**WorkforceGPS**

**Transcript of Webinar**

**The Workforce Innovation and Opportunity Act (WIOA) Youth Program in Depth: TEGL 21-16, Third WIOA Title I Youth Program Guidance**

**Wednesday, March 29, 2017**

*Transcript by*

*Noble Transcription Services*

*Murrieta, CA*

JONATHAN VEHLOW: So without further ado, I'd like to turn things over to our moderator today, Sara Hastings, Division of Youth Services, U.S. Department of Labor, Employment and Training Administration. Sara?

SARA HASTINGS: All right. Thanks, Jon. Hi, everyone. Good afternoon to all of you. It is 3:00 o'clock. So I think we're all in the afternoon. We saw folks joining from all across the country. We are so, so happy that you all joined us today. I believe we were just hitting about the 500-person mark when we were starting just a minute or two after 3:00 o'clock today Eastern Time.

So we know we have a good group of people. A lot of you are probably just leaving the National Association of Workforce Boards. We've had a lot of good youth programming conversations recently, and I know folks have been eager to get some additional guidance on the WIOA youth program. We were finally able to get out our third piece of guidance recently, and now we want to dig in a little bit more on this with you all today, provide some additional information, and then just see if folks have questions. We're going to try to answer them as best – to the best of our ability today.

And so I am Sara Hastings. I'm in the Youth Policy and Performance Unit. That is the unit that oversees the WIOA youth program, and with me today is Evan Rosenberg. He is our all things youth expert, WIOA youth program expert, and he and I will be walking you through parts of the TEGL, kind of going into a little bit of depth here. So this is our third WIOA youth TEGL. It's TEGL 21-16. It was published on March 2nd, and it expands on the first two TEGLs that we put out. Those are TEGL 23-14 – that was our first one that came out – and TEGL 08-15.

And so hopefully you guys have seen those. You're – you've been tracking our guidance that has come out. If you have not and you're just jumping into some of this, I'm going to show you a little later on where you can find all of these Training and Employment Guidance Letters and our guidance and a lot of our technical assistance related to this work. So we will do a little walk through and give you a little tour of some of our resources later on.

So today we are just going to go through and really talk about what's in the TEGL. We're not going to go too much more in depth, but we're going to go a little bit in depth on some of our particular issues within the guidance here. So today we're going to talk through a little bit around eligibility. Evan's going to go into detail on that and some program design issues. He's going to talk a little bit about competitive procurement.

Then I'm going to walk us through some WIOA, the youth program elements in a little bit more detail. Also, as an attachment, folks will have seen in the TEGL there was an attachment that really helped determine youth living in high poverty. We're not going to go into that into depth today. That is a pretty lengthy document, but we hope it was helpful for you all when looking at figuring out low income for eligibility purposes. So that is what is in the TEGL, and for the most part, that is what we are going to walk through today.

So but before I turn it over to Evan, we are going to do a little poll, and we are going to see just where people are coming at today with their knowledge of what's in the TEGL. So we're going to be putting up a polling question here, a poll, and it's going to ask a handful of questions. You can see these here. So have you read TEGL 21-16, third WIOA Title I youth formula program guidance?

So your first response can be, no, I was not aware there was a new youth TEGL. So this is news to you, but we're glad you're here. The second option is, no, but I've been planning to read it soon. So good timing then today. Three, the third answer is, yes, and it answered all of my remaining WIOA youth questions. That would be terrific. I'm wondering how many feel that confident. We're happy to have you. Four is, yes, and it answered many of my WIOA youth questions, but I still have a few more, which we're guessing a lot of folks will be in that area.

And yes, I read it, but it did not answer any of my WIOA youth questions and now I'm even more confused. We hope we're not too more confused, but I know that there are certainly more questions that have come out of the TEGL from folks.

This is a technical program. We understand that there are a number of questions to really help understand and clarify how the WIOA youth program works. So just take a second to go ahead and let us know how you're feeling, whether you've read it, whether you have not read it. If you've read it, how are you feeling?

Great. So we've got a number of folks that are saying, no, but I've been planning to read it soon, which is great. I think this will be a really helpful webinar for those of you who would like to sort of see things and also hear them at the same time. If that's your learning style, today's going to be good because we're going to really walk through this. Some folks were just not aware of that.

We recommend and we'll give you a little bit more information later on about how you can sign up for information that comes out of the WIOA youth program and some of our technical assistance activities so that you are in the know. We've got just a few that are yes and answered all of my remaining WIOA youth questions. I'm happy to see that. But most folks are sitting right in the yes, I did read it and it answered many of my questions but I still have a few more. So that is great. That's really, really helpful for us to know before we sort of jump into the webinar today.

So with that I am going to turn it over to Evan to walk us through some of the eligibility information. Evan?

EVAN ROSENBERG: All right. Thanks, Sara. Hi, everybody. Now, I'm going to cover some of the content of the TEGL, and from the polling it looks like about an equal number of people have read it and have not read it.

So hopefully, our webinar will help those who have not read it and help answer some of the remaining questions for those who have read it but still have more questions. Quickly, I'm just going to review the eligibility. This was not specifically mentioned in the TEGL, but since we'll be talking a lot about eligibility, we thought it would be good to have a quick review.

In order to be eligible, you need to be either an out-of-school youth or an in-school youth, and to meet the eligibility criteria for an out-of-school youth you need to meet three things. Number one, not attending any school. Number two, not younger than age 16 or older than age 24, and that's based on date of eligibility determination and I'll talk more about that later. And number three, have one or more of the following nine barriers, and that's the term we use for all of the different characteristics that the act and the regulations list that an individual needs to meet one of in order to be eligible.

I'm not going to read through the barriers, but here is the list for out-of-school youth. There are nine of them in the Final Rule. In the Workforce Innovation and Opportunity Act there were eight, but we separated two of them, homeless and foster youth, into – we separated one, homeless and foster youth into two separate barriers. So that's why there are nine in the final rule, whereas there were only eight in the act. It's still the same list. We just wanted to separate them for clarification purposes. So you can see those nine barriers. Hopefully, you're familiar with those.

And then in-school youth eligibility. In order to be an in-school youth, you must meet four things. Number one, attending school, and that is as defined by state law and note this includes both secondary and postsecondary school. So if you're in postsecondary school, you are attending school, there is an exception to that that I'll discuss a little bit later. Number two, not younger than age 24 and not older than age 21 based on time of eligibility determination. So the age range is different for in-school youth than out-of-school youth. Out-of-school youth is age 16 to 24. In-school youth is age 14 to 21.

I understand some of you are having a little trouble hearing me. So I'm going to try and improve that quickly. Hold on one second. All right. Hopefully, this is better.

So as I was saying, the in-school youth eligibility is different age for in-school than out-of-school. Age 14 to 21 for in-school. The third factor for in-school youth is a low income individual. For out-of-school youth you'll note that not all out-of-school youth need to be low income. Only a couple of the barrier categories do. But for in-school youth you do need to be low income and then you have to meet one or more of the following eight barriers. So there's one fewer barrier for in-school youth than out-of-school youth, and these next two slides show those eight in-school youth barriers.

All right. So let's get into the content of the actual TEGL. So the TEGL starts off with eligibility and discusses school status. This is an issue we've gotten lots of questions on and understandably so. There are some tricky areas in determining school status. First thing I want to clarify is that school status is based on time of enrollment according to the Final Rule 681.240.

However, because the enrollment process occurs over time, school status is really based on time of eligibility determination for those eligibility determination pieces I just mentioned. Overall, in order to be a participant in the WIOA youth program, there are four things that need to happen. One is that eligibility determination. Two is assessment. Three, development of an individual service strategy, and four, receive one of the 14 program elements.

And that is discussed in the Final Rule and in our performance guidance, but because those four things aren't going to simultaneously happen on the exact same day and that enrollment process for those four things to occur does happen over time, it's the date that you determine eligibility, the eligibility items we just discussed, that's the status that you use.

So it's not like if you determine them eligible based on their school status today, March 29th, but then you don't do their assessment and ISS until April 2nd and they don't get their first service until April 10th. It's not as if you need to redo their eligibility determination on April 10th to make sure they're still eligible. You already did it today, and so you're all set. But their actual participation date in the program wouldn't be until all four of those things happen, which would be April 10th in that example.

A little bit more on school status. We discussed in the TEGL the school status between high school and college is based on registration for postsecondary, meaning if you're registered for college or registered for postsecondary classes. We've gotten this question a number of times is, what happens when someone's a high school graduate and on their way to college but it's the summer between high school and college? Are they in-school or out-of-school youth?

And it really depends on if they've registered for classes yet or not. If they've said, well, I plan on going to college but I haven't registered yet, then they're not officially in postsecondary education, and if they meet the eligibility for out-of-school youth, they're considered an out-of-school youth, whereas if they are registered for classes for college, then they would be considered an in-school youth.

Now, here's the one exception I mentioned as it relates to postsecondary – attending postsecondary education, and this is something we also clarify in the TEGL. Non-credit-bearing postsecondary classes are not considered attending school for purposes of school status. So if you have an individual that is only attending non-credit-bearing postsecondary classes, maybe they're in community college and they're taking one remedial class that isn't credit-bearing, then they are not considered attending school for purposes of determining school status. They have to be in a credit-bearing postsecondary class to be considered attending school.

Another point about eligibility determination for school status, youth with disabilities with IEP, an Individualized Education Program, may be enrolled as an in-school youth after the age of 21 if the state law allows them to be served by the K-12 system beyond the age of 21. So not everybody will have this additional flexibility, but if you're in a state where the state permits the school system to serve an individual beyond the age of 21 in the K-12 system, then you could serve – you could enroll them as an in-school youth as long as they're within that state age, assuming they're a youth with disability with an IEP.

Another point that the TEGL clarifies is it further defines high school equivalency and dropout reengagement programs. That's an area we got a number of questions on. And then lastly, homeschooled youth classification, which is another area we got lots of questions on, is based on state/local education policy.

So it's whatever the state or if the state doesn't have a policy, then the local education agency's policy is on whether they classify a homeschooled youth as in-school and out-of-school. And I'm aware that states differ in this area. I know of some states that consider homeschool youth in school. I know of some states that consider them out of school. So it really depends on what state you're in and what their policy is.

And I should have mentioned – I think people are doing this but, if you have questions while I'm going over any of these, please enter them into the Q&A chat and we will answer all questions at the end. We hope to leave at least 20 minutes or so for questions and answers at the end. And so keep entering them into the chat as you have the questions, and then we'll come back at the end and start to address them.

All right. So I mentioned eligibility barriers. The term barriers is what we use to refer to the nine conditions for out-of-school youth and the eight conditions for in-school youth, of which all youth must meet at least one. I mentioned those earlier, and I quickly glossed over the slides that listed the nine for out of school and eight for in school.

So one of those barriers is dropout. That's for out-of-school youth, and we just wanted to clarify in the TEGL that it's based on time of eligibility determination, if they're a dropout that day you're doing the eligibility determination, and it doesn't include former dropouts. So if someone, let's say, dropped out of high school a year ago but now they're back in high school, they are not a "dropout" for eligibility purposes. It also doesn't include someone who completed high school but has dropped out of postsecondary education. This is dropout from secondary school and they are currently a high school dropout.

Another barrier is the term offender, and in the Final Rule we use the term offender for both in-school and out-of-school youth. That was a change from the act where the act had a different term referring to people who were part of the justice system. I forget exactly what the term was in in school versus out of school, but we wanted to make them consistent and match. So we use the term offender for the barrier for both in school and out of school, and that term offender is defined in the definition section of the act, WIOA Section 3(38).

And then that final barrier for both in-school and out-of-school youth is kind of the catch-all barrier, the requires additional assistance barrier. And that must be defined at either the state level or, if the state opts not to define it, then it must be defined at the local level. And I want to make sure everyone is aware that there is a new limitation under WIOA that did not exist under WIA for in-school youth as it relates to that requires additional assistance barrier.

The act requires that only up to 5 percent of in-school youth can use that additional assistance barrier as their barrier for eligibility. And if we look at the data under WIA, we see that for in-school youth the most common barrier used was actually the additional assistance barrier, and we saw more than half of the participants using that barrier. And so that means big changes under WIOA for in-school youth where only up to 5 percent of the in-school youth can use that barrier for eligibility determination.

Now, let's move on to low income, which is another piece of eligibility that applies to all in-school youth and some out-of-school youth. As I mentioned before, it only applies to certain categories of out-of-school youth, specifically two of the barriers, someone who is basic skills deficient or an English language learner. They're grouped together as one barrier, and then that catch-all barrier, requires additional assistance, requires low income.

Now, there are two additional low income proxies for youth that did not exist under WIA that now exist under WIOA. So that was really good news in the act. The first is youth living in a high poverty area, and we have an attachment to the TEGL, attachment two, that provides step-by-step instructions for using census data to determine whether a specific geographical area meets our high poverty definition.

Our high poverty definition is 25 percent or higher poverty rate in a specific geographical area, and it is somewhat complicated to figure that out, depending on if you're looking in the census tract or a county or so forth. And the step-by-step instructions in the TEGL are very detailed, and hopefully, you'll find those helpful in figuring out if someone resides in a high poverty area.

The other new low income proxy under WIOA is free or reduced lunch eligibility. Some of you may recall who've been around a while that this existed under JDPA but disappeared under WIA and now it's back under WIOA, which is great. And so if someone is eligible to receive or receives free or reduced lunch, they are low income. However, there's some schools out there where the whole school receives reduced lunch subsidies.

It falls under the community eligibility provision, and so those schools that fall under that community eligibility provision where every single person in that school receives a free or reduced price lunch, for individuals in a school like that, you must determine individual eligibility for free or reduced lunch. They're not automatically low income just because they attend one of those community eligibility provision schools.

And then in terms of what counts as income under WIOA, the TEGL clarifies that unemployment and child support payments count as income. This is different than under WIA, but it's important to note that, when you're looking at family income, those two sources of income count.

In addition, while we didn't explicitly state it in the TEGL, the adult and dislocated worker program recently published TEGL 19-16 that discusses the same issue, what is counted as income under WIOA, and they also included in the list old age and survivor insurance benefits, what we mostly think of as Social Security payments for retirement or for certain survivors of people who have retired and then passed away.

And we didn't mention that in our TEGL, but we want to clarify that that also counts as income. It's the same for adult dislocater and youth in terms of what counts as income, and those old age and survivor insurance benefits also do count as income. We got a couple questions on that recently.

Now, because eligibility is a rather complex subject, as you can probably tell from the lengthy description of eligibility for what I just talked about, we've created a number of youth program eligibility resources.

We have a new youth program eligibility page that includes a fact sheet, an introductory webcast, and some really great interactive tutorials. One is a basic tutorial. Another is more of an advanced tutorial where you're quizzed on whether someone is eligible for the program and what their school status is based on different characteristics. And Sara's going to show you where those are located and give you a little tour of all of our new resources later on in the webinar.

Now, let's move on to program design. The TEGL clarifies that youth funds can be expended on outreach, recruitment, and assessment for eligibility purposes prior to participation in the program. This is an area we did get a few questions on asking if WIOA youth funds can be spent on those activities even before someone is officially a participant, and the answer is yes. For those specific activities, you can spend WIOA youth funds on them.

Now, the TEGL also reviews assessment requirements. It covers a few different areas related to assessment. It talks about the objective assessment requirements in the act, and it discusses career-related assessments and the benefits of using career-related assessments. And it also discusses the basic skills portion of the objective assessment, and this is an area we've gotten questions on in terms of whether or not you're required to use a specific basic skills assessment when you're assessing individuals.

And the answer for the assessment portion of the program, when you're just assessing up front, is that we don't have a specific list of assessments that you're required to use. You're not necessarily required to use the Department of Education National Reporting System approved assessments. However, I want to draw a distinction in that the performance indicators under WIOA include a new indicator, the measurable skill gain indicator, which is somewhat similar to the literacy numeracy gains indicator we used under WIA but much more broad and literacy and numeracy skills are only one component of it.

Now, if any of your participants in the program are working on that basic skills portion of the measurable skill gain indicator, the assessment that you use for pretest and post-test for that type of measurable skill gain, that must be an approved Department of Education National Reporting System assessment. So if you know you're going to work on that skill gain for an individual, you may want to consider using one of the approved assessments, but there's no requirement to do so up front when you're assessing youth.

The TEGL talks a little bit about statewide funds. It also talks about serving 18 to 24-year-olds. Now that the age range for out-of-school youth has increased to 24, there's a larger overlap between the youth program and the adult program. So a natural question is, if an 18 to 24-year-old shows up at a One-Stop center, at our door, how do we determine whether to serve them in the youth program, the adult program, or both? And the TEGL discusses a little bit about how to make that determination.

Now, as it relates to statewide funds, the 75 percent out-of-school youth expenditure requirement, which I haven't yet talked about on this TEGL because I am hoping everyone in the audience is well aware of that out-of-school youth 75 percent expenditure requirement, but just in case you're not, the act requires that, at a minimum, 75 percent of state and local youth funds must be spent on out-of-school youth.

And for the local area funds it's pretty straightforward. It's the same as how it worked under WIA where you were required to spend 30 percent. The only difference is it's greatly increased. However, WIA didn't have an expenditure requirement on statewide funds. WIOA does, and the tricky part about this is figuring out which types of expenditures factor into that out-of-school youth expenditure rate for statewide funds.

And honestly, most of the required statewide activities that are listed in the act are not direct services to youth and, therefore, would not factor into the calculation. So we say in the Final Rule and in our TEGL that only direct services on youth factor into that 75 percent expenditure requirement, and there are some states who may not even spend a penny on statewide funds for direct services to youth, and for those states you don't even have to worry about this calculation because you're not spending funds on direct services.

But there are plenty of states who do spend some statewide funds on direct services to youth, and for those states it's 75 percent of the funds spent on direct services to youth that must be spent on out-of-school youth.

And the other piece of this is, if direct services are provided to youth with statewide funds, then the youth that receive those direct services with statewide funds must meet WIOA youth eligibility and be reported in our performance and accountability system in our – in the PIRL, which is a Participant Individual Record Layout.

I see lots of great questions coming in. I think we're up to almost 40 questions. So keep those questions coming, and hopefully we'll be able to address many of them at the end.

Now, moving on in program design to incentives, the TEGL discusses a little bit more about incentive payments. We reiterate that in the Final Rule incentive payments are permitted for recognition and achievement directly tied to training and work experience, and we elaborate that those incentive payments must be in compliance with the cost principles and incentives are not allowed for things like recruitment, submitting eligibility documentation, just simply showing up for the program.

Those are things, if you want to provide incentives for, you would have to use leveraged resources and non-WIOA or WIOA youth funds for those types of incentives. You're not allowed to use WIOA youth funds for incentives for things like recruitment, documentation, participation in the program.

Now, another area we get asked about is braiding funds, another complex area. And often this gets lumped in with another term, blending funds, but they're actually very different. And so I want to be clear that what the TEGL talks about and what I'm talking about now is just braiding funds, not blending. Blending means when you put two or more funding sources together and the funding loses its identity and so you're not required to track the individual funding streams.

That is not what we're talking about here. We're talking about braiding, which is where different funding streams are used together to support different needs for the same customer, but you must maintain separate documentation related to cost allocation of those funding streams. You must report on them separately, track them separately.

And braiding is a great strategy that can allow WIOA youth programs to provide more comprehensive services while maximizing resources because the WIOA youth program is extremely comprehensive. It requires 14 program elements be offered, but to be honest, there are few, if any, local areas that really have the funding to be able to pay for all of those 14 program elements. So we expect you, for some of those program elements, to leverage resources, braid funds, et cetera to be able to offer them and not necessarily use WIOA youth funds to pay for all of them.

Now, a great example of this would be to braid Title I youth and Title II adult education funds, as they can provide complementary services. For example, Title I could provide more of the employment, career guidance, career exploration, work experience type services, and then the Title II could focus more on the basic skills, English language acquisition, preparation for high school equivalency type services. And we do see a lot of programs that braid Title I and Title II funds for that purpose.

Now, the last subject I'm going to cover is competitive procurement, another complex subject. Now, under WIOA and the Final Rule, some of you may have noticed that we have a bit of a different interpretation on competitive procurement, and so the recent TEGL attempts to elaborate on that and hopefully I can do the same here.

So under WIOA, when a local workforce board awards grants or contracts to youth service providers, they must award them on a competitive basis. That is still the same as it's always been. If you're awarding grants or contracts, you must award them competitively. However, there is one exception that the act states related to competitive procurement, and it is that you may award sole source contracts if there's an insufficient number of providers in the local area.

Now, a lot of people ask what the definition of insufficient number, and we don't have a federal definition of insufficient number. So we would suggest, if you ever use this exception, that you want to make sure you have a policy in place at your local level that shows what you consider an insufficient number of providers.

Now, competitive selection of youth service providers applies only if the local board provides youth services through grants or contracts, and this is where it gets a little bit different under WIOA. As we discuss in the Final Rule, the local board may provide directly some or all of the youth activities. So that's a new option that local boards have. The reason for this option is to – is intended to provide flexibility to make sure the most efficient and cost-effective services are provided to youth.

Now, we didn't make this flexibility so that local boards would no longer contract at all with youth service providers because there are lots of great youth service providers out there that bring a lot of value to the system and provide strong outcomes and cost-effective services, and we expect that to continue.

But some of the program elements, for example, the labor market information program element, which is new under WIOA, or maybe follow-up services if case managers are in-house and not part of the youth service providers and they're the ones providing follow-up services, some of those types of services may be more efficient and make sense to provide directly rather than contracting out.

But the department does expect that local boards will use providers best positioned to provide services resulting in strong outcomes, and the department encourages local boards to award contracts when they have access to experienced and effective providers.

Now, lastly, the TEGL clarifies that, if a state chooses to do so, the state is able to set a policy requiring local boards to competitively select some or all youth services. We had a couple states ask about this, if they had the ability to require competitive procurement, even though we give locals the option of not procuring if they provide them themselves. And the answer to this is state does have the authority to require their locals to competitively procure youth services, if they choose to.

And then the last thing related to procurement is that local boards who directly provide youth services – excuse me – if a single entity performs multiple roles, for example, an entity is both the fiscal agent and a service provider, a written agreement between the local board and the chief elected official is required. And the TEGL talks about what that written agreement must include.

All right. So with that I'm going to move on to program elements and turn it back over to Sara to discuss program elements. Sara?

MS. HASTINGS: Great. Thanks, Evan, and thank you for all of that really great information. I feel like I don't need to remind people that they can put their questions in the chat box because we are getting a lot of questions. So that is great. Please put in your questions. We will try to get to as many as we can towards the end, but I'm going to jump into the program elements.

So you'll see in the TEGL that we provided descriptions of all of the 14 program elements, but it really goes into sort of additional details for certain program elements that were not really fully defined in the regulations or that could meet – that could use a little bit more clarification. So – and I'm sure that there are folks on the line here that are eager to hear a little bit more and a little bit more clarification on some of these elements.

So I'm going to walk us through the program elements that did not have that additional information in the regulations and talk through those additional details that the guidance provided. And as you probably saw that at the start of the program elements section of the TEGL, there's a chart that has each of the 14 program elements, and then it clarifies whether the element is further described in the final rule and what its applicable citations are and whether it relates to or overlaps with other program elements.

And then it also provides whether the applicable PIRL data element numbers for each of the program elements, so what those data element numbers are for each of those. So hopefully, that's a quick reference guide for folks when looking through the TEGL.

All right. So we often get the question, do you need to provide every one of those 14 program elements to every youth? And the answer is no. And what's awesome about WIOA is that it's designed to meet people where they're at and design service delivery strategies that are really individualized to each young adult that comes into your program.

So that means we start with assessing that young person to really better understand their strengths and needs, and then together, in partnership with that young adult, you develop an individual service strategy, which is really that roadmap to help that young person meet their goals.

And so in order to really do this at a programmatic level and to be able to provide any sort of set of those 14 program elements to the young people, programs really must develop sort of this comprehensive youth service delivery system that includes multiple partners that can be really tapped to provide those very particular services in which they're best positioned to do and to offer. And so ideally, the services provided across the partners are done in a seamless way so that it really makes sense for young people.

All right. So the first program element is 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 or for a recognized postsecondary credential. So with this first element, as you can see here, there are pieces of this element that actually overlap with other program elements.

So, for example, if you know your element two, it references dropout recovery strategies. Element four kind of talks a little bit about leading – training leading to postsecondary credential. So we know when folks are going to report on these elements, there's some confusion because of this overlap. So we worked to try to clarify these a little bit more, particularly for reporting purposes.

So for program element one it will be focused on in-school services that lead to attainment of a high school diploma. So this includes tutoring, study skills training, and instruction that lead to a high school diploma and secondary school dropout prevention services intended to lead to a high school diploma. So now, with that said, you can see this isn't really – this is not a perfect sort of system and there may be some services that, depending on the day, could look like it falls into this element or into element two, which we'll discuss in a second.

So we ask that you really take a look at these clarifications, ask if you have questions, and just really do your best to identify the appropriate reporting for these. We know a local programming looks different for a lot of folks, but we really tried to clarify here where you would report some of these services for young people. And so to reiterate, element one is really those services that leads towards the attainment of a high school diploma.

So for program element two, that's alternative secondary school services or – and again, you can see here the dropout recovery services. So these are services that are outside the traditional school setting and are for those youth who have dropped out of school and are those that lead to a high school equivalency and can include things like basic education skills training, individualized academic instruction, credit recovery, and English as a second language training.

And now, with the English as a second language training, this could also fall under element one if it's in a traditional school setting and they're working towards their high school diploma. So again, these are not hyper-distinct, but we tried to help bucket these in specific elements in order to clarify them for you all for reporting purposes.

So program element three, this is an important one. It is paid and unpaid work experience, which we've talked a bit about, and this element is obviously important as WIOA requires a minimum of 20 percent of local area youth funds be expended on these work experience activities.

And so these can include, as you can see here, summer and year around employment opportunities, pre-apprenticeship programs that lead to a registered apprenticeship, internships and job shadowing, and on-the-job training opportunities. So there are a lot of activities that fall under work experience and lots of options for youth and for programs.

And similarly, there are lots of ways to actually meet the 20 percent expenditure requirement. So first, your local area administrative funds are not subject to this requirement. So that comes out of the calculation. And second, while leveraged resources do not count towards the 20 percent requirement, this new focus on work experience really opens up these opportunities for new or for strengthening partnerships with your local businesses and with some of your partners and your community that can really help support all the effort it takes to make a successful work opportunity for youth. And so here on this slide we talk a little bit about what counts towards the work experience expenditures.

I'm not going to go through all of those, but you can see it's a really long list here. Of course wages and stipends for participation in the work experience count, but so does really all of that staff time that is spent on identifying opportunities, working with employers to orient and support them, getting the youth oriented and prepared to participate in the work experience.

That can include the employability skills training and other classroom training with the required academic education component that's related to this element. So as you can see here, there are lots of expenditures that count towards this requirement. So we think folks are doing a pretty good job in this area, but if you are having trouble meeting this requirement, if you have questions, really talk to your state or to your regional representative so that we can get you some help.

If you need a little assistance in this area, we have also done a webinar on this that showcases local areas that have done some promising models. So we don't want you to struggle, and we want you to get there. So don't stay quiet if you have challenges.

And another thing to remember. While much of our work is focused on out-of-school youth, we've gotten some questions on this, and we want to clarify that for folks to understand that this element is for any youth in the WIOA youth program. So that of course includes both in-school and out-of-school youth. I think some folks maybe confused some of the 75 percent expenditure requirement on out-of-school youth with this one. So please note that this is for all youth that can participate in this.

So a few things to be aware of as it relates to this requirement that the work experience element must include an academic and occupational education component. We've gotten many questions on this over the years. What does this piece of the element really mean? And this educational component may occur concurrently or sequentially, and it can take place at the work site or outside the work site. It can be provided by employers or separately in the classroom or through other means. So there's definitely some flexibility there.

And what we mean when we're talking about this educational component, it's not just sort of general work readiness training, but it's contextual learning so that providing that necessary information that youth need to understand and really work in specific industries or occupations. So we wanted to note to you all that local programs have the flexibility to really determine those appropriate types of academic and occupational education that's necessary for a specific work experience.

So folks should think about their program design and what makes sense. And the law and the regulations are emphasizing that youth get quality work experiences and are learning about the work that they're doing. So I think we can all agree that youth workforce development sort of has moved quite far away from just finding jobs to keep youth busy. So this is kind of an element that helps us ensure that these are quality work experiences and connected to specific occupations and training.

All right. So a few other things to note in the TEGL is that it further clarifies job shadowing and pre-apprenticeship, and we just want you to pay particular attention to this definition of pre-apprenticeship. Many programs have several of the components of a pre-apprenticeship. So often they look really similar to what you think a pre-apprenticeship would look like, except that they don't necessarily have that partnership in place with one or more registered apprenticeship programs.

So that is a key piece of the definition there, and with a stronger emphasis on registered apprenticeship, we really want to make sure that people are developing and designing pre-apprenticeship programs that can really lead to these successful registered apprenticeship programs where possible.

And then another area just to note is that on-the-job training is considered a type of work experience in the WIOA youth program, but in the WIOA adult program it is considered a training service. So this is just important for you all to know so that anybody that's working sort of on both programs and dealing with reporting, this impacts reporting in a little bit of a way. So we want you just to note that there's a difference there.

All right. So program element four is occupational skills training, which includes a priority consideration for training programs that lead to recognized postsecondary credentials, and these credentials should align with an in-demand industry sectors or occupations in the local area. And this TEGL digs into ITAs a bit more and then for those that know WIOA, if you remember that states had to apply for waivers to use ITAs for youth.

So now, ITAs are permitted for out-of-school youth using WIOA youth funds when it's an appropriate action for that youth. So ITAs are permitted for out-of-school youth. They are not permitted for in-school youth, but for those youth who are in-school youth who are age of 18 to 21, they certainly could be co-enrolled in the adult program to receive training through an ITA funded with adult funds.

So there are some good options for providing ITAs for young people both in- and out-of-school youth. And then one other note of course is that training providers need to be on the eligible training provider list, if they're being funded by ITAs or receiving ITA funds.

Next slide, program element five, and this one is – this one's my favorite element. I just really like education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster. That is a mouthful for sure. So if you can memorize that, you definitely get extra points.

So this is a newer element, for those folks who are familiar with WIA. What this is trying to get at is it's a program model that integrates education and training where you bring together your basic skills and your occupational skills training, and it focuses on specific occupation or occupational cluster. And it's about concurrently delivering these, so concurrently delivering basic skills, workforce preparation, and occupational skills training in a really thoughtful program delivery strategy.

So I'd also like to note here a little hint for folks to know the law is that, if you look at the definition in the law of career pathways, you're going to find this element. Exact same wording. It's the same wording as one of the components in the law around career pathways. So if it's helpful to think about it this way, this is how you can get at developing career pathway programming for youth.

Of course it's not the only component that you'd need to develop a career pathways program. Of course you'd need supportive services and labor market information and coaching, but this is really kind of the meat of it is this kind of program model. So you can see that also there are three components to this program element.

It's basic skills, workforce preparation, and occupational skills training that are all sort of on their own they can fit under WIOA youth program elements, but when they concur – occur concurrently as part of this integrated education training model, they're counted under this element. So when they're all together, we're really thinking about this program element five here and as an IET model.

So now, we have program elements six, seven, and eight, leadership development, supportive services, and adult mentoring. These are all defined in the Final Rule. So the TEGL didn't provide any additional clarity on these, except we do note that, while case managers are permitted to serve as mentors in areas where adult mentors are really sparse, we want to note that DOL really strongly prefers that case managers not play that role but that local areas identify other appropriate adult mentors here. So something to note under program element eight.

And program element nine, follow-up services. So now, this element has some important notes to highlight. First, follow-up services are really those critical services provided following a youth exit from a program really to help ensure that the youth is successful in their employment and training, if they go to postsecondary education. These are services like regular contact with the youth or the youth and the youth's employer, if they have consent.

These follow-up services, they can begin immediately following the last expected date of service when no further services are scheduled. So these services do not necessarily cause the exit date to change, and they do not trigger reenrollment. So the exit date is really 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.

So at that point there's the date of exit is applied retroactively to that last date of service. So once you've got the 90 days of no service, other than the follow-up services, if you've started to provide those like follow-up services of self service or information only services, it's a lapse and the participant has an official exit date applied retroactively to the last day of service. That program continues to provide follow-up services for the remaining part of that year.

So the calculation gets a little tricky, but the 12-month follow-up requirement is completed upon one year from that date of exit. So, folks, if they have questions, we know this 90 days of no services is important for folks to understand and for you to think about as it relates to providing follow-up services for your youth.

So we want to also note that follow-up services may include the following program elements here you can see that are provided during the follow-up period. So supportive services, adult mentoring, financial literacy education, and that labor market information, activities that help youth prepare for and transition to postsecondary education and training.

So program elements beyond these five are not permitted during the follow-up period. So if a youth needed more than those five, then the youth may need to be reenrolled, and a new eligibility determination must be completed. So this can seem I think a little bit tricky. So we can give you a little scenario here.

So you've got a youth and their case manager together. They determine that the youth accomplished all of her goals outlined in their individual service strategy, and they determine that she can be exited from the program. But she knows that she'll begin a 12-month period called follow-up.

She'll move into a follow-up phase where the case manager's really going to continue to support her, make sure she's remaining successful in employment or in education, offering her any career advice or coaching, if she needs it, and ensures she's staying on top of her budget. For example, she developed a budget during her program and making sure she's still sort of moving along in that way.

So now, the youth has the expected exit date, and follow-up services can begin. So say, for example, two weeks or two months go by. The youth stops back into the center or calls the case manager. The youth says their car broke down, for example. They missed a bunch of work, and ultimately they lost their job, and then the young person now realizes in order for me to get paid more and to get a better job and get on a career pathway, I really think I need to get some occupational skills training and move into employment.

So that's fine. Because 90 days has not passed, the youth was not exited and the case manager can kind of revise the ISS, provide the supports and services they need, and move forward with the young person. So that's fine and that happens a lot and I think that's why those 90 days period is there because you don't close somebody and two days later they come back and then you have to reenroll them; right? So we've got a little bit of a grace period here.

So now, if it had been over 90 days and because the youth needed more than follow-up services, for example, she still wanted the occupational skills training and it had been over the 90 days, the youth would need to go through an eligibility determination and be reenrolled at that point in time. So hopefully, that scenario helped clarify a little bit more around follow-up services.

OK. So another just few things to note around follow-up services is that – different from WIA is that all participants must be offered an opportunity to receive follow-up services and that follow-up services must be provided to all participants for a minimum of 12 months unless – and this is the part where it's different from WIA is unless the participant declines to receive follow-up or they cannot be located or contacted.

So we have heard over the years for sure that sometimes programs do everything they can to try to track down the young person and assist them with follow-up services but they can't find them really and their phone number stops working and they really didn't feel like – or the young person said they really didn't feel like they needed the services anymore and that they were doing OK. There were many of these cases over the years that we heard from people, and so, if a program tried but failed to contact them, in the past it looked like the program wasn't doing what it needed to do.

So we took this under consideration and really developed this policy that, if a youth declines to receive follow-up or they cannot be located or contacted, they didn't have to continue to call and call without any outcome.

So it's really important, though, that the local programs have policies in place to establish how to document and record when a participant cannot be located or contacted. So we know Facebook and Twitter and Instagram is often a very good way of finding a young person. So that policy really should take into account – take that into consideration.

And as many have said, another point to make here is that follow-up services, really people say follow-up starts at the beginning of the program so that youth are really aware that this will be offered at the end of the program to support them over time. As the case manager works to build a good relationship, follow-up really should be something that the youth sees as a benefit right away. So that's all about sort of relationship building. All right. So that was follow-up.

Now, the TEGL continues to reiterate the definition of program elements 10 through 12, comprehensive guidance and counseling, financial literacy education, and entrepreneurial skills training. One small note is that there's a link here to the Financial Literacy Education Commission. It's got a lot of good information there. Take a look at that. We also have a lot of other good financial literacy education resources in our program elements resource guide, which I'll show you in just a bit, but lots of good information. We wanted to note this particular guide.

Let's see here. Program element 13, this is services that provide labor market and employment information. There are a ton of tools and applications that provide labor market information, and we wanted to highlight a couple here, My Next Move and Get My Future. If you haven't looked at these, we really encourage you to do so. There's just a ton of really good information for young people. And also the TEGL goes into a little bit more detail on career awareness and career counseling. So take a look at that.

All right. We are getting there. Finally, our program element 14, our last program element and one that we provided a little bit more information and language on in the TEGL is activities that help youth prepare for and transition to postsecondary education and training.

And services in this program element prepare youth for advancement to postsecondary education or training after attaining a high school diploma or equivalent, and you can see here these services include SAT/ACT prep testing, assisting with college applications, scholarships and grant searches, financial aid applications assistance. So that is program element four – 14 – excuse me – our last program element.

So we did it. We made it through our 14 program elements. It takes a minute to come up. We are – looks like it's still showing program element 13. OK. So those are the program element resources. What we want to do now is show you – that's why it looked different, because on our screen we're ready to pull up for you – in just a second here we're going to do – let's see here. We have one more slide before we do the tour. So we want to go to this slide here, if we can do slide 38.

So this – I will show you this in just a minute. This is our WIOA youth program element resources page on youth.workforcegps.org. So I am going to in just a second kind of show you what this is, but for each of the program elements we really tried to compile a number of resources that we thought would be really helpful for you to build your programs and think more about how to partner around these specific program elements. So we're super excited about all of the TA resources that we've developed, and we're going to show you those in just a minute. OK. They are trying to pull up this tour here I wanted to show you a little bit on the website.

So that's taking a second, but let me just say – so for our – a couple other points we wanted to make around documenting and reporting program elements here, you can see we believe that documenting receipt of program elements is really critical of course. It's both for data element validation and also to ensure that youth are not unintentionally exited due to that 90 days of no service.

So again, this is another important part of the program that folks and service providers, case managers really should be clear about is this 90 days of no services and then how you think about documenting the program elements that you're receiving. And just one other thing that the TEGL mentioned was around case management and clarifying really that case management is not one of the 14 program elements.

I think all folks know it's an act of connecting youth to those appropriate services, so helping connect them to mentors, connect them to entrepreneurial training. So no need to try to figure out how to document case management. It is not one of those 14 program elements.

So we're now going to try to see if we can do a little bit of a tour. So we are having – we can be as prepared as we can be, and we're having a little difficulty pulling up our cool resources that we wanted to show you, which is fine. We'll continue to work on that on our end, but in the meantime we have a number of questions that we want to try to answer.

And, Evan, I don't know if you want to take a stab at starting to answer a few of the questions kind of starting from the top. Right now, I'm not seeing the questions, but if you could pull those up and start answering a few as you see them.

MR. ROSENBERG: Yes. I can do that, but there's currently a screen share that is covering all the questions. So I currently can't access the questions until the screen share disappears.

MS. HASTINGS: Great. Yeah. We're just getting that moved out of the way.

MR. ROSENBERG: All right. Let's see here. OK. So I'm going to try and address some of the questions related to my portion of the presentation, so going way back to the beginning when we were discussing eligibility and school status and so forth. I'll read the question and then try and answer it, to the best of my ability.

First question, "Does attainment of any postsecondary education credit bearing make an out-of-school youth ineligible?" It's not about whether an out-of-school youth is ineligible or not – well, the term out-of-school and in-school youth relates to eligibility. So I think what this question is asking is, if someone is taking credit-bearing postsecondary classes, are they in school or out of school?

And the answer is in school, but I'm not quite following that question because it doesn't have to – it's not related to the attainment of postsecondary education, meaning if they attained postsecondary education prior to the program and now they're no longer in postsecondary. It's about where they are in on the date of eligibility determination. Even if they have some college but they're no longer attending college, they can still be an out-of-school youth. It's all about where are they the date of eligibility determination, and are they attending school or not attending school?

Next question, "For college, what about applied and accepted but not registered?" And this goes back to talking about between high school and college and if someone's an in-school or out-of-school youth. And as we discussed in the TEGL, they must be registered. So applied and accepted but not registered does not mean they are currently attending school. Therefore, they would qualify as an out-of-school youth if they meet the other criteria because, as we know, someone might apply to college and be accepted but never show up and start college. So it's all about the – that date of eligibility determination, are they registered or not in postsecondary education?

More questions related to this. "Does this mean credit towards certification or just credit, i.e. entry-level courses that provide credit but do not count towards a degree or certificate?" And it's all about just whether or not the classes result in college credit. If the classes result in college credit, then you're attending. If they don't result in college credit, then you're not attending.

"Still trying to understand if the high school equivalency school/centers would include alternative schools where youth are working with credit recovery and are not attending a traditional high school." I think this question is getting at, if someone is not attending a traditional high school and they're in let's say a dropout reengagement program, are they in school or out of school?

And we discussed this in the Final Rule, and it's all about whether or not that credit recovery, dropout reengagement program, whatever it's called is part of the K-12 system and if the K-12 system considers the individual as in school or not because we can't go against what the K-12 public school system regards someone. So if the K-12 system is funding this non-traditional high school or dropout reengagement program and the K-12 system counts them on their rolls as in school, then you would have to count them as attending school and therefore an in school.

Someone asked a question about the difference in terms of eligibility regarding English language acquisition between the old and new policy. "Can it be used as a primary barrier for eligibility?" Not sure there's a difference between WIA and WIOA relating to English language learners. The thing to note here is that English language learners for out-of-school youth is listed as one of the barriers that also requires low income, but that certainly can be used as a barrier for eligibility and for out-of-school youth, if they're low income.

Someone asked about, "A student attending a certificate program at a community college, are they considered eligible?" By eligible, I'm assuming they're asking if someone is considered attending school or not attending school. And again, it depends on whether that certificate program, the courses for that certificate program result in college credit or not.

For some of these questions, it's interesting because all – keep in mind all this is based on eligibility determination and the time in which you do that eligibility determination. And people who are already in certificate programs, I mean, that's something that typically would result in being a part of WIOA. I think our target students aren't necessarily people already in the certificate program but people we want to connect to the certificate program. So it's a little surprising to see some of these questions.

All right. Next question. "We were told that even if a youth has applied to postsecondary school, that they couldn't be considered an out-of-school youth. Is this correct?" No. That's not correct. If someone has just applied for college but they're – they haven't officially been accepted and then registered for postsecondary, they are not yet an in-school youth. So it's irrelevant whether they've applied for college or not, as I've discussed a few times here. It's based on whether they have registered for college courses.

Someone asked if you can review the three steps to enrollment as it relates to eligibility data again. There are actually four steps, and the term enrollment, although we use it in the Final Rule, we really should use the term participation and participant. And so in order to be an official participant in the program, four things need to happen: one, eligibility determination; two, development of conducting an assessment; three, development of an individual service strategy; and four, receipt of one of the 14 program elements.

And it's not until all four of those things happen that an individual is an official participant in the WIOA youth program. And you should note that those rules are different for other Title I programs. For example, the adult and dislocated worker programs have different rules as it relates to what has to happen for someone to be an official participant. But what I just described are the four steps it takes to be an official participant in the WIOA youth program.

Another question, "Clarify if a student is attending a credit-bearing remedial course at a community college, are they in school or out of school?" If it's credit-bearing, then they're attending school and they fall under the in school category. I used credit-bear- – I used remedial course in my example of a non-credit-bearing, but if the remedial course is credit-bearing, then they're attending school. So it's not about whether it's remedial. It's about whether it's a credit-bearing course.

"Does determining eligibility for youth, is that considered a service in and of itself?" The answer is no. A service is one of the 14 program elements.

"If a youth registers for college in June and does not start until August, are they considered attending school and therefore in school?" The answer is yes. If they've officially registered in school, then they are considered attending school and an in-school youth.

Then there's a question about, "A youth with a disability who remains in high school until the age of 22 and has technically completed high school education requirements but not taken their diploma, so they remain in school activities longer, are they considered an in-school or out-of-school youth?" And this would all depend on how the education system in your state classifies them. If they are still part of the K-12 system and attending school, based on how the state classifies them, then they would be an in-school youth.

Now, I think we have a few questions on the 5 percent limitation for that catch-all barrier, the requires additional assistance. "Does the 5 percent include those with other barriers as well?" And the answer to that is no. It's – the 5 percent only includes someone whose sole barrier to meet eligibility is that requires additional assistance barrier. If someone meets another barrier, then that's the barrier that you use for eligibility determination, and they would not count towards that 5 percent.

Someone asked a question on clarifying enrollment. "Did you say that enrollment occurs after eligibility assessment and receipt of one program element? I thought program elements will be attained within their enrollment period. Can you clarify?" This is the question I just discussed. Four things need to occur in order for someone officially to be a participant, eligibility determination, assessment, individual service strategy, and receipt of one service. Once those four things occur, when that last thing occurs, that's their date of participation.

Another question, "Please clarify. Based upon what was just said, does the 5 percent for the additional assistance limitation mean 5 percent of the total youth program or 5 percent of in-school youth?" And the answer is it's 5 percent of in-school youth. So if in your program you're serving 100 youth but only 10 of them are in school, then you couldn't use any of those 10 in-school youth for that barrier because 1 in 10 would be 10 percent. If you were serving 20, you could use that requires additional assistance barrier for one of them.

And keep in mind, I think in the example someone was using numbers, assuming that the 75 percent out of school and maximum 25 percent in school with number of participants. It's not about number of participants. It's about funding spent. So the requirement related to 75 percent out-of-school youth minimum and 25 percent in-school youth maximum is 75 percent of expenditures, not participants served.

So you could be spending 75 percent of your expenditures on out-of-school youth but you could actually have the same number of in-school and out-of-school enrolled if the in-school youth were – cost a lot less to serve. So just keep in mind that 75 percent, 25 percent is expenditures, not participants. But going back to the original question, it's just in-school youth that you're calculating the 5 percent additional assistance limitation for.

And someone later on asked a question about, "Is it new enrollees or all enrollees?" And the answer is it's just – or new participants or all participants? And the answer is it's just new participants in a program year. So you look at the program year and how many in-school youth participants are newly enrolled in that program year, and only 5 percent of the in-school youth that are newly enrolled in the program can have that additional assistance barrier. I know that sounds complicated, but I think that's because it is.

Someone asked about the required additional assistance. "Is it per county or average of all counties in the area?" It's the entire local area, and local areas are configured differently around the country. Some local areas might be a single county and some might be multiple counties but it's the entire local area.

Someone asked – they said they were always under the impression that every youth must have a literacy assessment. "Does WIOA require this?" WIOA does require assessment of basic skills. So that is part of the assessment. When I was discussing assessments, I was discussing which basic skills assessment to use and that there's no requirement on the type of basic skills assessment to use when assessing basic skills until the point when you're measuring the measurable skill gain indicator.

Someone asks, "Related to free or reduced lunch, if they're receiving or received free or reduced lunch, can it be used for low income?" And it's not about past tense. It's about eligible to receive or receives free or reduced lunch. So they were asking if a high school graduate that in the past received free or reduced lunch could automatically meet low income, and the answer is no. it's eligible to receive or receives, present tense.

Someone asked, I mentioned a variety of options for assessing measurable skill gains. "Can you please provide details regarding these options?" So as hopefully you know, there are brand new performance indicators for the WIOA youth program. There are six of them. Indicator number five is the measurable skill gain indicator, and there are five different types of skill gains that you can use for that measurable skill gain indicator.

The first skill gain type is the one I talked about earlier, which is measuring educational -- (inaudible) -- level gains, which is essentially measuring basic skills. We have a performance TEGL, TEGL 10-16 that goes into depth on those – all those performance measures, including the five measurable skill gain types. So I'd encourage you to take a look at TEGL 10-16 to see all those different gain types and how they all work.

"Please clarify whether incentives can be used for recruitment and submitting documentation." As I discussed in the incentive section, incentives cannot be used for recruitment and submitting documentation, at least not with WIOA youth funds. If you leverage other resources and those other – that other funding stream allowed it, then you could do it, but you cannot do it with WIOA youth funds.

Someone asked a clarifying question about TEGL 19-16, which is the adult and dislocated worker guidance and said – or asked if the information in that TEGL regarding supportive services not extending participation applies to youth. So that TEGL is specifically for adult and dislocated workers, and there are some things in that TEGL that apply to adults and dislocated workers that don't apply to youth and how they handle some of the services.

There are inconsistencies. So for a youth program you shouldn't read that TEGL to get youth guidance. You should look at our TEGL and our Final Rule. The reason we referenced TEGL 19-16 was just related to what counts as income for low income determination, but other than that piece, for youth programs you don't need to look at TEGL 19-16 for any youth-related guidance.

All right. So I think those are all of the questions from my section of the presentation. Sara, are there any questions you want to take?

MS. HASTINGS: Yeah. Thank you, Evan, and thanks so much for jumping right in. I know we were having a little difficulty on our end. I see that we are at 4:00 – almost 4:25 our time. So we're getting close to the end. There are so many more questions. They're awesome questions that we've gotten in.

Evan, you did a really great job busting through – I don't know how many questions you got through but so many and we're – we still see a bunch coming in. Unfortunately, we're not going to be able to get to all of those questions. We will – if we can bring the slideshow back up, I can kind of point people where they can go to write your questions in and we can get back to you through our WIOA mailbox. So if you can go then to the next slide, I'm going to run through these next few slides.

So for those of you who were wondering which TEGLs we had, where they are, you can see here this is the list of TEGLs. We've got TEGL 23-14 that was our first transition TEGL, TEGL 08-15 which is the second Title I WIOA youth program guidance. TEGL 10-16, now, this isn't a youth specific TEGL. It is our performance accountability guidance for all of the programs, but the youth programming performance accountability information is in this TEGL.

So TEGL 10-16 is an important one that everybody should take a look at, if you have not seen that. So please, please do that. And then TEGL 21-16 is the third one that we just walked through today, and I can show you on our website when we get there a little bit. You will be able to find our resources at this link right here. You can see youth.workforcegps.org.

So unfortunately, we were going to put up our resources and show you and we were very excited about it. So I'm giving everybody on this webinar homework. I would like you all to go to the youth.workforcegps.org, if you have not already. You're going to see a number of resources, and these are new resources that we've put up over the last few weeks, even the last couple days that we've been putting up new resources.

We want you to go there so you can find out all this really good information related to the WIOA youth program. We have a youth case management toolkit, and the toolkit is designed to help folks really understand how best to support and serve young people. We've got a youth committee guide. This is a guide that was revised from WIA. It is now updated with WIOA information, and it's got a lot of great information; really good tool.

If you have a youth committee and you have new members and you want to orient them to what a youth committee is, please go there. We have a WIOA youth program reference tool. This is your desk aid. I'm so glad we just put it together because now I use it all the time. This has all of the important statutory and regulatory guidelines for the implementation of WIOA youth programming. So you can look at this. This has got eligibility quick – at a quick glance. You can see the performance measures at a quick glance. So that is the youth program reference tool.

We also have what Evan talked about before, the WIOA youth program eligibility page, and that has those really cool tutorials. So in your homework I want you to try and see how well you know your eligibility information. There are little tests you can take, and you can test your knowledge. So that's on the eligibility page. And then the WIOA youth program element resources, and that is what I was mentioning before. For each of the 14 program elements we have a number of resources that should be able to support you in developing your programming.

So youth.workforcegps.org. That will take you to our main page, and I was going to show you that. We've got all that good information. You'll see in the features section it says WIOA youth program resources. Click on that and you will see all of this information.

And if you can go to the next slide, for those folks – it's 4:30 on the dot – that didn't get their questions answered and you've got still some burning questions, feel free to e-mail at dol.wioa@dol.gov, dol.wioa@dol.gov. You can see the e-mail address here on this slide, and please do check in. You can send your questions in.

Also, though, for folks who know how we typically answer questions for state and local areas, you do have a regional point of contact. So if you want to share your questions with your state, if they're not able to answer that, your regional contact can also provide these information. And we work very closely with our regional colleagues in answering these questions for folks. So that is another way to go about doing that. So I think those are our resources.

The next slide is our thank you slide. So thank you to everybody. We so appreciate you taking the time to listen today, to continue to learn, and to continue to serve our young people throughout the country. It's important work, and we really appreciate you coming today to listen to us. So thanks again, and everybody have a terrific afternoon. Thank you so much.

MR. VEHLOW: And I just want to thank all the participants and presenters today.

(END)