**Youth Program Elements**

Boards must ensure that the following 14 services are available to youth participants:

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

1. Alternative secondary school services, or dropout recovery services, as appropriate

1. Paid and unpaid work experiences that have academic and occupational education as a component of the work experience, which may include the following types of work experiences:

* Summer employment opportunities and other employment opportunities available throughout the school year;
* Pre-apprenticeship programs—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;
  + Internships and job shadowing;

Work experience 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, and may take place in the private for-profit sector, the nonprofit sector, or the public sector. Labor standards apply in any work experience in which an employee/employer relationship, as defined by FLSA or applicable state law, exists.

1. Occupational skills training, which includes priority consideration for training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the workforce area involved, if the Board determines that the programs meet the quality criteria.

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 and intermediate levels.

Boards must give priority consideration to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the workforce area. Such training must:

* + be outcome oriented and focused on an occupational goal specified in the individual service strategy;
  + be of sufficient duration to impart the skills needed to meet the occupational goal; and
  + result in attainment of a recognized postsecondary credential

1. Education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster

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

Leadership development opportunities are opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors, such as:

* + exposure to postsecondary educational possibilities;
  + community and service learning projects;
  + peer-centered activities, including peer mentoring and tutoring;
  + organizational and teamwork training, including team leadership training;
  + training in decision making, including determining priorities and problem solving;
  + citizenship training, including life skills training such as parenting and work behavior training;
  + civic engagement activities that promote the quality of life in a community; and
  + other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.

Positive social and civic behaviors are outcomes of leadership opportunities that are incorporated by Boards as part of their menu of services and that focus on areas that may include the following:

* + Positive attitude development;
  + Self-esteem building;
  + Openness to work with individuals from diverse backgrounds;
  + Maintaining healthy lifestyles, including being alcohol and drug free;

Maintaining positive social relationships with responsible adults and peers and contributing to the well-being of one’s community, including voting;

* + Maintaining a commitment to learning and academic success;
  + Avoiding delinquency;
  + Postponing parenting;
  + Responsible parenting, including child support education;
  + Positive job attitudes and work skills; and
  + Keeping informed in community affairs and current events.

1. Support services which 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 educational testing;
   * Reasonable accommodations for youth with disabilities;
   * Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear.

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

Adult mentoring for youth must:

* + be a formal relationship between a youth participant and an adult mentor that includes structured activities in which the mentor offers guidance, support, and encouragement to develop the competence and character of the youth;
  + include a mentor who is an adult other than the assigned youth case manager; and
  + at a minimum, match the youth with an individual mentor with whom the youth interacts on a face-to-face basis. Group mentoring activities and mentoring through electronic means are allowable as part of mentoring activities.

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

1. Follow-up services for not fewer than 12 months after the completion of participation

Follow-up services are critical services provided after 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 for youth may include:

* + leadership development opportunities and support services;
  + regular contact with a youth participant’s employer, including assistance in addressing work-related problems;

assistance in securing better-paying jobs, career pathway development, and further education or training;

* + work-related peer support groups;
  + adult mentoring; and
  + services necessary to ensure the success of youth participants in employment and/or postsecondary education.

All youth participants must receive some form of follow-up services for a minimum duration of 12 months. However, follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome.

1. Comprehensive guidance and counseling, which may include referrals to counseling, as appropriate to the needs of the individual youth.

Comprehensive guidance and counseling is individualized counseling to participants that includes career and academic counseling and referral to partner programs, as appropriate. When referring participants to necessary counseling that cannot be provided by the Board, the Board must coordinate with the organization it refers to in order to ensure continuity of service.

1. Financial literacy education

The financial literacy education program element includes activities that:

* support the ability of participants to create budgets, initiate checking and savings accounts, and make informed financial decisions;
* support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
* 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;
* support a participant’s ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;
* 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;
* support activities that address the particular financial literacy needs of non-English speaking participants, including providing support through the development and distribution of multilingual financial literacy and education materials;
* provide financial education that is age appropriate and 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
* 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, when possible, timely and customized information, guidance, tools, and instruction.

1. Entrepreneurial skills training

Entrepreneurial skills training provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship, including, but 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 and market oneself and one’s ideas.

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

* + Entrepreneurship education that provides an introduction to the values and basics of starting and running a business. Entrepreneurship education programs often guide youth through the development of a business plan and may also include simulations of business start-up and operation.
  + Enterprise development, which provides 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 needed to begin business operation and by providing more individualized attention to the development of viable business ideas.
  + Experiential programs that provide youth with experience in the day-to-day operation of a business. These programs may involve the development of a youth-run business that young people participating in the program work in and manage. Or, they may facilitate placement in apprentice or internship positions with adult entrepreneurs in the community.

1. Services that provide labor market and employment information about in-demand industry sectors or occupations available in the workforce area, such as career awareness, career counseling, and career exploration services

1. Activities that help youth prepare for and transition to postsecondary education and training