <p>(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;</p> <p>(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;</p> <p>(g) Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling;</p> <p>(h) Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings; and</p> <p>(i) Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, ageappropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.</p>	N	N	N	N
LABOR MARKET INFORMATION SERVICES IN FOLLOW-UP (YOUTH ONLY)	Program Element 9: Follow-up services	Follow-up 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.	N	N	N	N
MENTORING IN FOLLOW-UP - Adult guidance, work encouragement (YOUTH ONLY)	Program Element 9: Follow-up services	<p>(a) Adult mentoring for youth during follow-up must:</p> <p>(1) Last at least 12 months and may take place both during the program and following exit from the program;</p> <p>(2) Be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee; and</p> <p>(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.</p> <p>(b) Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company.</p> <p>Mentoring may not be done by WIOA Youth case managers unless an exception is approved by the SWC.</p>	N	N	N	N
OTHER FOLLOW-UP - Assistance with work-related problems (YOUTH ONLY)	Program Element 9: Follow-up services	Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise.	N	N	N	N
POST-SECONDARY PREPARATION AND TRANSITION ACTIVITIES IN FOLLOW-UP (YOUTH ONLY)	Program Element 9: Follow-up services	Follow-up activities and services that prepare ISY and OSY for advancement to postsecondary education after attaining a high school diploma or recognized equivalent. These services include exploring postsecondary education options including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeship. Additional services include, but are not limited to, 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.	N	N	N	N
SUPPORT SERVICES IN FOLLOW-UP - work attire, housing, etc. (YOUTH ONLY)	Program Element 9: Follow-up services	<p>Supportive services provided in follow-up for youth are services that enable an individual to participate in WIOA activities. These services include, but are not limited to, the following:</p> <p>(a) Linkages to community services;</p> <p>(b) Assistance with transportation;</p> <p>(c) Assistance with child care and dependent care;</p> <p>(d) Assistance with housing;</p> <p>(e) Needs-related payments;</p> <p>(f) Assistance with educational testing;</p> <p>(g) Reasonable accommodations for youth with disabilities;</p> <p>(h) Legal aid services;</p> <p>(i) Referrals to health care;</p> <p>(j) Assistance with uniforms or other appropriate work attire and work related tools, including such items as eyeglasses and protective eye gear;</p> <p>(k) Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and</p> <p>(l) Payments and fees for employment and training-related applications, tests, and certifications.</p> <p>Supportive services and needs related payments must be provided in accordance with SWC Policy W409-R5 Supportive Services & Needs-Related Payments.</p>	N	N	N	N

YOUTH GUIDANCE AND COUNSELING	Program Element 10: Comprehensive guidance and counseling	Comprehensive guidance and counseling provides individualized counseling to participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate. When referring participants to necessary counseling that cannot be provided by the local youth program or its service providers, the local youth program must coordinate with the organization it refers to in order to ensure continuity of service.	Y	Y	N	N
FINANCIAL LITERACY (YOUTH ONLY)	Program Element 11: Financial literacy education	The financial literacy education may include activities which: (a) Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions; (b) Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards; (c) Teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit; (d) Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions; (e) Educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data; (f) Support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials; (g) Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling; (h) Provide financial education that is age appropriate, timely, and provides opportunities to put lessons into practice, such as by access to safe and affordable financial products that enable money management and savings; and (i) Implement other approaches to help participants gain the knowledge, skills, and confidence to make informed financial decisions that enable them to attain greater financial health and stability by using high quality, ageappropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.	N	Y	N	N
ENTREPRENEURIAL SKILLS TRAINING (YOUTH ONLY)	Program Element 12: Entrepreneurial Skills Training	Entrepreneurial skills training provides the basics of starting and operating a small business. (a) Such training must develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to: (1) Take initiative; (2) Creatively seek out and identify business opportunities; (3) Develop budgets and forecast resource needs; (4) Understand various options for acquiring capital and the trade-offs associated with each option; and (5) <u>Communicate effectively and market oneself and one's ideas.</u>	Y	Y	N	N
LABOR MARKET INFORMATION SERVICES (YOUTH ONLY)	Program Element 13: Services that provide labor market information	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.	N	Y	N	N
POST-SECONDARY PREPARATION AND TRANSITION ACTIVITIES (YOUTH ONLY)	Program Element 14: Postsecondary preparation and transition activities	Postsecondary preparation and transition activities and services prepare ISY and OSY for advancement to postsecondary education after attaining a high school diploma or recognized equivalent. These services include exploring postsecondary education options including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeship. Additional services include, but are not limited to, 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.	N	Y	N	N

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