

Type of Service	WIOA Youth Program Elements 1-14: Attachment VII (Section 129C(2))	Definition (All definitions are found in TEGL 21-16 Pages 14-23)
Career	Tutoring, Study Skills Training, Dropout Prevention	<p>Educational Achievement Services: Dropout prevention and recovery strategies that lead to completion of the requirements for a high school diploma or its recognized equivalent. Tutoring, study skills training and instruction that lead to a high school diploma are reported under this program element. Such services focus on providing academic support, helping youth identify areas of academic concern, assist with overcoming learning obstacles, and providing tools and resources to develop learning strategies. Methods of instruction may be one-on-one, in a group setting or through resources and workshops.</p> <p>NOTE: Strategies designed to keep youth <b>IN SCHOOL</b> should be reported here. These may include, but are not limited to tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction and credit recovery services.</p> <p>Services getting a youth who has dropped out of school back in school are not reported here and should be reported in Youth Program Element #2 Alternative School/Dropout Recovery Services.</p> <p>ALL In-School Youth will be included in the MSG/Credential performance indicators. It is their In-School status at application that triggers the measures not this element, alone.</p>

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Career	Alternative Secondary School Services	<p>Alternative secondary school services, such as Adult Education and Literacy Activities (Developmental Education) basic education skills training, individualized academic instruction, and English as a Second Language Training (English Language Education), are those that assist youth who have struggled in traditional secondary education. An alternative education program means a comprehensive educational program delivered in a nontraditional learning environment that is distinct and separate from the existing general or special education program. Dropout recovery services, such as credit recovery, counseling, and educational plan development, are those that assist youth who have dropped out-of-school.</p> <p>Services are aimed at reengaging youth, so they pursue education that leads to the completion of a high school diploma or its recognized equivalent. Examples of services include:</p> <ul style="list-style-type: none"> <li>a) basic education skills training;</li> <li>b) individualized academic instruction;</li> <li>c) English language learning;</li> <li>d) counseling related to re-engaging youth in secondary education;</li> <li>e) educational plan development;</li> <li>f) preparation for high school equivalency attainment (for high school dropouts only); and</li> <li>g) educating youth about alternative secondary school programs within the school district and helping them through the process of connecting to an appropriate program.</li> </ul> <p>NOTE: Services getting a <b>youth who has dropped out of school back in school should be reported here.</b></p> <p>Strategies designed to <b>keeping youth IN SCHOOL should not be reported here</b> and should be reported in Youth Program Element #1 Tutoring, Study Skills Training, Dropout Prevention.</p>

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N/A		<p>Incentive payments to youth participants are permitted for recognition and achievement of milestones directly tied to training activities, work experiences, or education. Such incentives for achievement could include improvements marked by acquisition of a credential or other successful outcomes. The local program must have written policies and procedures in place governing the award of incentives and must ensure that such incentive payments are tied to the goals of the specific program; outlined in writing before the commencement of the program that may provide incentive payments; align with the local program’s organizational policies; and are in accordance with the requirements contained in 2 CFR Part 200.</p> <p>Federal funds must not be spent on entertainment costs. Therefore, incentives must not include entertainment, such as movie or sporting event tickets or gift cards to movie theaters or other venues whose sole purpose is entertainment. Additionally, there are requirements related to internal controls to safeguard cash, which also apply to safeguarding of gift cards, which are essentially cash.</p>
Training	Occupational Skills Training	<p>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. Such training must be specified in the participants Individual Service Strategy (ISS) and be of sufficient duration to impart needed skills and lead to a recognized postsecondary credential. Such programs should be outcome orientated and focused on an occupational goal specified in the ISS.</p> <p>If ITA funded, training program must be on the Illinois ETPL.</p> <hr/> <p>An organized program of study that provides specific non-vocational skills that lead to proficiency in performing actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Such training must be specified in the participant's Individual Service Strategy (ISS) and be of sufficient duration to impart needed skills. Such programs should be outcome orientated and focused on a non-occupational goal specified in the ISS.</p> <p>Non-Occupational Skills Training is training that enhances employability but does not in itself result in a credential. If a training program does not include a credential, the participant's training can still be funded through WIOA as non-occupational skills training. Non-occupational skill training would not count as a credential in performance reporting, since a credential is not earned as part of that particular training. Non-Occupational Skills training count as a measurable skill gain.</p>

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		<p>An apprenticeship program registered with the U.S. Department of Labor meeting the standards defined by USDOL under 29 CFR Part 29, Subpart A. Registered Apprenticeship programs provide an effective strategy to meet WIOA’s emphasis on providing services to out-of-school youth and increasing youth work experiences. Registered Apprenticeship is an important talent development option that leads to career opportunities in demand-driven occupations. Registered Apprenticeship programs provide youth with the opportunity to “earn while they learn” and obtain portable credentials that can lead to additional positive post-secondary training outcomes. There are five key elements of apprenticeship: Business involvement; Structured on-the-job training; Related instruction; Rewards for skill gains; and Industry-recognized credentials.</p> <p>For younger youth, pre-apprenticeship programs can serve as a gateway to Registered Apprenticeship programs while providing contextual learning that can promote and enhance high school completion levels.</p> <p>High school students enrolled in secondary school who meet the minimum legal age of 16 can be employed as apprentices. Such programs must comply with all applicable laws, including Federal regulations on child labor as stated in the FLSA (see Child Labor Bulletin 101) and state child labor laws. Programs for high school students should:</p> <ul style="list-style-type: none"> <li>a) combine academic and technical classroom instruction with work experience, allowing youth to explore a career and develop industry-specific workplace competencies, skills, and knowledge while still enrolled in high school;</li> <li>b) Align academic and technical standards in secondary and postsecondary education, CTE, and industry-recognized credentials and certifications; and</li> <li>c) Incorporate stackable credentials of value for multiple pathways, including entrance into RA programs, community and technical colleges, universities, and sustainable employment.</li> </ul> <p>The Registered Apprenticeship Program must be on the Illinois ETPL.</p> <p>NOTE: In IWDS, youth RAPs are reported under the WEX and Training PIRL elements. There is no need to report both elements in IWDS since the system pulls from the documentation of related OJT (WEX) AND Youth Occupational Skills Training (ITA) within the RAP service.</p>

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Career	Education Offered Concurrently with Workforce Preparation	<p>The Integrated Career &amp; Academic Preparation System (ICAPS), is the implementation of the Integrated Education and Training (IET) model in Illinois. IET is a service approach that provides adult education and literacy activities/basic academic skills which are included as part of alternative secondary school services and dropout recovery services (program element 2) concurrently and contextually with workforce preparation activities (program element 3) and workforce training (program element 4) for a specific occupation or occupational cluster for the purpose of educational and career advancement. ICAPS aims to provide an integrated pathway in Career and Technical Education (CTE) for college credit and/or program certificate opportunities for Adult Education and Literacy (AEL) students that lack basic skills. <b>ICAPS/IET career pathway programs must be approved by the Illinois Community College Board (ICCB)</b> to ensure the three components of integrated education and training are provided concurrently as well as contextually as required.</p>
Career	Leadership Development	<p>20 CFR § 681.520 defines this program element as opportunities that encourage responsibility, confidence, employability, self-determination, and other positive social behaviors such as:</p> <ul style="list-style-type: none"> <li>a) Exposure to postsecondary educational possibilities;</li> <li>b) Community and service-learning projects;</li> <li>c) Peer-centered activities, including peer mentoring and tutoring;</li> <li>d) Organizational and teamwork training, including team leadership training;</li> <li>e) Training in decision-making, including determining priorities and problem solving;</li> <li>f) Citizenship training, including life skills training such as parenting and work behavior training;</li> <li>g) Civic engagement activities which promote the quality of life in a community; and</li> <li>h) Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.</li> </ul>

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Career	Supportive Services	<p>20 CFR § 681.570 describes supportive services for youth as defined in WIOA Sec. 3(59), as services that enable an individual to participate in WIOA activities. These services include, but are not limited to, the following:</p> <ul style="list-style-type: none"> <li>a) Linkages to community services;</li> <li>b) Assistance with transportation;</li> <li>c) Assistance with childcare and dependent care;</li> <li>d) Assistance with housing;</li> <li>e) Assistance with educational testing;</li> <li>f) Reasonable accommodations for youth with disabilities;</li> <li>g) Legal aid services;</li> <li>h) Referrals to health care;</li> <li>i) Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear;</li> <li>j) Assistance with books, fees, school supplies, and other necessary items for students enrolled in Postsecondary education classes; and</li> <li>k) Payments and fees for employment and training-related applications, tests, and certifications.</li> </ul>
Career	Adult Mentoring	<p>20 CFR § 681.490 states that 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.</p>

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Career	Follow-Up Services	<p>20 CFR § 681.580 describes follow-up services as 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. Follow-up services may begin immediately following the last expected date of service in the Youth program (and any other DOL program in which the participant is co-enrolled if the state is using a common exit policy as discussed in TEGL No. 10-16) when no future services are scheduled. Follow-up services do not cause the exit date to change and do not trigger re-enrollment in the program. The final rule also states that follow-up services for youth also may include the following program elements:</p> <ul style="list-style-type: none"> <li>a) Supportive services;</li> <li>b) Adult mentoring;</li> <li>c) Financial literacy education;</li> <li>d) 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; and</li> <li>e) Activities that help youth prepare for and transition to postsecondary education and training.</li> </ul> <p>Provision of these program elements must occur after the exit date in order to count as follow-up services. DOL recommends that when these services are provided as follow-up services they are coded as follow-up services in state/local management information systems as opposed to program services provided prior to program exit so that management information systems clearly differentiate follow-up services from those services provided prior to exit. In addition, such follow-up services should be documented in the case file that they were provided as follow-up services post exit.</p>

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Career	Comprehensive Guidance and Counseling	<p>20 CFR § 681.510 states that 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. ETA strongly encourages integrating mental health assessments into the objective assessment process to identify potential mental health needs that must be addressed through mental health services or through referrals to mental health professionals for youth to be successful in the program. Violence Prevention is also covered under this element. 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 ensure continuity of service. When resources exist within the local program or its service providers, it is allowable to provide counseling services directly to participants rather than refer youth to partner programs.</p> <p>This element IS NOT the day-to-day career counseling. That should be recorded as an additional episode to the Youth Career Planning (Case Management) activity.</p> <p>TEGL 9-22 further reiterates that this program element should not be recorded for general case management. Additionally, activities such as career awareness, career counseling, and career exploration services will be reported under element 13.</p>



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Career	Financial Literacy Education	<p>Per § 681.500 the financial literacy education program element may include activities which:</p> <ul style="list-style-type: none"> <li>a) Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions;</li> <li>b) Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;</li> <li>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;</li> <li>d) Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;</li> <li>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;</li> <li>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;</li> <li>g) Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling;</li> <li>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</li> <li>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, age-appropriate, and relevant strategies and channels, including, where possible, timely and customized information, guidance, tools, and instruction.</li> </ul>

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Career	Entrepreneurial Skills Training	<p>20 CFR § 681.560 states this program element provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Such skills may include, but are 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.</p> <p>Approaches to teaching youth entrepreneurial skills may include, but are not limited to:</p> <ul style="list-style-type: none"> <li>a) 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 also may include simulations of business start-up and operation;</li> <li>b) Enterprise development which provides supports 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 the development of viable business ideas; and</li> <li>c) 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.</li> </ul> <p>Note: Per DOL, Youth Entrepreneurial Skills Training is not considered "training" for inclusion in MSG or Credential Measures.</p>
Career	Services that Provide Labor Market Information	<p>Under 20 CFR § 681.460 (a)(13), this element includes "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/planning, and career exploration services." This element is not further described in the Youth section of the final rule; however, the Wagner-Peyser regulation at 20 CFR § 651.10 provides additional information about this element under the definition of workforce and labor market information. That section defines workforce and labor market information as "the body of knowledge that describes the relationship between labor demand and supply".</p> <p>Individualized assistance by a career planner who matches a participant with existing job openings which are related to the participant's prior job experience or with the training program the individual has completed.</p>

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		<p>Vocational Exploration is the process of learning about yourself and the world of work, identifying and exploring potentially satisfying occupations and developing an effective strategy to realize goals. This would include in-depth career awareness, career counseling, and career exploration services which consist of:</p> <ul style="list-style-type: none"> <li>a) Career awareness begins the process of developing knowledge of the variety of careers and occupations available, their skill requirements, working conditions and training prerequisites, and job opportunities across a wide range of industry sectors.</li> <li>b) Career counseling or guidance provides advice and support in making decisions about what career paths to take. Services may include providing information about resume preparation, interview skills, potential opportunities for job shadowing, and the long-term benefits of postsecondary education and training (e.g., increased earning power and career mobility).</li> <li>c) Career exploration can be described as the process in which youth choose an educational path and training or a job that fits their interests, skills and abilities.</li> </ul> <p>Workshops - Facilitator-led, organized workshop intended to provide participants with knowledge of labor market information, skills assessment, applications/resume preparation, interviewing techniques, and job search techniques to enhance their search for employment.</p> <p>Job Clubs - Provide resource materials on job openings and job search skills as well as descriptive materials about vocations and the skills sets that are required to successfully gain employment. They may also provide group activities which support participants in conducting an independent job search.</p>
Career	Postsecondary Preparation and Transition Activities	<p>In 20 CFR § 681.460 (a)(14), the final program element is activities that help youth prepare for and transition to postsecondary education and training. This element is not further described in the final rule. Postsecondary preparation and transition activities and services prepare ISY and OSY for advancement to postsecondary education after attaining a high school diploma or its recognized equivalent. These services include exploring postsecondary education options including technical training schools, community colleges, 4-year colleges and universities, and registered apprenticeship programs. 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.</p>