

WIOA YOUTH SUPPLEMENT CORE MONITORING GUIDE

DECEMBER 2018

PREFACE

The WIOA Youth formula tool, which complements the [Core Monitoring Guide](#), is a tool for Federal staff to perform program-specific monitoring of the formula-funded WIOA youth program at the state and local levels. This supplemental guide identifies compliance requirements along with additional questions which may be used to assess state progress and provide information about a state's implementation of WIOA. The purpose of the on-site review is to evaluate the quality of the grant programs and services and the performance of the grants in order to determine if the programs are operating in compliance with the statute, regulations, and guidance in a manner that will ensure achievement of the state's goals and outcomes.

BACKGROUND

WIOA outlines a broad youth vision that supports an integrated service delivery system. It also provides a framework through which states and local areas can leverage federal, state and local resources to support in-school and out-of-school youth. WIOA affirms the Department's commitment to providing high-quality services, such as career exploration and guidance, support for educational attainment, and opportunities for skills training culminating in valuable employment along a career pathway.

The WIOA youth program promotes evidenced-based strategies that meet the highest levels of performance, accountability, and quality in preparing young people for the workforce. WIOA calls for customer-focused services based on the needs of each individual participant such as the creation of career pathways for youth as part of the youth's individual service strategy. Additionally, WIOA Youth requires 14 program elements to be offered that includes serving out-of-school youth (OSY) and providing relevant work experience.

USE OF THE GUIDE

The guide consists of five activities which are aligned with the statute and final regulations. These activities are (1) Governance and Standing Committees; (2) Eligibility; (3) Youth Program Design, Elements, and Parameters; (4) One-Stop Center Services to Youth; and (5) Partnerships. Within each of the five activities are two sections: (a) focuses on state-level questions and (b) focuses on local area questions. Each of the activities includes compliance questions and/or qualitative (i.e., effectiveness) questions. The questions are provided to help determine whether the state and/or local areas have complied with the Act, final regulations, and program guidance, as well as made progress in implementing WIOA youth formula-funded programs/services. The questions will also help determine where they may need to improve. We have included a section to record comments along with a complementary toolbox with additional resources.

Note to user: Each activity included in the tool is designed to capture compliance with the statute, final regulations, and policy guidance, as well as qualitative information. The indicators marked with a (C) indicate compliance and assess whether the State and or local area has met statutory and regulatory requirements. The effectiveness (E) questions are qualitative and do not relate to compliance requirements.

REFERENCE TO CORE MONITORING GUIDE

The [Core Monitoring Guide](#) offers the following:

- ✓ **Instructions for On-Site Monitoring Visits:** Guidance for conducting pre-monitoring reviews, on-site reviews, and post-visit activities, including the issuance of a monitoring report;
- ✓ **Core Activities:** Outlines the review of the three core functions: Core Activity 1 – Service Design and Delivery, Core Activity 2 – Grant Operations, and Core Activity 3 – Financial Management, and includes indicators to assess grant requirement expectations; and
- ✓ **Appendix:** Tools and resources that help the Reviewer conduct an on-site review.

The [Core Monitoring Guide](#) starts with the **Introduction to Monitoring Reviews** to provide the Reviewer information on the importance of monitoring reviews, the purpose of oversight, and how the Reviewer can prepare for an on-site monitoring visit. The instructions included in the CMG provide in-depth information to Reviewers with varying levels of experience. Both new and experienced Reviewers may find the information valuable, as the CMG provides several tools for analysis. The instructions include sections on Pre-Visit, On-Site-Visit, and Post-Visit.

- ✓ **Pre-Monitoring Review and Preparation** helps the Reviewer determine the objectives that he/she will focus on during the on-site review. It is useful for the Reviewer to pre-assess performance, develop a review scope, and identify Points of Contact (POCs) before going on-site.
- ✓ **On-Site Monitoring** focuses on the on-site portion of the review.
- ✓ **Post-Visit Activities** provides the Reviewer with guidance on follow-up with grant recipients, preparation of the monitoring report, and resolution of monitoring findings.

ACTIVITY 1: GOVERNANCE AND STANDING COMMITTEES



Objective 1.a: State Workforce Development Board (SWDB) Governance Functions

Citations: [WIOA](#)

Question(s)	Citation	Resources	C/E
1.a.1 What strategies has the SWDB developed to support the use of career pathways for the purpose of providing individuals, including youth, with workforce investment activities, education, and supportive services to enter and retain employment?	WIOA Section 101(d)(3)(B)		C
Notes:			
1.a.2 Has the SWDB developed strategies for providing effective outreach to and improved access for youth who could benefit from services provided through the workforce development system?	WIOA Section 101(d)(3)(C)		C
Notes:			
1.a.3 Has the SWDB developed strategies to support staff training and awareness across programs, [including youth], supported under the workforce development system?	WIOA Section 101(d)(3)(G)		C
Notes:			
1.a.4 Describe the state's plan for conducting evaluations of youth program activities.	WIOA Section 129(b)(1)(A), Page 1507; Required Statewide Youth Activities	TEGL 23-14 ; TEGL 8-15	C
Notes:			

Question(s)	Citation	Resources	C/E
1.a.5 Describe how the state will disseminate a list of eligible providers of youth workforce investment activities.	WIOA Section 129(b)(1)(B), Page 1507; Required Statewide Youth Activities	TEGL 23-14 ; TEGL 8-15	C
Notes:			
1.a.6 How does the state provide assistance to ensure youth program requirements are in compliance with statute/regulations?	WIOA Section 129(b)(1)(C), Page 1507; Required Statewide Youth Activities	TEGL 23-14 ; TEGL 8-15	C
Notes:			
1.a.7 Describe how the state carries out monitoring and oversight of WIOA youth activities.	WIOA Section 129(b)(1)(D); Required Statewide Activities		C
Notes:			
1.a.8 How does the state provide additional assistance to local areas that have high concentrations of eligible youth?	WIOA Section 129(b)(1)(F), Page 1507; Required Statewide Youth Activities	TEGL 23-14 ; TEGL 8-15	C
Notes:			
1.a.9 Is there a state standing youth committee? If so, what is the role of the state youth committee?			E
Notes:			



Objective 1.b: Local Workforce Development Board (LWDB) Governance Functions

Citations: [WIOA](#); [20 CFR 681.110](#) and [20 CFR 681.120](#)

Question(s)	Citation	Resources	C/E
1.b.1 Does the LWDB have a standing youth committee in place?	WIOA Section 107(b)(4)(A)(ii), Page 1458; Standing Youth Committees	TEGL 23-14 , TEGL 27-14	E
Notes:			
1.b.2 Was the committee “grandfathered” from WIA’s Youth Council?	WIOA Section 107(b)(4)(A)(ii), Page 1458; Standing Youth Committees	TEGL 23-14 , TEGL 27-14	E
Notes:			
1.b.3 Has the LWDB established guidance for the role of the Standing Youth Committee? If so, describe the role of the youth committee.	WIOA Section 107(b)(4)(A)(ii), Page 1458; Standing Youth Committees	TEGL 23-14 , TEGL 27-14	E
Notes:			
1.b.4 Please provide a list of the youth committee members.	WIOA Section 107(b)(4)(A)(ii), Page 1458; Standing Youth Committees	TEGL 23-14 ; TEGL 8-15	E
Notes:			

Question(s)	Citation	Resources	C/E
1.b.5 How does the LWDB conduct oversight of the youth workforce investment activities?	WIOA Section 107(d)(8), Page 1462; Program Oversight; Section 123 Eligible Providers of Youth Page 1498	TEGL 23-14 ; TEGL 8-15	C
Notes:			
1.b.6 Does the LWDB have a monitoring tool for youth program oversight? If so, please provide a copy.	WIOA Section 107(d)(8), Page 1462; Program Oversight	N/A	E
Notes:			

ACTIVITY 2: ELIGIBILITY



Objective 2.a: SWDB Eligibility Functions

Citations: [WIOA](#); [20 CFR 681.210](#); [20 CFR 681.220](#); and [20 CFR 681.310](#)

Question(s)	Citation	Resources	C/E
2.a.1 Has the state issued any eligibility policies beyond the eligibility criteria provided in WIOA? If so, please describe.	WIOA Section 129(a)(1)(A); Page 1504	TEGL 23-14 ; TEGL 8-15	E
Notes:			
2.a.2 Has the state issued a policy defining the OSY barrier of “an individual who requires additional assistance to enter or complete an educational program or to secure or hold employment”? If so, is the definition included in the State plan? If not, how does the state ensure the LWDB has a policy in its local plan?	WIOA Section 129(a)(1)(B)(viii); Page 1505; 20 CFR 681.300	TEGL 23-14 ; TEGL 8-15	C
Notes:			

Question(s)	Citation	Resources	C/E
<p>2.a.3 Has the state issued a policy defining the ISY barrier or “an individual who requires additional assistance to complete an educational program or to secure or hold employment”? If so, is the definition included in the State plan? If not, how does the state ensure the LWDB has a policy in its local plan?</p>	<p>WIOA Section 129(a)(1)(C)(vii); Page 1505; 20 CFR 681.310</p>	<p>TEGL 23-14; TEGL 8-15</p>	<p>C</p>
<p>Notes:</p>			
<p>2.a.4 What is the State definition, as defined in law, for not attending school and for attending school? If State law does not define “not attending school” or “attending school,” what is the state policy for determining whether a youth is attending or not attending school.</p>	<p>WIOA Section 129(a)(1)(B)(i) and Section 129(a)(1)(C)(i); 20 CFR 681.210 (c)(2); State Plan question</p>	<p>TEGL 21-16</p>	<p>C</p>
<p>Notes:</p>			
<p>2.a.5 If using the basic skills deficient definition contained in WIOA Section 3(5)(B), what is the State definition that further defines how to determine if an individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual’s family, or in society. If so, is it included in State Plan? If not, is it included in the local plan?</p>	<p>WIOA Section 3(5)(B); 20 CFR 681.290; State plan question</p>		<p>C</p>
<p>Notes:</p>			



Objective 2.b: LWDB Eligibility Functions

Citations: [WIOA](#); [20 CFR 681.300](#) and [20 CFR 681.310](#)

Question(s)	Citation	Resources	C/E
2.b.1 If the State has not defined the “requires additional assistance” eligibility criteria barrier, what is the LWDB definition for requires additional assistance for OSY and ISY?	WIOA Section 129(a)(1)(B)(iii)(VIII) and Section 129(a)(1)(C)(iv)(VII), Page 1505; 20 CFR 681.300 and 20 CFR 681.310	TEGL 23-14 ; TEGL 8-15	C
Notes:			
2.b.2 Has the LWDB ensured that not more than five percent of newly enrolled ISY in a given program year are eligible based on the “requires additional assistance” barrier? How does the LWDB track this five percent limitation?	WIOA Section 129(a)(3)(B) and 20 CFR 681.310(b)	TEGL 8-15	C
Notes:			

ACTIVITY 3: YOUTH PROGRAM DESIGN AND ELEMENTS



Objective 3.a: SWDB Program Design Policies

Citations: [WIOA](#); [20 CFR 681.400](#); [20 CFR 681.410](#); [20 CFR 681.420](#); and [20 CFR 681.460](#)

Question(s)	Citation	Resources	C/E
<p>3.a.1 Has the state issued guidance or instructions to the local areas regarding the youth provider selection process? If so, please provide a copy.</p>	<p>WIOA Section 101(d)(1); Section 102(b)(2)(D)(i)(V) Program Specific Requirements, Page 1447</p>	<p>TEGL 8-15; TEGL 21-16</p>	<p>C</p>
<p>Notes:</p>			
<p>3.a.2 Has the state issued guidance with regard to the provision of the 14 program elements (listed below) in order to ensure that all 14 program elements described in WIOA Section 129(c)(2) are made available, effectively implemented, and clearly defined? How does the state ensure that local areas are properly categorizing, and reporting services provided within 1 of the 14 program element categories?</p> <ul style="list-style-type: none"> • Tutoring, Study Skills Training, Instruction, and Dropout Prevention • Alternative Secondary School and Dropout Recovery Services • Paid and Unpaid Work Experience • Occupational Skills Training • Education Offered Concurrently with Workforce Preparation • Leadership Development Opportunities • Supportive Services • Adult Mentoring • Follow-up Services • Comprehensive Guidance and Counseling • Financial Literacy Education • Entrepreneurial Skills Training • Services that Provide Labor Market Information • Postsecondary Preparation and Transition Activities 	<p>WIOA Section 129(c)(2)(A) Youth Program Elements; Page 1509</p>	<p>TEGL 23-14; TEGL 8-15</p>	<p>E</p>
<p>Notes:</p>			

Question(s)	Citation	Resources	C/E
3.a.3 How does the state ensure that local areas are making follow-up services available to all youth as required?	20 CFR 681.580		C
Notes:			
3.a.4 Does the state provide local areas with a system to code the program elements offered during follow-up to ensure accurate accountability for these services? This will delineate those program elements provided prior to exit from those program elements allowable during follow-up and provided post-exit.		TEGL 21-16	E
Notes:			
3.a.5 How is the state ensuring that local areas adhere to the requirement that follow-up is provided to all participants for at least 12 months unless follow-up services are declined?		TEGL 21-16	C
Notes:			
3.a.6 Has the state issued guidance to local areas on meeting the minimum 75 percent OSY expenditure requirement as well as the strategies the State will use to achieve improved outcomes for out-of-school youth?	WIOA Section 129(a)(4)(A) OSY Priority, Page 1506	TEGL 23-14 ; TEGL 8-15	E
Notes:			

Question(s)	Citation	Resources	C/E
<p>3.a.7 Has the state established a mechanism for tracking the minimum 75 percent OSY expenditure per local area? Is each local area meeting the OSY expenditure requirement? If not, what technical assistance has the state provided to local areas not meeting the OSY expenditure requirement? Are the LWDBs reporting OSY expenditures?</p>	<p>WIOA Section 129(a)(4)(A) OSY Priority, Page 1506</p>	<p>TEGL 23-14; TEGL 8-15</p>	<p>C</p>
<p>Notes:</p>			
<p>3.a.8 How does the state ensure that the minimum of 20 percent of local area youth funds is spent on work experience in each local area? Is each local area meeting the work experience expenditure requirement? Are the LWDBs reporting work experience expenditures?</p>	<p>WIOA Section 129(c)(2)(A)(4) Youth Program Elements; Page 1509</p>	<p>TEGL 23-14; TEGL 8-15</p>	<p>C</p>
<p>Notes:</p>			
<p>3.a.9 How does the state ensure that incentive payments to youth are permitted only for recognition and achievement directly tied to training activities and work experiences? Are LWDBs providing incentives?</p>	<p>20 CFR 681.640</p>		<p>C</p>
<p>Notes:</p>			



Objective 3.b: LWDB Program Design Policies

Citations: [WIOA](#); [20 CFR 681.400](#); [20 CFR 681.410](#); [20 CFR 681.420](#); and [20 CFR 681.460](#)

Question(s)	Citation	Resources	C/E
3.b.1 What process has the local area used to select eligible youth service providers? Has the local board awarded grants or contracts to youth service providers, or is the local board providing some or all youth services directly? If the local area has competitively selected youth service providers, please provide a copy of the RFP.	WIOA Section 107(d)(10)(B) Selection of Youth Providers; Page 1462; Section 123 Eligible Providers of Youth, Page 1498; Section 102(b)(2)(D)(i)(V) Program Specific Requirements, Page 1447	TEGL 23-14 ; TEGL 8-15	C
Notes:			
3.b.2 Is the local area meeting the minimum 75 percent OSY expenditure requirement?	WIOA Section 129(a)(4)(A) OSY Priority, Page 1506	TEGL 23-14 ; TEGL 8-15	C
Notes:			
3.b.3 Describe the local area's Youth Program design.	WIOA Section 129(c)(1)(A); Page 1508	TEGL 23-14 ; TEGL 8-15	E
Notes:			
3.b.4 Has training been provided to youth case managers on WIOA youth eligibility, program design, and performance?	WIOA Section 129(c)(1)(A); Page 1508	TEGL 23-14 ; TEGL 8-15	E
Notes:			

Question(s)	Citation	Resources	C/E
3.b.5 Does the program design include providing youth participants with an objective assessment? Has the local area designed its own assessment? If so, please provide a copy of the local assessment tool.	WIOA Section 129(c)(1)(A); Page 1508	TEGL 23-14 ; TEGL 8-15	C
Notes:			
3.b.6 How does the local area ensure the Individual Service Strategy (ISS) identifies appropriate services based on the objective assessment and is linked to youth performance indicators?	WIOA Section 129(c)(1)(B); Page 1508	TEGL 23-14 ; TEGL 8-15	C
Notes:			
3.b.7 Does the ISS identify career pathways for education or employment?	WIOA Section 129(c)(1)(B); Page 1508	TEGL 23-14 ; TEGL 8-15	C
Notes:			
3.b.8 Does the ISS include references to the 14 program elements?	WIOA Section 129(c)(1)(B); Page 1508	TEGL 23-14 ; TEGL 8-15	C
Notes:			
3.b.9 Describe the local area strategy to ensure youth program activities lead to a High School diploma or its equivalent or a recognized post-secondary credential.	WIOA Section 129(c)(1)(C)(i), Page 1508; Program Outcomes	TEGL 23-14 ; TEGL 8-15	C
Notes:			
3.b.10 Describe the local strategy that prepares youth for post-secondary education and training opportunities.	WIOA Section 129(c)(1)(C)(ii), Page 1508; Program Outcomes	TEGL 23-14 ; TEGL 8-15	C
Notes:			

3.b.11 How does the local youth program's youth service delivery strategy create strong linkages between academic instruction and occupational education that lead to the attainment of recognized post-secondary credentials?	WIOA Section 129(c)(1)(C)(iii), Page 1508; Program Outcomes	TEGL 23-14; TEGL 8-15	C
Notes:			
3.b.12 How does the local youth program prepare youth for unsubsidized employment opportunities?	WIOA Section 129(c)(1)(C)(iv), Page 1508; Program Outcomes	TEGL 23-14; TEGL 8-15	C
Notes:			
3.b.13 Describe the local strategy to prepare youth for unsubsidized employment, including with small employers, specifically those that include in-demand industry sectors and occupations of the local and/or regional labor markets.	WIOA Section 129(c)(1)(C)(v), Page 1508; Program Outcomes	TEGL 23-14; TEGL 8-15	C
Notes:			
3.b.14 Are local area staff, including case managers, providing ongoing training on Labor Market Information (LMI) to ensure youth participants are receiving the required in-demand industry/occupation information within the local and/or regional labor market area?	WIOA Section 129(c)(1)(C)(v), Page 1508; Program Outcomes	TEGL 23-14; TEGL 8-15	E
Notes:			
3.b.15 How does the local area ensure each of the 14 youth program elements is made available to youth participants?	WIOA Section 129(c)(2)(A) Youth Program Elements; Page 1509	TEGL 23-14; TEGL 8-15	C
Notes:			

3.b.16 Has the LWDB written policies defining the 14 program elements, including how to categorize and report services provided within 1 of the 14 program element categories?	WIOA Section 129(c)(2)(A)-(N) Youth Program Elements; Page 1509	TEGL 23-14; TEGL 8-15	E
Notes:			
3.b.17 The Work Experience element includes paid and unpaid work experiences that have academic and occupational education as a component. It may include summer and year-round employment opportunities, pre-apprenticeships, internships/job shadow, and on-the-job training opportunities. What strategy or process has the local area identified to provide this element?	WIOA Section 129(c)(2)(C) Youth Program Elements; Page 1509	TEGL 23-14; TEGL 8-15	E
Notes:			
3.b.18 How does the local area ensure that the minimum of 20 percent of funds is spent on work experience and is the local area expending the 20 percent minimum on work experience? How is the LWDB tracking work experience expenditures?	WIOA Section 129(c)(4) Youth Program Elements; Page 1509	TEGL 23-14; TEGL 8-15	C
Notes:			
3.b.19 Is the local area making follow-up services available to all youth as required?	20 CFR 681.580		C
Notes:			
3.b.20 Is the local area adhering to the requirement to provide follow-up to all participants for at least 12 months, unless follow-up services are declined?		TEGL 21-16	C
Notes:			

3.b.21 Does the local program have a policy in place to document and record when a participant cannot be located during follow-up?		TEGL 21-16	E
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ACTIVITY 4: ONE-STOP CENTER SERVICES TO YOUTH



Objective 4.a: SWDB One-Stop Partner Role

Citations: [WIOA](#); [20 CFR 681.700](#) and [20 CFR 681.710](#)

Question(s)	Citation	Resources	C/E
4.a.1 What policies and processes has the state put in place to ensure there are connections between youth programs and one-stop operators?	WIOA Section 121(b)(1)(B)(I)		E

Notes:

4.a.2 Are there specialized centers that address specific needs (example youth industry sector/cluster)?	WIOA Section 121(e)		E
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Objective 4.b: LWDB One-Stop Partner Role

Citations: [20 CFR 681.700](#) and [20 CFR 681.710](#)

Question(s)	Citation	Resources	C/E
4.b.1 What policies and processes has the local area put in place to ensure there are connections between youth programs and one-stops?	WIOA Section 121(b)(1)(B)(i)		C
Notes:			
4.b.2 Are there specialized centers that address specific needs (example youth industry sector/cluster)?	WIOA Section 121(e)		E
Notes:			
4.b.3 In the local area, what is the connection between the local youth program and the one-stop center?	20 CFR 681.700		C
Notes:			

ACTIVITY 5: PARTNERSHIPS



Objective 5.a: State Level Partnerships

Question(s)	Citation	Resources	C/E
5.a.1 Describe the strategies the State has implemented to leverage and align the core programs, any Combined State Plan partner programs included in the State Plan, required and optional one-stop partner programs, and any other resources available.	WIOA State Plan ICR	TEGL 21-16	E
Notes:			
5.a.2 Describe any partnerships with the Title II Adult Education program.		TEGL 8-15	E
Notes:			
5.a.3 Describe any partnerships with the Title IV Vocational Rehabilitation program.		TEGL 8-15	E
Notes:			
5.a.4 Has the State identified other strategic priorities related to Youth? If so, please describe.			E
Notes:			
5.a.5 Is the State effectively using statewide funds to support the strategic vision for youth partnerships with other youth-serving agencies such as Education? Criminal Justice? Human Services?			E
Notes:			

Question(s)	Citation	Resources	C/E
5.a.6 Does the youth program design ensure effective connections to employers, including small business, in-demand industry sectors, and occupations of the local and regional labor markets? If so, how are these connections ensured?			E
Notes:			



Objective 5.b: Local-Level Partnerships

Question(s)	Citation	Resources	C/E
5.b.1 How is the local area partnering with Title II Adult Education programs?		TEGL 8-15	E
Notes:			
5.b.2 How is the local area partnering with Title IV Vocational Rehabilitation programs?		TEGL 8-15	E
Notes:			
5.b.3 How is the local area partnering with local TANF agencies in order to reach the TANF population?		TEGL 23-14	E
Notes:			
5.b.4 How is the local area partnering with community organizations in reaching out to OSY? If so, which ones?		TEGL 23-14	E
Notes:			
5.b.5 How is the local area partnering with school districts to coordinate services for ISY?		TEGL 23-14	E
Notes:			

RESOURCES

Monitoring Resources

- ◆ Case File Check List Example
 - ▶ [WIOA Youth Participant File Review](#)
- ◆ Participant Interview Guide Example
 - ▶ [WIOA Youth Participant Interview Guide](#)
- ◆ ETA Guidance
 - ▶ [TEGL 21-16 - Third WIOA Youth Program Transition Guidance \(March 2017\)](#)
 - ▶ [TEGL 08-15 - Second WIOA Youth Program Transition Guidance \(November 2015\)](#)
 - ▶ [TEGL 23-14 - Workforce Innovation and Opportunity Act \(WIOA\) Youth Program Transition](#)
 - ▶ [TEGL 27-14 -WIOA Transition Authority for Immediate Implementation of Governance Provisions](#)

Technical Assistance Resources

- ◆ Youth Standing Committees
 - ▶ [Recipes for Success: A Youth Committee Guide](#)
 - ▶ [Coming Together at the Table-The Power of Youth Committees to Convene, Coordinate and Collectively](#)
 - ▶ [Enough is Known for Action for Action: Firing Up Youth Standing Committees](#)
- ◆ Case Management Resources
 - ▶ [Case Management Toolkit: Preparing Youth for a Lifetime of Success](#)
- ◆ Additional Technical Assistance Resources
 - ▶ [Youth Connections Community of Practice](#)