



Oklahoma Office of Workforce Development
900 N. Portland Ave.
Oklahoma City, OK 73107

TECHNICAL ASSISTANCE - #TA-02-2018

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RE: Service Definitions

Adult Basic Education in Conjunction with Training (Non-trade Adjustment Assistance (TAA))

– Adult education and literacy activities that lead to a secondary school diploma must be done concurrently or in coordination with one or more of the following training services (§ 680.350):

- Occupational skills training
- On-the-job training
- Incumbent worker training
- Programs that combined workplace training and related instruction, which may include cooperative education programs,
- Training programs operated by the private sector,
- Skill upgrading and retraining, or
- Entrepreneurial training.

Basic Employability Plan – Informal plan providing preliminary information about a participant’s employability based on an initial assessment of participant’s skills, interests, needs and work history. This plan is essential to determining the client’s next steps in the Workforce System.

Career Guidance – Services given to the job seeker that include the provision of information, materials, suggestions, or advice based on the job seeker’s needs which are intended to assist the job seeker in making occupational or career decisions.

Career Planning – The provision of a client-centered approach in the delivery of services, designed to prepare and coordinate comprehensive employment plans, such as services strategies, for participants to ensure access to necessary workforce development activities and supportive services, using, where feasible, computer-based technologies; and to provide job, education, and career counseling, as appropriate during program participation and after job placement.

Comprehensive Assessment – A comprehensive assessment is a detailed examination that identifies service needs, academic levels, goals, interests, skill levels, abilities, aptitudes, and



supportive service needs, and measures barriers and strengths. It includes a review of basic and occupational skills, prior work experience, employability potential, interests, aptitudes, supportive service needs and developmental needs. The assessment results in an individual employment plan (IEP) for Adult programs or and individual service strategy (ISS) for Youth programs.

CRT Occupational – Trade Adjustment Assistance (TAA) Only – Classroom occupational training.

Customized Labor Market Information – Customized information provided to an individual client on: state and local labor market conditions; industries, occupations and characteristics of the workforce; area business identified skills needs; employer wage and benefit trends; short and long term industry and occupational projections; worker supply and demand; and job vacancies survey results. Workforce information also includes local employment dynamics information such as workforce availability; business turnover rates; job creation; and job identification of high growth and high demand industries.

Customized Training – A training service that must meet the following criteria:

- a) Designed to meet the special requirements of an employer (including a group of employers);
- b) Conducted with a commitment by the employer to employ, or in the case of incumbent workers, continue to employ, an individual upon successful completion of the training; and
- c) For which the employer pays for at least 10 and up to 50 percent of the cost of training.

Customized training of eligible employed individual may be provided for an employer (or a group of employers) when:

- The employee is not earning a self-sufficient wage as determined by Local Board policy;
- The requirements in (a) – (c) above are met; and
- The customized training relates to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs that require additional skills, workplace literacy, or other appropriate purposes identified by the Local Board.

Employment Application Assistance – Assistance in the employment application process, which may include filling out an application, preparing for an interview, appropriate dress for interview, etc.

English-Language Acquisition Services – Services designed to help individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language that leads to the attainment of a secondary school diploma or its recognized equivalent, and allows the participant to transition to postsecondary education, training or employment. Adult education and literacy classes are provided through the

Oklahoma Department of Career and technology Education (ODCTE), while the Oklahoma Department of Libraries (ODL) provide literacy programs through libraries, non-profits, and other organizations across the state. Adult education and literacy activities may only be WIOA-funded when such services are not available through ODCTE, ODL programs, or local community based organizations.

Entrepreneurial Skills Training – Training designed to develop skills associated with entrepreneurship, including 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 and market oneself and one’s ideas.

ETP Information Services – Providing information and instruction on the Eligible Training Provider List.

Federal Bonding Assistance – A Federal bond is an insurance policy that protects the employer in case of loss of money or property due to employee dishonesty. Bond coverage is provided for any person whose background usually leads employers to question their honesty such as ex-offenders, ex-addicts, poor credit records, dishonorably discharged from military service or persons from low income families lacking sufficient work history. Federal bonding assistance is the determining eligibility for and completion and submission of required forms and documentation on behalf of applicants requesting issuance of a federal surety bond.

Financial Aid Assistance – Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.

Financial Literacy Education – Financial Literacy education provides financial empowerment tools to equip financial principles, an understanding of consumer protection issues, and an understanding of financial stability. Financial literacy education may include, but is not limited to the following activities:

- Creating budgets;
- Providing information on initiating checking and savings accounts;
- Learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
- Providing information on the significance of credit reports and credit scores, including individual rights regarding credit and financial information, how to determine the accuracy of a credit report, how to correct inaccuracies, and how to improve or maintain good credit; and
- Providing information on how an individual can protect themselves from and resolve cases of identity theft.

Follow-up Services for Adults and Dislocated Workers – Follow up services must be made available for a minimum of 12 months following the first day of unsubsidized employment after exit.

Follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome.

Follow-up may include, but is not limited to:

- Contact with the participant's employer,
- Information about additional employment opportunities,
- Counseling regarding the workplace, and/or
- Referrals to supportive services available in the community.

Group Counseling – Group counseling provides an opportunity to share experiences, learn perspectives, and experience with new behaviors in a supportive environment.

Incumbent Worker Training – Incumbent worker training is designed to meet the special requirements of an employer to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment, and is conducted with a commitment by the employer to retain or avert the layoffs of the incumbent worker(s) trained. Incumbent Worker Training is made available to help companies grow and maintain competitiveness by investing in training of their existing workforce. Job training programs may include training designed to increase the basic skills of employees including, but not limited to, training in written and oral communication, mathematics or science, or training in technical and technological skills. Training is structured to be flexible to meet the business's training objectives. To qualify as an incumbent worker, must be employed, meet the Fair Labor Standards Act requirements for an employer-employee relationship, and have an established employment history with the employer for 6 months or more, with the following exception: In the event that the incumbent worker training is being provided to a cohort of employees, not every employee in the cohort must have an established employment history with the employer for 6 months or more as long as a majority of those employees being trained meet the employment history requirement.

Incumbent worker training does not qualify an individual for participation in a WIOA program. An incumbent worker does not have to meet the eligibility requirements for career and training services for adults and dislocated workers under WIOA, unless they are also enrolled as a participant in the WIOA adult or dislocated worker program.

Individual Counseling – A short term resource designed to assist job seekers in obtaining or retaining employment. A confidential face-to-face service designed to provide the job seeker with an attentive listener who will offer suggestions to improve employment prospects and assist in the development of solutions to better manage work-related issues. Work-related issues may include stress, balancing work and home life, bullying, difficult colleagues, family difficulties, and substance misuse that can directly impact individual workplace performance. Individual workplace counseling is designed to work with the individual to obtain positive and secure employment, or to provide guidance on how to retain employment by developing

strategies to reduce absence, improve interpersonal communication, increase self-awareness, increase the feeling of being valued and supported, reinforce appropriate skill use, identify competencies and how to capitalize on individual capabilities, improve employee performance, increase productivity, and manage behavioral problems.

Individual Employment Plan (IEP) – An ongoing strategy jointly developed by the adult participant and the case manager that identifies the participant’s employment goals, the appropriate achievement objectives, and the appropriate combination of services for the participant to achieve the employment goals.

Information on Supportive Services Available – provision of information on the availability of supportive services including child care, child support, medical or child health assistance available through the State’s Medicaid program and children’s health insurance program; benefits under the Supplemental Nutrition Assistance Program (SNAP), Housing and Urban Development (HUD), Temporary Assistance for Needy Families (TANF), and information about the earned income tax credit and other supportive services and transportation services provided through partner provided programs.

Initial Assessment – A process that provides an assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service needs.

Internship – a planned, structured learning experience that takes place in a workplace (may be arranged within the private for-profit sector, the nonprofit sector, or the public sector) for a limited period of time. Internships may be paid or unpaid.

Job Development Contacts – Job Development occurs when a staff member contacts an employer about a specific job seeker to discuss the individual’s qualifications and explore their potential placement with the employer. The Job Development contact may be accomplished by telephone or personal visit to the employer.

Job Finding Clubs – A period of structured application (up to 2 weeks) where job seekers attempt to obtain jobs, under the guidance of workforce staff, that has all of the elements of a Job Search Workshop.

Job Placement Services – The process by which workforce agencies, educational institutions, employment agencies, social service agencies and other entities help individuals find employment.

Job Search Planning – After being determined employable, a plan (not necessarily a written plan) is jointly developed by staff and the participant that includes the necessary steps and/or timetables to achieve employment in a specific occupation, industry, or geographic area.

Job Search Workshop – Workshop designed for individuals to gain successful job-hunting skills, such as resume writing, cover letter preparation, and interviewing skills.

Job Shadowing – Job Shadowing is when a participant follows an employee at a firm for one or more days to learn about a particular occupation or industry. One-on-one time is spent with employees in order for the participant to observe the daily routine of the employee(s). The opportunity should be made available to the participant to understand the daily duties and activities, ask questions, identify career interest, become aware of the technical and academic skills needed to enter the specific career, develop communication skills, and apply connection between academic classroom work and their career goals. Job shadowing is intended to explore a range of careers and specific career objectives in order to select an appropriate career pathway.

Needs Related Payments – Payments that may be made to adults or dislocated workers who are unemployed and do not qualify for, or have ceased to qualify for, unemployment insurance compensation for the purpose of enabling such individual to participate in WIOA career and training services.

A dislocated worker who has ceased to qualify for unemployment compensation may be eligible only if enrolled in training services:

- By the end of the 13th week after the most recent layoff that resulted in a determination of the worker’s eligibility for employment and training activities for dislocated workers; or
- If later, by the end of the 8th week after the worker is informed that a short term will exceed 6 months.

The level of payment to a dislocated worker shall not exceed the greater of:

- The level of applicable unemployment insurance.
- If the participant did not qualify for unemployment insurance, an amount equal to the poverty line, for an equivalent period, which may be adjusted to reflect changes in total family income.

Occupational Skills Training – 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. Occupational skills training includes training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area. This may include programs that help with skill upgrading or retraining. Occupational Skills training must be outcome-oriented and focused on an occupational goal specified in the individual employment plan, be of sufficient duration to impart the skill needed to meet the occupational goal, and result in attainment of a recognized postsecondary credential.

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:

- Provides knowledge or skills essential to the full and adequate performance of the job;

- 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
- 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

Orientation to WIOA Services – Any activity providing information or orientation to services available through the one-stop delivery system.

Out of Area Job Search Assistance – Trade Adjustment Assistance (TAA) provides financial assistance to assist eligible TAA participants in seeking employment in other areas of Oklahoma or the United States. A written application for assistance must be submitted before the job search trip begins. Application must be made within 365 days of separation date or petition certification date, whichever is later, or within 182 days after completion of training. The Job Search interview must be for a specific position at a specific company, and must be outside the state-defined commuting radius of 50 miles for potential eligibility. TAA pays up to 90% of approved costs, with a maximum benefit of \$1250.

Out of Area Relocation Assistance – Trade Adjustment Assistance (TAA) provides financial assistance to assist eligible TAA participants in relocating self and family to other areas of Oklahoma or the United States. A written application for assistance must be submitted before the relocation occurs. Application must be made within 425 days of separation date or petition certification date, whichever is later, or within 182 days after completion of training. The relocation must be for a specific position at a specific company, must be 'suitable' employment, and must be outside the state-defined commuting radius of 50 miles for potential eligibility. TAA pays up to 90% of approved costs, as well as a stipend of up to \$1250 upon completion of relocation.

Placed in Federal Training – Participant entered a training program supported by the Federal Government, such as WIOA-funded projects, TAA, Adult Education, Vocational Rehabilitation and Job Corps.

Post-Exit Education/Training Leading to Credential – A service that can be entered during follow-up if a participant completed a secondary education program and obtained a secondary school diploma or its equivalency during program participation, exited the program, and has enrolled in an education or training program that leads to a recognized postsecondary credential after program exit.

Pre-Apprenticeship – 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 programs. Pre-apprenticeship programs incorporate the following elements:

- Training and curriculum based on industry standards and approved by the documented Registered Apprenticeship partner(s); and
- Strategies that increase Registered Apprenticeship opportunities for underrepresented, disadvantaged or low-skilled individuals, such that, upon completion, they will meet the entry requirements, gain consideration, and are prepared for success in one or more Registered Apprenticeship program.

Proficiency Testing – Tests given to clients that measure competencies and/or ability for certain types of work related skills or applications, such as: data entry, keyboarding, spelling, math, typing or other proficiency tests.

Referral to Educational Services – The referral of Job Seekers to a program or course designed to develop competency in basic educational skills such as reading comprehension, mathematics, writing, speaking and reasoning, and/or programs leading to educational credentials such as a GED, high school diploma or college degree.

Referral to Employment – A referral to employment is the act of bringing to the attention of an employer a job seeker or group of registered job seekers who are available for a job and the record of such referral.

Referral to Federal/State Assistance Agencies – Referral to other Federal/State assistance programs such as;

- Supplemental Nutrition Assistance Program (SNAP),
- Temporary Assistance for Needy Families (TANF),
- Health insurance assistance,
- Child Support Assistance,
- Tax Preparation Support, or
- Other Federal or State Assistance programs.

Referral to WIOA Service – Provision of referrals within the one-stop delivery system, other workforce development programs, and the Veterans Affairs for Title I services.

Registered Apprenticeship – Registered Apprenticeship is a combination of on-the-job training and job-related technical instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation. Benefits of a registered apprenticeship program to an employer include skilled workers trained to industry/employer specifications, reduced turnover, an emphasis on safety training and a pipeline of new skilled workers. Benefits for the apprentice include earning wages while in training, portable credentials, and opportunities for jobs that usually pay higher wages.

Resume Assistance – Providing instruction on the content and format of resumes and cover letters and providing assistance in the development and production of the same.

Short Term Pre-Vocational Services – Skills development and/or instructions intended to fill skills gaps. Short term pre-vocational services are not tied to a specific occupation and do not result in a certification or license. These services may include course-like services such as literacy and adult basic education, computer software or introduction to computer classes, GED preparation, as well as development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct to prepare individuals for unsubsidized employment or training.

Skills Upgrading and Retraining – Courses that develop professional competencies that are particularly relevant to a vocational/occupational goal. The training should result in an acquisition of transferable skills or an industry recognized certification or credential.

Soft Skills – Assistance with the development of interpersonal people skills, social skills, communication skills, character traits, attitudes, career attributes, social intelligence and emotional intelligence to improve the ability of participants to effectively navigate their environment, work well with others, perform well, and achieve their goals when matched with occupational skills to increase the desirable qualities for a specific employment.

Supportive Services – Services that are necessary to enable an individual to participate in activities authorized by WIOA. As determined by local policy, supportive services may include:

- Linkages to community services;
- Assistance with transportation costs;
- Assistance with childcare and dependent care costs;
- Assistance with housing costs;
- Referrals to medical services;
- Assistance with uniforms or other appropriate work attire and work-related tools costs, including such items as 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.

Supportive services must be coordinated with partner entities.

Transitional Jobs – Time limited, wage paying jobs that are unsubsidized and combine real work, skill development, and support services to individuals with substantial barriers to employment or who have an inconsistent work history.

Unemployment Claims Assistance – Staff-assisted provision of information on-site, by phone, or via other technology by staff who are properly trained in UI claims, filing, and/or the acceptance of information necessary to file a claim.

Veterans Case Management Services – Non-VR&E (Vocational Rehabilitation & Employment Service) - Any veteran for whom a local staff member, primarily a Disabled Veterans' Outreach Program Specialist (DVOP), has elected to provide on-going, one-on-one personal assistance including, but not limited to, providing advice pertaining to vocational choice, assistance in obtaining training to reach employability and follow-up services over a period of time.

Veterans Case Management Services VR&E (Vocational Rehabilitation & Employment Service) - All veterans for whom a local office member, primarily a Disabled Veterans' Outreach Program specialist (DVOP), has been assigned to provide on-going, one-on-one personal assistance including, but not limited to, providing advice pertaining to vocational choice, assistance in obtaining training to reach employability and follow-up services over a period of time to obtain employment. Services are provided through a cooperative agreement between Veterans Administration and VETS for clients enrolled in training, post training, or just employment services only.

Veterans Placed in Federal Training - Disabled veterans who are eligible for training under the Department of Veterans Affairs (VA) vocational rehabilitation program may enroll for training or work experience at an agency under the terms of an agreement between the agency and the VA. The veteran is not a Federal employee for most purposes while enrolled in the program, but is a beneficiary of the VA. The training is tailored to individual needs and goals so there is no set length. If the training is intended to prepare the individual for eventual appointment in the agency rather than just work experience, the agency must ensure that the training will enable the veteran to meet qualification requirements for the position.

Veterans Referral for Credentialing Assistance - Referrals made to agencies that may offer assistance in funding, teaching, issuance, and/or granting the credentials necessary to achieve employment in the required fields. This referral will include assistance for those veterans with training and skills obtained in their military service which may qualify them to seek and obtain credentials such as a License, Certificate, or required certification for employment/practice. (Registration form and instructions for Licensing and Certified Occupations available in Outlook under Veterans Services.)

Work Experience - Work experiences are planned, structured learning experiences that take place in a workplace for a limited amount of time. A work experience may be paid or unpaid, and may be in the private, non-profit, or public sectors.

Work experiences are designed to gain exposure to the working world and its requirements, and to help acquire the personal attributes, knowledge and skills needed to obtain a job and advance in employment. The purpose is to provide the participant with the opportunities for career exploration and skill development, not to benefit the employer, although the employer may, in fact, benefit from the activities performed. Work experiences may include the following:

- Instruction in employability skills or generic workplace skills;
- Exposure to various aspects of a particular industry;

- Progressively more complex tasks;
- Internships and job shadowing;
- Integration of basic academic skills into work activities;
- Supported work, work adjustment, and other transition activities;
- Entrepreneurship;
- Service learning;
- Paid and unpaid community service; and
- Other elements designed to achieve the goals of work experience.

Workforce Information Services – Workforce information services provide information or instruction on how to access the variety of services and tools available in the workforce center.

Workforce Preparation Assistance – Providing assistance that helps an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education, or training, or employment.

Youth Service Definitions

Eligibility Determination – Individuals receiving services as a WIOA youth must meet the ISY or OSY eligibility criteria and provide documentation set forth in guidance.

Individual Service Strategy – A service strategy which is jointly developed by the youth and the case manager based on the individual needs of the youth. The ISS must be linked to one or more indicator of performance, identify career pathways that include education and employment goals, consider career planning and the results of the objective assessment, and prescribe achievement objectives and services for the youth.

Objective Assessment – An assessment which includes a review of the academic and occupational skill levels, as well as the serve needs and strengths for the purpose of identifying appropriate services and career pathways for participants. Assessments must also consider a youth’s strengths rather than just focusing on areas that need improvement.

Tutoring, Study Skills Training, Instruction, and dropout Prevention Services – (*Youth program element 1*) – Element one includes “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.” includes “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, study skills training, and instruction can be provided one-on-one, in a group setting, through resources and workshops.

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 or for a recognized postsecondary credential.

It’s focused on in-school services relating to attainment of a high school diploma. Includes:

- Tutoring, study skills training, and instruction that lead to a high school diploma
- Secondary school dropout prevention services intended to lead to a high school diploma
- Does not include dropout recovery strategies that lead to completion of high school equivalency – those are included in program element 2
- Does not include training services leading to a postsecondary credential – those are included in program element 4 (occupational skills training)

Alternative Secondary School Offerings or Dropout Prevention – (Youth program element 2) – Element two includes alternative secondary school services such as basic education skills training, individualized academic instruction, and English as a Second Language training, or those services 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. These services 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 diploma equivalency.

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.

Work Experience – Youth – (Youth program element 3) – Element three is a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate. 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 and State law. Work experiences provide the youth participant with opportunities for career exploration and skill development. Work experiences must include academic and occupational education:

- The educational component may occur concurrently or sequentially with the work experience;
- The academic and occupational education component may occur inside or outside the work site;
- The work experience employer can provide the academic and occupational component or such components may be provided separately in the classroom or through other means;
- Local areas have the flexibility to decide who provides the education component;
- The academic and occupational education component refers to contextual learning that accompanies a work experience. It includes the information necessary to understand and work in specific industries and/or occupations;
- Local programs have the flexibility to determine the appropriate type of academic and occupational education necessary for a specific work experience.

Internships/Employment Opportunities – (Youth program element 3) – A category of work experience opportunity directly linked to a career that takes place in a workplace for a limited period of time. Time spent in business, industry, or other agency for the purpose of providing a participant with opportunities to gain insight and direct experience related to one or more functions of the organization.

Job Shadowing – (*Youth program element 3*) – A category of 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.

Job shadowing is designed to increase career awareness, help model youth behavior through examples, and reinforce in the youth and young adult the link between academic classroom learning and occupational work requirements. It provides an opportunity for youth to conduct short interviews with people in their prospective professions to learn more about those fields. Job shadowing can be thought of as an expanded informational interview. By experiencing a workplace first-hand, youth can learn a great deal more about a career than through research in print publications and on the Internet.

On-The-Job Training – (*Youth program element 3*) – A category of work experience that is limited to the period of time required for a participant to become proficient in the occupation for which the training is being provided. In determining the appropriate length of the contract, consideration should be given to the skill requirements of the occupation, the academic and occupational skill level of the participant, prior work experience, and the participant's ISS. The participants cannot earn a self-sufficient wage or wages comparable to or higher than wages from previous employment. The OJT relates to the introduction of new technologies, introduction to new production or service procedures, upgrading to new jobs that require additional skills, workplace literacy, or other appropriate purposes identified by the Local WDB. Element Three is a planned, structured learning experience that takes place in a workplace for a limited period of time. Work experience may be paid or unpaid, as appropriate.

Summer Employment/Internship – (*Youth program element 3*) – A category of work experience opportunity directly linked to a career that takes place in a workplace over the summer months. Time spent in business, industry, or other agency for the purpose of providing a participant with opportunities to gain insight and direct experience related to one or more functions of the organization.

Pre-Apprenticeship Program – (*Youth program element 3*) – A category of work experience opportunity with a set of strategies designed to prepare an individual to enter and succeed in a registered apprenticeship program. The Pre-Apprenticeship work experience must lead to an industry recognized credential and have a documented relationship that provides a direct pathway into a registered apprenticeship program.

Occupational Skills Training – Youth – (*Youth program element 4*) – Element four 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. Occupational skills training must be outcome-oriented and focused on an occupational goal specified in the individual service strategy, be of sufficient duration to teach the skills needed to meet the occupational goal, and lead to the attainment of a recognized postsecondary credential.

Adult Basic Education in Conjunction With Training – *(Youth program element 4)* – A category of Occupational Skills Training for youth that provides basic skills upgrading and is directed towards those who are generally classified as functionally illiterate, undereducated, or whose inability to speak, read, or write the English language constitutes a substantial impairment of the ability to get or retain employment commensurate with their real ability concurrently with occupation training services.

Customized Training – *(Youth program element 4)* – A category of Occupation Skills Training for youth that is designed to meet the special requirements of an employer, conducted with a commitment by the employer to employ the individual upon successful completion of the training, and for which the employer pays for a significant cost of the training.

Skill Upgrading & Retraining – *(Youth program element 4)* – A category of Occupation Skills Training for youth that develops professional competencies that are particularly relevant to vocational/occupation goals set in the ISS. The training should result in an acquisition of transferable skills or an industry recognized certification or credential.

STEM Occupational Skills Training – *(Youth program element 4)* – A category of Occupation Skills Training for youth that is STEM related.

Registered Apprenticeship – *(Youth program element 4)* – A category of Occupation Skills Training for youth that source of training and employment services to use as a career pathway for individuals seeking employment, and as a job-driven strategy for employers and industries.

Concurrent Education, Training, & Workforce Preparation – *(Youth program element 5)* – Element five 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.

Leadership Development Opportunities – *(Youth program element 6)* – Element six includes opportunities that encourage responsibility, confidence, employability, self-determinant and other positive social behaviors.

Supportive services – (*Youth program element 7*) – Element seven include 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;
- legal aid services;
- referrals to health care;
- assistance with uniforms or other appropriate work attire and work-related tools, including such items as 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.

Adult Mentoring – (*Youth program element 8*) – Element eight, adult mentoring, must last at least 12 months and may take place both during the program and following exit from the program and 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. The final rule also states that 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. Local programs should ensure appropriate processes are in place to adequately screen and select mentors.

Follow-up Services – (*Youth program element 9*) – Element nine includes critical services provided following a youth's exit from the program to help ensure the youth is successful in employment and/or postsecondary education and training. Follow-up services may include regular contact with a youth participant's employer, including assistance in addressing work-related problems that arise. The five program elements that are permitted as follow-up services for youth are supportive services, adult mentoring, financial literacy education, labor market and employment information, and activities that help youth prepare for and transition to postsecondary education and training.

Comprehensive Guidance and Counseling – (*Youth program element 10*) – Element ten includes comprehensive guidance and counseling that provides individualized counseling to

participants. This includes drug and alcohol abuse counseling, mental health counseling, and referral to partner programs, as appropriate.

Financial Literacy Education – (*Youth program element 11*) – Element eleven is financial literacy education in which youth providers provide financial empowerment tools to equip financial principles, an understanding of consumer protection issues, and an understanding of financial stability. Financial literacy education may include, but not limited to the following activities:

- creating budgets, initiate checking and savings accounts,
- learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
- teach 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, how to correct inaccuracies, and how to improve or maintain good credit;
- protect themselves from and resolve cases of identity theft.

Entrepreneurial Training – (*Youth program element 12*) – Element twelve provides that basics of starting and operating a small business. Such training much develop the skills associated with entrepreneurship such as take initiative, creatively seeking out and identifying business opportunities, developing budes and forecasting resource needs, etc.

Labor Market Information – (*Youth program element 13*) – Element thirteen provide labor market and employment information about in-demand industry sectors or occupations available in the local area.

Career Guidance – (*Youth program element 13*) – A category of element thirteen that provides career awareness, career counseling, and career exploration services.

Postsecondary Preparation and Transition Activities – (*Youth program element 14*) – Element fourteen helps prepare youth for advancement to post-secondary education after attaining a high school diploma or its recognized equivalent. These services include exploring post-secondary education options including technical training school, community colleges, 4-year colleges and universities, and Registered Apprenticeships.

Post-Exit Education/Training Leading to Credential – (*Youth Service*) – This service is to be utilized after a Youth participant exits the program and continues an education or training program that leads to a recognized credential, and can be entered into the youth's S&T during follow-up.