

**WE ARE YOUR DOL**



## **The 411 on WIOA Youth Program Services for Reporting**

# **POLL – WORK PLACE BEHAVIORS COURSE**

Belinda is a high school graduate who is looking for assistance in finding a job. She mentioned that in her past job she was reminded a few times to come in on time. The staff and Belinda collectively decided to enroll in a 5-day course from Aug. 5 – Aug. 9 on time management and work place behaviors provided by an MOA provider.

## **Which Service Type should be used for data entry?**

- 1) Enter a Supportive Services Other (Youth) Service Type
- 2) Enter a Leadership Development Opportunities (Youth) Service Type
- 3) Enter Alternative Secondary School/Dropout Recovery for HSE (Youth) Service Type
- 4) Do not enter any Service Type because the service is not paid by WIOA

**Hint: See the 411 on WIOA Services Document**

# POLL – WORK PLACE BEHAVIORS COURSE

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# OBVIOUS AND ACCURATE REPORTING

**One  
Service**

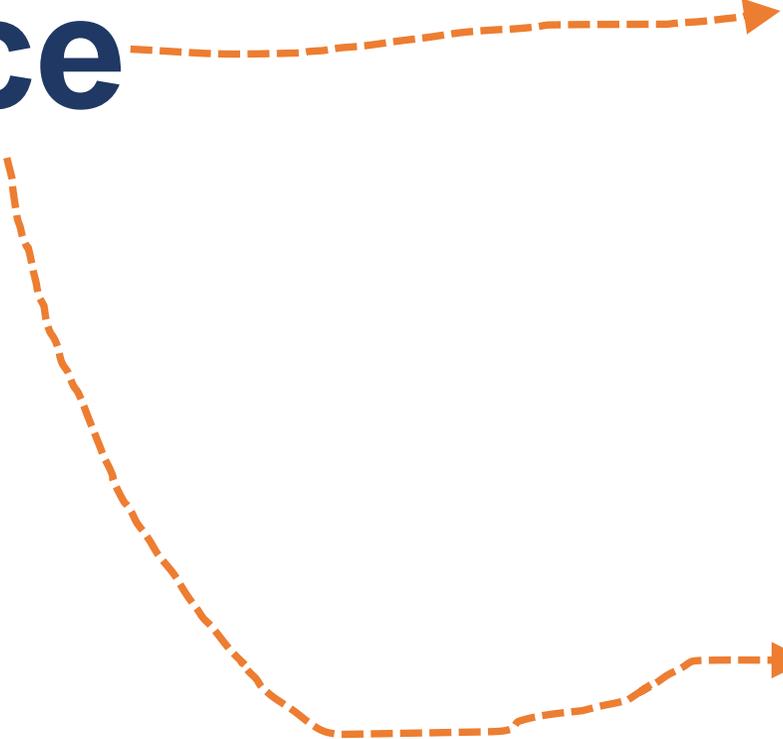
**Service Type W**

**Service Type X**

**Service Type Y**

**Service Type Z**

**SENSE Comment**



# THE 411 ON WIOA YOUTH SERVICES

## Program Elements or Service Category Organization in this Document

 <b>Service Category (Element # as in WIOA)</b>		OSOS Program Service Type: _____   Program: _____
<input checked="" type="checkbox"/> <b>Service Type (Youth)</b>		
<b>Key Concepts:</b> <ul style="list-style-type: none"><li>✓ Important concepts from WIOA regarding the program element</li></ul>	<b>Example Services:</b> <ul style="list-style-type: none"><li>▪ Example services that are part of this program element</li></ul>	<b>Reporting:</b> <ul style="list-style-type: none"><li>▪ Critical aspects for the reporting of this program element</li></ul>
Reminder to check a specific <a href="#">TEGL</a> or <a href="#">Webinar</a> for details		 USDOL Successful Practices or Resources for <a href="#">this element</a>

<https://www.labor.ny.gov/youth/PDFs/411-on-wioa-youth-program-services.pdf>

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# SERVICE TYPES

The screenshot shows a web application interface with a navigation bar at the top containing tabs for CUSTOMER, PROVIDER, EMPLOYER, STAFF, and HELP. Below this is a sub-navigation bar with Provider Search, Provider Detail, Offering Search (highlighted), Offering Detail, and Links. The main content area is partially obscured by a 'Service Type -- Webpage Dialog' window.

The dialog window has a title bar and a close button. It contains a list of service types under the heading 'Service Type'. The list is organized into folders and sub-items:

- L2 NEG Specific Services
- L2 State Funded Programs
- L2 Trade Act
- L2 Training
- L2 WIOA Youth Services
- Design Framework
  - Intake and Eligibility Determination (Youth)
  - Objective Assessments (Youth)
  - Development of Individual Service Strategy (ISS) (Youth)
  - Update of Individual Service Strategy (ISS) (Youth)
- Adult Mentoring Element
- Alternative Secondary School/Dropout Recovery for HS Equivalency Element
- Comprehensive Guidance and Counseling Element
- Entrepreneurial Skills Training Element
- Financial Literacy Education Element
- Follow-up Services Element
- Integrated Ed./Education Concurrent with Workforce Preparation Element
- Labor Market and Employment Information Element

Red arrows point from labels on the right to specific items in the list:

- Groups** points to the L2 folders.
- Categories** points to the Design Framework folder.
- Service Types** points to the sub-items under Design Framework.

At the bottom of the dialog, there is a search field labeled 'Keyword(s)', a 'Search' button, and 'OK', 'Clear', and 'Cancel' buttons.

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# THE 411 ON WIOA YOUTH SERVICES

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# YOUTH PROGRAM MODEL



# YOUTH PROGRAM MODEL

Design Framework	Improve Educational Achievement	Prepare for Employment	Support Career Success	Develop Leadership Potential	Assist in Transition
Intake & Eligibility	Tutoring & Study Skills	Paid & Unpaid Work Experiences	Comprehensive Guidance & Counseling	Entrepreneurial Skills Training	Follow-up
Objective Assessment	Alternative Sec. Education	Occupational Skills Training		Leadership Development	
Individual Service Strategy (ISS) Development	Integrated Education (Education Concurrent with Workforce Training)		Supportive Services		
ISS Update	Postsecondary Transition	Labor Market Information	Financial Literacy	Adult Mentoring	
<b>Case Management</b>					

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# TRAINING & EDUCATION ELEMENTS

Training/Education Services that lead to...	Report under these elements...
---	--------------------------------

HS Diploma		Tutoring, Study Skills Instruction/Dropout Prevention
------------	---	---

HS Equivalency		Alternative Secondary School/Dropout Recovery
----------------	---	---

Postsecondary Recognized Credential		Occupational Skills Training
---	--	------------------------------

# INTEGRATED ED./EDUCATION CONCURRENT WITH WORKFORCE PREP.

Offered within same time frame

Integrated

Basic  
academic  
skills

Workforce  
preparation  
activities

Hands- on  
occupational  
skills training

Training Model

Connected with Occupational Cluster/Career Pathway

# INTEGRATED ED./EDUCATION CONCURRENT WITH WORKFORCE PREP.

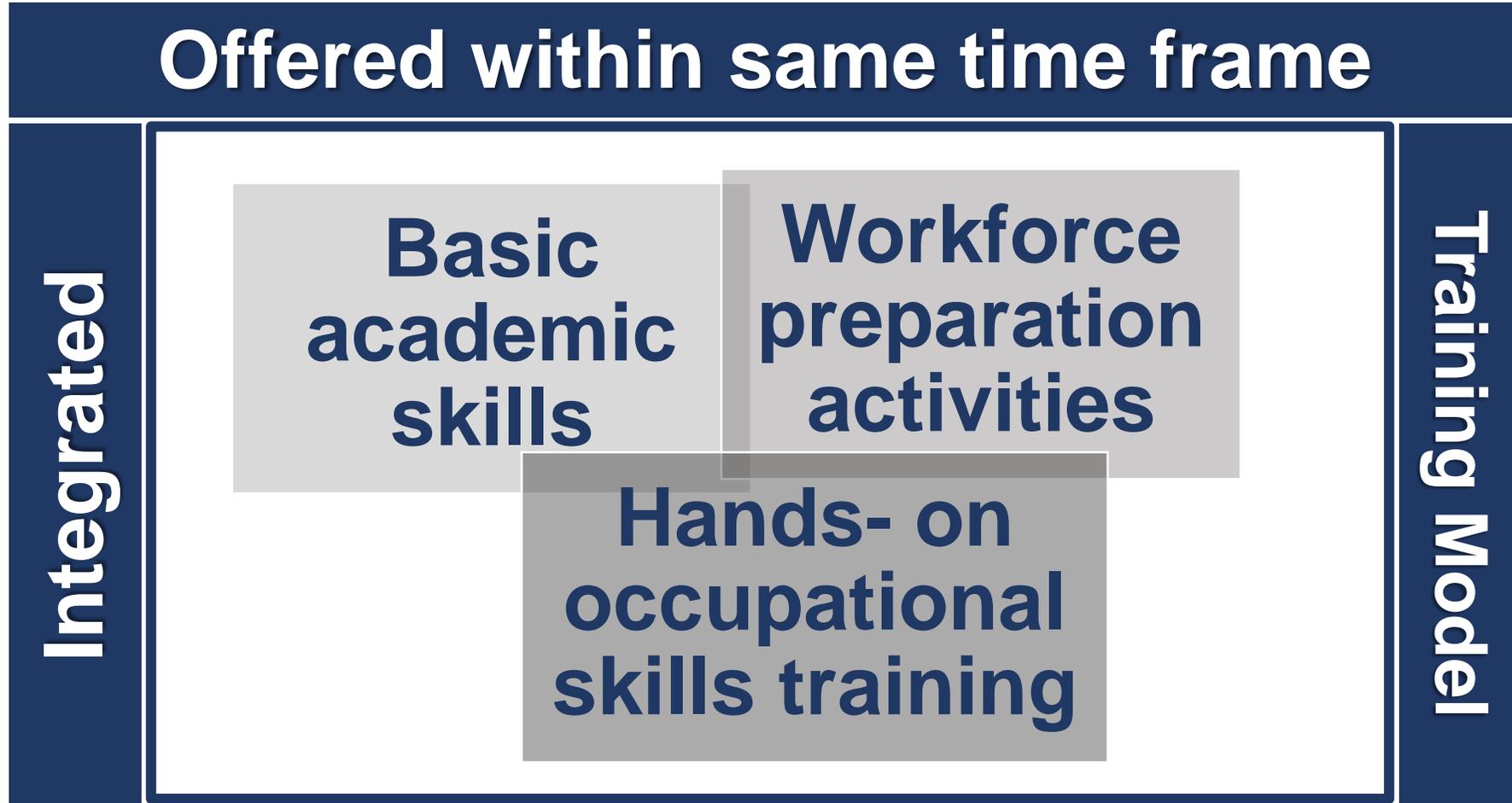


Hint: See the 411 on WIOA Services Document

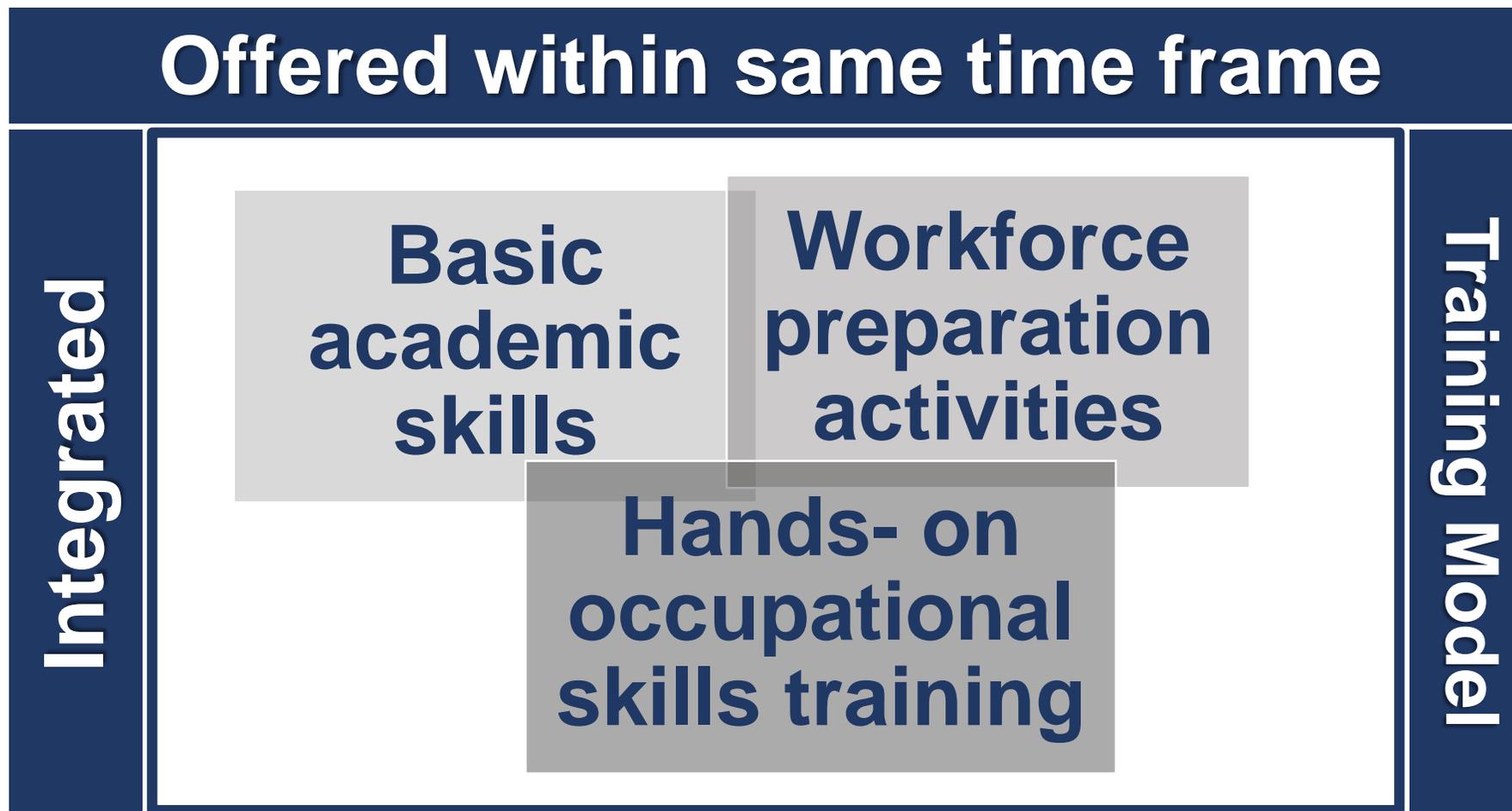
# INTEGRATED ED./EDUCATION CONCURRENT WITH WORKFORCE PREP.



# INTEGRATED ED./EDUCATION CONCURRENT WITH WORKFORCE PREP.



# INTEGRATED ED./EDUCATION CONCURRENT WITH WORKFORCE PREP.



Connected with Occupational Cluster/Career Pathway

# REPORT SEPARATE APPROPRIATE ELEMENTS

**Separate services**

**No curriculum**

**Offered in a different time frames**

**Basic academic skills**

**Hands- on occupational skills training**

**Workforce preparation activities**

**Service Type:**  
Alt. Sec. Edu.  
for HSE

**Service Type:**  
Occ. Skills  
Training

**Service Type:**  
Work Experience **or**  
Leadership Dev. for  
soft skills

**Connected with the Individual Services Strategy**

## POLL – CNA COURSE

Leo has already completed a High School Equivalency (HSE) and is placed in a CNA course. The Youth Program has entered a SENSE comment and reported the HSE in the Customer Module, Customer Detail Window, General Info Tab, Education Level section.

**What else needs to be data entered into OSOS for services provided to Leo? Select all that apply.**

- 1) Enter Occupational Skills Training and Alternative Secondary School/Dropout Recovery for HS Equivalency (Youth) Service Types
- 2) Enter a Work Experience Other (Youth) Service Type because CNA course has working at the hospital component
- 3) Enter an Integrated Ed./Education Concurrent with Workforce Preparation (Youth) Service Type
- 4) Enter an Occupational Skills Training Service Type

Hint: See the 411 on WIOA Services Document

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Hint: See the 411 on WIOA Services Document

# DUPLICATIVE OVERREPORTING

**One  
Service**

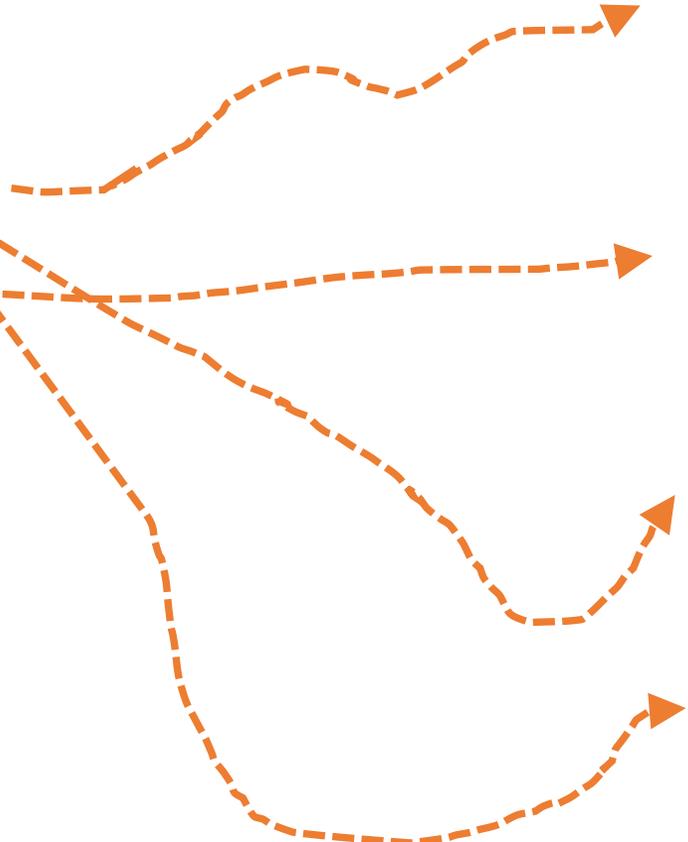
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**PROGRAM  
ELEMENTS**

**Vs.**

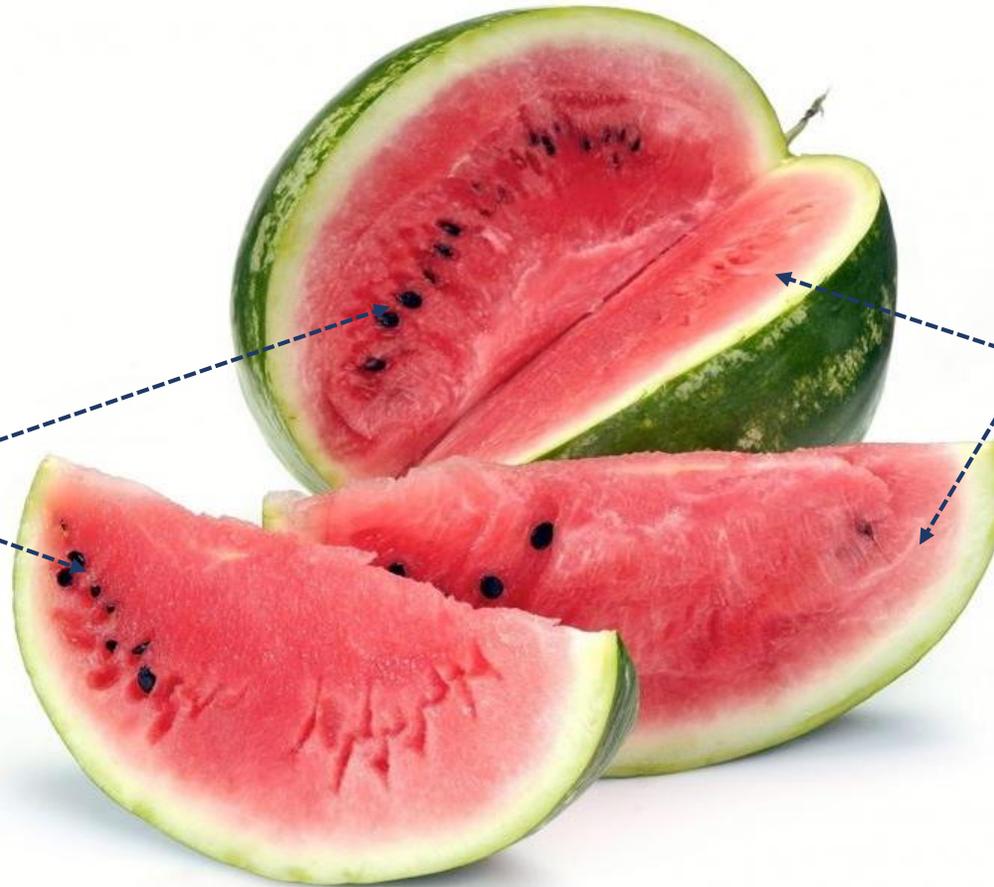
**CASE  
MANAGEMENT**

**WE ARE YOUR DOL**



# PROGRAM ELEMENTS VS. CASE MANAGEMENT

Seeds are  
**Program  
Elements**



Everything else  
keeping it together is  
**Case Management**

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# CASE MANAGEMENT EXAMPLES



To the world, you might just be another  
**case manager...**



...but to one consumer, you just might be  
**the world.**

## Case Management Services are All Services **Except:**

- Design Framework
- Program Elements

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## POLL – COPY OF PAYCHECK

Nick has successfully obtained a HS equivalency and has now been placed in employment. He has achieved all planned goals, has exited the Youth Program and entered follow-up. During his follow-up time period, a staff member called Nick to request a copy of his paycheck. They also chatted about his job and life in general. Later on Nick sends a text with a picture of his paystub.

**How should the contact made be reported in OSOS?** Select all that apply.

- 1) Follow-up Non-element
- 2) Follow-up LMI
- 3) Follow-up Financial Literacy
- 4) No Service Type is entered and a SENSE comment is entered
- 5) Outcome is reported

Hint: See the 411 on WIOA Services Document

## POLL – COPY OF PAYCHECK

Nick has successfully obtained a HS equivalency and has now been placed in employment. He has achieved all planned goals, has exited the Youth Program and entered follow-up. During his follow-up time period, a staff member called Nick to request a copy of his paycheck. They also chatted about his job and life in general. Later on Nick sends a text with a picture of his paystub.

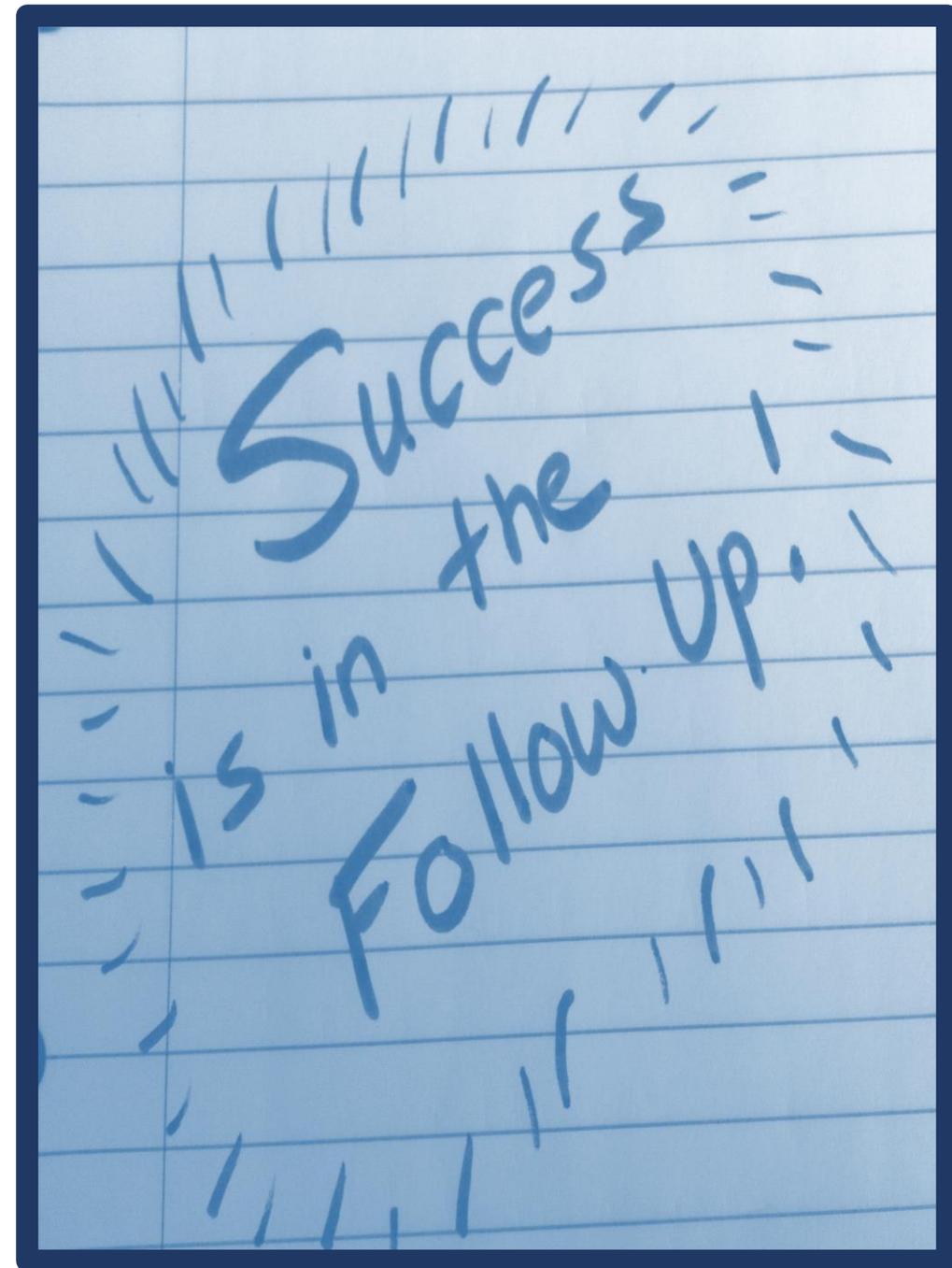
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Hint: See the 411 on WIOA Services Document

# FOLLOW-UP ELEMENT

- ✓ After last planned service end date
- ✓ Includes 5 allowable program elements
  - ✓ Reported as one of the five allowable follow-up element
- ✓ Includes concrete services that are not any of the other 8 WIOA Youth Program elements and help youth with success in employment or training
  - ✓ Reported as Follow-Up Non-Element (Youth) in OSOS
- ✗ Does NOT include contacts attempted or made for the sole purpose of **securing documentation** to report a performance or **getting an update** without provision of a concrete follow-up services



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**VS.**

# CASE MANAGEMENT

Continual checking-in

Getting an update

Follow-through

Reminders

File maintenance

**Finding out how is the youth doing**

# COMPREHENSIVE GUIDANCE & COUNSELING ELEMENT

- ☑ Provides therapeutic professional counseling
- ☑ Referral to therapeutic and professional counselling with required coordination and follow-up with referral organization to ensure continuity of service



## COMPREHENSIVE GUIDANCE & COUNSELING ELEMENT

- ☑ Provides **therapeutic professional** counseling
- ☑ Referral to therapeutic and professional counselling with **required coordination and follow-up with referral organization** to ensure continuity of service

**VS.**

## CASE MANAGEMENT

Relationship Building

Being a support

Active Listening

Advocacy

Finding innovative solutions

Developing relationships with key organizations

# SUPPORTIVE SERVICES ELEMENT

Enables youth to participate in WIOA activities.  
For example:

- ✓ Housing, childcare, transportation supports
- ✓ Assistance with books, fees and school supplies
- ✓ Purchase of uniform/proper work attire
- ✓ Legal aid services
- ✓ Fees for rap sheet requests
- ✓ Payments for fees for employment and training-related applications, tests, and certifications
- ✓ Linkages to community services
- ✓ Job coaching
- ✓ Supplies for work experience



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- ☑ Job coaching
- ☑ Supplies for work experience

# CASE MANAGEMENT

Referral Outcome  
Trust Building  
Safe Space  
Emotional Support

Collaborating with youth  
Data entry  
Documentation  
Help youth reach goals  
Building partnerships  
Consistent communication

**VS.**

## POLL – WORK EXPERIENCE

Renee is a youth program participant. The staff worked with a business to develop the opportunity to match with Renee's career interests. The staff facilitated a meeting between the work site supervisor and Renee to clarify expectations. The work site agreement was signed and Renee began her internship for Jan 2019 to Mar 2019.

**How should Renee's work experience related services be reported?** Select all that apply.

- 1) Enter Employment/Internships, Not Limited to Summer (Youth) Service Type for work done with the business to develop the internship
- 2) Enter only one Service Type--Employment/Internships, Not Limited to Summer (Youth) for the actual work experience with start date and planned end date
- 3) Enter internship in the Work History Tab
- 4) Enter SENSE comment for each instance of services provided
- 5) Enter Employment/Internships, Not Limited to Summer (Youth) Service Type for work site agreement meeting

## POLL – WORK EXPERIENCE

Renee is a youth program participant. The staff worked with a business to develop the opportunity to match with Renee's career interests. The staff facilitated a meeting between the work site supervisor and Renee to clarify expectations. The work site agreement was signed and Renee began her internship for Jan 2019 to Mar 2019.

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## WORK EXPERIENCE ELEMENT

- Youth receives 3 required simultaneous or sequential components:
  1. Work at a workplace
  2. Academic education at or away from work site
  3. Occupational education at or away from work site
- Report a work experience when a youth receives one work experience**

## SERVICE TYPES

Job Shadowing  
Employment  
Internship  
Pre-apprenticeship  
On-the-Job Training  
Summer Employment  
Other

## WORK EXPERIENCE ELEMENT

- ☑ Youth receives 3 required simultaneous or sequential components:
  1. Work at a workplace
  2. Academic education at or away from work site
  3. Occupational education at or away from work site
- ☑ **Report a work experience when a youth receives one work experience**

**VS.**

## CASE MANAGEMENT/ SERVICES TO BUSINESSES

- Orientation for work experience
- Interactions with supervisor
- Payroll processing
- Maintain documentation
- Organizing brunch for business
- Develop work experience
- Establish work experience agreement

# ACCURATE WORK EXPERIENCE REPORTING

**One Work  
Experience  
with many  
related  
services**



**One appropriate Work  
Experience Service Type**



**Many SENSE Comments,  
noting each interaction**



**Work Experience added to  
the Work History Tab**

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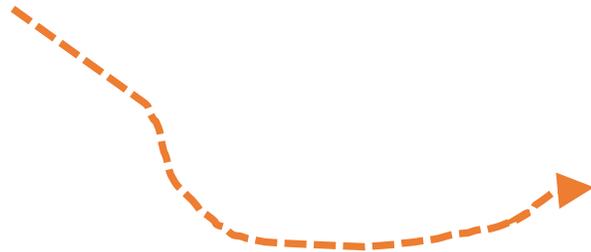
# Case Management is the Mortar



# UNDERREPORTING

**One Service  
Applicable to  
Service Type Z**

**Service Type Z  
SENSE Comment  
No Reporting or  
Old Service Type**



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# <https://labor.ny.gov/workforcenypartners/tools.shtm>

https://labor.ny.gov/workforcenypartners/tools.shtm

Home > Workforce Professionals > Programs & Tools

## Programs and Tools

Funding Opportunities

New York State Career Centers

Policy Directives

Staff Professional Development >

USDOL Documents

Workforce Innovation and Opportunity Act >

Workforce Planning

## Programs & Tools

599

Agricultural Workers

Disability Employment Initiative

Dislocated Workers

Displaced Homemaker Program

Employment Services Complaint System

ETPL

Fiscal

H-1B Advanced Manufacturing

Income Eligibility Guidelines

InterviewStream

JobZone, OSOS & REOS

Language Access

NYESS/Ticket to Work

OJT

Posting Requirements

Rapid Response

Record Retention Schedule

Re-employment Orientation

UI

Self-Employment Assistance Program (SEAP)

Special Populations

TAA

UI-ES Connectivity

Veterans

Workshop Toolkit

Youth

CareerZone

WIOA

Fact Sheet for Young Adult Program

Follow-Up Agreement Template

OSOS Service Categories and Types

Program Eligibility

Program Service Elements

The 411 on WIOA Youth Program Services

USDOL Employment and Training Administration Releases the Youth Council Toolkit

Youth Webinars

Youth Portal

For more information about the youth programs, contact the Youth Team mailbox at [YouthTeam@labor.ny.gov](mailto:YouthTeam@labor.ny.gov)

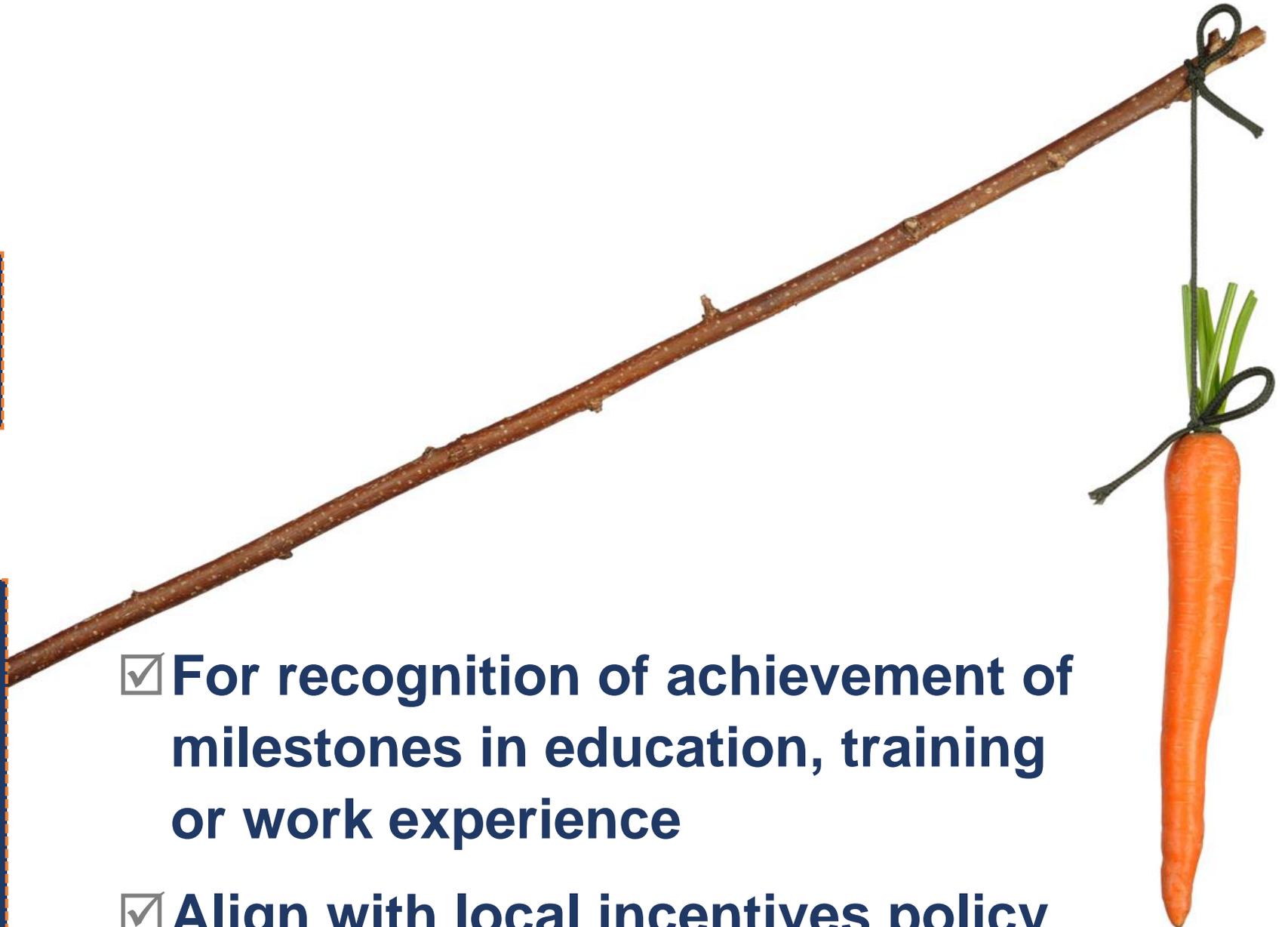
**Youth Service Types and Outcomes - Changes in OSOS (09/20/2017):**  
[Presentation](#) | [Webinar Recording & Resources](#)  
| [OSOS Guide – Provider Search and Youth Services](#)

# INCENTIVES

NOT reported with any Service Type

Reported as a SENSE Comment with the dollar amount and the reason for the provision of the incentive

- For recognition of achievement of milestones in education, training or work experience
- Align with local incentives policy



# FINANCIAL LITERACY EDUCATION ELEMENT

Helps youth gain knowledge, skills and the confidence to make informed financial decisions with:

**BUDGETING IS A  
SUBSET OF  
FINANCIAL LITERACY**

- ✓ Opening a bank account
- ✓ Effectively managing credit, debt, student loans, consumer credit and credit cards
- ✓ Understanding credit score and reports to ensure their accuracy
- ✓ Creation of budgets
- ✓ Understanding, evaluating, and comparing financial products, services, and opportunities
- ✓ Developing a savings plan
- ✓ Educating about identity theft
- ✓ Benefits planning and work incentives
- ✓ Meeting financial literacy needs of non-English speakers with appropriate training and materials

**Teaching only budgeting and not the full breadth of financial literacy is like...**



**...teaching how to sow a seed, but not how to grow it.**

**Youth Connections**

Home About Announcements Blog Discussion Topics Events Community Resources

WorkforceGPS / Youth Connections / Resources / Financial Literacy Education



### POST INFORMATION

Likes: 4  
 Views: 2651  
 Posted: 6/4/2019 10:48 AM  
 Posted By: Maisha Meminger  
 Posted In: Youth Connections

### CONTENT INFORMATION

Topics: [Basic Skills - General](#) | [Career Pathways - General](#) | [Occupational/Technical Training](#) | [Internships](#) | [On-the-Job Training](#) | [Work-Based Learning - General](#) | [Non-Activity Specific](#)

[VIEW ALL CATEGORIES](#)

## Financial Literacy Education

Resource Grantee-Product

Financial literacy education is one of the 14 program elements for the WIOA youth program. Financial literacy education refers to activities that provide youth with the knowledge and skills that they need to achieve long-term financial stability. Financial literacy education encompasses information and activities on a range of topics, such as creating budgets; setting up checking and saving accounts; managing spending, credit, and debt; understanding credit reports and credit scores; and protecting against identify theft.

*Check out the resources below for information and ideas on providing financial literacy education to youth.*

### Financial Literacy and WIOA

- [Our Journey Together: Youth Financial Literacy Webcast Series September 2018](#)
- [Announcement: Our Journey Together: Financial Literacy Month April 2018](#)
- [FDIC Resource "crosswalks" Money Smart with WIOA August 2017](#)

### Curricula and Other Educational Materials

- [FDIC: Money Smart for Young People](#)
- [Your Money, Your Goals: A Financial Empowerment Toolkit for Workers](#)

### Research and Reports

- [Financial Capability: What is It, and How Can It Be Created?](#)
- [Financial well-being: What it means and how to help](#)

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- LINKS TO**
- **SUCCESSFUL PRACTICES**
  - **WEBINARS**
  - **TEGLs**

# TIME FRAME AND FREQUENCY OF SERVICE TYPE

MAY							JUNE							JULY							AUGUST						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
			1	2	3	4							1												1	2	3
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	31
							30																				

What should be the length of a service type?

How often to enter a Services type?

**LENGTH AND FREQUENCY  
OF SERVICE TYPE SHOULD  
PROVIDE ACCURATE  
PORTRAIT OF SERVICES  
PROVIDED**



# GUIDELINES FOR LENGTH AND FREQUENCY OF SERVICE TYPE

For all Service Types (except follow-up)

## Follow-up Service Type

- Must be entered each time concrete follow-up service is offered to the youth
- SENSE Comment
- Not as long-term Service Type

# GUIDELINES FOR LENGTH AND FREQUENCY OF SERVICE TYPE

## Follow-up Service Type

- Must be entered each time concrete follow-up service is offered to the youth
- SENSE Comment
- Not as long-term Service Type

For all Service Types (except follow-up)

Services with:

- Established start and end dates should be reported with those dates and must include a SENSE Comment

# GUIDELINES FOR LENGTH AND FREQUENCY OF SERVICE TYPE

## Follow-up Service Type

- Must be entered each time concrete follow-up service is offered to the youth
- SENSE Comment
- Not as long-term Service Type

For all Service Types (except follow-up)

Services with:

- Established start and end dates should be reported with those dates and must include a SENSE Comment
- Regularly scheduled activities should be reported with appropriate timeframes (except follow-up) and must include a SENSE Comment for each instance

# GUIDELINES FOR LENGTH AND FREQUENCY OF SERVICE TYPE

## Follow-up Service Type

- Must be entered each time concrete follow-up service is offered to the youth
- SENSE Comment
- Not as long-term Service Type

For all Service Types (except follow-up)

Services with:

- Established start and end dates should be reported with those dates and must include a SENSE Comment
- Regularly scheduled activities (except follow-up) should be reported with appropriate timeframes and must include a SENSE Comment for each instance
- Unscheduled/unplanned activities must be entered at each instance and must include a SENSE Comment

# BALANCED AND ACCURATE REPORTING OF ELEMENTS

Design Framework	Improve Educational Achievement	Prepare for Employment	Support Career Success	Develop Leadership Potential	Assist in Transition
Intake & Eligibility	Tutoring & Study Skills	Paid & Unpaid Work Experiences	Comprehensive Guidance & Counseling	Entrepreneurial Skills Training	Follow-up
Objective Assessment	Alternative Sec. Education	Occupational Skills Training		Leadership Development	
Individual Service Strategy (ISS) Development	Integrated Education (Education Concurrent with Workforce Training)		Supportive Services		
ISS Update	Postsecondary Transition	Labor Market Information	Financial Literacy	Adult Mentoring	
<b>Case Management</b>					

**WE ARE YOUR DOL**



# BALANCED AND RARELY NEEDED REPORTING

**One  
Service**

**Service Type W**

**Service Type X**

**Service Type Y**

**Service Type Z**

**SENSE Comment**

Use your  
judgment



# INSUFFICIENT REPORTING

**One  
Service**



**Service Type W**

**Service Type X**

**Service Type Y**

**Service Type Z**

**SENSE Comment**



# BEST REPORTING

**One  
Service**

**Service Type W**

**Service Type X**

**Service Type Y**

**Service Type Z**

**SENSE Comment**



# QUESTIONS



**WE ARE YOUR DOL**



# WE ARE YOUR DOL



**Program Monitors**

**Program Development Unit, Youth Team**  
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