

Workforce Innovation and Opportunity Act (WIOA) Youth 14 Program Elements

The Workforce Innovation and Opportunity Act (WIOA) Youth program includes 14 program elements, which are required to be made available in each local area. The program elements outline a vision for supporting youth and young adults through an integrated service delivery system. This brief includes related information in the Act, the regulations, and guidance for all 14 program elements.

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Tutoring, Study Skills Training, Instruction, and Evidence-Based Dropout Prevention and Recovery Strategies

Workforce Innovation and Opportunity Act

Section 129 (c)(2)(A): 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.

Workforce Innovation and Opportunity Act Relevant Regulations

This program element at [20 CFR § 681.460 \(a\)\(1\)](#) was not further articulated in the final rule.

Workforce Innovation and Opportunity Act Relevant Guidance

TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor

Program Element 1: Tutoring, study skills training, instruction, and dropout prevention services

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 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.

Secondary school dropout prevention strategies intended to lead to a high school diploma are also reported under this program element. Secondary school dropout prevention strategies include services and activities that keep a young person in-school and engaged in a formal learning and/or training setting. Strategies include, but are not limited to tutoring, literacy development, active learning experiences, after-school opportunities, and individualized instruction.

On the other hand, while dropout recovery strategies that lead to completion of a recognized high school equivalency are included in both this first program element and in program element 2 in [20 CFR § 681.460 \(a\)\(2\)](#) described below, those services are not reported under this program element. For documentation purposes, those 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 ([20 CFR § 681.460 \(a\)\(2\)](#)).



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Furthermore, while the statutory and regulatory language for both program elements 1 and 4 - include language discussing services leading to recognized postsecondary credentials, training services that lead to recognized postsecondary credentials should be reported under program element 4, occupational skills training, to avoid duplicated reporting of services.

Resources

For additional resources on the program element, please visit: [WorkforceGPS - Tutoring, Study Skills Training, Instruction, and Dropout Prevention](#).



Alternative Secondary School Services or Dropout Recovery Services

Workforce Innovation and Opportunity Act

Section 129 (c)(2)(B): alternative secondary school services, or dropout recovery services, as appropriate.

Workforce Innovation and Opportunity Act Relevant Regulations

§ 681.230 What does “school” refer to in the “not attending or attending any school” in the out-of-school and in-school eligibility criteria?

In general, the applicable State law for secondary and postsecondary institutions defines “school.” However, for purposes of WIOA, the Department does not consider providers of adult education under title II of WIOA, YouthBuild programs, the Job Corps program, high school equivalency programs, or dropout re-engagement programs to be schools. Therefore, in all cases except the one provided below, WIOA youth programs may consider a youth to be an OSY for purposes of WIOA youth program eligibility if he or she attend adult education provided under title II of WIOA, YouthBuild, Job Corps, high school equivalency programs, or dropout re-engagement programs regardless of the funding source of those programs. Youth attending high school equivalency programs funded by the public K-12 school system who are classified by the school system as still enrolled in school are an exception; they are considered ISY.

Workforce Innovation and Opportunity Act Relevant Guidance

TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor

Program Element 2: Alternative secondary school services or dropout recovery services

Under **20 CFR § 681.460 (a)(2)**, alternative secondary school services, such as basic education skills training, individualized academic instruction, and English as a Second Language training, are those 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. While the activities within both types of services may overlap, each 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 equivalent.



Resources

For additional resources on the program element, please visit: [WorkforceGPS - Alternative Secondary School and Dropout Recovery Services](#).



Paid and Unpaid Work Experience

Workforce Innovation and Opportunity Act

Section 129 (c)(2)(C): paid and unpaid work experiences that have as a component academic and occupational education, which may include—

- (i) summer employment opportunities and other employment opportunities available throughout the school year;
- (ii) pre-apprenticeship programs;
- (iii) internships and job shadowing; and
- (iv) on-the-job training opportunities

Workforce Innovation and Opportunity Act Relevant Regulations

§ 681.600 What are work experiences?

- (a) Work experiences are 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 or applicable State law, exists. Consistent with **§ 680.840 of this chapter**, funds provided for work experiences may not be used to directly or indirectly aid in the filling of a job opening that is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage. Work experiences provide the youth participant with opportunities for career exploration and skill development.
- (b) Work experiences must include academic and occupational education. The educational component may occur concurrently or sequentially with the work experience. Further academic and occupational education may occur inside or outside the work site.
- (c) The types of work experiences include the following categories:
 - (1) Summer employment opportunities and other employment opportunities available throughout the school year;
 - (2) Pre-apprenticeship programs;
 - (3) Internships and job shadowing; and
 - (4) On-the-job training (OJT) opportunities as defined in WIOA sec. 3(44) and in **§ 680.700 of this chapter**.

§ 681.590 What is the work experience priority and how will local youth programs track the work experience priority?



- (a) Local youth programs must expend not less than 20 percent of the funds allocated to them to provide ISY and OSY with paid and unpaid work experiences that fall under the categories listed in [§ 681.460\(a\)\(3\)](#) and further defined in [§ 681.600](#).
- (b) Local WIOA youth programs must track program funds spent on paid and unpaid work experiences, including wages and staff costs for the development and management of work experiences, and report such expenditures as part of the local WIOA youth financial reporting. The percentage of funds spent on work experience is calculated based on the total local area youth funds expended for work experience rather than calculated separately for ISY and OSY. Local area administrative costs are not subject to the 20 percent minimum work experience expenditure requirement.

§ 681.610 Does the Workforce Innovation and Opportunity Act require Local Workforce Development Boards to offer summer employment opportunities in the local youth program?

No, WIOA does not require Local WDBs to offer summer youth employment opportunities as summer employment is no longer its own program element under WIOA. However, WIOA does require Local WDBs to offer work experience opportunities using at least 20 percent of their funding, which may include summer employment.

§ 681.620 How are summer employment opportunities administered?

Summer employment opportunities are a component of the work experience program element. If youth service providers administer the work experience program element, they must be selected by the Local WDB according to the requirements of WIOA sec. 123 and [§ 681.400](#), based on criteria contained in the State Plan. However, the summer employment administrator does not need to select the employers who are providing the employment opportunities through a competitive process.

§ 681.480 What is a pre-apprenticeship program?

A pre-apprenticeship is a program designed to prepare individuals to enter and succeed in an apprenticeship program registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; [29 U.S.C. 50 et. seq.](#)) (referred to in this part as a “registered apprenticeship” or “registered apprenticeship program”) and includes the following elements:

- (a) Training and curriculum that aligns with the skill needs of employers in the economy of the State or region involved;
- (b) Access to educational and career counseling and other supportive services, directly or indirectly;
- (c) Hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career;
- (d) Opportunities to attain at least one industry-recognized credential; and
- (e) A partnership with one or more registered apprenticeship programs that assists in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program.



Workforce Innovation and Opportunity Act Relevant Guidance

TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor

Program Element 3: Paid and unpaid work experience

[20 CFR § 681.600](#) further defines work experience as “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 or applicable State law, exists. Consistent with [§ 680.840](#) . . . , funds provided for work experiences may not be used to directly or indirectly aid in the filling of a job opening that is vacant because the former occupant is on strike, or is being locked out in the course of a labor dispute, or the filling of which is otherwise an issue in a labor dispute involving a work stoppage. Work experiences provide the youth participant with opportunities for career exploration and skill development.” Additional information on the employer/employee relationship may be found on DOL’s Wage and Hour Division website.

WIOA and [20 CFR § 681.590\(a\)](#) require that a minimum of 20 percent of local area funds for the Title I Youth program be spent on work experience. As explained in [20 CFR § 681.590\(b\)](#), local area administrative costs are not subject to the 20 percent minimum work experience expenditure requirement. Leveraged resources cannot be used to fulfill any part of the 20 percent minimum.

[TEGL No. 8-15](#) provides further discussion of allowable expenditures that may be counted toward the work experience expenditure requirement and articulates that program expenditures on the work experience program element can be more than just wages paid to youth in work experience. Allowable work experience expenditures include the following:

- Wages/stipends paid for participation in a work experience;
- Staff time working to identify and develop a work experience opportunity, including staff time spent working with employers to identify and develop the work experience;
- Staff time working with employers to ensure a successful work experience, including staff time spent managing the work experience;
- Staff time spent evaluating the work experience;
- Participant work experience orientation sessions;
- Employer work experience orientation sessions;
- Classroom training or the required academic education component directly related to the work experience;
- Incentive payments directly tied to the completion of work experience; and
- Employability skills/job readiness training to prepare youth for a work experience.

Supportive services are a separate program element and cannot be counted toward the work experience expenditure requirement even if supportive services assist the youth in participating in the work experience.



Academic and occupational education component. As discussed in [20 CFR § 681.600](#), 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. States and 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. For example, if a youth is in a work experience in a hospital, the occupational education could be learning about the duties of different types of hospital occupations such as a phlebotomist, radiology tech, or physical therapist. Whereas, the academic education could be learning some of the information individuals in those occupations need to know such as why blood type matters, the name of a specific bone in the body, or the function of a specific ligament. Local programs have the flexibility to determine the appropriate type of academic and occupational education necessary for a specific work experience.

Categories of work experience. WIOA identifies four categories of work experience: (1) summer employment opportunities and other employment opportunities available throughout the school year; (2) pre-apprenticeship programs; (3) internships and job shadowing; and (4) on-the-job training (OJT) opportunities as defined in WIOA Section 3(44) and in [20 CFR § 680.700](#). Two of the categories, job shadowing and pre-apprenticeship, are discussed below.

Job shadowing is a work experience option 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.

As discussed in [20 CFR § 681.480](#), pre-apprenticeship is a program designed to prepare individuals to enter and succeed in an apprenticeship program registered under the Act of August 16, 1937 (commonly known as the National Apprenticeship Act. . . [and] referred to ... as a registered apprenticeship or registered apprenticeship program) and includes the following elements: (a) training and curriculum that aligns with the skill needs of employers in the economy of the State or region involved; (b) access to educational and career counseling and other supportive services, directly or indirectly; (c) hands-on, meaningful learning activities that are connected to education and training activities, such as exploring career options, and understanding how the skills acquired through coursework can be applied toward a future career; (d) opportunities to attain at least one industry-recognized credential; and (e) a partnership with one or more registered apprenticeship programs that



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assists in placing individuals who complete the pre-apprenticeship program in a registered apprenticeship program.

Resources

Payments and Expenditures Resources

- [Tracking and Reporting of Workforce Innovation and Opportunity Act \(WIOA\) Youth Expenditures](#)
- [WorkforceGPS - Forms of Payments for WIOA Youth Program Participants](#)
- [Wage and Hour Division \(WHD\) Youth Employment Compliance Assistance Toolkit](#)
- [USDOL Wage and Hour Division - Fact Sheet on Internship Programs Under the Fair Labor Standards Act](#)

Resources on Working with Employers, including Sample Worksite Agreements

- [Employer Engagement Resources](#)

For additional resources on the program element, please visit: [WorkforceGPS - Paid and Unpaid Work Experience](#).



Occupational Skills Training

Workforce Innovation and Opportunity Act

Section 129 (c)(2)(D): occupational skill training, which shall include priority consideration for training programs that lead to recognized postsecondary credentials that are aligned with in-demand industry sectors or occupations in the local area involved, if the local board determines that the programs meet the quality criteria described in section 123.

Workforce Innovation and Opportunity Act Relevant Regulations

§ 681.540 What is occupational skills training?

- (a) The Department defines occupational skills training as 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. Local areas must give priority consideration to training programs that lead to recognized postsecondary credentials that align with in-demand industry sectors or occupations in the local area. Such training must:
 - (1) Be outcome-oriented and focused on an occupational goal specified in the individual service strategy;
 - (2) Be of sufficient duration to impart the skills needed to meet the occupational goal; and
 - (3) Lead to the attainment of a recognized postsecondary credential.
- (b) The chosen occupational skills training must meet the quality standards in WIOA sec. 123.

Workforce Innovation and Opportunity Act Relevant Guidance

TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor

Program Element 4: Occupational skills training

Occupational Skills Training included the language in [20 CFR § 681.540](#) of the Final Rule and additionally stated:

As discussed in [20 CFR § 681.550](#) “in order to enhance individual participant choice in education and training plans and provide flexibility to service providers, the Department allows WIOA Individual Training Accounts (ITAs) for OSY, ages 16 to 24, using WIOA youth funds, when appropriate.” ITAs allow participants the opportunity to choose the training provider that best meets their needs. To receive funds from an ITA, the training provider must be on the Eligible Training Provider List as outlined in [§ 680.400](#) and [§ 680.410](#).



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ISY cannot use youth program-funded ITAs. However, ISY between the ages of 18 and 21 may co-enroll in the WIOA Adult program if the young adult's individual needs, knowledge, skills, and interests align with the WIOA adult program and may receive training services through an ITA funded by the adult program.

Resources

For additional resources on the program element, please visit: [WorkforceGPS - Occupational Skills Training](#).



Education Offered Concurrently with Workforce Preparation and Training for a Specific Occupation

Workforce Innovation and Opportunity Act

Section 3 (7): CAREER PATHWAY. —The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that—

- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved.
- (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; [29 U.S.C. 50 et seq.](#)) (referred to individually in this Act as an “apprenticeship”, except in section 171);
- (C) includes counseling to support an individual in achieving the individual’s education and career goals;
- (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;
- (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and
- (G) helps an individual enter or advance within a specific occupation or occupational cluster.

Section 129 (c)(2)(E): education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster.

Workforce Innovation and Opportunity Act Relevant Regulations

§ 681.630 What does education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster mean?

This program element 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.

Workforce Innovation and Opportunity Act Relevant Guidance

TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor

Program Element 5: Education offered concurrently with workforce preparation and training for a specific occupation

20 CFR § 681.630 states that this program element 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.

TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 08-15 | U.S. Department of Labor

Partnership and Collaboration Opportunities with Title II – Adult Education and Family Literacy Act (AEFLA).

Title II creates a partnership among the Federal government, states, and localities to provide, on a voluntary basis, adult education and literacy activities in order to: assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency; assist adults who are parents or family members to become full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their family; assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and support English language learners in improving their English reading, writing, speaking, comprehension, and mathematics skills and acquiring an understanding of the American system of Government.

Individuals who are 16 years old or older and not enrolled in secondary school or required to be enrolled in secondary school under State law and meet the requirements of Section 203(4)(C) are eligible for Title II services. In this way, age eligibility for Title II services varies among states similar to youth eligibility criteria for OSY. Additionally, under WIOA, AEFLA expands what activities can be provided to eligible individuals. New activities include workforce preparation and integrated education and training, two activities that are prominent in the WIOA Youth program. This presents an important opportunity for Title I youth and Title II programs to coordinate to ensure successful education and employment outcomes for OSY. There are important changes in WIOA that should allow for increased alignment and coordination with WIOA Title I youth and Title II programs. Examples of where coordination can occur include:



Emphasis on low-skilled adults: Title II (AEFLA) includes requirements for states to consider a number of factors when awarding grants or contracts. Factors include whether providers are serving individuals who are most in need of adult education and literacy services, including those with low levels of literacy skills or who are English language learners and the past effectiveness of providers in improving literacy of eligible individuals, especially with respect to individuals who have low levels of literacy.

Integrated Education and Training, Workforce Preparation, and Career Pathways: WIOA promotes the integration of adult education with occupational education and training and workforce preparation, as well as the creation of career pathways for youth in Title I WIOA Youth Programs. The definition of “career pathway” is codified in WIOA Section 3(7). Title II authorizes the use of funds for integrated education and training and workforce preparation activities. Leveraging funding between WIOA Title II and the Title I Youth Program provides an opportunity to create a service strategy that concurrently enrolls OSY in education programs combined with workforce preparation and training. Partnering with Title II programs and leveraging resources effectively can assist local areas in meeting their requirement to develop and implement career pathways by aligning the employment, training, education, and supportive services youth need. (WIOA Section 107(d)(5))

Resources

For additional resources on the program element, please visit: [WorkforceGPS - Education Offered Concurrently with Workforce Preparation and Training](#).



Leadership Development Opportunities

Workforce Innovation and Opportunity Act

Section 129 (c)(2)(F): leadership development opportunities, which may include community service and peer-centered activities encouraging responsibility and other positive social and civic behaviors, as appropriate.

Workforce Innovation and Opportunity Act Relevant Regulations

§ 681.520 What are leadership development opportunities?

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

- (a) Exposure to postsecondary educational possibilities;
- (b) Community and service learning projects;
- (c) Peer-centered activities, including peer mentoring and tutoring;
- (d) Organizational and team work training, including team leadership training;
- (e) Training in decision-making, including determining priorities and problem solving;
- (f) Citizenship training, including life skills training such as parenting and work behavior training;
- (g) Civic engagement activities which promote the quality of life in a community;
- (h) Other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.

§ 681.530 What are positive social and civic behaviors?

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

- (a) Positive attitudinal development;
- (b) Self-esteem building;
- (c) Openness to work with individuals from diverse backgrounds;
- (d) Maintaining healthy lifestyles, including being alcohol- and drug-free;
- (e) Maintaining positive social relationships with responsible adults and peers, and contributing to the well-being of one's community, including voting;
- (f) Maintaining a commitment to learning and academic success;
- (g) Avoiding delinquency; and
- (h) Positive job attitudes and work skills.



Workforce Innovation and Opportunity Act Relevant Guidance

No additional guidance on Program Element 6: Leadership Development Opportunities in [TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor](#) beyond what is articulated in regulations.

Resources

For additional resources on the program element, please visit: [WorkforceGPS - Leadership Development Opportunities](#).



Supportive Services

Workforce Innovation and Opportunity Act

Section 3(59): The term “supportive services” means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this Act.

Section 129 (c)(2)(G): supportive services.

Workforce Innovation and Opportunity Act Relevant Regulations

§ 681.570 What are supportive services for youth?

Supportive services for youth, as defined in WIOA sec. 3(59), are services that enable an individual to participate in WIOA activities. These services include, but are not limited to, the following:

- (a) Linkages to community services;
- (b) Assistance with transportation;
- (c) Assistance with child care and dependent care;
- (d) Assistance with housing;
- (e) Needs-related payments;
- (f) Assistance with educational testing;
- (g) Reasonable accommodations for youth with disabilities;
- (h) Legal aid services;
- (i) Referrals to health care;
- (j) Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses and protective eye gear;
- (k) Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and
- (l) Payments and fees for employment and training-related applications, tests, and certifications.

§ 681.580 What are follow-up services for youth?

- (a) Follow-up services are 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.
- (b) Follow-up services for youth also may include the following program elements:
 - (1) **Supportive services;**
 - (2) Adult mentoring;



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- (3) Financial literacy education;
 - (4) 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
 - (5) Activities that help youth prepare for and transition to postsecondary education and training.
- (c) All youth participants must be offered an opportunity to receive follow-up services that align with their individual service strategies. Furthermore, follow-up services must be provided to all participants for a minimum of 12 months unless the participant declines to receive follow-up services or the participant cannot be located or contacted. Follow-up services may be provided beyond 12 months at the State or Local WDB's discretion. The types of services provided and the duration of services must be determined based on the needs of the individual and therefore, the type and intensity of follow-up services may differ for each participant. Follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome.

Workforce Innovation and Opportunity Act Relevant Guidance

No additional guidance on Program Element 7: Supportive Services in [TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor](#) beyond what is articulated in regulations.

Resources

For additional resources on the program element, please visit [WorkforceGPS - Supportive Services](#).



Adult Mentoring

Workforce Innovation and Opportunity Act

Section 129 (c)(2)(H): adult mentoring for the period of participation and a subsequent period, for a total of not less than 12 months.

Workforce Innovation and Opportunity Act Relevant Regulations

§ 681.490 What is adult mentoring?

- (a) Adult mentoring for youth must:
 - (1) Last at least 12 months and may take place both during the program and following exit from the program;
 - (2) 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; and
 - (3) 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.
- (b) Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company.

§ 681.580 What are follow-up services for youth?

- (a) Follow-up services are 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.
- (b) Follow-up services for youth also may include the following program elements:
 - a. Supportive services;
 - b. **Adult mentoring;**
 - c. Financial literacy education;
 - 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
 - e. Activities that help youth prepare for and transition to postsecondary education and training.
- (c) All youth participants must be offered an opportunity to receive follow-up services that align with their individual service strategies. Furthermore, follow-up services must be provided to all participants for a minimum of 12 months unless the participant declines to receive follow-up



services or the participant cannot be located or contacted. Follow-up services may be provided beyond 12 months at the State or Local WDB's discretion. The types of services provided and the duration of services must be determined based on the needs of the individual and therefore, the type and intensity of follow-up services may differ for each participant. Follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome.

Workforce Innovation and Opportunity Act Relevant Guidance

TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor

Program Element 8: Adult mentoring

Included the language in [20 CFR § 681.490](#) of the Final Rule and additionally stated:

Local programs should ensure appropriate processes are in place to adequately screen and select mentors. DOL acknowledges that in a few areas of the country finding mentors may present a burden to a program. While DOL strongly prefers that case managers not serve as mentors, the final rule allows case managers to serve as mentors in areas where adult mentors are sparse.

Resources

For additional resources on the program element, please visit: [WorkforceGPS - Adult Mentoring](#).



Follow-Up Services

Workforce Innovation and Opportunity Act

Section 129 (c)(2)(I): follow-up services for not less than 12 months after the completion of participation, as appropriate.

Workforce Innovation and Opportunity Act Relevant Regulations

§ 681.580 What are follow-up services for youth?

- (a) Follow-up services are 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.
- (b) Follow-up services for youth also may include the following program elements:
 - (1) Supportive services;
 - (2) Adult mentoring;
 - (3) Financial literacy education;
 - (4) 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
 - (5) Activities that help youth prepare for and transition to postsecondary education and training.
- (c) All youth participants must be offered an opportunity to receive follow-up services that align with their individual service strategies. Furthermore, follow-up services must be provided to all participants for a minimum of 12 months unless the participant declines to receive follow-up services or the participant cannot be located or contacted. Follow-up services may be provided beyond 12 months at the State or Local WDB's discretion. The types of services provided and the duration of services must be determined based on the needs of the individual and therefore, the type and intensity of follow-up services may differ for each participant. Follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome.

Workforce Innovation and Opportunity Act Relevant Guidance

TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor

Program Element 9: Follow-up services



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 exit date is determined when the participant has not received services in the Youth program or any other DOL-funded program in which the participant is co-enrolled for 90 days and no additional services are scheduled. At that point, the date of exit is applied retroactively to the last date of service. Once 90 days of no services, other than follow-up services, self-service, and information-only services and activities, has elapsed and the participant has an official exit date applied retroactively to the last date of service, the program continues to provide follow-up services for the remaining 275 days of the 12-month follow-up requirement. The 12-month follow-up requirement is completed upon one year from the date of exit.

The final rule also states that follow-up services for youth also may include the following program elements: (1) supportive services; (2) adult mentoring; (3) financial literacy education; (4) 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 (5) activities that help youth prepare for and transition to postsecondary education and training. 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.

20 CFR § 681.580 states that all youth participants must be offered an opportunity to receive follow-up services that align with their individual service strategies. Furthermore, follow-up services must be provided to all participants for a minimum of 12 months unless the participant declines to receive follow-up services or the participant cannot be located or contacted. Follow-up services may be provided beyond 12 months at the State or Local WDB’s discretion. The types of services provided and the duration of services must be determined based on the needs of the individual and therefore, the type and intensity of follow-up services may differ for each participant. Follow-up services must include more than only a contact attempted or made for securing documentation in order to report a performance outcome.

DOL recognizes the concerns that some youth may not be responsive to attempted contacts for follow-up, and other youth may be difficult to locate making it impossible to provide follow-up services for such individuals. Local programs should have policies in place to establish how to document and record when a participant cannot be located or contacted. At the time of enrollment, youth must be informed that follow-up services will be provided for 12 months following exit. If at any point in time during the program or during the 12 months following exit the youth requests to opt out of follow-up services, they may do so. In this case, the request to opt out or discontinue follow-up services made by the youth must be documented in the case file.



TRAINING AND EMPLOYMENT NOTICE No. 22-19 | U.S. Department of Labor

iii. Follow-up Services – WIOA Section 129(c)(2)(I) and WIOA regulations at [20 CFR § 681.580\(c\)](#) require that all youth participants must be offered an opportunity to receive follow-up services that align with their individual service strategies. Follow-up services must be provided to all participants for a minimum of 12 months unless the participant declines to receive follow-up services or the participant cannot be located or contacted. Monitoring reviews found that the level of follow-up services provided to youth program participants in many local areas could not be determined. Follow-up services were not clearly documented in some case files. One local area's follow-up procedure was inconsistent with the state plan. Another monitoring visit revealed that neither the state WIOA manual nor the local WIOA youth policy for provision of the 14 program elements included language that addresses how a youth may decline follow-up services.

States must ensure that local areas are accurately providing and capturing follow-up services as described in the Final Rule and ETA program guidance. States must also ensure that follow-up information is accurately captured in case files. The participant file must indicate follow-up activity, as opposed to contact attempts after exit. Follow-up activities may include the five program elements allowed during follow-up (supportive services; mentoring; financial literacy; services that provide labor market information such as career awareness, career counseling, and career exploration; and preparation for postsecondary education and training) as well as other activities that ensure the youth is successful in employment and/or postsecondary education and training. Further, [TEGL 21- 16](#) explains that if at any point during the program or during the 12 months following exit the youth requests to opt out of follow-up services, they may do so. The request from a participant to opt out or discontinue follow-up services must be documented in the case file. ETA encourages states or, if no state policy exists, local areas to have clear policies on how youth decline follow-up services as well as how many attempts a case manager must make to contact a youth before determining that a youth cannot be located or contacted for provision of follow-up services. Having policies and proper documentation provides frontline staff with a clear understanding of what follow-up actions to take and allows youth to better understand what follow-up services are available to them upon exit.

Resources

For additional resources on the program element, please visit: [WorkforceGPS - Follow-up Services](#).



Comprehensive Guidance and Counseling

Workforce Innovation Opportunity Act

Section 129 (c)(2)(J): comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate

Workforce Innovation and Opportunity Act Relevant Regulations

§ 681.510 What is comprehensive guidance and counseling?

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. 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 in order to ensure continuity of service.

Workforce Innovation and Opportunity Act Relevant Guidance

TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor

Program Element 10: Comprehensive guidance and counseling

Including the language in [20 CFR § 681.500](#) of the Final Rule, [TEGL 21-16](#) additionally stated:

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.

Resources

- [Youth Mental Health Resource Guide](#)

For additional resources on the program element, please visit: [WorkforceGPS - Comprehensive Guidance and Counseling](#).



Financial Literacy Education

Workforce Innovation and Opportunity Act

Section 129 (c)(2)(K): financial literacy education

Workforce Innovation and Opportunity Act Relevant Regulations

§ 681.500 What is financial literacy education?

- (a) Support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions;
- (b) Support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards;
- (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;
- (d) Support a participant's ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions;
- (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;
- (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;
- (g) Support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling;
- (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
- (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.

Workforce Innovation and Opportunity Act Relevant Guidance

TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor



WIOA Youth Program Elements

Program Element 11: Financial literacy education

Including the language in [20 CFR § 681.500](#) of the Final Rule, [TEGL 21-16](#) additionally stated:

In November of 2016, the Financial Literacy Education Commission released a guide, “Incorporating Financial Capability into Youth Employment Programs,” aimed at financial institutions interested in enhancing youth financial capability by partnering with youth employment programs. It maps how and why financial institutions engage in helping young people achieve greater financial well-being and employment success and can be found at: [Financial Literacy Guide](#).

Resources

For additional resources on the program element, please visit: [WorkforceGPS - Financial Literacy Education](#).



Entrepreneurial Skills Training

Workforce Innovation and Opportunity Act

Section 129 (c)(2)(L): entrepreneurial skills training

Workforce Innovation and Opportunity Act Relevant Regulations

§ 681.560 What is entrepreneurial skills training and how is it taught?

Entrepreneurial skills training provides the basics of starting and operating a small business.

- (a) Such training must develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to:
 - (1) Take initiative;
 - (2) Creatively seek out and identify business opportunities;
 - (3) Develop budgets and forecast resource needs;
 - (4) Understand various options for acquiring capital and the trade-offs associated with each option; and
 - (5) Communicate effectively and market oneself and one's ideas.
- (b) Approaches to teaching youth entrepreneurial skills include, but are not limited to, the following:
 - (1) 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.
 - (2) 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.
 - (3) 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.

Workforce Innovation and Opportunity Act Relevant Guidance

No additional guidance on Program Element 12: Entrepreneurial Skills Training in [**TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor**](#) beyond what is articulated in regulations.



Resources

For additional resources on the program element, please visit: [WorkforceGPS - Entrepreneurial Skills Training for Youth](#).



Services that Provide Labor Market Information

Workforce Innovation and Opportunity Act

Section 129 (c)(2)(M): 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.

Workforce Innovation and Opportunity Act Relevant Regulations

This program element at [20 CFR § 681.460 \(a\)\(13\)](#) was not further articulated in the final rule.

Workforce Innovation and Opportunity Act Relevant Guidance

TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor

Program Element 13: Services that provide labor market information

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, 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.” Numerous tools and applications that are user-friendly exist, which can be used to provide labor market and career information, as appropriate to each youth. These labor market information (LMI) tools can be used to help youth and young adults to make appropriate decisions about education and careers. LMI identifies in-demand industries and occupations and employment opportunities; and, provides knowledge of job market expectations including education and skills requirements and potential earnings. LMI tools also can aid in facilitating youth awareness of the career fields that are likely to provide long-term employment and earnings in local labor markets.

WIOA youth programs and providers should become familiar with state and federal LMI data and LMI tools, which are provided for free by agencies, in order to share relevant LMI with youth. Providing such readily available online services can be accomplished by connecting the youth with American Job Centers and other entities that have career exploration tools, ability and interest inventories, and provide related employment services. DOL electronic tools particularly relevant to youth include My Next Move and Get My Future. In addition to connecting youth to self-service LMI tools, it is important for youth providers to share and discuss state and local LMI with youth participants.



WIOA Youth Program Elements

In general, 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. The process in which youth choose an educational path and training or a job which fits their interests, skills and abilities can be described as career exploration. Career counseling or guidance provides advice and support in making decisions about what career paths to take. Career counseling 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).

Resources

Career Exploration

- [CareerOneStop: Get My Future](#)
- [My Next Move](#)
- [O*NET Resource Center](#)

For additional resources on the program element, please visit: [WorkforceGPS - Services that Provide Labor Market Information](#).



Postsecondary Preparation and Transition Activities

Workforce Innovation and Opportunity Act

Section 129 (c)(2)(N): activities that help youth prepare for and transition to postsecondary education and training.

Workforce Innovation and Opportunity Act Relevant Regulations

This program element at [20 CFR § 681.460 \(a\)\(14\)](#) was not further articulated in the final rule.

Workforce Innovation and Opportunity Act Relevant Guidance

TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 21-16 | U.S. Department of Labor

Program Element 14: Postsecondary preparation and transition activities

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. 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.

Resources

- [Career One Stop - Service Locator: Find Training and Education](#)
- [Career One Stop - Scholarship Finder](#)

For additional resources on the program element, please visit [WorkforceGPS - Postsecondary Preparation and Transition Activities](#).

