**WIOA Young Adult Program**

**Chapter 11: Program Elements, including Youth Follow Up under WIOA**

Summary

The chapter further clarifies the 14 program elements and explains the services to be reported under each specific program element. In addition, the table in Attachment A provides an overview and easy reference for finding applicable program element citations, identifies which program elements relate to one another, and lists applicable DOL-only PIRL data elements. Certain data elements associated with WIOA Young Adult program elements may be subject to data validation requirements. This policy is currently under development.

Relevant Laws, Rules, or Policies

[Workforce Innovation and Opportunity Act (Public Law 113-128)](https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf)

[WIOA Final Rule (Dated 08-19-2016)](https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-15975.pdf)

[WIOA Final Rule: Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions (Dated 08-19-2016)](https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-15977.pdf)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 23-14 (Dated 3-26-15)](http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=4244)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 8-15 (Dated 11-17-15)](http://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=6073)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 21-16 (Dated 3-2-17)](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7159)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 7-18 (Dated 12-19-18)](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=4255)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 14-18 (Dated 3-25-19)](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7611)

[U.S. Dept of Labor Training and Employment Notice No. 22-19 (Dated 4-3-20)](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=8754)

[U.S. Dept of Labor Training and Employment Notice No. 12-21 (Dated 10-15-21)](https://wdr.doleta.gov/directives/corr_doc.cfm?docn=9977)

[U.S. Dept. of Labor Training and Employment Notice No. 14-21 (Dated 10-27-21)](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=6118)

[U.S. Dept. of Labor Training and Employment Notice No. 18-21 (Dated 1-4-22)](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=3439)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 10-16, Change 3 (Dated 6-11-24)](https://www.dol.gov/sites/dolgov/files/ETA/advisories/TEGL/2023/TEGL%2010-16%20Change%203/TEGL%2010-16%2C%20Change%203.pdf)

U.S. Dept. of Labor Training and Employment Guidance Letter No. 23-19 Change 1 (Dated 10-25-22)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 09-22 (Dated 3-2-23)](https://www.dol.gov/agencies/eta/advisories/tegl-09-22)

[U.S. Dept. of Labor Training and Employment Guidance Letter No. 23-19, Change 2 (Dated 5-12-23)](https://www.dol.gov/agencies/eta/advisories/tegl-23-19-change-2)

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Policy

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

This program element includes 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.

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 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.

While the statutory and regulatory language for both program elements 1 and 4 (discussed below) 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.

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

This element was not further explained in the Final Rule. 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.

**Program Element 3: Paid and unpaid work experience**

Work experience is defined 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. 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.

Virtual work experiences are allowable under the WIOA youth program. With the COVID-19 pandemic, virtual services, such as virtual work experiences, became necessary. Virtual work experiences can offer more flexibility and broaden work experience opportunities, particularly in rural areas. They can also promote equity and access for youth that might not otherwise have the opportunity for certain types of work experiences. Therefore, local WIOA Youth programs are permitted to continue to provide virtual work experiences beyond the COVID-19 pandemic. While WIOA section 681.600 states that work experiences must take place in a workplace, this includes a virtual workplace when remote work experiences are possible and practical. For technical assistance resources, visit: <https://youth.workforcegps.org/resources/2020/06/18/13/10/Resources-on-Virtual-Engagement>

WIOA requires that a minimum of 20 percent of local area funds for WIOA Young Adult program be spent on work experience. 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.

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.
* Expenditures for pre-apprenticeships

DOL has clarified that supportive services that enable WIOA participants to participate in work experience can now count toward the work experience expenditure requirement. In addition, while not explicitly listed in WIOA as a type of work experience, WIOA Youth expenditures related to Registered Apprenticeship programs count toward the minimum work experience expenditure requirement.

*Academic and occupational education component*. 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. 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.

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

**Program Element 4: Occupational skills training**

Occupational skills training is defined 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.

In addition, the chosen occupational skills training must meet the quality standards in WIOA Section 123.

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 the Final Rule.

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.

Note that Minnesota has received a waiver from DOL which allows WIOA Youth funds to be used for ITAs for ISY ages 18-21. WDAs who wish to use this waiver to serve ISY must state their intent to do so in the local Youth plan and ITA policy provided to DEED. More information on ITAs is found in Chapter 12: Individual Training Accounts (ITAs).

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

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.

**Program Element 6: Leadership development opportunities**

This program element is defined as 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; and (h) other leadership activities that place youth in a leadership role such as serving on youth leadership committees, such as a Standing Youth Committee.

**Program Element 7: Supportive services**

Supportive services for youth are defined as services that enable an individual to participate in WIOA activities. All LWDBs must have a supportive services policy in place. These services must also be identified in the Individual Service Strategy (ISS) based on discussions between the career counselor and the participant. Delivery of supportive services must be documented in the case file/Workforce One record. Note: The supportive service cost need not be paid for by WIOA. Coordination with other local resources is strongly encouraged.

A supportive service may be provided as the first program service to an individual who has been determined eligible for WIOA Youth and intends to enroll in the program but has not yet completed the assessment and ISS. An example of such a situation is an individual who has been determined eligible but who needs transportation assistance to meet with the counselor to complete the assessment and/or ISS. Supportive services may NOT be provided with WIOA funds to individuals who have not been determined eligible.

The WIOA Final Rules discuss supportive services at 20 CFR 680.900-970 and

681.570. Services may include, but are not limited to, the following:

* Linkages to community services;
* Assistance with transportation;
* Assistance with childcare and dependent care;
* Assistance with housing;
* Needs-related payments that provide financial assistance to participants to enable them to take part in local youth program activities;
* Assistance with educational testing;
* Reasonable accommodations for individuals with disabilities;
* Legal aid services;
* Referrals to health care;
* Assistance with uniforms or other appropriate work attire and work-related tools, including such items as eyeglasses, protective eye gear and other essential safety equipment;
* Assistance with books, fees, school supplies, and other necessary items for students enrolled in postsecondary education classes; and
* Payments and fees for employment and training related applications, tests, and certifications.

For more information on supportive services, refer to the [WIOA Desk Reference on Supportive Services](https://ion.workforcegps.org/resources/2017/07/14/09/22/Supportive_Services_Desk_Reference).

The Department of Labor has released [Training and Employment Notice (TEN) No. 12-21](https://wdr.doleta.gov/directives/corr_doc.cfm?docn=9977) which contains a resource guide to help practitioners assist jobseekers in finding and applying for financial assistance and other supportive services.

Note that DOL clarified in [Training and Employment Guidance Letter (TEGL) No. 09-22](https://www.dol.gov/agencies/eta/advisories/tegl-09-22) that WIOA funded supportive services that enable WIOA participants to participate in training can count toward training expenditures. Similarly, WIOA funded supportive services that enable WIOA participants to participate in work experience can count toward the work experience expenditure requirement.

In addition, [TEGL No. 09-22](https://www.dol.gov/agencies/eta/advisories/tegl-09-22) notes that WIOA funds can be used to pay for devices and broadband internet service that will allow a participant to create or maintain a wireless connection for distance learning, search for jobs, and engage in other employment and training services where such services are already allowable. As indicated above, local area must have note supportive service provision in the ISS as well as written policies and procedures in place that outline the steps/factors it will consider to approve a cost and ensure that costs are reasonable, necessary, allowable, and allocable to the WIOA grant. In addition, ETA encourages local WIOA Youth programs to inform participants about the [Affordable Connectivity Program](https://www.fcc.gov/acp) that helps families access affordable broadband.

ETA’s policy regarding the purchase of food for program participants is that on a limited basis and in certain situations, food at a reasonable cost may be provided to youth program participants as a supportive service. Food provided to all participants at a recruiting event, for example, would not be appropriate. Food may be provided to eligible youth when it will assist or enable the participant to participate in allowable youth program activities and to reach his/her employment and training goals, thereby achieving the program’s overall performance goals. The use of grant funds for food should be limited to reasonable and necessary purchases that are coordinated, when possible, with other community, state, or federal services that that provide food for low-income individuals. Local areas should have written policies and procedures in place for purchasing and distributing food to ensure consistent treatment of these types of expenses. When developing written policies and procedures, please review the Uniform Guidance at 2 CFR 200.403. DOL’s Employment and Training Administration has developed a [technical assistance tip sheet](https://youth.workforcegps.org/resources/2024/01/30/20/17/Food-as-a-Supportive-Service-in-the-WIOA-Youth-Program) that provides answers to some common questions related to food as a supportive service in the WIOA Youth Program.

**Program Element 8: Adult mentoring**

Adult mentoring must last at least 12 months and may take place both during the program and following exit from the program and be a formal relationship between a youth participant and an adult mentor that includes structured activities where the mentor offers guidance, support, and encouragement to develop the competence and character of the mentee. The final rule also states that while group mentoring activities and mentoring through electronic means are allowable as part of the mentoring activities, at a minimum, the local youth program must match the youth with an individual mentor with whom the youth interacts on a face-to-face basis. Mentoring may include workplace mentoring where the local program matches a youth participant with an employer or employee of a company. Local programs should ensure appropriate processes are in place to adequately screen and select mentors.

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.

Note that if a participant receives mentoring services, such services can be reported in the first quarter services are received, it is not necessary to wait 12 months before reporting. Technical assistance resources related to Mentoring can be found on WorkforceGPS in the [Adult Mentoring](https://youth.workforcegps.org/resources/2017/03/22/09/55/~/~/link.aspx?_id=1D201FB7BEAA404EA16918E772D45F68&_z=z) section.

**Program Element 9: Follow-up services**

Follow-up services are described 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 should, as appropriate, 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) 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 (as defined above); (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 successfully prepare for and transition to postsecondary education and training. Provision of these program elements must occur after the exit date to count as follow-up services. In addition, such follow-up services must be documented in the case file that they were provided as follow- up services post exit.

All youth participants must be offered an opportunity to receive follow-up services that align with their ISS. 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 based on local policy. 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. Such determinations is to be included in case notes and on the ISS. 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.

Note that follow-up services should be reported in the first quarter in which they are provided, it is not necessary to wait until 12 months have passed before reporting. Technical assistance resources related to Follow-up can be found at WorkforceGPS in the [Follow-up Services](https://youth.workforcegps.org/resources/2017/03/22/09/55/~/~/link.aspx?_id=C8899A818F794561941389237DF746CC&_z=z) section.

**Program Element 10: 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. 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. **Note that general case management and career counseling are not considered part of this program element. General case management is not considered a program element, and career counseling should be considered as part of Program Element 13: Services that provide labor market information.**

It is important to note that while youth development practitioners are not expected to be experts in mental health, there are many ways to assess mental health needs at program enrollment and throughout their participation in the program and that mental health assessments are an allowable cost under WIOA. DOL strongly encourages integrating mental health assessments into the objective assessment process to identify potential mental health needs that must be addressed through mental health services or through referrals to mental health professionals for youth to be successful in the program.

Technical assistance resources related to comprehensive guidance and counseling can be found at WorkforceGPS in the [Comprehensive Guidance and Counseling](https://youth.workforcegps.org/resources/2017/03/22/09/55/~/~/link.aspx?_id=E98DB3B477814B1DAD1754299248AE86&_z=z) section. In addition, DOL has created a [Youth Mental Health Resource Guide](https://youth.workforcegps.org/resources/2022/08/16/15/26/Youth-Mental-Health-Resource-Guide) which is also available for practitioners at WorkforceGPS.

**Program Element 11: Financial literacy education**

This program element may include the following activities:

* support the ability of participants to create budgets, initiate checking and savings accounts at banks, and make informed financial decisions
* support participants in learning how to effectively manage spending, credit, and debt, including student loans, consumer credit, and credit cards
* teach participants about the significance of credit reports and credit scores; what their rights are regarding their credit and financial information; how to determine the accuracy of a credit report and how to correct inaccuracies; and how to improve or maintain good credit
* support a participant’s ability to understand, evaluate, and compare financial products, services, and opportunities and to make informed financial decisions
* educate participants about identity theft, ways to protect themselves from identify theft, and how to resolve cases of identity theft and in other ways understand their rights and protections related to personal identity and financial data
* support activities that address the particular financial literacy needs of non-English speakers, including providing the support through the development and distribution of multilingual financial literacy and education materials
* support activities that address the particular financial literacy needs of youth with disabilities, including connecting them to benefits planning and work incentives counseling
* 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
* 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.

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.](https://www.treasury.gov/resource-center/financial-education/SiteAssets/Pages/flec11032016/Resource%20Guide%20for%20Financial%20Institutions_FLEC%20D11%202%2016.pdf)

**Program Element 12: Entrepreneurial skills training**

This program element provides the basics of starting and operating a small business. Such training must develop the skills associated with entrepreneurship. Such skills may include, but are not limited to, the ability to:

* take initiative;
* creatively seek out and identify business opportunities;
* develop budgets and forecast resource needs;
* understand various options for acquiring capital and the trade-offs associated with each option; and
* communicate effectively and market oneself and one’s ideas.

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

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.

**Program Element 13: Services that provide labor market information**

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](http://www.mynextmove.org/) and [Get My](https://www.careeronestop.org/getmyfuture/index.aspx)  [Future](https://www.careeronestop.org/getmyfuture/index.aspx). 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.

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).

**Program Element 14: Postsecondary preparation and transition activities**

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.

**Additional Notes on Documenting and Reporting Program Elements**

Documenting receipt of program elements is critical to ensure that youth who are actively participating in programs do not get unintentionally exited due to 90 days of no service. All 14 WIOA youth program elements are contained in the PIRL and local youth programs should ensure that services received are reported in the applicable program element in the PIRL.

In addition, note that case management is the act of connecting youth to appropriate services and not a program element. Case managers providing case management should not be reported as one of the 14 youth program elements in the PIRL.

**Related Links**

[Workforce GPS- WIOA Youth Program Element Resources (Dated 3/21/2017)](https://youth.workforcegps.org/resources/2017/01/19/13/56/WIOA-Youth-Program-Element-Resources)

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| --- | --- | --- | --- |
| **WIOA Youth Program Element Section 129(c)(2)** | **Is the element further described in Final Rule? If so, applicable citations** | **Relates to or overlaps with other program element**  **ATTACHMENT A** | **Applicable PIRL Data Element Number(s)** |
| 1. [Tutoring, study skills training, instruction, and dropout](https://youth.workforcegps.org/resources/2017/03/14/11/17/Tutoring-Study-Skills-Training-Instruction-and-Dropout-Prevention)  [prevention](https://youth.workforcegps.org/resources/2017/03/14/11/17/Tutoring-Study-Skills-Training-Instruction-and-Dropout-Prevention) | [TEGL 21-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7159) | Program elements 2 and 4 | 1402 |
| 2. [Alternative secondary school services or dropout recovery](https://youth.workforcegps.org/resources/2017/03/14/10/14/Alternative-Secondary-School-and-Dropout-Recovery-Services)  [services](https://youth.workforcegps.org/resources/2017/03/14/10/14/Alternative-Secondary-School-and-Dropout-Recovery-Services) | [TEGL 21-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7159) | Program element 1 | 1403 |
| 3. [Paid and unpaid work experience](https://youth.workforcegps.org/resources/2017/01/19/14/27/Paid-and-Unpaid-Work-Experience) | [Title 20 CFR Sections 681.600,](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=cc5a88e74043b1be3f76e3a7a2e011b7&ty=HTML&h=L&mc=true&n=pt20.4.681&r=PART" \l "_top)  [681.590, 681.480](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=cc5a88e74043b1be3f76e3a7a2e011b7&ty=HTML&h=L&mc=true&n=pt20.4.681&r=PART" \l "_top)  and [TEGL 21-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7159) |  | 1205, 1405 |
| 4. [Occupational skills training](https://youth.workforcegps.org/resources/2017/03/20/09/15/Occupational-Skills-Training) | [Title 20 CFR Sections 681.540,](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=cc5a88e74043b1be3f76e3a7a2e011b7&ty=HTML&h=L&mc=true&n=pt20.4.681&r=PART" \l "_top)  [681.550](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=cc5a88e74043b1be3f76e3a7a2e011b7&ty=HTML&h=L&mc=true&n=pt20.4.681&r=PART" \l "_top) and [TEGL 21-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7159) | Program element 1 | 1300, 1302, 1303, 1306,  1307, 1308, |
| 5. [Education offered concurrently with workforce preparation and training for a specific occupation](https://youth.workforcegps.org/resources/2017/03/20/09/14/Education-Offered-Concurrently-with-Workforce-Preparation-and-Training) | [Title 20 CFR Sections 681.630](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=cc5a88e74043b1be3f76e3a7a2e011b7&ty=HTML&h=L&mc=true&n=pt20.4.681&r=PART" \l "_top) and [TEGL 21-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7159) | Program elements 2, 3,  and 4 | 1407 |
| 6. [Leadership development opportunities](https://youth.workforcegps.org/resources/2017/03/02/11/13/Leadership-Development-Opportunities) | [Title 20 CFR Sections 681.520,](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=cc5a88e74043b1be3f76e3a7a2e011b7&ty=HTML&h=L&mc=true&n=pt20.4.681&r=PART" \l "_top)  [681.530](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=cc5a88e74043b1be3f76e3a7a2e011b7&ty=HTML&h=L&mc=true&n=pt20.4.681&r=PART" \l "_top) and [TEGL 21-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7159) |  | 1408 |
| 7. [Supportive services](https://youth.workforcegps.org/resources/2017/01/24/16/00/Supportive-Services) | [Title 20 CFR Sections 681.570](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=cc5a88e74043b1be3f76e3a7a2e011b7&ty=HTML&h=L&mc=true&n=pt20.4.681&r=PART" \l "_top) and [TEGL 21-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7159) |  | 1409 |
| 8. [Adult mentoring](https://youth.workforcegps.org/resources/2017/01/27/12/39/Adult-Mentoring) | [Title 20 CFR Sections 681.490](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=cc5a88e74043b1be3f76e3a7a2e011b7&ty=HTML&h=L&mc=true&n=pt20.4.681&r=PART" \l "_top) and [TEGL 21-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7159) |  | 1410 |
| 9. [Follow-up services](https://youth.workforcegps.org/resources/2017/03/20/09/12/Follow-up-Services) | [Title 20 CFR Sections 681.580](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=cc5a88e74043b1be3f76e3a7a2e011b7&ty=HTML&h=L&mc=true&n=pt20.4.681&r=PART" \l "_top) and [TEGL 21-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7159) | Program elements 7, 8,  11, 13, and 14 | 1412 |
| 10. [Comprehensive guidance and counseling](https://youth.workforcegps.org/resources/2017/03/20/09/13/Comprehensive-Guidance-and-Counseling) | [Title 20 CFR Sections 681.510](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=cc5a88e74043b1be3f76e3a7a2e011b7&ty=HTML&h=L&mc=true&n=pt20.4.681&r=PART" \l "_top) and [TEGL 21-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7159) |  | 1411 |
| 11. [Financial literacy education](https://youth.workforcegps.org/resources/2017/01/27/12/40/Financial-Literacy-Education) | [Title 20 CFR Sections 681.500](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=cc5a88e74043b1be3f76e3a7a2e011b7&ty=HTML&h=L&mc=true&n=pt20.4.681&r=PART" \l "_top) and [TEGL 21-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7159) |  | 1206 |
| 12. [Entrepreneurial skills training](https://youth.workforcegps.org/resources/2017/03/02/10/51/Entrepreneurial-Skills-Training) | [Title 20 CFR Sections 681.560](https://www.ecfr.gov/cgi-bin/retrieveECFR?gp=1&SID=cc5a88e74043b1be3f76e3a7a2e011b7&ty=HTML&h=L&mc=true&n=pt20.4.681&r=PART" \l "_top) and [TEGL 21-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7159) |  | 1413 |
| 13. [Services that provide labor market information](https://youth.workforcegps.org/resources/2017/01/27/12/41/Services-that-Provide-Labor-Market-Information) | [Title 20 CFR Sections 651.10](https://www.ecfr.gov/cgi-bin/text-idx?SID=46afcfe69ff29039e581c812d5ee5ed4&mc=true&node=pt20.3.651&rgn=div5) and [TEGL 21-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7159) |  | 1414 |
| 14. [Postsecondary preparation and transition activities](https://youth.workforcegps.org/resources/2017/03/14/14/25/Postsecondary-Preparation-and-Transition-Activities) | [TEGL 21-16](https://wdr.doleta.gov/directives/corr_doc.cfm?DOCN=7159) |  | 1415 |